Physical Education and Sport for Democracy and Human Rights (SPORT)

Ethics and Values in Physical Education

by

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Ethics and Values in Physical Education

Brief description

This training course addresses the issue of ethics and morality in Physical Education challenging the notion that physical education, sport and competition are somehow set apart from real life, and occupy a realm where ethics and moral codes do not apply. It provides activities that support participants develop a deeper understanding of ethical and moral issues in Physical Education and their role as teachers. Each of the activities presented builds on the previous one, and while some may be used as stand along activities, or the methodology adapted to target other issues/needs, it is advisable to schedule the activities in the order presented.

Expected outcomes

- ✓ Readiness to take responsibility and to be accountable for my actions and choices (A_COOP_3).
- ✓ Aptitude to evaluate situations and issues to look for solutions with all partners involved (S_COOP_3).
- ✓ Understanding of the main concepts related to diversity (K_DIV_1).

Activities

	Duration	Methods used
Activity 1 – Story of my Life	30 minutes	Icebreaker, Presentation
Activity 2 – Values	30 minutes	Reflection, Debriefing.
Activity 3 – Expert Groups	60 minutes	Co-operative Learning, Debriefing
Activity 4 – Implications for PE	60 minutes	Placemat Activity, Group Work, Debriefing
Activity 5 – Moral Dilemmas	60 minutes	Personal Reflection, Discussion, Presentation, Debriefing
Activity 6 – Morality in the PE Lesson	60 minutes	Agree/Disagree Debate, Debriefing
Activity 7 – A Moral Manifesto for PE	60 minutes	Group Work, Presentation, Debriefing
Activity 8 - Evaluation	60 minutes	Feedback, Discussion, Questionnaire.

Background and context

This training unit was originally developed within the framework of the Bachelor of Educational Sciences of the University in Luxembourg with student teachers in the 3rd and 4th year of their studies. Within this context, the student teacher is expected to develop consciousness concerning ethical aspects and values related to democracy and human rights in physical education. The training course supports students to understand the importance of ethical aspects in physical education, to identify such issues and to take these into consideration when planning lessons.

In its current version, the training unit may be used for pre or in-service training with any educator to highlight the transversal nature of education for democracy and human rights.

Depending on the context, after Activity 7, participants may be asked to develop PE lesson plans that are then piloted and evaluated in terms of the theme of this training course.

This training unit was originally piloted with educators from Luxembourg as part of the Pestalozzi Programme Module series "Physical Education and Sport for Democracy and Human Rights".

Activity 1: Story of my Life

Duration: 30 min

Expected outcomes   ✓ An ice-break to help participants get to know each other.
Methods/Techniques used   ✓ Ice-breaker   ✓ Presentation
Resources   ✓ Flipchart Papers   ✓ Markers
Practical arrangements   ✓ Tables where participants can work individually.   ✓ A space where participants can stand in a circle.

Procedure
 	
 Step 1 – Your Autobiography (15 min)
 ✓ Welcome participants.
 ✓ Inform participants that they have received a contract to write their autobiography. The publishing agent is in a hurry and they must be really quick to complete their task.
 ✓ Give participants a piece of paper and ask them to fold it in half and then in half again to form a book.
 ✓ Participants choose the title of a popular song for the name of their book. Ask them to write that title on the front cover.
 ✓ On the inside of the front cover (page two), participants list a table of contents:
     o Name & Surname
     o Name of the place where they were born
     o Description of their first job
     o Number of years they have been working in their current job.
 ✓ On page three, they draw a picture of their family.
 ✓ On the back cover of the book, they draw a picture of what they plan to do when they retire. Where will they go? Who will you go with? Etc.
 	
 Step 2 – Tell your Story (15 min)
 ✓ When all participants have finished their books, invite them to stand in a circle and to use their book as a visual aid to introduce themselves.
 	
 Adapted From: Business Training Works Inc (2002). Creative Icebreakers, Introductions, and Hellos for Teachers, Trainers, and Facilitators

Tips for trainers
- ✓ You may change the focus of the pages of the book but be careful not to make any of the questions too personal.
- ✓ If the group already know each other, ask participants not to write their name. Collect books, and distribute randomly among the group. Participants must now guess who the book belongs to.

Activity 2: Values

Duration: 30 min

Expected outcomes
- ✓ Participants reflect on their personal values and the values that are upheld in Physical Education and Sport.

Methods/techniques used
- ✓ Reflection
- ✓ Debriefing

Resources
- ✓ Slips of paper in 2 different colours (e.g. yellow and green)
- ✓ Writing material

Practical arrangements
- ✓ Tables where participants can work individually.

Procedure

Step 1 – Personal Reflection (15 min)
- ✓ Give participants 2 strips of paper.
- ✓ On the first slip of paper (yellow), ask them to complete the following sentence: "In my interactions with others, I value..."
- ✓ On the second slip of paper (green), ask participants to complete the following sentence: "In Physical Education, the most prominent aspects are..."
- ✓ Ask the participants to consider what they have written and reflect upon any differences.

Step 2 – Debriefing (15 min)
- ✓ Collect the slips of paper into 2 bags, separating them by colour.
- ✓ Pick up a few slips of paper from the first bag with the yellow strips of paper and read out the sentences.
- ✓ Repeat with the other bag and statements about Sport.
- ✓ Initiate a brief discussion.
- ✓ Can you notice similarities/differences?

✓ If in our daily interactions with others we value... (use examples from the participants' answers) why is it that in Sports more importance is given to (use examples from the participants' answers)

Tips for trainers
✓ Instead of putting the strips of paper in separate bags and reading statements at random, participants could stick the slips of paper on 2 notice boards. Allow time for participants to read all the statements then initiate the discussion.

Activity 3: Expert Groups

Duration: 60 min

Expected outcomes
✓ Participants deepen their understanding of Physical Education, Rights of Children, Democracy and Cultural Diversity.
✓ Participants deepen their understanding of the main concepts related to diversity (culture, identity, equality, empathy, prejudice, stereotype, discrimination, racism, citizenship, global interdependence, sustainability, etc.)

