



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

Debate as a Tool of Teaching
Democracy and Human Rights through
Physical Education and Sports

by

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Debate as a Tool of Teaching Democracy and Human Rights through Physical Education and Sports

Brief description

The unit consists of two sessions. The first one is for teachers of different subjects who are eager to use debate technology as a tool to teach students democracy and human rights. The participants are taught to use debate in their practice, learn diversity and principles of debate, debate strategy, judgement. The second one is a debate tournament which is organized for students of different parts of Belarus who are interested in human rights, youth problems, problems in sphere of Physical Education and Sports.

Expected outcomes

- Understanding of the main concepts related to diversity (culture, identity, equality, empathy, prejudice, stereotype, discrimination, racism, citizenship, global interdependence, sustainability...) (K_DIV_1)
- Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4)
- Capacity to face the challenge of doubt and uncertainties (S_SELF_1)
- Critical observation from different perspectives;
- The ability to act democratically and to co-operate;
- Critical, responsible and beneficial use of the media environment;
- Help teachers to use debate as an essential tool of teaching democratic citizenship and human rights education.

Activities

	Duration	Methods used
Activity 1: Introduction	90 minutes	Ice-breaker, questionnaire, group work
Activity 2: Rules of Debating	90 minutes	Presentation, group work, work in pairs
Activity 3: Reality or Myths?	90 minutes	Discussion and critical thinking, cooperative learning, role -playing, problem solving
Activity 4: Debate is a game	90 minutes	Critical thinking, Dialogical approach, Survey, Reflection
Debriefing /evaluation	60 minutes	Critical thinking, Dialogical approach, Survey, Reflection

Background and context

Debating teaches participants the principals of critical thinking coupled with presentation skills. It is used in every area of life to help students to evaluate information and to present the results in a persuasive way. Students use debating to help to develop their analytical skills in all areas of academic research. Debating helps students to think and deliver useful information quickly. Students learn to analyse information properly and how to form, present and defend views and opinions based on the evidence. Debating and public speaking help students develop their public speaking skills, have fun (because debate is a game) while arguing with others on a range of topics such as Law, Democracy, Human Rights , Education, Sports etc. Most of all debating and public speaking help to grow confidence in all areas by giving students the skills to address a crowd, develop their own opinions and maybe even tell a joke!

What makes debate especially valuable for fostering development of oral skills is that it is not only structured, but also interactive. Debate requires that participants listen, think and respond. It is not enough for the debater to simply memorize and perform a speech. Instead, debaters must listen to their opponents, engage in a questioning process and incorporate this information into their own presentations.

Debate is also an excellent way to develop critical thinking skills. The process of researching a debate is one of examining the pros and cons of an issue, determining what the problems are and considering alternative solutions. The research and presentation of a debate is clearly a team effort, and participation in activities like debate explicitly develops the skills needed to work in teams. Debate can also be used to explore issues in an area such as social studies, economics or history.

Activity 1: Introduction

Duration: 90 min

Expected outcome	<ul style="list-style-type: none"> ✓ Participants get familiar with the setup of this training session and overview of the future work
Methods/ techniques used	<ul style="list-style-type: none"> ✓ Ice-breaker ✓ Questionnaire ✓ Group work
Resources	<ul style="list-style-type: none"> ✓ photo-copied materials (appendix 1 and appendix 2) ✓ colorful paper and pencils or markers ✓ paper for posters ✓ introductory questionnaire (appendix 3)

Practical arrangements

- ✓ It is important to introduce participants to each other and to some basic concepts and terms.

Procedure

Step 1 (10 min)

Introduction - Give each participant a piece of paper (use different shapes and colours - e.g. red, blue, green) and ask them to write down their name. Then ask all the participants to put these pieces of paper as badges. Then make a circle and ask them to show their favourite sports activity using only their gestures one by one but repeat the names which have been pronounced before his or her name and their likes about sport.

Step 2 (10 min)

Explain the aim of this training session and give the introduction of the full unit and say what's expected to come from it (appendix 1).

Step 3 (15 min)

Mapping out situations. Group work. Ask the participants to make four groups according to the colours of the badges and give each group the task to research and discuss one of the four different texts (appendix 2).

Step 4 (5 min)

Replace the participants in three new groups. In each group should be one from different group (previous step-colors).

Step 5 (5 min)

Ask the participants to share their information and write down the most important points on the poster.

Step 6 (10 min)

Ask the participants to find links between these definitions: Debate, Democracy and Human Rights, Cooperative Learning, PE and Sport.

Step 7 (5 min)

Ask each group to present the result of their discussion.

Step 8 (5 min)

Relaxation - participants watch and dance on video: last assessed on 1.10.2105. (<https://www.youtube.com/watch?v=zeGxwG6vqt4>)

Step 9 (10 min)

Give out a questionnaire sheet (appendix 3) to each participant.

Step 10 (5 min)

Allow adequate time for the participants to answer the questions.

Step 11 (5 min)

Collect the questionnaires and analyse the answers.

Step 12 (5 min)

Presentation of the results and discussion.

Step 13 - Debriefing (10 min)

- ✓ Discuss the results of the questionnaire.
- ✓ Insist on the answers that showed uncertainty or difficulty in understanding the statements in the questionnaire.
- ✓ The trainer supports the trainees in identifying the key elements of EDC/HRE.

Conclude by asking them if finally they have come to understand the concept of this activity and if they have any queries.

Tips for trainers

- ✓ While the trainer is sorting out the results of the questionnaire, the participants are encouraged to share their perceptions regarding debate as a tool of teaching Democracy and HR.
- ✓ Encourage them to share related examples from their experiences and society.
- ✓ Make sure that the participants have understood the context of EDC/HRE.

Activity 2: Rules of Debating

Duration: 90 min

Expected outcome

- ✓ Participants get familiar with the principles and rules of Debate and overview of the future work.
- ✓ Participants will explore the connections between Debate and Human Rights and Democracy.

Methods/ techniques used

- ✓ Presentation
- ✓ Group work
- ✓ Work in pairs

Resources

- ✓ presentation (appendix 3)
- ✓ photo-copied materials (appendix 4)
- ✓ photo-copied materials (appendix 5)
- ✓ colorful paper and pencils or markers
- ✓ paper for posters
- ✓ introductory questionnaire (appendix 6)

Practical arrangements

- ✓ To introduce participants to rules of debating.
- ✓ To involve participants in process of cooperative learning and team work and debating.

Procedure

Step 1 (5 min)

Take sheets of paper and write down your association with the word “group work” and then stick to this poster on the wall.

Step 2 (20 min)

Present participants the issue “Debate is a game”. Tell them about the rules of the game, the roles of speakers and the judge (appendix 3).

Step 3 (5 min)

Now let’s make a circle and go around enjoying music. When the music stops make a new circle according to claps (6-5-4 claps), take your sits in your new groups (a group of four).

Step 4 (10 min)

Read 4 texts and replace them in order to be logically correct and try to explain your choice (appendix 4).

Step 5 (10 min)

Ask each group to present the result of their discussion.

Step 6 (5 min)

Relaxation. Ask one of the participants to involve everybody in physical activity to relax.

Step 7 (5 min)

Divide the participants in the groups of two (according to their wishes).

Step 8 (5 min)

Research the principles of debates and find the points which match articles of Declaration of Human Rights (appendix 5). Presentation of the results and discussion.

Step 9 (15 min)

Ask the participants to fill in this questionnaire sheet (appendix 6).

Step 10: Allow adequate time for the participants to answer the questions.

Step 11 (10 min)

Collect the questionnaires and analyse the answers.

Step 12 (5 min)

Presentation of the results and discussion

Step 13 - Debriefing (5 min)

Discuss the results of the questionnaire. Insist on the answers that showed uncertainty or difficulty in understanding the statements in the questionnaire.

The trainer supports the trainees in identifying the key elements of debating.

Conclude by asking them if finally they have come to understand the concept of this activity and if they have any queries.

