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Physical Education and Sport for Democracy and  
Human Rights (SPORT)  
**Engaging with Diversity in Physical  
Education (PE)**

by

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[in cooperation with EPAS](#)

## Engaging with Diversity in Physical Education (PE)

### Brief description

This training unit presents a 4-hour professional development workshop for 20 Secondary School Physical Education (PE) teachers. It addresses diversity issues in PE. The workshop is easily adapted to address other issues in PE.

### Expected outcomes

- ✓ Acceptance of diversity as a positive value for the environment and survival of humankind.
- ✓ Willingness to act and encourage others to act against discrimination prejudices, stereotypes and injustices

### Activities

	Duration	Methods used
Activity 1 – Team Building	30 minutes	Team Building, Debriefing.
Activity 2 – Issues and Challenges	60 minutes	Placemat Activity, Debriefing.
Activity 3 – “Successful” Lessons	60 minutes	Posters, Presentations, Debriefing.
Activity 4 – Modifications	60 minutes	Group Work, Presentations, Debriefing
Activity 5 - Evaluation	30 minutes	Voting, Discussion

## Background and context

This training unit was inspired by the introduction of co-ed schooling in secondary schools in Malta in 2014 and the influx of pupils coming from different cultures. The Maltese classroom is, now more than ever, bringing together pupils from different backgrounds and cultures, with different expectations and attainment levels. This “new” diversity is creating numerous challenges for educators. However, this diversity could also be an opportunity to addressing gender issues, stereotype, prejudice and injustices that are perpetuated as a result of “not knowing”. This training unit aims to raise awareness and develop teachers’ competence in order to harness such opportunities.

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

## Activity 1: Team Building

Duration: 30 min

<p>Expected outcomes</p> <ul style="list-style-type: none"> <li>✓ Promoting co-operation and team cohesion.</li> </ul>
<p>Methods/Techniques used</p> <ul style="list-style-type: none"> <li>✓ Team Building</li> <li>✓ Debriefing</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Beam or plank of wood that is long enough for all participants to stand on.</li> <li>✓ Bibs or anything else to identify team members (bandanas, ribbons, etc.)</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Place the beam in an open space away from any possible form of support.</li> </ul>

Procedure

Step 1 – Beam Traverse (15 min)

- ✓ Randomly divide the group in 2 teams.
- ✓ Ask members of each team to put on a bib so that all participants know who belongs to which team.
- ✓ Ask each team to form a line on the beam, with the 2 teams facing each other in the middle of the beam.
- ✓ Inform participants that the 2 teams must exchange side without stepping off the beam.
- ✓ Give participants time work this out.

Step 4 - Debriefing (15 min)

- ✓ Did you enjoy this activity?
- ✓ What were the difficulties/challenges?
- ✓ How did you overcome these difficulties/challenges?
- ✓ This group is fairly homogenous. How would you think a class of pupils would have fared?
- ✓ What difficulties could they have faced?

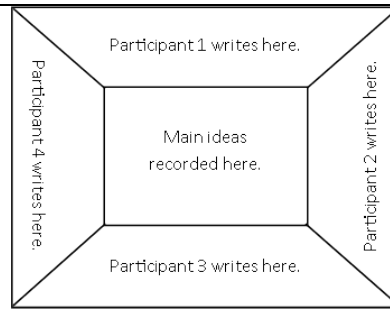
Tips for trainers

- ✓ 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.
- ✓ If the group is quick to figure out how to do this, either spend more time on debriefing or give them a second task. They could be asked to line up according to height for example. You could also opt to blindfold some or all of the participants.

## Activity 2: Issues and Challenges

Duration: 60 min

<p>Expected outcomes</p> <ul style="list-style-type: none"> <li>✓ To identify challenges brought about by diversity which teachers face in PE.</li> </ul>
<p>Methods/techniques used</p> <ul style="list-style-type: none"> <li>✓ Placemat Activity</li> <li>✓ Debriefing</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ A3 Paper</li> <li>✓ Writing material</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ A space that is big enough for micro-groups to work comfortably without disrupting each other.</li> </ul>
<p>Procedure</p> <p>Step 1 – Grouping (10 minutes)</p> <ul style="list-style-type: none"> <li>✓ Tell participants to silently think of their favourite animal.</li> <li>✓ Then tell participants that without talking, they need to arrange themselves from the smallest to the largest animals. Group members can only make gestures and the noise of their animal.</li> <li>✓ Quickly go down the line and have participants say which animal they were, counting off every 4 participants in order to form micro-groups of 4.</li> </ul> <p>Step 2 - Placemat Activity (30 min)</p> <ul style="list-style-type: none"> <li>✓ Distribute markers and flip chart paper.</li> <li>✓ Ask participants to create an individual writing area on the edges and a group writing area in the centre on the 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.</li> </ul>



