



Physical Education and Sport for Democracy and Human Rights (SPORT) Promoting Inclusion through Ballgames

by

Author: Annepetra Røkke Jenssen - Norway

Editor: Audrey Cheynut

Last edition: **October, 2015**

The opinions expressed in this work are the responsibility
of the authors and do not necessarily reflect the official policy
of the Council of Europe.

This training unit has been developed in the trainer training course :
« Physical education and sport for democracy and human rights (SPORT) »
organised by the [Pestalozzi Programme](#)
of the [Council of Europe](#)
[in cooperation with EPAS](#)

Promoting Inclusion through Ballgames

Brief description

Ballgames can be used in Physical Education to develop the cooperative skills of the students. However, it appears that in a competitive context, where scoring and winning are the main concerns of the players, the traditional ways of playing may flout Human Rights' values such as solidarity, respect, inclusion and fair-play. This training unit aims at developing methods that can counter-balance those drifts and initiate the students to inclusive and respectful ways of playing. By the means of cooperative and experiential learning, the trainees will be introduced to the principles of rebound-games and enabled to reflect on their own practices as teachers.

Expected outcomes

- ✓ Willingness and ability to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4 and S_HR_3)
- ✓ Ability to promote convivencia (S_HR_1)
- ✓ Willingness to identify and accept my own and other people's strengths and weaknesses (A_SELF_3)
- ✓ Understanding of how cooperation can support the prevention of conflict, and discrimination, and violence (K_COOP_3)
- ✓ Willingness to work together with others and become actively involved (A_COOP_2)
- ✓ To raise knowledge about the different ways Physical Education and Sport may lead to exclusion (K_HR_3);
- ✓ To sort ways out to struggle against exclusion in Physical Education, especially with ballgames (A_HR_4 and S_HR_3);
- ✓ To promote fair-play and inclusion by enhancing cooperation in ballgames (K_COOP_3, S_HR_1).

Activities

	Duration	Methods used
Activity 1 – Icebreaking	45 minutes	Brainstorming, cooperative work (creative activity) and whole group discussion
Activity 2 – Playing and questioning traditional football	70 minutes	Experiential learning: traditional football game Video analysis and whole group discussion
Activity 3 – Rebound-football: an inclusive game	70 minutes	Experiential learning: rebound-football game Video analysis and whole group discussion
Activity 4 – Up to you!	60 minutes	Cooperative work and whole group discussion
Evaluation	20 minutes	Bullseye evaluation questionnaire

Background and context

The idea of the training unit was to invent and try out ballgames that are inclusive by complying rules that require involvement from more players than with normal rules. This means that the activity is to play ballgames with different rules and find out whether some of them improve inclusion. The clue was to invent and try out ballgames that are inclusive by complying rules that require involvement from all players.

The session starts with “normal” football. The next games were different Rebound-football games with the same players on the teams.

Rebound games in football (soccer), and other “invasion games” (as basketball, handball, icehockey etc.), are games that require at least two players involved with making a goal. One player hits the bench (goal) and another player in the 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.

The trainees who experienced the 2015 training session were pre-service physical education teachers. The aim of the training was to give them methods and hints so that they would be able to include Human Rights Education in their teaching, through the promotion of inclusive games and fair-play.

Activity 1: Icebreaking – Human Rights’ values and Sport

Duration: 45 min

Expected outcome

- ✓ To get to know each other;
- ✓ To create a friendly and secure atmosphere;
- ✓ To start reflecting about the main topics (inclusion, fair-play).

Methods/ techniques used

- ✓ Brainstorming
- ✓ Cooperative work: creative activity
- ✓ Whole group discussion

Resources

- ✓ A ball
- ✓ Flipchart
- ✓ Paper (different sizes, different colours)
- ✓ Scissors, glue
- ✓ Pens, markers of different colours
- ✓ Any kind of creative resource you might find useful (pictures, wool...)

Practical arrangements

- ✓ For step 1, the group must have enough space to stand in a circle.
- ✓ For step 2, the participants should be able to work in small groups.

Procedure

Step 1 (10 min) – Brainstorming: what Human Rights’ values can be promoted through sport?

- ✓ The trainer has the participants all standing in one big circle. He/she takes a ball in his/her. He/she gives the first rule that the one who talks has to hold the ball.
- ✓ The trainer asks each participant to present himself/herself in the way he/she wishes. They must say at least two things about them:
 - Their name;
 - One Human Right value that, according to them, can be promoted through sport.
- ✓ Once someone has finished speaking, he/she sends the ball to another participant so that he/she can present himself/herself in turn.
- ✓ While the participants are presenting themselves, the trainer writes on a flipchart the different Human Rights values that are raised. This flipchart will be kept for the following activities.