Tips for trainers

While the trainer is sorting out the results of the questionnaire, the participants are encouraged to share their opinions about importance of debate in process of cooperative learning. Encourage them to share related examples from their experiences and society. Make sure that the participants have understood the rules of debating.

Activity 3: Reality or Myths?

Duration: 90 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Participants become aware of the complex and often contradictory reality of sport and physical education. ✓ Participants will experiment to facilitate cooperation: doing well (not beat the others), use common language, share leadership, share resources and information, reinforce team efforts.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Discussion and critical thinking ✓ Cooperative learning ✓ Role -playing ✓ Problem solving
<p>Resources</p> <ul style="list-style-type: none"> ✓ photo-copied materials (appendix 6) ✓ photo-copied materials (appendix 7) ✓ colorful paper and pencils or markers ✓ paper for posters ✓ sports magazines and newspapers ✓ a ball ✓ a flower-poster
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ The activity is held in a classroom.
<p>Procedure</p> <p>Step 1: Explain the aims of the activity and what the expected outcomes are.</p> <p>Step 2: Ask the participants to make up a circle, give them a ball and ask them to throw a ball to each other and say “I am very glad to see you today because...”</p> <p>Step 3: Divide the participants into a group of three. Choose leaders and ask them to form their group according to their common interests, e.g. “we like coffee”, “we like badminton”, “we are fond of reading”, “we are keen on jogging”, etc. Ask the leaders of the group to show their interests using their gestures and the others should guess.</p> <p>Step 4: Give out each group of the participants sport magazines and newspapers. Ask them to examine them and make up a list of topics which is essential to them to discuss.</p> <p>Step 5: Ask them to make up a poster and present the result of their research.</p> <p>Step 6: Give out the participants pictures (photos) which is connected with PE and Sports and ask them to think of the topic of debating (according to this picture) and speak about it during 5 minutes in their group.</p> <p>Step 7: Role-playing “Football match” (participants should be in the roles of players, a judge/referee, coaches, different kinds of spectators).</p>

Step 8: Give out each group of the participants the text about violence in sports (Appendix 7) and show them video "[Different types of violence in sports](#)". Then ask them to evaluate their "football match" and give their proposal how to avoid violence in sport according to their roles (professional sportsmen, coaches, judges/referees, football fans, spectators, parents whose children do sport, etc.)

Step 9: Present the results of the discussion.

Step 10: Give out the participants a sheet of paper, ask them to write down their names on them and to stick them to the flower on the board (where these words are written: expectation, enjoyment, understanding, misunderstanding, uncertainty, puzzle, joy) according to their feeling.

Step 11: Debriefing (30 min)

Ask the participants to share and discuss how they felt during this activity.

Tips for trainers

- ✓ Encourage the participants to act democratically and to co-operate.
- ✓ Encourage the participants to use the media environment in critical, responsible and beneficial way.
- ✓ Plan your time carefully.

Activity 4: Debate is a game

Duration: 90 min

Expected outcome

To help the teachers developing debating skills and expressing their views openly which are essential tools for democratic citizenship and human rights education.

Methods/ techniques used

- Debating
- Problem solving
- Cooperative learning

Resources

- photo-copied materials (appendix 8)
- photo-copied materials (appendix 9)
- photo-copied materials (appendix 10)

Practical arrangements

- ✓ The activity is held in a classroom

Procedure

Step 1 (5 min)

Imagine that all of you are atoms and they are always on the move. Participants may move as they like but then they are asked to connect and confirm molecules of six (five, four, and three). These groups will be working groups (use different kinds of music).

Step 2 (15 min)

Give out each group of the participants parts of the speeches and the arguments which are mixed. Ask them to combine them into two groups: for and against the resolution "This House Should Ban Boxing" and present their agreement or disagreement (appendix 8).

Step 3 (15 min)

Ask each group to present the result of their discussion.

Step 4 (10 min)

Give out the participants the rules of “tennis debate” and ask them to get familiar with them (appendix 9).

Step 5 (15 min)

Divide the participants into a group of three and decide which team is for or against the proposition.

Step 6 (40 min)

Role-play “Tennis Debate Tournament”. The topic of debating “This House Would Not Play Competitive Sports in Schools” (appendix 10).

Step 7 (5 min)

Debriefing through the questions

Debating questions:

1. What were the difficulties during this activity?
2. Would an activity like this be useful in the classroom? How?

Tips for trainers

- ✓ If the participants have some difficulties in understanding the goal of this activity, the trainer should give a helping hand to ease the situation

Evaluation and impact assessment

Duration: 30 min

Expected outcome

- ✓ To disseminate the use of this training unit and evaluate how many the participants acquired from it.
- ✓ To answer the participants’ questions and reflect on the different sessions.
- ✓ To promote follow up activities in schools.
To set out how this TU may be used in the classroom.

Methods/ techniques used

- ✓ Critical thinking
- ✓ Dialogical approach
- ✓ Survey
- ✓ Reflection

Resources

- ✓ Evaluation questionnaire (appendix 11)
- ✓ Six thinking hats (appendix 12)
- ✓ A Cinquain (appendix 13)

Practical arrangements

- ✓ none

Procedure

Step 1: Sum up - The training unit was about “Debate as a Tool of Teaching Democracy and Human Rights through Physical Education and Sports”. Its aims were:

1. To educate the participants in human rights and democracy through physical education and sports.
2. To strengthen citizenship values through debate and strengthen the ability to dialogue (they will be experts on debate methodology)
3. To overcome prejudice in the context of the EDC/HRE implementation at school and in the whole community.
4. To use the experience from the other activities to foster effective debate through constructive questioning, listening and feedback.

Step 2: Open debate about the following questions:

- ✓ What are the key concepts you have learned during the past activities?
- ✓ How will you be able to follow these issues in your teaching?
- ✓ What would your students gain from such activities?
- ✓ What would be the challenges in using this training unit in your classes and in the school community?
- ✓ Are there any questions to rise?
- ✓ Would you like to clarify certain things?

Step 3: Conclude by distributing an evaluation questionnaire which will consist in statements targeted to evaluate the participants’ involvement in this training unit and how it affected them (Appendix 11).

Step 4: Ask the participants to fill in the questionnaire sheet (appendix 11).

Step 5: Allow adequate time for the participants to answer the questions.

Step 6: Collect the questionnaires and analyse the answers.

Step 7: Presentation of the results and discussion.

Step 8: Debriefing - Discuss the results of the questionnaire.

Ask the participants to evaluate the session using the method “Six Thinking Hats” (appendix 12)

Reflection: ask the participants to create a cinquain (appendix 13)

Line 1- a noun, your main activity or the subject matter of the TU;

Line 2 – two adjectives true to your attitude, emotional state;

Line 3 – three verbs characterizing your activities;

Line 4 – one sentence statement;

Line 5 – one noun showing your own perspective.

Tips for trainers

- ✓ If the participants have some difficulties in understanding the goal of this activity, the trainer should give a helping hand to ease the situation
- ✓ Each person’s unique thinking is considered which strengthens the output.

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*all links last assessed on October 2015

Appendix 1:

Task 1

DEBATE AS CRITICAL ADVOCACY

Debate is "critical advocacy." It is advocacy in that the debater must advocate, propose, and defend ideas. It is critical because the debater must not ignore the advocacy of others, but must engage them and use the tools of critical thinking to evaluate the ideas of others. This process of critical advocacy has been shown to involve the students in important behaviors and skills which we should cultivate in our citizens.

- Students will research about the issues of the topic they are debating, learn about them, think about what they will propose, what they stand for, and they must research and learn about the arguments of their opponents,
- Students will communicate and advocate. They will take their ideas and express them to others, in public, for all to see and hear. A good debater must be a good speaker and know how to reach an audience.
- Students will listen to what others have to say, and listen with understanding, not just dismiss disagreement. They must understand the arguments of their opponents in order to properly answer those arguments.
- Students will respond to the conflicting ideas of others, not in an attack mode, but in a mode of truth seeking to try and persuade the judges to give them the ballot.
- Students will learn how others make decisions. Judges will give decisions, but the students learn that each of us must judge. We must always, in debate and in life, vote for the best argument and best idea, not just for our argument and our idea.

