



Pupil Health & Well-Being

Module 6: GENDER & DISABILITY & CULTURAL ISSUES AFFECTING PHYSICAL EDUCATION

Project number: 2015-1-UK01-KA201-013732





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Module 6: GENDER & DISABILITY & CULTURAL ISSUES AFFECTING PHYSICAL EDUCATION

- 6.1. Key theoretical approaches in gender, orientation, culture and disability*
- 6.2. Motor skills and coordination*
- 6.3. Traditional sports and games*
- 6.4. Worldwide dances*

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Structure of the module:

1. Aims of the module.
2. Timing.
3. Pre-module questions.
4. 6.1./6.2./6.3./6.4. (Aims of each session).
5. Reading list.
6. Reflections on the module.
7. Works consulted / Bibliography.



1. The aims of module 6 are:

- To promote the development of an inclusive attitude towards normalizing gender diversity, culture and disabilities.
- To understand different types of adapted physical activities and sports.
- To 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.



2. Timing:

Study hours – 16

Contact hours – 12

Private study hours – 4 (1 per session)



3. Pre-module questions:

- a) Assess the importance/relevance of the reading list for your current/future work.
- b) What are the main difficulties that you might encounter concerning the implementation of the activities?
- c) Which are the main ideas of the reading list?
- d) Make a list of the activities you would create based on the reading list.
- e) How would you work on the interdisciplinary contents based on the reading list?



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**MODULE 6
GENDER & DISABILITY & CULTURAL ISSUES
AFFECTING PHYSICAL EDUCATION
(SESSION – 1)**

KEY THEORETICAL APPROACHES IN GENDER, ORIENTATION, CULTURE AND DISABILITY

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- **4. Aims of the session:**
- To define the key concepts of module 6.
- To encourage reflection on these concepts.
- To assess and analyse the characteristics of an inclusive school.
- To speak about prejudices and how to confront them during the PE lesson.
- To define who are the main education stakeholders.



- **1. Key theoretical approaches in gender, orientation, culture and disability**
- **Activity 1:**
- Working in groups, define the following concepts:
- Gender
- Sexual orientation
- Culture
- Disability

Write down comments on the definitions written by other groups



- **1. Key theoretical approaches in gender, orientation, culture and disability**
- **Activity 2:**
- Which were the most repeated words?
- Were the definitions politically correct?
- What kind of educational activities have these definitions inspired?



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- **1. Key theoretical approaches in gender, orientation, culture and disability**
- **Activity 2:**
- **Key words:** Educational activities:



- **1. Key theoretical approaches in gender, orientation, culture and disability**
- **Activity 4:**
- Personal reflection on the quotes.
- Write a paragraph about one of the quotes; why have you chosen it and how could you use it in your future teaching activity.



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- **1. Key theoretical approaches in gender, orientation, culture and disability**
- **Activity 5:**
- In groups of 3, create a 1-minute advertisement to raise pupil awareness of the concepts of gender, sexual orientation, culture and disability. Choose two of these concepts for the advert.



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- **1. Key theoretical approaches in gender, orientation, culture and disability**
- **Extra activity:**
- [Video1:](#)
- [Video 2:](#)
- [Reading:](#)



- **1. Key theoretical approaches in gender, orientation, culture and disability**
- **Activity 3:**
- *For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others. - Nelson Mandela.*
- *Respects and enhances*



- **1. Key theoretical approaches in gender, orientation, culture and disability**
- **Activity 3:**
- *B _____ is the result of sexual selection.*
- *Charles Darwin*
- *Beauty*

- **1. Key theoretical approaches in gender, orientation, culture and disability**
- **Activity 3:**
- *Men are distinguished less by their n _____
t _____ than by the culture they create for
themselves.*
- *Confucio*
- *Natural talents*



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- **1. Key theoretical approaches in gender, orientation, culture and disability**
- **Activity 3:**
- You can't base your life on other people's e_____.
- *Stevie Wonder*
- *expectations*



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- **1. Key theoretical approaches in gender, orientation, culture and disability**
- The concept of *inclusive school*
- Development and cohesion (all education stakeholders)
- *1. Respect for Human Rights*
- *2. Diversity = value*
- *3. Equity + excellence*
- *4. Adapting to individual features*



- **1. Key theoretical approaches in gender, orientation, culture and disability**
- Prejudices and preconceived ideas:
- *Make a list of prejudices that you might find during a PE lesson*
- *Suggest a solution to react:*
 - - *during the lesson*
 - - *a posteriori*
 - - *before the end of the lesson*



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**Module 6:
GENDER & DISABILITY & CULTURAL ISSUES
AFFECTING PHYSICAL EDUCATION
(SESSION - 2)**

MOTOR SKILLS AND COORDINATION

- **Aims of the session:**
- To learn about specific concepts and terms.
- To identify and distinguish how the idea of game varies throughout the stages of child development.
- To appreciate the value of games for motor skills as an inclusive element.



