



Physical Education and Sport for democracy and  
Human Rights (SPORT)  
**Fair play and Human rights:  
What? Why? How?**

by

**Author:** George Yiallourides - 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](#)

## Fair play and Human Rights: What? Why? How?

### Brief description

This training unit is a teaching design that will help teachers to explore and understand FAIR PLAY, through cooperative methods. Experiential activities are designed in order to enhance participants' sense of FAIR PLAY, realize their strengths and limits, criticize them sincerely and become able to develop strategies and activities for playing fair. Therefore, the following activities are designed:

- **Agree/Disagree Statements**, recognizing and questioning their knowledge (WHAT?), will make participants think critically about what FAIR PLAY means, and learn their role (WHY?) in promoting and abiding by FAIR PLAY practices (HOW?).
- **Role Plays** on possible FAIR PLAY situations will be presented. In such scenarios, participants will assertively and confidently communicate to peers using verbal and non-verbal skills. A FAIR PLAY charter will be created as well as a list of good practices to communicate values and respect the rights of others. These Fair Play statements will be able to positively influence their school environment and produce a list of good practices that they can implement in their lessons, on a specific subject area of Physical Education.

NB: This training is designed for a group of 20 people. The trainers will make all necessary adaptations accordingly to the number of participants they face (e.g. when organizing group work sessions, or relatively to the space needed).

### Expected outcomes

After fulfilling the training, the participants:

- ✓ Will be methodologically empowered to use collaborative learning for enhancing respect for others and self-respect; (A\_COOP\_2, S\_COOP\_2, K\_SELF\_3)
- ✓ Will gain a conceptual understanding (WHAT?) and a critical attitude (WHY? HOW?) towards FAIR PLAY; (A\_EPIST\_3, S\_EPIST\_1, S\_SELF\_1)
- ✓ Will raise awareness of the important role of FAIR PLAY in promoting human rights, fostering peace, tolerance, cooperation and leadership; (A\_HR\_1, S\_HR\_1, K\_HR\_1)
- ✓ Will develop a feeling of responsibility in each participant to help children obtain skills and experience for playing fair; (A\_COOP\_3)
- ✓ Will be able to detect actions out of any kind of discriminations; (A\_HR\_4, S\_HR\_3, K\_HR\_3)
- ✓ Will be able to create a FAIR PLAY action plan to implement in their schools. (A\_HR\_4, S\_HR\_1).

## Activities

	<b>Duration</b>	<b>Methods used</b>
Preparatory Activity	<b>30 minutes</b>	Puzzle and brainstorming
Activity 1 – The sense of Fair play	<b>50 minutes</b>	Debate and Musical Chairs
Activity 2 – Talk about Fair Play	<b>45 minutes</b>	Line debate
Activity 3 – Fair Play in action	<b>50 minutes</b>	Role play
Activity 4 – Facing the Challenge	<b>100 minutes</b>	Group work and debate
Evaluation	<b>30 minutes</b>	Individual work and questionnaire

## Preparatory activity

Duration: 30 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To provide equal participation in the learning process ;</li> <li>✓ To break the ice in the group.</li> </ul>
<p>Methods/techniques used</p> <ul style="list-style-type: none"> <li>✓ Puzzle</li> <li>✓ Debate</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Card/puzzle (appendix 1)</li> <li>✓ Markers (four different colors for each group) and paper</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Arrange the room so that participants can move around. Later they will sit down and work in groups;</li> <li>✓ Prepare the puzzles: cut into 4 each picture of appendix 1 (for a group of 20 participants); spread the pieces on the floor or a table.</li> </ul>
<p>Procedure</p> <p>Step 1 (05 min) – Making the groups</p> <ul style="list-style-type: none"> <li>✓ Each participant is asked to pick up a piece of the puzzle on the floor or on the table.</li> <li>✓ The participants gather in groups of 4, according to the piece of the puzzle they picked up.</li> <li>✓ As soon as the groups are formed, the participants are placed around the tables and are encouraged to give roles in the team (coordinator, time marker, announcer, and writer). They put the picture in front of them</li> </ul> <p>Step 2 (15 min) - Brainstorming</p> <ul style="list-style-type: none"> <li>✓ Each participant in the groups is encouraged to express his/her first reaction and impression of the picture and start a conversation about the picture.</li> <li>✓ All the opinions are put together and the group concludes on a common critical description of the picture.</li> <li>✓ If different aspects come forth, the participants proceed by a debate.</li> </ul> <p>Step 3 - Debriefing (10 min)</p> <ul style="list-style-type: none"> <li>✓ The announcer of each group briefly presents the conclusions of the brainstorming to the other groups.</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ During this preparatory activity, make sure that everyone feels at ease in the groups and free to express one's opinion. Encourage everyone to actively participate by creating a secure and friendly environment.</li> </ul>

