



Human Rights Education Through Sports Manual

Final outcome of the Human Rights Education Through
Sports Youth Exchange
Budapest 2022



EAST·WEST·EAST
GERMANY



Introduction to the Manual

About this manual

This manual is the result of the *Human Rights Education Through Sport Youth Exchange* (2022-1-HU01-KA152-YOU-000066020), a project supported by the European Union Erasmus+ programme that took place in Budapest from October 24 to 30.

The project aimed to explore how sports can be used for human rights education through various tools, methods, and approaches. It is a recognition to sport as a powerful tool to carry human rights education and an acknowledgment to the crucial contribution of human rights education (HRE) to the realization of human rights and peace.

This manual features five games that participants have created and tested during the project as well as implemented during an open sports event organized by Budapest Association for international Sports, the hosting organization of the Youth Exchange. The manual also has a [video version](#) to guide the user through all the games.

This manual is addressed to all interested people in promoting human rights through sport activities: youth, sport organizations and clubs, trainers, and instructors.

Human Rights Education

- According to United Nations World Programme, human rights education is “education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life. Human rights education fosters the attitudes and behaviours needed to uphold human rights for all members of society.”¹
- There are other definitions of human rights education, such as the one of Amnesty International: “HRE is a process whereby people learn about their rights and the rights of others, within a framework of participatory and interactive learning.”²
- Compass defines human rights education as “Educational programmes and activities that focus on promoting equality in human dignity, in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities”.³

¹ https://www.ohchr.org/sites/default/files/Documents/Publications/WPHRE_Phase_2_en.pdf

² <http://www.amnesty.org/en/human-rights-education>

³ [COMPASS – Manual for human rights education with young people](#) (p17)

- A more detailed definition of HRE can be found in the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education as “education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behavior, to empower learners to contribute to the building and defense of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms”⁴

Non-formal education

Non-formal education of young people has been taking more and more space in the field of education in the last decades in Europe. According to the Compass Manual on Human Rights (Council of Europe) “Non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum.”⁵

Education Through Sports

Education Through Sports (ETS) is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

According to the UN Inter-Agency Task Force “By its very nature sport is about participation. [...] Sport provides a forum to learn skills such as discipline, confidence, and leadership and teaches core principles such as tolerance, cooperation, and respect. Sport teaches the value of effort and how to manage victory as well as defeat. When these positive aspects of sport are emphasized, sport becomes a powerful vehicle through which the United Nations can work towards achieving its goals”⁶

ETS creates existential learning between people. Through ETS a lasting social change is supposed to happen. It aims to enable empowerment and provoke a sustainable social transformation. ETS requires many elements which go from using sport and physical exercise in order to provoke a strong lifelong learning outcome such as improving tolerance, solidarity or trust among nations. ETS should be seen more as a plan for reflection than for a field action.

⁴ <https://www.coe.int/en/web/compass/council-of-europe-charter-on-education-for-democratic-citizenship-and-human-rights-education>

⁵ <https://www.coe.int/en/web/european-youth-foundation/definitions>

⁶ United Nations Inter-Agency, Hartmann, D.; Kwauk, C. (2011). *Sport and Development: An Overview, Critique, and Reconstruction*. Journal of Sport and Social Issues, 35(3) 284-305

From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of the planned learning project. It is a matter and a process of adaptation of sport and physical activity, both in terms of their expression and their representation, which characterises specifically the ETS approach. It does not propose any actions where sport becomes a central objective as/for a carrier solution. The important matter here is to conduct a process where sport and physical activities become tools for support to achieve the educational goals first, where the sport itself becomes secondary to the educational purpose.⁷

Partner Organizations:

Gençlikte Spor Sanat ve Eğitim Derneği



SAREM

Gençlikte Spor, Sanat ve Eğitim Derneği



ENTREJUEGOS

Asociación Entrejuegos

ASSOCIAZIONE AGRADO - APS

Stowarzyszenie LEVEL UP



EAST•WEST•EAST
G E R M A N Y

East West East Germany e. V.

