

# The RenaSup Aquitaine Challenge workshop

## Bordeaux, France

### 7 September 2016

## Minutes

### Participants

- CHANTREL Sophie, PE teacher at Grand Lebrun, Bordeaux
- VAILLANT Cyril, PE teacher at Grand Lebrun, Bordeaux
- THOMAS Christophe, PE teacher at à Grand Lebrun, Bordeaux
- DE VAUGIRAUD Patrick, Economic sciences teacher at Grand Lebrun, Bordeaux
- KUSNIR Jean-Marc, school director de Grand Lebrun, Bordeaux
- GACHET Benoit, history teacher Grand Lebrun, Bordeaux
- VALADE Gilles, school director Ste Marie Bastide, Bordeaux
- LOURME Louis, school director St Joseph de Tivoli, Bordeaux
- FOURNIE Stéphanie, St Joseph de Tivoli, Bordeaux
- LENOBLE Marie-Pierre, teacher at St Joseph de Tivoli, Bordeaux
- BACHELIER Charlotte, secretary at St Joseph de Tivoli, Bordeaux
- LALANDE Florence, laboratory technician at St Joseph de Tivoli, Bordeaux
- BOUSCAILLOU Patrice, Math teacher at St Joseph de Tivoli, Bordeaux
- CASOL Pascale, teacher at St Joseph de Tivoli, Bordeaux
- VISSER Arnaud, teacher at St Joseph de Tivoli, Bordeaux
- AUZEMERY Patrick, PE teacher at St Joseph de Tivoli, Bordeaux
- PERRIN Isabelle, PE teacher at Albert le Grand, Bordeaux
- LE FEVRE Edmond, Ugsel volunteer
- HERSAIN Aurélie, PE teacher at St Clotilde Assomption, Bordeaux
- DAVIN Danièle, Ugsel Aquitaine President
- DAVIN Jean-Louis, Ugsel volunteer
- COUTEAU Georges, Ugsel Gironde President
- BLOCHET Audrey, Ugsel Gironde and Aquitaine executive assistant
- REY Fabienne, Ugsel Aquitaine training service employee

## Minutes

The workshop started with a presentation of all the participants. If they were teachers, what school subject they taught, if they weren't teachers, what role they had and what impact they can have on students regarding the project Not Only Fair Play. There were six physical education teachers, seven 'other' teachers, three school directors, and among the others: presidents and people working for sport organizations working with students, school staff and volunteers. The participants came from six different schools:

- L'ISFEC
- Lycée Le Mirail
- Sainte-Marie Grand Lebrun
- Saint Joseph de Tivoli
- Sainte Marie Bastide
- Lycée de l'Assomption

And from sport organizations as well. UGSEL is the national sport organization of the French Catholic Education and is divided into regional UGSEL. This is the reason why there were participants coming from UGSEL Aquitaine and UGSEL Gironde. Aquitaine and Gironde being two regions of France. We involved those people because they had a meaningful role in the organization and the smooth execution of the sporting event. They also work with teachers and school directors so the themes of the toolkit were of a great interest to them.

Then, RenaSup presented the project Not Only Fair Play, for the few people who did not know about it. We presented the results of the project so far and what the partners of Not Only Fair Play had produced so far.

We then explained the aims of the toolkits and presented the different pieces of work. The presentation was divided into three parts: the toolkit for physical education teachers, the toolkit for teachers and the toolkit for school directors. After giving a brief presentation of the three sections and of the different toolkit available on the Not Only Fair Play portal, we decided to make an emphasis on one toolkit per section so we could use these toolkits for the organization of the sporting event.

Therefore, we decided to present the toolkit concerning ethics in sport in the section for the physical education teachers. It seemed important to highlight this particular theme. Indeed, the idea was to point out the importance of participating instead of winning, of teams instead of being alone, of helping others. And because 'ethics' is the keyword of the teaching of sport in France, this toolkit really interested the teachers because it comforted them in their manner of teaching, and gave them material and strategies to improve their way of teaching.

In the section toolkit for teachers, we decided to present the toolkit "coexistence between sport and school". Two questions came out: what is the role of other school subjects during the physical education class? And what skills can sport give to students to improve their academic success? What resulted from this presentation is that it is important connect sport and school because it is difficult to make one work without the other. For example, sport offers a frame, it is compulsory to obey the rules and respect the referee. Sometimes, students have no problem with authority during a sport class, but they reject this same authority if it comes from a "more academic" teacher or a school director. The idea is therefore to make them understand that the respect of rules is necessary during a sport class as well as in school.

Finally, we presented the toolkit for school directors which was the toolkit concerning sport and social inclusion. Sport is the best setting to promote school inclusion.



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After the presentations, we talked about the toolkits, the participants had questions and we started a group discussion. What came out of this group discussion is the relevance of the themes although every participant noted the length of the toolkit and feared that only a few people will read them from the beginning to the end.

To finish the workshop, we talked more precisely about the organization of the sport event. A schedule was established, the description of the day was made: what kind of race? What obstacles? The roles were explained, as well as the strategy. The approximate number of students was given. T-shirts with the logo of the Not Only Fair Play project had been ordered. Another meeting was planned before the sporting event.



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