## Activity 1: The sense of Fair Play: What is Fair Play? How does it work? Do we need it?

Duration : 50 minutes

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To become aware of FAIR PLAY and think critically about what FAIR PLAY means;</li> <li>✓ To express one's own experiences of FAIR PLAY and categorize them relatively to positive or negative feelings;</li> <li>✓ To be able to talk about a given Fair Play statement;</li> <li>✓ To create a Fair Play Charter.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Debate</li> <li>✓ Music chairs</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Green and yellow cards</li> <li>✓ Markers for every participant</li> <li>✓ Overhead projector, cd player</li> <li>✓ Fair Play Statements (appendix 2)</li> <li>✓ Fair Play Charter (appendix 3)</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ For step 1: Arrange the chairs in circle and draw a line in the middle. On one side of the line stands the "Happy" or "Hot" area; on the other side stands the "Sad" or "Cold" area.</li> <li>✓ For step 2: Move chairs everywhere, locating a green and a red chair opposite every time.</li> <li>✓ For debriefing: arrange the room so that every participant can find a place to work on his/her own.</li> </ul>
<p>Procedure</p> <p>Step 1 (20 min) – Happy/Hot ----- Sad/Cold</p> <ul style="list-style-type: none"> <li>✓ The participants take 2 cards –green and yellow– and write down a good (on the green card) and a bad experience (on the yellow card) of fair play they had as individuals.</li> <li>✓ They exchange the cards with their peers who read them and place them in turn in the Hot or Cold area, depending on their ability to handle it in their class.</li> <li>✓ Every time, each participant is given the chance to express his/her thoughts about the mentioned experiences and the practices to deal with them in class.</li> </ul> <p>Step 2 (15 min) – Musical chairs : talk about a Fair Play statement</p> <ul style="list-style-type: none"> <li>✓ Participants play the game of «Musical Chairs». They move around while listening to the music. When music stops they sit in a chair (green or red), facing a peer.</li> <li>✓ The trainer makes a Fair Play statement. The participants sitting on the green chairs start to talk about the statement to their peers in a way they agree with it. When the cue to STOP sounds, the participants sitting on the red chairs start to talk in a way they disagree with the statement. While listening to each other participants remain unexpressed.</li> <li>✓ Music plays again and the game goes on until all the statements have been discussed.</li> </ul>

#### Step 4 - Debriefing (15 min)

- ✓ The trainer can start the debriefing by asking those questions to the participants: How would you define Fair Play according to what we observed during the activity? What is its role? Do we need it? The trainer lets the participants orally react.
- ✓ The trainer gives the participants the Fair Play charter and asks them to fill it in individually. On the “positive” grid, they can write down what they consider as necessary in developing Fair Play situation; on the “negative” side, they write down the difficulties or problems raised when trying to develop a Fair Play situation.
- ✓ In the end, everyone will complete the following sentences on a separate piece of paper: «Fair Play is...», «We need Fair Play, because.....». All the sentences are hung on a board or a wall and remain there for the following activities. The participants are given time to read each other’s sentences, and they are asked to keep their charter with them during the following activities.

#### Tips for trainers

- ✓ For the first step, deal with the green cards first so that the participants feel positive and start working.
- ✓ Be prepared to have your own examples of Green and Yellow cards in case some participants find difficulties expressing their own experiences.