Methods/techniques used
✓ Expert Groups
✓ Debriefing

Resources
✓ 1 Copy of Appendix 1
✓ Copies of Appendix 2 to 5 (The number of copies will depend on the number of participants per micro-group. See below)

Practical arrangements
✓ Space for group work.

Procedure

Step 1 – Grouping (5 min)
✓ Give participants a card from Appendix 1.
✓ Ask them to form micro-groups according to their card.

Step 2 – Expert Groups (20 min)

✓ Inform participants that they are going to be working in micro-groups. Each micro-group is going to receive a text which they must read, discuss and summarise.
✓ Give the first micro-group copies of Appendix 2, the second micro-group copies of Appendix 3, and so, on so that each micro-group is working with a different text.

Step 3 – Group Sharing (20 min)
✓ Ask participants to regroup, using the same cards as in Step 1. This time, participants must form micro-groups of 4 and there needs to be a different card in every new micro-group.
✓ Participants take it in turns to discuss the reading from their expert group in Step 2 with the other participants in the micro-group.

Step 4 - Debriefing (15 min)
✓ How did you feel when you where the "expert" in the field?
✓ What are the advantages of this working method?
✓ What struck you in the articles you read?
✓ What are the implications for Physical Education?

Tips for trainers
✓ This co-operative technique relies on expert groups made up of 4 participants, or as per number of appendices. The original micro-groups may have more or less participants but the number should be kept to a minimum. Micro-groups of 5 participants would work - 20 participants divided into 4 micro-groups and then 5 expert groups. Divide 24 participants into micro-groups of 3 and have 2 micro-groups working on the same text – 24 participants divided into 8 micro-groups and then 6 expert groups.
✓ If the number of participants is not a multiple of 4, then have participants shadow each other.
✓ You may consider summarising the Appendices.

Activity 4: Implications for PE

Duration: 60 min

Expected outcome
✓ Participants explore the implications of issues related to Democracy, Children's Right and Cultural Diversity for Physical Education.

Methods/techniques used
✓ Placemat
✓ Presentation
✓ Debriefing

Resources
✓ Poster Paper
✓ Markers (4 colours)

| Practical arrangements |
|---|
| ✓ Space where participants can work in micro-groups. |

Procedure

Step 1 – Grouping (5 min)
  ✓ Group participants into micro-groups of 4. Give out the markers and ask them to form micro-groups with different colours.

Step 2 – Placemat Activity (40 min)
  ✓ Distribute markers and flip chart paper.
  ✓ Ask participants to create an individual writing area on the edges and a group writing area in the centre on the paper. The resulting "placemat" should look like the diagram below. In case of a group with an odd number of participants, the shape in the middle and number of spaces at the edges will need to be adjusted accordingly, a triangle for a 3 person team or a pentagon for a 5 person team.
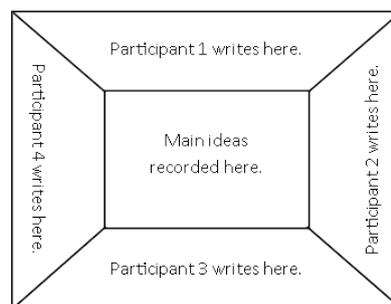
  ✓ Ask the participants to reflect on the question: "What are the implications of issues related to Democracy, Children's Right and Cultural Diversity for Physical Education?"
  ✓ Each participant writes down his or her ideas in his or her designated space.
  ✓ Each participant in the micro-group takes it in turn to share his/her ideas with the rest of the micro-group.
  ✓ In micro-groups, participants discuss the ideas and reach a consensus that is recorded in the centre section.
  ✓ Each micro-group shares the main ideas with the other micro-groups in plenary.
  ✓ Ask for clarifications and challenge some ideas if necessary.

Step 3 - Debriefing (10 min)
  ✓ How did you feel during this activity?
  ✓ How easy/difficult was it to identify the links to and implications for Physical Education?
  ✓ What are the implications for practice?

Tips for trainers
  ✓ You may need to give a practical demonstration of how the placemat activity works.
  ✓ In order to ensure equal participation, you may insist that all colours are represented in the centre part of the placemat.

Activity 5: Moral Dilemmas

Duration: 60 minutes

Expected outcome
  ✓ Participants reflect on moral issues and dilemmas in a Physical Education setting.
  ✓ Participants develop readiness to take responsibility and to be accountable for their actions and choices.
  ✓ Participants develop their aptitude to evaluate situations and issues and to look for solutions with all parties involved.

Methods/techniques used
  ✓ Personal Reflection
  ✓ Discussion
  ✓ Presentation
  ✓ Debriefing

Resources
  ✓ Copy of Appendix 6
  ✓ Copy of Appendix 7

Practical arrangements
  ✓ Arrange the space so that participants are sitting in a circle with a noticeboard that is clearly visible by all.

Procedure

Step 1 – Personal Reflection (10 min)
  ✓ Invite participants to reflect on their own experience in sport or physical education.
        o Have you ever found yourself in a moral dilemma?
        o What happened?
        o What did you do?
        o What determined your choice?
        o Looking back, are you happy/proud/ashamed of your choice?
  ✓ Invite anyone to share but do not insist if participants do not feel comfortable.

Step 2 – Discussing Scenarios (20 min)
  ✓ Distribute the cards from Appendix 6 and ask the participants to form micro-groups in which there is a parent, a teacher, a student and an impartial observer.
  ✓ Give out one scenario from Appendix 7 per micro-group.
  ✓ Invite micro-groups to discuss the scenario and to identify the issues at stake. What moral issues, if any, are at stake in these scenarios?
  ✓ Next invite the participants to consider the same scenario from the points of view of the roles (parent, teacher, student, impartial observer. What changes?

Step 3 – Presenting the Scenarios (20 min)
  ✓ Taking turns, each micro-group presents the scenario in plenary.
  ✓ Allow comments after each presentation.

Step 4 – Debriefing (10 min)
  ✓ Can you identify with any of the situations discussed?
  ✓ Whose responsibility is it to address such situations?
  ✓ What can you effectively do about it?