The concept of motor play

- ✓ **HUIZINGA**, "A voluntary activity or occupation executed within certain fixed limits of time and place, according to rules freely accepted but absolutely binding, having its aim in itself and accompanied by a feeling of tension, joy and the consciousness that it is "different" from "ordinary life".
- ✓ **NAVARRO**, "A natural recreational activity of uncertainty subject to a sociocultural context"
- ✓ **HERNÁNDEZ MORENO et AL**, "A motor situation of uncertainty with a recreational purpose and with agreements, norms or rules."



Symbolic play

- ✓ Display of the symbolic function or capacity to use mental representations, presented in language, game and deferred imitation.

Characteristics (Navarro, 2002).

- ✓ Motor significance that depends on the contents of the plot.
- ✓ Distribution of roles depending on the characters in the plot.
- ✓ Regulation of the actions according to the rules of the plot situations.
- ✓ Success achievement and living the experience.



Games with rules

- ✓ **Navarro**, Type of organised game based on the interaction among players. It describes a logic set of behaviours, which derives from the game itself as a system. Rules are both the means and the system for the game.
- ✓ **Piaget**, *Games with rules are "games with sensory-motor combinations (races, marbles, ball games, etc.) or intellectual combinations (cards, chess, etc.) in which there is competition between individuals (otherwise rules would be useless) and which are regulated either by a code handed down from earlier generations, or by temporary agreement."*



Characteristics of motor play with rules (Navarro, 2002).

- ✓ Motor significance that depends on the contents of the plot.
- ✓ Distribution of roles depending on the characters in the plot.
- ✓ Regulation of the actions according to the rules of the plot situations.
- ✓ Success achievement and living the experience.



Errors from an educational perspective

- ✓ Total elimination of players.
- ✓ Small amount of time to develop the game.
- ✓ No role reversal. Players must take all roles.
- ✓ Excessive amount of rules.





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**Modulo 6:
GENDER & DISABILITY & CULTURAL ISSUES
AFFECTING PHYSICAL EDUCATION
(SESSION - 2)**

TRADITIONAL SPORTS AND GAMES



- **Aims of the session:**

- To appreciate the value of games as a way to socialise, do physical activity and enjoy leisure time.
- To bring students from different cultures closer through games from the different continents.
- To strengthen the respect for diversity and promote a tolerant attitude towards other cultures by learning about various forms of entertainment.
- To identify and notice similarities and differences between the games played and local games.



Traditional sports and games. The concept of game:

- ✓ **BLANCHARD y CHESKA**, "a type of behaviour that involves both biological and cultural dimensions."
- ✓ **HUIZINGA**, "A voluntary activity or occupation executed within certain fixed limits of time and place, according to rules freely accepted but absolutely binding, having its aim in itself and accompanied by a feeling of tension, joy and the consciousness that it is "different" from "ordinary life".
- ✓ **NAVARRO**, "A natural recreational activity of uncertainty subject to a sociocultural context"



Traditional sports and games. The concept of sport

- ✓ **BLANCHARD y CHESKA**, "Physical exertive activity that is aggressively competitive within constraints imposed by definition and rules. A component of culture, it is ritually patterned, gamelike and of varying amounts of play, work and leisure."
- ✓ **PARLEBAS**, an institutionalised sport, that is, "a motor situation of encoded confrontation" subject to an organism.



The concept of traditional game

- ✓ *An entertainment activity, generally based on motor skills, that has been passed down from one generation to the next within its social group and is closely linked with the socio-cultural context where it takes place, while adapting to the specific needs and possibilities of each moment.*



The concept of traditional children's games

- ✓ (...) "the ones that, as part of the culture of a specific group, have an origin that cannot be traced back. They are taught, learnt and subsequently repeated with the same structures, almost identical words, moves, methods and melodies. Future generations pass them down and connect them through unconscious educational acts, where an adult or a child explains or introduces them to eager children. These children integrate, retain and, sometimes, reelaborate them."
(Medina, 1987)
- ✓ (Medina, 1987)



Educational values of traditional children's games

- Use of free time.
- Universal.
- Children become familiar with the world of adults.
- Respect for rules.
- Reinforcement of the sense of group.
- Encouragement of creativity.
- Culture preservation.
- Agent of socialisation.
- Development of physical, coordinating and intellectual qualities.



