

Inclusion and democratic values in physical education

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Abstract:

The practical and physical part of Physical Education (PE) makes it perfect for promoting skills and attitudes as respect, solidarity, inclusion and cooperation. In PE it is impossible to sit in the back of the classroom and say: *I'm soo tolerant!* You have to participate and show yourself. When the games are made to promote cooperation and inclusion, it will help the players to get involved and to involve others.

However, when scoring and winning are the main concerns of the players this may flout democracy and Human Rights' values such as solidarity, respect, inclusion and cooperation. This study aims at developing games that can counter-balance egocentric drifts and initiate the players to inclusive and cooperative playing.

Method

The study are conducted with PE teacher students in their 4th year. The players are introduced to the principles of rebound-games. Aimed at finding out whether they would act more inclusive when they play rebound-games than ordinary games. The framework of the study was: 4 matches played for the same amount of time, the players and teams stayed the same through all matches to make the constellations as consistent as possible. Rebound-ballgames are plays that require at least the cooperation of two players to score. Involvements and passes were counted as a measure relevant to inclusion.

Results

Even though the games were short they still show differences in the involvement and passing patterns. For the last games the total amount of passes are notably higher.

Keywords: Inclusion, democracy, citizenship, physical education, modified ballgames.

1. Introduction

Physical Education has the obvious purpose of promoting mastery of physical activity individually and as member of a group as well as enhancing physical well-being. Physical education can, however also be a field for pedagogical work to promote inclusion and democratic values. To work with inclusion and Democratic values in Physical Education can be a practical approach to democracy and Human Rights

thinking were you have to practice inclusion and active participation through your actions.

Physical Education has the potential to reach all children and young people. The curriculum in Norway and most European countries have a range of activity areas, both indoor and outdoor activities, such as games, gymnastics, dance, swimming, athletics and adventurous activities (KUD 2006). As ballgames are often played in teams, they offer a context where belonging to a group is very relevant. However, it appears that in a competitive context, where scoring and winning are the main objectives of the players, the traditional ways of playing may ignore values such as participation, cooperation, respect, and inclusion.

The aim of this paper is to explore if modified ballgames can promote inclusion and other democratic values. To investigate how traditional games can be adjusted in ways that enhance broad participation, cooperation and inclusion, teacher students were engaged in playing four different, adjusted variations of the original football (soccer) play. Based on the ideas of the play and the pedagogical aims, a set of criteria were developed and used to analyse the video-recorded games.

2. Theory

Grounded on the fact that my actions can reflect my personal values and beliefs more authentically than words (Baily 2005, Bergmann 2000), I wanted to give the students practical settings that promoted cooperation and inclusion that would help the students to involve others. Based on the conception that there is an intimate connection between knowledge and activity (Figley 1984, Lave and Wenger 1991, Wenger 1998, 2000).

The core of inclusion are to increase the individual participation and benefits of involvement and have influence on the community (Haug 2014). Haug (2014) has isolated 4 aspects that are important for improving inclusion:

- increase thoughts of community
- increase participation
- increase democratization
- increase benefits

Inclusion categorise a process and a goal where participation in the community is built across the differences (ibid). In this case it is about differences in skills in ballgames and differences in participation in the games, and cooperation, exclusion, inclusion and the willingness to work together with others and become actively involved.

Democracy as the belief in freedom and equality between people or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves (Cambridge English Dictionary 2017).

Winston Churchill said in irony: "A democracy is the worst form of government in the world, except for all the other forms" (Barber 2003: 4). Democracy is a difficult form of

government (Barber 2003), and therefore need to be maintained, and to uphold it we need to educate and train young people in both the rights and obligations of democracy. Biesta (2014) points out that commitment to collective interest must be learned – it is not to be considered natural. Biesta believes we need to create opportunities for participation in “the enactment of the experiment of democracy (...) on the assumption that participation in such practices can engender meaningful forms of citizenship and democratic agency” (Biesta, 2014, p. 10)

Inclusion and democracy have a lot of common ground, as equality, participation, involvement, community and the need of cooperation. To work with both at the same time seems manageable, because similar qualities. Working with inclusion and democracy in ballgames, we need to combine physical and technical improvement with increased involvement. To maintain the aim of the ballgame and at the same time improve the players’ social skills it is necessary to achieve more than one goal.