Tips for trainers
  ✓ Add scenarios as necessary. You may also change the scenarios to examples with which the participants are familiar.

Activity 6: Moral Issues in PE

Duration: 60 minutes

Expected outcome
  ✓   Participants

Methods/techniques used
  ✓ Agree/Disagree Debate
  ✓ Debriefing

Resources
  ✓   Agree/Disagree signs
  ✓ A copy of the questions from Appendix 9.

Practical arrangements
- ✓ Arrange the space so that participants are sitting in a circle with a noticeboard that is clearly visible by all.

Procedure

Step 1 – Agree Disagree Debate (50 min)
- ✓ Identifies 2 opposite sides in a designated space. One side represents "Total Agreement" and at the other side "Total Disagreement".
- ✓ Post signs on either side saying "Agree" and "Disagree".
- ✓ Participants are asked to stand in a line in the centre of the designated space.
- ✓ Announce that for every statement read, participants need to take a stand on the continuum between "Total Agreement" and "Total Disagreement".
- ✓ Read out the statements in Appendix 9.
- ✓ After each statement is read, invite participants to take a position along the continuum.
- ✓ Ask participants at random to justify their stance.
- ✓ Invite participants to move either way should the arguments brought forward convince them to do so.
- ✓ Debriefs by asking participants whether it was always easy to take a position along the continuum and why.

Step 2 – Debriefing (10 min)
- ✓ Invite participants to reflect on the activity.
- ✓ How easy was it for you to take a stand?
- ✓ How did arguments brought forward influence you?
- ✓ How easy was it for you to change your position?

Tips for trainers
- ✓ Add statements as needed.
- ✓ Encourage participants to change position but when they do, enquire why.

Activity 7: A Moral Manifesto for PE

Duration: 60 minutes

Expected outcome
- ✓ Participants create a "moral manifesto" to inform PE.

Methods/techniques used
- ✓ Group Work
- ✓ Presentation
- ✓ Debriefing

Resources
- ✓ Red, green, blue and black markers totalling the number of participants.
- ✓ A copy of Appendix 8 per micro-group.

Practical arrangements
- ✓ A space where participants can work in groups.
- ✓ Space where to stick posters.

Procedure

Step 1 – A Moral Manifesto for PE (45 min)
- ✓ Divide the participants in micro-groups of 4. Give each participant a marker and ask them to form groups so that in each group there are 4 participants with 4 different coloured markers.
- ✓ Give each micro-group a copy of Appendix 8 and explain the roles of each participant depending on the colour of their marker.
- ✓ Ask participants to draw up a "Moral Manifesto for PE" identifying not more than 10 guiding principles for PE.
- ✓ Ask participants to create a poster with these guiding principles.
- ✓ Participants stick their posters.
- ✓ Participants are invited to look at all the posters and react in plenary.

Step 2 - Debriefing (15 min)
- ✓ Reflect on the process. How did you feel in your role as tracer/encourager, timer/writer? Would you have preferred a different role? Why? How effective is this strategy to keep a group focused and on task? How could you use this in the classroom?
- ✓ Ask the participants to reflect on the activity. How easy/difficult was it to agree on a manifesto? How did you word your manifesto and why (refer to Step 1)? How effective do you think such a manifesto could be?
- ✓ Could you use this activity itself during PE?

Tips for trainers
- ✓ You may give participants the task to create a "final" manifesto bringing together all the different ideas. One way of doing this is to have the participants cut out each statement from the different manifestos separately, grouping them together according to the issue that they address and then reformulating the statements to create a manifesto for the whole group.

Activity 8: Evaluation

Duration: 60 minutes

Expected outcome
✓ Participants evaluate the training course.

Methods/techniques used
✓ Reflection
✓ Discussion
✓ Questionnaire

Resources
✓ A4 paper
✓ A copy of Appendix 10 per participant
✓ Writing material

Practical arrangements
✓ Provide space where participants can work individually, in small groups and finally in plenary.

Procedure

Step 1 – Personal Reflection (15 min)
   ✓ Ask participants to reflect on what they have learnt and how they will apply it.
   ✓ Provide each participant with a sheet of A4 paper. Ask them to fold it into quarters, number the quadrants from 1 to 4 and to answer the questions:
      1. What really struck you as interesting, new, provocative, or meaningful during this workshop?
      2. What is one change that you can make in your practice or one idea that you will put into practice as a result of this workshop?
      3. What part of the workshop was most useful to your work?
      4. What part of the workshop should be changed to improve learning?

Adapted from http://www.bethkanter.org/training-after/#sthash.PbM7eZSG.dpuf

Step 2 – Group Discussion (20 min)
   ✓ Quickly group participants in micro-groups of 4 using any of the techniques used throughout the training workshop or by randomly assigning participants to a micro-group.
   ✓ Invite them to share answers from Step 1 and to identify common issues and challenges.

✓ Provide more A4 paper and ask each micro-group to identify 1 issue or challenge and to write this down on the paper.

Step 3 – Plenary (20 min)
   ✓ Reconvene the group in plenary.
   ✓ Based on the issues identified in Step 2 above, initiate a discussion addressing the points raised.

Step 4 – Questionnaire
   ✓ Provide participants with a copy of the questionnaire from Appendix 10 and ask them to fill this in.
   ✓ Thank participants.

Tips for trainers
   ✓ In the discussion, try to address all the issues identified.
   ✓ Depending on the context, issues may be taken up and discussed further.

