



EDU:PACT

UNIT 3 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
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

With additional support from the European Network of Sport Education (ENSE)

Unit 3

PLANNING AND DELIVERING INTERCULTURAL EDUCATION

Unit Outline

Total Workload <ul style="list-style-type: none">- Guided Learning Hours- Practical Learning Hours- Self-Directed Learning Hours	60 hours 15 hours 15 hours 30 hours
ECTS Credits	2 credit
EQF Level	EQF 5, 6, or 7
Basic Knowledge Requirements and Prerequisites	Participation in unit 1 and 2
Key Competences	Critical Thinking and Decision Making Problem Solving Organizing and Managing
Unit Description	Unit 1: Understanding different cultures. Unit 2: Developing PE teachers and sport coaches intercultural skills. Unit 3: Planning and delivering a multicultural program. Unit 4: Conflicts management.
Learning Outcomes (LOs)	By the end of this Unit, PE Teacher and Coaches should be able to: <ul style="list-style-type: none">• Critically assess and adapt various methods, approaches, and activities;• Plan and prepare engaging, positive intercultural learning sessions;• Identify and resolve problems or conflicts within culturally diverse groups.
Recommended Literature	Agergaard, S. (2011). Development and appropriation of an integration policy of sport: How Danish sports clubs have become arenas for ethnic integration. <i>International Journal of Sport Policy and Politics</i> , 3(3): 341-353 Agergaard, S., la Cour, A.M. and Gregersen, M.T. (2015). Polyeticisation of migrant leisure: A public and civil intervention involving organised sports. <i>Leisure Studies</i> , 35(2), 200-214.

	<p>Berry, J. W. (1997). Immigration, Acculturation, and Adaptation. <i>Applied Psychology: An International Review</i>, 46(1), 5-68.</p> <p>Chen, G. M., and Starosta, W. J. (2000). The development and validation of the intercultural sensitivity scale</p> <p>De Knop, P., Theeboom, M., Wittock, H., and De Martelaer, K. (1996). Implications of Islam on Muslim girls' sport participation in Western Europe. Literature review and policy recommendations for sport promotion. <i>Sport, Education and Society</i>, 1(2), 147-164.</p> <p>Grimminger, E. (2011). Intercultural Competence Among Sports and PE Teachers. Theoretical Foundations and Empirical Verification. <i>European Journal of Teacher Education</i>, 34(3), 317-331.</p> <p>Hartmann, D., and Kwauk, C. (2011). Sport and development: An overview, critique, and reconstruction. <i>Journal of sport and social issues</i>, 35(3), 284-305.</p> <p>Janssens, J., & Verweel, P. (2014). The significance of sports clubs within multicultural society. On the accumulation of social capital by migrants in culturally "mixed" and "separate" sports clubs. <i>European Journal for Sport and Society</i>, 11(1), 35-58.</p> <p>Tolgfors, B. (2020). Promoting integration through physical education (?). <i>Sport, Education and Society</i>, 25(9), 1029-1042.</p>
Teaching Methods	<ul style="list-style-type: none"> • Direct Instruction (lectures, demonstrations, questioning). • Social Approaches (discussions, cooperative learning; role plays, simulations, and games). • Experiential learning. • Inquiry-based learning.
Assessments	Project-based assessment (student-centred)

Sample Unit Class Schedule

#	Topics (and sub-topics)	Readings	Activities and Assignments
1	<p>Overall introduction to Unit 3</p> <p>Objectives, approach, methods, and assessment.</p>	<p>practical learning (activities):</p> <p># 1 participants' assessment of intercultural competencies (EDUPACT and <i>ad hoc</i> questionnaires)</p> <p># 2 group discussion</p>	<p>Teaching Group discussion</p>
2	<p>Understanding cultures and subgroups</p> <p>To inform and raise awareness of PE teachers and sport coaches about how different cultures affect people's values and behaviours, starting from considering the different groups as not "<i>uniform wholes</i>".</p>	<ul style="list-style-type: none"> • practical learning (activities): <ul style="list-style-type: none"> # 1 "Cooperation Team Building" (from Right to Play activities list) "Team Challenge" (from Right to Play activities list) # 2 "Sport for Community-building" (from Right to Play activities list) # 3 Activity proposed by the local teacher • Self-Directed Learning Hours: <ul style="list-style-type: none"> additional readings Sport for Protection Toolkit: https://www.unhcr.org/publications/manuals/5d35a7bc4/sport-for-protection-toolkit.html UNHCR's Engagement with Displaced Youth: a global review https://www.unhcr.org/513f37bb9.pdf 	<p>Teaching Group discussion</p> <p>Practical assignments</p>

<p>3</p>	<p>Understanding stereotypes and discrimination in physical education classes and sport.</p> <p>To raise the awareness of PE teachers and sport coaches about the experience of strangeness as a starting point for education. Introducing new and unfamiliar movement forms and games into their lessons, by learning traditional games and sport activities from other cultures.</p>	<ul style="list-style-type: none"> • practical learning (activities): <ul style="list-style-type: none"> # 1 “Football for All?” (from VIDC-Fair Play activities list) # 2 “Teach your Cultural Game” (from Right to Play activities list) # 3 Activity proposed by the local teacher • Self-Directed Learning Hours: <ul style="list-style-type: none"> additional readings Farello, A., Blom, L., Mulvihill, T., & Erickson, J. (2019). Understanding female youth refugees’ experiences in sport and physical education through the self-determination theory. <i>Journal of Sport for Development</i>, 7(13), 55-72. 	<p>Teaching Group discussion Case work Practical assignments</p>
<p>4</p>	<p>Intercultural sensitivity and competence</p> <p>To raise the awareness of PE teachers and sport coaches about affective, behavioural skills and characteristics that support effective and appropriate interaction in different cultural contexts</p>	<ul style="list-style-type: none"> • practical learning (activities): <ul style="list-style-type: none"> # 1 “Treasure Chest” (from Right to Play activities list) # 2 “Baringa” (from VIDC-Fair Play activities list) # 3 Activity proposed by the local teacher • Self-Directed Learning Hours: <ul style="list-style-type: none"> additional readings: Hammer, M. R., & Bennett, M. (2012). The intercultural development inventory. <i>Student learning abroad</i>, 115-136. Wyant, J. D., Killick, L., & Bowen, K. (2018). Intercultural Competence: Physical Education Teacher Education Recommendations. <i>Quest</i>, 1-1 	<p>Teaching Group discussion Practical assignments</p>

