

Europeana Learning Scenario

(Teachers)

Title

Everybody's in! The Inclusiveness of Sport

Authors

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Abstract

The present learning scenario means to investigate if sport can be a tool for the inclusion of marginalized people, whether they are excluded from society because of their disabilities, skin colour, sexual orientation or because they are socially disadvantaged (i.e., because of homelessness, drug or alcohol addiction or other issues). Starting with an in-depth analysis of the key-values sport is meant to promote and pass down to present and future generations, we will reflect on the concepts of inclusion and integration through the individual stories of people who have set a positive example by committing themselves to one sport or another, whilst also overcoming personal difficulties and social barriers like prejudices and stereotypes. The goal is to determine whether sport can be a vehicle for self-expression and integration into society, while also teaching values like respect and solidarity.

Keywords

Sport, Inclusion, Tolerance, Integration, Diversity

Table of summary

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Subject	English, Physical Education (PE), Civic Education
Topic	The inclusive power of sport; sport as a vehicle for social inclusion (Civic Education teaching unit); the module can also be intended as a CLIL teaching unit (PE in English)
Age of students	15-16 years old (upper secondary)
Preparation time	2 hours (for the selection of materials)
Teaching time	7 teaching hours of <u>Physical Education</u> ; 7 teaching hours of <u>English</u>
Online teaching material	Padlet Flipsnack Google Jamboard

	<p>Doodle</p> <p>TED talk: “Olympian, Femalympian, Paralympian: the inclusive power of sport”</p> <p>Film: “Der ganz grosse Traum” (in Italian: “Lezioni di sogni”)</p> <p>Social Inclusion (UN)</p> <p>Social Inclusion (EU)</p> <p>Be inclusive-EU Sports Awards</p> <p>UNESCO Values Education through Sport</p> <p>Inclusive sports festival</p> <p>Mondiali anti-razzisti</p> <p>Histories of the Paralympic Games</p> <p>Black athletes in the sport</p> <p>The Gay Games</p> <p>Sport against Racism Ireland</p>
Offline teaching material	<p>A deck of flashcards (created with https://flashcard.online) (see annex)</p>
Europeana resources used	<p>A cycling family</p> <p>Triumph over adversity</p> <p>From homelessness and addiction to representing Ireland</p> <p>Fifty shades of Gay-Roller Derby Narinkkatorilla</p> <p>Carolina Pelendritou’s gold medal</p> <p>The Sanctuary Runners Ireland: Solidarity, Friendship and Respect</p> <p>Jimmy Bell coming to terms with the past and moving on</p> <p>Sport kan altijd!</p> <p>Beating cancer with the support of Porterstown Parkrun and the Porterstown Panthers</p> <p>Paralympics 2004-Athens here we come</p>

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Integration into the curriculum

As an interdisciplinary module (English and PE) on the benefits and inclusiveness of sport, this teaching unit was developed as part of the Civic Education curriculum. Since 2020, Civic Education has been an integral part of the national curriculum in all schools. The three areas of Civic Education are Constitution, Legality and Solidarity and Digital Citizenship. This module also complies with the “specific learning goals” of the first two years (*biennio*) of Italian upper secondary schools more specifically, the students learn to:

1. comprehend written texts in a global and selective way, relating to their personal and the everyday sphere;
2. produce oral and written texts which can be linear and cohesive;
3. interact in a conversation, expressing opinions and listening to others; and
4. reflect on the different uses of the English language.

Aim of the lesson

By the end of this teaching session, the students will have become aware of the key values of sport, like respect, tolerance, teamwork and fair play. They will also have learnt that sport can be a vehicle for self-affirmation and integration into society, especially for those at risk of exclusion and marginalization

Outcome of the lesson

The students will work on a collective diary featuring stories of special athletes who have set a positive example of courage, determination and endurance while also showing how inclusive sport can be. The collective diary will be edited and published as an e-book.

Trends

Project based learning, collaborative learning, student-centred learning, flipped classroom

Key competences

Citizenship skills: students learn how to co-operate and accept other people’s opinions in a debate; they familiarize themselves with key concepts like fairness and respect by working on the basic rules of sport and fair play.

Digital skills: students learn how to search for meaningful information in a wide repository of resources (Europeana and the Internet as a whole), reorganizing material in a meaningful way into a digital, shared document.

