

PRIME PETE LTT #2-3 - Bressanone-Brixen, Italy  
 June 6<sup>th</sup>-10<sup>th</sup> 2022

# UNI BZ MICROMODULE VALUES-BASED EDUCATION THROUGH SPORT AND PE

Prof. Dr. Attilio Carraro

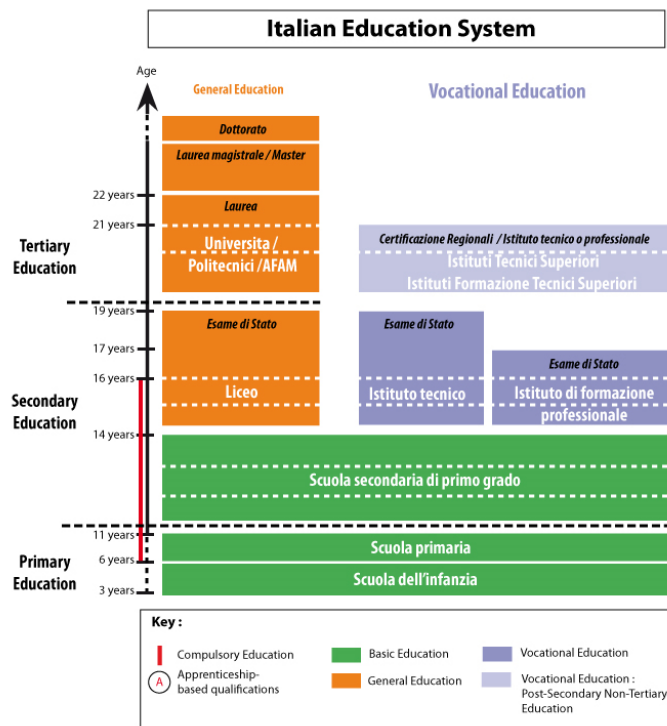
**unibz** Freie Universität Bozen  
 Libera Università di Bolzano  
 Università Lieldia de Bulsan



UNIVERSITY OF LUXEMBOURG  
 Department of Education  
 and Social Work



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 Values-Based Education Through Sport and PE



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# Primary Teachers Initial Education at UniBz



- Programme Name: *Scienze della Formazione Primaria (SFP)*  
*Bildungswissenschaften für den Primarbereich (BIWI)*
- Single-cycle (5 years) Master Degree to educate Generalist (Classroom) Teachers
- 300 ECTS
- 10 ECTS for Physical Education
  - 5 ECTS at the 2<sup>nd</sup> year *Didattica del Movimento - Fondamenti* (30 hrs lectures and 20 hrs lab)
  - 5 ECTS at the 3<sup>rd</sup> year *Didattica del Movimento - Approfondimenti* (30 hrs lectures, 20 hrs lab)



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# The Curricula for Primary school (National)



## CENTRALITÀ DELLA PERSONA

Le finalità della scuola devono essere definite a partire dalla persona che apprende, con l'originalità del suo percorso individuale e le aperture offerte dalla rete di relazioni che la legano alla famiglia e agli ambiti sociali. La definizione e la realizzazione delle strategie educative e didattiche devono sempre tener conto della singolarità e complessità di ogni persona, della sua articolata identità, delle sue aspirazioni, capacità e delle sue fragilità, nelle varie fasi di sviluppo e di formazione.

Lo studente è posto al centro dell'azione educativa in tutti i suoi aspetti: cognitivi, affettivi, relazionali, corporei, estetici, etici, spirituali, religiosi. In questa prospettiva, i docenti dovranno pensare e realizzare i loro progetti educativi e didattici non per individui astratti, ma per persone che vivono qui e ora, che sollevano precise domande esistenziali, che vanno alla ricerca di orizzonti di significato.

Sin dai primi anni di scolarizzazione è importante che i docenti definiscano le loro proposte in una relazione costante con i bisogni fondamentali e i desideri dei bambini e degli adolescenti. È altrettanto importante valorizzare simbolicamente i momenti di passaggio che segnano le tappe principali di apprendimento e di crescita di ogni studente. Particolare cura è necessario dedicare alla formazione della classe come gruppo, alla promozione dei legami cooperativi fra i suoi componenti, alla gestione degli inevitabili conflitti indotti dalla socializzazione. La scuola si deve costruire come luogo accogliente, coinvolgendo in questo compito gli studenti stessi. Sono, infatti, importanti le condizioni che favoriscono lo *star bene a scuola*, al fine di ottenere la partecipazione più ampia dei bambini e degli adolescenti a un progetto educativo condiviso. La formazione di importanti legami di gruppo non contraddice la scelta di porre la persona al centro dell'azione educativa, ma è al contrario condizione indispensabile per lo sviluppo della personalità di ognuno.