Scopes of application

Conceptual scope:

- Understanding the traditions of their culture.
- Identifying the traditional games they have practised.

Procedural scope:

- Increasing the involvement of less able pupils.
- Pupils create necessary materials by themselves.
- Greater global participation due to an improvement in the motivation towards the activity



Scopes of application

Attitudinal scope:

- Increasing pupils' respect for the natural environment (usual space where these games are played).
- Increasing pupil cooperation levels during the lesson.
- Improving emotional relationships among the members of the group.
- Promoting role identification within the group.
- Taking these games into pupils' free time.





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Traditional sports and games in the world

Documents:

https://www.researchgate.net/profile/C_Trigueros/publication/n/39153457_Juego_tradicin_y_cultura_en_educacin_fsic/a/links/00b7d53a81362cbd2b000000.pdf

https://tspace.library.utoronto.ca/bitstream/1807/58852/1/p_e09019.pdf

**MĀORI KNOWLEDGE: A KEY INGREDIENT IN NUTRITION AND
PHYSICAL EXERCISE HEALTH PROMOTION
PROGRAMMES FOR MĀORI**



✓ [Mayan Ball Game](#)

<https://www.youtube.com/watch?v=JCzhtTjzWvU>

✓ Tarahumara Ball Game

<https://www.youtube.com/watch?v=x4GVMYaHuMI>

✓ Lucha canaria (Canarian Wrestling)

<https://www.youtube.com/watch?v=2lOT14-1h3k>

✓ Greasy Pole

<https://www.youtube.com/watch?v=Zfheo1YlqeU>



Traditional children's games in the world:

<http://www.tandfonline.com/doi/pdf/10.1080/00094056.1998.10522691>

http://ac.els-cdn.com/S0955286398000497/1-s2.0-S0955286398000497-main.pdf?_tid=8bf755f6-318f-11e6-bd99-0000aacb35e&acdnat=1465840508_a70e74c0b99cda7c4cb25a1c8ce82bb9





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**Module 6:
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(SESSION - 4)**

WORLDWIDE DANCES

• Aims of the session:

- To understand and accept how our bodies work, respect the differences, reinforce body health care habits and integrate PE as a way to motivate personal and social development.
- To take part in the dances with a natural, uninhibited, active, and conscious attitude, regardless of the level and skills.
- To appreciate the different dances as a form of expression and communication, as well as a part of the cultural heritage and coming together between people.
- To learn about and practise collective dances from different countries.
- To develop aspects on how to connect with others by practising different dances, thus promoting tolerance and respect (R.D.1631/2006)



Dance: a pedagogical approach (“to make better people”, Unesco 1982).

- The capacity of human beings to generally express themselves through corporal movement in relation to music.
- Fructuoso y Gómez (2001) present the benefits of its practice connected with two areas: motor and socio-affective.
 - ✓ Concerning the **motor** area, they point out the increase in motor competence, the improvement in body image perception, the development of the sense of rhythm and space, the control of physical capacities and the ability to control posture.
 - ✓ Concerning the **socio-affective**, it improves self-awareness and body acceptance, the communicative process (non-verbal), the process of socialisation (integration and cooperation), helps channel and release tension, develops the sense of aesthetics and creativity.



Traditional dances as an integrating trait:

- Through traditional dances, we can learn about the traditions, customs and lifestyles of people from different cultures.
- It allows to note their artistic and communicative expressions, according to their structure, moves, clothing, songs, musical instruments, geographical areas, etc.
- It allows to learn, appreciate and accept traditional dances, showing respect for the rights of cultural expression and diversity, as well as to motivate empathy towards traditions, customs and lifestyles of our own and of others (Navarro, Rosalén y Martín, s/f).



Worldwide dances:

- ✓ López Pacheco (2009) has planned a unit for 3º ESO (Year 10) with this title.
- ✓ He has chosen dances from different countries in the world: France, Netherlands, Russia, Holland, Israel, Argentina, Mexico, Bolivia, etc.
- ✓ Each session includes its own structure and timing, together with a highly useful teacher's guide.





- ✓ **Farandole(France):**
<https://www.youtube.com/watch?v=jNJZKSILh8w>
- ✓ **The Hunters' March (Central Europe);**
<https://www.youtube.com/watch?v=6G9cHQLcx0k>
- ✓ **La Raspa (México):**
<https://www.youtube.com/watch?v=VAsCO1oVzU>





- **Reading list for module 6:**



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- **Learning journal:**
- Think about what you have learnt in class.
- Put it into practice and write down your own impressions, as well as your pupils'.
- Make a brief summary for next session.