

BOOK OF ABSTRACTS



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21180 | Which constraints influence the participation level of physical education (PE) students in football?

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Abstract

Inclusive education should include all, regardless of disability, socio-economic background, culture, gender or ethnicity (Ainscow, 2005). This study aims to understand how specific constraints influence the participation level of PE students in football settings, that may promote inclusion. The initial evaluation was filmed and consisted of a Gk+4v4+Gk game situation for 20 minutes (10 minutes of free play plus 10 minutes with constraints). A total of 20 students were distributed in 4 teams (A - control group, B, C, D). Each team included 2 students with low performance level, with the remaining 3 students with a good performance level. The game structure was Gk-1-2-1. The constraints were: Team B - The ball needed to pass through every player before scoring a goal (worth 3 points). Team C - when a player with more difficulty assisted on a goal or performed a shot, 2 points were set; when making a pass or recovered the ball, 1 point was given; goal worth 3 points; Team D - The team had 3 targets (a formal 5v5 goal located at the center of the pitch, with a goalkeeper, and 2 side goals with the same width as the formal goal). Only the 2 low level players were allowed to score in the 3 targets (3 points if a goal was scored in the formal goal or 2 points if they run with the ball through or made a short pass — no more than 1 meter — to other 2 targets). At the end of each game, the students playing under constraints and 1 random student with a good performance level, filled out a survey. 5 classes were used for the application of the constraints and 20 minutes of the final part of each class were reserved for the Gk+4v4+Gk game. It's expected the elements of the group with a low performance level will increase their participation and efficacy in the attacking and defensive actions. Since the study is still being applied, there are no specific conclusions yet.

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Keywords: constraints; physical education; football; inclusive education

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References

[1] Ainscow, M. (2005). Developing inclusive education systems: what are the levers for change? *Journal of Educational Change*, 6(2), 109-124. doi:10.1007/s10833-005-1298-4