


Chapter 1

Educating Relational and Emotional Well-Being in Girls and Boys Through Traditional Paradoxical Games

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ABSTRACT

Educating gender socioemotional well-being is a great education challenge. The objectives of this study were (1) to identify the motor interactions (cooperation and opposition), the emotional intensity, the motivational interest, and the perception of success by gender in two traditional paradoxical games (TPG) (Hunting Ball and Sitting Ball); (2) to relate the intensity of emotions in both games; and (3) to reveal the predictive capacity of the motor interaction and emotion on the interest aroused by games. A total of 42 students (boys = 21; 50%; girls = 21; 50%) played both games. After each game was over, the participants answered the Games and Emotions Scale. For the differences between Hunting Ball and Sitting Ball, mean and standard deviation, Wilcoxon signed-rank test, p-value, and the effect sizes were performed. The results support the great contribution of TPG for educating the relational and emotional well-being between genders.

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INTRODUCTION

The Gender Equality: A Social and Priority Goal for Our Society

One of the great challenges of current physical education is the education of interpersonal relationships and emotional well-being (UNESCO, 2015). Learning to live together and enjoy the encounter with others are two of the main pillars on which any innovative physical education program should be based, as is clear from the Kazan action plan approved by UNESCO member countries (UNESCO, 2017a).

In the context of coexistence, it is essential to attend to equal opportunities for women and men. Ever since the Treaty of Rome, the European Union has consistently advocated gender equality as one of its core policies. Gender equality draws on a long history of policy development at the European Union (EU) level, the origins lying in the EU Treaty signed in Rome in 1957. Ending discrimination and promoting equality is widely accepted as a social and priority goal for Europe (European Communities, 2009). However, gender equality is still one of the most relevant social challenges for European society. According to the European Institute for Gender Equality, the Gender Equality Index in Europe is 67.4 out of 100 which means that European society needs to consolidate its efforts to eliminate inequality between women and men. For this reason, the European Union has established a Gender Equality Strategy for the period of 2020-2025 (European Union, 2020). The aim of this strategy is:

Working together to make real progress by 2025 in achieving a Europe where women and men, girls and boys, in all their diversity, are equal – where they are free to pursue their chosen path in life and reach their full potential, where they have equal opportunities to thrive, and where they can equally participate in and lead our European society. (European Union, 2020, p. 19).

A special focus on gender equality is also done in a current UNESCO policy document, the Kazan Action Plan (UNESCO, 2017a). This document was developed within the UNESCO Action plan on Sport for Development and Peace. Reinforcing gender equality and empowerment of girls and women via sport is presented there as one of the main policy areas. In addition to that, the Fourth UNESCO Collective Consultation on the Safeguarding and Promotion of Traditional Sporting Games (TSG) was innovatively focused on women empowerment through TSG and highlighted the necessity to promote equality between men and women when they wanted to put in practice any physical activity of TSG.

Gender Equality in Physical Education and Sport Context

In the area of physical activity, physical education and sport, the promotion of equality between women and men and the breaking down of gender stereotypes are some of the major challenges nowadays (Soler, Serra, & Vilanova, 2018). When working on fostering gender equality it's important to agree on what exactly that means. This study follows the definitions, given by European institutions (European Union, 2009): a) Gender equality refers to the situation where individuals of both sexes are free to develop their personal abilities and make choices without the limitations imposed by strict gender roles. The different behaviours, aspirations and needs of women and men are considered, valued and favoured equally; b) Equal opportunities for women and men indicates the absence of barriers to economic, political and social participation on the grounds of sex. Given the specificity of physical education, educating gender equality involves going beyond the use of non-sexist language, that is, it means educating equal

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