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Appendices

Appendix 1 – Grouping Cards
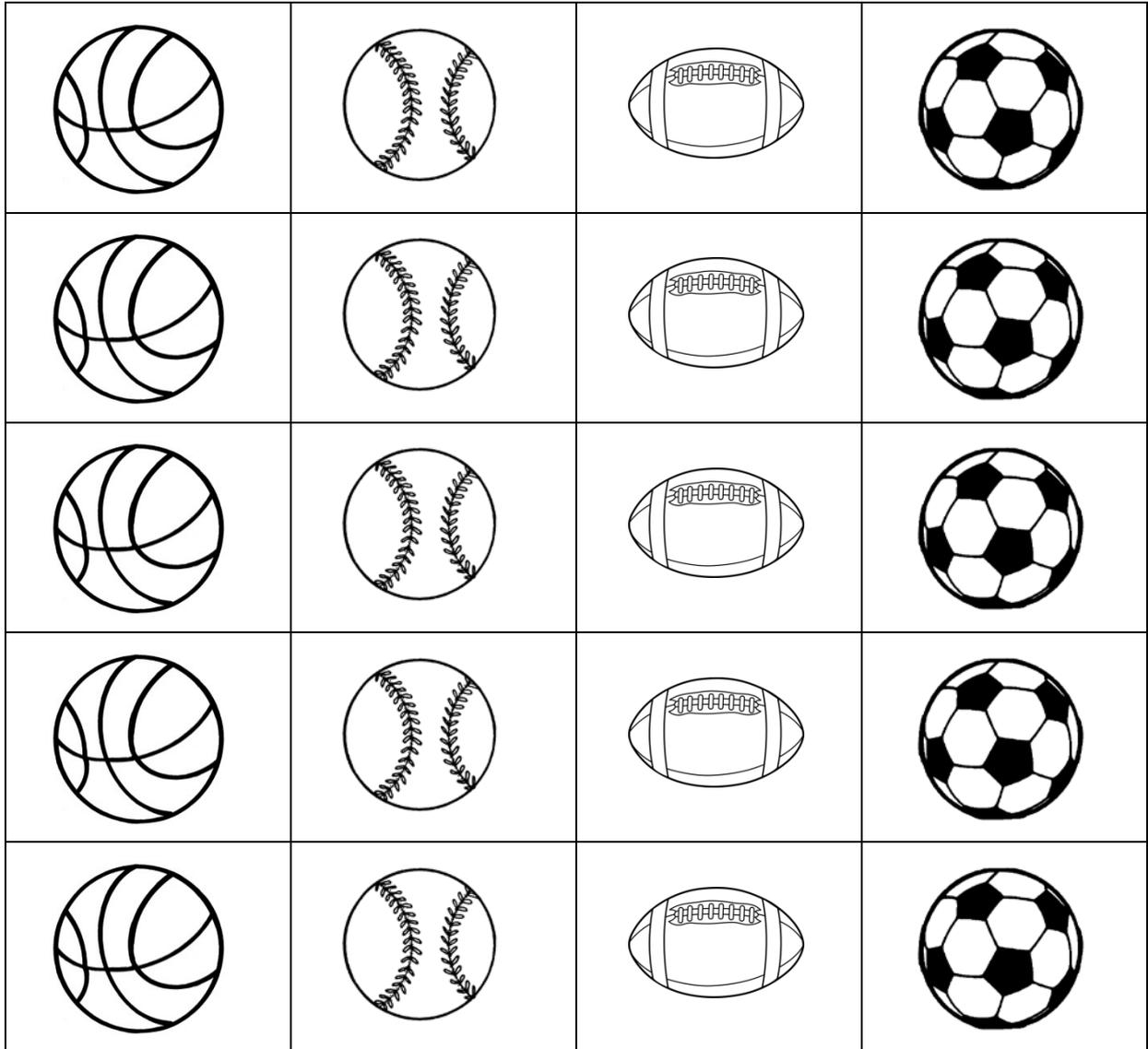
Appendix 2 – Physical Education

Physical education or PE is an educational course related to the physique of the human body. It is taken during primary and secondary education and encourages psychomotor learning in a play or movement exploration setting to promote health.

Physical education develops physical competence so that all children can move efficiently, effectively and safely and understand what they are doing. The outcome, physical literacy, is an essential basis for their full development and achievement.

Physical education in school is the most effective and inclusive means of providing all children, whatever their ability/disability, sex, age, cultural, race/ethnicity, religious or social background, with the skills, attitudes, values, knowledge and understanding for lifelong participation in physical activity and sport.

It is the only school subject whose primary focus is on the body, physical activity, physical development and health; and helps children to develop the patterns of and interest in physical activity, which are essential for healthy development and which lay the foundations for adult healthy lifestyles.

It contributes to children's confidence and self-esteem; enhances social development by preparing children to cope with competition, winning and losing; and cooperation and collaboration. It is increasingly being used as a tool in development, including recovery from trauma and conflict; and encouragement for school attendance and retention.

But educational reforms in several countries and responses to concepts of healthy well-being related to active life styles and a perceived obesity epidemic have prompted, or are leading to, changes in physical education curricula and a broadening of its scope. Links between physical education and health education and with personal and social development are occurring in some countries, testimony to which are EUPEA Physical Education Survey (2010-2011) findings, which indicate that exercise and health, physical activity learning and social and personal development are the most frequently cited aims of physical education programmes in the 22 countries/education autonomous regions of Europe sample. Currently, the "profile of a well physically educated young person" (Fisher, Diniz and

Repond, 2011) may serve as a valuable reference in the various European projects: This young person is a responsible, competent and independent citizen; he/she is well trained and educated in the field of physical activity and sport, responsible for his/her physical activity and his/her health, respectful of partners and opponents. Through exposure to physical activity and sport, he/she will enrich and expand his/her knowledge, skills and abilities.

In the words of a position paper for the World Summit on Physical Education, the subject 'involves both "learning to move" and "moving to learn" ' (Talbot, 2001, p. 39). Essentially, physical education is a dynamic process, involving simultaneous, interactive and interdependent engagement:

- "Learning to move" includes learning the skills, techniques and understanding required for participation in physical activities, knowledge and control of one's body and its range or/ and capacity for movement.
- "Moving to learn" allows physical education to offer a context for and means of learning, for example, how to participate in physical activities; social skills; managing competition and cooperation; deploying strategies and tactics; problem-solving; applying moral and aesthetic judgments; and knowing when and why different actions and behaviors are appropriate and effective, including the relationship of exercise to health and well-being." (Hardman, 2013, QPE).

