



EDU:PACT

TEACHING OUTLINE UNIVERSITY COURSE

*Intercultural Education through Physical Activity,
Coaching, and Training*

*University of Thessaly
30 March 2021*





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University of Southern Denmark

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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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Teaching Template

14 Week University Course (University of Thessaly, Greece)

Sample Implementation Plan (3 hours per week for 14 weeks)

| Week | Units | Theoretical Part | Practical Activities |
|-----------------|-------|---|--|
| 1 st | 1 | <u>Introduction</u> <ul style="list-style-type: none"> ✓ Setting everyone's expectations of the program ✓ Globalization ✓ Clarification of key terms (immigrant, refugee, asylum seeker, host country, incoming population, multiculturalism, interculturalism) ✓ Fundamentals and goals of intercultural education ✓ Current situation in the country and Europe ✓ Facilitators and barriers for Physical Education as a tool in integration | <ul style="list-style-type: none"> ➤ Group discussions about: "What culture means to you?" and "What intercultural education means to you?" ➤ Group discussions about: "Which are the facilitators of physical education lesson related to the needs of intercultural education?" ➤ Group discussions about: "Which are the barriers of physical education lesson related to the needs of intercultural education?" |
| 2 nd | 1 | <u>The role of PE educators</u> <ul style="list-style-type: none"> ✓ Challenges that educators facing ✓ Intercultural education models ✓ National/cultural identity ✓ Acculturation strategies ✓ Ice-breakers activities | <ul style="list-style-type: none"> ➤ Group discussions about: "What does a Physical Education teacher needs to know in order to teach in a multicultural class?" ➤ Group discussions about: "What changes do you think people are experiencing when |

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| | | <ul style="list-style-type: none"> ✓ Group discussion strategies | <p>they need to change their place of residence, and in what areas?"</p> <ul style="list-style-type: none"> ➤ Ball and adjective ➤ Me in focus |
| 3 rd | 1 | <p><u>Understanding myself</u></p> <ul style="list-style-type: none"> ✓ Knowing myself ✓ Learning to share my experiences ✓ Teachers as "important others" ✓ Professional self – personal self ✓ Interpersonal self ✓ R-C-A method ✓ Self-reflection questions | <ul style="list-style-type: none"> ➤ Life mapping ➤ Group discussions about: "What should I do before the lesson?" "What should I do during the lesson?" "What should I remember?" ➤ Case studies ➤ Hope is in the air |
| 4 th | 1 | <p><u>Effective trainer</u></p> <ul style="list-style-type: none"> ✓ Characteristics of effective coaches/trainers ✓ Self-confidence ✓ Self-control ✓ Self-determination ✓ Adaptability ✓ Self-assessment questionnaire ✓ Presentation skills | <ul style="list-style-type: none"> ➤ Am I an effective coach / PE teacher? ➤ Professional coaching with intercultural education ➤ Characteristics of effective coaching |
| 5 th | 1-2 | <p><u>Stereotypes – prejudices</u></p> <ul style="list-style-type: none"> ✓ General information on cultural groups within your country ✓ Traps for intercultural way of thinking ✓ Stereotypes, prejudices and discrimination | <ul style="list-style-type: none"> ➤ Group discussions about: "What do you think about when you hear the word (insert cultural group or term here)" ➤ Group discussions on: "Do you think that there are any challenges or difficulties for (insert cultural group or term here) in PE lessons in your country? If yes, which are those?" ➤ Bursting stereotypes |
| 6 th | 2 | <u>Understanding others</u> | <ul style="list-style-type: none"> ➤ Elephant tag |

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| | | <ul style="list-style-type: none"> ✓ Communication - viewpoint issues ✓ Empathy ✓ Active hearing | <ul style="list-style-type: none"> ➤ Empathy blockers ➤ Listening with your body ➤ Listening for need |
| 7 th | 2 | <u>Behavior management</u> <ul style="list-style-type: none"> ✓ Factors that influence our judgment ✓ Ways to develop messages ✓ Ways to express our feelings ✓ Anxiety and behaviors associated with traumatic experiences ✓ Post-traumatic stress disorder ✓ Contribution of educators | <ul style="list-style-type: none"> ➤ Why can't you hear me? ➤ Message in a ball ➤ Mimes – communication in diverse ways ➤ Volleyball sheet |
| 8 th | 2 | <u>Leadership</u> <ul style="list-style-type: none"> ✓ Typology of leadership behaviors ✓ Model of intercultural counseling competence ✓ Developmental model of intercultural sensitivity (DMIS) ✓ Monitoring interviewing | <ul style="list-style-type: none"> ➤ Group discussion on: “What leadership means to you and which skills a leader should have?” ➤ Helium pole ➤ Motivational interviewing |
| 9 th | 3 | <u>Conflict resolution</u> <ul style="list-style-type: none"> ✓ Cooperative learning ✓ Forms, causes and effects of conflicts ✓ The range of conflict resolution ✓ Ways of responding during conflicts ✓ Collaborative problem solving | <ul style="list-style-type: none"> ➤ Team challenge ➤ Team up approach to building peace ➤ Flight-Fight-Unite ➤ Football field |
| 10 th | 3 | <u>Competencies on practical issues</u> <ul style="list-style-type: none"> ✓ Positive reinforcement ✓ Communication issues | <ul style="list-style-type: none"> ➤ Problem solving (a parable of two frogs) ➤ “Yes, and” versus “No, but” ➤ Pass or stop |

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| | | <ul style="list-style-type: none"> ✓ Spread messages ✓ Resilience ✓ Role games | <ul style="list-style-type: none"> ➤ Promoting resilience ➤ Treasure chest |
| 11 th | 3 | <u>Planning and developing intercultural learning sessions</u> <ul style="list-style-type: none"> ✓ Teachable moments ✓ Achievement motivation theory ✓ Self – monitoring theory ✓ Understanding cultural competency and cultural sensitivity ✓ Mix-gender activities | <ul style="list-style-type: none"> ➤ Group discussions about: “How can you organize a PE lesson in a multicultural class? What do you need to take care of?” ➤ Teachable moments ➤ Football for all ➤ Five tricks (Barnga) |
| 12 th | 4 | <u>Observation</u> <ul style="list-style-type: none"> ✓ Introduction to observation skills ✓ Factors affecting observation ✓ Observations on students and teachers ✓ Forms of observation ✓ Observation exercises | <ul style="list-style-type: none"> ➤ Group discussion about: “What does observation means to you?”, “Which characteristics would you observe in your students?” and “Which characteristics would you observe in a PE teacher while he is teaching?” ➤ Observation & Assessment with role play exercise ➤ Role play activity |
| 13 th | 4 | <u>Monitoring and evaluating</u> <ul style="list-style-type: none"> ✓ Introduction to the concept of evaluation ✓ Objectives and characteristics of student assessment ✓ Sources of evaluation ✓ Teacher evaluation form ✓ BID model | <ul style="list-style-type: none"> ➤ Problem tree ➤ Group discussion about: “What does assessment means to you?” ➤ Group discussion about: “How would you assess encouraging and positive reinforcement in a PE teacher?” ➤ Observation tool ➤ BID feedback model activity |
| 14 th | 4 | <u>Self - assessment and evaluation of the program</u> Group discussions on: <ul style="list-style-type: none"> ✓ The evaluation of the impact of the program (expectations fulfilled) ✓ Highlighting of the core messages of every Unit | |

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| | | <ul style="list-style-type: none"> ✓ Self – reflection about attitudes, competencies and skills ✓ What changes, additions or removals should be done in the whole program | |
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