## Activity 2: Talk about Fair Play

Duration : 45 minutes

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To highlight the importance of Fair Play in promoting Human Rights and democracy;</li> <li>✓ To discuss on a particular topic putting forward opposite arguments;</li> <li>✓ To seek to convince others to change place;</li> <li>✓ To follow rules.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Line debate</li> <li>✓ Group discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ PC, projector</li> <li>✓ Statements (appendix 4)</li> <li>✓ Fair Play Wheel (appendix 5 and eventually appendix 6)</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Draw a line on the floor. On one side of the line will stand the “I agree” area; on the other side will be the “I disagree” area.</li> <li>✓ For step 2, the participants should be divided into five groups.</li> </ul>
<p>Procedure</p> <p>Step 1 (15 min) – Line debate</p> <ul style="list-style-type: none"> <li>✓ The participants are asked to line up on the line on the floor.</li> <li>✓ The trainer reads the first statement of appendix 4, and asks the participants to move on one or the other area, according to whether they agree or disagree with it. The more they agree or disagree, the more they move aside.</li> <li>✓ The trainer asks some of the participants from both sides to explain their position. While listening to the explanations, the others have the right to change position if they feel convinced.</li> <li>✓ The line debate goes on until all statements are dealt with.</li> </ul> <p>Step 2 (20 min) – Create the Fair Play Wheel</p> <ul style="list-style-type: none"> <li>✓ The participants are gathered in five groups. Each group is given a Fair Play wheel and fills it in.</li> <li>✓ Each group presents their Fair Play Wheel to the other groups, explaining their choices.</li> <li>✓ All the Fair Play Wheels are hung on a board or a wall, next to the previous statements (see activity 2).</li> </ul> <p>Step 3 - Debriefing (10 min)</p> <ul style="list-style-type: none"> <li>✓ The trainer asks the participants if they can see a relation between Fair Play and Human Rights. He asks them to fill in the sentence: Fair Play is related to Human Rights in the way that... He/she lets them share their thoughts orally and can then fix on the board or the wall the different statements.</li> <li>✓ Some time is given to the participants to come back to their individual Charter and eventually add or change some points.</li> </ul>

#### Tips for trainers

- ✓ The Fair Play Wheel step can be dealt as a whole group work, so as to provide only one Fair Play Wheel. In that case, you can add the following procedure to step 2, using the table in appendix 6 :
- A first group reads one statement they introduced in their Fair Play Wheel. Ask the other groups who share the same statement to raise their hands. Write down the statement in one of the table grid according to the number of groups sharing it (in “number 5” if they all share it; in “number 1” if only one group expressed it, and so on). Proceed this way until each group has read all the different statements they expressed.
- In the end, the statements that received five votes are directly placed on the Wheel.
- Proceed to a whole group debate to decide how to formulate the missing statements for the Wheel.

SPORT, 2015

### Activity 3: Fair Play in action

Duration : 50 minutes

#### Expected outcome

- ✓ To present and respond to dramatic roles based on possible Fair Play situations;
- ✓ To be «in the shoes» of certain roles according to a given Fair Play Situation;
- ✓ To present to others their role play and their Fair Play Situation;
- ✓ To communicate assertively and confidently to their peers using verbal and non- verbal skills.

#### Methods/ techniques used

- ✓ Role play

#### Resources

- ✓ Cards with given situations (appendix 7)
- ✓ Hats
- ✓ Labels

#### Practical arrangements

- ✓ Make sure each group has enough space to work on their own.

#### Procedure

##### Step 1 (05 min) – Making groups

- ✓ Participants are randomly divided into five groups (ideally of four people). The trainer gives a number from 1 to 4 to each participant. Group 1 is composed with participants who picked up number 1, Group 2 with participants with number 2, and so on. Each group is given a Fair Play situation (appendix 7).
- ✓ They read the situation and they decide how the roles will be distributed. Each participant put on his/her role hat. The group practices their situation in order to present it to the others.



Step 2 (15 min)

- ✓ Each group reads the Fair Play Situation on the card and distributes the different roles. Labels are put on the hats and each participant wears his/her hat according to his/her role.
- ✓ The group rehearses the situation.

Step 3 (15 min)

- ✓ Each group practices the situation in front of the other groups.
- ✓ A short time is given, after each presentation, for the public's reactions.

Step 4 - Debriefing (15 min)

- ✓ The trainer asks the participants how they felt while being «in others' shoes». He/she asks for a brainstorming of words that express their feelings.
- ✓ The trainer can ask the participants how they would react, as teachers, if witnessing such situations.

Tips for trainers

- ✓ You can ask a participant to be a coordinator and handle the distribution of roles.
- ✓ Observe the work and give guidance to each group.

