



EDU:PACT

Module Handbook

Teaching and Learning Guidelines on Intercultural Education through Physical Activity, Coaching and Training



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EDU:PACT Network

University of Vienna

German Sport University

University of Southern Denmark

University of Thessaly

University of Rome "Foro Italico"

Right To Play Deutschland

Vienna Institute for International Dialogue and Cooperation - fairplay initiative (VIDC)

International Council for Coaching Excellence (ICCE)

Hellenic Ministry of Culture and Sport

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Where to get help

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Table of Contents

Introduction	5
RTP Methodology	12
Unit 1 – Understanding Yourself	15
Unit 2 – Understanding Others	35
Unit 3 – Planning and delivering sessions	53
Unit 4 – Monitoring and evaluation	75

Introduction

The EDU:PACT Project

Although in most European countries, physical education teachers and coaches work with culturally, ethnically and linguistically diverse groups, research indicates that many physical education teachers and coaches have not received formal training on working with diverse groups and lack professional competences in the area of intercultural education. Moreover, initial education (pre-service) and continuing professional development (in-service) do not provide physical education teachers and coaches with the necessary knowledge, skills, competences or tools to maximise the opportunities presented by diverse and intercultural groups.

The Intercultural Education through Physical Activity, Coaching and Training (EDU:PACT) project was initiated in response to this need. The following handbook presents key knowledge, skills, competences and activities that will help current and future physical education teachers and coaches seize the opportunities presented by intercultural education. Ultimately, this handbook will help physical education teachers and coaches be better prepared to work with people from diverse backgrounds and to promote intercultural education.

To ensure the relevance and usability of the content in this handbook, EDU:PACT has relied on a consortium of partners that have provided a mixture of practical and academic experiences in the areas of physical education and coaching. Five universities specialising in the development of physical education teachers and coaches provided important theoretical input while two NGOs working directly with intercultural groups ensured that the content is adapted to practitioners. Finally, the International Council for Coaching Excellence (ICCE) and the Hellenic Ministry of Culture and Sport further acted as validators to ensure the broad relevance of the content.

Partner

University of Vienna
German Sport University
University of Southern Denmark
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University of Rome "Foro Italico"
Right To Play Deutschland
Vienna Institute for International Dialogue and Cooperation
International Council for Coaching Excellence
Hellenic Ministry of Culture and Sport

Location

Vienna, Austria
Cologne, Germany
Odense, Denmark
Trikala, Greece
Rome, Italy
Munich, Germany
Vienna, Austria
Leeds, United Kingdom
Athens, Greece

The Need for EDU:PACT

European societies are increasingly diverse, and migration has become a socio-political priority in most European countries. Although this diversity offers countless opportunities, it also presents a challenge. The scale of migration in the new millennium is different than in the past, with an increase in destinations and countries of origin. Countries that were not traditionally viewed as destination countries of migration are now facing difficulties to deal with greater diversity.

Integration is, therefore, a priority for maintaining social cohesion and economic development across Europe. Moreover, intercultural education and competences are key to living and growing in the present-day environment. The increase in diversity offers numerous opportunities for individuals and societies. Indeed, increased diversity can help foster the economic growth, innovation and new perspectives that can help a society move forward. However, these opportunities must be actively cultivated.

When considering these opportunities and the incredible reach of sport and physical activity, physical education teachers and coaches must have an awareness of how different cultures affect people's values and behaviours, understand the different ways of mediating personal and social relationships, and possess the skills to generate intercultural learning opportunities in their classes and training sessions.

The context described above provides the starting point for EDU:PACT. Combining the expertise of universities and organisations working in the fields of physical education, coaching and intercultural education, EDU:PACT, through this Module Handbook, provides current and future physical education teachers and coaches with an opportunity to gain the skills, knowledge, competences and tools needed to deliver interculturally-sensitive educational sessions.

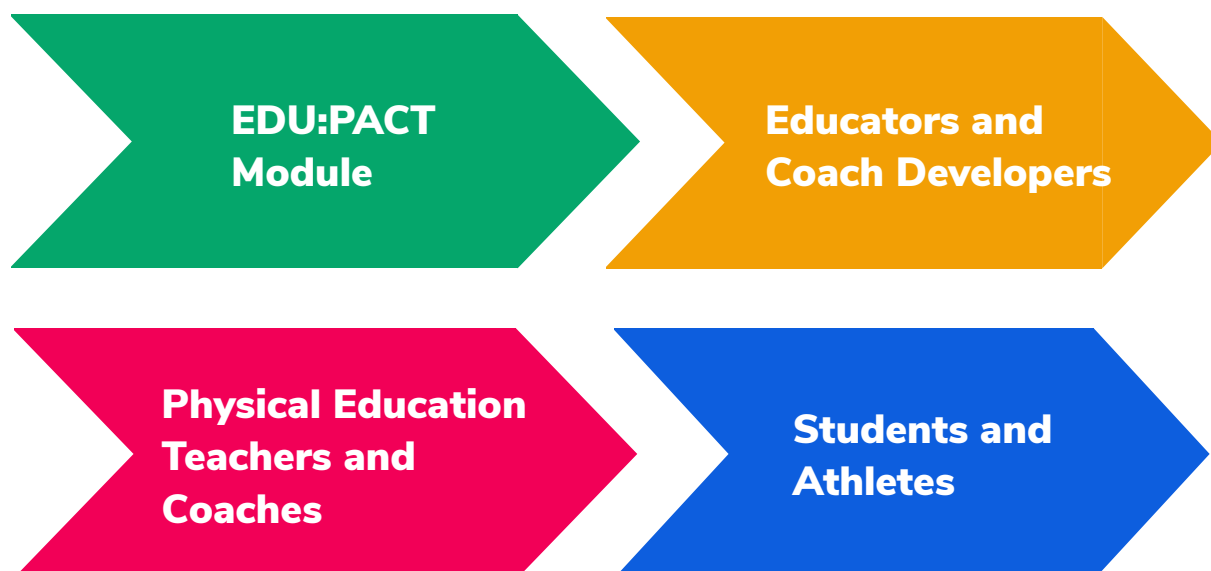
At the beginning of the EDU:PACT project, the partners conducted research and focus group interviews in their respective countries. A summary of the results from this work can be found on our [interactive toolkit](#).

Key Terms

Culture	<i>Common norms and practices or habits of a certain nation, society or group of people (minimalist definition). Cultures are dynamic and change over time.</i>
Integration	<i>Integration has various definitions in different countries. It is sometimes understood to be similar to inclusion (e.g. mutual or two-directional process). However, it is also understood to be similar to the concept of assimilation or a uni-directional process.</i>
Interculturalism	<i>Living together in diversity. It is based on the principles of equality, difference and positive interaction. Emphasis is placed on the communalities, identification processes with the “other”, social connection (e.g. bridging capital) and positive interaction, which contrasts multiculturalism and coexistence.</i>
Multiculturalism	<i>Recognition of the differences of cultural groups. Coexistence with the principles of equality and difference.</i>
Social connection	<i>Refers to the relational aspects that are important for integration processes. Social connections are not inherently benign and inclusive, as they are laden with social (in-) equalities and power relations. These relational aspects are frequently described by using the theoretical concepts of social capital and a sense of belonging to a group or community.</i>
Social capital	<i>Can be conceptually distinguished according to (a) social bonds with relatives and similar persons or groups (e.g. ethnic groups or mono-cultural sport clubs), (b) social bridges with other groups (e.g. between migrants and host community), and (c) social links with societal structures (e.g. governmental services).</i>

EDU:PACT - Competences of Educators or Coach Developers in the Field of Intercultural Education and Sport

Sport activities can impart and strengthen different intercultural competences for students and athletes. However, a necessary precondition for students and athletes to develop these competences are well-designed and well-conducted intercultural learning activities delivered through their physical education teachers and coaches. Therefore, these physical education teachers and coaches must be trained by qualified educators or coach developers to foster the specific competences, skills and tools needed to deliver intercultural activities.





How to use the Handbook

This handbook – along with the interactive toolkit (<http://edupact.sporteducation.eu>) – is meant to be used by individuals training current and future physical education teachers or coaches. This handbook presents the basic thematic and theoretical building blocks for successful intercultural education in sport. As such, its contents can be used flexibly and adapted according to different groups and local needs.

The content from this handbook is divided into four distinct units and can be used as the basis for modules or individual courses meant to train physical education teachers or coaches on the different components of intercultural education.

Study Unit

1. Understanding Yourself

2. Understanding Others

3. Planning and Delivering Intercultural Education Sessions

4. Monitoring and Evaluating Intercultural Education Sessions

Each unit includes a guided learning section where the reader gains access to theoretical information and knowledge meant to support that particular unit. Additionally, each unit includes a practical section where the reader is presented with related activities that can be facilitated with other physical education teachers or coaches, or with students and athletes. The units also include links to additional activities that are made available on our dedicated interactive toolkit (<http://edupact.sporteducation.eu>). These activities complement the units with relevant, in-depth resources including videos, presentations, reading materials and quizzes.

As an additional support to educators or coach developers wishing to deliver the EDU:PACT content, example course outlines are also available on our interactive toolkit (<http://edupact.sporteducation.eu>). These outlines offer a structure for everything from a short further education course to a full, weekly university seminar.

Using the Theoretical Sections

Each unit presents an overview of the theoretical knowledge that underpins the approach and key competences of that unit. These sections are meant to support educators and coach developers in the delivery of intercultural education training for physical education teachers and coaches, and provide the key theoretical points associated with each unit.

The content in the theoretical sections can, therefore, be used to guide the presentation of key concepts during a further education course, a weekly university seminar, or anything in between. Further reading and activities are also proposed through the text and can be found on our [interactive toolkit](#). These additional activities can be used to help educators and coach developers to give their presentations added background and depth, or they can be used to directly engage with physical education teachers and coaches.

Using the Activities

Each unit includes a selection of four practical activities. These activities, which are a mix of games and reflection activities, are meant to relay the key points of the unit in a fun and interactive manner. Educators and coach developers can practice these activities with the physical education teachers and coaches they are training. Thereafter, these physical education teachers and coaches can use some of these activities directly within their classes and sessions to convey key knowledge and skills related to intercultural education.

Each activity has comprehensive, step-by-step instructions and includes facilitation notes to help deliver these activities in real-world, intercultural settings. Additional activities for each unit are also available on our interactive toolkit.

Beyond proposing specific activities, this handbook also aims to give physical educators and coaches the tools to implement their own activities. Using Right to Play's Reflect-Connect-Apply (RCA) methodology along with the guidance found in this handbook, individuals can design or modify their own activities and connect them to relevant intercultural education topics.

Using the Interactive Toolkit

The interactive toolkit (edupact.sporteducation.eu) features all of the content from the handbook and much more.

Theoretical content is supported by the inclusion of texts and videos relating to key topics presented in this handbook. Where appropriate, concrete tools and templates are also included to support the planning and delivery of intercultural education sections. And, in each unit, activities such as quizzes or games are included that will allow participants to validate their learning.

To help educators and coach developers structure and present this content, course outlines are also available, which offer everything from a short further education course to a full weekly university seminar.

Ultimately, this handbook and the online materials come together to support the delivery of intercultural education training for physical education teachers and coaches. Educators and coach developers can use this content to underpin their face-to-face learning activities. Physical education teachers and coaches can also engage with the online materials to further deepen and validate their learning.

Right To Play's Play-based Methodology:

Reflect – Connect – Apply

Right To Play, one of the consortium partners of EDU:PACT, is a global organisation committed to protecting, educating and empowering children to rise above adversity. Right To Play harnesses the power of play such as sport, physical activity and games in all of its play-based learning programs across the world, reaching more than 2 million children and youth per week.

A key aspect of Right To Play's methodology is the experiential learning cycle. This methodological approach has been integrated into the practical activities of each unit of this module handbook.

This means that during each play session, physical education teachers or coaches introduce and reinforce the key messages of each activity through guided discussions. The experiential learning cycle begins with a physical education teacher or coach selecting a key learning – or learning outcome – such as cooperation. The key learning shapes the entire session, including the opening discussion. During the discussion, physical education teachers or coaches plant a seed by asking one or two simple questions, so that students think of the learning outcome (i.e. cooperation) while playing. Physical education teachers or coaches then lead the children through a warm-up, as good practice before engaging in physical activity. Then they engage the participants in the shared experience - a game or two related to the learning outcome. All activities are followed by a discussion.

Right To Play refers to this reflective process as REFLECT – CONNECT – APPLY. It is a teaching strategy that guides the learners through three-steps that help them process their experience:

1. Reflect

What did I just experience? Children and youth are taught the vocabulary to share their ideas and feelings and to respect the ideas and feelings of their peers.

2. Connect

How does this experience relate to earlier ones? How is it relevant to what I already know, believe or feel? Does it reinforce or expand my view?

3. Apply

How can I use what I have learned from this experience? How can I use it in similar situations? How can I use this learning to benefit myself, and my community?

When students and athletes look back on an activity via the guided discussion, they understand the meaning and carry it forward to new experiences. Furthermore, this approach not only supports the delivery of activities from this handbook, but can also be used to connect other activities that you may know to relevant intercultural topics.

Activity

Reflect

What did you observe,
see, feel?

Connect

How does this relate
to your experience in
real life?

Apply

Now what?
What will you
change or do?

Using Teachable Moments

What are teachable moments?

A teachable moment can be a positive or negative event. As a positive event, it could include:

- *A random act of kindness among children*
- *An incredible moment of support, encouragement or teamwork among players*
- *A moment where the group achieves a goal it has been working towards for a long time*
- *Players displaying a key learning that could be used as a model for the rest of the team*

It is important to see these moments as powerful learning opportunities, through which you can extend or expand the thinking of students and athletes. In these situations, you may want to stop the session in the middle of play to ask some questions to help the students and athletes get the most out of the experience. Alternatively, you may want to wait until the end of the session before discussing this issue. Here are some sample Reflect–Connect–Apply questions you can ask:

Reflect

What's something exceptional that happened during the session? How did it make you feel?

