

# Promotion of an Ethical Approach to Sport, Including Communication Strategies with Parents

## *Physical Education Teacher*

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## Introduction

- **Historical and philosophical foundations of sports ethics** provides background information on historical and philosophical foundations of sports ethics.
- **Cooperation with teachers of other subjects aiming at promotion of morality and ethical code of conduct** highlights the role that sport ethics should play in our society. It also introduces the concept of the sport values and ethical code of behaviour.
- **Using the ICT tools for promotion of an ethical code of conduct** presents the main challenges that teachers and parents deal with when using ICT with their students and children and also help them deal with these challenges.
- **Communication with parents.** Children's sports participation may be influenced by numerous factors but parents seem to be the most important. Establishing close communication with parents will help PE teachers.
- **Human rights in sport** focuses on the importance of the relationship between human rights and sport in our modern world. Sport itself, both international and national, can play an extraordinarily significant role in advancing human rights, particularly among some of the world's most disadvantaged and vulnerable people.
- **Threats and challenges to an ethical approach in sport** demonstrates a range of factors threatening a clear sport competition that may have destructive impact on sports carriers and provides a reflection on the future vision of sport.
- **Ethical approaches in inclusive sport** allows teachers to explore in depth the issue of ethical approach to sports, focusing on the area of inclusive education.
- **Ethical behaviour of sports fans and spectators during sporting events** provides teachers with analysis of the phenomena of inappropriate behavior of sports fans and gives inspiration for discussion of ethical dimension of supporting athletes and sports teams.
- **Ethics in coaching** highlights the important role of PE teachers and coaches as role models for young people and provides educators with tips on building positive relationships with other groups involved in sports.
- **PE teachers' professional development in terms of ethical competence** focuses on abilities of PE teachers to deal with complex, ambiguous situations involving ethical dilemmas. The topic also includes the issue of shaping students' ethical competence through "educating for character".



## Historical and philosophical foundations of sports ethics

The first step provides background information on historical and philosophical foundations of sports ethics. Sport ethics is that branch of the philosophy of sport addressing the specific ethical questions that arise during and around sport competitions. With the affirmation of professional sports and the rise of entertainment industry related to it, sport ethics has come to be not only a fertile terrain for testing and developing philosophical concepts and theories, but also a foremost point of contact between philosophy, civil institutions, and the society at large.

This step provides teachers with online materials focusing on the beneficial role of sport, which is a critical tool to teach justice, the respect of rules for the benefit of a group (the contestants as well as the spectators), and honesty.

## Learning Objective

The objective of this step is to review key concepts in the philosophy of sport.

### Online Resources

- [Dominique Bodin and Gaëlle Sempé, \*Ethics and sport in Europe\*, Council of Europe Publishing](#)

The booklet presents the main issues tackled and resolutions adopted at the 11th Council of Europe Conference of Ministers responsible for Sport, Athens, Greece, 10-12 December 2008 (ethics in sport, historical and philosophical issues, new challenges, conclusions).

- [Studies in Philosophy of Sport](#)

The Studies in Philosophy of Sport series from Lexington Books encourages scholars from all disciplines to inquire into the nature, importance, and qualities of sport and related activities. The series aims to encourage new voices and methods for the philosophic study of sport while also inspiring established scholars to consider new questions and approaches in this field. The series encourages scholars new to the philosophy of sport to bring their expertise to this growing field. These new voices bring innovative methods and different questions to the standard issues in the philosophy of sport. Well-trodden topics in the literature will be reexamined with fresh takes and new questions and issues will be explored to advance the field beyond traditional positions.

- [The Code of Ethics and Good Practice for Children's Sport, Sports Council for Northern Ireland](#)

This is the code of ethics used in Northern Ireland

- [Markkula Center for applied ethics](#)

The site focuses on the role and meaning of ethics in sport.

### Online Resources

- [The Sport, Ethics and Philosophy Forum](#)

The Sport, Ethics and Philosophy Forum is dedicated to the main conceptual, philosophical and moral questions that are being raised by these digital developments in the context of sport and physical education.

