Module Guide

**Module:**

**GENDER & DISABILITY & CULTURAL ISSUES AFFECTING PHYSICAL EDUCATION**

Module developed for the Erasmus+ Pupil Health and Well-Being Project 2015 – 2017   
by  
[Universidad de Las Palmas ] in partnership with [CEIP Mar Pequeña]

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# [Module Details](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug1.shtml#_blank)

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| **Module Title:** | [Gender & Disability & Cultural Issues Affecting Physical Education] |
| **Total Study Hours:** | 16 |
| **Contact Hours:** | 12 |
| **Private Study Hours:** | 4 |
| **Pre-requisite Learning (If applicable):** | [It would be helpful if participants have some experience of teaching whole class Physical Education in school or participate in physical activities] |
| **Wider Programme:** | Erasmus+ Pupil Health and Well-Being Project |
| **Year:** | 2015-17 |
| **Module Authors:** | [Universidad de Las Palmas de Gran Canaria partnership with CEIP Mar Pequeña] |

This Module Guide is your essential reference document for the module. It is intended to be used in conjunction with the Module Resource Pack and the overarching Pupil Health and Well-Being Project Handbook.

1. [Short Description](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug2.shtml#_blank)

This module refers to inclusive schooling that percieves all students as able to perform equally by contributing their own values to the society. This diversity characterizes the XXI century, it seeks answers to the new challenges with the main objective of changing the world, and the school appears in this context as one of the key institutions in this process. One of the aspects that can enhance skills in inclusive schools is physical education. Regular physical activity and play are essential for physical, mental, psychological and social development and growth. Among these games we would like to mention the importance of traditional games.

Good habits start at an early age: the important role of physical education is demonstrated by the fact that children who exercise are more likely to stay physically active as adults. Sport also plays a positive role in our emotional health, and it establishes valuable social connections (gender, disabilities, and multiculturalism) by offering opportunities for playing and self-expression. Therefore, this module examines the following issues: identity, legal, ethnic and cultural aspects in order to ensure inclusive schooling. Moreover, motor skills and coordination are going to be tackled too. We should highlight that there is a current need of having more attractive, affordable, accessible and inclusive PE lessons as well as the PE environment.

An electronic copy of this module guide is available for participants on the project web site (www.PHWB-project.com)

**Equality and Diversity** FOR DISCUSSION

**This Pupil Health and Well-Being Project** values and respects the diversity offered in a pluralistic society. We aim to provide a learning community that actively challenges inequality and injustice. For us this means:

1.Actively opposing all forms of discrimination;

2.Recognising diversity of identities as enriching the learning and teaching experience and modelling this in our practice;

4.Providing a safe environment for staff and students to reflect and work on prejudices and stereotypes, including examining the use of inappropriate language;

5.Developing structures and policies that enable participants to participate fully;

6.Supporting a range of learning styles through teaching and module development;

7.Equipping participants with the skills, concepts and values which enable them to challenge inequality and injustice in their future work.

**This Pupil Health and Well-Being Project** values ​​and respects the diversity within a pluralistic society. The changing and fragmented reality we are witnessing nowadays requires global actions and interaction among various educational stakeholders. Therefore, we would like to introduce a number of key points, as a Decalogue that can help us guide educational practice through physical activity to achieve a plural and democratic society regarding gender, disability and appreciation of other cultures. For us this means:

1. Contributing to the students ‘education by offering her/him the possibility to be able to choose physical activity as a means of personal interaction.

2. Providing students with tools to be able to discover and respect other cultures.

3. Providing students with the possibilities of physical and sports practices towards the development of cooperation and teamwork.

4. Analyze the recreational possibilities of sports and physical activities, by dissociating the sports from their agonistic intention.

5. Knowing that physical activity can bring some recreational features making enjoyment in relation to gender, other cultures and other capacities (disabilities) more enjoyable.

6. Knowing and appreciating the physical and recreational practices of other cultures with their own inclusive approach to a pluralistic society.

7. Contributing to the organization of physical activities and sport centers (through youth associations), as well as learning how to plan and organize all types of sports, by promoting coexistence between the diversity of genders, cultures and disabilities.

8. Providing participants with the skills, concepts and values ​​that enable them to challenge inequality and injustice in their future work.

9. Achieving a comprehensive education through the practice of sports.

10. Reinforce the moral and educational values ​​inherent in sport, i.e., improve social communication, promoting the grouping of genres, cultures and abilities, and finally, develop sportsmanship and healthy lifestyles, by overcoming prejudices and cultural stereotypes.