"Sport" on the other hand, is a collective noun and usually refers to a range of activities, processes, social relationships and presumed physical, psychological and sociological outcomes (Bailey, 2005). These activities include individual, partner and team sports; contact and non-contact sports; motor-driven or perceptually dominated sports; different emphases on strategy, chance and physical skills; and competitive, self-development and purely recreational activities (Coalter, 2001). Reflecting this diversity of processes and possible outcomes, it is helpful to follow the accepted practice of many central governments and sports groups in adopting the definition in the Council of Europe's European Sports Charter (2001): "Sport means all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming relationships or obtaining results in competitions at all levels". (Article 2). For a more precise articulation of the respective foci and nature of physical education and sport, however, it is worthwhile to recall a statement of the Working Party for the National Curriculum for Physical

Education in 1991: "Sport covers a range of physical activities in which adults and young people may participate."

Physical education on the other hand is a process of learning, the context being mainly physical. The purpose of this process is to develop specific knowledge, skills and understanding, and to promote physical competence. Different sporting activities can and do contribute to this learning process, and the learning process enables participation in sport. The focus however is on the child and his or her development of physical competence, rather than the activity". (DES/WO, 1991).

One of the most important elements that physical education and sport share is the potential they both have to accelerate the development of several dimensions of human capital in a unique, comprehensive way (Hardman, 2013, pp. 5).

Appendix 3 – Children's Rights

Extract from the Convention on the Rights of the Child

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of

safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and. as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
(a) For respect of the rights or reputations of others; or
(b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety,

public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:
(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
(c) Encourage the production and dissemination of children's books;
(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of

illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
(a) To diminish infant and child mortality;
(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
(c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
(d) To ensure appropriate pre-natal and post-natal health care for mothers;
(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.
4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others

responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
(a) Make primary education compulsory and available free to all;
(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
(c) Make higher education accessible to all on the basis of capacity by every appropriate means;
(d) Make educational and vocational information and guidance available and accessible to all children;
(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:
(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:
(a) The inducement or coercion of a child to engage in any unlawful sexual activity;
(b) The exploitative use of children in prostitution or other unlawful sexual practices;
(c) The exploitative use of children in pornographic performances and materials.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:
(a) The law of a State party; or
(b) International law in force for that State.

Appendix 4 – Democracy

Democracy, or democratic government, is "a system of government in which all the people of a state or polity … are involved in making decisions about its affairs, typically by voting to elect representatives to a parliament or similar assembly," as defined by the Oxford English Dictionary. Democracy is further defined as (a:) "government by the people; especially : rule of the majority (b:) "a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections."

According to political scientist Larry Diamond, it consists of four key elements:

- A political system for choosing and replacing the government through free and fair elections.
- The active participation of the people, as citizens, in politics and civic life.
- Protection of the human rights of all citizens.
- A rule of law, in which the laws and procedures apply equally to all citizens.

The term originates from the Greek δημοκρατία (dēmokratía) "rule of the people", which was found from δῆμος (dêmos) "people" and κράτος (krátos) "power" or "rule", in the 5th century BC to denote the political systems then existing in Greek city-states, notably Athens; the term is an antonym to ἀριστοκρατία (aristokratía) "rule of an elite". While theoretically these definitions are in opposition, in practice the distinction has been blurred historically. The political system of Classical Athens, for example, granted democratic citizenship to an elite class of free men and excluded slaves and women from political participation. In virtually all democratic governments throughout ancient and modern history, democratic citizenship consisted of an elite class until full enfranchisement was won for all adult citizens in most modern democracies through the suffrage movements of the 19th and 20th centuries. The English word dates to the 16th century, from the older Middle French and Middle Latin equivalents.

Democracy contrasts with forms of government where power is either held by an individual, as in an absolute monarchy, or where power is held by a small number of individuals, as in an oligarchy. Nevertheless, these oppositions, inherited from Greek philosophy, are now ambiguous because contemporary governments have mixed democratic, oligarchic, and monarchic elements. Karl Popper defined democracy in contrast to dictatorship or tyranny, thus focusing on opportunities for the people to control their leaders and to oust them without the need for a revolution.

Several variants of democracy exist, but there are two basic forms, both of which concern how the whole body of all eligible citizens executes its will. One form of democracy is direct democracy, in which all eligible citizens have direct and active participation in the political decision making. In most modern democracies, the whole body of eligible citizens remain the sovereign power but political power is exercised indirectly through elected representatives; this is called a representative democracy.

Characteristics

No consensus exists on how to define democracy, but legal equality, political freedom and rule of law have been identified as important characteristics. These principles are reflected in all eligible citizens being equal before the law and having equal access to legislative processes. For example, in a representative democracy, every vote has equal weight, no unreasonable restrictions can apply to anyone seeking to become a representative, and the freedom of its eligible citizens is secured by legitimised rights and liberties which are typically protected by a constitution.

One theory holds that democracy requires three fundamental principles: 1) upward control, i.e. sovereignty residing at the lowest levels of authority, 2) political equality, and 3) social norms by which individuals and institutions only consider acceptable acts that reflect the first two principles of upward control and political equality.

The term "democracy" is sometimes used as shorthand for liberal democracy, which is a variant of representative democracy that may include elements such as political pluralism; equality before the law; the right to petition elected officials for redress of grievances; due process; civil liberties; human rights; and elements of civil society outside the government.[citation needed] Roger Scruton argues that democracy alone cannot provide personal and political freedom unless the institutions of civil society are also present.
In some countries, notably in the United Kingdom which originated the Westminster system, the dominant principle is that of parliamentary sovereignty, while maintaining judicial independence. In the United States, separation of powers is often cited as a central attribute. In India parliamentary sovereignty is subject to a Constitution which includes judicial review. Other uses of "democracy" include that of direct democracy. Though the term "democracy" is typically used in the context of a political state, the principles also are applicable to private organisations.