- [Andrea Borghini, Sport Ethics](#)

The article focuses on that branch of the philosophy of sport addressing specific ethical questions that arise during and around sport competitions.

- [Fair play - the winning way](#)

The site is the portal of UNESCO- physical education and sport section. It presents the basic principle of the Code of Sports Ethics, which states that ethical considerations leading to fair play are integral, and not optional elements, of all sports activity, sports policy and management, and apply to all levels of ability and commitment, including recreational as well as competitive sport.

- [Steven D Stovitz, David Satin, Ethics and the athlete: Why sports are more than a game but less than a war](#)

This article reviews key concepts from the philosophy of sport. Using six cases from the sports archives, it presents a practical framework for interpreting and assessing the moral status of an athlete's behavior. This work enables readers to appreciate more clearly both the contextual subtleties and the robust relationship between ethics

## Cooperation with teachers of other subjects aiming at promotion of morality and ethical code of conduct

This step highlights the role that sport ethics should play in our society. It also introduces the concept of sport values and help students and teachers acquire knowledge of these sport principles within the context of sport and physical activity. In addition, it makes connections between sport values and other aspects of our lives. This step also presents several codes of behavior for teachers. As professionals, teachers are to constantly engage with the principles outlined in a critical manner, taking into account the educational value of the particular relationships with persons within particular teaching and learning situations and processes.

This step provides teachers with online material on several codes, which are intended to encourage teachers to adopt an informed approach to their teaching and contexts and to reflect on the good and correct practices as professional teachers. A teacher shall endeavour to be a role model and shall act within the community in a manner which enhances the prestige of the profession.

## Learning Objective

The objectives of this step are to raise teachers' awareness about the role and meaning of ethics in sport and to review several codes of behaviour promoting standards in teachers' conduct.

Online Resources
<ul style="list-style-type: none"> <li>● <a href="#"><u>Peter Arnold, <i>Sport, Ethics and Education</i></u></a> The book promotes sport as an aspect of liberal education, a practice concerned with fairness.</li> <li>● <a href="#"><u>Irish Sports Council - Sample Lesson Plan</u></a> The purpose of this lesson is to introduce students to the concept of the sport values and help students acquire knowledge of these sport principles within the context of sport and physical activity and make connections between sport values and other aspects of the students' lives.</li> <li>● <a href="#"><u>Personal Genetics Education Project</u></a> The site presents interactive lessons for high school and college educators to engage their students in discussions of ethics and personal genetics. The lessons are relevant to multiple subjects, including biology, health, social studies, law, physical education and psychology. All of our lesson plans contain background reading for teachers and students, a selection of classroom activities, discussion points, in some cases a slide presentation or video clip, and an evaluation. Each lesson can stand alone, or all the lessons can be taught as a unit.</li> </ul>

Online Resources
<ul style="list-style-type: none"> <li>● <a href="#"><u>Muriel Poisson, <i>Guidelines for the design and effective use of teachers' codes of conduct</i></u></a> The booklet focuses on teachers' codes of conduct, set with a view to enhance the professionalism of teachers and quality of education.</li> <li>● <a href="#"><u>The Council for the Teaching Profession in Malta, <i>Teachers' Code of Ethics and Practice</i></u></a> The Code presents the Key Principles, which define the interactions between each individual educator and students, their parents, the authorities and members of other multi-disciplinary teams. The education of the nation's children has been entrusted in our care and this places all of us, whatever our role is, in a very special position of responsibility which requires of us very high standards of behaviour and conduct.</li> <li>● <a href="#"><u>Teachers' code of professional practice</u></a> The Code sets out the five principles of public service ethics that should guide the work of all teachers in meeting the educational needs of their students.</li> </ul>



## Using the ICT tools for promotion of an ethical code of conduct in sport

Students are very interested in sports, music, and game sites. This step presents the main challenges that teachers and parents deal with when using ICT in their classes and activities: hacking (illegally accessing Web sites) or cracking (vandalizing Web sites), unauthorized downloading of games and software, misuse of intellectual property, copyright violations, or use of inappropriate Web sites. The best protector against inappropriate Web sites is establishing a set of rules as to how use technology or providing students with positive images and effectively communicate ethical values in all areas of their lives; in this way those values will also be reflected in the technological environment. In addition to this, Step 3 gives teachers suggestions for incorporating cyber ethics into the classroom culture. Although the Internet has often been compared to Pandora's box, the comparison is not 100 % true as the Internet has its benefits, by providing kids with an overwhelming amount of good information and opportunities for positive use. This step gives valuable online material, which enables teachers to protect kids against these risks by teaching them how to use technology in positive and ethical ways.