Connect

What similar accomplishments have you experienced? How did you reach those achievements?

Apply

What can you do to encourage similar successes in your life?

Teachable moments that stem from negative events could include:

- *A conflict between students and athletes*
- *An activity that fails (for example, if somebody breaks the rules, or an accident happens)*
- *An unexpected question or a raised concern*

In these situations, you may want to stop the session in the middle of play to ask some questions to the students and athletes. Alternatively, you may want to wait until the end of the session before discussing this issue. Here are some sample Reflect–Connect–Apply questions you can ask:

Reflect: What happened? Why did it happen?

Connect: When in your past has something like this happened to you? What did you do to resolve it?

Apply: How can we prevent it from happening again? What is it our responsibility to prevent it from happening?

How do I know when a teachable moment is happening?

When you work with children and youth, teachable moments are happening all the time. The key is to determine which teachable moment is the most important to truly focus on.

1

**Understanding
Yourself**

Introduction

It is often said that when seeking to promote social change the best place to start is with oneself. However, what is the connection between understanding oneself and intercultural education? What can psychological and educational sciences teach us about personal and professional identities, emotional regulation and psychological well-being? This first unit will guide you along this inward journey as a first step in promoting intercultural education.

The goal of this unit is to offer physical education teachers and coaches an opportunity to reflect on their professional identity and work settings and to provide insights and guidelines for helping them to prepare, promote and facilitate intercultural education activities.

Topics



Introduction to understanding yourself

Highlights the importance of relying on scientific and psychological knowledge concerning personal and professional identity. It introduces several topics that arise from the understanding of cognitive and emotional processes affecting interpersonal and work relationships with intercultural groups.



The professional self

Provides a review of what psychological and educational sciences say about personal and professional identities. It also covers how these topics raise specific issues for self-confidence and the acquisition of a “professional self” as well as how to build on the awareness of these topics for professional development and competences.



The interpersonal self and personal agency

Explains how belief and value systems influence mental processes regulating one’s social and professional experiences. It also provides information on ethnic or group stereotyping and scientific models for understanding personal agency and self-confidence as well as professional tools for promoting collective or group empowerment.



Emotion regulation and psychological well-being

Focuses on one’s control of situations that have strong and challenging emotional meaning for an individual and highlights what psychological science says about emotional regulation, situational awareness, perspective and empathy.

Learning outcomes

- 1** Have a better understanding of your identity and how to embrace and endorse intercultural education.
- 2** Understand how culture, social forces, and personal experience shape your identity.
- 3** Understand how your personal biases and emotions may promote or reinforce stereotypes about diverse cultural backgrounds and/or target groups.
- 4** Improve your body language, tone and presentation styles, especially as they pertain to different cultural backgrounds.

Key terms

Professional identity	A person's values, beliefs and aspirations in his/her professional environment
Professional self	A person's views, evaluations and meanings assigned to his/her professional experiences
Personal identity	The values and beliefs a person holds about his/her physical and psychological characteristics that result from life experiences
Personal self	The views, evaluations and meanings a person assigns to himself/herself through personal life experiences
Interpersonal self	The views, evaluations and meanings a person assigns to himself/herself in the context of social interactions
Personal Agency	The set of beliefs and evaluations a person holds about his/her capacity to intervene and change social and professional environments
Stereotypes	Beliefs whereby a person assigns the same characteristics to all members of a social, cultural or geographic group
Value systems	The personal, social and cultural characteristics guiding a person's motivational and behavioural choices
Social identity complexity	The degree to which a person's multiple identities interact or are mentally integrated

Theoretical information

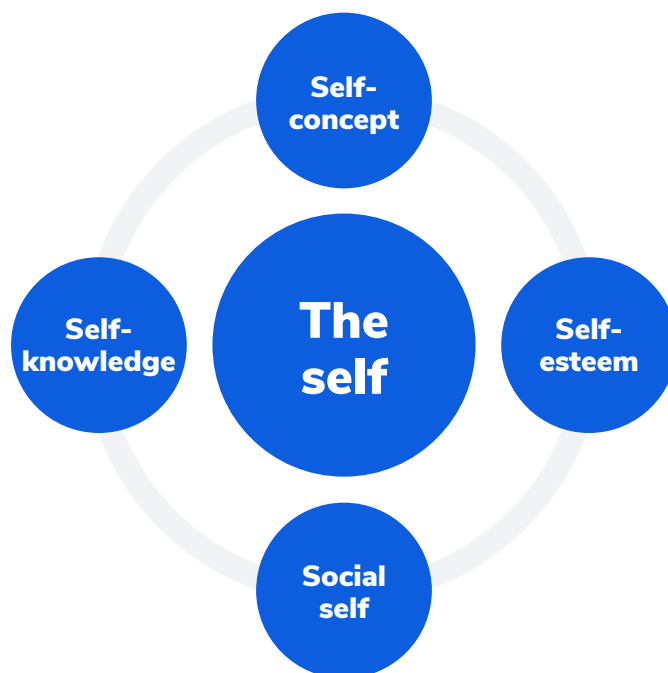
Introduction to understanding yourself

In general, life experiences, along with a person's own reasoning and thoughts, provide the basis for an individual's clear sense of who they are, which is what psychological science calls "identity" (Tajfel & Turner, 2004).

One's identity or "self" refers to a mix of beliefs, convictions and personal values that people might verbally express when they ask, "how would you describe yourself?". In this verbal exchange, people may begin by giving their age, height and weight (the so-called "physical" identity), and then continue with information about their significant others, such as family members or best friends (the so-called "social" identity). Finally, they may offer more intimate statements and convictions about their most inner thoughts regarding their beliefs, fears and aspirations. This is what is referred to as "personal identity".

These identities are distinct and yet closely related in people's minds. They may influence each other, as they all represent aspects and facets of the same person and his or her "uniqueness". In adulthood, people's identities are typically well developed and guide an individual's beliefs and views about others, and the world in general. In other words, people use their identities as a sort of personal psychology guiding them through their life experiences and giving them a sense of control (Hogg & Williams, 2000; Turner & Oakes, 1986).

A possible way to summarise this process of developing one's identity is represented in the following figure, in which the "self" or identity can be viewed as a dynamic set of relations between one's self-concept, the social self, the knowledge one holds about oneself, and one's overall self-esteem (Morin, 2011).



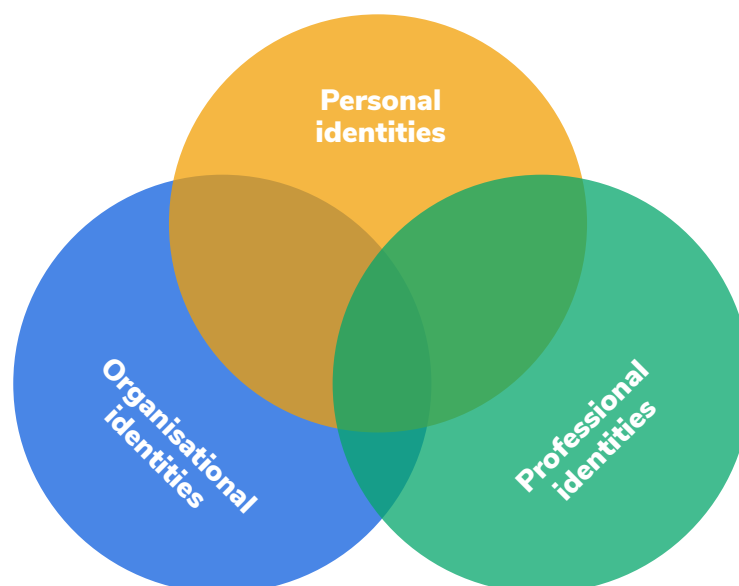
The professional self

In adulthood, a person's identities are also further enriched by what is called “professional identity”, that is, the set of beliefs and views a person holds about who they are or who they would like to be “professionally” in their work setting. Professional identity therefore encompasses one's knowledge about oneself at work and one's professional aspirations. This knowledge and professional identity changes over time, as different, and sometimes volatile, work experiences occur (Akkerman & Meijer, 2011; Lysova et al., 2015).

Intercultural education represents a “natural” setting where one's personal and professional identities and views can be easily challenged by the circumstances, situations and events one is likely to experience (Akkerman & Meijer, 2011; Hendry, 1975). The temptation to trust one's own “personal” psychology and knowledge is likely to come to the forefront when dealing with these challenges.

This unit addresses these challenges and tries to provide some insights and guidelines to resist this temptation and instead to rely on what psychological and educational sciences can offer. Scientific knowledge clearly shows that one's professional identity is the outcome of a life-long process, that it can change over time and that it may influence one's work values and relationship to others, such as equality, fairness and human potential.

The topic of professional identity is particularly important in the context of intercultural education, a setting which may challenge one's beliefs and views about what intercultural education entails. It may also challenge one's confidence to work with people of different backgrounds. Intercultural education often entails new complex settings that may require a physical education teacher or coach to quickly develop a new sense of belonging and revise his or her professional identity to integrate new values. It may also result in new educational demands and new interpersonal or social experiences (Karousiou et al., 2019; Pajares, 1992). There is, therefore, a need to acquire new skills and more complex views about oneself, which



will enable oneself to respond well to the new organisational and professional demands. It is essential for the personal capacity to integrate and adapt, which is demonstrated in the image below.

The interpersonal self and personal agency

From a psychological perspective, a person who has reached adulthood has developed what is called an “interpersonal self”, or a clear mental representation of how he or she intends to deal with, approach, think of and act in front of others.

Over time, the interpersonal self grows and becomes more complex. For instance, a child will have a rather simple interpersonal self that helps to deal with friends in elementary school. Whereas an adult may have a quite complex interpersonal self that helps the adult to deal with the many types of social contexts and situations he or she encounters, from professional situations to dealing with family or friends.

In many social and work situations, the interpersonal self provides a very efficient guide for what to expect, say or do. In fact, people’s interpersonal selves provide “relational schemas”, that is, a set of rules or “scripts” that guide the individual in specific social situations (Baldwin, 1992).

A simple example of a relational schema is the rules an individual typically follows in a restaurant. This situation is partly a social situation wherein people typically 1) enter the restaurant, 2) ask kindly for a table, 3) expect to be seated quickly, 4) call for a waiter, 5) expect the waiter to be courteous, 6) ask for a menu, and so on.

As this example shows, one’s interpersonal self may imply a mix of behavioural expectations about what one should or will do in a social situation and what the counterpart (i.e. the waiter) should or will do in return.

Psychological science has shown that the interpersonal self helps people navigate most of the daily situations they encounter. With simple social situations, as in the case of a restaurant, a person is probably conscious of oneself, others, and “oneself with others” (i.e., the interpersonal self).

In more complex and novel situations, however, such as those that a physical education teacher or coach may encounter in intercultural educational settings, a person may not be so prepared and may not be equipped with clear or well-developed mental representations of “oneself with others”. In this case, the interpersonal self might be “under-construction”. In situations that require complex professional and interpersonal dynamics, a physical education teacher or coach might be unprepared for what to do or what to expect.

Thus, intercultural education might represent a professional and work context in which a physical education teacher or coach might initially feel unsure about. They may wonder how

their professional identity will assist them, feeling unprepared about what to do and what to expect from others. This will most likely be the case if they have not developed a clear sense of interpersonal self.

New physical education teachers or coaches may thus turn to thoughts, views and beliefs that seemingly provide a sense of control and security. In these types of social and professional situations, people may often rely on what is called “stereotypical thinking”, which is the use of existing views and beliefs to bring novel or complex situations down to the same level as simple rules, expectations or choices (Reynolds et al., 2000; Stangor & Jost, 1997). Thus, in a setting of intercultural education, a physical education teacher or coach may be tempted to minimise the cultural differences among students. They may also expect that different cultures cannot be integrated, disregarding individual differences, as these differences would render his or her educational efforts more complex and difficult.

To address these stereotypes and effectively deliver intercultural education, there are therefore some actions a physical education teacher or coach might take:

- *Revise and enrich their professional identity and interpersonal self as a form of necessary adaptation for the good of their educational goals.*
- *Learn new ways to integrate their past professional identity with the new professional demands, values and models, which is often referred to as growth in professional complexity.*
- *Learn new relational schemas and integrate their social identity with new models of interpersonal experiences and behaviours.*

This learning process is not simple and requires personal effort, commitment and motivation. On a personal level, an intercultural educator must rely on and exercise personal agency (Bandura, 1992; Zimmermann & Cleary, 2006). They will also need a personal sense of confidence to intervene in the educational environment and create the situations that can help him or her grow professionally and become interculturally competent (Anderson & Boylan, 2017).

In the end, these learning processes and the growth in professional identity are embedded in a complex network of dynamics in which one’s personal agency plays a key part. In particular, when the person deals with and actively responds to the demands of the organisational context, complies with and personally embraces the tasks and roles that are expected, and constantly seeks to reinforce his or her professional identity (Camire et al., 2012).