Debate as a critical skill is more important now because we live in an age of information, where information is power, and debate is all about how to turn information into power.

- Debaters learn to look at information and separate out the good from the bad, the relevant from the irrelevant.
- Debaters learn how to get information, organize it, and organize it for a purpose. What good is information if it drowns you? It is only useful when you can harness it to a purpose.

○

BENEFITS FROM DEBATE INVOLVEMENT

Debaters have been proven to become leaders and successful professionals. According to the research in the USA Countless American corporate executives, influential lawyers, wealthy entrepreneurs and elected officials credit their debate experience in school with making them successful. The anecdotal evidence is overwhelming and suggests some of the following benefits.

- Debaters become better critical thinkers and communicators. People begin to see them in a different way.
- Debaters improve their social interactions. Debaters are not argumentative with their family and friends, but oddly enough, more understanding.
- Debaters improve their personal expression. There seems to be something in us as human beings which want to express ourselves. Their voices are heard.

- Debaters are more often seen as leaders. Studies in America show that those who communicate often and well, and give a balance of positive and negative comments, are seen as leaders. Leadership is given, not taken. Debaters are more likely to be given leadership.
- Debaters tend to become citizens in the real sense of the word -- informed, active, participating, a force to be harnessed for the betterment of all.

SPECIFIC FINDINGS FROM THE URBAN DEBATE LEAGUE EXPERIENCE

Their findings clearly indicated that the students had benefited immensely from these new skills.

- The academic performance of students increased after they became involved with competitive debating. This was especially true for students who did not have good academic records before they began debating. Students were much more likely to go on to a university after debating.
- The ability to solve problems improved after they became involved with competitive debating. They used communication far more often to solve problems, and tended to use violence and coercion less.
- The creativity of the students improved after they became involved with competitive debating. They were more able to "think on their feet" and to generate ideas and arguments spontaneously.
- The social skills of the students improved after they became involved with competitive debating. They reported that they made friends easier and felt more comfortable with new people.
- The self-concept of the students improved after they became involved with competitive debating. They felt proud of their abilities to debate in public, and it gave them additional confidence.

Task 2

The concept of cooperative learning is alien to all of us who were taught the traditional way, but it offers our children the adventure of finding their own answers. Di Liiford reports.

If you took a doctor from the 19th century and put her in a modern operating theatre, she would have no idea what to do, but if you put a teacher from the 19th century into a modern classroom she would be able to carry on teaching without pause. Teaching methods have hardly changed in one hundred years.

The idea remains that students are empty containers which the teacher fills with knowledge, and that all students have to do is listen and write.

Education consultant Alyce Miller says: "This approach does not work in today's changing world. We are not teaching creative problem-solving. We encourage competition, believing that this brings out the best in people." But this is not so. Encouraging children to concentrate on getting the best marks destroys motivation and takes the fun out of learning. She goes on to say that the teacher's role is no longer to feed students with

information. "The facts are available in libraries, on CD ROMS and on the Internet. What students need are the skills to find this information, to use it and to think creatively in order to solve the problems of our world."

Miller believes that cooperative learning is the future of education and thinks of it as the best way to encourage responsibility, tolerance and helpfulness towards others. She says that good relationships are the key to effective learning.

In cooperative learning classes, the traditional class-room physical layout is abandoned. Children do not sit in straight rows of desks facing the teacher, but rather face one another to make it easier to share ideas.

Pupils learn to work first in pairs, then in threes, and finally in teams of four. Students are required to participate actively in discussing and shaping their own knowledge. The teacher, who is still very important to the process, becomes the helper rather than the master.

Aarnout Brombacher, head of the mathematics department at Westerford High School, says: "The incorrect assumption that many people make about cooperative learning is that it is merely group work. It is much, much more. It recognises that pupils do not have the skills to work together. With this technique, most of the time in the classroom is spent teaching them these skills - life skills."

Brett Melville, a 17-year-old pupil at the school, agrees. "You learn the same material as you would using the normal method, but this way you learn how to work with others at the same time. In our class, we are given enough time to discuss issues and problems in detail." He adds that it might take longer than simply listening to the teacher lecture, but the students remember much more afterwards.

One teacher, Lynne Gedye, has been using cooperative learning in her classes for two years. She says, "This year we have several pupils in the class who can hardly speak a word of English. I was tearing my hair out, wondering what to do, but I need not have worried. The children's response was amazing. The strong ones coached the weak ones endlessly so that they could participate in the question time too."

All in all, it seems that cooperative learning turns the classroom from a competitive arena into a place where learning facts and life skills is both more fun and more effective for pupils and teachers alike.

Task 3

In this document we share following concepts and definitions that we find relevant for this module series:

Physical education: Bailey and Dismore (2004) surveyed more than fifty countries in order to generate a "functional definition" of Physical Education (that is a description of what happens rather than an analytical account), as follows "*those structured, supervised physical activities that take place at school and during the school day*". Or in the words of the Department for Education and Employment [DfEE], (2000, p. 129), "*Physical education' is a statutory area of the school curriculum, concerned with developing pupils' physical competence and confidence, and their ability to use these to perform in a range of activities*".

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. (Nike, ACSM & ICSSPE, 2012). (Hardman, 2013, pp. 5).

But in the words of UNOSDP (Office on Sport for Development and Peace):

"Sport is not a cure-all for development problems. As a cultural phenomenon, *it is a mirror of society and is just as complex and contradictory.*"

As such, sport can also have negative side effects such as *violence, commercialization, corruption, discrimination, hooliganism, nationalism, doping and fraud.*

But how do we ensure that the full benefits of physical activity are achieved? How do we tackle the aforementioned negative aspects of it? As it was argued in a paper for the Council of Europe:

"The point is that sport has the potential both to improve and inhibit an individual's personal growth. Several authors have observed the futility of arguing whether sport is good or bad. Sport, like most activities, is not a priori good or bad, but has the potential of producing both positive and negative outcomes. Questions like 'what conditions are necessary for sport to have beneficial outcomes?' must be asked more often" (Patriksson, 1995, p. 128).

It is within the present Module series aims to explore and identify these conditions in order for participation in sports and physical activities to contribute to the individual's whole personal development. Our main approach is best expressed in the Summary of *Harnessing the Power of Sport for Development and Peace, 2008.3* Right to Play for Sport for Development and Peace International Working Group (SDP IWG) which states that:

"Sport can be used as an important means of advancing human rights. The explicit mention of sport, play and physical activity in many international human rights instruments underscores the centrality of these activities to human health, development and well-being and establishes a strong and compelling foundation for Sport for Development and Peace."

Building on the international human rights framework and sport's unique attribute attributes, sport represents a significant, yet largely untapped, source of potential for enhancing and accelerating development and peace efforts worldwide, particularly those related to attaining the Millennium Development Goals.

Successful Sport for Development and Peace programs work to realize the right of all members of society to participate in sport and leisure activities. Effective programs intentionally give priority to development objectives and are carefully designed to be inclusive. These programs embody the best values of sport while upholding the quality and integrity of the sport experience. Strong Sport for Development and Peace programs combine sport and play with other non-sport components to enhance their effectiveness.

They are delivered in an integrated manner with other local, regional and national development and peace initiatives so that they are mutually reinforcing. Programs seek to

empower participants and communities by engaging them in the design and delivery of activities, building local capacity, adhering to generally accepted principles of transparency and accountability, and pursuing sustainability through collaboration, partnerships and coordinated action”.

The Council of Europe has already been working with Education for Human Rights and Education for Democratic Citizenship for quite a long time.⁴ EDC/HRE is based on the core principles of teaching *through*, *about* and *for* democracy and human rights in school. EDC/HRE focuses on empowering students to become active citizens who are willing and able to participate in shaping the future of their communities, (in other words, teaching for democracy and human rights). At the same time, EDC/HRE follows the basic principles of good teaching. Taking part in democracy can, and must, be learnt in school, and can be integrated into every subject, at every age level. Competence building is therefore given priority over the traditional approach of teaching content-based curricula.

