



EDU:PACT

UNIT 1 OUTLINE & SAMPLE CLASS SCHEDULE

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

30 March 2021





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EDU:PACT Network

University of Vienna (coordinator)
German Sport University
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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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Unit 1

UNDERSTANDING YOURSELF

Unit Outline

Total Workload <ul style="list-style-type: none">- Guided Learning Hours- Self-Directed Learning Hours- Practical Learning Hours	25 hours 7,5 (five contact 90-minute classes) 13 4,5 (three contact 90-minute classes)
ECTS Credits	1 credit
EQF Level	EQF 5, 6, or 7
Basic Knowledge Requirements and Prerequisites	
Key Competences	Self-Confidence Self-Awareness Adaptability Emotional Awareness Presentation Skills
Unit Description	<p>The broad goal of this unit is to offer future coaches and PE teachers' basic psychological knowledge and guidelines that may prepare them in promoting and favoring intercultural integration in their professional activities.</p> <p>The unit relies on a series of <u>eight</u> 90-minutes contact classes distributed over five "guided learning" classes (for a total of 7.5 hours) and three "practical learning" classes (for a total of 4,5 hours) utilizing readings, class material and individual and group activities made available by the lecturers/master trainers.</p> <p>While the five "guided learning" classes are framed within four broad thematic issues, the three "practical learning" classes are framed within a set of four educational goals/sets of activity.</p>
Learning Outcomes (LOs)	By the end of this Unit, Physical Educators and Coaches should be able to: <ol style="list-style-type: none">1) Be cognizant of how culture, social forces, and personal experience shape one's own identity.2) Gain awareness of how one's personal biases and emotions may promote or reinforce stereotypes about people with diverse cultural backgrounds.

	3) Improve body language, tone and presentation styles, especially in presence of people with diverse cultural backgrounds.
Recommended Literature	The “guided learning” classes will rely on a set of a few “user-friendly” readings. These readings will address the following topics and a) will be discussed in class and b) act as one of the inputs for the “practical learning” activities: <ul style="list-style-type: none"> - Stereotypes and stereotype threat - Personal and professional identity - Emotional regulation and psychological well-being - Cultural diversity and the acquisition of an “interpersonal self” - Personal agency, self-confidence and collective efficacy - Empathy and perspective taking
Teaching Methods	Direct Instruction <ul style="list-style-type: none"> • Lectures • Highlighting Issues and Challenges Social Approaches <ul style="list-style-type: none"> • Group discussions on conceptual issues • Group solutions to Hypothetical Problem Scenarios • Testimonials / Case Studies (if any)

Sample Unit Class Schedule

#	Topics (and sub-topics)	Readings	Activities and Assignments
	“Guided Learning” contents		
1	<p>Class 1 – Introduction to the Unit “Understanding Yourself”</p> <p>This class will introduce the key goal of the entire unit, namely, to sensitize PE teachers and coaches to the many issues that may affect their views, work ethics, educational approach and teaching choices when facing the broad issue of intercultural education.</p> <p>In doing so, the class will summarize the general structure of the unit, stress the importance of relying on scientific knowledge from psychological science</p>	Class 1 slides	<p><i>No assignment</i></p> <p><i>Personal input from the lecturer and group discussions</i></p>

	<p>concerning personal and professional identity, and introduce several topics arising from the understanding of cognitive and emotional processes affecting interpersonal and work relationships with intercultural groups.</p>		
2	<p>Class 2 – The “professional self”: At the crossroad between psychology, identity and education</p> <p>The broad goal of this class is to introduce PE teachers and coaches to the dynamic notions of professional self and competencies and to appreciate how both notions are, in the possible context of intercultural education, at the intersection of their value systems, interpersonal views and approaches to professional work.</p> <p>To do so, the class lecture and material will review what psychological and educational sciences can say about personal and professional identity and it will also describe how these topics raise more specific issues such as self-confidence, the acquisition of a “professional self” guiding one’s views on others’ “diversity” and how to build on such awareness for professional development and competencies.</p>	<p>Class 2 slides</p> <p>2 Readings</p> <p>Karousiou, C. et al. (2019). Teachers’ professional identity in super-diverse school settings: teachers as agents of intercultural education. In <i>Teachers and Teaching</i>, vol. 25(2), 240-258.</p> <p>Morin, A. (2011). Self-Awareness Part 1: Definition, Measures, Effects, Functions, and Antecedents. <i>Social and Personality Psychology Compass</i>, 5/10, 807-823.</p>	<p><i>Personal input from the lecturer and group discussions</i></p> <p>Read and provide personal insights on the readings</p>
3	<p>Classes 3 & 4 – “Interpersonal self” and “personal agency”: How to psychologically prepare for the promotion of intercultural education</p> <p>The broad goal of these classes is to provide PE teachers and coaches with some basic notions on how mental processes regulating one’s life social and professional experiences build on one’s belief and value systems.</p> <p>Belief and value systems entails mental schemes that a) help us to categorize and deal with ongoing situations and people (interpersonal/relational self) and b) provide one with knowledge to evaluate, address and overcome possible challenges (personal agency).</p>	<p>Classes 3-4 slides</p> <p>Zimmerman, B.J. & Cleary, T.J. (2006). Adolescent’s Development of Personal Agency (Chapter 2, pp. 45-69), in “Self-Efficacy Beliefs of Adolescents”. Information Age Publishing,</p> <p>Camire, M., Trudel, P., & Forneris, T. (2012). Coaching and Transferring Life Skills: Philosophies and Strategies Used by Model High School Coaches. <i>The Sport Psychologist</i>, 26, 243-260.</p>	<p><i>Personal input from the lecturer and group discussions</i></p> <p>Read and provide personal insights on the readings</p>