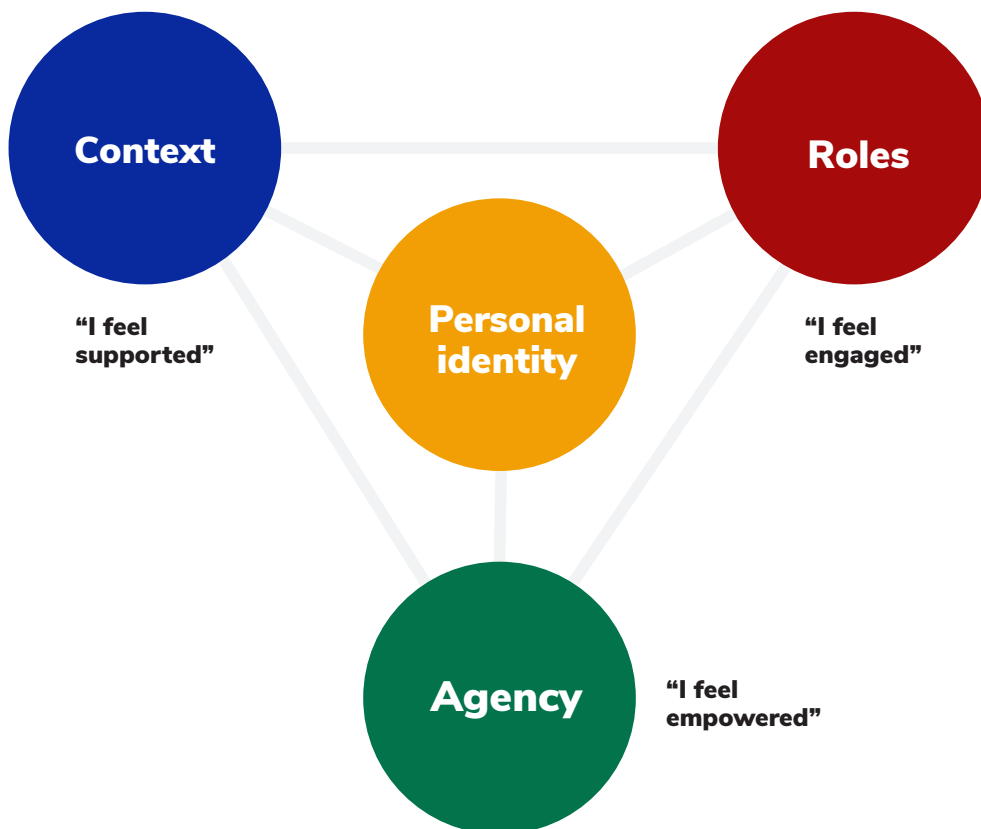
Emotion regulation and psychological well-being

The notion of personal agency and the corresponding idea that one can confidently intervene, actively and positively change his or her professional and interpersonal experiences, evokes the sensitive topic of “emotional regulation” (Little & Lopez, 1996; Walls & Little, 2005).

Personal agency can only be truly effective when one manages and resolves conflicts and frustrations and exercises control over one’s own emotional experiences.

Intercultural education is a professional setting which may, for many reasons, require these emotional capacities. Students or athletes from different cultural or geographic backgrounds might represent a challenge that require strong emotional and personal self-regulation from the physical education teacher or coach.

Situational awareness, listening skills, tolerance and empathy may all be needed to manage emotionally the challenges of intercultural educational settings (Sutton & Wheatley, 2003). In these ideal conditions of emotional self-regulation, the intercultural educator can confidently play an active role in shaping and creating educational circumstances in which students are personally engaged and pursue professional goals with a renewed sense of empowerment.



Summary of key points

- *Personal and professional identities help guide people's beliefs and views about others, and the world in general.*
- *These identities in turn influence one's interpersonal self, which informs how to deal with, approach, think of and act in front of others.*
- *Intercultural settings can often challenge these identities and behaviours, which often lead people to resort to stereotyping to explain new, complex situations.*
- *New approaches (i.e. relational schemas) and information must be integrated to counter these stereotypes and deliver effective intercultural education.*
- *Situational awareness, listening skills, tolerance and empathy may all be needed to manage the challenges of intercultural educational settings.*

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Activities and Games

Activity 1:

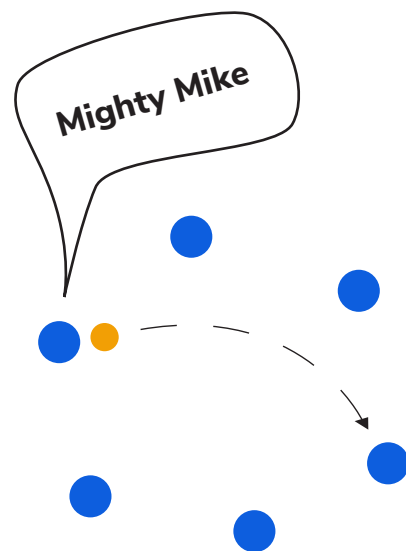
Ball and adjective

This activity can be used to create a positive group atmosphere at the start of a session. It reveals the different cultural backgrounds of group members and promotes language diversity.

Description

This exercise is a group activity that can be played by physical education teachers, coaches, students, and athletes. The game lets you get to know all participants by name and reflect on a personal attribute and an attribute of someone else. The participant has to reflect about him or herself creatively by searching for a suitable adjective.

Students or athletes get in a circle and think of an adjective that describes them and has the same first letter as their name. After a short time to think, the physical education teacher or coach starts the round with his own name and adjective (e.g. Mighty Mike). The game starts by throwing a ball to another student or athlete, who now says his or her name along with their adjective. The game continues until every student or athlete has received the ball once and said his or her name with an adjective.



Discussion questions

Reflect

Why did you choose the adjective you did? What does it say about you?

Connect

Did you learn something about your teammates or classmates? Were the chosen adjectives similar or different from each other?

Apply

Why is it important to present yourself when you're new to a situation or group? Have you ever been in a situation where someone has not understood your name? How did it make you feel? How did you manage the situation?

Facilitation notes

The coach can also add motion to the game by letting the participants change their position after they say their name and adjective. After two rounds of saying your own name, the coach can change the direction of the game. Now instead of saying their own name, students and athletes throw the ball to another person and say the name that person. This exercise also helps as a prompt to memorise the names of participants. When working with people of different linguistic backgrounds, the coach should speak clearly and slowly. The coach can also help students and athletes find a suitable adjective and encourage them to use words from their native language.

Number of Teachers or Coaches	1
Number of Students or Athletes	15-20
Typical Age Group	12+
Time Needed	15 min
Space Needed	Big seminar room, sport hall or field
Materials Needed	One ball
Activity Objective	To know all participants by name; to reflect on a personal attribute and to know the attributes of others
Related Units	Unit 1 and Unit 2
Related Learning Competences	Creativity, self-awareness, and intercultural learning

Activity 2:

Life mapping

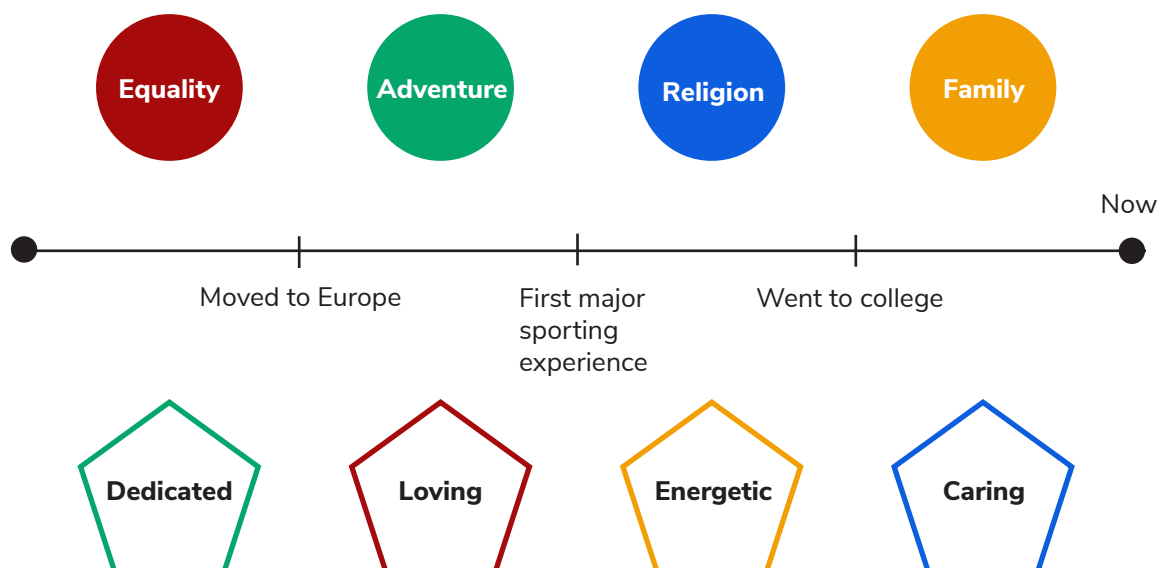
This activity encourages students or athletes to reflect on meaningful experiences and to highlight moments of intercultural learning.

Description

A life map encourages students or athletes to describe who they are and to identify the experiences that have led them to where they are today.

- Draw a line that runs through the middle of the life map. On the left side of the line mark the beginning (e.g. birth). About halfway along the line, mark "now" (e.g. today). You can leave room at the end to map experiences that you may want to have in the future.
- Along the line, list the events or experiences that have had a profound impact on who you are today. They can be big or small, positive or negative experiences. The point is that these experiences have influenced and shaped you.
- On the top of the page (above the line) list some of your values (e.g. the things in life that are most important to you).
- At the bottom of the page (underneath the line) list some features of your identity and the qualities you feel best represent you.

Example



Hang all the drawings on the wall. Students or athletes then do a gallery walk to learn about each other. Ask who would like to volunteer to share their story with the whole group.

Discussion questions

Reflect

Who are you? What gives you a sense of purpose? What motivates you? What are you most proud of in your life?

Connect

How do you approach building friendships with people of different backgrounds?

Apply

What would you like to experience in the coming five years? Can you share your action plan? What parts of your life map do you have control over?

Facilitation notes

Ask students or athletes to use their creativity while drawing or constructing their life map. It is not important to copy the example provided here. Give time for participants to interact with each other about their personal life, background, culture, personal stories and favourite videos, books and films. Students or athletes are given the opportunity to get to know each other and to understand each other's perspective. This will lead to openness, mutual understanding and will strengthen relationships within the team and develop a sense of team spirit.

Number of Teachers or Coaches	1-2
Number of Students or Athletes	Open
Typical Age Group	12+
Time Needed	30 min
Space Needed	Classroom or any other space where participants can draw
Materials Needed	<ul style="list-style-type: none">• Flipchart paper• Markers• Tape
Activity Objective	To understand self through reflecting on personal experiences, values, attitudes and discussing factors that shaped you to become who you are today
Related Units	Unit 1
Related Learning Competences	Self-awareness, emotional awareness, creativity, presentation skills, teaching and reflecting, perspective and respect

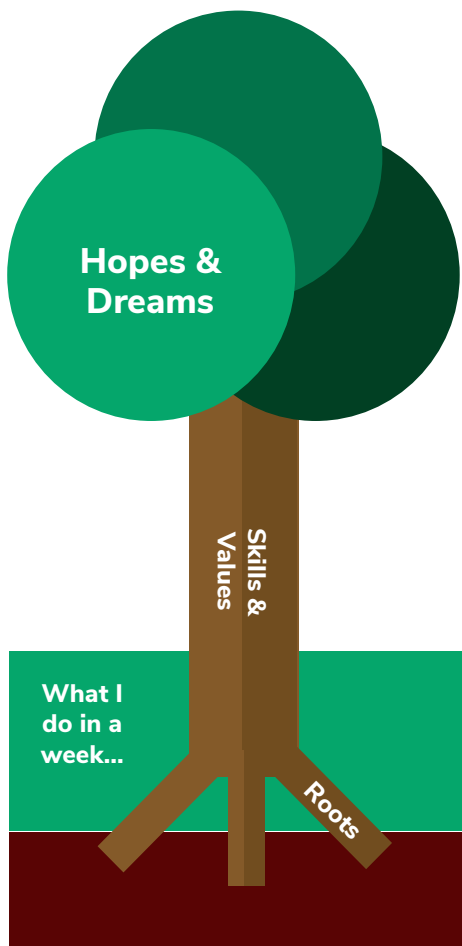
Activity 3:

Tree of life

Using the image of a tree as a metaphor for life, students or athletes discover how aspects of themselves are shaped by the past and identify the kind of person they want to be moving forward.

Description

The first step is to draw a tree, including the roots, the ground, the trunk and the branches. Next, label each part of the tree according to the instructions below.



The roots: Write down where you come from on the roots. This can be your hometown, region, country, etc. You could also write down the culture you grew up in, a club or organisation that shaped your youth, or a parent or guardian.

The ground: Write down the things you choose to do every week on the ground. These should not be things you are forced to do, but rather things you have chosen to do for yourself.

The trunk: Write your skills and values on the trunk. You can write your values starting at the base of the trunk going up and then transition into your skills.

The branches: Write down your hopes, dreams, and wishes on the branches. These can be personal, communal, or general to all of mankind. Think both long and short term. Spread them around the various branches.

Discussion questions

Reflect

What have you learned about yourself? Are you surprised in anyway regarding how you have

described the various parts of your tree?

Connect

Have you learned something new about the other students or athletes? Are there any similarities between you and the other students or athletes? What are some of the notable differences?

Apply

How have other people and their different life stories, impacted your life? Do you think you would be the person you are today without the influence of others?

Facilitation notes

If you can only think of one or two things per section of the tree at a time, don't worry about it. The nature of this exercise is that as you complete each step, it unlocks more memories and ideas for other parts. You can skip around and fill things in at any time. The most helpful thing, in the beginning, is to just write stuff down and see where it takes you.

Number of Teachers or Coaches	1-2
Number of Students or Athletes	Open
Typical Age Group	14+
Time Needed	60 min
Space Needed	Classroom or any other space where the students or athletes can draw
Materials Needed	<ul style="list-style-type: none">• Flipchart paper• Markers• Tape
Activity Objective	To understand yourself by reflecting on personal history, experiences, skills, values, hopes and dreams
Related Units	Unit 1 and Unit 2
Related Learning Competences	Self-awareness, emotional awareness, creativity, presentation skills, reflecting, perspective and respect

Activity 4:

Hope is in the air

This activity aims to energize the participants and provide reflection about intercultural settings.

Description

There are no pairs or groups in this activity, all the participants are in one team.

