

# Which constraints influence the participation level of Physical Education students in football?

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## Introduction

Inclusive education should include all, regardless of disability, socio-economic background, culture, gender or ethnicity (Ainscow, 2005). Garganta (1994) argued that there are several methods to teach Team Sports: 1. technique-centered learning; 2. formal game-centered learning, and 3. Conditioned game-centered learning. Each method uses different processes, which leads to different results as far as learning is concerned. Football (soccer) is widely practiced in the school context; however, its pedagogical value is still limited.

Freire (2003) mentions that football taught in schools must contribute for the development of transferable skills deemed relevant and helpful for students' daily life. The author argues that Physical Education (PE) is not interested in training performance athletes but prioritizes the equal access to motor skills and gestures, according to the psychological, social, and biological development of each student. The Fédération Internationale de Football Association (FIFA) has launched an inclusive program that aims to reach young people of all abilities and backgrounds, called "Football for Schools". FIFA reminds us that no child or young person should be left behind regardless of their abilities, ethnicity, gender, sexual orientation, culture religion, race or even language. In order to provide quality PE, where all students have equal access to participation in lessons and where everyone learns, FIFA introduced a tool called the "TREE Framework". The tool acts as a framework where strategies such as teaching style, rules, equipment, and environment are included. For this study, we tried to answer the rules parameter, changing the rules for each group, in order to understand which are the constraints that influence the students' participation in soccer PE classes.

## Aim

- ✓ To understand how specific constraints influence the participation level of PE students in football settings, that may promote inclusion.

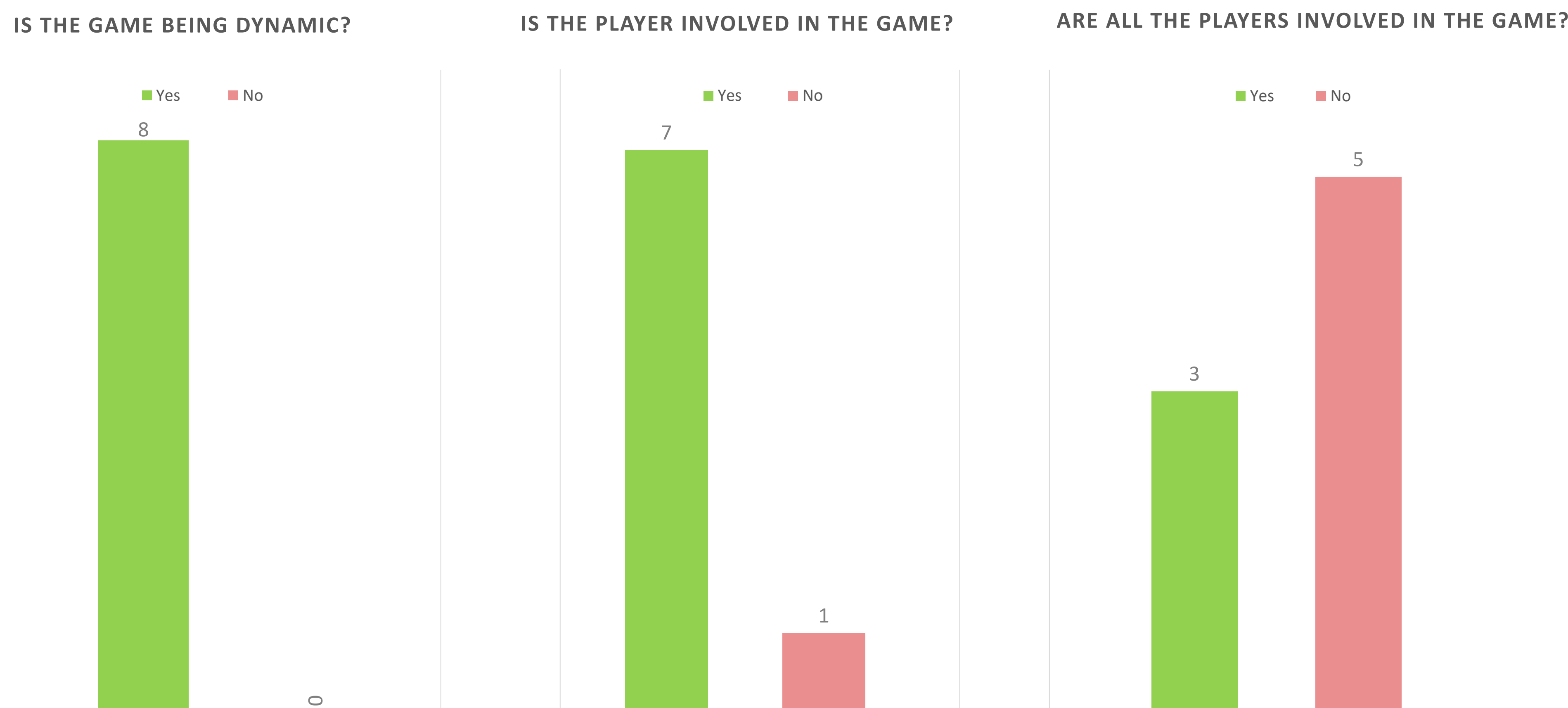
## Methodology

A total of 20 students were distributed in 4 teams (A - control group, B, C, D) according to the results of an initial evaluation performed and recorded in a Gk+4v4+Gk game situation for 20 minutes (10 minutes of free play plus 10 minutes with constraints). Each team included 2 students with low performance level, with the remaining 3 students with a good performance level. Game structure was Gk-1-2-1, in diamond configuration. Each team had different constraints, those being: **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). 5 classes were used for the application of the constraints (so far four lessons of the application of the constraints have been taught) and 20 minutes of the final part of each class were reserved for the game Gk+4v4+Gk.

At the end of each game, the students playing under constraints and 1 random student with a good performance level, filled out a survey.

## Results

It is expected the elements of the group with a low performance level will increase their participation and efficacy in the attacking and defending phases of play. Some preliminary results were obtained through the questionnaires applied to the 8 students after playing the game with constraints:



Regarding the question: "are all players involved in the game?" 5 students answered "no", being the students' justifications:

1. "The girls do not want to move" – Student from team D;
2. "For example me, because I can not get ahead" – Student from team A;
3. "There are players who have not touched the ball" – Student from team A;
4. "Because there are players who don't move" – Student from team C;
5. "There are players with few interactions" – Student from team D.

At the end of the first lesson used for the application of the constraints, one student with a good performance level from team B mentioned that he was frustrated with his team's restriction since he could not score a goal when he wanted to.

## Limitations of the study

This pilot study is considered an intervention study.

However, it has the following limitations:

- The students' absences from classes;
- The space and the time used for the study;
- The control group being relatively smaller than the experimental group.

## References

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