	<p>Intercultural education is a professional context which tends to suffer from ethnic or group stereotyping, and these classes will attempt to sensitize PE teachers and coaches to these risks and to show scientific models put forward to understand and promote personal agency, self-confidence and professional tools to promote collective / group empowerment.</p>	<p>Anderson, P. & Boylan, P. (2017). From stereotyping to becoming interculturally competent. In <i>“Practices in Intercultural Language, Teaching and Learning”</i>, M.L. Ennis & C.E. Riley (Eds.). Cambridge Scholars Publishing.</p>	
4	<p>Class 5 – Emotion regulation and psychological well-being</p> <p>This class will focus on one’s control of situations that have strong and challenging emotional meaning. Intercultural education tends to be a context in which teaching by PE teachers and coaches may have strong emotional meaning.</p> <p>On these bases, the class will also focus on what psychological science can tell in terms of emotional regulation, situational awareness and perspective taking as well as empathy.</p>	<p>Class 5 slides</p> <p>Zaki, J. & Craig Williams, W. (2013). Interpersonal emotional regulation. <i>Emotion</i>, 13(5), 803-810.</p> <p>Galinski, AD. & Ku, G. (2004). The effects of perspective-taking on prejudice: The moderating role of self-evaluation. <i>Personality and Social Psychology Bulletin</i>, 30: 594-604.</p>	<p><i>Personal input from the lecturer and group discussions</i></p> <p>Read and provide personal insights on the readings</p>
	“Practical Learning” contents *		
5	<p>Class 6 – Life Mapping (RTP)</p> <p>Goals:</p> <ul style="list-style-type: none"> • Sharing personal experiences • Reflect and look back at personal and meaningful experiences as coaches and PE teachers • Focus on any experience of intercultural learning 	<p>Activity material:</p> <p>Flip charts, Markers</p>	<p><i>Drawing</i></p> <p><i>Pair discussions</i></p> <p><i>Group discussions</i></p>
6	<p>Class 7 – Am I an effective coach/PE teacher? (RTP)</p> <p>Goals:</p> <ul style="list-style-type: none"> • Know that coaching is not only a theoretical and intellectual issue or endeavor • Differentiate between good vs bad coaching • Identify roles, values and attitudes of good coaching 	<p>Activity material:</p> <p>Ball – Pips 2 different colours</p> <p>Playground for mini football</p> <p>Flip charts and Markers</p>	<p><i>Drawing</i></p> <p><i>Presentation</i></p> <p><i>Small group discussions</i></p> <p><i>RCA</i></p>

	<ul style="list-style-type: none"> • Self-assessment 		
7	<p>Class 8 – Me in Focus- (RTP)</p> <p>Goals:</p> <ul style="list-style-type: none"> • Identify what intercultural in self • Reflect on self experiences related to intercultural learning • Overcome issues / difficulties in intercultural learning 	<p>Activity material:</p> <p>Flip charts, Markers</p>	<p><i>Brainstorming</i></p> <p><i>Consecutive challenges while counting 1-2-3 in pairs</i></p> <p><i>R-C-A</i></p>
8	<p>Class 8 - Professional coaching with intercultural education- (RTP)</p> <p>Goals:</p> <ul style="list-style-type: none"> • Identify self strengths and weaknesses dealing with intercultural differences • Identify challenges in excelling at intercultural education • Identify opportunities to improve self intercultural learning 	<p>Activity material:</p> <p>Flip charts, Markers</p>	<p><i>Individually create SWOC analysis</i></p> <p><i>Presentations</i></p> <p><i>Discussions</i></p>
9	<p>Class 7 – Ball and Adjective (VIDC)</p> <p>The focus of this activity is to introduce yourself in a playful way and create a positive group atmosphere for the start of a session. It shows the different cultural backgrounds of group members according to their language used.</p>	<p>Activity material:</p> <p>Circle, Balls</p>	<p><i>introduction</i></p> <p><i>movement</i></p> <p><i>skills with a ball</i></p>
10	<p>Class 7-8 – Bursting stereotypes (VIDC)</p> <p>In this activity, participants start to get active and familiar with the main issues of unit1. Within playing and holding balls in the air, participants will be asked to get together in pairs and answer questions like:</p> <ul style="list-style-type: none"> - what does integration/inclusion mean for you? - do you have experiences with intercultural sport settings - how do different cultural backgrounds affect (team) sports 	<p>Activity material:</p> <p>Playground, Seminar Room</p> <p>Balls in different colours</p> <p>Music, corns/chairs</p>	<p>Pair discussions</p> <p>movement</p> <p>group discussions</p>
11	<p>Class 7-8 – face to face (VIDC)</p>		

	<p>Within this activity participants can understand and reflect own stereotypes and prejudices and have an understanding that culture is diverse and fluent.</p>	<p>Activity material:</p> <p>Flip Charts, markers, tables, paper</p>	<p><i>pair discussions</i> <i>group discussions</i></p> <p><i>Self-reflection</i></p>
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Note: * The practical learning contents, and the corresponding classes 6, 7 and 8, should be revised according to the context, the settings, and the age groups to which the Unit 1 teaching is offered.