- Prepare enough balloons (i.e. at least 1-2 per person) for use during the activity.
- Ask participants “What is needed (e.g. personal traits, environment) to do well in intercultural settings/groups?”. For more mature groups, you could also ask something like “What are the challenges in your community when it comes to intercultural interactions”
- List the answers on a piece of flipchart paper.
- Ask each person to blow up a large balloon to its full size.
- Ask them to review the flipchart list, choose an answer and write the answer on the balloon

Explain:

- ◇ The goal of this activity is to keep all the balloons in play at all times.
 - ◇ You will time the group to see how long the group can keep the balloons in the air.
 - ◇ Once in the air, balloons can be hit by any group member with any body part.
 - ◇ If a balloon touches the ground, the group will get one strike.
 - ◇ There will be three opportunities for the group to go for the best time.
 - ◇ When you say “Go!” each person launches one balloon into the air. Players cannot hold balloons or let them touch the ground, and they must keep all the balloons in the air.
 - ◇ Every fifteen seconds, add another balloon until you are out of balloons.
- After 3 strikes (when 3 balloons have touched the ground), stop the clock, and tell participants the time. Between each play, tell youth they have 1 minute to brainstorm and plan how they can improve their time (to keep the balloons in the air longer).
 - Lead a discussion and give time to participants for reflection.

Discussion questions

Reflect

How did it feel when new balloons were added? What strategies did you use to keep them in the air?

Connect

How does it feel in life, when there are too many problems/things to focus on? In this activity, what would have happened if you had fewer balloons? If you had more time to plan?

Apply

What can you do to keep all the balloons in the air in your life? What does this activity tell us about the best way to approach problems related to intercultural learning in your community? (For example, the importance of planning, or focusing on a few issues rather than everything at once.)

Facilitation notes

Make sure that participants are working together to find new strategies for keeping the balloons in the air.

Possible variations:

Ask participants to reflect on the difficulties that people coming from different cultural backgrounds would have to face in a new society.

Number of Teachers or Coaches	1-2
Number of Students or Athletes	Open
Typical Age Group	12+
Time Needed	20 min
Space Needed	Open space such as a large room, play area or gym
Materials Needed	<ul style="list-style-type: none">• Flipcharts• Pens/Markers• Balloons
Activity Objective	To understand self through reflecting on personal experiences and to develop critical thinking.
Related Units	Unit 1 and Unit 3
Related Learning Competences	Self-awareness, emotional-awareness, critical thinking

2

Understanding Others

Introduction

Understanding others is at the heart of promoting intercultural education, which is facilitated by processes related to personal leadership, communication and collaboration. This unit, therefore, focuses on specific techniques to enhance key elements of communication between people and how to apply yourself as a leader to create positive development with the environments and people you work with interact.

The goal here is not only for physical education teachers and coaches to understand others, but to give them the tools to create environments that promote and foster mutual understanding.

Topics



Communication

Focuses on motivational interviewing techniques and how they can be integrated in sport settings. These techniques are designed to generate greater understanding and produce internally motivated change by mobilising the individual's own change resources for engaging in intercultural processes. Participants are introduced to tools concerning questioning techniques and recognised approaches to process development.



Cooperation

Focuses on the processes of developing a team in both sports and physical activity settings – including the possibilities and challenges related to each stage of the team development phase.



Personal leadership

Focuses on the leadership dimension as a core competency for physical education teachers and coaches to lead social processes related to understanding others. The purpose of including leadership as a core competence is that it can lead the social processes in and around their task of teaching or coaching – both in terms of leading themselves and leading others.

Learning outcomes

1

Identify and respect the background, attitudes, values, needs and behaviours of others.

2

Respectfully communicate and listen to others while considering differences within a group.

3

Lead culturally diverse settings and groups in a cohesive, positive, motivating way.

4

Explain selected communication models relevant to the overall area of intercultural education and understanding.

Key terms

Empathy Is the ability to understand and share the feelings of others

Self-efficacy Is the personal judgment of how well one can execute courses of action required to deal with prospective situations

Cultural differences Various beliefs, behaviours, languages, practices and expressions considered unique to members of a specific ethnicity or national origin

Communication The imparting or exchanging of information by speaking, writing, or using some other medium

Cooperation The action or process of working together towards a mutual end goal

Leadership The action of leading or guiding individuals, a group of people or an organisation

Theoretical Information

Communication

The communication competences for this unit are based on motivational interviewing techniques, which aim to make it possible for physical education teachers and coaches to gain a better understanding of their groups while also promoting rapid, internally motivated change (Miller and Rollnick, 1991). These techniques are especially useful because they help physical education teachers and coaches think about a) which questions they ask and b) how they ask the questions. In turn, these questions help achieve greater understanding of others, help implement discussions following the Reflect-Connect-Apply approach and allow physical education teachers and coaches to promote change. Furthermore, these techniques foster competence and motivation to engage in intercultural communication amongst participating students or athletes.

Motivational interviewing (MI) is a directive, individual centred counselling style that helps individuals explore and face ambiguous situations. Through discussions, the physical education teachers and coaches help others identify solutions to problems while revealing insights into the people they are interviewing. Generally, MI integrates three key communication techniques, which are presented in the table below (Souders, 2020).

What	Explanation	Examples
Open-ended questions	Open-ended questions allow us to find out more about an individual's perspective and help emphasise collaboration.	What made you react that way? How will you handle this in the future?
Affirming	Affirming can be done by recognising and commenting on an individual's situation, strengths and abilities. Furthermore, affirming contributes to mutual understanding.	Seems like this is really challenging. No wonder you feel overwhelmed.
Reflective Listening / Summarising	Reflective listening can be employed effectively through summarising. When we repeat what the individual has told us in our own words and in the form of a statement rather than a question, we encourage continued discussion while also getting a chance to validate our own understanding of the other person.	What I hear you say is...

You can find out more about MI techniques on our [interactive toolkit](#), including an [interview](#) from the method's co-founder.

Cooperation

There is something very powerful about getting a group of people to work towards a shared goal. It can, however, be very challenging to make this happen – especially when groups feature individuals with many different approaches, beliefs and values. This is where a deeper understanding of teamwork theories comes in handy. Teamwork theories are organised ways of understanding certain circumstances, procedures, and behaviours. The Bruce Tuckman team-development theory identifies the process through which a team develops, as well as which challenges and possibilities arise throughout the steps of the given process. The Bruce Tuckman theory was carved out in the 1960s and consists of four main stages titled forming, storming, norming, and performing. Understanding these stages can also help physical education teachers and coaches better identify patterns within group behaviour and adapt their approach accordingly.

- The stage of forming takes place when the team or group members first meet each other. Group members will initially attempt to avoid conflict in fear of giving a bad first impression. This stage is mostly important for becoming acquainted and learning to work together. Here, physical education teachers and coaches should focus on creating a good kick-off process to help set the tone for the goals and expectations of their classes and sessions.
- The second stage is known as storming. At this stage, not only do the ideas and perspectives of different individuals emerge, but the disagreements and arguments regarding these ideas also begin to evolve. This stage challenges the goals set at the beginning and is a test of group members' maturity and ability to compromise with others – which are two major necessities for successful teamwork. Therefore, physical education teachers and coaches should also be willing to compromise and adjust their goals and expectations at this stage.
- The third stage is norming, which takes place when the group is ready to move forward with assigning roles and begin actual work and/or goal realisation. This stage can be a good time to discuss and reevaluate how the group is functioning.
- The fourth stage, performing, happens when the group or team begins to work as one cohesive unit efficiently and productively. There is very little argument or hesitation. The development process is complete when individual members are properly synchronised within their roles. The accomplishments and positive behaviours exhibited should be noted and celebrated, reinforcing the progress already made.

Personal leadership

Leadership is a core competence for physical education teachers and coaches since they are responsible for facilitating social processes in and around their task of teaching or coaching – which both entails leading themselves and leading others.

In 2011, James Scouller presented the Three Levels of Leadership model as a practical tool for developing a person's leadership presence, knowhow and skill - both in relation to a group or individuals in that group, and in relation to the leaders themselves. The model distinguishes between Public, Private and Personal leadership. The idea is that if leaders want to be effective, they must work on all three levels in parallel. Exercising leadership in these three levels helps facilitate the communication and cooperation needed to create an environment of mutual understanding within intercultural settings.

- **Public leadership** refers to the actions or behaviours that leaders take to influence two or more people simultaneously and is directed towards (1) agreeing on a vision; (2) creating an atmosphere of trust and teamwork; and (3) driving successful collective actions and results.
- **Private leadership** concerns the leader's one-to-one handling of individuals in the team. Although leadership involves creating a sense of group unity, groups are composed of individuals who vary in ambitions, confidence, experience and psyche.
- **Personal leadership** addresses the leader's technical, psychological and moral development and its impact on his or her leadership presence, skill and behaviour. It possesses three elements: (1) technical knowhow and skill referring to the leaders weaknesses and his/her ability to update knowledge and skills; (2) the right attitude towards other people; and (3) psychological self-mastery emphasising self-awareness and flexible command of one's mind, enabling leaders to connect more strongly with their values, let their leadership presence flow and act authentically in serving those they lead.

There are numerous extra activities made available on our [interactive toolkit](#). You can even find video descriptions of [activities](#) developed by our partners.

Summary of key points

- *Effective communication and leadership skills can help physical education teachers and coaches gain insight into their students or athletes and create an environment of mutual understanding.*
- *Motivational interviewing techniques can help you think about which questions to ask and how to ask them. These techniques can not only help you lead informal discussions with students or athletes, but also provide a foundation for which to apply the Reflect-Connect-Apply methodology.*
- *To foster good cooperation and teamwork, it is important to be mindful of the different stages of group formation and what approaches work best at each stage.*
- *Ultimately, communication and cooperation can only be generated when physical education teachers and coaches are effective leaders at all levels, including public, private and personal.*

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Activities and Games

Activity 1:

Helium pole

A deceptively simple game that is easy to facilitate and gives the group a common experience through which to discuss issues of teamwork and leadership.

Description

- Write the following on a flipchart paper or a slide. “Task: To lower the pole to the ground as a single unit in the shortest time possible”.
- Write the following instructions on a flipchart and make sure it is visible for all students or athletes:
 - Form two lines facing each other with each person standing shoulder to shoulder
 - Raise your hands to waist height and extend only your index (pointer) fingers.
 - Each member must maintain contact with the pole at all times with the pole resting on their two index fingers.
 - You may not lock or otherwise hold onto the pole.
- Then explain the following:
 - We’re going to have some fun with a short exercise
 - Your task is to lower this pole to the ground together in the shortest time possible. And I have my stopwatch which will measure time in the 100th of a second. You are competing with groups around the world who have done this same exercise – Olympians and business executives even.
 - You are going to form two even lines facing each other, with each person standing shoulder to shoulder.
 - Demonstrate that each person will raise your hands to waist height and extend your fingers with your thumb raised (see image).
 - Each person must maintain contact with the pole at all times!
 - This is not a creativity exercise – the pole simply rests on your fingers as you lower it to the ground as quickly as possible. No locking your fingers or holding on to the pole. It rests on top of your fingers and you lower it down.
- As soon as you have completed the instructions, get the students or athletes up and into position. Do not give time for asking questions. Remember the intention is for there to be some confusion. If people have questions about what to do, simply re-state the instructions you have already given
- Once the students or athletes are in position, you as the facilitator, with the help of a co-facilitator or volunteer, need to raise the pole as high as possible and then lower the pole onto their fingers. Remind them that you will start the timer as soon as the pole touches their fingers.
- Once the pole touches the students or athletes’ fingers, start the stopwatch, and ensure that

everyone is connected to the pole. If there are any gaps between the pole and the fingers, remind them to touch the pole.

- While the students or athletes try to move the pole to the ground observe what is happening. Encourage them that are observing to also take specific mental notes of what is happening.
- Continue observing as the group works together. Continue to remind them of the rules so that all students or athletes have their fingers touching the pole at all times.
- When the pole is on the ground, stop the clock and congratulate their achievement.
- Invite all students or athletes to sit down for a discussion, using the questions below as a guide. Write the time from your stopwatch on a flipchart paper so that it is visible to all.
- Conclude the activity by thanking everyone for their contributions to the task and the discussion.

Discussion questions

Reflect

What did you notice about the communication during this activity (Listen for blaming, everyone talking, nobody listening etc.)? Allow students or athletes to blame each other, laugh at what happened and ask them to explain their frustrations. Who played a leadership role during this activity? How did the team select the leader? How did the leader act throughout the activity?

Connect

What are some tips you follow to keep positive communication with someone from a different cultural background? Who is your role model leader who is not from your country and why?

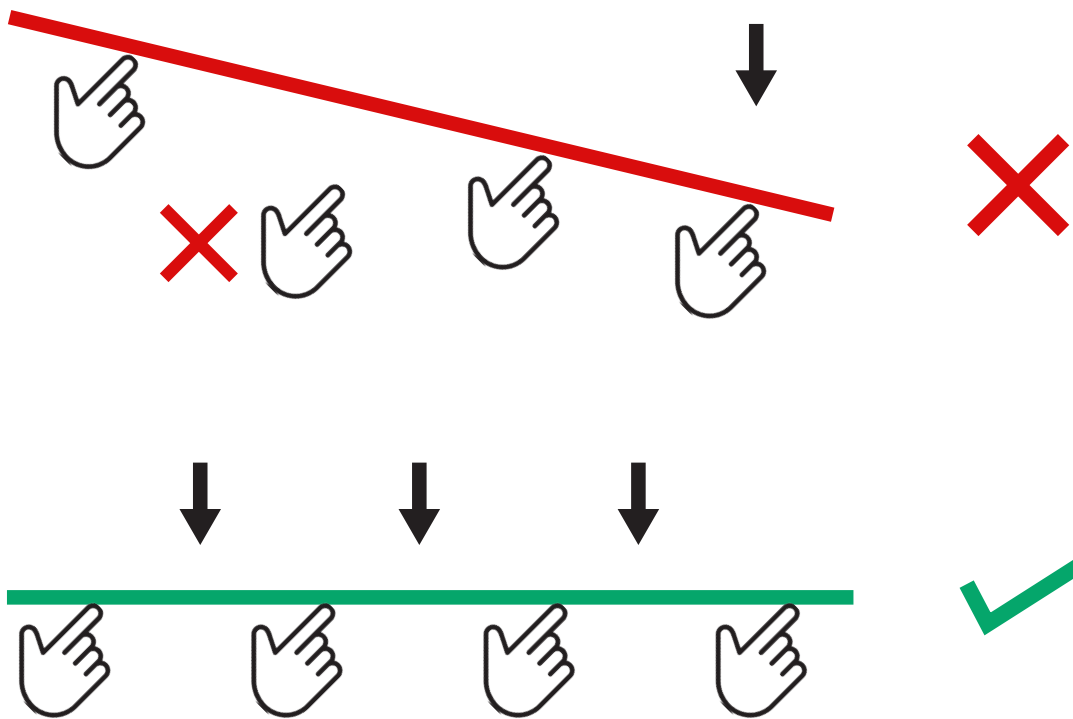
Apply

How can communication help effective leadership? Based on today's experience, what other skills will you use more while teaching or coaching intercultural learning to others?