Learning to learn: students learn how to evaluate new knowledge, skimming and selecting relevant information.

Cultural awareness and expression: students learn how to cope with cultural differences and different modes of self-expression by looking at the lives of athletes from other countries/cultural backgrounds.

Critical skills: students learn how to question rooted assumptions and separate facts from opinions.

Soft skills: students learn how to communicate effectively in a class discussion, show empathy towards the stories told, work in a team and be flexible.

Activities

Name of activity	Procedure	Time
Warm-up: Brainstorming activity (PE lesson)	Students are introduced to the key values of sport and the concept of fair play, which is not only sport-related but applies to many areas of life (respecting rules, respecting others, participating and sharing decisions). Each student is asked to write on a sticky note an example of “fair play” in sport or life; all the notes are collected and glued on a poster.	30 mins
Video activity (PE lesson)	The class watches the film “Lezioni di sogni” (Der ganz grosse Traum) the story of a teacher who introduces football in England	120 mins
Reflection and discussion (PE lesson)	Students reflect through a teacher-led discussion on the key values of sport and learn the basic English vocabulary related to sport (e.g.: to go forward, to pass the ball, to push back, to score a goal...).	30 mins
Video activity and debate (English lesson)	Students watch a TED talk by a disabled athlete and reflect on the concepts of exclusion/separation and inclusion/integration with the help of the Eulero-Venn diagram given (see annex); flashcards are given to trigger conversation and debate over the key values of sport (see annex). The students’ reflections are collected in a collaborative Padlet	120 mins
Exploring Europeana (English lesson)	Working in the language lab, students are split into groups of 3-4 and search on the Europeana repository for stories and pictures which might represent the key values of sport and its inclusiveness (see above “Europeana resources used”). They explore the resources found and share them with the other groups on a common Jamboard	60 mins
Research work on integration and inclusion in sport (English lesson)	Working in the language lab, students are introduced to the concepts of integration and social inclusion ; then they explore the websites provided by the teacher featuring sports events that foster integration and inclusion (see section “online teaching material”).	30 mins
Reflection and debate	After that they have to answer the following questions and discuss them with the rest of the class:	30 mins

(English lesson)	<p>a. <i>What do we mean by integration and social inclusion?</i></p> <p>b. <i>What can make sport an inclusive activity?</i></p> <p>c. <i>Which sports events foster inclusion and integration?</i></p> <p>d. <i>Would you like to take part in one of these events and why?</i></p>	
<p>Revision, critical thinking and assignment of tasks</p> <p>(PE lesson)</p>	<p>After revising the basic rules of fair play, students have to think critically about how sport can teach people to respect rules and be loyal and correct; a template (“Sport fair(ly) rules”) is given (see annex).</p> <p>Two tasks are given to students:</p> <p>Task 1: Each student has to invent a game that can be inclusive and fair, then fill in the template given.</p> <p>Task 2: the class has to write down a set of rules of fair play; all the rules are discussed and shared in a Google document and will be collected in a “Fair play chart”.</p>	60 mins
<p>Creation of an end-product: collaborative work</p> <p>(English and PE lesson)</p>	<p>Students are divided into groups; each one chooses a Europeana resource and retells the story found in the first person in English; by doing so, they experience what it is like to be marginalized and learn about the inclusiveness of sport by putting themselves in other people’s shoes.</p>	60 mins
	<p>The students’ stories of inclusion through sport inspired by Europeana material, the “Fair play chart” are collected in an e-book realized with Flipsnack</p>	60 mins
<p>Presentation of the games</p> <p>(PE and English collaborative lesson)</p>	<p>Finally, the games invented and the stories are told orally in a shared lesson</p>	60 mins

Assessment

Oral presentations are assessed by means of the attached rubric (see annex), while the games invented are assessed by means of the criteria listed in the template “Sport (fair)ly rules”.

***** AFTER IMPLEMENTATION *****

Student feedback

During the students’ presentations, we discussed in class which values each story managed to hand down and reflected on the difficulties that disadvantaged individuals might experience in life and how sport can help them to become more integrated into society. What’s more, all the class agreed that sport is an

invaluable tool for self-expression and inclusion. The students' feedback was then collected through a [Google form](#)

Teacher's remarks

The implementation of this lesson showed that the values of sport are generally well-grasped by the students, even though before this project they did not realize how sports could be an effective tool for the inclusion and emancipation of the disadvantaged and marginalized in a broader sense. Exploring the Europeana repository not only helped them to familiarize themselves with the topic of this learning unit, but also to find out about stories they did not know about. Working in groups helped them to make the most of this unit, as they learnt to collaborate and share the results of their research.