To be sure, EDC/HRE has a content-based dimension as well – teaching about democracy and human rights. Such elements can be integrated into a subject such as civic education, or they can be included in history and social studies.

But the key element of teaching EDC/HRE is teaching *in the spirit of, or through* democracy and human rights, and this new perspective addresses the whole school. (Volume II)

In EDC/HRE, the method carries the message. In the case of Physical education and Sport physical activity can become the method that carries this message. Key factors are physical education teachers and professors in Universities for pre service training of PE teachers. Sport has the potential to shift from exclusive, to true inclusive education in which member states promote educational approaches and teaching methods which aim at learning to live together in a democratic and multicultural society and at enabling learners to acquire the knowledge and skills to promote social cohesion, value diversity and equality, appreciate differences – particularly between different faith and ethnic groups – and settle disagreements and conflicts in a non-violent manner with respect for each others’ rights, as well as to combat all forms of discrimination.

All member states of the Council of Europe have signed and accepted the Recommendation CM/Rec (2010)⁷ through the Committee of Ministers.⁵ This Charter on Education for Democratic Citizenship and Human Rights Education talks among others about the following principle:

"An essential element of all education for democratic citizenship and human rights education is the promotion of social cohesion and intercultural dialogue and the valuing of diversity and equality, including gender equality; to this end, it is essential to develop knowledge, personal and social skills and understanding that reduce conflict, increase appreciation and understanding of the differences between faith and ethnic groups, build mutual respect for human dignity and shared values, encourage dialogue and promote non-violence in the resolution of problems and disputes”.

Through the above approach, physical education can become a major field, in which schools specifically and educational systems in general can report on major successes and fulfill their responsibilities.

Appendix 2:

Introductory questionnaire

	agree	disagree	I don't know
I find it difficult to understand the main ideas of using debate for teaching democracy and human rights through PE and Sports.			
I have understood the importance of debate in learning process.			
I am not sure about the contribution of debate.			
Debate is a very complicated subject.			
I may find problems teaching debate			
Debate makes a lot of sense for teaching democracy and human rights through PE and Sports.			

Appendix 3:

Game plays vital role in young children's healthy social and psychological development nowadays. It teaches them risk taking and problem solving skills, promoting imagination, independence and creativity.

As Albert Einstein believed, play is the highest form of research. So to my mind, debate is a form of game and a very useful method of improving critical thinking and creativity.

In ancient Greece debates were one of the most important elements of democracy. In Athens citizens argued about advantages and disadvantages of their laws, students learned to argue and to analyze problems from different points of view to understand them better.

It is known that Chinese civilization had a long history of using debate in public policy and public life. The historian Kuan Ch'en noted over 1500 years ago that in China competitive debates were common in a form called "Pure Talk." In middle Ages in Europe debates, oral speaking courses were spread. Then these ideas began to develop in educational system.

Nowadays in modern society debate takes place in parliaments and on TV, educational establishments and sometimes in everyday life. Debate is considered to discuss an issue from different points of view. In my practice I began to use debate as an educational tool three years ago and I think it's very important.

On every continent students and teachers are increasingly using debate as a complex form of communication which can train students in critical thinking and creativity in ways which will be important for their success in the information age they will live in for their entire lives.

We all engage in argument every day, on a variety of issues. Sometimes we are the people making the arguments. You may argue with your friends over what movie to see, with your parents about adjusting your curfew, or with your employer about getting a raise. At other times, you are part of the *audience* for arguments that try to persuade you to believe a certain thing or to take a particular action. You may not realize it, but you spend the majority of every day surrounded by arguments:

"I need a hall pass."

"The Red Sox will win the World Series this year."

“We should order a pizza.”

All of these are arguments. When you think of the word *argument*, you probably think of its negative use. We often characterize confrontations as *arguments*, saying things like: “Don’t argue with me,” or “I don’t want to get into an argument about this.” While these phrases use once sense of the word argument, another way to think about an argument is simply as an *attempt to convince an audience about some idea*. We make arguments about the world in order to *persuade* an audience to adopt a specific point of view about something. When you say, “I need a hall pass,” you are most likely trying to persuade your teacher to allow you to leave the classroom for some reason. When you say, “We should order a pizza,” you may be trying to convince your friends or family to have a specific kind of meal. Arguments can also be about facts or predictions, as in the case of the above claim about the Red Sox. It is not necessarily true that the Red Sox will win the World Series this year. Thus, when you claim that they will, you are making an argument by trying to convince a listener that your point of view is correct.

We make arguments to persuade other people to take our side on a particular issue. What are some arguments you might make in everyday situations? What kinds of arguments might you make to your friends? How about to your parents or guardians? What kinds of arguments might you make to your teachers?

Just as we make arguments to others, they also make arguments to us. Most of your day, whether you realize it or not, is spent being an audience to the arguments of others. What are some of the arguments you hear from your teachers, siblings, or parents?

You consume arguments, just as you consume products like toothpaste and video games. We are used to thinking of ourselves as consumers of goods and services, but we may not think of ourselves as consumers of information and argument. Yet we are constantly bombarded by arguments in the form of advertisements. All advertisements are arguments because they try, however indirectly, to persuade you to take a course of action – to buy their product.

Arguments are the driving force of everything from science to politics. A scientific hypothesis is a kind of argument that must be proven, through testing or other kinds of experimentation and research. Public policies are made and continued on the basis of argument. Public transportation, such as buses and subway systems, didn’t just come into being by accident. Public transportation exists because someone (or, more likely, a group of someone’s) decided that it would be a good idea to have a bus system and made persuasive arguments for funding and maintaining mass transit. Elementary schools have recesses or play breaks because teachers or educators made arguments that those policies would be a good idea for elementary school children.

As you can see, argument is serious business. It is your business, because you navigate your life and your social relationships with others by convincing them of your opinions or being convinced by theirs. In democratic societies, argument is critical to politics. Citizens or their elected representatives argue all the time about how to best make policy that represents the interests of the people. These conditions mean that those who do not know how to make effective arguments are often left behind or left out, because they cannot advocate on behalf of their interests or the interests of their family, co-workers, or other groups to which they might belong. If you learn how to argue effectively and persuasively, you will be able to overcome these obstacles and become a participating citizen in the global culture of argument.

The purpose of a course in debate is to become better at the business of argument. Everyone knows how to argue, but few people know how to argue well. As you study the practice of debate, you will become more competent at making arguments as well as listening critically to the arguments of others. Both skills are necessary for success in debate and life. In this chapter, you will learn some basic debate skills and practice developing those skills using several different exercises.

What Makes a Debate?

Debating can be formal or informal, written or oral, and heated or relaxed. The exchange of ideas and opinions is, of course, as old as language itself and has taken many forms throughout human history. Organized and informal debate occurs all over the world and plays an important role in just about every human society. Students study and engage in debate in Sierra Leone, Indonesia, Mongolia, Japan, Romania, Chile, Korea, Mexico, Ireland, and the Ukraine, just to name a few countries. By studying debate, you are joining a global community engaged in one of humanity's oldest pursuits. So don't worry – you're in good company.

While millions of people all over the world enjoy a good debate, they do not all debate in the same way, in the same format, or even in the same language. Most debates have a few characteristics in common:

- Participating debaters try to persuade a third-party audience or judge.
- Debates are usually on a fixed topic or proposition.

When we argue with our friends or parents, we are usually trying to convince them of our viewpoint, and vice versa. We say that someone wins an argument when they convince the other side to agree with their viewpoint. Debate does not work this way. One important way that debate is different from simple argument is that in a debate, you are not trying to convince your opponent or opponents that you are right. Rather, you are trying to convince some third party who is watching the debate. This third party is usually an audience, but it might also be a judge or a panel of judges who have been specially assigned the job of deciding the winner of a debating contest.

One of the great things about debate is that once you learn **how** to debate, you can debate about any given topic.

What is an Argument?

