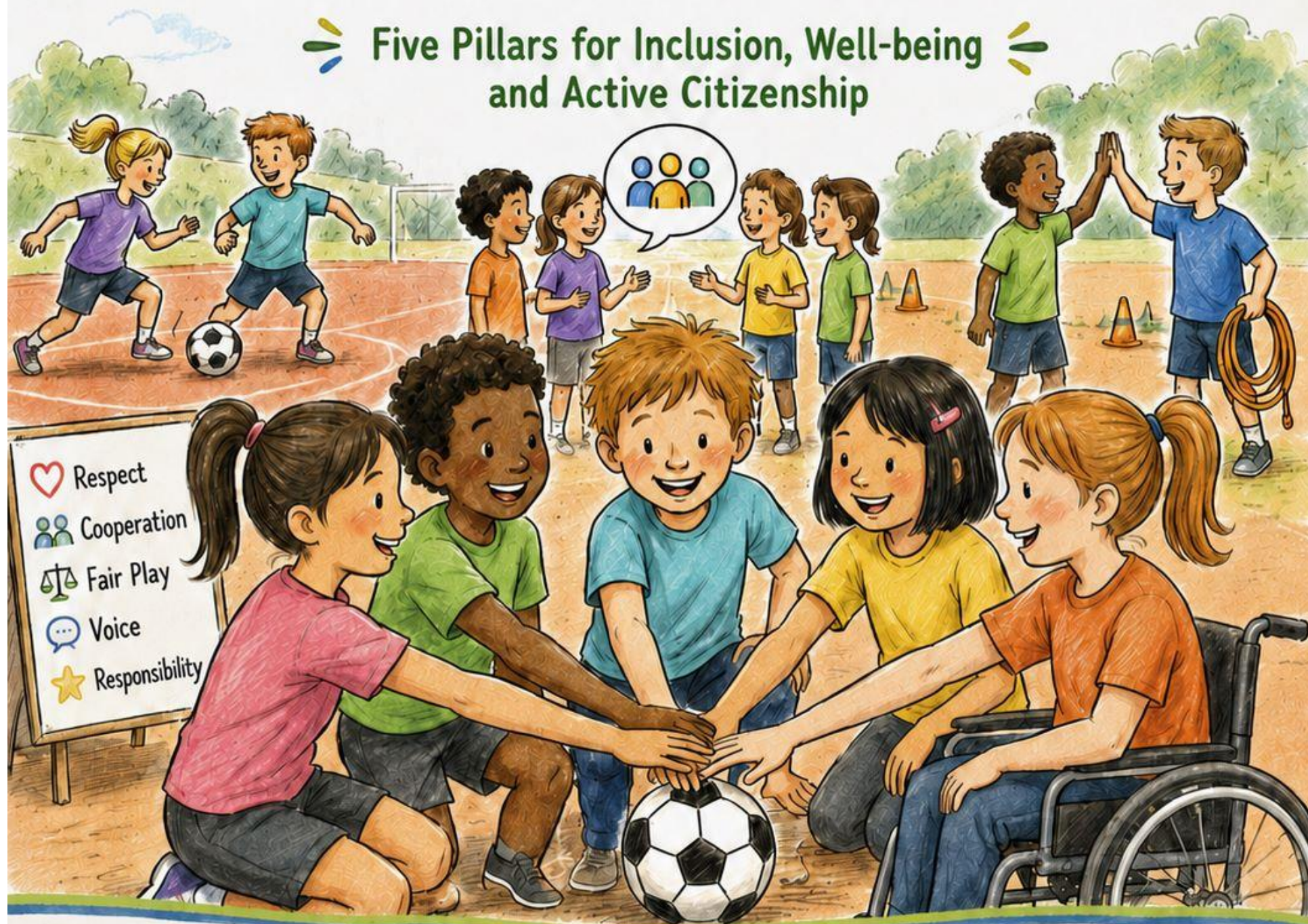


*Addressing intersectional stereotypes and activating students to build inclusive and tolerant primary schools through physical education*

# TEACHING PERSONAL, SOCIAL AND DEMOCRATIC COMPETENCES IN PHYSICAL EDUCATION

— A PRACTICAL GUIDE FOR PRIMARY-SCHOOL PHYSICAL EDUCATION TEACHERS —

➤ Five Pillars for Inclusion, Well-being ➤  
and Active Citizenship



**SELF-AWARENESS**  
Knowing myself



**SELF-MANAGEMENT**  
Managing myself



**SOCIAL AWARENESS**  
Understanding others  
and the world



**RELATIONSHIP SKILLS  
AND COMMUNICATION**  
Connecting and  
working together



**COLLECTIVE ACTION  
AND AGENCY**  
Acting together  
for positive change

MOVING TOGETHER. LEARNING TOGETHER. GROWING TOGETHER. 



## DELIVERABLE D.2.2

# TEACHING PERSONAL, SOCIAL, AND DEMOCRATIC COMPETENCES IN PHYSICAL EDUCATION

## A PRACTICAL TOOLKIT FOR PHYSICAL EDUCATION TEACHERS

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## ABOUT THE TOOLKIT

This toolkit is a practical pedagogical guide for implementing the DIALECT5 methodology in primary-school Physical Education. It is primarily designed for teachers working with children aged 9-12, broadly corresponding to Grades 4-6 of primary school. Its purpose is to support the development of personal, social, emotional, and democratic competences through movement-based activities, team games, structured reflection, and football3 methodology.

The toolkit constitutes a pedagogical response to the findings of the *DIALECT5 Needs Assessment Report* (Deliverable D2.1), developed by the National Centre for Social Research (EKKE) within Work Package 2. The Report combined desk research, an online survey of Physical Education professionals, focus groups with educational authorities and school-community representatives in Greece, Hungary, Italy, and Serbia, and face-to-face interviews with 49 primary-school students aged 9-12 from diverse social and cultural backgrounds. This multi-method research provided the evidence base for adapting the DIALECT methodology to the realities and needs of primary-school Physical Education.

The findings demonstrated that Physical Education can either unintentionally reproduce existing inequalities or become a powerful environment for inclusion, democratic participation, empathy, cooperation, and social-emotional learning. Although teachers strongly recognized this educational potential, they also identified a lack of specialized knowledge, practical guidance, and structured support for translating inclusive principles into everyday practice. Skill level emerged as the most frequent basis of exclusion in Physical Education, while over - competitiveness, verbal conflict, unequal participation, gender stereotypes, and the marginalization of less confident or less skilled students were also evident. At the same time, students expressed a desire for fairer participation, more mixed and inclusive groups, greater involvement in rule-making and decision-making, stronger peer support, and more systematic opportunities for dialogue and reflection.

The philosophy of the toolkit is therefore grounded in the understanding that Physical Education is not merely a setting for the development of motor skills and physical fitness, but also a dynamic environment for social, emotional, and democratic learning. Through play and movement, students cooperate, manage conflicts, respond to mistakes and failure, assume different roles, co-create rules, and learn to recognize and respect diversity. The activities draw on situations that commonly arise in Physical Education - such as exclusion from teams, unequal opportunities to participate meaningfully in play, conflict, frustration, stereotypical expectations, or the dominance of more skilled players and transform them into opportunities for reflection, inclusion, shared responsibility, and democratic participation.

The content is organized around five interconnected pillars: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Communication, and Collective Action and Agency. Each pillar is linked to specific sub-goals, learning outcomes, teaching techniques, examples of application, suggested game rules, and reflection questions. Self-Awareness and Self-Management address emotional and bodily awareness, impulsivity, frustration, mistakes, failure, and resilience. Social Awareness supports the recognition and deconstruction of stereotypes, *othering*, and unequal participation. Relationship Skills and Communication strengthen empathic listening, a sense of belonging, and conflict transformation. Finally, Collective Action and Agency translate students’ need for voice, shared decision-making, co-created rules, co-ownership, responsibility, and ethical leadership into concrete Physical Education practices.

Special emphasis is placed on football3, which provides an experiential pedagogical framework for putting these competences into practice. Through dialogue before and after the game, the co-creation and adaptation of rules, the rotation of roles, and the collective assessment of fair play, students are invited to experience the game as a shared responsibility rather than merely as a competitive activity. In this way, football3 becomes a practical tool for inclusion, cooperation, equity, student agency, and active democratic participation.

The toolkit was also developed in alignment with the Physical Education curricula of the four participating countries: Greece, Italy, Hungary, and Serbia. A comparative analysis showed that, although concepts such as inclusion, equity, anti-racist education, and democratic participation are not expressed with the same terminology or degree of emphasis in every national curriculum, significant areas of common ground exist. Cooperation, fair play, respect for others, responsibility, acceptance of diversity, social development, and active participation emerge as core objectives or cross-cutting aims. The toolkit therefore does not constitute an additional or separate curriculum. Instead, it functions as a pedagogical extension of existing curricular aims and can be integrated into regular Physical Education lessons through play, movement, reflection, and football3.

Teachers are encouraged to select, adapt, and combine the proposed techniques according to students’ age, developmental readiness, abilities, communication profiles, educational needs, and the social and cultural context of each class. Such flexibility should not alter the central pedagogical orientation of the methodology: the creation of a psychologically safe, fair, accessible, and inclusive Physical Education environment in which every child has a voice, assumes a meaningful role, experiences belonging, and contributes to the learning and success of the group.

By connecting the evidence generated through D2.1 with practical, classroom-ready methods, the toolkit seeks to bridge the gap between broad commitments to inclusion and their systematic implementation in everyday Physical Education. In doing so, it supports teachers in transforming movement and play into opportunities for personal development, social learning, democratic participation, and collective action.

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## PART A. INTRODUCTION



### THE NECESSITY OF A HOLISTIC FRAMEWORK IN PHYSICAL EDUCATION

Today, Physical Education is no longer limited to developing motor skills and improving students' physical fitness. On the contrary, it constitutes a dynamic pedagogical field within which attitudes, values, modes of communication, and social behaviors are shaped behaviors that decisively influence the child's overall development. Physical Education classes offer unique opportunities for experiential learning, as students are called upon to cooperate, make decisions, manage tension, cope with failure, respect rules, and coexist with children of different abilities, experiences, and sociocultural backgrounds.

The challenges that emerge in the school context - such as conflict management, lack of cooperation, stereotypes, exclusion, unequal participation, and difficulties with self-regulation - highlight the need for a more structured and deliberate pedagogical framework in Physical Education classes. Everyday practice shows that teachers, beyond teaching technical skills and sports rules, are called upon to manage complex psychosocial situations that arise within play and within the group. Students often struggle to recognize their emotions, control their impulses, cooperate with different classmates, listen actively, accept diversity, or deal constructively with mistakes and failure.

These situations, however, are not obstacles to the learning process; on the contrary, they can be transformed into valuable pedagogical opportunities. A conflict can become an occasion for dialogue and reflection, a mistake can serve as a starting point for perseverance and improvement, and a moment of exclusion can lead to a discussion about fairness, participation, and the group's responsibility. Without, however, a clear and coherent pedagogical framework, interventions often remain fragmented and limited to managing the moment. Conflict is shut down without being used as an opportunity for dialogue, reflection, and social learning; failure is perceived as a negative outcome rather than an integral part of learning and personal growth; and diversity is merely tolerated, without being recognized, understood, and used as a source of learning for the whole group.

To address these challenges, it becomes necessary to develop a systematic and holistic pedagogical methodology that integrates the cognitive, emotional, social, and motor dimensions of learning. This toolkit proposes such a methodology, organized around five core pillars: self-awareness, self-management, social awareness, relationship and communication skills, and collective action and agency. These pillars respond directly to the needs of contemporary Physical Education, offering a functional framework for cultivating personal, social, emotional, and democratic skills through play, movement, and collaborative action.



**Addressing intersectional stereotypes and activating students to build inclusive and tolerant primary schools through physical education**

The five pillars are not independent or isolated units, but an interconnected pathway of personal and social development. Self-awareness serves as the starting point, helping the child recognize their bodily and emotional reactions, thoughts, biases, and needs. Self-management and resilience turn this awareness into the ability to regulate behavior, manage tension, accept mistakes, and persevere in the face of failure. Social awareness broadens the child's perspective toward "*the other*," strengthening their understanding of diversity, equity, fairness, and the mechanisms of exclusion. Relationships and communication skills enable cooperation, empathy, active listening, and the creative transformation of conflict. Finally, collective action and agency lead the child toward active participation as a member of a democratic, fair, and inclusive community.

Integrating these pillars into Physical Education is not merely a theoretical approach, but a practical pedagogical necessity. Through targeted activities, experiential techniques, modified games, inclusion rules, reflective processes, and cooperative strategies, the class can be transformed into a safe and supportive learning environment. In such environment, every student can participate meaningfully, express themselves, experiment, take on roles, cooperate, and develop in a well-rounded way. Emphasis is placed not only on outcomes or athletic performance, but also on process, effort, relationships with others, and the quality of participation.



Of particular importance is the use of play as a pedagogical tool. Play, and football<sup>1</sup> in particular, offers an authentic setting in which students can put into practice the values of cooperation, respect, fairness, responsibility, and democratic participation. Through the co-creation of rules, taking roles, dialogue before and after the game, and evaluating fair play, children learn not merely to play better, but to participate more consciously, more responsibly, and more inclusively.

The teacher's role is decisive in this process. The Physical Education teacher functions not only as an instructor of technical skills, but as a shaper of the pedagogical climate, a guide of experience, and a supporter of students' personal and social development. The teacher creates conditions of psycho-emotional safety, encourages participation from everyone, uses mistakes as learning opportunities, supports dialogue, promotes cooperation, and helps students turn the experiences of play into conscious knowledge and responsible action.

For this reason, strengthening teachers' knowledge, skills, and pedagogical tools is a basic prerequisite for the successful implementation of such an approach. Teachers need a clear and flexible pedagogical framework that supports them in designing activities, using experiential techniques, shaping inclusive rules, and using reflection questions, tailored to the needs of each class and each educational context.

In summary, the systematic use of the five pillars can fill a substantial pedagogical gap in Physical Education, connecting "what" is taught with "how" and "why" it is taught. Through this approach, Physical Education can make a meaningful contribution to shaping students who are not only physically active, but also socially responsible, emotionally resilient, and capable of coexisting creatively in a multicultural, fair, and democratic society.