## Obiettivi di apprendimento al termine della classe quinta della scuola primaria

### Il corpo e la sua relazione con lo spazio e il tempo

- Coordinare e utilizzare diversi schemi motori combinati tra loro inizialmente in forma successiva e poi in forma simultanea (correre/saltare, afferrare/lanciare, ecc.).
- Riconoscere e valutare traiettorie, distanze, ritmi esecutivi e successioni temporali delle azioni motorie, sapendo organizzare il proprio movimento nello spazio in relazione a sé, agli oggetti, agli altri.

### Il linguaggio del corpo come modalità comunicativo-espressiva

- Utilizzare in forma originale e creativa modalità espressive e corporee anche attraverso forme di drammatizzazione e danza, sapendo trasmettere nel contesto contenuti emozionali.
- Elaborare ed eseguire semplici sequenze di movimento o semplici coreografie individuali e collettive.

### Il gioco, lo sport, le regole e il fair play

- Conoscere e applicare correttamente modalità esecutive di diverse proposte di *gioco sport*.
- Saper utilizzare numerosi giochi derivanti dalla tradizione popolare applicandone indicazioni e regole.
- Partecipare attivamente alle varie forme di gioco, organizzate anche in forma di gara, collaborando con gli altri.
- Rispettare le regole nella competizione sportiva; saper accettare la sconfitta con equilibrio, e vivere la vittoria esprimendo rispetto nei confronti dei perdenti, accettando la diversità, manifestando senso di responsabilità.

### Salute e benessere, prevenzione e sicurezza

- Assumere comportamenti adeguati per la prevenzione degli infortuni e per la sicurezza nei vari ambienti di vita.
- Riconoscere il rapporto tra alimentazione ed esercizio fisico in relazione a sani stili di vita. Acquisire consapevolezza delle funzioni fisiologiche (cardio-respiratorie e muscolari) e dei loro cambiamenti in relazione all'esercizio fisico.



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# The Curricula for Primary school (Bozen-Bolzano)



## INDICAZIONI PROVINCIALI

per la definizione dei curricula del primo ciclo d'istruzione  
della scuola in lingua italiana della Provincia Autonoma di Bolzano

**CORPO MOVIMENTO E SPORT**

**TRAGUARDI PER LO SVILUPPO DELLE COMPETENZE  
AL TERMINE DELLA SCUOLA PRIMARIA**

L'allieva/allievo:

- acquisisce consapevolezza di sé attraverso l'ascolto e l'osservazione del proprio corpo, la **padronanza degli schemi motori e posturali**, sapendosi adattare alle variabili spaziali e temporali;
- utilizza il **linguaggio corporeo e motorio** per comunicare ed esprimere i propri stati d'animo, anche attraverso la drammatizzazione e le esperienze ritmico-musicali
- sperimenta una pluralità di esperienze che permettono di conoscere e apprezzare **molteplici discipline sportive**;
- sperimenta, in forma progressivamente sempre più complessa, diverse **gestualità tecniche**;
- si muove nell'ambiente di vita e di scuola rispettando alcuni criteri di **sicurezza per sé e per gli altri**;
- riconosce alcuni essenziali principi relativi al proprio **benessere psico-fisico** legati alla cura del proprio corpo e a un corretto regime alimentare;
- comprende all'interno delle varie occasioni di gioco e di sport il **valore delle regole** e l'importanza di rispettarle, nella consapevolezza che la correttezza e il rispetto reciproco sono aspetti irrinunciabili nel vissuto di ogni esperienza ludico-sportiva.



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# The Curricula for Primary school (Trento)



PIANI DI STUDIO PROVINCIALI  
PRIMO CICLO DI ISTRUZIONE

Linee guida  
per l'elaborazione  
dei Piani di studio  
delle istituzioni  
scolastiche

LINEE GUIDA | PRIMO CICLO DI ISTRUZIONE

## Scienze motorie e sportive

### COMPETENZA 3 AL TERMINE DELLA SCUOLA PRIMARIA

Partecipare a giochi di movimento, giochi tradizionali, giochi sportivi di squadra, rispettando le regole, imparando a gestire con equilibrio sia la sconfitta che la vittoria. Gestire i diversi ruoli assunti nel gruppo e i momenti di conflittualità nel rispetto di compagni ed avversari.