## Learning Objective

The objectives of this step are to enable teachers to incorporate ICT ethics into the classroom culture and to inform teachers about the main the ICT ethics issues and help them deal with these challenges.

## Online resources

- [The Sport, Ethics and Philosophy Forum](#)

The Sport, Ethics and Philosophy Forum is dedicated to the main conceptual, philosophical and moral questions that are being raised by these digital developments in the context of sport and physical education.

- [Thomas Bjørner, An analysis of habitus among Danish e-sport players](#)

Patterns in electronic sport (e-sport) have changed with increasing seriousness and professionalization in competitive activities, patterned behaviours, social structures and institutionalized settings. The aim of this study is to explore some Danish e-sport players' habitus of e-sport with a special focus on the significant amount of training taking place at home and individual identities displayed through e-sport.

- [TeachWithMovies.org](#)

The sites enable teachers to create lesson plans for physical education classes based on films. It gives valuable tips on what films to use and how to use them in order to create interesting classes on sports and ethical issues.

- [Franci Pivec, Codes of Ethics and Codes of Conduct for Using ICT in Education](#)

Codes of ethics and/or codes of conduct are a way to decrease the negative influences of ICT use on the social development. They are based on a vision of excellence and a positive mission, which is the goal of both individuals and professional associations.

- [Internet Ethics and Rules](#)

Ethics are a set of moral principles that govern an individual or a group on what is acceptable behaviour while using a computer. Computer ethics is a set of moral principles that govern the usage of computers. One of the common issues of computer ethics is violation of copyright issues. Duplicating copyrighted content without the author's approval, accessing personal information of others are some of the examples that violate ethical principles.

- [Education World](#)



The newsletter provides teachers with guidelines of computer ethics, online resources for teaching ethics and Internet safety, and eight tips for establishing a "culture of proper use" of technology in the classroom.

- [\*\*The blue skunk blog, A dozen ways to teach ethical and safe technology use\*\*](#)

The blog gives teachers plenty of tips on ways to teach and promote ethical and safe technology use.

- [\*\*Promoting ethical behaviour online\*\*](#)

The lesson plan gives teachers insights into online privacy and ethical behaviour by exploring their digital footprints to better understand that our online interactions may not be as anonymous as we think they are.



## Communication with parents

This step supports the idea that sports play a significant role in numerous children's lives. For many children, sports participation is a positive and enjoyable experience, whereas for others, sports can become a negative and stressful experience. Children's sports participation may be influenced by numerous factors but parents seem to be the most important. Parents play a significant role in supporting their children's health and learning, guiding their children successfully through school processes, and advocating for their children and for the effectiveness of schools. Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents.

Children and adolescents are establishing patterns of behavior that affect both their current and future health. At this age young people are vulnerable, at risk for engaging in tobacco, alcohol, or other drug use etc. However, enhancing the role played by protective factors in their lives can help them avoid such risks. Engaging parents in their children's and adolescents' school life is a promising protective factor. Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors, such as tobacco, alcohol, and other drug use.

This step defines parent engagement in schools, identifies specific strategies and actions that schools can take to increase parent engagement, common ethical issues school and parents have to deal with, ways school staff can connect with parents, solutions for six common challenges to sustaining parent engagement and communication with them on ethical issues.

## Learning Objective

The objective of this step is to provide a range of ways that parents and teachers can communicate with each other in order to educate students in the spirit of ethical values.