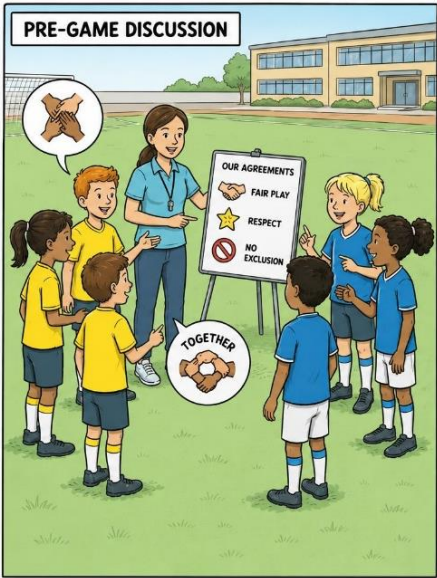
<sup>1</sup> The football3 Handbook and the football3 Trainer Manual are available on the following websites: [DIALECT](#) and [DIALECT4 – Activities & Results](#).



## REVIEW OF THE FOOTBALL3 METHODOLOGY

Since its founding, the football3 methodology has evolved into what it is today: a methodology used worldwide to promote teamwork, fair play, and peace. It got its name from the game's division into "three halves" - a discussion before the game, the football match itself, and a discussion-review after the game. Football3 is played with mixed teams and is based on a specific set of rules that differs from conventional football. Both fixed rules and open rules are combined.

Open rules, also known as fair play rules, are agreed upon by the members of both teams before the game begins and concern the behaviors that participants are expected to demonstrate throughout the game. For example, both teams celebrate whenever a goal is scored, regardless of which team scored it; players help anyone who has fallen during play to get back on their feet, whether that person belongs to their own team; and so on.



In the **first half**, a discussion takes place with members of both teams to propose and agree on the open rules they will follow during the game.



In the **second half**, a football match is played, and team members are responsible for respecting and adhering to the agreed-upon rules.



In the **third half**, a discussion is held in which members of both teams talk about the ways in which the open rules were followed, and corresponding points are awarded to each team.

*A game organized within the football3 methodology is divided into three halves:*  
*First half, before the match begins*  
*Second half, during the match*  
*Third half, after the match ends*

The scoring system includes: (a) match points awarded according to the result - three (3) points for a win, two (2) points for a draw, and one (1) point for participation - and (b) points for adherence to the agreed-upon open rules, which are awarded to teams during the third half. In this way, a team that lost within the regular duration of the match can ultimately be declared the winner thanks to its adherence to the open rules.

Open and honest dialogue, meaningful communication, and acceptance are inherent values of the football3 methodology. Through their participation in the process, team members learn to speak in front of others, express their views without fear of criticism, listen respectfully, and accept different perspectives.

For this purpose, football3 makes use of mediators, who facilitate discussions, encourage and support the participation of all members, and contribute to creating a safe and inclusive environment for both play and dialogue. At the same time, they ensure that members of both teams have equal opportunities to express themselves and participate in the decision-making process.

During the match, the mediators observe and record both behaviors related to the implementation of the open rules and any incidents or situations they consider important to raise during the third half. In this way, observation does not function as a mechanism of control or punishment, but as a starting point for reflection, dialogue, and collective learning.



# PART B. DIALECT5 METHODOLOGY

As part of the DIALECT5 project, the football3 methodology was adopted and adapted with the aim of developing specific personal, social, and life skills. More specifically, it was designed to focus on developing the following five pillars:

Self-Awareness:

Who am I, and how does my position affect the group?

Self-Management:

How do I manage myself when facing difficulties?

Social Awareness:

How do I perceive the “other,” and how do I act fairly towards them?

Relationship Skills & Communication:

How do we communicate, and how do we transform our disagreements?

Collective Action & Agency:

How do we act as co-owners of a democratic community?

## INTRODUCTION

Contemporary education is called upon to prepare children not only to acquire knowledge and skills, but also to participate as active, responsible, and democratic citizens in a multicultural and constantly changing society. Physical Education, due to the direct interaction, cooperation, decision-making, and the management of real social situations that arise in play and within the group, offers a particularly fertile field for cultivating these skills.

Within this framework, the proposed methodology is not limited to the development of isolated social and emotional skills. On the contrary, it pursues a series of meaningful pedagogical shifts that transform the way students perceive themselves, others, and their participation in the school community. This involves a transition from:

- passive compliance toward agency;
- mere tolerance toward awareness, solidarity, and proportional equity;
- avoidance of conflict toward using it as an opportunity for learning;
- cooperation toward co-ownership and collective responsibility; and, finally,
- formal participation toward co-creation and active engagement.

These shifts reflect a different educational philosophy. Students are no longer treated as passive recipients of instructions, but as individuals with a voice, responsibilities, and the capacity to influence their environment. At the same time, the group functions not merely as a space for coexistence, but as a democratic community in which mutual care, social justice, collective responsibility, and everyone’s active participation are cultivated.

The methodology’s five pillars form the pedagogical framework through which these shifts are realized. The aim is not only to improve behaviour during Physical Education class, but to shape students who are able to understand themselves, manage their choices and reactions responsibly, recognise and challenge social inequalities, transform conflicts constructively, and actively contribute to building more inclusive, fair, and democratic school communities.



Understanding Intersectionality

Intersectionality refers to the way different aspects of a person’s identity and social position interact and shape their experiences of participation, opportunity, recognition, and exclusion. These aspects may include gender, ethnicity, cultural or linguistic background, migrant or refugee status, Roma identity, disability, special educational needs, religion, socioeconomic background, physical appearance, sporting experience, and perceived motor ability.

These characteristics do not operate independently or simply add one disadvantage to another. They may intersect and create a specific experience that cannot be understood by examining each characteristic separately. For example, a migrant girl with limited previous experience of football may encounter barriers related simultaneously to gender stereotypes, language, peer-group relationships, and perceived sporting competence. Likewise, a child with a disability who is also less socially connected to the group may face exclusion resulting from both inaccessible activity design and peer-selection practices.

An intersectional approach encourages teachers to move beyond general assumptions about groups and examine how the organisation of each activity affects individual children. Teachers are invited to observe who receives the ball, who is selected first or last, who occupies leadership roles, whose voice influences group decisions, whose mistakes are tolerated, and whose needs are considered when rules are created. The aim is not to label children according to their identities, but to identify and remove overlapping barriers through flexible grouping, adapted rules and equipment, varied roles, accessible communication, proportional support, and meaningful opportunities for every child to contribute.

## PEDAGOGICAL PRINCIPLES AS LEVERS FOR PEDAGOGICAL AND SOCIAL TRANSFORMATION



The development of self-awareness, resilience, social awareness, relationship skills, as well as collective action and agency, does not arise automatically through students' mere participation in physical activities. Rather, it is the outcome of a deliberately designed pedagogical environment grounded in clear principles of teaching and learning. The quality of children's experience in Physical Education depends not only on the types of activities selected, but primarily on the ways in which these activities are organised, experienced, framed, and given meaning.

Within the framework of DIALECT5, pedagogical principles function as key drivers for implementing the pedagogical shifts described above. They shape the ways in which activities are organised, relationships are formed, participation is supported, and the experiences that emerge through play are used pedagogically. In this way, the aims of inclusive and democratic Physical Education are transformed from broad orientations into specific teaching choices and everyday pedagogical practices.

From this perspective, the six pedagogical principles presented below do not constitute isolated teaching practices, but rather a coherent framework that supports the development of the five pillars. Psycho-emotional safety creates the conditions for every child to participate, express themselves, and take risks without fear of rejection or failure, while embodied learning draws on the body, movement, and lived experience as key sources for understanding oneself and others. Child-centred reflection helps students process what happens during play, recognise emotions, choices, and relationships, and connect their experiences with broader social and ethical issues. Autonomy, active participation, and intrinsic motivation strengthen agency, resilience, personal responsibility, and the sense that every child can meaningfully influence the learning process. Finally, democratic and ethical pedagogy shapes the conditions for cultivating social justice, a sense of belonging, mutual care, collective responsibility, and the equitable participation of all children.



## A. THE PRINCIPLE OF PSYCHO-EMOTIONAL SAFETY

Psychosocial and emotional safety constitutes a cornerstone of meaningful participation and learning. In an environment where a child feels exposed to ridicule, rejection, or relentless critical judgment, active engagement is inhibited, while self-confidence, concentration, and willingness to experiment are undermined. The concept of psychological safety refers to the sense that individuals can take interpersonal risks, such as trying something new, making mistakes, or asking for help, without fear of humiliation or rejection (Edmondson, 1999).

Drawing on humanistic theories of learning, and particularly Abraham Maslow’s hierarchy of needs, it becomes clear that a sense of safety is an essential foundation for individual development, participation, and self-actualisation. When students feel that they are in a supportive and accepting environment, they gradually move beyond a defensive stance and become more able to move into a state of exploration, exercise agency, and express creativity.

This need is particularly significant in Physical Education, where the body, movement, mistakes, and performance are directly visible to others. An unsuccessful attempt, a motor error, or a defeat are not merely technical events, they are often experienced intensely at both social and emotional levels. Therefore, ensuring psycho-emotional safety does not undermine the movement-based character of the class. On the contrary, it creates the necessary conditions for children to try things out, accept mistakes as part of learning, persevere through difficulties, cooperate, and develop physically, personally, and socially (Hellison, 2011; Siedentop et al., 2019).

### THE ROLE OF THE PHYSICAL EDUCATION TEACHER IN PROMOTING PSYCHO-EMOTIONAL SAFETY

The Physical Education teacher acts as the guardian of a climate of acceptance, transforming the lesson into a “safe learning laboratory” where children can develop without fear of social devaluation. Drawing on the concept of scaffolding (Vygotsky, 1978; Wood, Bruner, & Ross, 1976), the teacher provides appropriate support so that students can engage with new challenges within their Zone of Proximal Development. Although learning often requires moving beyond one’s “comfort zone,” this transition can occur only when mistakes are reframed as an integral part of the learning process rather than as personal failures.

In practice, removing the stigma from mistakes transforms errors into opportunities for learning and feedback. Through questions such as “What could we change in our next attempt?” or “What did we learn from the game?”, the teacher shifts attention away from performance anxiety and toward process, effort, and improvement. This emphasis on learning, effort, and progress is linked to a growth mindset and to achievement climates that strengthen students’ persistence and participation (Ames, 1992; Dweck, 2006). At the same time, differentiated instruction contributes significantly to the creation of a safe and inclusive environment. When activities are adapted to children’s abilities, needs, and pace of learning, every student can experience the satisfaction of success (Tomlinson, 2014).

A culture of inclusion is further strengthened through the establishment of rules based on mutual respect and the assignment of varied roles, such as encourager, referee, supervisor, and cooperation observer. In this way, every child is given an active and recognizable role in the lesson, regardless of competitive performance or physical ability (Hellison, 2011; Siedentop et al., 2019).

In addition, the “right to temporarily pass” can serve as a release mechanism in activities involving a high degree of social exposure, giving children the time and sense of control they need to participate when they feel ready. This practice does not mean avoiding participation but rather represents a pedagogical acknowledgment that meaningful engagement requires a sense of safety, respect for each child's pace, and gradual encouragement. Providing choices and strengthening student autonomy are linked to higher levels of intrinsic motivation and meaningful participation (Ryan & Deci, 2000; CAST, 2018).

## B. THE PRINCIPLE OF EMBODIED LEARNING

Embodied learning is a contemporary pedagogical approach that challenges the traditional dualism between body and mind. According to this perspective, knowledge is not an abstract mental process that develops independently of our physical existence. Rather, it is formed organically through bodily action, sensation, and the continuous interaction of the individual with the environment (Wilson, 2002; Barsalou, 2008).

In contrast to conventional approaches that regard the body merely as a “vehicle” for the mind, embodied learning maintains that cognitive functions, such as thinking, perception, understanding, and decision-making, are inseparably connected with sensorimotor experiences. In the context of Physical Education, learning ceases to be a narrowly cognitive accumulation of information and is transformed into a deeply experiential practice, where the body, movement, emotion, and thought function as a unified whole (Stolz, 2015; Thorburn & Stolz, 2017).

The quality of this embodied experience depends directly on the emotional climate within the learning environment. When children experience safety and acceptance, their bodies are released from defensive constraints, allowing them to experiment with movement and explore their creative potential. In this supportive framework, movement connects harmoniously with thought and emotion, contributing to holistic learning and personal development. By contrast, intense anxiety, fear of failure, or the pressure of strict evaluation may be expressed through bodily tension and motor stiffness. A body experiencing fear tends to withdraw and become constrained, limiting the natural flow of movement and disrupting the learning process. Therefore, cultivating a positive climate in Physical Education classes is not merely a pedagogical choice, but a well-grounded necessity, since emotion, social experience, and learning are closely interconnected (Immordino-Yang & Damasio, 2007).

### THE ROLE OF THE PHYSICAL EDUCATION TEACHER IN PROMOTING EMBODIED EXPERIENCE

Within the framework of embodied learning, the role of the Physical Education teacher is fundamentally transformed: from a mere transmitter of technical instructions, they emerge as orchestrators and facilitators of a holistic experiential journey. Their role is not limited to teaching a motor skill but extends to creating an environment where children can “inhabit” their bodies with awareness, safety, and confidence.

Teachers who adopt the principle of embodied learning recognize that every instruction is addressed not only to the child’s hearing or intellect, but to the entirety of their bodily, emotional, and motor experience. Instead of imposing rigidly predetermined movement patterns that require mechanical compliance, the teacher favors forms of exploratory and active learning. Guided discovery, motor problem-solving, and the adaptation of game conditions allow children to seek their own movement solutions, strengthening the connection between intention, action, and sensory feedback (Mosston & Ashworth, 2008; Chow et al., 2007).

A central point in this process is the teacher’s ability to interpret students’ “body language.” A tense movement, hesitation, or avoidance of participation does not necessarily indicate a lack of ability. They may instead reveal anxiety, fear of exposure, or emotional insecurity. At this juncture, the teacher's role becomes catalytic: through appropriate support, adjustment of the difficulty level, and encouraging feedback, they help the child gradually transcend their physical and emotional barriers.

The embodied experience is strengthened when the teacher designs learning environments that allow children to act, feel, observe, reflect, and try again. Learning does not result solely from the repetition of a technique, but from the dynamic relationship between the individual, the task, and the environment. Approaches such as nonlinear pedagogy and the constraints-led approach suggest that students can develop functional movement solutions when the environment is organized in ways that allow them to explore, adapt, and make decisions through action (Renshaw et al., 2019; Chow et al., 2007).



## C. THE PRINCIPLE OF CHILD-CENTRED REFLECTION

Reflection is the internal process through which children attribute meaning to their experiences, transforming physical activity into conscious knowledge. It is not simply retrospective thinking but an active process during which students recognise the difficulties encountered, evaluate the strategies chosen, and construct a personal understanding of their actions and how these affect both themselves and the group. This approach is closely linked to experiential learning, according to which experience is transformed into knowledge through reflection, conceptualisation, and active experimentation.