SPORT, 2015

## Activity 4: Facing the Challenge

Duration : 100 minutes

Expected outcome

- ✓ To deal with a Fair Play scenario in Physical Education;
- ✓ To think critically about a Physical Education scenario of violation of human rights;
- ✓ To be able to identify a violation of human rights;
- ✓ To be able to develop attitudes and skills promoting human rights in Physical Education.

Methods/ techniques used

- ✓ Group work
- ✓ Debate

Resources

- ✓ Cards with given scenario (appendix 8)
- ✓ Universal Declaration of Human Rights (appendix 9)
- ✓ List of good practices (appendix 10)
- ✓ Cards and markers
- ✓ Video - Colombia Sport model for peace (appendix 11)

Practical arrangements

- ✓ Make sure each group has enough space to work separately.

## Procedure

### Step 1 (30 min) – PE scenario and Human Rights

- ✓ The participants are back to their previous groups.
- ✓ Each group is given the PE scenario (appendix 8) and the Universal Declaration of Human Rights. They read both documents.
- ✓ They discuss in groups which Human Rights are being flouted in the scenario. They write them down.
- ✓ Each group orally explains to the others the conclusions of their discussion.

### Step 2 (30 min) – Reform of PE scenario

- ✓ Participants work in their groups to reform the given negative scenario to a positive scenario promoting human rights. They can also use their individual Fair Play Charter to do so.
- ✓ Each group presents their decisions to the others. Time is given for a whole group discussion of the different conclusions.

### Step 3 (15 min) – Good practices

- ✓ Each group fills in the table of good practices (appendix 10) according to their observations and discussions.
- ✓ Each group presents their list to the others. Each group's list can be hung on the board or the wall next to the previous documents.

### Step 4 (15 min) – An example of promoting Fair Play for Human Rights

- ✓ The trainer shows the participants the video of Colombia Sport Model for Peace.
- ✓ Time is given for the participants' reactions.

### Step 5 – Debriefing (10 min)

- ✓ The trainer can ask the participants the following questions:
  - Did you find it hard to find a solution to deal with the scenario in order to respect Human Rights? Why?
  - To what extent did this activity helped you think about your own practice as a PE teacher?
  - What adaptations would you bring to this activity in order to use it with your students?
- ✓ Extra time can be given to the participants to work on their own charter.

## Tips for trainers

- ✓ Ask a participant to be a coordinator.
- ✓ Observe the work and gives guidance to each group.
- ✓ If you wish to come up with one list of good practices for the whole group, you can follow the procedure explained in the tips for trainers in activity 2, and add it to step 3.

## Evaluation

Duration : 30 minutes

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To reflect on the knowledge gained during the workshop;</li> <li>✓ To plan further activities in individual context.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Individual work;</li> <li>✓ Individual evaluation.</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Questionnaires (Appendix 12)</li> <li>✓ A4 Papers, pens</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ The participants should be able to work on their own.</li> </ul>
<p>Procedure</p> <p>Step 1 (10 min) – The STAR suitcase</p> <ul style="list-style-type: none"> <li>✓ Each participant will get an A4 paper with a drawing of a suitcase on, with a written word STAR <b>S</b> (Situation), T (Task), A (Action), R (Result). At the back of the A4 paper there will be a drawing of the back of the suitcase. In the lines with the initial <b>S</b>: they must describe one situation from this training which was their favorite accordingly to the general aim of this training. In the line with the initial <b>T</b>: they must write a task they used in the above situation. In the line with the initial <b>A</b>: they must write 2 activities that helped them achieve that task. Finally, in the line with the initial <b>R</b>: they must write the results they achieved.</li> <li>✓ Time can be given for the participants to share their personal suitcase with others.</li> </ul> <p>Step 2 (10 min) – Questionnaire</p> <ul style="list-style-type: none"> <li>✓ Each participant is given a questionnaire (appendix 12) and fills it in.</li> <li>✓ The participants give back the questionnaire to their trainer.</li> </ul> <p>Step 3 (10 min) – Final reactions and conclusions</p> <ul style="list-style-type: none"> <li>✓ A final time is given to participants to orally react if they wish so.</li> <li>✓ The trainer can conclude the session in his/her own way.</li> </ul>

## References

Unicef (2011). Fair Play.