## Online resources

- [The European fair play movement](#)  
The site aims to promote fair play and tolerance in the broadest sense (in sports and everyday life) in Europe by supporting its members, helping to promote fair play campaigns where sports organizations take the initiative, co-operating with authorities, communities or parents to foster fair play themes and by facilitating regular contacts between the various European sports organizations.
- [Right to play](#)  
A humanitarian, non-governmental organization committed to improving the lives of the most disadvantaged children and linking them with their communities through sport.
- [Anastasios G. Rodis, Swedish Swimmers' Perception of Parental Involvement](#)  
Sports plays a significant role in numerous children's lives. For many children, sports participation is a positive and enjoyable experience, where as for others, sports can become a negative and stressful experience. Children's sports participation may be influenced by numerous factors but parents seem to be the most important.
- [Ethical and safe use of the internet](#)  
The material presents the New York libraries policy, which informs teachers, parents and students about the ethical use of information and technology in libraries.
- [The Heritage Code of Ethics for Educators and Families](#)  
It sets out a framework for reflection about the ethical responsibilities of early childhood





professionals and the standards of behaviour expected of all staff and enrolled families.

- [\*\*ETHICS, USA, Parent Participation Program – Parental Involvement\*\*](#)

The site presents the objectives of the parent participation programme.

- [\*\*Jeff Haefner, How to Work with Parents the "Right Way" and Avoid Unpleasant Problems\*\*](#)

The article gives valuable tips that can help PE teachers improve communication with players and their parents. Open communication is the most important tool teachers and coaches have when it comes to working with parents.

- [\*\*Lindsey C. Blom, Dan Drane, Parents' Sideline Comments: Exploring the Reality of a Growing Issue\*\*](#)

The article states that researchers, PE teachers, parents, coaches, and youth sport administrators have to work together to make sport as fun and rewarding for children as possible. The article examines the effects of various types of comments on students' behavior in sports.

- [\*\*Strategies for Involving Parents in School Health\*\*](#)

The study presents strategies for involving and engaging parents in the school activities.

- [\*\*The Guardian: "Five of the best apps that help teachers communicate with parents"\*\*](#)

The article presents the best digital tools for getting parents engaged in learning, from instant messages home to performance data at the touch of a button.





## Human rights in sport

Step 5 focuses on the importance of the relationship between human rights and sport in our modern world. Sport itself, both international and national, can play an extraordinarily significant role in advancing human rights, particularly among some of the world’s most disadvantaged and vulnerable people. Sport and major sporting events can be used to promote awareness, understanding and the application of the Universal Declaration of Human Rights. Sport can be considered as a universal language that contributes to educating people on the values of respect, diversity, tolerance and fairness and as a means to combat all forms of discrimination and promote an inclusive society.

The online resources will help teachers find valuable material to promote awareness and understanding of human rights and apply them in their physical activities.

## Learning Objective

The objectives of Step 5 are to inform teachers about the importance of human right and to familiarize PE teachers with the relationship between human rights and sport in our modern world.

### Online Resources

- [Clotilde Talleu, Access for Girls and Women to Sport Practices](#)  
It is a study on the participation of girls and women in Europe’s various sporting environments, focusing on access, obstacles and the activities involved.
- [BBC: Ethics guide – Sport](#)  
The site presents the practice of sport as a human right also dealing with its rules and regulations, use of drugs and body modifications, underdogs in sports, paralympics
- [Celia Brackenridge, Children’s Rights in Football: Welfare and Work](#)  
Celia Brackenridge has studied children’s welfare and work situation in football in relation to some articles of the United Nations Convention on the Rights of the Child, particularly Article 12, which guarantees children the right to be heard and have their views taken into account. In her engaging and at times harrowing examination of how children are exploited and mistreated as part of the hysterical hunt for new football talents from around the world, Brackenridge also turns her attention to young football girls’ situation, and asks whether gender equality in this context will lead to girls being subjected to the same adverse treatment as boys.