According to Donald Schön, meaningful knowledge does not arise from the uncritical repetition of an exercise. Rather, it develops when individuals critically reflect on their experiences, both during the action and after it. In the context of Physical Education, reflection enables children to transcend the level of mechanical performance and develop metacognitive skills. In this way, movement ceases to be a temporary form of physical release and acquires pedagogical depth, as students learn to examine the “how” and the “why” behind each movement, choice, or decision.

The success of this process requires a safe pedagogical environment, free from anxiety of continuous evaluation. For reflection to be honest and genuinely child-centred, children must feel free to express their thoughts, uncertainties, and emotions without the fear of negative judgement. In such a context, “failure” and difficulty are not concealed but instead become valuable material for dialogue, feedback, and personal development.

Formative assessment and qualitative feedback strengthen learning when they help students understand where they stand, what their next goal is, and how they can move forward (Black & Wiliam, 1998; Hattie & Timperley, 2007).

### THE ROLE OF THE PHYSICAL EDUCATION TEACHER IN PROMOTING CRITICAL THINKING AND METACOGNITION

Within the framework of the Principle of Child-Centered Reflection, the role of the Physical Education teacher is fundamentally transformed. He/she is no longer the sole source of authority and becomes an experienced facilitator of critical thinking, metacognition, and the personal construction of meaning from experience. Their core mission is to transform the motor experience from mere physical action into conscious knowledge, acting as the architect who structures the space and time for meaningful dialogue.

Instead of offering ready-made solutions or limiting themselves to technical corrections, the teacher adopts an exploratory and dialogic approach. They utilize open-ended questions that prompt children to reflect on the “how” and the “why” of their actions: “*What helped you make this decision?*”, “*How did you feel when the rule changed?*”, or “*What could the team have done differently?*”. This logic highlights dialogue as the primary pedagogical means of developing thought within a “community of inquiry.”

Through this approach, the teacher promotes reflection-in-action, urging children to recognize their strategic choices, emotional states, and the consequences of their actions while the game is still unfolding. At the same time, they act as a “critical friend,” creating a safe community of inquiry where students can express uncertainties, difficulties, and alternative ideas without fear of negative criticism. Feedback does not focus exclusively on outcomes, but on the process, cooperation, strategic thinking, and the potential for improvement (Hattie & Timperley, 2007).

Equally decisive is the teacher's capacity to delegate part of their authority, accepting the proposals that emerge from the children's reflection, such as modifying a rule, changing roles, or restructuring an activity. This reinforces the students' sense of agency and co-ownership of the lesson. Their involvement in decision-making aligns with pedagogical approaches that emphasize active engagement and the assumption of responsibility by children (Cardiff et al., 2024).

In Physical Education, child-centered reflection can be integrated through short pauses for decision-making by the children themselves during the game, targeted questions immediately following a critical phase, and discussion circles (debriefing) at the end of the lesson. A characteristic example is the Teaching Games for Understanding model (TGfU), where the understanding of the game shifts away from isolated technical practice towards tactical thinking, decision-making, and the experiential processing of the game experience itself (Kirk & MacPhail, 2002).

Finally, the teacher becomes a role model of reflective practice themselves, sharing their own thoughts, uncertainties, and adaptations in the teaching process in a pedagogically appropriate manner. In doing so, the teacher demonstrates that knowledge is not static, but part of an ongoing developmental process based on honest interaction between action, thought, the body, and emotion. Thus, Physical Education is transformed into a space where children learn not only how to move, but also how to think about their actions, understand themselves, listen to others, and assume responsibility for the collective experience of the game.

## D. THE PRINCIPLE OF AUTONOMY AND ACTIVE PARTICIPATION

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| <p>Within contemporary pedagogy, meaningful learning is no longer defined as passive compliance with instructions, but is reconceptualised as an active process of taking initiative. It is realised when children develop a sense of personal responsibility for their actions and transform movement experience into a personal achievement. At the core of this approach lies the Self-Determination Theory, according to which autonomy, competence, and relatedness constitute the three basic psychological needs that support intrinsic motivation, active participation, and individual well-being (Ryan &amp; Deci, 2000). When students perceive that their actions emanate from their own will and are not the product of external coercion, their intrinsic motivation and long-term commitment to the learning process are enhanced.</p> <p>Within the school context, autonomy should not be confused with unrestricted freedom or the absence of a pedagogical framework. On the contrary, it concerns the gradual and methodical allocation of space to the child, enabling them to participate actively in decision-making, select strategies, and co-formulate personal goals for improvement. Autonomy-supportive teaching is linked to practices such as providing choices, acknowledging students’ perspectives, using non-controlling language, and explaining the value of an activity (Reeve, 2006; Reeve &amp; Jang, 2006).</p> | <p>The opportunity to make choices - whether it concerns selecting the level of difficulty of an exercise or devising solutions to complex movement or tactical problems - acts as a powerful mechanism of empowerment. Through this process, children’s voices gain substantial pedagogical significance. When their choices are recognised as valid and meaningful, their self-confidence, a sense of competence, and active engagement are strengthened. The practical application of this approach delivers immediate benefits to the daily routine of the lesson. By supporting autonomy and satisfying children's basic psychological needs, the educator achieves higher-quality motivation, records significantly greater participation rates, and ensures an overall more positive learning experience for the entire class (Standage et al., 2005; Haerens et al., 2015).</p> <p>The principle brings about a fundamental shift in the center of gravity: focus moves from the mere teaching of a sport to the holistic pedagogical support of the child. The educator, from a mere transmitter of commands, emerges as the creator of an autonomy-supportive environment, where movement is not only the goal but also the means for developing autonomous, thinking, and responsible students.</p> |
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### THE ROLE OF THE PHYSICAL EDUCATION TEACHER IN PROMOTING AUTONOMY AND AGENCY

The Physical Education teacher acts as the architect of an autonomy-supportive learning environment. Their primary mission is the creation of appropriate conditions for the emergence of student agency. Instead of offering only ready-made solutions and standardized movement patterns, the teacher systematically adopts the student-centered strategy of guided discovery, motor problem-solving, and the exploration of alternative courses of action. These approaches allow children to think, experiment, and choose their own movement responses, reinforcing the connection between thought, decision-making, and action (Mosston & Ashworth, 2008).

In this way, the teacher supports intrinsic motivation as they recognize and respect children’s need to feel that they have a voice and a degree of control over the learning process. At the same time, they provide meaningful explanations regarding the utility and purpose of each activity, helping children internalize its value rather than experiencing it as a mere external command. Explaining the meaning of an activity is considered a fundamental element of autonomy-supportive teaching because it enables students to connect the activity with personal goals and values (Reeve & Jang, 2006).

An important aspect of the teacher’s role is the gradual sharing of control and the empowerment of students’ voices. The teacher encourages initiative-taking by allowing children to participate in lesson planning, the modification of rules, the selection of an appropriate level of difficulty,



*Addressing intersectional stereotypes and activating students to build inclusive and tolerant primary schools through physical education*

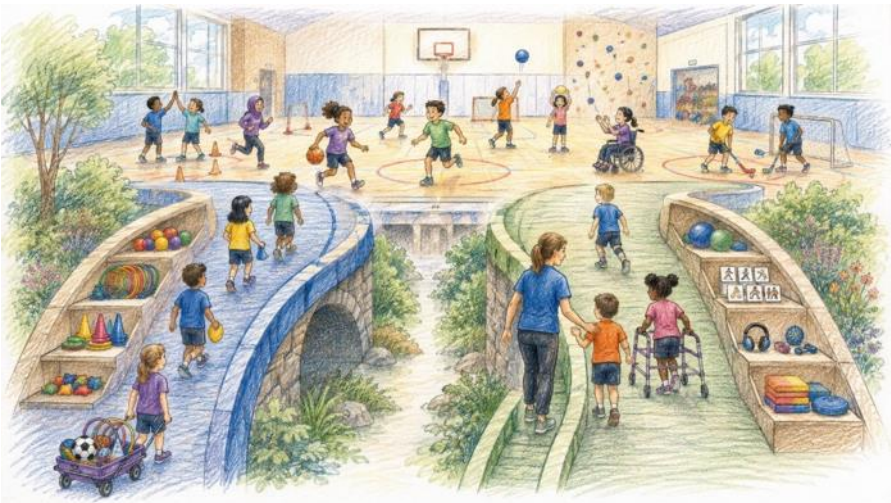
and the evaluation of an activity's function. Utilizing the student voice in Physical Education is associated with more meaningful learning experiences, as children are regarded not as passive recipients of instructions, but as active members of the learning community. By actively listening to students’ suggestions and incorporating them into practice, the teacher transforms the lesson into a democratic learning community in which every child feels valued and capable of influencing the outcome. Instead of using controlling criticism, the teacher provides encouraging feedback that focuses on effort, process, strategic thinking, and improvement. Simultaneously, they avoid forms of control that restrict children's initiative, since controlling teaching can undermine the quality of motivation and limit authentic participation in Physical Education (Haerens et al., 2015).

Ultimately, the Physical Education teacher acts as a catalyst for the transition from dependence to responsible autonomy. Through choice, dialogue, participation in decision-making, and guided responsibility, students learn to think, decide, cooperate, and participate actively. Thus, Physical Education is not limited to the acquisition of movement skills, but contributes to the development of autonomous, responsible, and socially active individuals.

E. THE PRINCIPLE OF INTRINSIC MOTIVATION

Ensuring students’ long-term engagement in physical activity depends directly on the nature and quality of the motivation cultivated in Physical Education lesson. When instruction focuses unilaterally on social comparison, strict external evaluation, and competitive performance, there is a distinct risk that students will associate movement with the anxiety of failure and a sense of motor incompetence. In such an environment, motivation remains extrinsic and fragile, often leading to disengagement, particularly for students who lack high athletic self-confidence.

By contrast, contemporary pedagogy promotes the creation of a climate oriented towards learning and personal development. this framework, the joy of participation, the value of cooperation, and personal improvement are placed at the centre of the educational process. When progress is evaluated based on individual development rather than in comparison with peers' performance, intrinsic motivation is strengthened. Children learn to derive satisfaction from the learning process itself and from surpassing their own limits - a shift that sharply increases the likelihood of physical activity becoming a permanent lifestyle habit extending far beyond the narrow boundaries of the school curriculum.



Emphasising a sense of competence through supportive practices enables every student to experience success on their own terms. By shifting the focus from “Who is the best?” to “How can I improve compared to yesterday?”, the teacher shields students’ self-image and strengthens their willingness to exert effort.

Ultimately, the Principle of Motivation in Physical Education does not merely aim at the execution of an exercise, but at cultivating a deep, internal connection between the child and movement. This connection is grounded in self-confidence, autonomy, a sense of competence, social acceptance, and the authentic enjoyment of effort.

THE ROLE OF THE PHYSICAL EDUCATION TEACHER IN PROMOTING INTRINSIC MOTIVATION

The Physical Education teacher acts as the primary architect of a learning-oriented motivational climate, adopting strategies that prioritize personal improvement over social comparison. According to the TARGET model (Task, Authority, Recognition, Grouping, Evaluation, and Time), the teacher can intervene structurally within the lesson to strengthen intrinsic motivation. This is achieved by offering a variety of activities, delegating authority to the students, recognizing the value of effort and progress, organizing cooperative groups, assessing students based on individual improvement, and providing sufficient time for learning. In this way, a learning climate is created that emphasizes effort, personal progress, self-referenced goals, and cooperation (Bortoli et al., 2017).

At the same time, by focusing on the learning process and the effort exerted, the teacher serves as a source of encouragement and positive feedback. Rather than rewarding only the "naturally gifted" students, the teacher systematically highlights the persistence, participation, and improvement of every child, thereby strengthening a sense of competence across the entire class. This approach reduces the anxiety of failure and nurtures an environment where ability is not defined as a fixed, static trait, but as a quality developed through effort, practice, and support (Ames, 1992; Standage et al., 2005).

Furthermore, the teacher ensures the cultivation of relationships based on mutual respect and cooperation within the group, satisfying the children’s need for social relatedness. By being fair, supportive, and showing genuine interest in the students' needs, the teacher transforms Physical Education into a space of psychological safety and positive engagement. In such an environment, movement is not experienced as an obligation, but as a source of joy, self-expression, and personal fulfilment.

Finally, the teacher’s goal is to equip students with the confidence and intrinsic motivation required to remain physically active throughout their lives. Physical Education, therefore, is not limited to temporary participation in school-based activities, but contributes to the shaping of a positive, autonomous, and lifelong relationship between the child and physical activity.

## F. THE PRINCIPLE OF DEMOCRATIC AND ETHICAL PEDAGOGY

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| <p>The Principle of Democratic and Ethical Pedagogy is a fundamental prerequisite for the shaping of responsible, active, and socially aware future citizens. Drawing on Dewey’s democratic pedagogy, learning is approached as a social process, while the school is viewed as a microcosm of democratic society. Within this framework, students learn through lived experience to participate, cooperate, deliberate, and assume responsibility for their shared framework of action.</p> <p>In Physical Education classes, this principle finds immediate pedagogical application, as play provides authentic conditions for collective action. Students are not merely expected to perform motor skills or follow standardised instructions, but to participate in a learning community where the voice of every child i is recognised as significant. Rules are not presented as arbitrary commands imposed by the teacher, but as necessary agreements that protect fairness, safety, inclusion, and the equitable participation of all.</p> <p>The cultivation of fair play therefore extends beyond formal compliance with rules. It involves the internalisation of core values such as honesty, solidarity, responsibility, empathy, and respect for the opponent's dignity, regardless of the game's outcome. Moral development in Physical Education does not occur automatically through participation in sports activities; it requires pedagogical guidance, reflection, and the systematic processing of experiences that emerge through play (Shields &amp; Bredemeier, 1995; Hellison, 2011).</p> | <p>At the same time, the ethical dimension of Physical Education comes to light through real-life situations that children experience: conflict, injustice, victory, defeat, adherence to or violation of rules, acceptance of diversity, and respect for an opponent. These moments provide valuable opportunities for the development of critical thinking. Students are invited to consider not only “What is allowed?” but also “What is fair?”, “Who is affected by my decision?”, and “How can we proceed with respect and responsibility?” This approach is also connected with theories of moral development, such as Kohlberg’s, as children are guided to move progressively from mere obedience to rules toward a deeper understanding of the reasons that render an action fair, responsible, or morally acceptable.</p> <p>Within this democratic approach, the traditional hierarchy of authority in the classroom is fundamentally reconsidered. Students cease to be passive recipients of instructions and become active members of the learning community. They participate in co-creating rules, adapting activities, assuming roles, and identifying solutions that ensure the inclusion of everyone. In this way, their personal freedom is directly linked to responsibility toward the group and respect for the rights of the “other.” Thus, Physical Education is transformed into a space of experiential democratic and moral pedagogy, where children learn to play, make decisions, disagree, repair harm, and coexist.</p> |
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THE ROLE OF THE PHYSICAL EDUCATION TEACHER IN PROMOTING DEMOCRATIC AND MORAL PEDAGOGY

The Physical Education teacher acts as the guarantor of democratic processes and of the moral climate of the lesson. Their role is not limited to organizing activities or supervising adherence to the rules. On the contrary, they are called upon to transform the lesson into an authentic experiential exercise in democracy, where students have a voice, a role, and responsibility.