Abilità	Conoscenze
<p>L'allunno è in grado di:</p> <ul style="list-style-type: none"> <li>- Partecipare con interesse ai diversi tipi di gioco.</li> <li>- <b>Partecipare in modo collaborativo e giusto spirito agonistico alle attività proposte.</b></li> <li>- Controllare e gestire le proprie emozioni nelle situazioni competitive e di confronto.</li> <li>- <b>Rispettare le regole dei giochi organizzati e delle attività sportive.</b></li> <li>- <b>Accettare e rispettare le diversità</b> (debolezze e eccellenze) nelle prestazioni sportive dei compagni.</li> <li>- <b>Attribuire il giusto peso a vittorie e sconfitte.</b></li> </ul>	<p>L'allunno conosce:</p> <ul style="list-style-type: none"> <li>- Caratteristiche e funzioni di giochi, sport e movimenti finalizzati.</li> <li>- Le regole dei giochi praticati e i conseguenti comportamenti corretti.</li> <li>- Concetti di: lealtà, rispetto, partecipazione, collaborazione, cooperazione.</li> <li>- Le relazioni: da solo, coppia, gruppo, squadra.</li> </ul>



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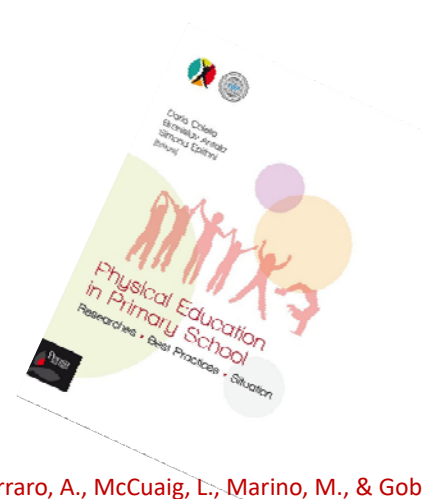
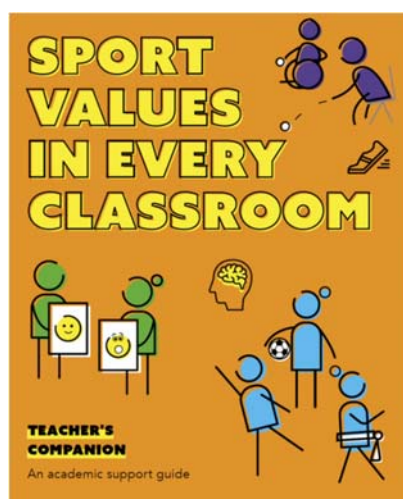
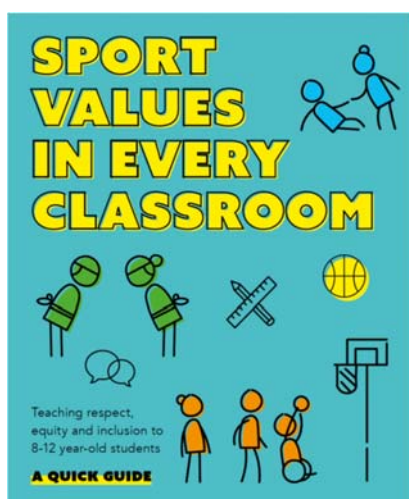


# VALUES-BASED EDUCATION THROUGH SPORT AND PE: A CRITICAL PERSPECTIVE



TOPIC 3

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Carraro, A., McCuaig, L., Marino, M., & Gobbi, E. (2017). Values-based education through physical education and sport: a Toolkit for teachers. In D. Colella, B. Antala & S. Epifani (Eds.), *Physical Education in Primary Schools*. Lecce: Pensa Multimedia, pp. 223-240.

[www.wada-ama.org/en/resources/sport-values-every-classroom-toolkit#resource-download](http://www.wada-ama.org/en/resources/sport-values-every-classroom-toolkit#resource-download)



**SCENARIO 1**

Your team ties the game; this would involve relegation. The future of the team is related to your last action: using an irregularity you could bring your team to win the game. Will you commit the foul or not?