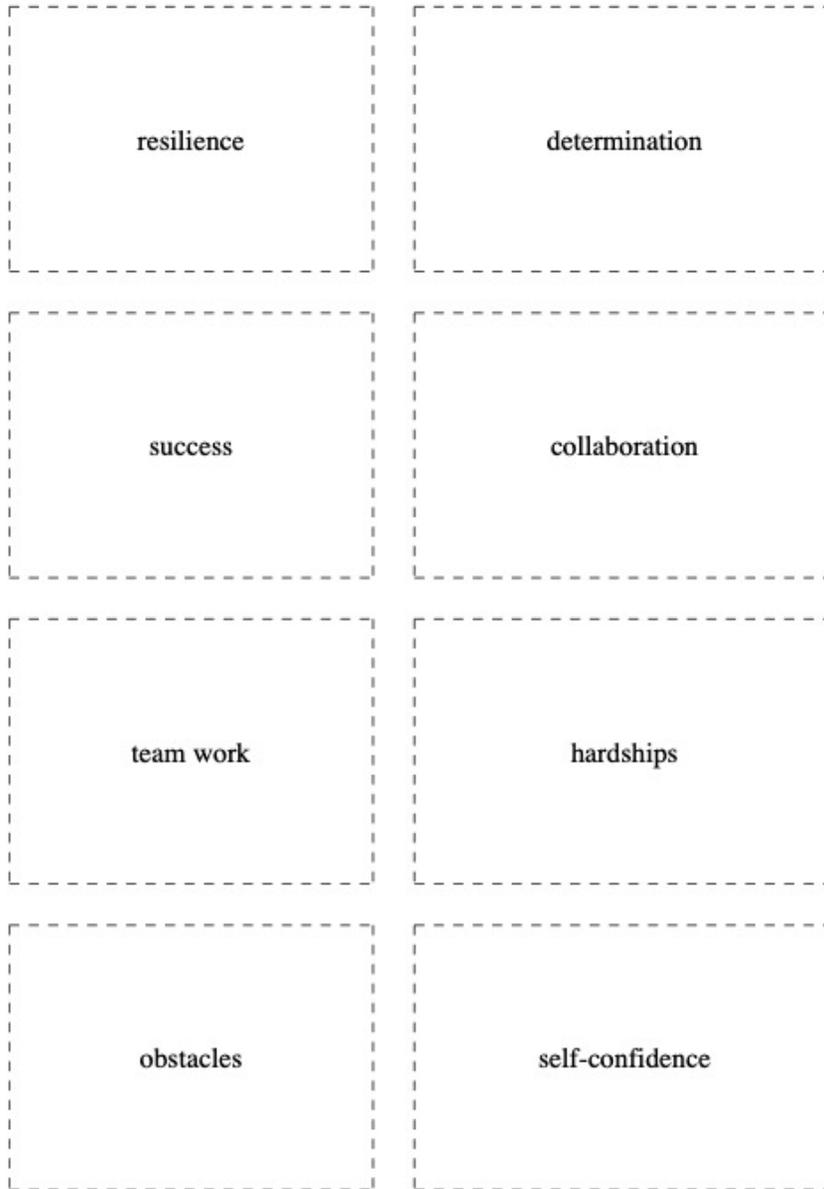
About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 32 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

