

Unit 3

PLANNING AND DELIVERING INTERCULTURAL EDUCATION

Unit Outline

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

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

Sample Unit Class Schedule

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

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

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

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

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