Majority rule is often listed as a characteristic of democracy. Hence, democracy allows for political minorities to be oppressed by the "tyranny of the majority" in the absence of legal protections of individual or group rights. An essential part of an "ideal" representative democracy is competitive elections that are fair both substantively and procedurally. Furthermore, freedom of political expression, freedom of speech, and freedom of the press are considered to be essential rights that allow eligible citizens to be adequately informed and able to vote according to their own interests.

It has also been suggested that a basic feature of democracy is the capacity of all voters to participate freely and fully in the life of their society. With its emphasis on notions of social contract and the collective will of the all voters, democracy can also be characterised as a form of political collectivism because it is defined as a form of government in which all eligible citizens have an equal say in law-making.

While representative democracy is sometimes equated with the republican form of government, the term "republic" classically has encompassed both democracies and aristocracies. Many democracies are constitutional monarchies, such as the United Kingdom.

Types of democracies

Democracy has taken a number of forms, both in theory and practice. Some varieties of democracy provide better representation and more freedom for their citizens than others. However, if any democracy is not structured so as to prohibit the government from excluding the people from the legislative process, or any branch of government from altering the separation of powers in its own favour, then a branch of the system can accumulate too much power and destroy the democracy.

The following kinds of democracy are not exclusive of one another: many specify details of aspects that are independent of one another and can co-exist in a single system.

Basic forms

Representative democracy is a form of democracy in which people vote for representatives who then vote on policy initiatives as opposed to a direct democracy, a form of democracy in which people vote on policy initiatives directly.

Direct

A Landsgemeinde (in 2009) of the Canton of Glarus, an example of direct democracy in Switzerland.

In Switzerland, without needing to register, every citizen receives ballot papers and information brochures for each vote (and can send it back by post). Switzerland has a direct democracy system and votes are organised about four times a year.

Direct democracy is a political system where the citizens participate in the decision-making personally, contrary to relying on intermediaries or representatives. The use of a lot system, a characteristic of Athenian democracy, is unique to direct democracies. In this system, important governmental and administrative tasks are performed by citizens picked from a lottery. A direct democracy gives the voting population the power to:
- Change constitutional laws,
- Put forth initiatives, referendums and suggestions for laws,
- Give binding orders to elective officials, such as revoking them before the end of their elected term, or initiating a lawsuit for breaking a campaign promise.
-

Within modern-day representative governments, certain electoral tools like referendums, citizens' initiatives and recall elections are referred to as forms of direct democracy. Direct democracy as a government system currently only exists in the Swiss cantons of Appenzell Innerrhoden and Glarus.

Representative

Representative democracy involves the election of government officials by the people being represented. If the head of state is also democratically elected then it is called a democratic republic. The most common mechanisms involve election of the candidate with a majority or a plurality of the votes. Most western countries have representative systems.

Representatives may be elected or become diplomatic representatives by a particular district (or constituency), or represent the entire electorate through proportional systems, with some using a combination of the two. Some representative democracies also incorporate elements of direct democracy, such as referendums. A characteristic of representative democracy is that while the representatives are elected by the people to act in the people's interest, they retain the freedom to exercise their own judgement as how

best to do so. Such reasons have driven criticism upon representative democracy, pointing out the contradictions of representation mechanisms' with democracy.

Parliamentary

Parliamentary democracy is a representative democracy where government is appointed by, or can be dismissed by, representatives as opposed to a "presidential rule" wherein the president is both head of state and the head of government and is elected by the voters. Under a parliamentary democracy, government is exercised by delegation to an executive ministry and subject to ongoing review, checks and balances by the legislative parliament elected by the people.

Parliamentary systems have the right to dismiss a Prime Minister at any point in time that they feel he or she is not doing their job to the expectations of the legislature. This is done through a Vote of No Confidence where the legislature decides whether or not to remove the Prime Minister from office by a majority support for his or her dismissal. In some countries, the Prime Minister can also call an election whenever he or she so chooses, and typically the Prime Minister will hold an election when he or she knows that they are in good favour with the public as to get re-elected. In other parliamentary democracies extra elections are virtually never held, a minority government being preferred until the next ordinary elections. An important feature of the parliamentary democracy is the concept of the "loyal opposition". The essence of the concept is that the second largest political party (or coalition) opposes the governing party (or coalition), while still remaining loyal to the state and its democratic principles.

Presidential

Presidential Democracy is a system where the public elects the president through free and fair elections. The president serves as both the head of state and head of government controlling most of the executive powers. The president serves for a specific term and cannot exceed that amount of time. Elections typically have a fixed date and aren't easily changed. The president has direct control over the cabinet, specifically appointing the cabinet members.

The president cannot be easily removed from office by the legislature, but he or she cannot remove members of the legislative branch any more easily. This provides some measure of separation of powers. In consequence

however, the president and the legislature may end up in the control of separate parties, allowing one to block the other and thereby interfere with the orderly operation of the state. This may be the reason why presidential democracy is not very common outside the Americas, Africa, and Central and Southeast Asia.

Source: Wikipedia

Appendix 5 – Cultural Diversity

Cultural diversity is the quality of diverse or different cultures, as opposed to monoculture, as in the global monoculture, or a homogenization of cultures, akin to cultural decay. The phrase cultural diversity can also refer to having different cultures respect each other's differences. The phrase "cultural diversity" is also sometimes used to mean the variety of human societies or cultures in a specific region, or in the world as a whole. The culturally destructive action of globalization is often said to have a negative effect on the world's cultural diversity.

Overview

The many separate societies that emerged around the globe differed markedly from each other, and many of these differences persist to this day. As well as the more obvious cultural differences that exist between people, such as language, dress and traditions, there are also significant variations in the way societies organize themselves, in their shared conception of morality, and in the ways they interact with their environment. Cultural diversity can be seen as analogous to biodiversity.

Opposition and support

By analogy with biodiversity, which is thought to be essential to the long-term survival of life on earth, it can be argued that cultural diversity may be vital for the long-term survival of humanity; and that the conservation of indigenous cultures may be as important to humankind as the conservation of species and ecosystems is to life in general. The General Conference of UNESCO took this position in 2001, asserting in Article 1 of the Universal Declaration on Cultural Diversity that "…cultural diversity is as necessary for humankind as biodiversity is for nature".