Claims made on behalf of participation in sporting activities suggest that it may contribute to the process of inclusion (Stidder & Hayes 2013). Sports bring individuals from a variety of social and economic backgrounds together in a shared interest in activities that are inherently valuable; offering a sense of belonging, to a team, a club, a programme; providing opportunities for the development of valued capabilities and competencies and increasing ‘community capital’, by extending social networks, increased community cohesion and civic pride (ibid). Participation in voluntary sporting activities serves several purposes, amongst them the acquisition of technical and tactical skills, of high self-efficacy and of experience of inclusion in a group. As PE involves activity in groups consisting of pupils both with and without the skills and experiences acquired through voluntary sporting activity, there is a high risk that pupils with good skills will cooperate with other pupils with good skills, and exclude pupils without similar level of skills (Eiberg & Siggaard 2000, Stolz & Pill 2013). Lack of self-efficacy amongst pupils without (sufficient) experience from voluntary sporting activity, is likely to strengthen this tendency. It is to counter such tendencies, and to level out differences in skills that the modified ballgames are developed (Jenssen 2010, Stolz & Pill 2013).

To improve physical and technical skills the frequency and intensity of participation and the degree of adherence over time of the participants need to be high (Corbin, Pangrazi & Welk, 1994). These factors (frequency, intensity and participation) have been shown to be especially significant in the improvement of fitness in physical education (Corbin, Pangrazi & Welk, 1994). Participation rate is also important to the feeling of being a part of community and the social skills (Haug 2005, Klafki 2002).

To improve as a ballplayer; the main principle is to have as many ball touches as possible during each session (Giske 1996, Halling et. al 2007, Jenssen 2010). Many ball touches are often linked to the technical side of the ball game, because a lot of ball touches of good quality improve the individuals technical skills (Gallahue & Ozmun 2006, Gjerset, 2006, Halling et. al 2007, Jenssen 2016). Many ball touches may also be

linked to the social aspects of the game as inclusion and self-efficacy, where you want to include through passing the ball (Jenssen 2010).

Ballgames are often divided into 3 or 4 different categories (Eiberg & Siggaard 2000), in the categorization below they are divided into three.

Different ballgames		
INVASION PLAYS	NETPLAYS	HIT- AND TARGET PLAYS
Basket, football, hockey, Polo, bandy, rugby, handball...	Volleyball, badminton, tennis...	Curling, golf...

Fig.1 Ballgames divided into broad categories

Invasion games are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, within a certain time period. In invasion games teams and players "occupy" ground all over the field, but the play have a distinct direction. Invasion games include sports where the ball is being carried or caught across a line, thrown or shot into a target, or struck with a stick or foot into a specific target area (Rafoss & Zoglowek 2008, Pearson & Webb, 2008). There are rules to regulate the intrusion, but in the invasion ballgames the players from both teams mix all over the ground, and there are a certain amount of physical contact (Rafoss & Zoglowek 2008). Invasion games are the most strategic types of games with many transferable skills (Griffin & Butler 2005).

This paper is dealing with the invasion game of football (soccer). The undertaking has been to create invasion ballgames that in their nature encourage involvement and cooperation and therefore will be more inclusive than the traditional ballgames with international rules and at the same time keep the idea of the game. Invasion games have a clear direction, and the play goes from goal to goal, most of them at high speed (Rafoss & Zoglowek 2008). To keep the idea of the game also means to use the same technical skills to improve in your game when playing the modified version.

The different elements that you can modify to affect the ballgame and the qualities and skills that are outcomes of different ballgames are shown in the Ballgame wheel:



Figur 2. The Ballgame Wheel (Jenssen 2010).

The inner circle represents the possible outcomes of different ball activities divided into in broad categories. They consist of tactical, technical, physical, psychological and social qualities. The inner circle represent the qualities that are stimulated and therefore support the aim of the ballgame lesson (Jenssen 2010).

The outer circle represents the impact factors and the possibilities you can use as a teacher to promote various goals and intentions. The satellites are the options a teacher/coach can use to help you promote different learning outcome (Jenssen 2010).

In order to promote special outcomes, you can modify the ballgame using one or more of the satellites in the figure above. This means that you can change time, organisation, activity, rules, players, court, ball, goal, coaching style and the amount of time used to influence the outcome of the lesson. By modifying one or more of the satellites, you change the conditions in the game, and by that, adjusting them to the goal you have for the ballgame or lesson. In this sequence I changed these satelites: rules, time, players, court and goal (the way to score) in order to include all players better than in the original game of football.

First: what is an inclusive and democratic ballgame? It is not difficult to create inclusive games, and there are a number of games that could be called inclusive. 10-ball, were the goal is to have ten passes within the team without being interrupted by the opposite team, would be a typical inclusive game.