Both public and competitive debates are normally on a fixed topic or proposition. The topic might be vague or imprecise, such as “school safety” or “television.” The topic might also suggest a direction for the debate, such as “School safety should be improved,” or “Television should be abolished.” The function of a topic for debate is to constrain the issues that will be debated – generally, judges and audiences expect that debaters will stick to the assigned topic. Debate topics usually deal with issues in controversy. These can be international issues like global warming or local issues like scheduling or dress codes at your school.

Arguments are the most basic building blocks of debate. Understanding what makes arguments work distinguishes successful debaters from their less successful colleagues, and creates advantages for even the most experienced debaters. Debate is not the same thing as argument. Debate is a place for the presentation of many and various arguments, all of which can serve functions throughout the course of a debate. Of course, in debate as in life, not all arguments are created equally. That is, some are more successful than others. The question for debaters is how to make successful arguments and how to make these successful arguments work in debates.

Often, arguments are not successful because they are incomplete. It is important to remember that an argument is different from a simple **assertion**. An assertion is, most simply, a statement that something is so:

- “The death penalty is justified.”
- “Hyacinths are better than roses.”
- “Economic growth is more important than environmental protection.”

Most topics that you will debate will be simple claims about the world. They may take the form of propositions of fact, value, or policy, or of any combination of these. In everyday situations, many people mistake simple assertions for arguments. This error leads to debates not unlike those had by children: “Is too.” “Is not.” “Is too.” “Is not...”

Simply speaking, all arguments have three basic components: A-R-E: **Assertion, Reasoning, and Evidence**. Arguments have an assertion, which is simply a statement that something is so. Arguments also have *reasoning*, which is the reason why the assertion is valid. Reasoning is the “because” part of

an argument. Finally, arguments have **evidence** – the proof of the reasoning. All three components are necessary for complete arguments. A novice debater might simply offer assertions to prove her point:

“The death penalty is justified.”

A more sophisticated debater knows that her argument will be more persuasive with reasoning:

“The death penalty is justified because it reduces crime.”

Better yet is the technique of the advanced debater, who offers proof to cement the Credibility of her argument:

“The death penalty is justified because it reduces crime. Credible university Studies conducted across the nation strongly point to this effect.”

If this argument “works” (is persuasive), it will be in part because it plays on the audience’s assumption that policies that reduce crime are good. It may also be persuasive because the data is credible, or from a credible source.

POLICY DEBATE

There are different kinds of debate but we use Karl Popper or World School format in our debate club.

The model which is called Karl Popper debate has these components:

- Topic: a statement which forms the subject of the debate. For example: Social nets bring more harm than good.
- Teams: there are three people on each team, and the teams are designated as either affirmative (in favor of the topic) or negative (opposed to the topic). Teams are expected to debate on different sides of the topic in different debates, usually alternating between affirmative and negative.
- Judges: there are trained people who observe the debate and are empowered to make a decision as to which team did the better job of debating. They try and evaluate quality of analysis and presentation, not deciding the debate based on which side of the topic they personally believe in. Judges will cast ballots for one team or the other as well as award scores for quality of performance.
- Speeches: each team will give three speeches, with each team member speaking once. First debater will deliver a constructive speech (to present their basic arguments for or against the topic) which is six minutes long, and second and third debater will deliver a rebuttal speech (to defend their arguments and attack those of the other team) which is five minutes long.
- Cross examination: each debater is asked a series of questions for three minutes by the opposing team after they give their constructive speech. A series of questions will be asked in an attempt to gain information and reveal weaknesses in the arguments of the person who has just spoken.
- Preparation time: each team has a total of eight minutes of preparation time to use before their speeches during the entire debate.
- Tournaments: many teams from many schools will come together to debate each other on a specific day or days. Between three and six debates will take place in three different divisions - beginner, intermediate and experienced. Awards will be given to the teams and individuals who win the most ballots and gain the highest scores from the judges in each division.

Appendix 4:

Section A: If you say “I am having an argument”, most people will assume that you are picking a fight. But this need not necessarily be so. The ability to argue in a controlled way is a fundamental skill. It is used by lawyers, politicians, campaigners and many others every day of the week. Arguing well is part of the process of successful negotiation. It is far more likely to get you out of trouble than into it. Some people instinctively find that they are strong arguers. However, the art of arguing can be taught, and in many schools it is part of other subjects. Until the beginning of this century, many people considered arguing to be one of the essential elements in a proper education.

Section B: The Greeks and Romans, whose ideas about law, science, the arts and society have had such an enormous impact on our own culture, also influenced the way we argue. Aristotle (384-322 BC), the Greek philosopher, wrote a work called *Rhetorica* which laid down rules to follow in order to argue successfully. In these ancient societies, writing was used less widely than in ours and so public speaking was very important. There were no newspapers and no television to help people decide what they thought about issues. Practised speakers, known as orators, who spoke on formal occasions and at public meetings, were critical in helping to form opinions. Orators used all the tricks of rhetoric to get their points across. In Shakespeare’s play *Julius Caesar*, Mark Antony is so angry about the murder of Caesar, his friend, that he makes a powerful speech to the Roman people. Shakespeare, who knew from his reading about the Roman art of public speaking, gives his character powerful lines which win the people over to his side. Speaking like a true Roman orator, Antony addresses his audience with the lines, “Friends, Romans, countrymen, lend me your ears...”

Section C: To win an argument, you need to convince someone that you are right. To do that you have to make a good case, this requires organization. Many people have suggested ways to do this. The same basic principles underline most systems. Firstly, you should decide what you think. It is surprising how many people start sounding off about something without really deciding what they think about it. An opinion which has been formed without any real thought or inherited from others – friends or parents, for example – is really no more than a prejudice. Before you are able to argue on any subject, you need to understand what you are talking about.

Section D: The order of your arguments is also very important. You might want to deal with the powerful and convincing arguments first. On the other hand, you might like to start with the less important ones and build up a more and more convincing case. Of course, there is more to winning an argument than just having a good case. You also need to present it properly. That means not just thinking about what you say, but also about how you say it. Over the years, people have thought up a number of techniques to make what they say persuasive. These include asking rhetorical questions (which are not meant to be answered) , appealing to the audience’s emotions and making effective analogies.

Appendix 5:

THREE PRINCIPLES of DEBATE

The first principle: the debate teaches a lot.

The debates are organized in such a way to help you to gain the knowledge and skills which you need to succeed in modern democratic society. They were originally conceived as an activity that enriches your education and at the same time gives you pleasure. According to this principle the first purpose of the debate - training. In other words, learning is more important than winning. If you participate in a debate only in order to win, you set yourself the wrong target.

Why is training more important than winning? Firstly, the desire to learn and improve will not allow you to use illegal methods. And if you do not try to use illegal methods, you show your character and gain the respect of others.

Secondly, when the participants in the debate aim to win, they often go beyond the rules of the competition. They spend much time on bringing order. If the only goal is to win, it can take a lot of time and energy from the game and stop it.

The second principle: the obligation of honesty.

If you have taken the first principle, the second principle - honesty - it will be easy to take. If the training and improvement of skills are more important than winning, there will be less incentive to fraud arguments.

Honesty is the core of debates. The debate arose from the inherent human curiosity. We always want to know the truth. Do we need political reforms? Will we travel to other galaxies? Is there life on other planets? These issues relate to the past, present and future, but they are relevant to the search for truth.

Your task as a participant in the debate is to be honest in your arguments, in the use of evidence and in your answers during cross-examination issues. Sometimes "to be honest" means to admit that you have not enough material to support your position. Sometimes it means the answer is "I do not know" to the question which affects the very heart of your position. Sometimes it means accepting that your logical constructions are wrong. These admissions will go in your favor, as later thanks to your honesty you learn more and develop your ability better. You will be respected by the judge and your opponents. In the end you will help others who are also seeking the truth.

The third principle: respect.

The debate does not relate to the individual participants, it is forbidden to humiliate the person because he does not agree with you. Debate concerns ideas and their collision, and what ideas are useful to mankind. A collision of ideas can only accept weapon such as reasonable arguments. In other words, you have to "attack" arguments and evidence but not your opponent.