Step 2 (20 min) – Human Rights values in sport

- ✓ The trainer goes back to the different values that have been written down. He eventually asks if someone wants to make a brief comment about them.
- ✓ The group is divided into small groups (ideally of four people maximum). Each group is asked to represent in a chosen creative way (drawing, acting, photo...) one of the above-mentioned values.

Step 3 (15 min) – Debriefing

- ✓ All the productions are presented. Drawings and pictures can be hung on a wall or a board and time is given for small presentations.
- ✓ At the end of the work, the trainer can lead the debriefing through the following questions:
 - Why did you choose to represent this value? How did you make your decision in the group (consensus, one's choice...)? Was it hard?
 - Did you find it more difficult or easier to work in a group for a creative activity?
 - After this activity, how do you feel? Did your relation to the other change? In what sense? Do you feel included, or more isolated? Is it a “good feeling”?

Tips for trainers

- ✓ The trainer can use the answers of the participants as a transition to introduce the session's main topics of fair-play and inclusion.

Activity 2: Playing and questioning traditional Football

Duration: 70 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To raise awareness about the different forms of discrimination and exclusion.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Experiential learning: traditional football game ✓ Video ✓ Whole group discussion
<p>Resources</p> <ul style="list-style-type: none"> ✓ Indoor or outdoor football pitch and a ball ✓ Video camera and video tape ✓ Official Rules of the Game (appendix 1) ✓ Flipchart, markers
<p>Practical arrangements</p> <p>/</p>
<p>Procedure</p> <p>Step 1 (05 min) – Making the teams</p> <ul style="list-style-type: none"> ✓ The trainer makes teams of five people. ✓ The trainer briefly recalls the main official rules of the game to the participants. <p>Step 2 (15 min) – Game</p> <ul style="list-style-type: none"> ✓ The trainer lets the participants play for short games (5 minutes each). Each team will play twice. ✓ All the games are filmed. <p>Step 3 (10 min) – First discussion</p> <ul style="list-style-type: none"> ✓ The trainer starts a discussion by asking to the participants how they feel at the end of their matches. <ul style="list-style-type: none"> - Is everyone satisfied with his/her team's performance? about his/her own performance? Why? - Does everyone feel that he/she participated at his/her best during the matches? Why? - What are the feelings towards to others: do the participants feel they got more connected to their mates after the match? What about the players of the other teams? - What word describes everyone's feeling at the end of the match (glory, strength, frustration, humiliation...)? ✓ The trainer writes down the words that are raised by each participant for the last question.

Step 4 (15 min) – Watching the videos

- ✓ The trainer lets the participants watch the videos of their game and asks them to analyze what they see according to what they previously said.
- ✓ He/she lets the participants react and comment the videos. He/she writes down the keywords of their comments.

Step 5 (15 min) – Second discussion

- ✓ The trainer compares the flipchart of activity 1, collecting the Human Rights' values to be promoted through sport, the flipchart of activity 2, collecting the participants' feelings after their match, and the comments of the videos. He/she can ask the following questions to the participants:
 - To what extent do your feelings and comments of the matches correspond to the Human Rights' values you mentioned in the first activity? Which ones match? Which ones are opposite?
 - What kind of issues can you face, as teachers, when having the students play a ballgame in Physical Education for what concerns Human Rights Education?

Step 6 (10 min) – Debriefing

- ✓ The trainer can propose a debriefing of the session using the following questions:
 - How far were you aware of the issues we mentioned during the activity? What did you become aware of?
 - Do you have any proposal to overcome the problems that have been pointed out during this activity?
- ✓ The trainer can let the participants who have ideas write them down and hang them on a board, so as to share them with all.

Tips for trainers

- ✓ You can ask a participant who is not playing to be the referee. You can also solicit another participant for taking in charge the video.
- ✓ Remember to adjust the timing according to the number of teams you have.
- ✓ For the video analysis, you can draw the participants' attention on the number of passes they made, for example.

Activity 3: Rebound-football – An inclusive game

Duration: 70 min

Expected outcome

- ✓ To develop attitudes of inclusion and respect;
- ✓ To raise awareness about ways to promote Human Rights in Physical Education.

Methods/ techniques used

- ✓ Experiential learning: rebound-football game
- ✓ Video analysis
- ✓ Whole group discussion

Resources

- ✓ Ballgame Wheel (Appendix 2A)
- ✓ Indoor or outdoor football pitch and a ball
- ✓ A bench
- ✓ Video camera and video tape
- ✓ Rules of Rebound-Football Game (Appendix 2B)
- ✓ Flipchart, markers

Practical arrangements

/

Procedure

Step 1 (05 min) – The Ballgame Wheel

- ✓ As a transition with the previous activity, the trainer presents the Ballgame Wheel (Appendix 2A).
- ✓ He/she explains that the profile of a player (inner circle) can be changed by modifying one of the criteria of the outer circles.