This position is rejected by some people, on several grounds. Firstly, like most evolutionary accounts of human nature, the importance of cultural diversity for survival may be an un-testable hypothesis, which can neither be proved nor disproved. Secondly, it can be argued that it is unethical deliberately to conserve "less developed" societies, because this will deny people within those societies the benefits of technological and medical advances enjoyed by those in the "developed" world.

In the same manner that the promotion of poverty in underdeveloped nations as "cultural diversity" is unethical, it is similarly unethical to promote all religious practices simply because they are seen to contribute to cultural diversity. Particular religious practices are recognized by the WHO and UN as unethical, including female genital mutilation (FGM), polygamy, child brides, and human sacrifice.

With the onset of globalization, traditional nation-states have been placed under enormous pressures. Today, with the development of technology, information and capital are transcending geographical boundaries and reshaping the relationships between the marketplace, states and citizens. In particular, the growth of the mass media industry has largely impacted on individuals and societies across the globe. Although beneficial in some ways, this increased accessibility has the capacity to negatively affect a society's individuality. With information being so easily distributed throughout the world, cultural meanings, values and tastes run the risk of becoming homogenized. As a result, the strength of identity of individuals and societies may begin to weaken.

Some individuals, particularly those with strong religious beliefs, maintain that it is in the best interests of individuals and of humanity as a whole that all people adhere to a specific model for society or specific aspects of such a model.

Nowadays, communication between different countries becomes more and more frequent. And more and more students choose to study overseas for experiencing culture diversity. Their goal is to broaden their horizons and develop themselves from learning overseas. For example, according to Fengling, Chen, Du Yanjun, and Yu Ma's paper "Academic Freedom in the People's Republic of China and the United States Of America.", they pointed out that Chinese education more focus on "traditionally, teaching has consisted of spoon feeding, and learning has been largely by rote. China's traditional system of education has sought to make students accept fixed and ossified content." And "In the classroom, Chinese professors are the laws and authorities; Students in China show great respect to their teachers in general." On another hand, in United States of America education "American students treat college professors as equals." Also "American students' are encouraged to debate topics. The free open discussion on various topics is due to the academic freedom which most American colleges and universities enjoy." Discussion above gives us an overall idea about the differences between China and the United States on education. But we cannot simply judge which one is better, because each culture has its own

advantages and features. Thanks to those difference forms the culture diversity and those make our world more colorful. For students who go abroad for education, if they can combine positive culture elements from two different cultures to their self-development, it would be a competitive advantage in their whole career. Especially, with current process of global economics, people who owned different perspectives on cultures stand at a more competitive position in current world.

Cultural heritage

The Universal Declaration on Cultural Diversity adopted by UNESCO in 2001 is a legal instrument that recognizes cultural diversity as "common heritage of humanity" and considers its safeguarding to be a concrete and ethical imperative inseparable from respect for human dignity.

Beyond the Declaration of Principles adopted in 2003 at the Geneva Phase of the World Summit on the information Society (WSIS), the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, adopted in October 2005, is also regarded as a legally binding instrument that recognizes

- The distinctive nature of cultural goods, services and activities as vehicles of identity, values and meaning;
- That while cultural goods, services and activities have important economic value, they are not mere commodities or consumer goods that can only be regarded as objects of trade.

It was adopted in response to "growing pressure exerted on countries to waive their right to enforce cultural policies and to put all aspects of the cultural sector on the table when negotiating international trade agreements". To date, 116 member states as well as the European Union have ratified the Convention, except the US, Australia and Israel. It is instead a clear recognition of the specificity of cultural goods and services, as well as state sovereignty and public services in this area. Thought for world trade, this soft law instrument (strength in not binding) clearly became a crucial reference to the definition of the European policy choice. In 2009, the European Court of Justice favoured a broad view of culture — beyond cultural values through the protection of film or the objective of promoting linguistic diversity yet previously recognized. On top of it, under this Convention, the EU and China have committed to fostering more balanced cultural exchanges, strengthening international cooperation and solidarity with business and trade opportunities in cultural and creative industries. The most motivating factor behind Beijing's willingness to work in partnership at

business level might certainly be the access to creative talents and skills from foreign markets.

There is also the Convention for the Safeguarding of the Intangible Cultural Heritage ratified on June 20, 2007 by 78 states which said:

> The intangible cultural heritage, transmitted from generation to generation is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and gives them a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity.

Cultural diversity was also promoted by the Montreal Declaration of 2007, and by the European Union. The idea of a global multicultural heritage covers several ideas, which are not exclusive (see multiculturalism). In addition to language, diversity can also include religious or traditional practice.

On a local scale, Agenda 21 for culture, the first document of world scope that establishes the foundations for a commitment by cities and local governments to cultural development, supports local authorities committed to cultural diversity.

Cultural Vigour

„Cultural Vigour" is a concept proposed by philosopher Nayef Al-Rodhan. He defines cultural vigour as cultural resilience and strength that results from mixing and exchanges between various cultures and sub-cultures around the world. In his general theory of human nature, which he calls "emotional amoral egoism". Al-Rodhan argues that all humans are motivated amongst others by arrogance, injustice, exceptionalism, and exclusion. According to him, these particular motivating factors are unfounded, misguided, and hinder humankind's potential for synergistic progress and prosperity. In order to combat these tendencies, Al-Rodhan argues that cultural vigour and ethnic and cultural diversity must be actively promoted by governments and civil society. Al-Rodhan compares cultural vigour to the natural phenomenon of "hybrid vigour", arguing that in nature, molecular and genetic diversity produce stronger and more resilient organisms that are less susceptible to disease and mutational challenges. Similar resilience can be produced through fostering cultural and ethnic diversity. Ultimately, Al-Rodhan maintains that cultural vigour will ensure humanity's future and will improve humans' ability to survive and thrive.

Cultural uniformity

Cultural diversity is presented as the antithesis of cultural uniformity.