Facilitation notes

Ideally you want about 16 to 20 people on the pole, divided evenly on both sides. If you have more than 20 people in your training group, the extra people will have to be observers. The average time for moving the helium pole to the ground is seven minutes. The longest time is 20 minutes. Teachers and coaches may need to implement this activity towards the end of their session when they can challenge students to make new records and then use the reflection part to develop the targeted competencies.

Teaching or coaching are not automatic, but a skill that is learned through practice. Ask the group if they were given another chance, would they be able to complete the activity with better results? If there is enough time and interest from the group, allow the group to try a second time.



Number of Teachers or Coaches	1-2
Number of Students or Athletes	12-16 (extras can act as observers)
Typical Age Group	12+
Time Needed	30 minutes
Space Needed	Playground
Materials Needed	<ul style="list-style-type: none"> • Flipchart paper • Markers • Long, slim, light pole (circa 3 metres long and 2.5 cm thick) • Stopwatch or timer on a mobile device
Activity Objective	To understand that teaching and coaching for intercultural learning is a set of competences that can be learned
Related Units	Unit 2 and Unit 3
Related Learning Competences	Leadership, communication, teamwork, active listening and problem-solving

Activity 2:

Team trust

The goal of the game is to develop communication skills by safely guiding a partner through a complicated course.

Description

- Use chalk or tape to mark a rectangular play area. Be sure to mark a clear start line on one side of the rectangle.
- Scatter objects throughout the play area to create a challenging obstacle course.
- Partner the students or athletes into pairs.
- Ask the players to think of a person they trust in their life.
- The other partner will play the role of “a person they trust.”
- Explain that this is a game in which pairs will need to trust each other.
- Ask for a volunteer from each pair who feels comfortable being blindfolded to play the role of trustor.
- Give each trustor a blindfold.
- The other partner will play the role of guide.
- Explain and demonstrate that:
 - Each pair will stand behind the start line.
 - The trustor in each pair will wear the blindfold and prepare to cross the obstacle course.
 - When you say, “Go!” each pair will move through the obstacle course to the opposite side of the rectangle and back.
 - The guide can walk beside the trustor but may not touch the trustor in any way.
 - If the trustor touches an object in the obstacle course, he or she must return to the start line and begin again.
- Repeat the game allowing the players to change roles.

Discussion questions

Reflect

For those of you who were trustors, how did it feel to be blindfolded? For those of you who were guides, how did it feel to be responsible for the safety of the trustor? What did you do as guides to make your trustor feel safe?

Connect

What are some situations when you trusted others from a different culture? What made you feel confident to be a trustor in those situations? What are some situations in your life when you have had to be a “guide” for someone from a different culture? How did it feel to be a guide in those situations?

Apply

How can you help others trust you? What helps you trust others?

Facilitation notes

Ask all teams to start behind the start line. When asking for players to volunteer to be the trustor, keep in mind that there is a social risk that not all individuals will feel comfortable at first. It may be helpful to explain that the challenge is their choice. They are a valuable member of the team whether they are a trustor or guide.

Add more objects to the obstacle course and challenge the trustors to accomplish three tasks while in the obstacle course before moving to the other side of the rectangle. For example, you might say, “Each trustor must sit on that chair, pick up that rock, and crawl under that rope before moving to the other side of the obstacle course.”

Number of Teachers or Coaches	1-2
Number of Students or Athletes	Open
Typical Age Group	12+
Time Needed	20 min
Space Needed	Playground
Materials Needed	<ul style="list-style-type: none">• 1 blindfold per pair• 25 objects: balls, chairs, cones, sticks, bottles or any others• Tape
Activity Objective	To develop the ability to trust others and build a trusting environment through effective leadership and communication
Related Units	Unit 2 and Unit 3
Related Learning Competences	Effective communication, leadership, trust and self-awareness

Activity 3:

Listening with your body

A fun game that demonstrates the importance of body language and how questions and reflective listening can manifest themselves differently for different people.

Description

- Divide the participants into two groups: Storytellers and listeners.
- Explain that each storyteller has three minutes to think of a two-minute story about something or someone that has inspired them and has had a big impact on their lives.
- Take the listeners outside the room or to the other side of the play area.
- Explain that when the storytellers begin telling their story you will call out steps (see below)
- After three minutes ask each storyteller to find a listener to partner with.
- Call out steps 1–4 allowing for 45–60 seconds between each step.
- After pairs have completed the task, ask everyone to sit together again. Lead a discussion, using the questions below as a guide.

Step 1, the listeners will:

- avoid eye contact
- fiddle with something they are wearing
- avoid making listening noises (e.g. “hmm” or “yes”)

Step 2, the listeners will:

- look their partner in the eye
- nod their heads
- look interested

Step 3, the listeners will:

- do all of the above but also make encouraging sounds (e.g. “yes” or “right”)

Step 4, the listeners will:

- do all of the above but also ask some questions to help partners develop their ideas
- Try to summarise what the other person is saying in order to validate their understanding.

Discussion questions

Reflect

How did you feel as a storyteller? How did you feel as a listener? For you, what do you look like when you are really listening?

Connect

Can you recall a time in your life when you felt like someone truly listened to you? What did he or she do?

Apply

When you are with others, how can you show that you are actively listening to them?

Facilitation notes

Emphasise the importance of listening with their body as it shows respect to others, builds trust and demonstrates appreciation and recognition. It also helps you learn more.

Number of Teachers or Coaches	1-2
Number of Students or Athletes	12-24
Typical Age Group	12+
Time Needed	30 minutes
Space Needed	Enough space for each pair to communicate
Materials Needed	Nothing
Activity Objective	To identify the importance of body language in listening to and communicating with others; to practice open-ended questions and reflective listening
Related Unit	Unit 2 and Unit 3
Related Learning Competences	Communication, active listening, respect and trust

Activity 4:

GROW (Goals, Reality, Options, Will)

An activity that uses peer coaching to develop personal action plans.

Description

- *Begin this session by telling students or athletes that it is time to start the exercise.*
- *Ask them to think about one specific goal that they would like to achieve.*
- *Ask students or athletes to find two partners.*
- *Explain that this exercise will be 20-30 minutes long: One person will coach, one will be coached and the other will observe.*
- *During the exercise, tell the students or athletes that you will be giving them space and time for coaching. They can come and get help from you, but you will be trying to stay out of their way.*
- *At the halfway mark, go around and announce the time to make sure the participants are on track.*
- *At the end of the exercise, gather the participants for a debrief discussion.*

Discussion questions

Reflect

What was it like to be coached? What was it like to be the coach? What did you observe? Did you walk away with an action plan? How committed do you feel to your action plan? Why or why not? Was the process meaningful? Did you share more than you thought you would? What enabled or prevented you from sharing? How challenging was it to listen?

Connect

Have you had conversations like this with people you have coached in the past? How were those conversations similar or different from the one you just had?

Apply

Can you see yourself using this exercise in your working environment? In what type of situation do you feel this would work? How would you set up the exercise differently? Can you coach yourself using this exercise? What can you do to be more receptive to coaching or advice from others? How can you make others more receptive to your advice?

Facilitation notes

Teachers and coaches may use the below handout to guide a modified GROW exercise with their students and athletes in their programs. Try to keep the conversation to a maximum of 15 to 20 minutes. Distribute the guiding questions to the students or athletes. Allow them to read it over for two minutes. Active listening is incredibly respectful. It holds somebody in a reflective place and in most cases allows them to find the solutions to their own concerns. While setting the goals try to identify a performance goal and not an end goal.

Goals:	What is your goal? When do you want to reach it by?	How hard will it be? How does it help you? How will you know when you have reached your goal?
Reality:	What is happening now? Who is involved? When things go badly on this issue, what happens to you?	What have you done about this so far? And what happened? What is stopping you from moving forward?
Options:	What ideas do you have to help you reach your goal? What else could you do?	Would you like another idea? What are the things you like and don't like for each idea?
Will:	Which idea will you choose? When are you going to do it? What problems could you face?	How will you get over these problems? What help do you need? How will you get this help?

Number of Teachers or Coaches	1-2
Number of Students or Athletes	Open
Typical Age Group	12+
Time Needed	40 minutes
Space Needed	Space where we can provide at least 2 m x 2m for each pair
Materials Needed	Paper and pen per pair
Activity Objectives	To practice both asking questions and active listening – as a coach and as a coachee; to discover the connections between the theories covered during the workshop to how it is applied in a real situation
Related Units	Unit 2 and Unit 3
Related Learning Competences	Communication and active listening

3

Planning and Delivering Sessions

Introduction

After exploring the importance of understanding yourself and understanding others, this unit aims to prepare coaches and physical education teachers to plan effective programs designed to contribute to intercultural education.

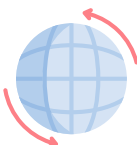
The goal here is to explore key concepts that are important to consider when designing such programs; which educational goals should be established; and how should coaches and physical education teachers deal with conflicts that may emerge?

Topics



Establish goals for educational programs

Discusses the topic of educational goals within the context of intercultural education programs, the different stages of designing such programs, the dimensions of social inclusion and social exclusion and some aspects of effective sport-based intercultural education programs.



Intercultural learning through sport

Presents some of the main processes through which sport and physical activity can support intercultural education outcomes.



Diversity management

Highlights common issues that may arise when delivering intercultural sport programs and potential barriers related to mixed and separate sport clubs and women participating in sport.



Planning and implementing intercultural learning sessions

Provides success factors for intercultural learning sessions and an overview of different opportunities to promote intercultural learning during a training session.

Learning outcomes

- 1** *Plan and prepare engaging positive intercultural learning sessions*
- 2** *Understand key aspects of an intercultural learning session and opportunities to promote intercultural learning at different stages of a sport session*
- 3** *Critically assess and adopt various methods, approaches and activities*
- 4** *Identify and resolve problems or conflicts with culturally diverse groups*

Key terms

Intercultural sensitivity	Ability to develop understanding and appreciation towards cultural differences which promotes appropriate and effective behaviour within intercultural settings
Cultural appropriateness	Puts intercultural sensitivity into action by tailoring programs or interventions to specific cultures or subcultures
Diversity management	Actions that aim to promote greater inclusion of people from different backgrounds
Accessibility	Overcoming barriers to accessing educational programs, including physical, material and other barriers
Creating a safe space	A multi-layered issue that involves physical, moral, emotional and technical safety
Promoting cultural diversity	A celebration of cultural identity and diversity without stigmatising students or athletes' identities or reinforcing prejudices
Appropriate communication	The adaptation of communication content, styles and formats to ensure that students or athletes, irrespective of linguistic capabilities, feel comfortable participating
Ownership	Students or athletes are fully engaged in the content and take personal responsibility for the success of an educational program

Theoretical information

Establish the goals of the education programs

Irrespective of their mode of delivery, the goals of intercultural learning and its didactical principles should rely on what has been defined “cultural appropriateness” (Kreuter et al., 2003). This means that physical education teachers and coaches need to be aware of the welfare of their students or athletes, as well as respond to the different ways they perceive intercultural relations. In doing so, physical education teachers and coaches can foster the acquisition of behavioural, cognitive, and affective competences associated with effective interaction across cultures. More specifically, educational programs directed at physical education teachers and coaches should not only focus on the transfer of “knowledge and techniques”, but also help to identify how individual beliefs “may impede their ability to teach equitably” (Grimminger, 2012).

It is also of utmost important to be aware of the backgrounds of students or athletes, as well as one’s own beliefs, in the planning stages of physical education or coaching programs. Stephan and Stephan (2013) identified six stages for designing intercultural education and training programs:

- 1) Select the cultures or subgroups involved in the program
- 2) Set up the goals of the program involved
- 3) Choose theories of culture and cultural change that are relevant to achieving these goals
- 4) Decide how to achieve the goals selected
- 5) Select the techniques, exercises and materials that will activate these processes
- 6) Evaluate the effectiveness of the program

Approaches such as a Problem Tree or Theory of Change model, which are presented in Unit 4, can also be useful for establishing the goals and inputs of a program.

You can find templates for Problem Tree or Theory of Change models online on our [interactive toolkit](#).

Intercultural learning through sport

From a pedagogical perspective, Grimminger (2011) argues that intercultural learning in sport or physical education requires an “educationally selected, accentuated or even modified type of sport”. Expanding on this, Gieß-Stüber (2010) proposes some mechanisms through which such intercultural learning can be generated through sport and physical activity:

Strangeness as a starting point for education

The encounter with strangeness can be produced by integrating new, unfamiliar movement forms, games, or activities within sessions. This allows commonalities and differences to be made visible and allows students or athletes to constructively engage with strangeness, leading to greater acculturation over time.

Team tasks as challenges

Tasks that have to be solved creatively in teams allow conflict-management skills to be developed. Here, sport games can be developed, and students or athletes can actively be part of shaping the rules of those games. Ultimately, by providing novel, collaborative challenges, strengths are recognised and deployed, and weaknesses accepted.

Reflection on the experience of strangeness

Reflecting on activities and experiences plays an important role in developing intercultural competence. Techniques such as Motivational Interviewing or Reflect-Connect-Apply play a key role.