**Este** módulo se ocupa de cuestiones de igualdad y diversidad de varias maneras. El nuevo modelo que planteamos, por tanto, considera al educando como sujeto de la educación y no como objeto de la misma. Se le reconoce como diferente e independiente, valorando sus características culturales y respetando sus derechos que como persona posee, sea cual sea su género, cultura y discapacidad. En definitiva, se contempla la educación física como un proceso de inclusión, como derecho de la infancia y como un deber de las instituciones.

**This module** deals with issues of equality and diversity in several ways. The new model we propose, therefore, considers the learner as the subject of education and not as an object of it. Student is recognized as distinct and independent, valuing cultural characteristics and respecting her/his rights, regardless of gender, culture and disability. In short, physical education is seen as a process of inclusion of children as a right and a duty of institutions.

1. [Aims of the Module](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug3.shtml#_blank)

The aims of this module are to:

* Promote the development of an inclusive attitude towards normalizing gender diversity, culture and disabilities.
* Understand different types of adapted physical activities and sports.
* Understand the theoretical and practical foundations of physical activity in relation to the diversity of populations.
* To promote social and gender equity and promote dialogue through collective work to promote opportunities for solidarity and cooperation based on sports and physical education.

Using information sources , with special emphasis on ICT.

1. [Learning Outcomes](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug4.shtml#_blank)

On successful completion of this module participants will be able to:

## 4.1. Knowledge and Understanding

* Understanding and knowledge of physical adaptation to the key elements of the module activities: gender, disability and culture. The programs must be tailored to the students, not the students to them.
* Identify and analyze the complexity of the field of study and find the answers thanks to the practice.

## 4.2. Intellectual Skills

* Knowledge of the research of the module issues, and of the good teaching practices.
* Analyze the elements for effective learning.

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* 1. Practical Skills
* Students will study and put into practice the newly acquired knowledge by developing projects such as: the right of children to enjoy a healthy lifestyle, the importance of taking care of the physical and mental well-being and respect between equals, emphasizing gender, disability and culture.( CITIZENSHIP subject)
* Understand and apply the module activities with their own institutions by including gender, disability and cultural issues as part of the core curriculum.

## Habilidades transferibles

* Identify and access a wide range of relevant information and resources.
* Skills in preparing attractive, inclusive, affordable, accessible and informative lessons and training about gender, culture and diversity.
* Skills in preparing inclusive PE environment.
* The ability to learn, understand and interpret information and apply knowledge to new teaching situations that include gender, culture and diversity aspects.

1. [Introduction to Studying the Module](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug7.shtml#_blank)
   1. Overview of the Main Content

There are four strands in each module which will enable participants to develop a breadth of subject and pedagogical knowledge. The strands in this module are:

* Key theoretical approaches in gender, orientation, culture and disability.
* Practical implications and best practices of the theoretical approaches.
* Legal and ethical issues of discrimination.
* New sports and new technologies towards more inclusive PE lessons.

## OVERVIEW OF TYPE OF LESSONS

• 4 x 3 hour taught sessions in the form of practical workshops and seminars;

• 4 hours of independent study: completing the selected readings for the module and writing of the Learning Journal.

Participants are encouraged to work independently and creatively in an atmosphere of co-operative support and this will be central to the experience. This module encourages and supports active participation.

The Learning Journal is an on-going reflective tool for participants to complete over the course of the module. This tracks the learning journey of the participant and will become a useful reference point for re-visiting subject knowledge, and teaching and learning ideas in the future.

## 5.3. Importance of Self-Managed Learning Time

Participants will be expected to undertake self-study and reading throughout the module and to reflect on the implications of their reading and module content for their own teaching in school and other settings.

## Employability FOR DISCUSSION

The six modules incorporated within the Pupil Health and Well-Being Project introduce participants to some of the fundamental knowledge, understanding and skills that school leaders believe are required in order to be an effective teacher in the current education climate in Europe’s schools. Increasingly, schools need to focus on the education of the 'whole child'. The traditional role of the extended family, of the government and of the church in the formation of Europe's future citizens is changing and in some cases, reducing. The role of the teaching profession is changing as a result. Teachers need to feel equipped to teach in a way that supports the development of our society and ensures our future citizens are happy and healthy. These modules strengthen the training of current and future school educators by providing them with tools to help develop the ‘whole child’. All participants will receive a certificate of achievement on completion of the modules to add to their professional portfolio.

1. The Programme of Teaching AND Learning

Module tutors will support teaching and learning through the full use of formative assessment during taught sessions in the following ways:

• Formatively assessing participant micro teaching activities;

• Supporting group work formatively;

• The modelling of formative assessment as part of the teaching and learning process.