Step 2 (15 min) – Game

- ✓ The trainer explains that for the following experience, he/she will intervene on the « rules ». He/she gives the participants the Rules of Rebound-Football (Appendix 2B).
- ✓ The participants form the same teams as for Activity 2. They play twice a 5-minute game.
- ✓ All the games are filmed.

Step 3 (10 min) – First discussion

- ✓ The trainer invites the participants to express their feelings concerning this new game:
 - Are their feelings better than after the first traditional matches? Worse? Equal? Why?
 - Did they feel more included in the game? How do they feel towards their teammates? And towards the players from the other teams?
 - What word best describes their feeling at the end of the matches?
- ✓ The trainer writes down on a flipchart the different words raised for the last question.

Step 4 (15 min) – Video analysis

- ✓ The trainer lets the participants watch the videos of the matches.
- ✓ He/she lets them react and comment them.

Step 5 (15 min) – Second discussion

- ✓ The trainer brings back the previous documents (the flipchart of activity 1 and 2, and the one of the first discussion) and invites the participants to compare the answers.

Step 6 (10 min) – Debriefing

- ✓ The trainer can invite the participants to debrief using the following questions:
 - What other concerns about Human Rights Education did this activity eventually raise?
 - Do you think you will use the Rebound-Football Game with your class? Why? How?
 - What other rules would you include in Rebound-Football to promote other Human Rights?
 - Do you think it is hard to include Human Rights Education in Physical Education? Why?

Tips for trainers

- ✓ You can ask a participant who is not playing to be the referee during the game. You can also solicit another participant for taking in charge the video.
- ✓ Remember to adjust the timing according to the number of teams you have.
- ✓ For the video analysis, you can draw the participants' attention on the number of passes they made, for example, and compare it to the previous game. You can find out if there were players who kept the ball for a longer/shorter time, made more passes, etc. and compare it to the previous game.
- ✓ At the end of the session, you can collect the ideas of the participants for further modifications of the game. You can also give them hints for other rules, such as:
 - Minimum three passes between three different players before the ball hits the bench (enhancing inclusion);
 - Only positive feedback and comments from the players (promoting fair-play and respect).
- ✓ If you wish so, a third game session can be organized, following the same pattern, for including an experience of those rules.

Activity 4: Up to you!

Duration: 60 min

Expected outcome

- ✓ To take an active part in promoting Human Rights in Physical Education;
- ✓ To act and encourage the others to act against all forms of discrimination and exclusion.

Methods/ techniques used

- ✓ Cooperative work
- ✓ Whole group discussion

Resources

- ✓ A3 paper
- ✓ Pens, markers of different colours
- ✓ The Ballgame Wheel (Appendix 2A)

Practical arrangements

- ✓ The participants should be able to work in small groups.

Procedure

Step 1 (25 min) – Cooperative work: inventing a new ballgame

- ✓ The participants are divided into small groups of four or five people. They can keep the same groups as the team of the previous activities.
- ✓ Each group is asked to create new laws for a ballgame. The participants will provide a document explaining:
 - The rules of their game;
 - How these rules are contributing to the promotion of Human Rights' values;
 - Which part of The Ballgame Wheel (outer circles) they particularly worked on.

Step 2 (25 min) – Presentations

- ✓ Each group presents their game to the others.
- ✓ The participants are invited to comment every presentation using the following pattern:
 - First, they ask for a clarification;
 - Second, they say one thing they particularly like in the project;
 - Third, they give a tip to the group.
- ✓ The trainer explains that this pattern of feedback can be reinvested when trying to develop fair-play, solidarity and respect within the students.
- ✓ The different game projects can be hung up so that all the participants can get the opportunity to read them more closely.

Step 3 (10 min) – Debriefing

- ✓ The trainer can invite the participants to debrief using the following questions:
 - Was it hard to modify or invent a new ballgame promoting Human Rights' values? Why?
 - What is the most important or striking thing you learned in this session?
 - Do you have some doubts concerning the use of those ballgames with your class? Why?

Tips for trainers

- ✓ Invite the participants to work in a real cooperative way: encourage them to organize their work so as to enable everyone to participate, by defining specific roles (time-keeper, writer, spokesman...).