Instead of unilaterally imposing rules, the teacher adopts the strategy of co-creation. They provide children with the space to propose, discuss, test, and modify rules when these no longer serve fair and inclusive participation. Through this process, children realize that rules are not mere restrictions, but shared agreements that protect collective functioning, mutual freedom, and the dignity of everyone.

A central aspect of the teacher’s role is the pedagogical utilization of conflicts and moral dilemmas that inevitably appear during play. The teacher does not act merely as a referee whose role is limited to imposing penalties, but as a facilitator of a fruitful moral dialogue. When an injustice, tension, or exclusion arises, the teacher does not focus solely on the immediate restoration of order, but helps children reflect on what happened, who was affected, what choice was fair, and how the group can continue with greater respect. Under this perspective, the concept of success is decoupled from the narrow quantitative appraisal of the score.

Simultaneously, the teacher acts as the guarantor of inclusive equity. They ensure that the voice of every child is heard, those who are often marginalized due to lower motor competence, gender, language difficulties, cultural background, or limited self-confidence. A socially just Physical Education does not merely content itself with “fitting” all children into the game but actively seeks to transform the terms of participation so that every child has a meaningful role, receives recognition, and can influence the group (Lynch et al., 2021; Philpot et al., 2021).

Finally, the teacher serves as a model of democratic character. Through impartiality, emotional stability, fair conflict management, and the practical acceptance of diversity, they translate abstract moral values into daily practices of respect and dignity. In this way, Physical Education does not merely exercise the body but contributes to the shaping of students who learn to think, cooperate, respect others, and participate as responsible members of a democratic community.

## LEARNING THEORIES

*The pedagogical principles of DIALECT5 define the value-based and philosophical framework of the educational intervention, specifying the type of learner and learning community that the Physical Education lesson seeks to cultivate. However, these principles cannot operate independently. In order to be transformed from desirable pedagogical aims into meaningful learning experiences, they must be grounded in appropriate theoretical frameworks that explain how students learn, develop, and interact with their environment.*

*Within this context, Self-Determination Theory, Constructivist Theory, Reflective Practice, Experiential Learning, and Moral Development Theory offer different yet complementary perspectives for understanding the learning process. They provide the necessary foundation for understanding the mechanisms through which self-awareness, self-management, social awareness, relationship skills, and collective action are developed. Essentially, they constitute the theoretical basis underpinning DIALECT5's pedagogical choices and their practical application in Physical Education.*



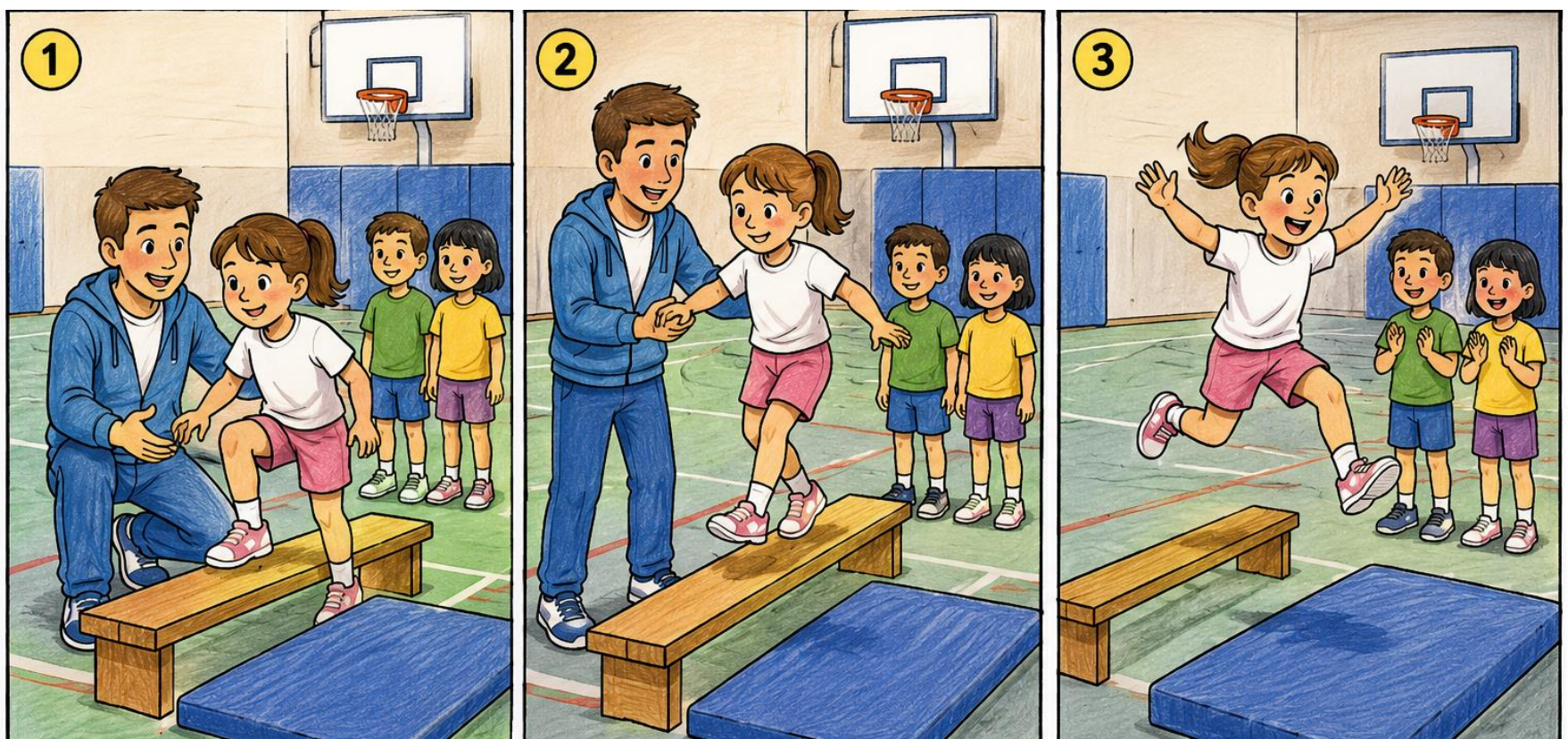
## SELF-DETERMINATION THEORY

Self-Determination Theory, as developed by Deci and Ryan (2000), is one of the most widely recognised theoretical frameworks for analysing human motivation and psychological well-being. Its central premise concerns the existence of three fundamental and universal psychological needs: autonomy, competence, and relatedness. The satisfaction of these needs is considered an essential prerequisite for developing intrinsic motivation, which is characterised by an individual's authentic engagement in an activity for the inherent joy and satisfaction it offers, without the need for external pressure or rewards.

When these needs are met in Physical Education, children's motivation shifts away from external factors, such as grades or fear of criticism, toward intrinsic motivation, where movement and learning become valuable and rewarding in themselves.

Within the framework of DIALECT5, this approach extends beyond a theory of motivation and provides a solid foundation for cultivating Self-Awareness and Self-Management. More specifically, enhancing autonomy through the systematic provision of meaningful choices during the lesson promotes self-awareness and self-regulation, enabling students to assume responsibility for their own learning. At the same time, developing competence through movement challenges that correspond to each child's individual level strengthens confidence and resilience, preparing students to manage failures and persist toward their goals. Finally, the need for relatedness has direct relevance to emotional regulation. A supportive and safe group environment enables children to manage impulses and emotions, such as anxiety or anger, not through external control or suppression, but through internal empowerment and a deeper awareness of their own strengths.





## CONSTRUCTIVIST LEARNING THEORY

Constructivist Learning Theory reconceptualises learning as a dynamic and active process in which learners do not passively absorb ready-made information, but construct their own meaning through interaction with the environment. According to Jean Piaget, knowledge emerges through the continuous reorganisation of an individual's internal cognitive schemas through the interrelated processes of assimilation and accommodation.

At the same time, Lev Vygotsky introduced the social dimension of constructivism, emphasising that learning is primarily a product of social interaction. Central to his theory is the Zone of Proximal Development (ZPD), which describes the range between what an individual's current capabilities and their potential for development under the guidance of a "more knowledgeable other".

In educational practice, this theory is reflected in the concept of "scaffolding," whereby the teacher provides temporary and targeted support that is gradually withdrawn as the child develops greater independence and agency (Wood, Bruner, & Ross, 1976). Particularly in Physical Education, constructivism shifts the emphasis from the mere imitation of technical models to problem-solving and discovery. Students are encouraged to experiment with their bodies and the available space, analyse their experiences, and connect new movement skills with prior knowledge and experience, making learning deeply personal and meaningful (Rovegno & Dolly, 2006). Constructivism, therefore, is not simply an alternative teaching method, but a perspective that views the learner as a capable investigator actively shaping their understanding of the world.

Within the framework of DIALECT5, constructivist theory is adapted to support the principles of co-ownership and social awareness. Here, learning ceases to be conceived as a strictly individual achievement, and is transformed into an act of collective action. The pedagogical concept of scaffolding is utilized strategically to support pluralism: the teacher, together with the "more knowledgeable others" within the classroom, actively contributes to challenging processes of othering by highlighting that every group member brings unique and valuable prior knowledge and experience.

From this perspective, students jointly construct rules and activities, developing a strong sense that they are genuine co-shapers of a democratic community rather than passive recipients of external commands.



**Addressing intersectional stereotypes and activating students to build inclusive and tolerant primary schools through physical education**



## REFLECTIVE PRACTICE

Reflective Practice is one of the fundamental pillars of contemporary education, as it transforms experience into meaningful learning through critical analysis. According to Donald Schön, who introduced the concept of reflective practice, learning is not a direct or automatic outcome of action but rather emerges through the conscious processing and interpretation of experience.

Schön distinguished between two main forms of reflection: reflection-in-action, during which individuals adjust their behaviour and decisions while an event is unfolding, and reflection-on-action, which takes place after the completion of an activity and aims at critical evaluation and future improvement.

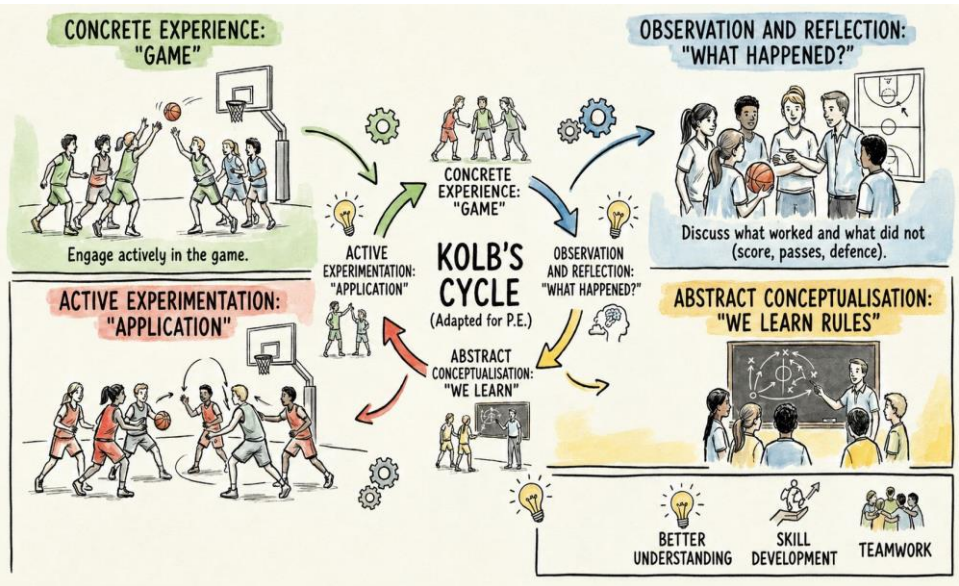
In Physical Education, reflective practice is applied by both teachers and students. Reflection serves as a bridge between movement experience and its understanding, as the teacher encourages dialogue, self-assessment, and critical inquiry. Through targeted questions such as “Why did you choose that pass?” or “How did you feel when you missed the target?”, students analyse their choices, strategies, and emotions, developing metacognitive skills and a greater awareness of their learning journey. In this way, mistakes cease to be a source of disappointment and are treated as opportunities for learning, while students cultivate autonomy, critical thinking, and a deeper awareness of themselves. Under this perspective, reflection becomes a broader "life stance" that requires open-mindedness and responsibility.

Within the framework of DIALECT5, reflection emerges as a fundamental tool for developing empathic listening and transformation of conflicts. Through reflection-in-action, students gain immediate awareness of their perceptions, attitudes, and behaviours while interacting with others. Correspondingly, reflection-on-action is used to critically examine stereotypes, prejudices, and conflict situations that emerged during the learning process. Through dialogue and the collective processing of experience, students learn to transform daily disagreements into opportunities for understanding and cooperation. In this way, critical thinking becomes connected with ethical leadership and the assumption of responsible action within the context of the group.



## EXPERIENTIAL LEARNING

Experiential learning is a holistic educational approach that places experience at the centre of the learning process. While reflective practice focuses primarily on the conscious processing of experience, experiential learning examines the broader mechanism through which experience is transformed into knowledge. In contrast to traditional methods based on memorisation, this approach maintains that learning emerges through the individual’s active interaction with the environment and the systematic use of lived experience. John Dewey, one of the founders of this approach, argued that education should be directly connected with students’ experiences and should provide opportunities for active engagement, inquiry, and social interaction.



In this way, experiential learning transforms the students from a passive recipients of knowledge into an active co-shaper of their own learning journey. As Beard and Wilson (2010) point out, the real power of the approach lies in the dynamic connection of action with thought, reflection, and emotion, making learning deeply meaningful and directly applicable to real-life situations.

In Physical Education, experiential learning finds a particularly fertile field of application, since movement, play, and participation are inherently experiential activities. The teacher designs learning experiences in which students participate actively, test different solutions, cooperate, make decisions, and reflect on their choices. Through this process, they develop not only motor skills, but also cooperation, problem-solving, and emotional regulation. According to Itin (1999), effective experiential learning requires a safe yet challenging learning environment, where trial, error, and feedback are utilized as opportunities for learning.

*The most widely recognised contemporary formulation of this theory was developed by David Kolb, who described the **Experiential Learning Cycle**. This cycle consists of four successive stages:*

- Concrete Experience:** The individual actively engages in an activity.
- Reflective Observation:** The individual critically considers what happened and how they felt.
- Abstract Conceptualisation:** The individual draws conclusions and connects the experience with theoretical concepts.
- Active Experimentation:** The individual applies the newly acquired knowledge in new situations.