**SCENARIO 2**

The other team is about to make the point of victory, your coach asks you to pretend an injury to stop the game and save the result. Do you fake the accident or not?



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Your deskmate is in trouble with his/her test, you can save him/her by prompting a couple of answers. The teacher is not looking to you. What do you do?

**SCENARIO 4**

During the exam, from a classmate's pocket a piece of paper with all the answers drops on the floor while he/she delivers the test to the teacher. What do you do?  
Will you alert the teacher or not?  
Will you use the answers to advantage yourself or not?



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*The fundamental nature of positive sporting behaviour is a commitment to compete within the letter and spirit of the rules, to treat the game itself and all participants with respect, and to be gracious in both victory and defeat. For many sport participants and spectators the dilemma is to know what is cheating or what is just a part of the game.*

In the next slide there are eight *scenarios* that test your attitude toward sporting behaviours. Identify each of the behaviours described in the scenarios as **C** or **P**.

**C** = Cheating

**P** = Part of the Game

***BE PREPARED TO SUPPORT YOUR CHOICES!***

Adapted from: *Moral dilemmas in sport* - [http://www.edu.gov.mb.ca/k12/cur/physlth/frame\\_found\\_gr11/rm/4\\_si.pdf](http://www.edu.gov.mb.ca/k12/cur/physlth/frame_found_gr11/rm/4_si.pdf)



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	Scenarios	C	P
1	After every score, a basketball player taunts the defender in an effort to “psyche him or her out.”		
2	To gain an edge, a golfer illegally alters equipment.		
3	To motivate players, a coach uses foul language and insults.		
4	In basketball, a player commits a deliberate foul to stop the clock in the final minute of play.		
5	In soccer, a coach teaches players to grab and hold shirts illegally without being detected.		
6	In volleyball, a player says nothing after a referee erroneously says the player never touched the ball.		
7	A wrestling coach instructs an athlete to attack a recent injury of the opponent.		
8	In a close tennis match, the referee calls a sideline shot you have made “in.” You know it was out but don’t say anything.		



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- 1) *VALUES*
- 2) *CHARACTER and MORAL DEVELOPMENT*
- 3) *LIFE SKILLS*
- 4) *POSITIVE YOUTH DEVELOPMENT*

**Values** depend on cultural influences and are not univocal within different social groups and social contexts. Scholars from the PE and school sport area formulated different definitions of values.

Halstead and Taylor (2000) identified values as “principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged to be good or desirable”.

Forneris, Camiré, and Trudel (2012) defined values as “characteristics shared by members of a certain culture or society that help guide peoples’ thoughts, feelings, and actions”. Authors identified eleven core values: **compassion, fairness, sportspersonship, integrity, perseverance, self-sacrifice, loyalty, teamwork, honesty, responsibility, and respect.**

For many educators, conceptualizations of values education have been inextricably linked to the notions of **character** and **moral development**.

But, as Shields and Bredemeier (1995) commented, character has vague and multiple uses and continues to be an **elusive construct**.



Developing the values orientation of young people has also been closely aligned to **life skills education**. Life skills have been defined as “physical, behavioural, and cognitive abilities that enable youth to succeed in the different environments in which they live” (Forneris et al., 2012).

Goudas (2010) argues that life skills can be “viewed as particular skills which upon learned and exercised successfully can lead to desired competencies”.

Examples of life skills include the **capacity to perform under pressure, personal organization, effective communication with others, self-control, concentration skills, and goal setting**.



**Positive youth development** has become the “most general term describing the promotion of any number of desirable competencies or outcomes in young people” (Goudas, 2010).

The notion of positive youth development emerged in the field of positive psychology, and is defined by Peterson (2006) as “the scientific study of what goes right in life”.

Positive psychology focuses on four main topics:

- (1) positive experiences like **happiness, zest, and flow**;
- (2) psychological traits like **talents, interests, and strengths of character**;
- (3) positive **relationships** between people;
- (4) positive institutions like **families, schools, and youth development programs**.