The problem is that most of these games do not combine the original idea of the game with inclusion. You can also have goals and a rule that says that you have to pass to all players before its allowed to score. This would be a, inclusive and strongly

cooperative game, but the game have lost its direction and goes in circles. The game have also lost its momentum and become a lot slower than the original game, because one stop to look for teammates or opponents who hasn't been involved with the ball. This would be a inclusive invasion ballgame, but without the direction and speed of football, basket or handball, and would have lost some of the idea of the original game.

To work with inclusion and democracy in football are difficult, but interesting. Difficult because football games sometimes become aggressive and some players may be selfish and want to keep the ball to themselves. Both being aggressive and being little interested in passing to other players would be contradictive to inclusion and democracy.

Most of the invasion games go best in homogenous groups. It is easier to actively include those who match your skills (Eiberg & Sigaard 2000, Ronglan, Halling og Teng 2009).

3. Method

The design was to play 4 ballgames in a row. The first play was closest to the original football play. All games consisted of two teams with 5 player each, and all games lasted three minutes. The goal was a bench laying on the floor and scoring was hitting the bench with the ball. In the rebound games you needed to hit the bench with he ball and a teammate to catch it before the defenders to make a goal.

Table 1 The design

The play	Game 1 Normal football	Game 2 Rebound football	Game 3 Rebound football	Game 4 Rebound football
Time	3 minutes	3 minutes	3 minutes	3 minutes
Players	5 players on each team	The same 5 players (10)	The same 5 players (10)	The same 5 players (10)
Rules	Normal football rules Goal: hit the bench	Normal football rules. Goal: take the rebound from the bench	Normal football rules. Goal: take the rebound from the bench	Normal football rules. Goal: take the rebound from the bench
Rules and Additional rules			Minimum 3 passes before you are allowed to score. (Your are not allowed to pass to the player you got the ball from)	Min. 3 passes before you are allowed to score. Your are not allowed to pass to the player you got the ball from
Rules and Additional rules				Give positive comments on different aspects of the game – “good pass”

The pilot session starts with “normal” football. The next games were different Rebound-football games with the same players on the teams. The second was a rebound game with no extra rules, the third was a rebound game with at least three passes before you are allowed to score. The fourth was a rebound game with at least three passes and only positive comments.

Rebound games in football (soccer), and other “invasion games” (as basketball, handball, ice hockey etc.), are games that require at least two players involved with making a goal. One player hits the bench (target) and another player on the attacking team has to reach the ball before the defence team.

The rebound-games are more likely than normal games to include more players: indeed, one is dependent on other players to score. Rebound plays have a direction and use the positive drive of the competition to make the game as similar as possible the original, and to challenge the same technical skills. Rebound plays promote the cooperative part and make it genuine team play. Players with high individual qualities understand that they need to pass to the less included players.

The study were conducted with teacher students in their fourth year. We were tree observers that monitored the games and took notes and video from the three first games, but missed the video in the fourth and last game.

The engagement of PE teacher students in this exploration may have influenced the results, assuming that PE teacher students are more willing than the average pupil to be involved in ballgames. However, even amongst PE teacher students the level of experience and proficiency in football varies considerably. The involvement of PE teacher students in the exploration opened the possibility that their competence in adjusting traditional plays to promote democratic values were enhanced. The PE teacher students were central to this project because they would be able to learn to modify games and to learn by experience how the modified game works, but their responses are not a part of this paper. The students know “the Ballgame wheel” and were introduced to the principles of rebound-games that hopefully will enabled them to reflect on their own practices as players and teachers.

The session started with the players handling the ball alone and doing different tricks, before they came together with a partner. The players were warmed up with a lot of ball touches each and a lot of passes before the pilot session started. This kind of warm up gives the participants good conditions for obtaining physical and technical skills (Corbin et al. 1994, Gjerset et al. 2006)

The idea was to test if ballgames are inclusive by complying rules that require involvement from more players than with normal rules. The PE teacher students played ballgames with different rules, and to find out whether the new games that complied ways of scoring (rules) that require involvement from more than one player gave more inclusion.

The students who were a part of the training session were pre-service PE teachers. An extra aspect of the session was to give them methods and hints so that they would be able to have first-hand knowledge to modified ballgames, and be able to see the possibilities ballgames can offer to be inclusive an include democracy education in their teaching, but this is not a part of this paper.

In the analysis, I have chosen to look at interaction and inclusion through the players' practices (Lave & Wenger, Klafki 2002, Stidder & Hayes; 2013). As a measuring instrument, I count ball touches and the number of passes inside each team. In this am also supported by Eiberg & Siggaard (2000).