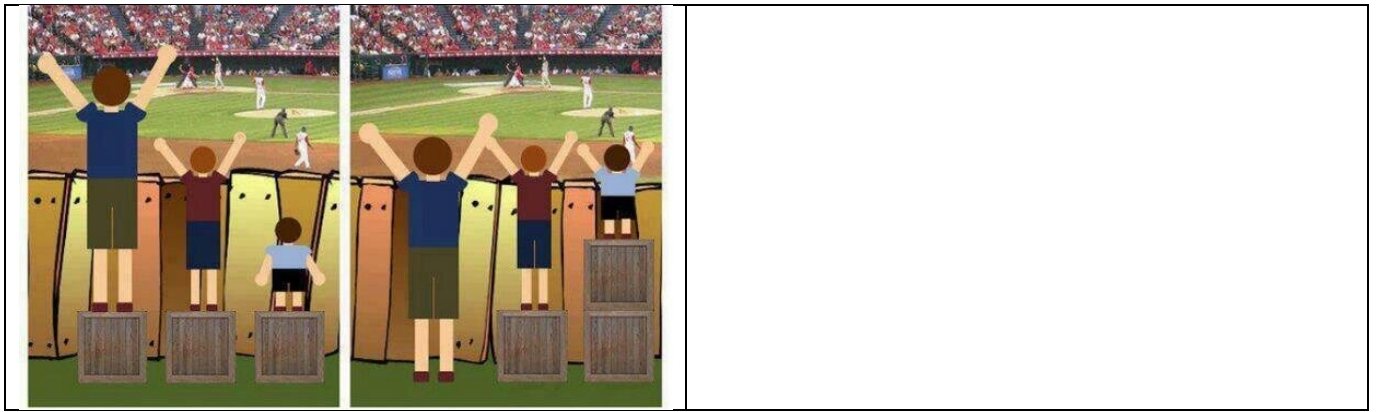
Unicef (2010). PROTECTING CHILDREN FROM VIOLENCE IN SPORT: A review with focus on industrialized countries

Equitas (2008). Human Rights Education Toolkit for Children

## Appendices

### Appendix 1: Picture/puzzle





### Appendix 2: Statements for Musical chairs

It's ok to swear at the referee if you don't agree with their decision.
Punching and kicking players in the other team means you're tough.
You can be friends with players from the opposite team.
It's ok to be rude with a player playing badly.
What counts in a game is winning.

SPORT, 2015

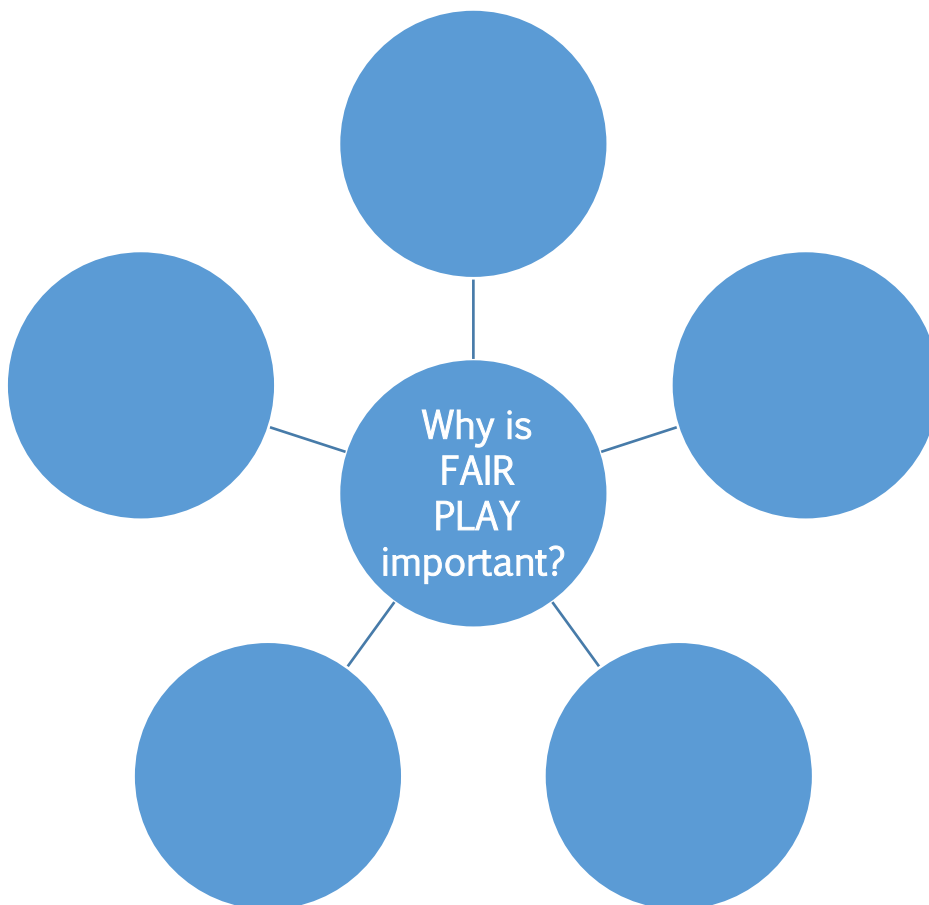
### Appendix 3: Table for Fair Play Charter