### Online Resources

- [Kristin Fransson, Children’s Sport, a Question of Rights? Children, Childhood and the Swedish Sports Movement](#)  
In this article, Kristin Fransson analyzes current research on children, youth and sports with a view to establishing the present level of academic knowledge about the rights of children in sports.
- [Resolution of Human Rights Council](#)  
The Resolution promotes awareness, understanding and the application of the Universal Declaration of Human Rights through sport and encourages interactive panel discussion to highlight, examine and suggest ways in which sport and major sporting events, in particular the Olympic and Paralympic Games, can be used to promote awareness and understanding of the Universal Declaration of Human Rights and the application of the principles enshrined therein..
- [How You Play The Game. First International Conference on Sports and Human Rights, 1999](#)  
The paper states the importance of the relationship between human rights and sport in our modern world. Sport itself, both international and national, can play an extraordinarily significant role in advancing human rights, particularly among some of the world’s most disadvantaged and vulnerable people.



## Threats and challenges to an ethical approach in sport

Unfairness in sport is a serious and difficult issue that opposes the idea of the Olympic values and threatens the reputation of sport. Any form of cheating is fundamentally contrary to the spirit of honorable competition, breaks the implicit social contract athletes agree to obey: We are going to play by the rules, competition is going to be clean. Educators' role is to teach young people that it is possible to become successful acting in compliance with the concept of fair play and principles of sports ethics. The attitude "winning is everything" leads to unethical behaviours in sport e.g. cheating, intentionally distracting opponents, aggression, violence, using doping or even genetic enhancement. Young athletes should be encouraged by PE teachers to focus on skills, challenge and the joy of striving for excellence, rather than merely winning.

In this section teachers can find helpful materials about the topic, including some case studies of sports careers ruined by doping. That may be of high educational value for students since sports stars are role models for the young. An interesting example of athletes' respectful and humorous attitude to other players, officials and fans is presented in the video providing a mix of handshakes during games.

## Learning Objective

The learning objective of this topic is to provide a short overview of challenges that threaten the Olympic idea of fair play in sports competition as well as to present a destructive impact of doping on sports careers.

## Online resources

- [Doping in sport. What is it and how is it being tackled?](#)  
A short review of the issue including basic info regarding a brief history of doping, a description of the most commonly used substances and how they are detected.
- [Drugs and sport](#)  
The article provides information about the medical effect of drugs on athlete's mind and body.
- [Alcohol and athletic performance](#)  
The article analyses the problem of alcohol in young athletes' lives and its influence on their sport performance.
- [A History of Sports Careers Ruined by Drugs and Alcohol](#)  
The article provides some case studies of the sports careers ruined by drugs and alcohol.
- [Will genetic cyber-athletes come to dominate sports?](#)  
This article considers ethical dilemmas raised by a vision of sports dominated by genetic interventions. It reflects on the issue of whether athletes should be allowed to use genetic techniques to improve their performance.
- [NBA Mix Handshakes](#)  
The video presents a number of sportsmen's handshakes, introducing an element of humour to a sports competition which creates a positive image of athletes' approach to rivalry.



## Ethical approaches in inclusive sport

The reflection on ethics in PE and sport concerning all actors from the sports scene such as athletes, educators, coaches, parents and spectators refers particularly to inclusive sports. The idea to consider physical education and sport from the inclusive point of view contributes to the promotion of ethical values, since the concept of fairness and inclusion involves treating everyone equally and impartially. Inclusive education opens opportunities for authentic social relationships based upon mutual respect and ability to feel and show empathy to “disadvantaged” athletes. Sport can either serve as a positive facilitator for inclusion or reflect prejudice that affects the fundamental integrity of sport. PE teachers need to create pedagogical spaces for discussions on various types of attitudes to dignity-related affairs and ethical professional practice in inclusive sport contexts. Ethical dilemmas may arise when a PE teacher has to choose between truth and loyalty, individuals and community, short and long-term outcomes or between justice and mercy.

The Online Resources will help users to get an overview of the topic, explore the issue in depth deriving benefits from researches, experiences and reflections of people involved in inclusive education.

## Learning Objective

This topic aims at providing reflection on ethical values in sport in relation to inclusive education and at inspiring PE teachers to think ethically in their professional practice.

