


# Chapter 11

## Conflict Education in Physical Education From a Gender Perspective: The Traditional Game as a Pedagogical Tool – Relationships and Emotions Between Adolescent Girls and Boys

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### ABSTRACT

*Traditional games offer an exceptional relational setting to educate pupils' interpersonal relationships and offer equal opportunities to both genders. The aim of the study was to determine the predictive capacity of the variables associated with the motor conflict process (intensity, attitude, and intervention) and the emotional meaning of the conflicts experienced by the male and female genders. A total of 330 students (172 girls, 52.1%; and 158 boys, 47.9%) from secondary education participated. An intervention based on the GIAM pedagogical model was carried out through the practice of four traditional*

DOI: 10.4018/978-1-7998-9621-0.ch011

*competitive cooperation-opposition games (marro, dodgeball, stealing stones, and pass the treasure). The findings show that girls and boys experience conflict in a similar way when they are part of a low conflict group. The first predictor of girls' conflict is the type of attitude they adopt in conflict management. However, boys' conflicts are mainly predicted by the emotional meaning and then by the attitude towards the conflict.*

## **INTRODUCTION**

The processes of change and social transformation that society has undergone in the 20th century and part of the 21st century make it necessary to become aware of the present and future of the world's population. There is a need to address the major global challenges and to have a roadmap for sustainable global and human development; hence, most countries around the world are trying to follow the 2030 Agenda for Sustainable Development (ONU, 2015) composed of seventeen Sustainable Development Goals (SDGs).

Education for Sustainable Development (ESD) promoted by UNESCO since the 1990s, converges with the SDGs of the 2030 Agenda to conclude with the report on Education for Sustainable Development Goals: learning objectives (UNESCO, 2017a). These international reports reinforce the importance of promoting quality education from childhood and adolescence in order to build the foundations for a more just, peaceful and egalitarian society (Uitto & Saloranta, 2017). Specifically, SDG 4 'Quality Education' postulates the education system as the starting point for the acquisition of the rest of the SDGs. Inclusive, equitable and quality education that promotes lifelong learning opportunities for all in society is pursued.

In the educational context, adolescence is a time of great psychological, physiological, cognitive and social change (De la Barrera et al., 2019). It is a process of individual and group development that is marked by the experiences and learning that each child experiences in his or her family, social and school environment (Sawyer et al., 2012). In this maturation process, educational agents should act as guides and references for the development of proactive, peaceful and inclusive attitudes (Paricio et al., 2020). Therefore, the school context offers an exceptional setting for educating the future of our society on the basis of sustainable development values, knowledge, attitudes and skills (Wolff & Ehrström, 2020).

Nowadays, classrooms in schools are characterized by a great diversity of students. As a result, teachers often have to manage the presence of disagreements and tensions in interpersonal relations, which can lead to conflict (Cebolla-Baldoví & García-Raga, 2021; Granero-Gallegos et al., 2020; Grau & García, 2018; López-Castedo et al., 2018). In this respect, the presence of disruptive conduct in the classroom highlights school coexistence and the improvement of socio-emotional well-being as one of the great challenges of modern physical education (PE) (López et al., 2016; Mahvar et al., 2018; UNESCO, 2015). Learning to live with others should be one of the main pillars of the education system (Delors, 1996).

In light of these considerations, any teacher involved in an ESD process needs to consider the transformation of interpersonal relationships and the improvement of socio-emotional well-being as priorities. SDG 3 'Good Health and Wellbeing' and SDG 16 'Peace, Justice and Strong Institutions' are two of the seventeen SDGs that should go hand in hand with SDG 4 'Quality Education' from early childhood to higher education (Tejedor et al., 2019); promoting a culture of non-violent peace through the work and development of competencies that enable students to reflect on and become aware of their actions (Lavega et al., 2018). A quality PE should promote the acquisition of fundamental knowledge aimed at equality, mutual respect and coexistence as set out in the SDGs (Durlak et al., 2011).

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