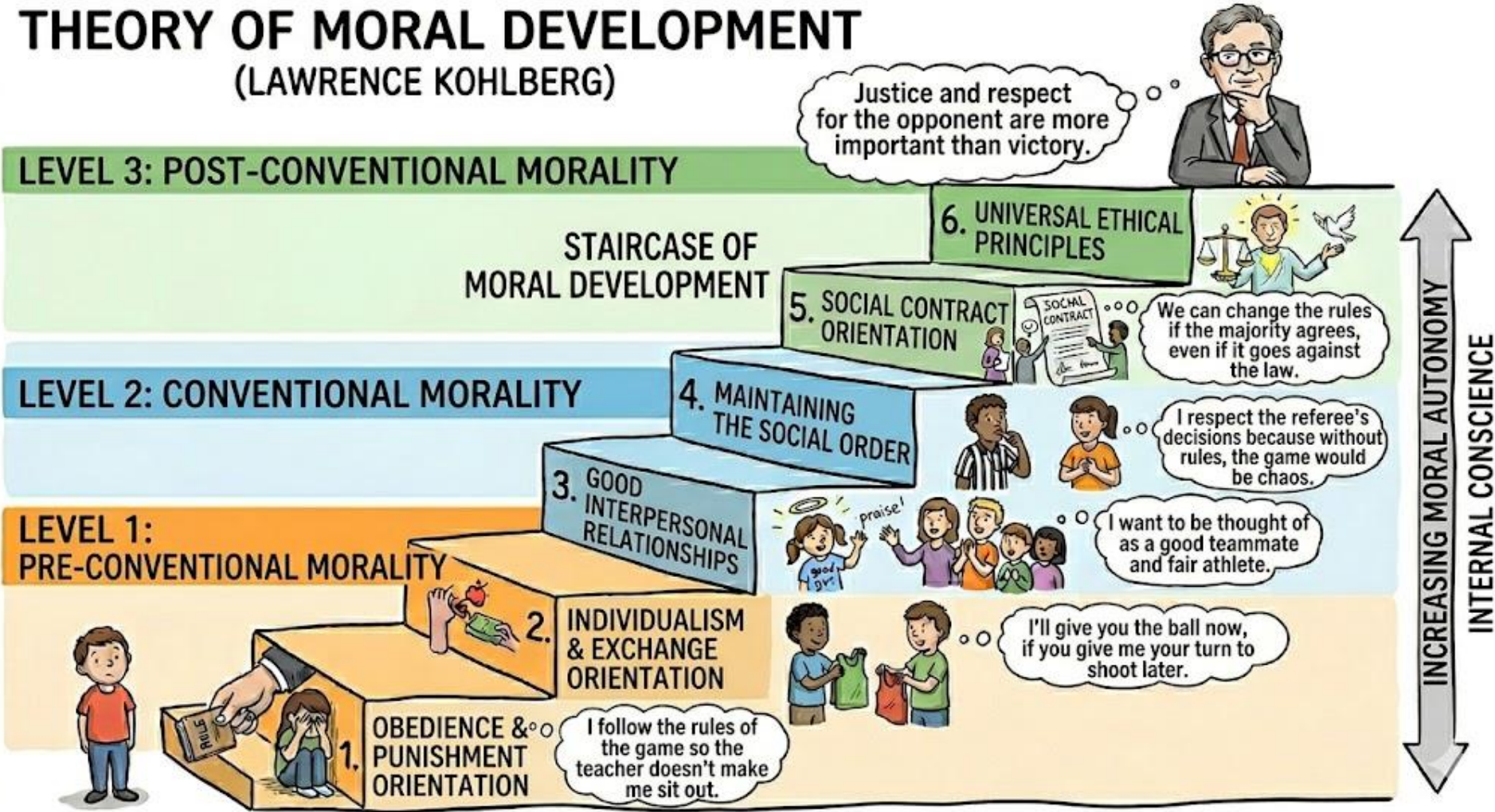
*Through this continuous spiral process, experience is transformed into knowledge, and knowledge, in turn, leads to new and more mature forms of action.*

Within the framework of DIALECT5, experiential learning in Physical Education classes forms the foundation for developing social awareness and proportional equity. Kolb’s experiential learning cycle is utilized so that learning experiences bring students into meaningful interaction with diversity and cooperation. Through reflection on their experiences, they are encouraged to recognise stereotypes, understand different perspectives, and develop awareness of the needs of others. Concurrently, experimenting with new ways of communicating, cooperating, and participating strengthens the sense of belonging and collective responsibility. In this way, play and movement are transformed into fields where the values of equality, justice, and inclusion are experienced in practice.



# THEORY OF MORAL DEVELOPMENT

(LAWRENCE KOHLBERG)



## MORAL DEVELOPMENT THEORY

Moral Development Theory, with Lawrence Kohlberg as its primary proponent, constitutes an extension of Piaget's ideas and focuses on how an individual shapes the concept of justice and moral judgment. Kohlberg argued that moral maturation is not achieved through the mere passive acceptance of social rules, but through sequential progression across six stages, which are grouped into three main levels.

At the Pre-conventional Level, which is primarily associated with childhood, morality is externally regulated. Rules are perceived as fixed and absolute, and moral judgement is based mainly on the immediate consequences of an action for oneself. At Stage 1: Obedience and Punishment, the dominant question is: "Will I be punished?", and individuals obey rules simply to avoid negative consequences. At Stage 2: Individualism and Exchange, the focus shifts to: "What's in it for me?". The individual recognizes that there are different perspectives and actions are judged based on whether they satisfy personal needs, introducing the concept of utilitarian exchange: "I'll do it if you do it for me".

At the Conventional Level, generally associated with adolescence and extending into adulthood, morality becomes socially oriented. Rules are internalized, but moral judgement remains based on the expectations of others, social laws, and the maintenance of social order. At Stage 3: Interpersonal Relationships - The "Good Child" Orientation, the prevailing question is: "What do others expect from me?". Individuals attempt to meet the expectations of their family and community, placing emphasis on trust, care, loyalty, and approval. At Stage 4: Social Order and Duty, the central question becomes: "What is the law?". Individuals consider respect for laws and the fulfilment of duties essential for maintaining a stable and functioning society.

Finally, at the Post-conventional Level, moral judgement becomes internal and abstract. Individuals transcend conventional social norms and base their judgments on universal moral principles, which may occasionally conflict with existing written laws. At Stage 5: Social Contract, the guiding question is: "What is fair for everyone?". Individuals understand that laws are social agreements intended to protect rights and promote the common good. When a law fails to fulfil this purpose, it may be democratically challenged or revised. At Stage 6: Universal Ethical Principles, moral reasoning is based on universal principles of justice, equality, and respect for human dignity. Individuals act according to their internal conscience, even if it means coming into confrontation with the institutionalized framework.



***Addressing intersectional stereotypes and activating students to build inclusive and tolerant primary schools through physical education***

This theory has direct and significant relevance to Physical Education, since sports activities and games provide a dynamic environment filled with authentic moral dilemmas. According to Shields and Bredemeier (1995), participation in sport can promote moral development when students are systematically encouraged to reflect on the consequences of their actions for others. The concept of "fair play" is not limited to the formal adherence to regulations to avoid a penalty (pre-conventional level) but extends to recognizing the inherent value of respect toward the opponent and the integrity of the game (post-conventional level).

Thus, the Physical Education teacher helps children progress through the “stages” of moral maturation: from fear of punishment toward the internal conscience that leads to the democratic co-shaping of the game. Instead of students observing rules merely so the teacher does not expel them (Stage 1) or to secure benefits (Stage 2), they are encouraged to become supportive classmates (Stage 3), to understand that rules protect the game itself from chaos (Stage 4) and, ultimately, to actively participate in decision-making, changing the rules of a game so that they are fairer and more inclusive for everyone (Stage 5).

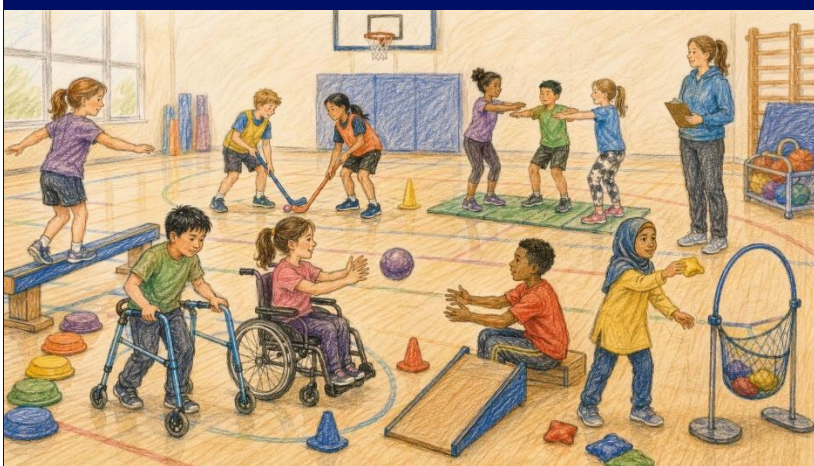
Also significant is the contribution of Carol Gilligan, who complemented Kohlberg’s theory by emphasizing the "Ethics of Care". Gilligan argued that, beyond abstract justice, moral development inherently includes the cultivation of responsibility, connection, and solidarity in interpersonal relationships. In Physical Education, this translates into the students' ability to actively care for the safety, emotions, and inclusion of their classmates, transforming the lesson into a living community that promotes both individual integrity and collective well-being.

Within the framework of DIALECT5, moral development is fully identified with the creation of a democratic community within the Physical Education lesson. Progress towards more advanced forms of moral reasoning means that students act with agency and base their decisions on proportional equity rather than on fear of punishment. Concurrently, the "Ethics of Care" is translated into empathic listening and the active protection of more vulnerable members of the group. Ethical leadership is demonstrated when students choose to act fairly with consideration for the “other,” recognizing that personal success is devoid of meaning if it is not accompanied by collective well-being and respect for pluralism.

## PEDAGOGICAL MODELS

### **1. Teaching Personal and Social Responsibility Model (TPSR)**

### **2. Sport Education Model (SEM)**



### **3. Cooperative Learning Model**

### **4. Critical Socio-Cultural Pedagogy**

### **5. Inclusive Pedagogy Model (Universal Design for Learning - UDL)**

The application of the five DIALECT5 pillars in Physical Education requires the use of pedagogical models that support the gradual development of personal, social, and democratic skills. Each model contributes in a distinct way to the cultivation of these pillars, creating a coherent learning framework that connects individual development with collective participation.

The process begins with the individual through the Teaching Personal and Social Responsibility Model (TPSR), which lays the foundations for the development of Self-Awareness and Self-Management. By gradually assuming responsibility for their behaviour and choices, students learn to recognise their emotions, needs, and reactions, regulate their impulses, and develop resilience in the face of difficulties and failure.

The emphasis then shifts from the individual to the group. Cooperative Learning and Inclusive Pedagogy contribute to the development of Social Awareness and Relationship Skills.

Through shared activities and interdependent learning processes, students learn to recognise and respect diversity, communicate effectively, listen to the perspectives of others, and cooperate in pursuit of common goals. At the same time, proportional equity, pluralism, and inclusion are transformed from theoretical concepts into everyday practices within the lesson.

This progression is completed through Sport Education and Critical Socio-Cultural Pedagogy, which strengthen Collective Action and Agency. Students assume active roles in decision-making, rule development, and the organisation of the learning process, while also developing a critical awareness of stereotypes, power relations, and forms of exclusion that may emerge within sporting and social environments. In this way, Physical Education evolves into a democratic learning community, where participation, responsibility, respect, and cooperation constitute fundamental prerequisites for both individual and collective development



## TEACHING PERSONAL AND SOCIAL RESPONSIBILITY MODEL (TPSR)

The Teaching Personal and Social Responsibility (TPSR) model, developed by Don Hellison, aims to cultivate responsibility, self-control, respect, and active participation among students both within and beyond Physical Education. Its core objective is not limited to the development of movement skills, but extends to shaping individuals who take responsible ownership of their actions, cooperate harmoniously with others, and contribute positively to the wider community to which they belong.

Within the framework of DIALECT5, TPSR constitutes the foundation for developing personal and social responsibility, as it links self-awareness, self-management, relationship skills, social awareness, and collective action within a unified pedagogical process. Through the gradual assumption of responsibility for oneself and others, students are formed into active, democratic, and socially sensitive members of the school community.

### Self-Awareness

TPSR strengthens students’ ability to recognise their emotions, thoughts, and behaviours while participating in physical activities. Through systematic processes of self-assessment and reflection, students are encouraged to critically examine the way their personal stance affects both their own performance and the overall functioning of the team. In this way, they develop a greater awareness of their personal strengths, limitations, and responsibilities.

### Self-Management

The development of self-management is a core axis of the model. Students learn to regulate impulsive reactions, manage frustration creatively, face physical and social challenges with perseverance, and demonstrate respect even under conditions of tension or intense competition. Through this process, psychological resilience is cultivated, as mistakes and failure cease to function as sources of discouragement but are instead treated as integral elements of the learning path and as opportunities for personal growth.

### Social Awareness

TPSR contributes substantially to the development of social awareness as it encourages students to recognise and respect the needs, emotions, and experiences of others. Through cooperative activities, group challenges, and reflective discussions, children learn to understand different perspectives, appreciate diversity, and directly perceive how their actions affect their classmates. In this way, empathy, a sense of justice, and responsibility towards the group are cultivated qualities that are essential for creating an inclusive and democratic learning environment.

### Relationship Skills and Communication

TPSR promotes mutual respect, cooperation, and reciprocal support among group members. Students are encouraged to listen actively, address emerging conflicts peacefully, and take initiatives that enhance a positive group climate, developing skills necessary for the creation of meaningful interpersonal relationships.

### Collective Action and Agency

At the more advanced levels of the model, students are encouraged to assume a fully active role in the learning process and the functioning of the group. They act as co-shapers of the learning environment, take initiative, support their classmates, and transfer the values of responsibility and respect beyond the school context. At this level, leadership is not conceived as the exercise of power or imposition, but as service to the group and as a conscious assumption of responsibility for the common good.

## SPORT EDUCATION MODEL (SEM)

The Sport Education Model (SEM), developed by Daryl Siedentop, seeks to provide students with authentic sporting experiences through participation in stable teams and the assumption of a variety of roles. The lesson is organised as a small sporting community in which students are not limited to performing movement skills but participate actively in planning, organisation, decision-making, and the evaluation of the learning process. In this way, Physical Education becomes a context for the development of personal, social, and democratic skills.