Activity 5: Evaluation

Duration: 20 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To reflect on one's own learning during the session; ✓ To collect information about the different activities.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Bullseye questionnaire
<p>Resources</p> <ul style="list-style-type: none"> ✓ Flipchart ✓ Pens and markers
<p>Practical arrangements</p> <p>/</p>
<p>Procedure</p> <p>Step 1 (10 min) – Bullseye questionnaire</p> <ul style="list-style-type: none"> ✓ The trainer draws a circle on the flipchart and divides it into 7 slices. Each slice will be dedicated to the answer of one of the following questions: <ul style="list-style-type: none"> - Slice 1: Did you appreciate the physical learning activities (football games) during the session? - Slice 2: How far did the experiential activities help you get awareness of the Human Rights issues in sport? - Slice 3: Did you appreciate the cooperative activities (creative work)? - Slice 4: How far did the cooperative activities help you develop more skills and knowledge concerning Human Rights in Physical Education? - Slice 5: Will you use some of the activities and methods of the session with your class? - Slice 6: Did you feel included and free to participate during the session? - Slice 7: Did you include others during the football session? ✓ The center of the circle stands for "A LOT"/"ABSOLUTELY YES", while the border of the circle stands for "NOT AT ALL"/"ABSOLUTELY NO". The participants are asked to draw a dot in each slice to express where they stand for each point. After each answer the trainer can let some participants give some brief comments if they wish so. <p>Step 2 (10 min) – Conclusion</p> <ul style="list-style-type: none"> ✓ The trainer lets anyone who wants to add something (idea, thought, comment, questions) do so. ✓ The trainer concludes the training.

References

Eiberg, S & Siggaard, P (2000). *Boldbasis. En praktisk håndbok*. København: Forlaget Hovedland.

Klafki, W (2002). *Dannelsesteori og didaktik: nye studier*. 2.utg (Orig. Neue Studien zur Bildungstheorie und Disaktik) Århus: Kim forlag.

Jenssen, A. R. (2010). *Ballbasis*. I Bjerke & Jenssen (ed) 2010. *Kompendium i basis*. Trondheim; Hist, alt.

Rafoss, K. & Zoglowek (2008). *Spill og lær ballspill. En innføring i skudd - på- mål - spill*. Kristiansand: Høgskoleforlaget.

Rongland, L. T. (2009). *Situerte læring – om laget som praksisfellesskap*. I Ronglan, Halling & Teng (ed.). *Ballspill over grenser – skandinaviske tilnærminger til læring og utvikling*. Oslo; Universitetsforlaget.

Rychen, D. S. & Salganik, L. H. (eds.) (2003). *Key Competences for a successful Life and a Well-functioning Society*. Göttingen: Hogrefe & Huber publishers.

Stidder, G. & Hayes, S. (2013). *Equity and inclusion in physical education. Themes and perspectives for practitioners*. In Stidder, G. & Hayes, S. (ed.) (2013) 2.edition. *Equity and inclusion in physical education and Sport*. London: Routledge.

Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge: Cambridge University Press.

Wenger, E. (2000). *Communities of practice and social learning systems*. *Organization*, 7: 225-246.

Appendices

Appendix 1 – Futsal Official Laws of the Game

You will find the FIFA Laws of the Game [here](#).

Appendix 2A – Ballgame Wheel

Elements that can affect the ballgame and qualities that are affected by the ballgame:



Fig. The satellites are various options a teacher/coach can use to promote different aims. The inner circle represents the possible outcomes as tactical, technical, physical, psychological and social qualities (Jenssen A. R. 2010).

The inner circle represent the qualities that could be promoted as outcome when you are coaching a ballgame lesson. The outer circle represents the impact factors and the means you as a teacher can use to promote the various goals and intentions.

In order to promote different aims you can modify the ballgame according to the satellites in the figure above. You could change the conditions.

This means that you can change time, organisation, activity, rules, players, court, ball, goal, coaching style and the amount of time used to effect the outcome of the lesson. In this ballgame, I change rules and the way to score (goal) in order to include all players better than in the original game.

At the beginning of the lessons, it is important to use exercises and games that have as few choices as possible, and then increase the complexity and challenge as the players improve. This means: as few rules and participants as possible with beginners. The best start, in my view, is to start with the ball alone and do different tricks, before you combine your ball handling with a partner. When their ball handling is up to it they can start playing different team plays: as rebound play.

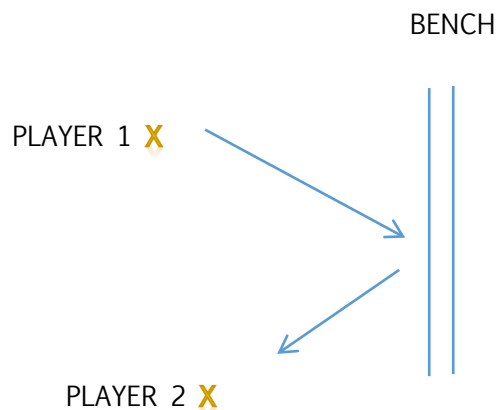
Appendix 2B – Rules of Rebound-Football Game

The aim of the game is to involve a maximum of players in each team.

The game is based on the idea that you need to be at least two players to score.

To score, you need to catch the ball kicked by your teammate after it hit the bench, before the defence team catches it.

Example:



Player 1 plays the ball into the bench and player 2 catches the ball before the defending team.

This game helps the best players from playing solo and the others to become secondary players or to be excluded from the game.