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Mandela and Pienaar, Rugby World Championship, South-Africa, 1995

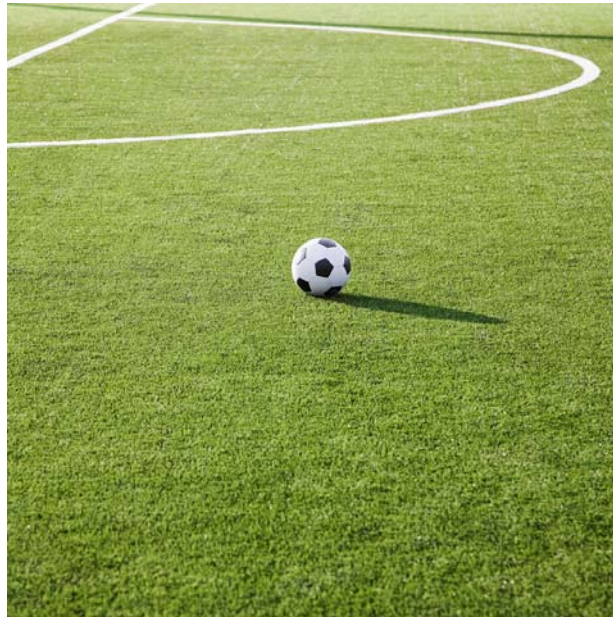
<https://www.youtube.com/watch?v=y1-7w-bJctY>

“Sport has the power to change the world, it has the power to inspire, it has the power to unite people in a way that little else does ... Sport can create hope where once there was only despair. It is more powerful than government in breaking down racial barriers ...” (Mandela, 2000)



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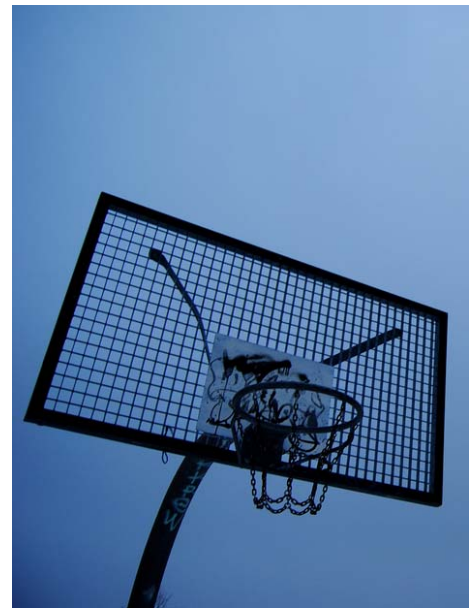


<http://www.betterparenting.com/is-your-childs-coach-a-bad-influence/>



Sport is *intrinsically* capable to transmit many *desirable values*.

Several international Organizations (e.g. IOC, IPC, UNESCO, WADA) affirm that sport plays the role of **antidote to social hazards** (e.g. drugs abuse, violence, social disease) and is a **privileged tool for inclusion**.



*Sport goes beyond its social and entertainment value. It is an important tool for mentoring young people and for fostering the spirit of friendship.*

(UNESCO & IOC, Amsterdam declaration, 2012)







African League, 2011



UEFA Championship final 2002

Sport (not only elite sport) offers often a **negative self-image**, far away from what it is commonly believed being educative. However, there is a general agreement that **sport can teach values**, but the content of these values, and whether they are positive or negative, is not automatic.

It only depends on how sport is **PRACTICED, PLAYED, THOUGHT and TAUGHT** (Carraro et al., 2017; Morgan, Meier & Schneider, 2001)



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## ELEMENTS WHICH DETERMIN THE MORAL ACTION

(Kavussanu, 2007)

Kind of sport

Social setting

Individual factors



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### Kind of sport



1. PHYSICAL CONTACT LEVEL
2. NUMBER OF PARTICIPANTS (individual or team sport)

- ✓ Sports with higher physical contact could hinder moral development because of the fighting approach mentality
- ✓ Team sports athletes seem less inclined to act morally than individual sport athletes, this is probably linked to the pressure at adapting to the prevailing values of the team (i.e. winning)

### Social setting



1. Code of conduct (rules) of the team;
2. Athlete's perception of the social environment, rather than the real point of view of other significant individuals;
3. Team's motivational climate (competitive, recreational, cooperative, task- or ego-oriented).

## Individual factors

1. MOTIVATIONAL ORIENTATION
2. GENDER



- ✓ Athletes whose main goal is to overcome the others generally adopt **lower levels of moral functioning**.
- ✓ Girls report higher levels of **moral functioning**. It is well known that the **egocentric aspects of competitive interaction** are higher in males, and that expression and acceptance of behaviours based on physical aggression are more related with the **male role**.