⁷ [https://www.moveandlearn.org/by-for-or-through-sport/#:~:text=Education%20through%20Sport%20\(ETS\)&text=It%20aims%20to%20enable%20empowerment,solidarity%20or%20trust%20among%20nations.](https://www.moveandlearn.org/by-for-or-through-sport/#:~:text=Education%20through%20Sport%20(ETS)&text=It%20aims%20to%20enable%20empowerment,solidarity%20or%20trust%20among%20nations.)

***"Every individual and every organ of society ...
shall strive by teaching and education to
promote respect for these rights and freedoms."***

Preamble to The Universal Declaration of Human Rights,
1948.

Game 1: HA HE HI HO HU

Objectives	Breaking language barriers
Related rights/ Topics	Inclusion
Time	30 minutes
Group Size	6 +
Age	10+
Materials	-
Preparation	-
Instructions	<ul style="list-style-type: none">● Divide the participants into two groups (Depends on the number of people, we recommend 10-15 per circle.)● Participants pass an invisible ball and make the following sounds:<ul style="list-style-type: none">➤ "HA" - when passing the ball to the right.➤ "HE"- when passing the ball to the left.➤ "HI" - when passing the ball to someone (except to the person next to you)➤ "HO"- when you receive the ball,you can skip that turn by saying HO and shaking the hands above your head. (You can skip the ball max 2 times.)➤ "HU"- put your hands up in the air and roll them. Then everybody should change their positions.● If a participant makes a mistake, they need to change the circle, in case there is only one circle playing the game, the participants gets eliminated.● Reflection

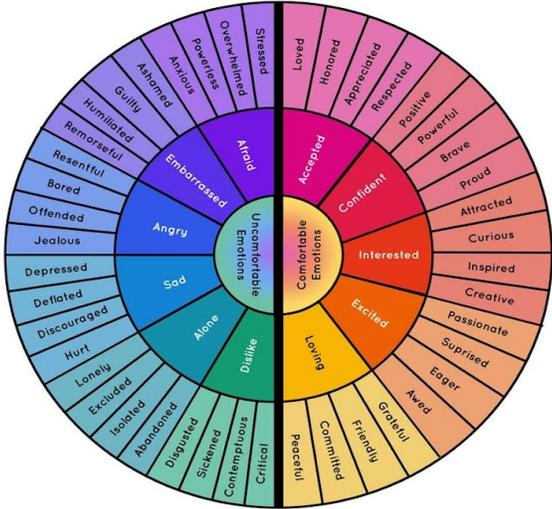
Game 2: INVISIBALL

Objectives	Understanding and experiencing difficulties faced by people with visual impairments
Related rights/ Topics	Disability and Inclusion
Time	30 minutes
Group Size	3+
Age	6+
Materials	balls, blindfolds (ties, scarfs, etc.), obstacles (rocks, cones)
Preparation	Creat the circuits that the participants will go through.
Instructions	<p>The main aim of the game is to take a ball through a pre-established circuit. The first team to get the ball across the finish line is the winner.</p> <ul style="list-style-type: none"> • Divide the participants into teams of 3. • Two team members have to be blindfolded. They place a ball against their chests (or back) and they are not allowed to touch it. If the ball falls, they can find it and position it again. • The third member (Guide) is responsible for guiding the other two across the designed course (the guides are restricted to a specific area and can only orient the blindfolded team members by talking) • Every time that a blindfolded team member touches an obstacle the ball must be dropped on the floor and found. <p>Possible forms to increase the game's difficulty</p> <ul style="list-style-type: none"> • "Get-away" card - By using a getaway, the team guide can order one of the competitor teams to drop the ball. • "Get-back" card - By using a get back the team guide can order the blind folded members of an adversary team to go back two obstacles. • "Get-hard" card - By using a gethard the team guide can add a new obstacle in the circuit of the adversary team. <p>Each card can be used only once by each team!</p> <ul style="list-style-type: none"> • Reflection