- ✓ Ask the participants to reflect on the challenges brought about by diversity in the PE lesson. 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 micro-groups, participants discuss the challenges and record a summary in the centre section.
- ✓ Each micro-group shares the main ideas with the other micro-groups in plenary.
- ✓ Ask for clarifications.

#### Step 4 - Debriefing (20 min)

- ✓ How did you feel during this session?
- ✓ Are the challenges you face similar/different to the ones of your colleagues?
- ✓ What are the implications of such challenges for the PE teacher?
- ✓ What can we do about it? How?

#### Tips for trainers

- ✓ Adjust groups according to the number of participants.
- ✓ Participants may see debriefing as an extended opportunity to air their frustrations. Ensure that the discussion does not get stuck and that they come up with possible actions that address the challenges.

## Activity 3: “Successful” Lessons

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Sharing and celebrating good practices.</li> </ul>
<p>Methods/techniques used</p> <ul style="list-style-type: none"> <li>✓ Posters</li> <li>✓ Presentations</li> <li>✓ Debriefing</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Writing material</li> <li>✓ Poster Paper</li> <li>✓ Post-it notes</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ A large enough space where participants can move freely.</li> <li>✓ Space for group work.</li> </ul>
<p>Procedure</p> <p>Step 1 – Reflection (5 min)</p> <ul style="list-style-type: none"> <li>✓ Ask participants to reflect on their repertoire of PE activities and to identify one that is really popular and successful with students. Why is this so?</li> </ul> <p>Step 2 – Posters (15 min)</p> <ul style="list-style-type: none"> <li>✓ Ask participants to create a poster illustrating the activity clearly enough for other participants to be able to understand how it works.</li> <li>✓ Hang the posters in the room.</li> </ul> <p>Step 3 – Sharing and Feedback (20 min)</p> <ul style="list-style-type: none"> <li>✓ Quickly pair the participants up by counting off the pairs.</li> <li>✓ In pairs, ask participants to move around looking at the activities, discussing them and using the post-it notes to provide feedback or comments.</li> </ul> <p>Step 4 - Debriefing (20 min)</p> <ul style="list-style-type: none"> <li>✓ Have participants arrange chairs to create two concentric circles, with the chairs in the inner circle facing outwards and the chairs in the outer circle facing inwards so that when participants sit down, they are actually facing each other.</li> <li>✓ Inform participants that you are going to ask them a series of questions which they are meant to discuss with the participant sitting in front of them.</li> <li>✓ Ask the first question. Give time for the participants to discuss, and then ask the participants sitting in the outer circle to move one place to the left or right.</li> <li>✓ Ask the second question and after some time, repeat as above, with the participant sitting in the outer circle moving one place to the left or right but always in the same direction.</li> </ul>

<ul style="list-style-type: none"> <li>✓ Questions: <ul style="list-style-type: none"> <li>○ What criteria did you use to select the activity you presented?</li> <li>○ Which of the activities presented did you like most? Why?</li> <li>○ Which of these activities are you keen on trying?</li> <li>○ Think back on the previous activity (the challenges that you face as a PE teacher. How do these activities address diversity issues in the PE lesson?</li> </ul> </li> <li>✓ Elicit some final comments from participants.</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ If there is enough time, you could have the participants discussing the same question with 2 different partners thus increasing the interaction between participants.</li> <li>✓ Add/adjust debriefing questions as necessary.</li> </ul>