Within the framework of DIALECT5, the Sport Education Model is a powerful tool for transforming Physical Education into a democratic learning community. The assumption of roles and the collective organisation of activities strengthen agency and responsibility, while sustained cooperation promotes social awareness, empathic listening, and a sense of belonging. At the same time, students practise conflict transformation through dialogue, develop forms of ethical leadership, and experience the principles of proportional equity and pluralism in practice. The lesson thus becomes a laboratory of democratic participation, in which success is measured not only in terms of sporting performance but also through the quality of relationships, cooperation, and each member’s contribution to the common good.

### Self-Awareness

Assuming different roles, such as team captain, coach, referee, equipment manager, secretary, or team journalist, provides students with opportunities to recognise their interests, strengths, and difficulties. Through these experiences, they gain a better understanding of how their personal choices and behaviours affect the group’s functioning. At the same time, they develop a sense of personal responsibility and an awareness of their role within a collective context.

### Self-Management

Participating in an organised and sustained group learning process requires students to set goals, manage frustration, deal with success and difficulty, and maintain their commitment to the team. Through this process, they learn to regulate their impulses, accept mistakes as learning opportunities, and demonstrate perseverance in achieving shared and personal goals, thereby reinforcing self-regulation, responsibility, and psychological resilience.

### Social Awareness

SEM strengthens students’ understanding of diversity and the recognition of each member’s contribution to the success of the team. Students perceive that participation is not restricted to the most athletically talented, but that every individual can contribute in different ways. Through cooperation and interdependence, they develop empathy, respect, and a sense of justice, recognising the needs and potentials of others.

### Relationship Skills and Communication

Maintaining stable team membership over an extended period creates strong cooperative bonds and reinforces a sense of belonging. Students learn to communicate effectively, coordinate actions, resolve conflicts, and make collective decisions. Disagreements concerning strategy, refereeing, or the allocation of roles are addressed through dialogue and mutual respect, thereby fostering democratic forms of communication.

### Collective Action and Agency

Collective action and agency constitute the core of the model, as students function as co-shapers of the learning process and share responsibility for the success of their team. They take initiatives, participate in decision-making, and exercise forms of leadership based on cooperation and service to the collective. Leadership is not linked to power but to assuming responsibility, supporting others, and committing to the common good.



## COOPERATIVE LEARNING MODEL

The Cooperative Learning Model is based on the principle that learning is a social process constructed through students’ cooperation and interaction (Johnson, Johnson, & Smith, 2014). Success is not an individual matter but depends on the contribution of all group members, in accordance with social interdependence theory. Through positive interdependence, individual accountability, and collaborative problem-solving, students develop both cognitive and social skills while cultivating attitudes of respect and solidarity (Slavin, 2011).

In Physical Education, the cooperative model has proved particularly effective in achieving learning outcomes related not only to movement performance but also to social learning and cooperation (Dyson & Casey, 2012; Casey & Goodyear, 2015).

Within the framework of DIALECT5, Cooperative Learning serves as a primary tool for cultivating social awareness, empathic listening, and a sense of belonging. Students learn to recognise and respect diversity, challenge stereotypes, and approach conflict as an opportunity for dialogue and learning. At the same time, proportional equity and pluralism are put into practice, as each member has the opportunity to contribute in their own way to the group’s success. The class is thus transformed into a democratic learning community in which cooperation serves as a foundation for personal development and collective well-being.

### Self-Awareness and Metacognitive Awareness

Through the cooperative process, students also develop self-awareness and metacognitive awareness, as they receive feedback from their peers and are encouraged to reflect on their role and contribution within the group. This process strengthens their understanding of their personal capabilities, preferred ways of learning, and the strategies they use, thereby contributing to the development of self-regulation and personal improvement (Johnson & Johnson, 2009; Slavin, 2011).

### Self-Management and Resilience

Cooperative work requires students to manage emotions such as frustration, disagreement, or anxiety about being exposed within the group. They learn to regulate the impulse to dominate the process, respect the time and role of others, and persevere in pursuing the shared goal even when difficulties arise. Through this process, self-regulation, responsibility, and psychological resilience are cultivated.

### Social Awareness

The positive interdependence that characterises the model helps students recognise the value and contribution of every group member, regardless of ability level, gender, cultural background, or any other characteristic. In this way, stereotypes and exclusionary practices are challenged, while acceptance of diversity and respect for pluralism are strengthened. Students understand that the team’s success depends on everyone’s participation and that different experiences and skills constitute a source of enrichment rather than an obstacle.

### Relationship Skills and Communication

Cooperation requires effective communication, active listening, and mutual respect. Students are encouraged to express their views, listen to the ideas of others, negotiate solutions, and resolve conflicts democratically. Through this process, they develop empathy, trust, and cooperation skills, while also strengthening their sense of belonging and participation in a learning community.

### Collective Action and Agency

Cooperative learning transforms students from passive recipients into active co-shapers of the learning process. Group members take initiatives, make decisions, share responsibilities, and work together to achieve common goals. Collective action strengthens their sense of participation and democratic responsibility, while fostering the belief that change and progress can emerge through cooperation.

CRITICAL SOCIO-CULTURAL PEDAGOGY

The Critical Socio-Cultural Pedagogy model approaches learning as a socially, culturally, and politically situated process in which knowledge is not neutral but is connected with relations of power and inequality. Within Physical Education and sport, this model encourages students to question dominant assumptions, stereotypes, and structures of exclusion that are often reproduced through play and traditional educational practices (Kirk, 2010; Tinning, 2010).

Within the framework of DIALECT5, Critical Socio-Cultural Pedagogy transforms the lesson into a field of critical dialogue and reflection. Students do not passively accept the terms under which a game is organised, but instead examine how social structures, gender biases, and dominant bodily ideals affect the participation and access of their classmates. In this way, the model connects personal empowerment with collective justice, actively promoting the values of Pluralism and Equity.

Relationship Skills, Communication, and Self-Management are strengthened indirectly but substantially, as students engage systematically in critical discussion and the negotiation of social meanings. Within these contexts of cognitive and social tension, children develop the ability to argue respectfully, to listen patiently to different and often opposing perspectives, and to regulate their behaviour and reactions in order to sustain democratic dialogue.

| Self-Awareness: Critical and Reflective Dimension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Social Awareness                                                                                                                                                                                                                                                                                                                                                                                                 | Collective Action and Agency                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The development of Self-Awareness acquires a deeply critical and reflective dimension, as students are encouraged to reflect on their own position within the social and pedagogical structures of the class. Instead of focusing solely on their individual abilities, they learn to recognise how their personal or social privileges (e.g. high athletic skill or dominance within the space), affect, positively or negatively, the participation of others, understanding themselves as socially situated subjects (Kirk, 2010; Tinning, 2010). | Social Awareness is broadened through students’ ability to identify and challenge gender-based, bodily, and social inequalities within the movement environment. Students develop the ability to recognise when and why certain classmates are marginalised or excluded from an activity, converting empathy into a tool for social justice and a challenge to established privileges (Penney & Chandler, 2000). | Collective Action and Agency are realised to the maximum extent, as the rules, roles, and forms of participation in the lesson cease to be taken for granted, but become the subject of collective negotiation. Students are encouraged to act as autonomous co-shapers of the learning environment, proposing and implementing substantial changes that ensure the equitable inclusion of everyone, thereby developing a high sense of social responsibility (Oliver & Kirk, 2015; Ennis, 2017). |



## UNIVERSAL DESIGN FOR LEARNING (UDL) MODEL

Universal Design for Learning (UDL) is a contemporary inclusive pedagogical approach based on the premise that learner diversity is a natural and expected feature of every learning community. Its central idea is that the learning environment should be designed from the outset with sufficient flexibility to provide all children with meaningful opportunities for access, participation, and expression. According to UDL, the teacher does not operate retrospectively, waiting for a difficulty to appear before modifying an activity. Instead, they proactively organize multiple learning and participation pathways, taking into account the diverse needs, interests, and motor profiles of the students, thereby shifting the emphasis from forced "adaptation" to the design of an open and supportive environment.

The model is based on three fundamental principles: providing multiple means of engagement to stimulate students’ interest and motivation; providing multiple means of representation so that information can be understood in different ways; and providing multiple means of action and expression so that every child can participate and demonstrate their abilities in ways that correspond to their strengths and capabilities (CAST, 2024).

Within the framework of DIALECT5, UDL is used as a pedagogical approach that promotes proportional equity, inclusion, and the deconstruction of othering. It creates conditions in which every student can participate meaningfully in the learning process, without diversity being treated as an obstacle or weakness to be overcome, but rather as a source of enrichment for the group. In this way, UDL supports the creation of a democratic community in which all children have an authentic voice, an equitable role, and real opportunities for growth, cultivating the entirety of social-emotional skills (CAST, 2024).

### Self-Awareness

The cultivation of Self-Awareness is enhanced within the context of UDL as students, through multiple choices of expression and participation, learn to recognize their personal way of learning and interacting. They acquire a clear awareness of their interests, capabilities, and needs, developing a positive, realistic, and stigma-free image of themselves as equal members of the class.

### Self-Management

Self-management develops through students' ability to set personal goals and select the strategies that support their success. Children are encouraged to autonomously monitor their progress and face physical challenges as a natural part of the learning process, reinforcing self-regulation and perseverance in the face of difficulties.

### Social Awareness

Social Awareness is deeply cultivated as human diversity is highlighted as a structural element of the community. Students internalize experientially that differences in abilities or ways of movement do not constitute disadvantages, but natural expressions of human nature, developing genuine respect for the other and recognizing equitable participation as an inalienable right of all.

### Relationship Skills and Communication

Relationship Skills and Communication are strengthened because UDL removes barriers to participation and enables all children to interact on equitable terms. Through shared participation, empathy, active listening, and mutual respect for the diverse experiences and motor particularities of their classmates are nurtured.

### Collective Action and Agency

Collective Action and Agency are expressed through students’ conscious efforts to maintain and protect a learning environment that responds to the needs of everyone. Learning and the success of the game become a shared responsibility, strengthening the sense of belonging, the co-ownership of the learning process, and the group’s sustained commitment to the principles of inclusion and social justice.

PART C. THE PILLARS OF DIALECT5 IN PHYSICAL EDUCATION



Physical Education constitutes a unique pedagogical environment in which learning takes place through action, cooperation, interaction, and personal experience. Movement activities, games, sporting challenges, and group processes provide students with daily opportunities not only to develop their physical skills, but also to cultivate personal, social, and civic competences that are essential for their lives both within and beyond the school context.

Within this framework, the five DIALECT5 pillars (Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Communication, and Collective Action and Agency) do not constitute separate and independent skills. On the contrary, they form an integrated and interconnected developmental system through which students gradually progress from understanding themselves to participating actively and responsibly in the group and the wider community.

This developmental pathway begins with Self-Awareness, namely the students’ ability to honestly recognize their strengths, needs, emotions, and personal values. This inner awareness provides the foundation for the development of Self-Management and resilience, since individuals can regulate their behavior effectively, manage daily difficulties, persevere through challenges, and recover from failure only when they possess a deeper understanding of themselves.

Subsequently, this personal maturation gradually expands the students' interest from the individual toward the "Other," leading to the cultivation of Social Awareness. Through cooperation, play, and interaction with diverse individuals, students learn to understand the needs, emotions, and experiences of others, while developing empathy, respect for diversity, and a strong sense of social justice.

*I know myself → I manage myself → I understand others → I cooperate effectively → I act together with others for the common good*

This understanding is translated into practical social behavior through Relationship Skills and Communication. Students practice cooperating constructively, communicating effectively, transforming emerging conflicts through democratic processes, actively supporting their classmates, and contributing to the creation of a positive and inclusive learning climate. In this way, a sense of belonging and collective responsibility is steadily built.

The process culminates in the pillar of Collective Action and Agency, where students draw upon all the previously developed skills to actively participate in decision-making, take autonomous initiatives, and co-shape a fair and democratic learning environment. At this final stage, personal development is transmuted into meaningful social contribution, ethical leadership, and responsible action for the common good.



## SELF-AWARENESS



**Core Question:** Who am I, and how does my position affect the group?

**Core Idea:** Self-awareness is a fundamental personal competence upon which other social-emotional and civic competences are built (CASEL, 2020; Sala et al., 2020). It refers to an individual's ability to recognize and understand their emotions, thoughts, values, motivations, strengths, and limitations, as well as the ways in which these influence their behavior and relationships with others (CASEL, 2020).

Within the context of Physical Education, self-awareness develops through bodily experience, interaction with peers, and the reflection that emerges through participation in movement activities, games, and sporting challenges (Bailey et al., 2009; Hellison, 2011). The body, movement, cooperation, success, failure, competition, and the need to adapt within the group provide students with valuable opportunities to observe themselves in authentic social and emotional situations. Through these experiences, they gain a deeper understanding of themselves, recognize their physical and emotional responses, and gradually develop greater awareness of their choices and behavior.

At the same time, students begin to understand that their position within the group - as well as their strengths, difficulties, privileges, biases, and perceptions of themselves and others - directly affects the way they participate, cooperate, and contribute to the collective outcome. Therefore, self-awareness creates the prerequisites for the development of self-management, resilience, social responsibility, and democratic participation (Kankaraš & Suarez-Alvarez, 2019; Sala et al., 2020; Zimmerman, 2000).

Within the framework of DIALECT5, self-awareness is approached through two main sub-objectives:

-  Recognition of one's physical and emotional state.
-  Awareness of personal privilege and self-related stereotypes.



## SUB-GOAL 1: EMOTIONAL AND BODILY AWARENESS

### What is it?

Emotional and bodily awareness refers to a child’s ability to recognise and observe the bodily sensations, thoughts, and emotions that accompany their participation in movement activities. It constitutes a fundamental dimension of self-awareness, helping children understand that the body is not merely a means of performing movement skills, but also an important source of information regarding their internal and emotional state.

This process is connected with the concept of interoception, namely the ability to perceive internal bodily states such as heartbeat, breathing rate, muscular tension, fatigue, or physiological arousal (Craig, 2003).

### How it develops in Physical Education?

Emotional and bodily awareness develops when students learn to observe the interaction between movement, bodily sensations, thoughts, and emotions as an integrated learning experience. Within Physical Education, students are encouraged to focus their attention on bodily signals such as heartbeat, breathing rate, muscular tension, relaxation, or feelings of fatigue, and to recognise them as elements of their personal lived experience.

Developing this interoceptive awareness helps children recognise the early signs of anxiety, anger, frustration, or excessive internal arousal before these escalate and manifest as impulsive or conflict-related behaviours on the field.

A central tool for cultivating emotional and bodily awareness is mindful reflection. Through brief, structured pauses during or after an activity, students are invited to observe their bodily sensations, thoughts, and emotions, process their experience, and draw meaningful conclusions that can inform their future behaviour (Craig, 2003, 2009; Mehling et al., 2011).