Some (including UNESCO) fear this hypothesis of a trend towards cultural uniformity. To support this argument they emphasize different aspects:

- The disappearance of many languages and dialects, regarding for example the languages of France, without legal status or protection (Basque, Breton, Corsican, Occitan, Catalan, Alsatian, Flemish, Poitou, Saintonge, etc.).
- Anxiety of people on the preservation of their traditions as in New Zealand, coastal regions in Australia, North America, Central America;
- Increasing cultural pre-eminence of the United States through the distribution of its products in film, television, music, clothing and nutritional products promoted in audio-visual media, consumer products virtually standardized on the planet (pizza, restaurants, fast food, etc.).

There are several international organizations that work towards protecting threatened societies and cultures, including Survival International and UNESCO. The UNESCO Universal Declaration on Cultural Diversity, adopted by 185 Member States in 2001, represents the first international standard-setting instrument aimed at preserving and promoting cultural diversity and intercultural dialogue. Indeed, the notion of "cultural diversity" has been echoed by more neutral organizations, particularly within the UNESCO. Beyond the Declaration of Principles adopted in 2003 at the Geneva Phase of the World Summit on the information Society (WSIS), the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions was adopted in 20 October 2005, but neither ratified by the US, Australia nor by Israel. It is instead a clear recognition of the specificity of cultural goods and services, as well as state sovereignty and public services in this area. Thought for world trade, this soft law instrument (strength in not binding) clearly became a crucial reference to the definition of the European policy choice. In 2009, the European Court of Justice favoured a broad view of culture — beyond cultural values — through the protection of film or the objective of promoting linguistic diversity yet previously recognized. On top of it, under this Convention, the EU and China have committed to fostering more balanced cultural exchanges, strengthening international cooperation and solidarity with business and trade opportunities in cultural and creative industries.

The European Commission-funded Network of Excellence on "Sustainable Development in a Diverse World" (known as "SUS.DIV") builds upon the UNESCO Declaration to investigate the relationship between cultural diversity and sustainable development.

Source: Wikipedia

Appendix 6 – Role Cards

Parent	Teacher	Student	Impartial Observer
Parent	Teacher	Student	Impartial Observer
Parent	Teacher	Student	Impartial Observer
Parent	Teacher	Student	Impartial Observer
Parent	Teacher	Student	Impartial Observer

Appendix 7 – Scenarios

Scenario 1

John is a 15 year old. He only recently moved to the neighbourhood, after his parents went through a very difficult divorce. He lives with his father and younger brother. At school he hardly has any friends. The PE teacher realises that John is very good at Basketball and insists he forms part of the school team. John reluctantly accepts but has issues bonding with the team. The school team makes it to the Regional Championship. It is a close game. At the last minute, John scores a winning shot, committing a foul in so doing. No one realises, except for the teacher. The game is over. John becomes the school's hero.

Scenario 2

Nick is on the school swimming team. His performance is outstanding but he feels intimidated when in the changing rooms. He is not comfortable with the rather practical jokes and sexual banter. He is often the target of such jokes, with his clothes regularly going missing. Rumours have it he is gay. When he complains to the coach, he is just told to take it in his stride.

Scenario 3

Biljana is a promising gymnast. The coach notices a worrying drop in her weight but her performance has improved. She may be using steroids. School competitions are coming up.

Scenario 4

Janet repeatedly ignores team policy so the coach suspends her from the handball team. The parents pull strings through political channels and the school administration and she is reinstated on the team. The coach resigns in protest. Students in turn stage a protest but the school administration does nothing about it.

Scenario 5

Bojan is a star soccer player but with a temper to boot. With the prospect of a scholarship on the horizon, Bojan tries to clean his act but the reputation he has earned himself keeps haunting him. He is playing an important game, with scouts on the lookout. He knows it all depends on this one game. A member of the opposing team, also a candidate for the same scholarship, targets Bojan. He keeps pushing Bojan without actually committing any fouls and on the slightest pretext, accuses Bojan of unfair play. Bojan is eventually shown a yellow card, which could cost him the scholarship. His team mates realise what is going on but opt to remain silent.

Add more scenarios as necessary.

Appendix 8 - Group Member Roles

Group Member Roles

	Tracers (Green) – Their task is to facilitate the group process. They have to keep the group hot on the trail, on the given task. The *Tracer*, for example, can regularly make sure that the work progress is summarised to help move on with the task.
	Encouragers (Red) – Their task is to ensure equal access and participation for all. They are practical helpers who ensure that everybody contributes to the work equally. The *Encourager*, for example, may encourage silent members to express themselves and talkative members to rest in silence if needed.
	Timers (Blue) – Their task is to help the micro-group be on time by highlighting efficient ways to do the task and common solution. The *Timer,* for example, helps the micro-group find quicker ways to accomplish the activity.
	Writers (Black) – Their task is to ensure that every group members' voice is taken into account and recorded. They make sure each member has written something on the final paper. *The Writer,* for example, will ensure that all the 4 colours are present on the final work.
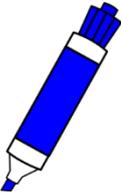
Appendix 9 – Agree/Disagree Statements

1. There is no time/space for moral issues during PE lessons or Sport.

2. Moral issues should be addressed only if and when they crop up.

3. PE lessons should specifically address moral issues.

Appendix 10 – Evaluation Questionnaire

Ethics and Values in Physical Education

We constantly aim to improve our practices. Please fill in the table below.

	---	--	-	+	++	+++
1. The course is clearly structured.						
2. The goals of the course are clearly defined.						
3. The course is well prepared.						
4. The trainer expresses himself/herself clearly.						
5. The lecturer can get difficult matters across.						
6. The trainer is committed and tries to generate enthusiasm.						
7. My skills and knowledge have increased through this course.						
8. As a result of this course, I have greater appreciation for this field of studies.						
9. This course encouraged me to think critically about the materials covered in class.						
10. In my experience, the work climate of this course is motivating.						

This questionnaire is used by the University of Luxembourg to evaluate courses.