All resources used in the sessions will be uploaded to the project web site. In addition, some resources will be made available in hard copy for use during the sessions.

**Preparation readings**

Most sessions include a preparatory set reading which participants should complete before the session. Details of the preparation readings are given within each session outline below.

All the preparation readings can be found in electronic copy on the project web site. These are available in English, Greek and Spanish.

Indicative content for the four module sessions can be found in the sections on the following page.

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| **Session 1:**  [ Key theoretical approaches in gender, orientation, culture and disability ] |
| **Indicative Session Content**  This session will provide a broad overview of main theories regarding gender, orientation, culture and disability and PE. Also, we will provide some suggestions and strategies to avoid discrimination and prejudices.   * Definition of key concepts: Inclusive school and its meaning * Theory analysis * Problems and challenges in the 21st century society: Prejudices and misconceptions, a new more inclusive PE curriculum * Education stakeholders and their importance |
| **Preparation reading ( texts in English and Spanish)**  Bredahl, A. M. (2013). Sitting and watching the others being active: The experienced difficulties in PE when having a disability.  <http://brage.bibsys.no/xmlui/bitstream/handle/11250/191303/BredahlAdaptPhysActivQuart2013.pdf?sequence=1&isAllowed=y>  Adyrkhaev, S. G. (2013). Optimization of physical education and sports of students with disabilities throughout the entire period of study at the university. Physical Education of Students, 6.  <http://www.sportedu.org.ua/html/journal/2013-N6/html-en/13asgpsu.html>  Harbeck, K. M. (2014). Coming out of the classroom closet: Gay and lesbian students, teachers, and curricula. Routledge.  Táboas-Pais, María Inés, and Ana Rey-Cao. "Gender differences in physical education textbooks in Spain: A content analysis of photographs." Sex Roles 67.7-8 (2012): 389-402.  Barker, D., Quennerstedt, M., & Annerstedt, C. (2013). Inter-student interactions and student learning in health and physical education: A post-Vygotskian analysis. Physical Education and Sport Pedagogy, (ahead-of-print), 1-18.  <http://www.tandfonline.com/doi/abs/10.1080/17408989.2013.868875#.VpwsgChzo3Q>  Ainscow, M. (2001): Escuelas inclusivas: aprender de la diferencia. *Cuadernos de Pedagogía*, nº307, 44-49.  Ríos Hernández, M. (2009): La inclusión en el área de Educación Física en España. Análisis de las barreras para la participación y aprendizaje. *Ágora para la EF y el Deporte*, nº9, 83-114.  Pérez, J.; Reina, R. y Sanz, D. (2012): la actividad física adaptada para personas con discapacidad en España: perspectivas científicas y de aplicación actual. *Cultura, Ciencia y Deporte, vol.7, nº21, 213-224.*  Films:  -Bend it like Beckham (2002). *Quiero ser como Beckham* https://www.youtube.com/watch?v=sjS2tiRh4Zg  -Coach Carter (2005). *Coach Carter* *https://www.youtube.com/watch?v=LZTYVez52Cw*  -Der ganz grosse traum (2011). *Unidos por un sueño.* https://www.youtube.com/watch?v=GxIM5Al3dWU |
| **Follow up activities:**  Completion of Learning Journal reflective comments following the session.  Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session. |

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| **Session 2:**  [Motor skills and coordination ] |
| **Indicative Session Content**  The session associates knowledge and skills , where participants will have to approach the motor skills concepts and their applications in an inclusive school environment. It will include aspects such as :   * Concept of game and motor skills . * Symbolic play and motor skills games and stories . * Motor skills game for rules. * Introductory games and cooperative games . * Motor skills and inclusion. |
| **Preparation reading ( texts in Spanish and English)**  McDaniel, J. W. (2013). Physical Disability and Human Behavior: Pergamon General Psychology Series (Vol. 3). Elsevier.  Walseth, Kristin. "Norwegian-Pakistani Girls’ Experiences in Physical Education in Norway." Gender and Sport: Changes and Challenges (2013): 232.  Navarro, V. (2002). La práctica del juego motor y sus tipos de juegos, en *El afán de jugar. Teoría y práctica de los juegos motores*. Las Palmas de Gran Canaria: Universidad de Las Palmas de Gran Canaria. Pp. 185-227  Schwartzman, H.B. (1978). Transformations. The anthropology of children's play. New York and London: Plenum Press, 1-26. |
| **Actividades de seguimiento:**  Follow up activities:  Completion of Learning Journal reflective comments following the session.  Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session. |