At the same time, they learn to reflect on the thoughts and emotions that accompany their participation in diverse movement-related and social situations, such as success, failure, cooperation, competition, conflict, or the need to adapt within the group (Bailey et al., 2009; Hellison, 2011). Physical Education therefore provides an immediate and experiential context in which students can observe how they react, when they feel under pressure, what motivates them, and how their internal states influence their behaviour towards others.

In this way, movement experience is transformed into a profound practice of self-awareness, laying the foundations for self-regulation, psychological resilience, and responsible social behaviour.



*Emotional and bodily awareness is the foundation of Self-Awareness. It helps the child transition from automatic reaction to the conscious recognition of their internal experience, gradually developing a deeper understanding of the self.*



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**Learning Objectives:** The student will be able to:

| Basic Level                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Intermediate Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Advanced Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Recognise basic bodily changes during physical activity, such as rapid breathing and an increased heart rate.</li><li>Describe in simple words how they feel before, during, and after an activity.</li><li>Use simple words to express bodily sensations and emotions, such as “I feel tired,” “I felt anxious,” or “I felt happy.”</li><li>Recognise that the body can provide signals about how they are feeling.</li></ul> | <ul style="list-style-type: none"><li>Connect specific bodily sensations with particular emotions, for example, “My heart beats faster when I feel anxious” or “My body becomes tense when I am angry.”</li><li>Recognise when an emotion, such as anxiety, anger, disappointment, or excitement, affects their participation in an activity.</li><li>Describe how they react to situations involving success, failure, cooperation, or conflict.</li><li>Begin to notice what helps them calm down, concentrate, or continue their effort</li></ul> | <ul style="list-style-type: none"><li>Observes and describes subtle shifts in their bodily sensations and emotions during an activity.</li><li>Recognises how different participation settings, such as winning, losing, or cooperating with others, influence their personal experience.</li><li>Reflects on their reactions and explains how these influenced their participation, cooperation, and behaviour within the group.</li><li>Proposes simple, practical strategies to manage their internal state more effectively in similar future activities.</li></ul> |

TECHNIQUES FOR DEVELOPING EMOTIONAL AND BODILY AWARENESS

The cultivation of emotional and bodily awareness in Physical Education does not aim to analyze students’ emotions psychologically or to interpret them on their behalf. Rather, it seeks to develop students’ ability to observe and recognize what is happening in their bodies, thoughts, and emotions while they are engaged in movement activities. Through appropriately designed activities, students learn to direct their attention towards internal bodily signals, recognize their level of arousal, and reflect on the experiences that influence their participation and behavior (Craig, 2003, 2009; Mehling et al., 2011).

The following techniques are organized into a progressive pedagogical sequence that guides children from the simple observation of bodily signals towards a deeper understanding of their internal state: The Interoceptive Pause develops students’ ability to observe bodily signals and addresses the question: “What is happening in my body?”. The Internal Energy Thermometer helps students recognize their level of arousal and addresses the question: “What state am I in?”. Finally, Mapping Emotional Resistance enables students to reflect on the thoughts, emotions, and internal barriers that accompanied their participation and addresses the question: “What did I notice about myself, and how did it affect my participation?” (Payne & Crane-Godreau, 2013; Shusterman, 2012).

Through this gradual process, students’ progress from the simple observation of bodily signals towards a more meaningful understanding of their personal experience. This lays the foundation for the development of Self-Awareness and, subsequently, Self-Management and self-regulation (Brackett et al., 2012; CASEL, 2020).

THE INTEROCEPTIVE PAUSE

The Interoceptive Pause is a brief and structured self-observation process during which students are invited to direct their attention consciously towards the internal signals of their bodies. The aim of the technique is to develop their ability to recognize and observe the bodily sensations that accompany participation in movement activities, thereby strengthening emotional and bodily awareness and Self-Awareness (Craig, 2003; Mehling et al., 2011).

In Physical Education, the technique may be applied before, during, or after an activity, either individually or as a group, depending on the specific learning objective. The teacher pauses the activity and invites the children to observe what is happening in their bodies at that moment. Their attention may be directed towards their breathing rate, heartbeat, muscular tension, or feelings of fatigue, without evaluating, judging, or interpreting the experience.

The following guiding questions may be used:

How is your breathing right now?

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- How fast is your heart beating?
- How does your body feel after this effort?
- Is there any part of your body that feels more tired, tense, or activated?
- What do you notice in your body at this moment?
- What single word would you use to describe your overall state?

Through the systematic application of this technique, students develop greater awareness of their internal body signals and cultivate the habit of conscious self-observation. In this way, the Interoceptive Pause lays the foundations for the development of self-awareness and prepares students for the later development of self-regulation skills.

Example of Application in Physical Education

Students take part in a chasing game. After the activity has ended, the teacher asks the children to stop and remain standing or sit in a circle. The teacher guides a brief, one-minute Interoceptive Pause using questions such as:

- “How is your breathing right now?”
- “How fast is your heart beating?”
- “Which part of your body do you feel has worked the most?”

The teacher may also ask students to place a hand on their chest or abdomen so that they can more easily notice the rhythm of their breathing and their heartbeat.

It is essential that students are not asked to evaluate their performance or compare their responses with those of their classmates. The sole purpose is to observe and recognize the signals their bodies are sending after physical activity. The lesson and activity then continued as usual.

1 Children are playing tag in Physical Education.

2 STOP – I notice my body.

3 How does your breathing feel right now? How is your heart beating?

My breathing is fast. My heart is beating strongly.

4 What do you notice in your body right now?

My legs feel tired. I can feel my chest rising and falling quickly.

5 What else do you notice in your body?

My shoulders feel a little tense. My neck feels warm and my breathing is fast.

6 After the pause, we continue the game while staying aware of our body.

The Interoceptive Pause helps us notice the signals of our body while we are moving, without judging or trying to change them.

→ In this way, we learn more about ourselves and participate more effectively in physical activities!

Pedagogical Benefits of the Application

- notice the bodily signals that arise during movement.
- recognize the connection between body and emotion.
- name what they are feeling in simple terms.
- strengthen their self-awareness through movement-based experience.

THE INTERNAL ENERGY THERMOMETER

The Internal Energy Thermometer is a self-observation and self-assessment technique that helps children recognize and express their level of physical and emotional arousal. Using a simple visual or mental scale, they are invited to evaluate their internal state before, during, or after their participation in Physical Education activities.

The aim of this technique is for students to develop a foundational vocabulary to describe their bodily sensations, emotions, and level of internal activation. At the same time, it helps them recognize when they are in a functional state of readiness and focus, and when their emotional or physical arousal is too low or too high, thereby affecting their participation and behavior. In this manner, the prerequisites are established for deeper Self-Awareness and, at a subsequent stage, for the development of Self-Management and self-regulation skills.

The application of this technique in Physical Education can be realized by creating four color zones within the gymnasium or the schoolyard. At selected moments, students are invited to choose the zone that best corresponds to their physical and emotional state at that specific time:



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- Blue Zone (Low energy and decreased arousal): “I feel tired, sad, or unmotivated.”
- Green Zone (Balanced state and functional arousal): “I feel calm, focused, and ready to participate.” This constitutes the zone of learning and effective participation.
- Yellow Zone (Increased internal arousal): “I feel excited, anxious, impatient, or a little irritated.”
- Red Zone (Excessively high internal arousal and difficulty with self-control): “I feel furious, angry, out of control, or completely overwhelmed by tension.”

After selecting their zone, students are encouraged to briefly justify their choice by describing what they are experiencing in their body and emotions. For example:

“I am in the yellow zone because my heart is beating fast and I feel anxious about the game that is following” or “I am in the green zone because I feel calm and ready to cooperate with my team.”

Example of Application in Physical Education

Before the start of a football game, the teacher placed four color zones (using cones, hoops, or colored cards) at different spots on the field. The teacher asks the children to select the zone that best represents their physical and emotional state at that exact moment. Giannis and Nikos choose the yellow zone:

Giannis: “I cannot wait for the game to start. I have a lot of energy!”

Nikos: “I am excited too because I love football very much.”

The teacher points out to the class that all states are natural and that they can change during the lesson. The teacher asks the students to observe whether their internal state shifts as the game progresses.

During the game, while contesting the ball, Giannis believes that Nikos fouled him, whereas Nikos strongly disagrees:

Giannis: “You pushed me! That was a foul!”

Nikos: “I didn’t push you at all! Don’t lie!”

The two students begin shouting at each other with high intensity. The teacher temporarily stops the game and asks all the children to return to the color zones for half a minute.

Teacher: “Before we continue, I want you to reflect and show which zone you are in right now.”

Giannis and Nikos move immediately to the red zone.

Teacher: “What is it that made you choose the red zone?”

Giannis: “My heart is beating very fast and I am very angry!”

Nikos: “I feel terribly irritated and my whole body is as tense as a rock.”

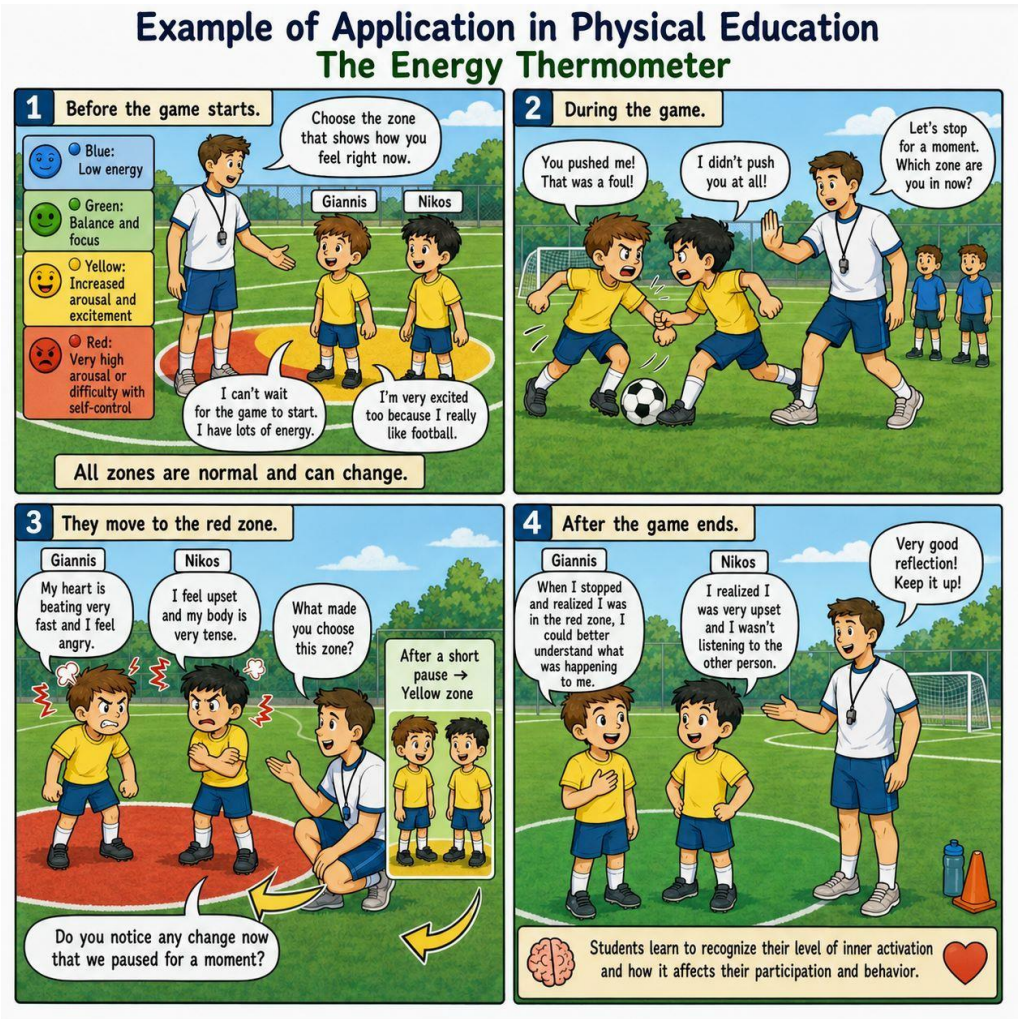
The teacher does not ask the children to judge whether their reaction was right or wrong but simply guides them to observe what is happening in their bodies. Then, the teacher asks:

Teacher: “Do you notice any change in your zone now that we have stopped for a little bit?”

After a brief pause, the two students recognize that their physical and emotional intensity has begun to recede, and they automatically move back to the yellow zone.

After the end of the match, the students return to the color zones for the final evaluation. Giannis and Nikos now choose the green zone, having calmed down completely:

Giannis: “When I stopped and realized that I was in the red zone, I was able to see clearly what was happening to me at that moment.”



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**Nikos:** “I also understood that I was so irritated that I simply wasn't listening to the other person at all.”

Pedagogical Benefits

This example directly helps the child to:

- ✓ recognize their level of internal activation at an early stage.
- ✓ connect bodily sensations with their emotions.
- ✓ express their internal state in a simple and accessible way.
- ✓ understand how their internal state affects their participation, cooperation, and behavior.
- ✓ prepare to select an appropriate self-regulation strategy.

EMOTIONAL RESISTANCE MAPPING

Emotional Resistance Mapping is a self-awareness technique that helps students recognize the connection between bodily sensations, emotions, and thoughts that arise during moments of challenge, difficulty, failure, or fatigue. The technique is based on the premise that emotions are not experienced solely at a cognitive level, but are frequently accompanied by physical sensations, such as tension, heaviness, tightness, changes in breathing, or exhaustion (Nummenmaa et al., 2014).

In the context of Physical Education, this technique transforms physical effort into an opportunity for self-observation and reflection. During or after a demanding activity, children are invited to observe how their body reacts when confronted with fatigue, failure, uncertainty, or fear of evaluation. The goal is not to pressure them to exceed their physical limits, but rather to teach them to recognize whether the difficulty they experience relates primarily to actual physical exhaustion, or if it is also accompanied by thoughts and emotions, such as doubt, disappointment, low self-confidence, or fear of failure.

This process enhances Emotional and Bodily Awareness and contributes to the development of a more realistic self-image. Students learn to recognize both their personal boundaries and their capabilities, without evaluating their experience negatively. Concurrently, the prerequisites are established for the development of Self-Management and resilience, which are closely linked to the subsequent stage of self-regulation.

During a movement activity or immediately after it, the teacher asks the children to observe their body and locate where the most intense physical sensations appear, using the following guiding questions:

- "Where do you feel the greatest tension in your body at this moment?"
- "How would you describe this sensation?"
- "If this part of your body could speak, what would it say?"
- "What emotion or thought might be accompanying this sensation?"
- "Does your desire to stop seem to stem more from physical fatigue or from thoughts and emotions?"
- "What would help you continue with safety, calm, and confidence?"