Diversity management

Sport is not immune to the influence of environmental and cultural changes. As mentioned in Unit 1, many individuals often process these changes by engaging in stereotypical thinking and apply existing beliefs to simplify complex situations. In particular, analysis of these changes and the different cultures participating in sport often rely on two misguided assumptions. Firstly, there is a dominant belief that individuals from certain cultural backgrounds face inhibiting structural elements, for instance, religion and diet, as well as an inability to withstand the physical contact associated with sport. Secondly, there is a belief that the choice of the activities is often dictated, structured and constrained by parents or relatives. Moreover, in many programs focusing on integration in sports, youth from diverse ethnic backgrounds are often considered as a uniformly, problematic group.

In addition, diverse groups can bring with them negative social relations from outside the world of sport (i.e. social tensions in daily life) and this can influence what happens during sport activities. This can be seen within the context of a mixed competition and can be partially explained by the fact that inter-ethnic encounters in public spaces and other social spheres are imported into this sport and by the competitive and physical elements of the game itself.

Considering these realities, it is crucial that physical education teachers and coaches avoid making stereotypical assumptions, participate in continuous learning, and engage in open, honest communication with their students or athletes. Techniques related to motivational interviewing, presented in Unit 2, can help in that last respect.

It is also essential that physical activity and sport programs foster an inclusive environment and

integrate the voices of all students or athletes. How physical education teachers and coaches plan and implement sessions is therefore essential to ensuring that inclusive environment.

The University of Rome 'Foro Italico' has been conducting weekly sport sessions with diverse individuals from vulnerable backgrounds. You can find interviews with some of the program participants in our [interactive toolkit](#).

Planning and implementing intercultural learning sessions

Once you have established the goal(s) of your intercultural learning sessions, it is important to keep in mind a few success factors of intercultural learning. Indeed, promoting intercultural learning requires a specific lens through which physical education teachers and coaches should prepare their learning sessions.

Accessibility

Accessibility is at the heart of intercultural learning. There are various ways of viewing accessibility, such as physical access (e.g. can participants get to the learning session?) and material access (e.g. do participants have the necessary materials to participate?). But there is also accessibility in a larger sense (e.g. are participants available during the proposed time or are the activities or games adapted to the capabilities and needs of the participants?).

Danish researcher Mads Hovgaard has proposed a so-called 'Activity Wheel' with regards to physical activity and sport. This wheel maps out the different components of physical activity and helps visualise the different possibilities of adjusting activities in order to best suit the capabilities and needs of the participants. You can find out more about the Activity Wheel on our [interactive toolkit](#).



Creating a safe space

A fundamental need for every human being is a sense of safety. That is particularly the case when working with students or athletes who may already feel unsafe because of unfamiliarity with their environment. There are several ways of viewing safety:

- *Physical safety (e.g. is the field or gym clear of sharp objects? Are there proper facilities available for personal hygiene?)*
- *Moral safety (e.g. Are physical education teachers and coaches properly screened? Are there measures in place to protect students or athletes in the event of abuse or violence?)*
- *Emotional safety (e.g. do participants feel that they can express themselves without being judged or made fun of? Are there resources to which students or athletes can turn in the event they have lived through a traumatic experience?)*
- *Technical safety (e.g. Do the activities or games put students or athletes in an unnecessarily unsafe position? Are basic safety rules of physical education and sport adhered to?)*

Promoting cultural diversity

Cultural diversity is expressed first and foremost in the diversity represented among the physical education teachers and coaches. Moreover, cultural diversity is about sending a clear message that such diversity is not just welcomed but celebrated. Empowering students or athletes to share their culture via games and activities can be an effective strategy. Organising special cultural days could also be a way of developing a welcoming environment.

Appropriate communication

Clear and appropriate communication is essential for the promotion of intercultural learning. From the onset, it is important to adopt a communication style that is adapted to groups of individuals with varying levels of education and life experiences. As a rule of thumb, it is important to provide both written and oral communication. Relying on symbols and pictures can also be an effective way to communicate concepts and rules.

Ownership

Providing opportunities for students or athletes to take ownership of the learning session is an effective strategy to engage them in the content. This can be achieved by allowing them to take on certain responsibilities related to the preparation and facilitation of the learning session. It could also be in the form of co-organising an event or initiating a collective project.

There are various opportunities to promote intercultural learning throughout a learning session. Using the example of a sport training session, the table below demonstrates how each phase of a typical sport training session can be used to promote intercultural learning. The structure proposed below can be adapted according to any situation. Many of the intercultural goals will take time to achieve, so it should not be expected that each goal can be achieved in a single learning session.

Stage of a training session	Type of activity	Intercultural goal
Welcome	Presentation game wherein students or athletes introduce themselves	Students or athletes feel safe and connected
Warm-up	Students or athletes share different warm-up stretches or routines	The cultural identities of students or athletes are validated, and cultural diversity is celebrated
First activity	A team-building game wherein students or athletes work together to achieve a goal	Students or athletes develop confidence and trust in each other
Main activity	Challenging game that requires students or athletes to work hard to achieve a personal or collective goal	Students or athletes feel a sense of purpose and motivated
Warm-down	Ask a different student or athlete to lead the warm down each time	Students or athletes are empowered and have the opportunity to take on responsibilities
Debriefing	Debriefing game	Students or athletes from different backgrounds can discuss how practice went as well as important topics related to the learning goals
Departure	Establish network or communication strategy	Students or athletes can get in contact with the coach and each other

Summary of key points

- To establish the goals of any intercultural education program, it is important to keep in mind the six stages for designing intercultural education and training programs.
- Tools such as a Problem Tree or Theory of Change mode model – which are presented in Unit 4 in more depth - can help establish these goals and plan programs.
- The experience of strangeness, collective work on team challenges, and subsequent reflective discussions are key components of intercultural education in sport.
- Effectively managing diversity within groups, including being aware of misconceptions often associated with certain groups, is key to ensure fun and engaging sessions.
- Sessions must be implemented in safe, accessible spaces and the chosen games or activities must be adapted to suit the needs of different participants. Tools such as the Activity Wheel can help adapt activities or games according to your groups.

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Activities and Games

Activity 1:

Everyone for themselves

A mini-handball game on increasing understanding of cultures and subgroups involving four teams.

Description

Here is how to play this handball game where four teams compete at the same time on the same field and try to achieve their own goals.

- Set up a square grid with a cone marking each corner and four goals, one on each side of the grid. All goals have a goalkeeper.
- Tell the teams that all four teams will play on the field at the same time. For example, team A versus team B and team C versus team D. Teams play basic handball in a five-versus-five game.
- Teams have to negotiate around how they will be playing on the same pitch.
- Players have to identify their teammates and their opponents. Allow players to problem solve themselves. It may take one game for players to adapt to the playing conditions.
- Games last four minutes and then teams face different opponents.

Discussion questions

Reflect

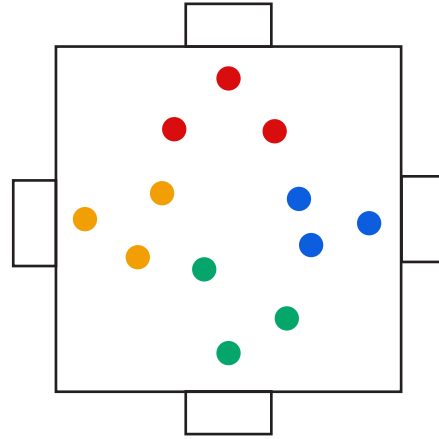
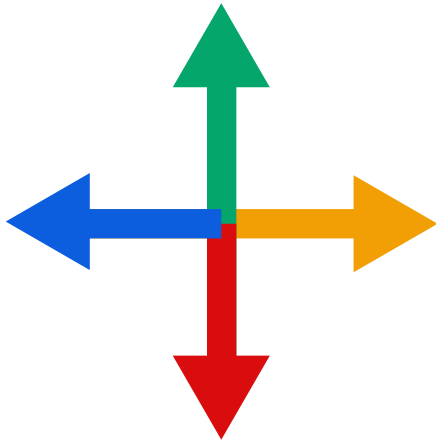
How was your experience playing this game? Was it challenging to manage to play the game? How is this game similar to the community you are living in?

Connect

What have you learnt so far from interacting with people in your community? How do differences in your community make it stronger?

Apply

What can you do to increase your awareness about intercultural education? How do you think, this will affect your performance with your class or team?



Facilitation notes

If you have limited space, play separate games. Start by asking the whole group about different subgroups living in their communities. This game can also be played in the format of a tournament. Describe any reflection associated with the activity. If the activity applies to multiple units, provide guidance on how to ask specific questions for each unit. Discuss about differences within the class and the team and build on their strengths.

Number of Teachers or Coaches	1-2
Number of Students or Athletes	12-24
Typical Age Group	12+
Time Needed	25 minutes
Space Needed	handball playground
Materials Needed	<ul style="list-style-type: none"> • 24 Bibs (4 different colours x 6 each) • 2 Balls • 12 Cones
Activity Objective	To increase understanding of cultures and subgroups
Related Unit	Unit 3
Related Learning Competences	Self-confidence, creativity, planning, decision making, cooperation, communication, teamwork and problem solving

Activity 2:

Sheet Volley

A ball toss game that seeks to develop communication and teamwork skills within a sport session.

Description

Start by making sure the play area is large enough for groups to move freely. The play area should be clean and free of obstructions.

- Then divide the students or athletes into equal groups of 4–12.
- Pair up the teams and call one Team A, the other Team B.
- Give each group a sheet (e.g. bed sheet).
- Ask team members to hold the corners and the edges of the sheet (see diagram).
- Place a ball in the middle of Team A's sheet.
- Explain and demonstrate that:
 - ◇ Team A will work together to bounce the ball off its sheet and onto Team B's sheet.
 - ◇ Team B will work together to catch the ball with its sheet.
 - ◇ Team B will then try to bounce the ball back to Team A's sheet.
- Each team alternates between catching and bouncing the ball.
- The challenge is to see how many points each pair of teams can collect together. Points can be allocated for each catch.
- In this first round do not allow players to speak. In the second round allow players to communicate with each other. Before the third round, allow players to develop a strategy.
- Allow teams 1–2 minutes between rounds for players to develop strategies and improve.

Discussion questions

Reflect

What did you find most challenging about this game? Why? How did communication on your team improve during the game? What indicators can serve as evidence that your team is cooperating well?

Connect

What skills have you used in your personal or professional life to communicate well with

others when working towards achieving a goal? From your past experiences, why is good communication particularly important within teams where more than one culture is represented?

Apply

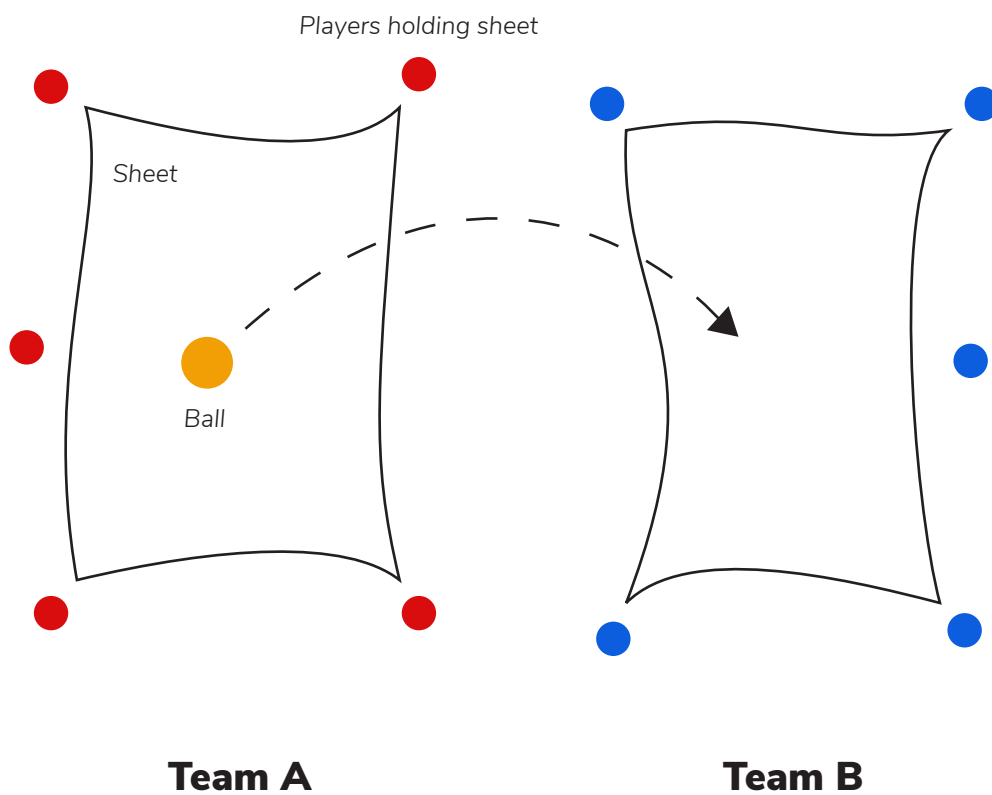
Which competences do people need to interact with those from different backgrounds? Why? What did you learn from your communication with people of different nationalities or cultures?

Facilitation notes

Make sure that teams are working together to catch and bounce the ball and that players are stopping to create strategies to improve.

Possible variations:

- Ask each pair of teams to play with more than one ball.
- Ask Team A and B to stand farther apart from each other.
- Lead the game in a competitive spirit between the four teams.