Game 3: GENDER STREET

Objectives	Raising awareness about gender equality as a human right
Related rights/ Topics	Gender equality, discrimination
Time	40-60 minutes
Group Size	4 to 20
Age	14+
Materials	Papers, pens, station cones (10 piece), coloured papers (2+ colours), scissors, rope, puzzle, stickers
Preparation	- All materials should be prepared and placed on the playing field (Education, Career, Family Sport, Puzzle stations).
Instructions	<ul style="list-style-type: none">• Divide the participants into two groups “Male” and “Female” (group should be of mixed gender).• The groups move through the different stations to reach the final line. The fast group wins.<ul style="list-style-type: none">➤ first station is “Education” to solve mathematical tasks;➤ Second station is “Carrier” to pass a job interview;➤ Third station is “Family” to perform family duties based on the gender;➤ Fourth station is “Sport” to perform physical exercise;➤ Then the “puzzle station” to be completed in order to win.• The last station can only be successfully accomplished by working together (group Male and group Female) as the whole picture of the puzzle will only be complete if they bring all the small pieces together• Reflection

Game 4: EMOTIONAL PUZZLE

Objectives	Learning about emotions and how to express them
Related rights/ Topics	Emotional expression, Mental Health, Education
Time	40 minutes
Group Size	Up to 30
Age	10+
Materials	Wheel of emotions, paper, small box, markers
Preparation	<p>- Print and cut the wheel of emotions - Prepare small papers with emotions written on them</p> <p style="text-align: center;">Emotion Wheel II</p>  <p>The Emotion Wheel II is a circular diagram divided into four quadrants, each representing a category of emotions. The quadrants are: <ul style="list-style-type: none"> Uncomfortable Emotions (Top-Left, Purple/Blue): Stressed, Overwhelmed, Powerless, Anxious, Ashamed, Guilty, Humiliated, Remorseful, Resentful, Bored, Offended, Jealous, Depressed, Deflated, Discouraged, Hurt, Lonely, Excluded, Isolated, Abandoned, Disappointed, Sickened, Contemplative, Critical. Comfortable Emotions (Top-Right, Pink/Red): Loved, Honored, Appreciated, Respected, Positive, Powerful, Brave, Proud, Attracted, Curious, Inspired, Creative, Passionate, Surprised, Eager, Awe. Dislike (Bottom-Left, Green/Teal): Alone, Sad, Angry, Embarrassed, Afraid. Loving (Bottom-Right, Yellow/Orange): Loving, Excited, Interested, Confident, Accepted. </p>
Instructions	<ul style="list-style-type: none"> • Divide the participants into groups (up to 5 people). • Each group should find 10 small cards with emotions (hidden in a room or outside) then they can have the rest of the cards which are part of the wheel of emotions. • Participants put together the wheel and reflect upon it. • The facilitator presents the wheel of emotions • Participants pick small pieces of paper with emotions written on them (prepared beforehand) • The team creates a scene highlighting the emotion they picked and then act it out; while the other teams try to guess the emotion. • Reflection

Game 5: EXPRESS YOURSELF

Objectives	Connecting visual arts and dancing by means of experiencing freedom of expression and movement
Related rights/ Topics	Freedom of movement, freedom of expression
Time	30 min
Group Size	2 or more people
Age	6+
Materials	Paper, pens, speaker, music
Preparation	-
Instructions	<ul style="list-style-type: none">• Divide participants into pairs and provide each group with a piece of paper and a pen.• While music is playing, one person dances and the other draws the movements of his/her partner on the paper.• After the music is paused the roles are reversed.• Everyone places their line drawing on the floor, making a choreography together• Music plays again, one person starts interpreting the movements of the first drawing and then gives the floor to another person to continue with the subsequent drawing, and so on and so forth.• Reflection



Budapest Association for International Sports (BAIS) is a volunteer-based, youth-led non-profit organization with the mission of promoting physical activity, healthy lifestyle, intercultural understanding, through sport-based non formal branches, one focuses on local on international cooperation like Erasmus+ projects.

BAIS gratefully acknowledges funding for this publication from the European Union. This publication reflects the views of BAIS only and neither the European Commission nor the Hungarian National Agency can be held responsible for any use which may be made of the information contained therein.

*Our deepest appreciation goes to all the Human Rights Through Sport participants who created the games, tested and implemented them.
This manual is the product of your dedication and creativity.*

In our continuous attempt to 'Build bridges through sports'