It is very difficult to have good inclusion if the teams are too big; the satellite players. If you play football with 11 in each team, it would be very difficult to get a lot of passes during a game, and as a school and children's activity you should play with small teams (Halling et.al 2007, Ronglan, Halling and Teng 2009, Jenssen 2010).

4. Results

If we count passes in each game, the number of passes goes up from initial "normal" football game to the last rebound games. The rubric "Ball contacts" illustrate when players not are getting control over the ball or when players are accidentally hit.

Table 2 Results of Play 1 and 2

Play 1 Normal play	Ball Contacts	Passes	Goals
Team 1 red	27	19	3
Team 2	26	19	6
Play 2 Rebound game	Ball hits	Passes	Goals
Team 1 red	23	19	1
Team 2	23	25	2

There are fewer goals in the rebound games than in the first game when the students played the most «normal» football game. This could mean that it is easier to score in a well known game were you do not have to think about new ways of playing. When you are given new rules and ways to score you have to think about have to performe and you can't act on autopilot and do thing the way you always have played football. This means the skills you have acquired during previous hours of football play can't be played by intuition alone, but have to be mixt with premeditation and instinct.

This will make it more difficult to score for the more skilled players, those who normally score most goals. They will have to look for other players to help them score,

this will complicate the game and in these plays it resulted in fewer goals. It seems as they have understood that they need to give away the ball more often, because the number of passes increases.

Table 3 Results of Play 3 and 4

Play 3 Rebound game minimum 3 pas	Ball Hits	Passes	Goals
Team 1 red	20	30	2
Team 2	19	27	2
Play 4 Rebound game Positive comments only	Ball Hits	Passes	Goals
Team 1 red		30	1

The rebound game rules “give” a special assignment to the best skilled ballplayers to send more passes, because the game gives advantages to the team that play the ball and send passes to more players.

The game became slower as well, more players needed to be involved and the fact that you have to think most likely made it slower. They have not played a game like this before and the intuitive way of playing was not the best way anymore, because they needed to comply with new and to them unknown rules. This may have caused the games to be a bit slower, and presumably when the players grow familiar to the rebound game the game would speed up.

In the second game there were less accidental ball hits, this might suggest that the play was more premeditated and thought through.

In the third game the players are given more rules, (obliged 3 passes before scoring) that will for the most experienced players mean more thinking and a slower play, and likely more premeditated passes and fewer accidental ball losses, as the counting also indicates. The lack of video tape from this game, only give me the notes taken during the game and therefore I only have the results from one team.

In the last game it seemed as to give only positive comments was very difficult to a just to, and there were less communication, and a bit awkward conversation. Such as this: “No, don’t send a pass there...Ehh, OK, good play”. When the player realized that this was not a positive comment he altered it into “OK, good play” which he obviously he did not mean.

5. Discussion

The undertaking was to create different ballgames that in their nature encourage involvement & cooperation and therefore will be more inclusive than the traditional ballgames. If the effects will be determined by frequency and intensity of participation and the degree of adherence over time of the participants . There will not be enough time in a three minute game to have lasting effects, but it will give a clue to whether the game is more inclusive than the normal football play, and the results give a probable prediction. The number of passes goes up which means that time with the ball is less for each player, and that the players are more often involved. This might indicate that the modified games are more including and have underlying values of equality and even freedom, and that the players are working with democratic values in practice.

The short games are of course not long enough to improve physical and technical skills or change the players mentality, it was more a test on what kind of plays that actually could help bring the democratic mindset into ballgames without giving up the intention of the original game.

When the players are given more rules it is natural that this slows down the game a bit, but the play had still the characteristics of football. The most experienced players understood, and took the message: “send more passes and keep the ball for a shorter time”. The play became more inclusive with shorter ball possession, because we see more players were involved. This also resulted in fewer accidental ball losses, which both teams gained from.

It might be useful to reflect on how to react on foul play, not because the play was hard and rough, because the teacher students were all nice and tactful, but other players might not be the same. This could destroy the experience and good will these modified games are trying to build up.

The rule “only positive comments” was very difficult to follow up by the players. They evidently need a better way of commenting, than to say it was a good pass, when he obviously did not mean it. This indicates that this might be a necessary rule, just to learn to give positive comments during ballgames. To give positive and encouraging feedback is important to make more players feel included. Especially as a teacher, you need to give positive comments to encourage pupils with what they do well, and make them feel included, and help them to continue on their path to mastery.

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