Number of Teachers or Coaches	1-2
Number of Students or Athletes	6+
Typical Age Group	10+
Time Needed	20 minutes
Space Needed	12mx 10 m
Materials Needed	4 Sheets (or parachutes) 2 Balls
Activity Objective	To develop skills for communicating with people from different backgrounds and with different abilities
Related Units	Unit 3 and Unit 2
Related Learning Competences	Communication, leadership, cooperation, critical thinking and decision making

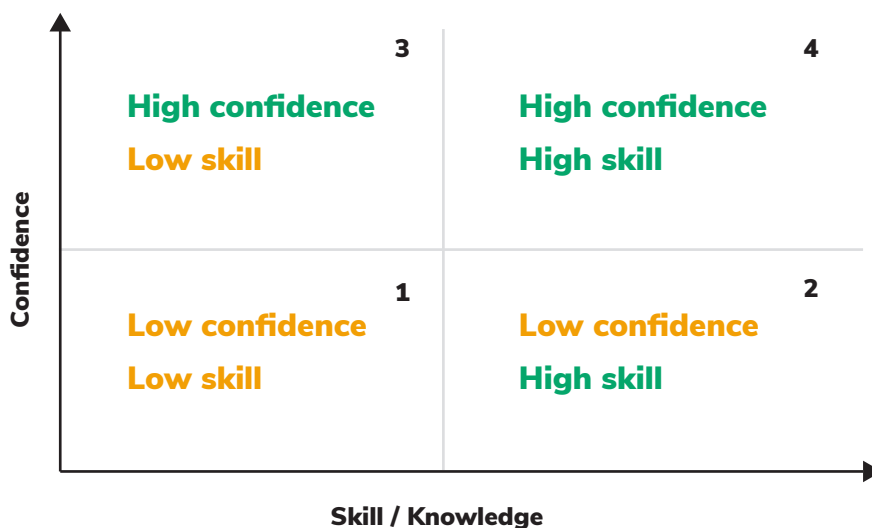
Activity 3:

Teach your game

A game wherein students or athletes share a game or practice they know and find strategies to deal with different levels of competences within a class or team.

Description

- Divide students or athletes into four groups.
- Ask a volunteer from each group to teach the group a game or dance or activity within 6-8 minutes.
- Explain to the students or athletes that when developing competence, there are four general categories people can fall into based on their levels of confidence and skill:



- Tell them that we are now going to do an activity to determine what a person needs from their coach for each of the quadrants.
- Divide them into four groups and assign each group one of the Quadrants. For each quadrant, ask the participants to determine what a person in that quadrant would need most from their coach or teacher when learning a new skill?

Discussion questions

Reflect

What was difficult about teaching the skill from your culture? How can you build confidence within your trainees and students?

Connect

How do you usually develop your students' or athletes' competences? What kind of recognition or praise do you give them? From your experience what helps children and youth build resilience?

Apply

What strategy will you use in your practices to improve how students or athletes develop competences? What strategies could be used to help girls overcome barriers to participate in sport and play?

Facilitation notes

Tell the students or athletes that they are free to choose their own scenarios. For example, how to dribble a football, how to shoot a basket, how to coach a team, etc. Act out how the coach would teach the performer. Give them 10 minutes to work on their presentations and discuss strategies. Walk around and check on the groups as they work. If you have time, choose a coach and a performer to present each quadrant's work to the rest of the group.

Number of Teachers or Coaches	1-2
Number of Students or Athletes	12-24
Typical Age Group	12+
Time Needed	30 min
Space Needed	Classroom or playground
Materials Needed	<ul style="list-style-type: none"> • Flipchart paper • Markers • Tape
Activity Objective	To share a game from another culture and discuss strategies on dealing with different levels of competencies within your class or team
Related Unit	Unit 3 and Unit 2
Related Learning Competences	Self-awareness, teaching and reflecting, decision making, critical thinking and problem-solving

Activity 4:

Football field

A strategy game that promotes teamwork, decision making and leadership.

Description

Start by making sure the play area is clean and free of obstructions.

- Divide the students or athletes in small groups of 3-5 people. The selection of the groups should be done randomly.
- Give each group a flipchart paper and a pen.
- Explain and demonstrate that each group starts to draw a football pitch while following these three rules:
 - ◇ All participants in one group have to constantly touch the pen
 - ◇ The pen must always be in contact with the paper (in other words, they cannot take the pen off the paper and start at a different point)
 - ◇ The participants are not allowed to talk to each other during the drawing process.
- Give groups 30 seconds to develop strategies before starting.
- Give the “go” signal and have all groups start drawing the football field applying the aforementioned 3 rules

After all the teams have presented each other the drawings, you can also optionally expand the exercise by fostering a discussion about intercultural contact:

- Ask the participants to divide the football field they drew before into a negative (-) and a positive (+) half.
- Ask each group to discuss the negative aspects of sports when it comes to intercultural contact and write the keywords on the flipchart sheet. After 5 minutes, the same exercise is performed with the positive aspects.
- Each group presents their results.
- Provide a summary process on the key points on an open discussion.

Discussion questions

Reflect

What did you find most challenging about this game? Why? Which strategies did you choose to use for achieving the common goal? How did communication on your team improve during the game? Who took the lead and why?

Connect

What skills have you used in your life to communicate well with others when working towards achieving a goal? From your past experiences, why is cooperation and decision-making important within teams where more than one culture is represented?

Apply

Which competences do people need to interact with the members of their team? Why? What did you learn from your communication with people of different nationalities or cultures? Which are the positive and the negative key points on intercultural contact when it comes to sport that you will keep in mind?

Facilitation notes

Make sure that teams are working together to draw the football field and that players establish some ground rules of discussion.

Possible variations:

- Ask players to draw another field (e.g. volleyball, basketball)
- During the optional discussion, you can also ask participants to talk about the positive and negative aspects of stereotyping.

Number of Teachers or Coaches	1-2
Number of Students or Athletes	8+
Typical Age Group	12+
Time Needed	25 min
Space Needed	Classroom or playground
Materials Needed	<ul style="list-style-type: none">• Flipchart paper• Pens
Activity Objective	Capacity for teamwork, decision-making and leadership
Related Unit	Unit 3 and Unit 2
Related Learning Competences	Critical thinking, self-awareness and creativity

4

Monitoring and Evaluation

Introduction

An essential component of designing and delivering intercultural education programs is monitoring and evaluation. However, how do you go about monitoring and evaluating the success of your program? How do you define a focal problem, set specific goals and develop relevant indicators? This unit seeks to answer these questions by giving coaches and physical education teachers the knowledge and tools to measure, improve and learn from their intercultural learning sessions.

Starting with an overview of monitoring and evaluation (M&E), the unit becomes progressively more focused, presenting the specifics relating to the development of indicators and the different methods to evaluate against these indicators. This content is further oriented to reflect the specific context and requirements faced by coaches and physical education teachers working to foster intercultural education opportunities through their sessions.

Topics



Introduction to M&E in intercultural education

Provides a general introduction on M&E, reasons for conducting M&E, guiding principles and different methods and tools related to data collection.



Defining the focal problem

Explains how to define a focal problem and its relationship to effects and causes.



Setting specific goals and outcomes

Highlights the importance of setting specific goals and determining the appropriate outcomes, outputs and inputs to achieve those goals.



Developing indicators related to those goals and outcomes

Defines indicators, the SMART model and includes an example of indicators in the context of intercultural sport education.



Determining the methods to measure indicators

Explores various methods to measure indicators, including surveys, observation, interviews and other innovative methods.

This unit also includes practical activities designed to reflect on a hands-on approach of conducting M&E in the context of sport education.

Learning outcomes

1

Understand the definition and importance of M&E in the context of intercultural learning

2

Design measurement indicators in line with the goals and outcomes of intercultural learning sessions

3

Understand and implement various M&E methods to measure defined indicators within the context of intercultural learning

Key terms

Monitoring and Evaluation (M&E)	Systematic collection and assessment of data to measure progress
Focal problem	Most important, core problem within a given setting or target group
Effects	The tangible consequences of the focal problem
Causes	The internal or external factors that lead to the focal problem
Theory of Change	Helps define long-term goals to tackle focal problem; defines long-term goals and then maps backward to identify necessary preconditions for success
Indicators	Clues or signs that help determine if goals and desired outcomes are being achieved

Theoretical background

Introduction to Monitoring and Evaluation

Monitoring and Evaluation (M&E) involves the collection and analysis of data to measure if progress is being made towards certain pre-determined objectives.

Though M&E often seems abstract or unimportant, it can, in fact, provide important benefits to individuals and organisations. On a personal level, it allows physical education teachers and coaches to better understand and improve their intercultural sport sessions. For organisations, it allows them to better identify good practice and allocate resources accordingly. And it allows these organisations to prove the effectiveness of their work and present concrete results to sometimes sceptical external parties who may sometimes need to be convinced to adopt new concepts such as intercultural education through sport.

Monitoring and evaluation are often used in combination, but each term comes with its own specific meaning. Monitoring is the systematic and routine collection of information from whereas evaluation is the systematic assessment of that information. Evaluation should help draw conclusions about the relevance, effectiveness, efficiency, impact and sustainability of an action.

To implement proper M&E, four important steps need to be undertaken:

1. *Define the focal problem*
2. *Map specific goals, outcomes, outputs and inputs*
3. *Develop indicators related to those goals, outcomes and outputs*
4. *Determine the right approaches or methods to measure those indicators*

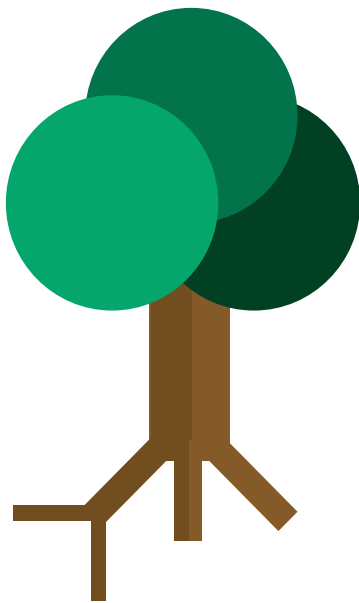
In the following paragraphs, we will review the key information associated with each of these steps.

Define the focal problem

Before being able to successfully define what to measure, it is important to understand the specific problem that is being addressed. There are many methods to map out a problem, its causes, its effects, and potential solutions, and these methods will help significantly clarify goals and further define measurable indicators for subsequent M&E activities.

One potential method to map out a problem and determine potential solutions – and therefore indicators – is known as a Problem Tree. Indeed, this method is not only useful for developing M&E approaches, but for planning a series of sessions or broader program, as discussed in Unit 3.

The problem tree is a method to map core problems, along with their causes and effects, which in turn can help identify clear and manageable objectives for a given intervention. A problem tree is broken down into three parts: a trunk, roots, and branches. The trunk is the core problem. The roots represent the causes of the core problem and the branches represent its effects. Problem trees are typically developed in a group exercise to make sure that various perspectives and backgrounds are considered before launching, and monitoring, a program of sessions or lessons.



What **effects** does the problem tree have?

What is the **focal problem**?

What are the **causes** of the problem?

Effects

Students do not mix together

Sport sessions lack dynamism

Students sometimes get into conflicts

Focal problem

Lack of social cohesion between students

Causes

Lack of awareness of own biases and other cultures

Lack of mutual understanding

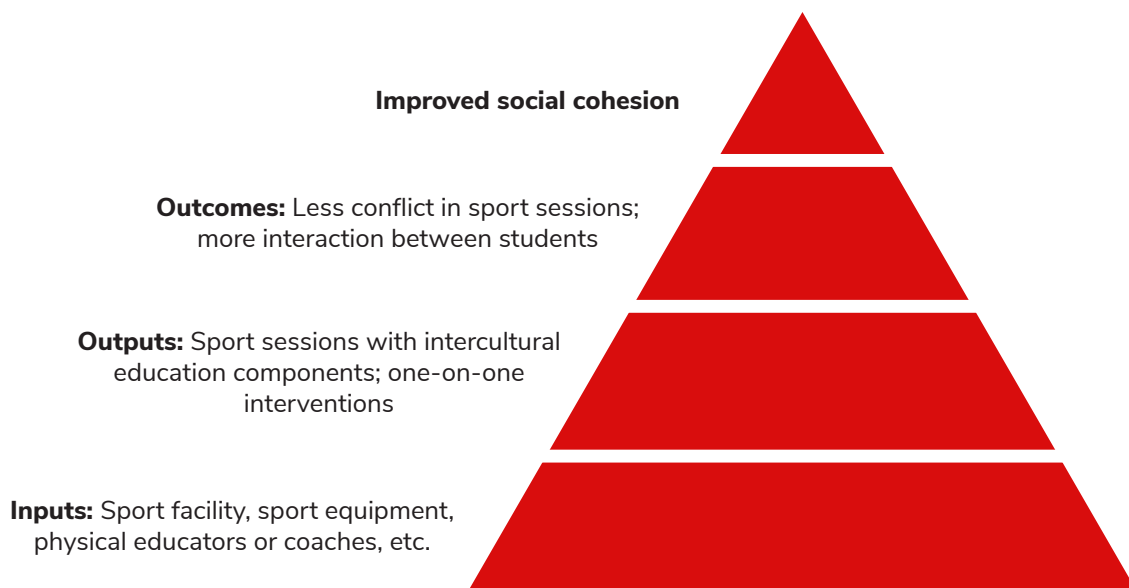


Map specific goals, outcomes, outputs and inputs

Once you have defined the focal problem, you need to develop a clear long-term goal that would help address this problem and map out how to achieve that goal. One common method to do this is known as Theory of Change. Theory of Change defines long-term goals and then maps backward to identify necessary preconditions for success (Elsemann et al., 2011; SELA Advisory Group, 2009). Therefore, as with the above Problem Tree, Theory of Change is also useful both in the planning of a series of sessions or broader program, as discussed in Unit 3.

Moving away from the goal, you should then map out the concrete outcomes (e.g. changes, learnings, competences, experiences) that would help lead to the long-term goal. Then, you should think about the kind of outputs (e.g. services, sessions, activities, mentoring) that would help foster the desired outcomes. And, finally, you should consider the inputs needed (e.g. resources, staff, time) to produce the required outputs.

Mapping out such a Theory of Change will help build a concrete, logical plan for how to address the identified focal problem and, in turn, serve to develop relevant indicators, as we discuss below.