## LITERATURE REVIEW HIGHLIGHT:

(Freire & Miranda, 2014)

A positive contribution of sport and PE in building positive values.

&

A negative influence of sport and PE in promoting negative behaviours.

## SPORT and PE CAN OFFER LOT OF OPPORTUNITIES FOR:

Acts that have positive consequences for others, such as helping an injured opponent or supporting a teammate after a wrong action.

&

Cheating, lying, intimidating, physically injuring other participants (i.e. engaging in behaviors that have negative consequences for others).

How can we, as PE teachers, manage this?



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To reach goals related to **values education**, it is essential to consider the pedagogical approach of sport and PE programs (Kniinik & Tavares, 2012; Sandford, Duncombe, & Armour, 2008; Brandl-Bredenbeck, 2006)

Promoting values through sport and PE depends on how the programs are **developed and managed** (Chambers, 2011; Binder, 2005; Brandl-Bredenbeck, 1998)

Integrated educational programs have proven effective in promoting:

- **Empathy and social responsibility** (Brunelle, Danish, & Forneris, 2007; Goudas, 2010)
- **Prosocial behaviours towards teammates and opponents** (Sukys & Majauskiene, 2014; Carraro et al., submitted))
- **Fairplay** (respect for mates and rules, reduction of unfair behavior and fraud) (Hassandra, Goudas, Hatzigeorgiadis, & Theodorakis, 2007)



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## Effective *VBE* through PE and school sport is based on:

- **Life skills education and active learning strategies** (Koh & Camiré, 2015; Sukys & Majauskiene, 2014; Goudas, 2010; Brunelle, Danish & Forneris, 2007; Hassandra, et al., 2007)
- **Motivational climate and well-organized didactic** (Kavussanu, 2007; Gano-Overway, 2013)
- **Empathy** (Kavussanu, 2013; Shields & Bredemeier, 2015)
- **Cooperative and playful activities** (Baliulevicius & Macario, 2006)
- **Dialogue** (Bredemeier & Shields, 2006)
- **Non-competitive sports** (Bredemeier & Shields, 2006)
- **Active and conscious involvement of the teacher/coach** (Bredemeier, et al., 1986)

Three key aspects of character can be influenced by the participation in movement situations:

Moral reasoning

Empathy (cognitive & affective)

Motivational orientation (Bredemeier & Shields, 2006)



## Motivational Climate

Achievement contexts like PE can elicit two distinct types of motivation: **TASK-** and **EGO-ORIENTED** (Nicholls, 1984)

*Motivational climate* refers to features of the environment that solicit one or the other motivational orientation (Ames, 1992):

- **Mastery climate support task motivation**
- **Performance climate support ego motivation**

**Mastery climates** tend to support positive sport-related attitudes, values or behaviours, while the reverse is generally found for **performance climates** (Kavussanu, 2007; Gano-Overway et al., 2005; Miller et al., 2005; Stornes & Ommundsen, 2004; Ommundsen et al., 2003)



## Empathy

It seems reasonable that participating in **strategy-based team sports might increase perspective-taking ability** (Carraro et al., 2017; Coakley, 1984; Martens, 1976).

While sport may encourage perspective-taking, it **may also discourage empathy**.

Concerns about the others, particularly the opponents, may interfere with the **narrow focus** that players are typically encouraged to have during competition.

**Understanding game strategies requires to combine different perspectives at the same time**, thus requiring high social perspective taking ability.

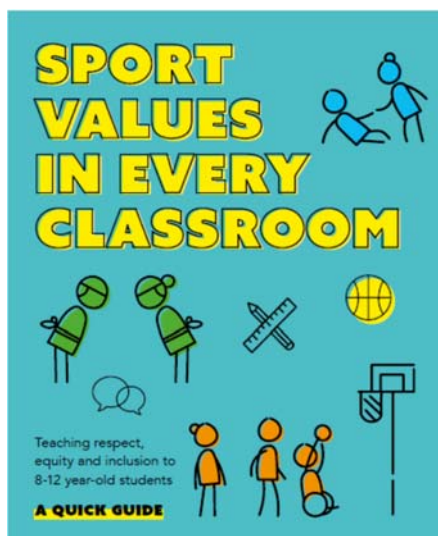


## Empathy

Numerous studies indicate that **empathic responsiveness** is positively correlated with prosocial behaviours (Eisenberg, Spinrad, & Sadovsky, 2006) and negatively correlated with anti-social behaviours (Carlo, Roesch, & Melby, 1998)