## Online resources

- [Adhering to Ethical Principles When Teaching Students with Disabilities in Physical Education](#)  
The Article includes ethical guidelines and recommendations for PE teachers dealing with inclusive education.
- [Friendship in Inclusive Physical Education](#)  
This study aims to investigate friendship in inclusive physical education from the perspective of students with and without disabilities. It extends the knowledge base of friendship and physical activity in three interconnected ways: personal development, the nature of friendship, and practice in adapted physical education.
- [Teachers Talk About... experiences of inclusive physical activity](#)  
This tool was prepared in the framework of the project “Willing and Able: PE and Sport for Young People with Disabilities” implemented by the Australian Sport Commission. It includes PE teachers’ experiences and reflections concerning their teaching practices in the area of inclusive PE with many references to ethical issues.
- [Thinking Ethically About Professional Practice in Adapted Physical Activity](#)  
The paper provides an analysis of the above topic with focus on two themes: disability as subject and reflective instruction. Other publications available on the webpage: Changing Physical Education Teacher Education Curriculum to Promote Inclusion, Thinking ethically about inclusive recreational sport: A narrative of lost dignity.



## Ethical behaviour of sports fans and spectators during sporting events

It's incredibly important for sports fans to have a good time during sporting events. They need to feel safe and be able to enjoy the game. Special ethical rules govern how participants of sporting events can behave. Sometimes it is acceptable for enthusiastic fans to act in a way which would be banned in a different public place. For example, spectators at some sporting events are encouraged to scream and cheer to provide support to their team. Sports contests evoke strong emotions; however, they should be kept under control since noise is acceptable at certain sports events and forbidden at others. Sports fans are supposed to behave ethically during a sporting contest, showing respect to others and treating them in a manner he or she would expect to be treated. Inappropriate behaviour, like drinking alcohol, using abusive language, obscene gestures, physical harassment of opposing team fans, heckling and stalking are absolutely unacceptable and should be eliminated. "Be positive" may be a good motto of every sports fan. Such an attitude includes a range of different behaviours - from excluding violence and abusive behaviour of "negative cheering" to creating a peaceful and litter-free environment inside a sporting event venue.

PE teachers and sports coaches have a responsibility to teach young people proper ways of supporting athletes according to social expectations. The Online Resources of this module provide educators with inspiration to establish sports fan codes of ethics for students at all learning levels. Besides, among the best practices to be found on the NFPF project portal there are examples of interesting initiatives aiming at promoting appropriate ways of supporting sports teams and athletes as well as creating a positive approach to other groups engaged in sport, such as athletes, spectators, coaches and sports officials.

## Learning Objective

The objective of this step is to highlight the importance of educating young sports fans and spectators in the field of ethical behaviour during sporting events and supporting the athletes in the spirit of fair play.

## Online resources

- [Spectator and Coach Guidelines](#)  
A set of guidelines for ethical conduct presented on this webpage is divided into separate sections for all participants in sporting events.
- [21 Ways Sports Fans Can Be Terrible](#)  
A short review of sports fans' inappropriate behaviour with a brief analysis of the phenomena.
- [How to Prevent Fan Violence at Sporting Events](#)  
This article concerns the issue of coping with fan violence. The webpage includes also links to related articles e.g. Understanding Crowds Key to Controlling Fan Violence and Selling Alcohol to Fight Alcohol Abuse which present author's interesting opinions to be discussed with students.
- [Sports Fan Ethics](#)  
This webpage provides interesting information on moral and psychological implications of being a sports fan.



## Ethics in coaching

Coaching is more than just sport. Coaches, like all teachers, are a part of the educational process and they serve as influential role models for their students. It may be a huge challenge to be a good, positive role model, since participants need a coach they can respect. When we think about the qualities of a good coach, several issues come to mind, such as teaching positive sports-related values, ethical decision-making, good communication skills and effective cooperation with parents as well as producing a positive personal image of a competent, reliable and friendly person of high moral standards. If a coach possesses physical attributes considered as attractive as a result of a fit and healthy lifestyle, it may be an additional motivating factor for students. A positive coach, following a well-defined coaching philosophy, may be a key ingredient in the success of his or her athletes. A coaching code of ethics also involves dealings with other coaches, athletes' families, local communities and the news media which extends beyond gyms and sports fields.