5	<p>Cross-cultural communication and language skills.</p> <p>To raise the knowledge of PE teachers and sport coaches about the basic communication, as well as a PE/Sport vocabulary from immigrants and refugees' languages.</p>	<ul style="list-style-type: none"> practical learning (activities): <ul style="list-style-type: none"> # 1 "Circle the ball" (from VIDC-Fair Play list of activities) # 2 Games/activities where subjects have to interact with language and movement # 3 Activity proposed by the local teacher Self-Directed Learning Hours: <p>Gogolin, I. (2002). Linguistic and cultural diversity in Europe: A challenge for educational research and practice. <i>European Educational Research Journal</i>, 1(1), 123-138.</p> 	<p>Teaching Group discussion Case work Practical assignments</p>
6	<p>Intercultural Competencies</p> <p>To raise the knowledge of PE teachers and sport coaches about teaching styles and delivery methods that consistently provide a task-oriented motivational climate in their lessons</p>	<ul style="list-style-type: none"> practical learning (activities): <ul style="list-style-type: none"> # 1 "sheet volley" (from Right to Play activities list) # 3 Activity proposed by the local teacher Self-Directed Learning Hours: <p>additional readings:</p> <p>Cothran, D. J., Kulinna, P. H., Banville, D., Choi, E., Amade-Escot, C., MacPhail, A., ... & Kirk, D. (2005). A cross-cultural investigation of the use of teaching styles. <i>Research quarterly for exercise and sport</i>, 76(2), 193-201.</p> 	<p>Teaching Group discussion Practical assignments</p>
7	<p>Integration through the challenge of team tasks</p> <p>To promote co-existence through tasks that have to be solved creatively in</p>	<ul style="list-style-type: none"> practical learning (activities): <ul style="list-style-type: none"> # 1 "Team trust" (from Right to Play activities list) # 2 Activity proposed by the local teacher Self-Directed Learning Hours: <p>additional readings:</p> 	<p>Teaching Group discussion Case work Practical assignments</p>

	<p>teams and learning how to manage proper ethnic mixed composition of a team</p>	<p>Pizzolati, M., & Sterchele, D. (2016). Mixed-sex in sport for development: a pragmatic and symbolic device. The case of touch rugby for forced migrants in Rome. <i>Sport in Society</i>, 19(8-9), 1267-1288.</p> <p>Benn, T., and Dagkas, S. (2006). Incompatible? Compulsory mixed-sex physical education initial teacher training (PEITT) and the inclusion of Muslim women: a case-study on seeking solutions. <i>European physical education review</i>, 12(2), 181-200.</p>	
8	<p>Planning a programme and didactic guidelines</p>	<ul style="list-style-type: none"> practical learning (activities): <p># 1 how to plan a programme</p> <ul style="list-style-type: none"> Self-Directed Learning Hours: <p>additional readings:</p> <p>Stephan, W.G. and Stephan, C.W. (2013). Designing intercultural education and training programs: an evidence-based approach. <i>International Journal of Intercultural Relations</i>, 37, 277-286.</p> <p>Grimminger-Seidensticker, E., & Möhwald, A. (2017). Intercultural education in physical education: results of a quasi-experimental intervention study with secondary school students. <i>Physical Education and Sport Pedagogy</i>, 22(5), 445-458.</p>	<p>Teaching Group discussion Case work Practical assignments</p>
9	<p>Social interactions</p> <p>Building a safe and accessible intercultural environment and deal with potential barriers.</p>	<p>practical learning (activities):</p> <p># 1 “football field” (from VIDC-Fair Play activities list)</p> <p># 2 Activity proposed by the local teacher</p> <ul style="list-style-type: none"> Self-Directed Learning Hours: <p>additional readings</p> <p>Dagkas, S., Benn, T. & Jawad, H. (2011). Multiple voices: improving participation of Muslim girls in physical education and school sport. <i>Sport, Education and Society</i>, 16 (2), 223-239.</p> <p>Walseth, K. (2015). Muslim girls' experiences in physical education in Norway: What role does religiosity play? <i>Sport, education and society</i>, 20(3), 304-322.</p>	<p>Teaching Group discussion Practical assignments</p>
10	<p>How to avoid and manage potential conflicts</p>	<ul style="list-style-type: none"> practical learning (activities): <p># 1 “Flight, Flight, Unite” (from Right to Play activities list)</p>	<p>Teaching Group discussion Case work</p>

	<p>within the class/team</p>	<p># 2 Activity proposed by the local teacher</p> <ul style="list-style-type: none"> • Self-Directed Learning Hours: • Additional readings: <p>Doherty, A. J., & Chelladurai, P. (1999). Managing cultural diversity in sport organizations: A theoretical perspective. <i>Journal of Sport management</i>, 13(4), 280-297.</p>	<p>Practical assignments</p>
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