## Activity 4: Modifications

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Participants modify activities to address diversity.</li> </ul>
<p>Methods/techniques used</p> <ul style="list-style-type: none"> <li>✓ Group Work</li> <li>✓ Presentation</li> <li>✓ Debriefing</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Colour markers</li> <li>✓ Poster Paper</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Space where participants can work in micro-groups.</li> </ul>
<p>Procedure</p> <p>Step 1 – Grouping (5 min)</p> <ul style="list-style-type: none"> <li>✓ Divide participants in micro-groups of 4. Use a fun grouping technique as per Activity 2.</li> </ul> <p>Step 2 – Modifications (30 min)</p> <ul style="list-style-type: none"> <li>✓ Ask micro-groups to choose one of the activities presented in the previous activity. Participants could either choose randomly or restrict it to any one of the activities submitted by a member of the micro-group.</li> <li>✓ Inform participants that they are expected to modify the activity to take into account issues as identified in Activity 2. How can this activity be improved to address challenges brought about by diversity in the classroom?</li> <li>✓ They are to create a poster illustrating the modified game.</li> <li>✓ Participants stick the two posters next to each other, the original activity and the modified activity.</li> </ul>



**Step 3 – Presentation (20 minutes)**

- ✓ Micro-groups take it in turns to present the modified version of the activities.
- ✓ Explain that after every presentation, participants from one of the micro-groups will provide structured feedback as follows:
  - First, participants are to provide positive feedback... e.g. I really liked the way in which...
  - Secondly, participants must ask for clarification... e.g. Why did you choose to....?
  - Thirdly, participants must provide suggestions for improvement... e.g. I think that if you were to....
- ✓ Give a number to each micro-group. Micro-group 1 present the activity and micro-group 2 will provide feedback. Micro-group 2 will then present the activity and micro-group 3 provides feedback, and so on. Micro-group 1 provides feedback to the last micro-group to present the activity.

**Step 4 - Debriefing (5 min)**

- ✓ How easy was it to modify the activities?
- ✓ To what extent do the modified activities address diversity? How?
- ✓ Can you apply the same principles to other activities?

**Tips for trainers**

- ✓ Time may be an issue, especially during the presentation. Ensure that participants respect the process and times.

**Activity 5: Evaluation**

Duration: 30 minutes

**Expected outcome**

- ✓ Participants evaluate the training sessions.

**Methods/techniques used**

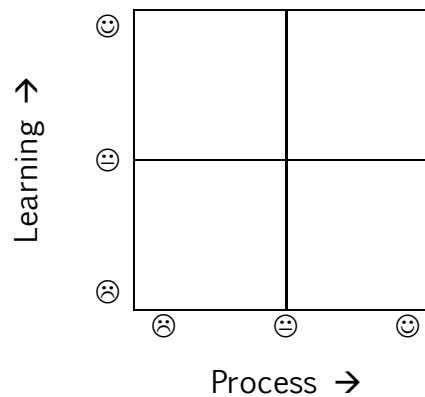
- ✓ Individual Feedback
- ✓ Discussion

**Resources**

- ✓ Flip chart
- ✓ Markers
- ✓ Sticky dots

### Practical arrangements

- ✓ Prepare a matrix with four quadrants in advance as per diagram below.



### Procedure

#### Step 1 – Voting (15 min)

- ✓ Invite participants to reflect on the workshop in terms of the learning and the processes/methods used.
- ✓ Explain the process to the participants: If they thought both the learning and the process of the workshop were bad, they should put their vote in the lower left quadrant. If they thought both were good, their vote would go in the upper right. If they thought the learning was good, but the process was not, their vote goes in the upper left. If, on the other hand, they thought the learning was nice, but the workshop was relatively useless, their vote would go in the lower right.
- ✓ Emphasize that the X and Y axes are a continuum from very unhappy, to neutral (in the middle), to very happy. Participants can vote anywhere along these continuums.
- ✓ Give each participant an adhesive dot to vote with.
- ✓ Turn the matrix around to face away from the group, so that people can vote in private.
- ✓ Ask everyone to vote one by one.
- ✓ The facilitator should also not see how individuals are voting.

Adapted from *Useful Tools for Engaging Young People in Participatory Evaluation*, UNICEF CEE/CIS Regional Office, 2005.

#### Step 2 – Discussion (15 min)

- ✓ When everyone has finished, turn the flip chart around for everyone to see, and discuss the results.

- ✓ Use guiding questions based on the way in which participants have voted to discuss the results.

- ✓ Use guiding questions based on the way in which participants have voted to support the discussion. Some sample questions could include:
  - What was the most interesting/surprising/inspiring aspect of this workshop?
  - How will this learning impact your day-to-day practice?

#### Tips for trainers

- ✓ Participant may need a demonstration on how to vote.