You can find templates for Problem Tree or Theory of Change models online on our **interactive toolkit**. Within Unit 4, there are also activities that help practice designing such models.

Develop indicators related to goals and outcomes

An indicator is a clue, sign or data point that can be used to show if and how sessions or a broader program lessons are supporting the desired goals, outcomes and outputs (Coalter, 2008). Indeed, one of the most crucial steps in M&E is selecting appropriate indicators.

Referring to the Theory of Change above, indicators can specifically assess if the desired outputs, outcomes and impact are being achieved.

Indicators are a unit of measure, be it quantitative or qualitative, that allow to assess whether an intervention was successful or not. The number of indicators should be limited and ultimately represent a simple, reliable way to measure – and reflect on – processes, achievements, results, and goals. Good indicators should follow SMART principles, namely that they should be Specific, Measurable, Attainable, Relevant and Time-bound

	Focal Problem	Long-Term Goal	Outcomes	Outputs
Description	Lack of Social Cohesion	Improved Social Cohesion	Less conflict in sport sessions more interaction between the participants	Sport sessions with intercultural education components one-on-one interventions
Indicator	N/A	Feelings of inclusion within group of students or athletes Number of new friendships developed by students or athletes	Number of disciplinary actions (e.g. warnings, detention) Positive behaviours among students or athletes (e.g. helping others, high-fives, etc.)	Number of sport sessions with intercultural education components Number of participants in sessions Number of interventions

Determine the methods to measure indicators

Evaluation tools can be roughly broken down into two categories quantitative tools, which measure how many, how much, how big, and so forth; and qualitative tools, which measure more intangible things like awareness, feelings, attitude, or appreciation (Tennenbaum and Driscoll, 2005).

Sometimes, quantitative data alone are sufficient as the goals or outcomes might be reasonably simple to measure.

More complex goals, such as increasing intercultural competences or social cohesion, are however likely to require qualitative or mixed approaches. While it may seem sometimes impossible to measure such intangible objectives, there are tools to support such evaluations. Below, we describe some of those tools.

A survey is a list of questions aimed at extracting specific data from a particular group of people, including feelings, opinions, attitudes and thoughts. Surveys can be administered online, in-person, on paper or on the phone (Leung, 2001).

Participant observation is the act of perceiving the workings of individuals or groups while also being part of participants' daily lives. Observation can involve a range of methods, including direct observation, participation in the life of the group, discussions, and quantitative tracking. Observations are very commonly used in and accessible for sport settings, but there are numerous risks of bias, so they are usually best combined with other approaches.

A focus group usually consists of a handful of individuals who, together, represent a good example of your target group. Through directed, open-ended questions, you can assess how they perceive and are impacted by your sessions or lessons. Focus groups are typically facilitated by someone, recorded, transcribed, and then analysed. However, in the context of an intercultural sport session, group reflection sessions – such as described within Right To Play's Reflect-Connect-Apply approach – can also provide valuable insights about your group and their progress.

Interviews provide in-depth information about participants' experiences and viewpoints. Often, interviews are coupled with other forms of data collection to generate a full, well-rounded collection of information. Interviews can be more informal (i.e. conversational or semi-structured) or highly structured and, like with a focus group, are usually recorded, transcribed and analysed (Turner, 2010). These interviews also do not need to be limited to the participants in sport sessions, but could also include the perspectives of other teachers, coaches or parents. For example, in a school setting, you could interview other teachers to find out if they observe any changes in their students following participation in intercultural sport sessions.

Other innovative methods also exist, and these can be particularly suitable for young groups or sporting contexts. These include, for example, interactive activities, stories, photos, blogs, diaries, or drawings (SELA Advisory Group, 2009). In the practical section of this chapter, you will find engaging, creative activities to get feedback from your groups and contribute to the M&E of your sessions.

Template tools, including an intercultural skills survey and observation sheets, are made available online on our **interactive toolkit**.

Quantitative versus qualitative

	Quantitative	Qualitative
Procedure	Deductive, "to measure": Counting, collecting numbers (e.g. demographic data)	Inductive, "to understand the meaning"; open questions, open tasks
Product	Hard, replicable data	Soft, realistic data
Process	Static	Dynamic
Perspective	External perspective of the researcher	Internal perspective of the people concerned
Interest	Explanation of causal relationships, generalisations	Exploration of the living environment, interactions and relations

Evaluation tools

Traditional	Innovative
Questionnaires	Story telling
Interviews	Diaries
Participant Observation	Blogs
Focus Group Discussions	Photo or video monitoring
	Performing arts
	Painting or drawings

Summary of key points

- *Monitoring and evaluation allow you to track and analyse data from sessions or programs. This information can then serve as the basis for personal improvement or external reporting.*
- *Tools such as a Problem Tree or Theory of Change model can help establish program goals as well as related indicators for measurement.*
- *Indicators should represent a simple, reliable way to measure processes, achievements, results, and goals. Good indicators should follow SMART principles*
- *There are various quantitative, qualitative and innovative and interactive tools to allow for the measurement of these indicators. Each method comes with certain benefits and drawbacks.*

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Activities and Games

Activity 1:

Living Scale

A simple activity integrating movement in the delivery of feedback, here, the gym or pitch becomes a scale.

Description

- At the one end or corner of the gym or pitch, you have one extreme (100%, "I totally agree", "I knew it all", "exceeded" etc.) at the other end or corner the other extreme (0%, "I don't agree at all", "A lot of things were new to me", "disappointed" etc.).
- The workshop instructor writes the questions on the board or speaks them out aloud.
- The students or athletes must position themselves depending on their own opinion, without talking to each other.
- The results can be documented through taking pictures or notes.

Discussion questions

Reflect

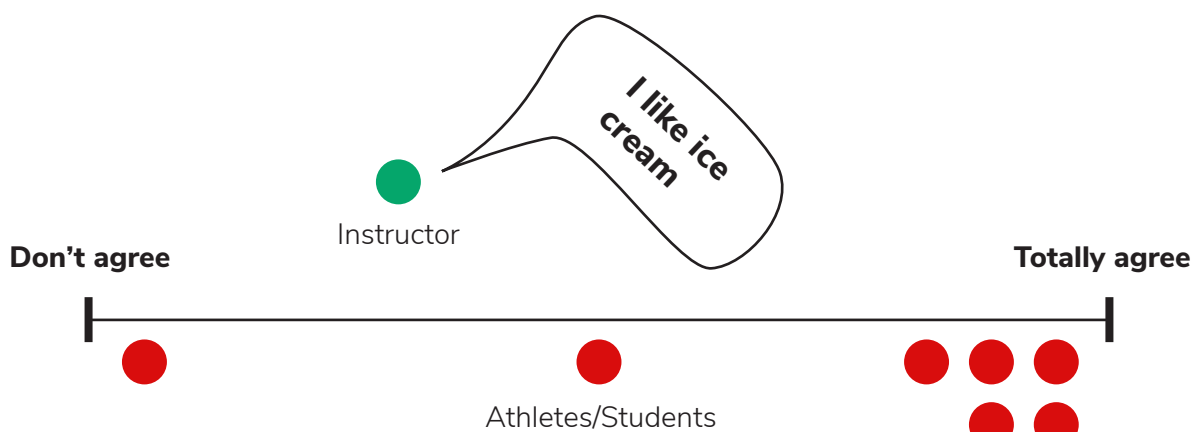
As physical education teachers or coaches, how was your experience with this feedback approach? Would you use it within your groups?

Connect

How does the Living Scale approach compare to other methods of feedback collection that you've tried in the past?

Apply

What do you think are some of the important elements in collecting and receiving feedback? Is feedback important to you? Why?



Facilitation notes

The facilitator should collect questions and responses in written or photographic form, this allows for the evaluation and comparison of results over time. Facilitators should also avoid being defensive when receiving negative feedback. The goal is to create an open atmosphere of feedback and to receive useful, actionable input from the students or athletes.

Number of Teachers or Coaches	1-2
Number of Students or Athletes	8+
Typical Age Group	8+
Time Needed	15 minutes
Space Needed	Classroom or sport setting
Materials Needed	<ul style="list-style-type: none">• Paper or flipcharts• Pens or pencils
Activity Objective	To obtain group feedback in a systematic yet fun and simple way.
Related Unit	Unit 4
Related Learning Competences	Monitoring and Reviewing, listening, critical thinking and analysis

Activity 2:

Five Fingers

A simple approach to obtain feedback from a group.

Description

For each finger of the hand, a specific question needs to be addressed:

- *The Thumb: What went well? What did you like?*
- *The Index Finger: What would you like to point out or highlight?*
- *The Middle Finger: What could be improved or changed? What went wrong (negative feedback)?*
- *The Ring Finger: What would you like to keep? What will you take home?*
- *The Pinkie Finger: What did not get enough attention? Further comments or recommendations?*

The answers can be written down individually or collected in groups.

Discussion questions

Reflect

As physical education teachers or coaches, how was your experience with this feedback approach? Would you use it within your groups?

Connect

How does the Five Fingers approach compare to other methods of feedback collection that you've tried in the past?

Apply

What do you think are some of the important elements in collecting and receiving feedback? Is feedback important to you? Why?

Facilitation notes

The facilitator should collect questions and responses in written form, this allows for the evaluation and comparison of results over time. Facilitators should also avoid being defensive when receiving negative feedback. The goal is to create an open atmosphere of feedback and to receive useful, actionable input from the students or athletes.

Number of Teachers or Coaches	1-2
Number of Students or Athletes	6+
Typical Age Group	8+
Time Needed	30 minutes
Space Needed	Classroom or sport setting
Materials Needed	<ul style="list-style-type: none"> • Paper or flipcharts • Pens or pencils
Activity Objective	To obtain group feedback in a systematic yet fun and simple way
Related Unit	Unit 4
Related Learning Competences	Monitoring and Reviewing, listening, critical thinking and analysis

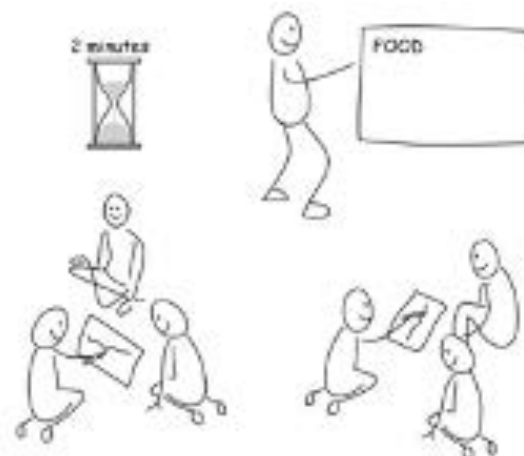
Activity 3:

Find the words

A game aimed at highlighting concepts, values, ideas related to intercultural learning.

Description

- Opening discussion: If I say “intercultural learning”, what other words come to mind?
- Organise students or athletes into groups of three. Make sure each group has paper and a pen or a pencil.
- Explain that: They are going to play a word game. You will give them a category such as “discrimination.” Their job is to work as a team to write down as many words as possible that belong in the category.
- Tell them that they will have a time limit of two minutes. After two minutes you will say “stop” and all teams must stop writing
- One person from each small group will read the words that their team wrote down. If the other groups have the same words, everyone must cross them off their list.
- Repeat this process until all the words have been read.
- Explain that groups will receive points for each unique word.
- Lead a discussion after each round. You can repeat this game with other words (e.g. traditions, religions, customs, habits, dresses, politics, etc.).
- Invite students or athletes to stand in a circle. Explain that you will stand in the middle of the circle and announce one of the categories the students have just written lists about.
- Then you will bounce the ball, call the name of one student, who must run into the middle of the circle and catch the ball.
- When they catch the ball, they have to give an example of something from that category.
- The game ends at your discretion.



Discussion questions

Reflect

How many words did come up with? What words stand out to you? Why?

Connect

What words had you heard before? Why did you know these words? Can you give examples?

Apply

What new things have you learnt that will share with your friends, family, community?

Facilitation notes

The facilitator should reflect on the following point:

- *Do students or athletes understand how words fit into the category?*
- *Are students or athletes coming up with new words?*
- *Are they reading the word out loud and understand its meaning?*

Number of Teachers or Coaches

1-2

Number of Students or Athletes

8+

Typical Age Group

18+

Time Needed

45 minutes

Space Needed

Classroom

Materials Needed

- *Paper or student notebooks*
- *Pens or pencils*
- *Timer or clock or watch*
- *Ball*

Activity Objective

To work in small groups to write and identify as many words as possible in a particular category

Related Unit

Unit 4

Related Learning Competences

Critical thinking, listening, analysis and teamwork

Activity 4:

Water Buckets

A simple activity to provide feedback in a visual, movement-oriented way.

Description

- Prepare one big bucket of water, a ladle, and two empty buckets at the other end of the room/field. One empty bucket should be marked with a happy smiley and the other with a sad smiley.
- Ask students or athletes to think about what they like or don't like about the sport sessions. (Or ask teachers or coaches what they like or don't like about their workshop/class).
- Each student or athlete takes turns stating something they found good or bad about the sport session and, accordingly, fill one ladle of water into the designated bucket.
- At the end, have everyone take a look at both buckets and assess which one is fuller.

Discussion questions

Reflect

How did you feel communicating positive feedback? Negative feedback? How did it feel to see the different buckets fill?

Connect

Why is it important to ask for and receive feedback? How do you give or receive feedback in your daily life?

Apply

What can be done to address the negative feedback provided? What can be done differently?

Facilitation notes

Water and buckets may be difficult to implement in some settings. Alternatively, you can use other combinations of materials, such as tennis balls and buckets, footballs and nets, etc.

Number of Teachers or Coaches	1-2
Number of Students or Athletes	6+
Typical Age Group	12+
Time Needed	20 minutes
Space Needed	Open play area like a gym or field.
Materials Needed	<ul style="list-style-type: none"> • Three buckets • One ladle • Water
Activity Objective	To give and receive feedback
Related Unit	Unit 4
Related Learning Competences	Communication, critical thinking and analysis