Three sets of flashcards



Made with <https://flashcard.online>

courage

endurance

inclusion

survival

discrimination

fair play

integration

prejudice

fatigue

stamina

achievement

reward

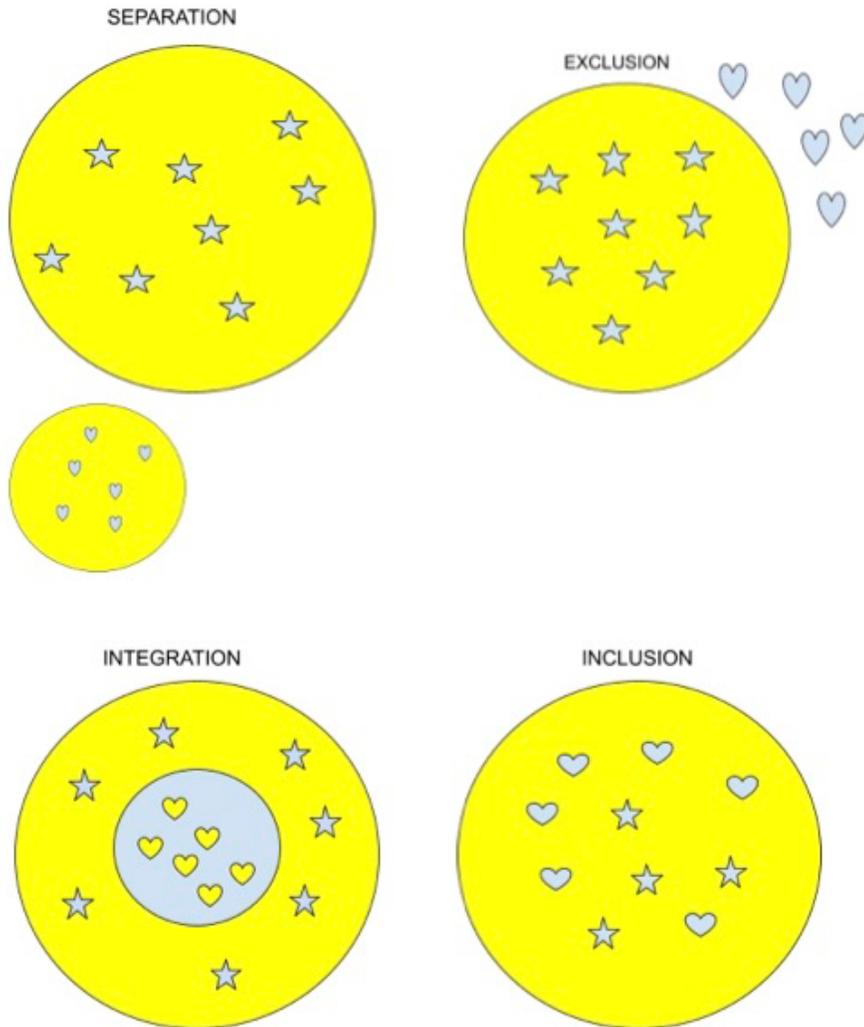
frustration

loneliness

goals

empowerment

Eulero-venn diagram



“Sport fair(ly) rules” form

Each learner will have to devise a **GAME**, to be proposed to their classmates in the gym, according to what they have learnt during the lessons already held during the school year, following the instructions below.

Name Surname Class

GAME TITLE	
RULES	
AIMS	
NECESSARY MATERIAL	
DESCRIPTION OF THE GAME AND METHOD OF EXECUTION	
FAIR PLAY VALUES TO BE RESPECTED	

You can also use diagrams, drawings or a PowerPoint presentation to illustrate your game.

When we return to school we will try to put the proposed games into practice.

An assessment rubric will evaluate each game based on the following criteria:

1. completeness of data, correct description and graphic presentation, adequacy of the proposal, timing
2. clarity of presentation of the game, organizational effectiveness
3. ability to respect the rules, to get involved and collaborate so that everyone can propose and play their game

ORAL PRESENTATION RUBRIC - EUROPEANA PROJECT WORK

	1-average 😊	2-fair 😊	3-good 😊	4-outstanding 😊
CONTENT	Not all the content is meaningful	Most content is meaningful and relevant	All the content is meaningful and relevant; the presentation is delivered well and clearly	All the content is meaningful and relevant; the student has worked critically on the sources used
COMMUNICATIVE ACHIEVEMENT	Not always effective; some parts of the presentation are not properly organized nor clearly illustrated	Mostly effective; shows collaboration with peers and is confident enough	Presentation is effective; the speaker can hold the attention of the listeners in a meaningful and consistent way	Brilliant presentation of content; the speaker manages to communicate effectively at all times with no hesitation
PERSONAL CONTRIBUTION AND REFLECTION	Little personal contribution is given to the work done; the student has worked on the given sources without bringing much personal reflection or originality	Some personal reflections and contributions are present though they do not give way to further discussion with the rest of the class	The student manages to provide a personal response to what he/she has done and communicates it to the class quite effectively	The student can reflect personally and meaningfully on the work done, stimulating the conversation among peers