The 9 principles of good debating:

1. Questions or challenges should be professional. Insulting, condescending, or comments involving personal language or attacks are unacceptable.
2. Critical analysis, synthesis, rhetorical skill, and wit are keys to debate success.
3. Focus on the opposing side's position or argument. Knowing the "other side" is critical for preparing strategies to refute your opponent's arguments.
4. Limit your arguments to three or less.
5. Use logic to make your arguments. Present these arguments clearly and concisely.
6. Know the common errors in thinking like logical fallacies and use them effectively in your refutation.
7. Present the content accurately. Only use content that is pertinent to your point of view and draw on support from authoritative sources.
8. Be certain of the validity of all external evidence presented for your arguments. Also, challenges to the validity of evidence should be made only on substantive ground.
9. Your rebuttal (or conclusion) in a debate is your final summary position. Use it as an opportunity to highlight important issues that indicate proof of your points or refute your opponent's argument.

Be polite and courteous.

2. Listen attentively.
3. Be respectful and supportive of your peers
4. Avoid inappropriate noises.

5. Speak only when it's your turn.
6. Allow others to express their opinion; do not monopolise the debate
7. Use grammatically correct language
8. Speak clearly, slowly, and loud enough to be heard by the audience
9. Speak with passion and excitement
10. List your reasons for your opinion. Use such phrase as *firstly, secondly, in addition, furthermore, etc*

The Declaration of Human Rights

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in [slavery](#) or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from nonpolitical crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21.

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Appendix 6:

3 facts you have known	2 questions you still have	1 opinion you have now

Appendix 7:

“The Barmy Army” – Football: England’s glory?

Solicitors, doctors, bankers, teachers... What do all these groups have in common? Well, individuals from these professions have all been arrested at some point for football hooliganism. Surprising? In England today there is an epidemic of violence associated with football. But why is this? There are many reasons — connected with culture, money, history and nationalism.

Myth number 1:

Football is a working class game, for working class people.

Fact:

Probably more than in any other country in the world, football in England has a national following. Just switch on the TV on a Saturday. Much of the afternoon on the two major channels is taken up by football coverage. People from all walks of life watch, play, and go to matches. It is also big business, with top players like Beckham getting paid around \$40000 a week, whether they are fit to play or not. Much of the violence associated with football actually comes from the richer supporters. People with prestigious, well-paid jobs often go to football matches just in order to have a fight. It is as if they have the right to lose control and go mad for a while — to forget they are respectable people. This perverse situation even extends to semi-secret uniforms among hooligans. Many fans interested in ultra-violence wear the same checked Burberry clothing — an extremely expensive American brand. Other hooligans are members of the shadowy Combat 18 neo-nazi organisation that has provoked huge race-riots in the north of England.

Myth number 2:

Football hooligans follow a favourite team and especially their national team.

Fact:

Hooligans often don't even watch the match of the team they are supposed to be following. They are more interested in 'having a go' at supporters of the opposing team. They travel large distances in order to attack any-one in the vicinity of the ground, or the town centre. Sometimes they even fight their own supporters. Unfortunately this is especially true of the England fans. At the recent Turkey-England Euro2004 qualifier in Sunderland all the fighting was between rival England supporters — in particular between club supporters of Sunderland and Newcastle: two towns about 15 kilometres from each other, both premier division teams with an intense hatred and rivalry.

Myth number 3:

Football violence is unorganised and spontaneous.

Fact:

The police and the Home Office have tried to deal with hooligans travelling to England matches abroad by confiscating the passports of known hooligans and by monitoring ports and airports carefully. Groups of hooligans have recently gone as far as travelling through third countries. For example: if there is a match in Holland, then to avoid getting caught, hooligans have flown to Spain and caught trains to Holland to escape detection.

Once near the football ground, rival groups of hooligans even telephone each other by mobile to organise massive fights and to avoid the police. One English club side has even begun to employ former hooligans as security specialists, but this seems to have backfired, as the club in question still has some of the worst violence and racism in the country.

Myth number 4:

Football violence is an English problem.

Fact:

It is true that a lot of club violence takes place in England rather than on the Continent. But much of the time it is limited in scope and ferocity. At a recent UEFA match in Turkey between Galatasaray and Leeds, two peaceful Leeds supporters were stabbed to death in the city centre.

Of course, 99% of supporters who travel to games are completely peaceful. 99% of supporters are not racist or neo-nazis. Unlike many European countries, families including women and children make up a large proportion of supporters who travel to games. Hopefully, this kind of tendency will improve the game and discourage hooligans. Hooliganism is not an English problem alone. It is just that English hooligans are perhaps the most visible (partly because of the effective British police campaigns against them). Football will continue to be the 'beautiful game', the biggest spectator sport in the world. And Britain will always be the birthplace of this most English game. As the supporters of England like to sing: 'It's coming home, it's coming home, it's coming. Football's coming home!' Hopefully, with an improved reputation, England will sometime soon host a major championship again.

Jeremy Morris

Appendix 8:

THIS HOUSE WOULD BAN BOXING.

Boxing, the physical skill of fighting with fists, originated as a sport around 800BC. It is a sport of antiquity that has had a troubled and contentious livelihood. The modern day sport has developed from rules and standards established since this time; with two participation forms: professional and amateur. Each has its own rules, although for both forms of boxing, a win is achieved by scoring more points than an opponent by delivering more blows to the designated scoring regions of the body (trunk and head), or by an opponent being unable to complete a bout. When first started, this sport was designed as entertainment for aristocrats who enjoyed watching two people 'slug it out' to the death. That history has continued into the present day sport which is a largely entertainment based activity, with millions of dollars of investment at the highest of levels. The potential dangers of the sport are a double-edged sword - they create both the entertainment aspect that makes boxing popular, but also run the risk of ending the sport altogether. In the 20th Century, approximately 1000 boxers died in the ring, or shortly afterwards. The youngest death was in a 12-year old participant. In the first decade of this 21st Century, an additional 68 participants have died as a result of their participation in boxing. Such deaths are more common in professional boxing, but deaths in amateur boxing have also been reported. Thousands more boxers have suffered permanent disfigurement, detached retinas in their eyes and various neurological complaints. Unfortunately for the sport, the most well-recognised and revered of all of its participants - Mohammed Ali - is now seen shuffling and mumbling as a result of Parkinson's disease which many incorrectly contribute to his boxing career. While neurological conditions (including chronic traumatic encephalopathy - which has almost exactly the same symptoms and signs as seen with Parkinson's disease) have been reported at high rates in former boxers, Ali is not one of its victims.

Despite a tightening of safety regulations, neurological and non-neurological injuries have continued with this sport. Most medical associations have policies against boxing, including the World Medical Association and the national bodies of the USA, Britain and Australia. Although the tightness of regulations upon boxing varies from country to country, and from state to state within countries, only

a handful of countries have any kind of ban in place. Sweden is one country that bans professional boxing, although amateur boxing remains an Olympic sport.

As safety concerns over boxing have grown, high schools in most western countries have stopped offering it as a sport. Yet overall enthusiasm for boxing is at an all-time high; television audiences are up and record numbers of youngsters across the world are joining boxing clubs. In Britain the young Olympic silver medallist Amir Khan, who turned professional in 2005 and quickly won the title of World super lightweight champion, is a popular hero and role model. In a number of western countries where amateur boxing was losing popularity, especially the United States, interest has been renewed in the past ten years by the rise of women's boxing and by white-collar boxing for office workers in their lunch-breaks. On the other hand, the large number of organisations claiming to be world bodies for boxing (e.g. WBA, WBO, IBF, etc), each with their own world champions, has damaged the credibility of the sport. Many people have also disliked the sight of aging former champions coming out of retirement in their forties or later, tempted by one last big purse.

The arguments below ask if boxing should be banned. Most apply to both the professional and amateur sports, but the last points deal particularly with banning the professional game while leaving amateur boxing legal. The arguments would also apply to most other forms of combat sport, for example cage-fighting.