Useful information for PE teachers and coaches is available in the Online Resources section of this step. It provides interesting tools, analyses and reflections on the topic as well as strategies concerning effective cooperation with parents. The materials may serve as a source of inspiration and encouragement for upgrading PE teachers' coaching skills.

## Learning Objective

This step aims at raising awareness of a role of a sports coaches in young people's lives, their huge responsibility in promoting ethical conduct in both fields: a sports career and everyday behaviour.

## Online resources

- [Code of Ethics & Conduct for Sports Coaches](#)

The code has been developed by the National Coaching Foundation from the Code of Ethics and published by the British Institute of Sports Coaches. It is a framework within which to work and is a series of guidelines rather than a set of instructions. Sports coaches are expected to conform to ethical standards in a number of areas: humanity, relationships, commitment, co-operation, integrity, advertising, confidentiality, abuse of privilege, safety and competence.

- [Ethic in Coaching?](#)

The article focuses on the ethical dilemma which every coach has to face: "What is ethics and what criteria should I follow?"

- [A Basketball Coaching Guide - How to Work with Parents the "Right Way" and Avoid Unpleasant Problems](#)

The site provides coaches with clear and precise tips on effective communication and cooperation with parents.

- [Engaging Parents in Sport Programs](#)

The article presents in four simple steps a strategy for building positive relationships with parents engaged in sports actions.



## PE teachers' professional development in terms of ethical competence

It's important to educators to keep up to date with the latest and best professional trends, approaches and teaching styles, thus teachers and coaches should regularly seek ways of increasing their personal and professional development. The Key Competences for Lifelong Learning recommended by the European Commission are a combination of different phenomena, including cognitive dimensions (knowledge and skills) and affective dimensions (attitudes and values). Social and civic competences are based on democracy, social justice and equality, active citizenship, civil rights and ethical values. Ethical competence involves the possession of certain personal and professional values which are difficult to measure but they are readily observable in everyday situations at schools, where PE teachers may face complex, ethically ambiguous situations. This step of the toolkit highlights the importance of rising their ethical competence and engaging both teachers and students in discussions about ethical behaviour. The ethical aspect of social integration has become essential in a context of a high net migration rate and an increased number of refugees which has affected the sociocultural diversity across Europe. PE teachers should be aware of ethical challenges facing present and future education. Teachers' role is not only to develop students' specific athletic skills but also their ability to reflect critically on sports performance in an ethical dimension.

In the Online Resources available in this step teachers will find useful didactic materials – from background information about recommendations of the European Commission for teacher professional development to reflection on specific topics, like the ethical aspect of involving animals in sports activities, the ethics of sports reporting or using media to teach about values.

## Learning Objective

The learning objective of this step is to stress the importance of constant teacher professional development with focus on ethical competence which is indispensable to modern PE teachers in sociocultural diverse Europe.

## Online resources

- [\*\*Finding Character and Ethics in Sports\*\*](#)  
 The materials focus on ethics and its relationship to sportsmanship. Activity sheets, discussion questions, lesson plans, vocabulary development and other resources provide many approaches to using The Washington Post articles that cover ethics practices in sports.
- [\*\*Tips for Teaching about Keeping a Positive Attitude\*\*](#)  
 It's a webpage of The Wise Skills Program, which is an interdisciplinary teacher-friendly approach to character education and social emotional learning. The materials for teachers include tips and ideas for teachers concerned about educating for character.
- [\*\*Code of Ethics for Educators\*\*](#)  
 The webpage presents ethical rules for educators structured in 4 basic principles: Ethical Conduct toward Students, Ethical Conduct toward Practices and Performance, Ethical Conduct toward Professional Colleagues, Ethical Conduct toward Parents and Ethical Conduct toward Community.
- [\*\*The Ethical Leadership Scales\*\*](#)  
 The webpage provides possibility for comprehensive reflection about qualities that constitute ethical behaviour and ethical leadership. By using a measuring scale users are able to determine their levels of ethical competence.
- [\*\*Supporting teacher competence development for better learning outcomes\*\*](#)  
 A document produced by experts of European Commission providing an overview of school policy in terms of teacher professional development.