Fair Play Charter	
POSITIVES	NEGATIVES

Appendix 4: Statements for line debate

Children with disabilities can't play sport with children with no disabilities.	Girls can't play football with boys.
Competitive games should be promoted from primary school.	Equality means Justice.
Performance is the one thing to be valued in sport.	

Appendix 5: The Fair Play Wheel



### Appendix 6: Consensus table (Fair Play Wheel and List of Good Practices)

1	2	3	4	5
---	---	---	---	---

### Appendix 7: Role Play - Given situations

<p>A player in Chris' team becomes angry over a decision made by the referee. He yells at the referee and ends up being sent off. The score is close and Chris' team now has to play the last 10 minutes of the game with one player less.</p> <p><b>Roles:</b> Angry player, Referee, co-players, fans, coach, etc.</p>	<p>Andy and Maria play in the same team. Maria missed her shot at goal. After the game Andy yells at Maria, "We lost because of you!"</p> <p><b>Roles:</b> Andy, Maria, Classmates.</p>
<p>Costas team lost their game on sports day. When it comes time to shake hands after the game, some of the boys from the winning team say, "You suck! You suck!" as they shake hands.</p> <p><b>Roles:</b> Costas, opponents, teacher.</p>	<p>Helen isn't very good at catching, but she really wants to join in with the recess time handball. Cloe won't let her play and tells her to go away.</p> <p><b>Roles:</b> Helen, Cloe, co-players, supervisor, other students.</p>

## Appendix 8: A PE scenario

Mr/Mrs PE asks the boys to go and play football and girls to play dodge ball. Girls start to complain and want to play something new and different. Some of them ask to play football. Mr/Mrs PE tells them to be quiet and play the game he/she said to them. He/she also tells them that football is only for boys who are strong and know to play football. At the same time, two boys come close to Mr/Mrs PE and complain that teams are not equal and that all the good players have been selected to be in the same team. Another boy comes and complains that no one passes him the ball. A fourth boy left the game and sits under a tree. The same thing happens with two girls.

## Appendix 9: The 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/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.

SPORT, 2015

---

## Appendix 10: List of good practices

Fair Play – List of good practices
1.
2.
3.
4.

## Appendix 11: Video – Colombia Sport Model for Peace

[http://www.youtube.com/watch?v=1shxqmEH0HM&feature=player\\_embedded#at=16](http://www.youtube.com/watch?v=1shxqmEH0HM&feature=player_embedded#at=16)

## Appendix 12: Evaluation Procedure (Questionnaire)

Participants are asked to fill in the evaluation list about the seminar.

1. Please put a tick in the box that best expresses your opinion about the seminar

What do you think about.....?	POOR					EXCELLENT				
	1	2	3	4	5	1	2	3	4	5
The organization of the seminar										
The time spent for the seminar										
The workshops planning										
The workshops development										
The workshops usefulness										
The workshops materials and tools										
The teaching-learning climate										
The cooperation of your team with the coordinators										
The coordination of the seminar										
The formative dimension of the seminar										
The usefulness of the seminar in relation with your teaching practice										

2. Note 2 positive and 2 negative aspects of the seminar

2.1. Positive aspects

.....

.....

2.2. Weaknesses

.....

.....

3. What would you suggest for a better training project on FAIR PLAY?

.....

.....

.....

.....

.....

Thank you for your participation!