Boxing is a barbaric sport, and it should not be a part of any 21st century society.

POINT

Unlike in any other sport, boxers intend to physically injure their opponents by knockout. Allowing people to intentionally inflict injuries upon others for public entertainment and private profit is barbaric. Children especially are trained in these ways. When boxers turn professional, they have often already fought in at least 50 fights in their youth, which does not include the countless rounds of sparring during training sessions. Boxers are essentially being trained in violent ways, often at a young age. The Australian Medical Association actively opposes boxing for this reason, calling it, "a public demonstration of interpersonal violence which is unique among sporting activities." While there are other rough sports, boxing is different because its *intent* is harmful. The World Medical Association, which also opposes the sport, justifies this position by noting, "its basic intent is to produce bodily harm in the opponent.

" Boxing is a violent sport, in which youth are taught to try to hurt their peers. It has no place in modern society.

COUNTERPOINT

Labeling boxing 'barbaric' merely expresses one's disapproval of it rather than suggesting reasons why it should be banned. People need to separate their ethical/moral judgements about the sport from their evidence-based scientific/medical reasons for banning it. Most people who call for a ban on boxing have no understanding of the 'fight game' beyond a gut disapproval of it. The appeal of boxing lies in its simplicity, the distillation of the sporting contest to its most basic form— a physical battle between two people. There is no "intent" in boxing to injure the opponent; it is merely to score more points than the opponents by hitting them within defined scoring regions of the body. Critics are more likely to attack boxing because it is more obviously a fight, rather than a game with a ball in which the athletes hit and tackle one another anyway.

The celebrity status that societies award to boxers glamorizes and legitimizes violence in society.

POINT

Boxers are presented as beacons of success for young people, but they are not good role models. Children should not idolize people who make a living by injuring other people. In addition to the

violence in the ring, brawls often break out at press conferences and even inside boxing venues. The marketing of boxing exalts this mindless violence and those who perpetrate it. Mike Tyson is a particularly harmful example. Tyson was one of the most popular and successful boxers in history, when he faced Evander Holyfield in the most hyped fight of the year. Tyson cruelly bit off a portion of Holyfield's ear in the fight, on live television. These are not role models of which we should be proud.

COUNTERPOINT

Every sport has the potential to glamorize and legitimise things that outside of sport we may not accept as appropriate. Boxing is one of the least bad culprits when it comes to promoting negative stereotypes to society. Far more dangerous is the 'sport' of professional wrestling where the violence is not part of a contest but a macho soap opera. Participants are routinely 'hit' over the head with metal objects to apparently no consequence, which sends out dangerous signals to the youngsters who form the majority of the audience. Boxing, on the other hand, only encourages its athletes to score points by hitting the body and/or head of their opponent. Mike Tyson is an extreme example, and he was severely punished for the Holyfield incident, being fined \$3 million and sent to jail. If you want an example of a boxer who had morals, ethics and believed in something - you can't go beyond Mohammed Ali as an exemplar role model for justice, belief and societal values. Even if it doesn't set the greatest example for kids, most boxing is on late in the evening anyway and its impact on youngsters is therefore less damaging than that of other sports.

All professional boxing should be banned, not amateur boxing.

POINT

When most people think of boxing—the sport that they see on TV—they are thinking particularly of professional boxing, which is much worse. The main difference is that in amateur boxing the round lengths are often shorter as are the number of rounds and more protective equipment is worn. Therefore the level of exposure is minimised. As a result, 76 participants out of every million die, in professional boxing, but only six per million die in amateur boxing. That makes professional boxing more than 12 times more dangerous than amateur boxing. The fact remains, however, that professional boxing is violent, barbaric, and dangerous, so it should be banned.

COUNTERPOINT

Prohibiting only professional boxing draws an artificial line between the professional and amateur sides of the sport. Differences in rates of injury are most likely due to differences in exposure and smaller sizing of generally younger athletes in the amateur ranks.

Boxing causes many deaths, and medical officials have continually called for it to be banned.

POINT

The British Medical Association has repeatedly called for a ban on boxing or a removal of the head from the permitted target areas. The body of medical evidence is growing that suggests even if a boxer survives individual bouts relatively unmarked, the cumulative effect of a career in boxing can

lead to a greater susceptibility to chronic neurological injury. A doctor who has studied the effect of boxing on Parkinson's specifically says that boxing causes unnecessary harm. He writes, "Unlike most degenerative neurologic diseases, this disorder can be prevented." Although the incidence of injury is much higher in sports such as basketball, rugby or riding, the risk of serious injury in boxing is far greater. That risk is so great that boxing should be banned. A ban, quite simply, would mean fewer people dead, injured or permanently brain damaged.

COUNTERPOINT

Just because medical associations don't like something, it doesn't mean they have the right to determine what individuals can and do choose to do with their recreation or work time. Given the scant medical evidence against boxing, it is highly hypocritical of medical associations which supposedly work on an evidence-based approach to suggest it should be banned. Although there are risks of injury in boxing, boxers are aware of the realities of their sport and are willing to take on this risk. This is the very mantra by which informed consent in medical procedures is allowed - so why not for participation in boxing? We allow individuals to take risks in all walks of life - in business, smoking, gambling and other activities. Every attempt is made to ensure that the risk of injury to boxers is minimised: thorough medical checks; doctors and appropriate equipment present ringside; and referees to intervene to stop fights. The best thing that governments and medical associations can do is to minimise the risks of injury to boxers.

Additionally, much recent now indicates that while chronic neurological injuries were common in boxers who fought in the early part of the 20th Century, this is no longer the case due to improved regulations and huge reductions in exposure risk for modern day boxers. Therefore, there is no basis on which to use 'old' data to make a case for banning current day boxing.

More important than that anecdotal evidence, however, is the fact that boxing is no more dangerous than other sports and work activities. Worldwide, the risk to professional boxers is less than that to professional athletes in general. Moreover, as Joseph Svinth writes, "both amateur boxers and high-school football players are much less likely to die of athletic injuries than they are to die in Mom's car on the way to or from practice." He indeed shows that the death rates per outing for cars tend to be higher than the death rate per fight for boxers.

Boxing is famously exploitative, but a ban could prevent youth from falling into the sport's economic trap.

POINT

To be successful, boxers have to train for 8 hours a day 6 days a week, spending the best years of their lives in the gym. Because most boxers lack a formal education and spend all their time in the gym they employ managers to handle their business affairs; very often the boxer's entourage control the fighter's destiny. This relationship can be exploitative given the inequality of bargaining power and the fact that most boxers need to make as much money as they can before they are worn out. An average boxer will have about 30-40 top-level professional bouts in them before their health and skills will dramatically deteriorate. Whilst it may well be in the fighter's interest to hang-up his gloves, those around him have a financial incentive to push fighters into more and more title defences or comebacks. The decisions that older boxers make provide further proof that they feel they have been

exploited: over 80% of older boxers surveyed in Chicago said that they did not want their children to be boxers.

The truth is that boxers are only treated as money-making devices by their promoters and the boxing industry. When American boxer Leavander Johnson died after a fight in 2005, his promoter told the press, “I don’t think there’s anyone to blame here other than the circumstances. He’s a victim of his own courage.” This shows promoters’ desire to exploit Joseph Svinth finds that in addition to health reasons, many deaths were criminal, with the promoter playing the dual role of “gangster.” It’s time to break up these industry boxers’ “courage” and willingness to put them at risk, without having any regret for such a dangerous system. Oftentimes the promoters actively make it more dangerous, exploiting their clients for criminal ends. In his exploration of boxing deaths throughout history, before any more young athletes get taken advantage of in a bad way.

Appendix 9:

Tennis Debates

Instructions for the Referee

Your job, as referee, is to keep track of the score for each side and issue a ruling when one side has “dropped the ball.” You are responsible for enforcing the rules and declaring a winner. You are expected to be fair and impartial in your decisions.

