

Chapter 17

Educational Inclusion in Physical Education Lessons: Motor Games and Multiculturalism

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ABSTRACT

Physical Education is known for enhancing social relationships among students and for developing social-emotional skills. This project aims to evaluate and analyze the impact of an educational intervention based on motor games carried out in the Physical Education area on the social structure of the 4th grade classroom of the La Paz Public School in Albacete (Spain). For this, a sociometric test was carried out before and after intervention in the formal and informal social structures of 14 students. The results revealed substantial changes in the social structures of the students.

INTRODUCTION

The Royal Decree (2014) of Spanish education specifies the premise that throughout the Primary Education, Physical Education must offer the possibility of relating, promoting respect, conflict resolution or teamwork, in addition to demonstrating responsible personal and social behavior. This point of fact is possible due to the experiential character of the area based on body and movement education that allows the acquirement of affective and relationship skills, necessary for life in society; inducing an integral development of students in personal, professional and social perspectives (Contreras et al., 2010).

Physical education is an area that allows a greater number of social interactions facing the rest. Therefore, Gil et al. (2020) considered it important to incorporate the affective dimension in the analysis of pedagogical practices in order to generate correct and positive social relations, since the human being is considered a being sensitive to his environment and can be moved during the sessions of Physical Education. In turn, Herrero et al. (2021) contributed that in this area “conflicts arise and associated with them, experiences of negative and positive emotions, that is, it offers the possibility of «learning to be» and «learning to do» in a real context” (p. 493).

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Literature has shown that the area of Physical Education enhances the social relations between students and favors the development of socio-emotional skills in them (Arroyo et al., 2018; Monzonís and Capllonch, 2014; Alzina, 2011). Bautista (2002) pointed out that one of the main functions of play within physical education is the communicative and relational function. This area favors interpersonal interactions between equals, offering positive and motivational learning experiences. In addition, it should be noted that it not only favors the aforementioned, but it also contributes to the positive development of coexistence in the classroom and the prevention of violence (Herrerros et al., 2021). This idea is reaffirmed and reinforced by Authors such as García-Cantó et al., (2020) highlighted the potential of the game as a mechanism to face diversity in schools due to its high value for learning in a playful context among equals, keeping the attention on motor challenges that increase activity physics during lessons. However, it is necessary to give sufficient importance to the way of approaching educational designs and proposals to achieve the benefits of physical activity, as Bailey (2005) defends “when it is presented properly, it can support the development of social skills and social behaviors, self-esteem and schooling, attitudes and, in certain circumstances, academic and cognitive development “(p. 397)

“The progressive increase in the cultural diversification of students has sparked an intense debate about the role of education and the school when it comes to «promoting social cohesion and the learning of life in community” (Aguilar et al., 2015, p. 248). For these reasons, bearing in mind that “the Physical Education classes are the suitable space for the social relations that influence the general climate of the classroom” (Herrerros et al., 2021, p.493), the intent of this paper will be to evaluate an educational intervention in the area of Physical Education for a school in the city of Albacete. Specifically, the center chosen will be CEIP La Paz; a learning community. This is located in a marginal and peripheral neighborhood known as “Las Seiscientas” and has about 2400 people: mostly of Gypsy ethnicity. Finally, it should be noted that the students at this school are distinguished by a high absenteeism rate and serious problems of cohabitation in the classroom; hence, the suitability of this intervention in said school.

MAIN FOCUS OF THE CHAPTER

The main objectives pursued by this research design are reflected below:

- Evaluate and analyze the impact of an educational intervention based on motor games in Physical Education, on social relationships in the classroom.
- Determine the existing social structures in the 4th grade classroom considering the formal and informal environment, before and after the implementation of an educational intervention

METHODOLOGY

Participants

The information has been obtained from the 4th grade students of the La Paz de Albacete public school. A total of 14 students, aged between 9 and 10 years, participated in the various proposals of the program. Of them, 50% were boys and 50% girls. This group has serious coexistence problems. We find a very marked separation in the formal and informal structures according to sex, in addition to a great rejec-

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