Research on **antisocial and prosocial behaviour** in sport reports empathy positively related with prosocial behaviour towards opponents and negatively with antisocial behaviour towards teammates and opponents (Kavussanu, 2013; Shields & Bredemeier, 2015)

**Empathy can be a predictor of sportspersonship** (Shields & Bredemeier, 2015; Marino et al., 2015)




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## RESPECT: INTRODUCTION



**PURPOSE:**  
To help students learn the value of respect for themselves as unique individuals, as well as for others. Lessons aim to enhance respectful communication skills, behaviours and attitudes.

**TEACHER REFLECTION QUESTIONS:**  
Before working with your students, you may find it useful to answer these questions as a reflection on your knowledge and beliefs about respect:

- How would you explain respect?
- What are some key words linked to respect?
- In your opinion, what are the three biggest challenges associated with respect in the community or country where you live?
- How do you think your students will define respect?
- Which student behaviours demonstrate respect?

**DEFINITIONS:**  
The Cambridge Dictionary (2015) reports three different meanings for Respect:

- Politeness, honour, and care shown towards someone or something that is considered important.
- A feeling that something is right or important and you should not attempt to change it or harm it.
- The feeling you show when you accept that different customs or cultures are different from your own and behave towards them in a way that would not cause offense.


**KEY POINTS ABOUT RESPECT:**

- Every child is entitled to "receive respect for her or his inherent dignity and to have her or his universal human rights respected within the education system" (UNICEF, 2007).
- Respectful behaviours include respect for oneself, for one's body, for others, for rules, for authorities and for the environment (IOC, 2012).

See the Teacher's Companion for a complete reference list.

SECTION 2 - THE 3 CORE VALUES 7

## EQUITY: INTRODUCTION



**PURPOSE:**  
The purpose of the equity activity cards is to help learners expand their understanding of equity and their capacity to **accept different people and things, to overcome prejudice, and move towards understanding and acceptance that all people are equal.**

**TEACHER REFLECTION QUESTIONS:**  
Before teaching, you may find it useful to answer these questions as a reflection tool for your knowledge and beliefs about equity:

- How would you explain equity?
- What are some key words linked to equity?
- What do you see as the three biggest challenges with equity in the community or country where you live?
- How do you think your students will define equity?
- Which student behaviours demonstrate equity?

**DEFINITIONS:**

- "The absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically" (WHO, 2008).
- Opportunities for all students to achieve to their fullest potential (OECD, 2010)**
- "Sports equity is about fairness in sport, equality of access, recognising inequalities and taking steps to address them. It is about changing the culture and structure of sport

to ensure that it becomes equally accessible to all members of society, whatever their age, ability, gender, race, ethnicity, sexuality or social/economic status" (Northumbria Sport, 2019)

**KEY POINTS ABOUT EQUITY:**

- Equity is closely connected to the concepts of fairness, equality and inclusion. From a perspective of fairness and equality, it would be unjust to allocate an individual special treatment on the basis of age, sex, race or religious preferences (Wintrop et al., 2014). For example, it would be unjust to say that only boys get to go to school. However, it may be necessary to impose interventions and allocate resources for certain target groups so that they receive equal opportunity. For example, it may be necessary to support women's groups in certain countries in order to help them achieve equal access to education. Here, we would be doing the equitable thing by helping groups based on their needs.
- Learning about equity helps youth attribute new meaning to "differences". The way in which the word "difference" is interpreted is the key to understanding equity of goods and services, accessibility and opportunity. Too often "differences" are seen as a problem requiring a solution, whereas they should be seen as a state of being that deserves recognition and acceptance (Penny, 2002) "In g., children are different from adults and require a different amount of care, education and supervision"

See the Teacher's Companion for a complete reference list.

SECTION 2 - THE 3 CORE VALUES 10



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- With your team create/adapt and propose to all the other students an activity to promote one of the three *Core values* of the toolkit (Respect, Equity, Inclusion);
- Reference age is 8 to 11, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade of Italian Primary schools;
- One hour to prepare the activity, 15 minutes to propose to others, 15 minutes for final feedback.



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