For Tennis Debates, you will be assigned to a team of three. Each team of three will debate another team of three. The teacher will announce the topic and give you a team number. Once you get the topic and receive your team number, go to your designated table. Take your notes with you, because you’ll be able to use them while preparing. After the topic is announced, the referee will flip a coin to determine which team will be pro and which will be con. Then, all teams have 10 minutes to work together, preparing their arguments and ideas from their notes.

Once the preparation period is over, the first student from the pro team “serves” by making an argument for their side. Then, the other side “returns” the serve by refuting the argument. The process continues until the ball reaches the last player or until one team drops the ball. Normally, games are played to 5 points.

RULES FOR TENNIS DEBATES

1. A team can only score a point when they have “served” the ball and the other side drops the ball.
2. If the team that serves drops the ball, the serve goes to the other side.
3. The serve rotates between players. Once you’ve served, the next serve for your team goes to the player on your left.
4. A team is said to drop the ball when any of the following rules have been violated.
 - Players must respond within 15 seconds.
 - Players must not repeat a point that has already been made without adding anything new.
 - Players must use **A-R-E** to construct their arguments.
 - Players must use 4-Step Refutation when answering arguments from the other side.

An argument is:

A: Assertion

R: Reasoning

E: Evidence

Teaching Techniques

Filling in the Reason

All students should learn to play football, because...

Filling in the Assertion

Because video games are too violent,...

Filling in the Evidence

The freedom of speech is important. For example,...

Appendix 10:

This House Would Not Play Competitive Sports in Schools

A competitive sport is one where you are trying to beat another person or other people.

Is it better to try and beat other people or reach your personal best?

Does competition motivate children or does it put them off?

Are competitive sports fair to people who aren't very good at sport? Would getting rid of them from schools be fair for people who are good at them?

Does competition make people behave well or badly?

Aerobics, swimming, ball skills - what other ways could you keep fit without winners and losers?

Where else can you play sport outside of school? Would this affect the UK in the Olympics?

Should school be about winners and losers?

Could competition lead to stress? Pressure? Bullying? Fights?

Rugby, football and netball are all competitive sports. Can you think of others?

How do you behave (both when you win and lose)?

Is there any way you could change the rules of sports to stop them being about winners and losers or would you have to stop playing them?

What are the benefits of doing as much sport as possible in any form?

Competitive sports are often played in teams - what are the benefits of that?

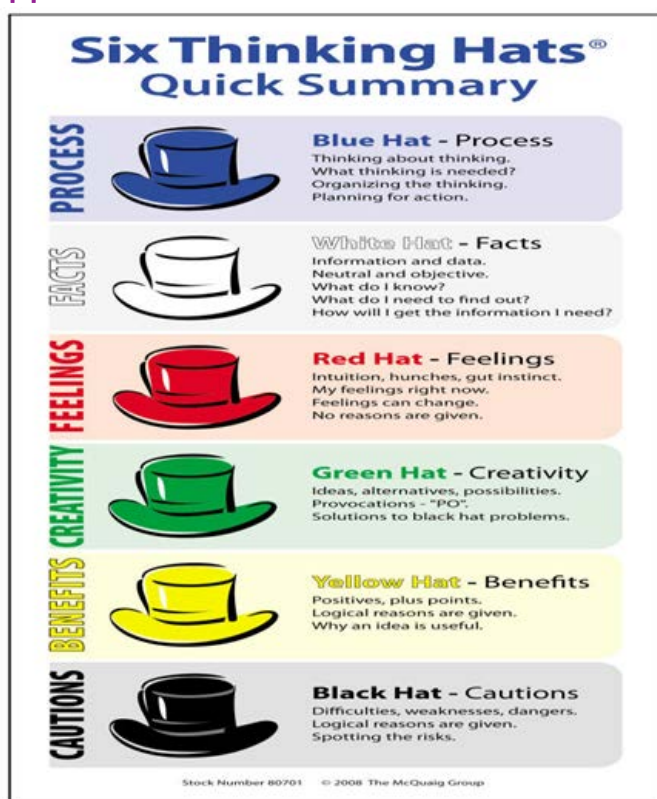
SPORT, 2015

Appendix 11:

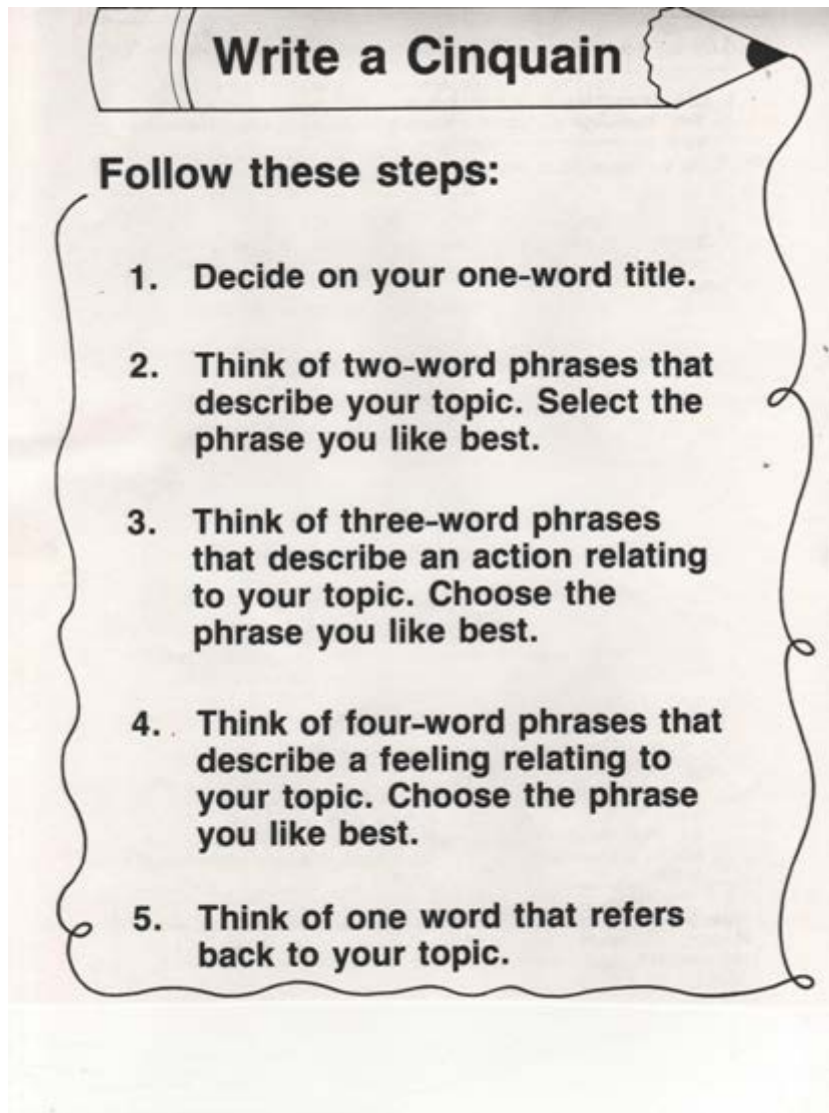
		agree	disagree	I don't know
1	The contribution of EDC/HRE strengthens social justice and			

	democratic freedom.			
2	I am aware that I have to enhance students' EDC/HRE skills through curricular activities and also extra-curricular activities.			
3	EDC/HRE competences should be a fundamental component of the whole school culture.			
4	EDC/HRE can be more effective in events beyond the classroom.			
5	I became aware not to restrict myself to matters relating only to my classroom teaching.			
6	I am willing to think sustainably in order to use the acquired knowledge and practical skills for teaching EDC/HRE in my classes.			
7	I will adapt and use this TU in my classroom			

Appendix 12:



Appendix 13:



Write a Cinquain

Follow these steps:

1. **Decide on your one-word title.**
2. **Think of two-word phrases that describe your topic. Select the phrase you like best.**
3. **Think of three-word phrases that describe an action relating to your topic. Choose the phrase you like best.**
4. **Think of four-word phrases that describe a feeling relating to your topic. Choose the phrase you like best.**
5. **Think of one word that refers back to your topic.**