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| **Session 3:**  [Traditional sports and games] |
| **Indicative Session Content**  The session associates knowledge and skills , where participants will have to approach the game concept and traditional sport and their importance as a cultural and universal heritage. Likewise, trainees will approach the notion of traditional children's games, games´educational values ​​and current problems . It will include aspects such as :  - Game concept and traditional sports . The traditional children's games .  - Relationship between play / traditional sport and cultural context.  - Game / traditional sport as a multicultural element .  - Game and learning.  - Game and gender division .  - Games, values ​​and violence.  - Games: traditional curriculum .  - Values ​​of traditional children's games.  - Problems of traditional children's games. |
| **Preparaction ( texts in English and in Spanish)**  Davids, K., Araújo, D., Correia, V., & Vilar, L. (2013). How small-sided and conditioned games enhance acquisition of movement and decision-making skills. Exercise and sport sciences reviews, 41(3), 154-161.  Castro, U. (2007). El juego tradicional como elemento cultural, en Juegos y deportes autóctonos. Manuales docentes de Educación Primaria. Las Palmas de Gran Canaria: Universidad de Las Palmas de Gran Canaria. Pp. 51-66.  Castro, U. (2007). El carácter pedagógico del juego tradicional. El juego tradicional infantil, en Juegos y deportes autóctonos. Manuales docentes de Educación Primaria. Las Palmas de Gran Canaria: Universidad de Las Palmas de Gran Canaria. Pp. 75-94. |
| **Follow up activities:**  Completion of Learning Journal reflective comments following the session.  Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session. |

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| **Session 4:**  [Worldwide dances ] |
| **Indicative Session Content**  [ The session associates knowledge and skills , where participants will have an approximation to the dances of the world as inclusive , inclusive and accessible activity. It will include aspects such as :  - Traditional dances as an integrating trait .  - Worldwide dances .  - Rhythms and basic steps.  - Dance wheel  - Didactic materials] \*have look at the footnote |
| **Preparation: ( texts in English and Spanish)**  Emerenziani, G. P., Guidetti, L., Gallotta, M. C., Franciosi, E., Buzzachera, C. F., & Baldari, C. (2013). Exercise intensity and gender difference of 3 different salsa dancing conditions. International journal of sports medicine, 34(04), 330-335.  [ Álvarez, M. J. Prohibido el mando directo: ¡Vamos a bailar! http://www.expresiva.org/AFYEC/Articulos/X012\_Prohibido\_mandodirecto.pdf ] |
| **Follow up activities:**  Completion of Learning Journal reflective comments following the session.  Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session. |

*\* Prior to session 4, a local school will visit the sport centre to undertake a fitness lesson with centre’s staff. Aspects of this lesson will be filmed with permission from parents.*

# [PARTICIPANT Evaluation](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug9.shtml) FOR DISCUSSION

Evaluative feedback will besought from all module participants using a Bristol online survey to provide a rating for each session, module organisation and resources. Participants will also be asked to provide some qualitative feedback about the module. This feedback will be used to inform the development and improvement of the module for future participants.

1. [LEarn](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug9.shtml)ing resources
   1. Reading List

The following list of *suggested* material is optional, and is designed to support the module by providing additional reading around the wider subject area. The compulsory preparation readings for the module can be found in electronic copy on the project web site (see section 6), and are available in English, Greek and Spanish. The *suggested* material is only available in the published language**.**

**Print Texts**

[Castro, U. (2007). Juegos y deportes autóctonos. Manuales docentes de Educación Primaria. Las Palmas de Gran Canaria: Universidad de Las Palmas de Gran Canaria.

Lleixá, T. (Coord.) (2002). Multiculturalismo y educación física. Barcelona: Paidotribo.

Navarro, V. (2002). El afán de jugar. Teoría y práctica de los juegos motores. Barcelona: INDE.

Ríos, M.; Ruíz, P. y Carol, N. (coord.) (2014). La inclusión en la actividad física y deportiva. Barcelona: Paidotribo.

Sánchez Rodríguez, J. y Martín, J. (2002). Bailes del mundo. Una propuesta de bailes populares para Educación Primaria. Barcelona: Paidotribo.]

**Journals**

[European Journal of Physical Education.

PROSPECTS quarterly review of comparative education Nº 145

Revista de Educación Física.

Tándem. Didáctica de la educación Física (Graó)]

## Internet Resources

A list of some helpful web sites related to the module subject area: ( 4)

http://www.ibe.unesco.org/fileadmin/user\_upload/Policy\_Dialogue/48th\_ICE/CONFINTED\_48\_Inf\_2\_\_Spanish.pdf

https://danzasdelmundo.wordpress.com

www.efdeportes.com

www.juegacanarias.tk