Students thus learn to recognize that different internal states can be accompanied by different bodily sensations. These correlations are not identical for everyone but serve as a starting point for personal observation and reflection. Indicative examples of potential correlations include the following:

- Tightness in the jaw: Potential anger or irritation.
- Knot in the stomach: Potential anxiety or uncertainty.
- Heaviness in the chest: Potential disappointment or sadness.
- Tense shoulders: Potential tension or pressure.
- Trembling hands: Potential fear or insecurity.
- Rapid breathing: Potential excitement, tension, or anxiety.



Addressing intersectional stereotypes and activating students to build inclusive and tolerant primary schools through physical education

Example of Application in Physical Education

During a football game, and following a misplaced pass by Giorgos, the opposing team scores a goal. Giorgos becomes frustrated, kicks the grass, and shouts: “I am not playing anymore! It’s always my fault!”, refusing to continue. The teacher approaches him discreetly and invites him to take a brief self-observation pause.

**Teacher:** “Giorgos, before you decide that you don’t want to continue, let’s observe for a moment what is happening inside you. Where do you feel the greatest tension in your body right now?”

**Giorgos:** “In my chest and my hands. My heart is beating very fast and my hands are clenched tightly.”

**Teacher:** “If this tension could speak, what would it say?”

**Giorgos:** “That I ruined everything. That it’s my fault.”

**Teacher:** “What emotion or thought seems to accompany this sensation?”

**Giorgos:** “Anger. And I feel a bit ashamed because I made a mistake in front of everyone else.”

**Teacher:** “So, you notice tension in your body, anger, and a thought that ‘it’s your fault.’ How did these affect your participation?”

**Giorgos:** “They made me want to leave the game.”

**Teacher:** “That is a very important observation, Giorgos. We don’t need to judge whether it is right or wrong. We are simply mapping out what happened: body, emotion, thought, and behavior. Now that we have named it, what would help you return to the game calmly?”

**Giorgos:** (Takes a deep breath) “To take a few more breaths and remind myself that it was just a bad pass, not the end of the world. I can try again.”

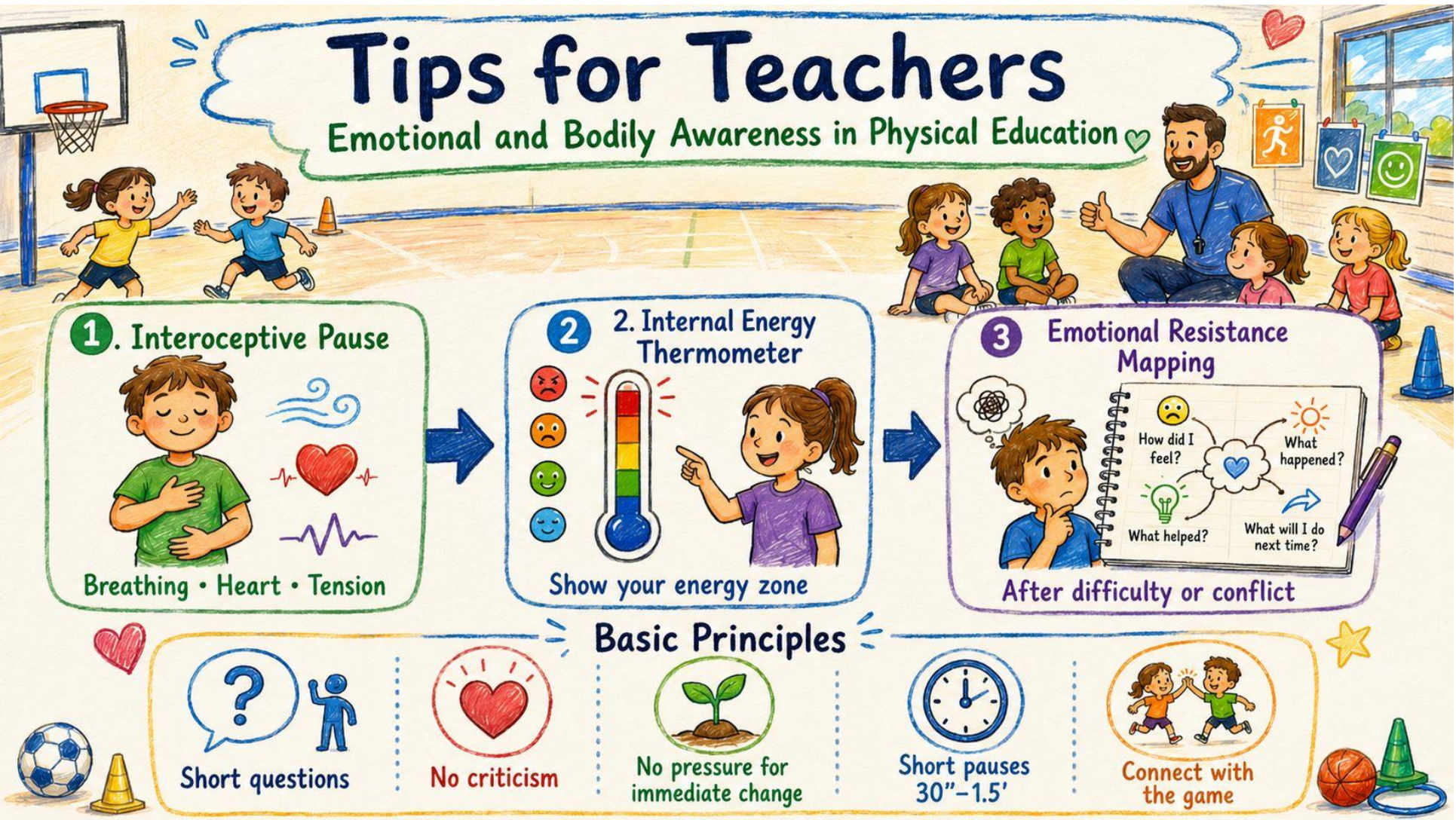
Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ recognize and name their bodily sensations.
- ✓ connect body, emotion, and thought.
- ✓ understand how emotions affect their movement and actions.
- ✓ reflect on their participation, choices, and behavior during physical effort.







SUB-GOAL 2. AWARENESS OF SELF-PRIVILEGES & STEREOTYPES

What is it?

Awareness of personal privileges and self-stereotypes refers to a child's ability to recognize that their participation in play and motor activities is not determined solely by their objective abilities. It is also influenced by the advantages they possess, the experiences they have acquired, as well as the beliefs and perceptions they have formed about themselves (Bandura, 1997; CASEL, 2020).

This concept encompasses two interconnected dimensions that help the child understand that neither their advantages nor their beliefs are neutral. On the contrary, they influence the way they participate, the choices they make, their self-confidence, their attitude towards difficulties, and how they perceive, trust, evaluate, or approach others.

The first dimension concerns the awareness of personal privileges, meaning the advantages a child may possess within a group. Such advantages can include higher motor ability, prior athletic experience, increased self-confidence, social acceptance, fluency in communication, or the ease of taking initiative and exerting influence on others.

The second dimension involves the awareness of personal self-stereotypes and self-belief. These include perceptions such as "I am not good at this," "I cannot lead," "others are always better than me," or, conversely, "I always do better." These beliefs shape how the child perceives their abilities, difficulties, mistakes, effort, and their role within the group.

Consequently, the child is gradually guided toward a more conscious self-understanding. They learn to recognize not only what they can do, but also how their position within the group, the advantages they hold, and the beliefs they have adopted influence their behavior, participation, and relationships with others.



How it develops in Physical Education?

Physical Education provides an exceptionally fertile environment for cultivating this awareness, as differences in participation, influence, self-confidence, and peer acceptance become directly visible through play and motor activities.

During group activities, children can observe which team members more frequently take initiative, who are chosen first, who are more easily accepted, who influence group decisions, and who face difficulties participating on equal terms. Through this process, they gradually begin to recognize that they themselves possess or lack certain advantages that affect their position and role within the team.

In the context of Physical Education, privileges are linked not only to broader social characteristics but also to skills that acquire special value within the activity itself. Such traits include speed, strength, technical proficiency, prior experience, communication skills, or self-confidence. These can provide a child with more opportunities to participate, enhance their influence, and facilitate their acceptance by peers. Self-awareness develops when the child realizes that these advantages do not merely constitute personal benefit but directly affect the participation opportunities of the other group members as well.

At the same time, self-awareness is cultivated when children are prompted to reflect on the beliefs they have formed about themselves and examine how these direct their behavior.

For instance, a child might avoid asking for the ball because they believe they are "not good enough," decline a leadership role because they feel they are "not cut out for it," or easily withdraw from an activity because they associate making a mistake with personal inadequacy. On the other hand, another child might monopolize the action because they take for granted that they are the most capable. These beliefs function as cognitive filters that influence the child's expectations, motivations, choices, and relationships with the team (Bandura, 1997; Dweck, 2006).

Through reflection and discussion, children gradually realize that both their personal advantages and their beliefs shape how they cooperate and relate to others. The development of this awareness is reinforced when the educator utilizes role rotation, differentiation of responsibilities, modification of rules, and targeted reflection questions.

In this way, the motor experience is transformed into an opportunity for deeper self-understanding. The child learns to view themselves not in isolation, but in interaction with the group, recognizing how their own position, attitude, and behavior can enhance or restrict the participation of others. Thus, the foundations are laid for more equitable, responsible, and conscious participation.

Learning Outcomes: The student will be able to:

Basic Level

- Recognize areas in which they feel they have an advantage or greater ease during an activity, such as speed, strength, experience, self-confidence, or collaboration skills.
- Describe simple thoughts and beliefs they hold about themselves regarding their participation, such as "I can," "I can't do it," "I'm afraid to try," or "I am good at this."
- Recognize that not all children participate in the same way, nor do they always have the same opportunities within the game.
- Express how they feel when they have higher or lower self-confidence in an activity.

Intermediate Level

- Explain how a personal advantage, such as experience, ability, or self-confidence, can affect their participation in the game.
- Recognize that certain thoughts about themselves can either facilitate or hinder them from participating, taking initiative, or cooperating.
- Identify moments when they trusted or avoided a classmate based on their own thoughts or impressions.
- Compare what they initially believed for themselves with what they experienced during the activity.

Advanced Level

- Reflect on and explain how their personal advantages influence their participation and position within the group.
- Recognize self-limiting thoughts, such as "I can't," "I'm not good enough," or "only I can do this right," and attempt to challenge them.
- Explain how the thoughts they have about themselves can influence the way they perceive, select, or cooperate with others.
- Attempt to adapt their behavior to contribute to a more equitable, cooperative, and inclusive participation for everyone in the group.

TECHNIQUES FOR DEVELOPING AWARENESS OF SELF-PRIVILEGES AND PERSONAL STEREOTYPES

The cultivation of awareness regarding personal privileges and self-stereotypes in Physical Education aims to help students recognize that their participation in play does not depend solely on their personal effort or ability. It is also influenced by the advantages they possess, the experiences they have acquired, and the beliefs they have formed about themselves.

Many children enter physical activities having already adopted specific perceptions about their capabilities, such as "I am not good at sports," "I cannot lead," "others are always better than me," or, conversely, "I know best" and "I should always take initiative." At the same time, certain children enjoy advantages that elevate their position within the group, such as greater athletic experience, motor fluency, heightened self-confidence, or high social acceptance, without necessarily realizing how these advantages shape their choices and their attitude toward their classmates.

The following techniques utilize experiential learning, motor experience, and reflection to enable children to more consciously examine their position within the group, recognize their personal beliefs, and understand how these factors influence both their behavior and how they perceive others. The goal of this process is not to evaluate or criticize the children, but to foster a more realistic, flexible, and inclusive self-image.

The techniques are organized into a progressive pedagogical sequence: Privilege Shift helps children recognize that opportunities for participation and success are not the same for everyone, answering the question: "Do we all start from the same baseline?". Embodied Empathy Station enables children to experience alternative forms of participation and ask themselves: "What is it like to be in someone else's shoes?". Reflective Self-Mirroring guides them to identify and challenge personal stereotypes and self-limiting beliefs, answering the question: "Do the perceptions I hold about myself limit my potential?".

Through this gradual progression, students are guided from recognizing different starting points to critically examining their personal beliefs, laying solid foundations for deeper self-awareness, social responsibility, and equitable, inclusive participation.

THE PRIVILEGE SHIFT

The Privilege Shift is an experiential technique that helps children recognize that opportunities for participation and success do not always depend exclusively on personal effort or ability but are significantly influenced by initial starting conditions. The objective of this technique is to make visible the advantages that are often taken for granted and to enhance the understanding of fairness and inclusion within a group.

In Physical Education, the educator organizes a movement activity where students intentionally start from different baselines. For instance, certain children may be positioned closer to the goal or granted more opportunities for action. Following the completion of the activity, a structured reflection takes place regarding how these inequalities affected the outcome.

Through this process, children realize that success is not always the sole result of individual merit but is often co-shaped by favorable conditions that are not equal for everyone. Consequently, they develop a greater awareness of their personal advantages and understand how different starting points affect participation and progress within a team.

The central question this technique focuses on is: "Do we all start from the same baseline?"

Application Example in Physical Education

The educator organizes a relay race activity. Before starting, they divide the children into small teams and designate different starting lines for each, without initially explaining the reason. Some teams start much closer to the finish line, while others start significantly further back.





Naturally, the teams that started from the advantageous position cross the finish line more easily and quickly. Immediately after, the educator gathers the children in a circle and coordinates a brief reflection:

**Teacher:** *"Which team managed to finish first?"*

**Students** (from the privileged team): "Our team!"

**Teacher:** *"Do you believe this was exclusively due to your own effort, strategy, or speed?"*

The students begin to look at the lines on the ground and realize that the starting point was not the same for everyone.

**Nikos** (from the privileged team): *"Not just that... basically, we were already closer. I knew from the start that we had a big advantage no matter what happened."*

**Teacher:** *"How did those of you who started from the back positions feel?"*

**Eirini:** *"We ran as fast as we could and tried really hard, but it was almost impossible to catch up with them. It felt unfair."*

**Teacher:** *"Exactly. Now think about our daily routine in class or during recess games: Does it ever happen that we start from different 'positions'? Might some children already have more sports experience, greater self-confidence, or more opportunities to pass the ball? How does that affect the effort of the rest of the children?"*

**Pedagogical Benefits of the Application**

- This example directly helps the child to:
- ✓ recognize that children may begin from different starting points.
  - ✓ identify personal advantages that affect their participation.
  - ✓ assess success or difficulty considering the circumstances, rather than individual effort alone.

**PERSONAL PARTICIPATION FOOTPRINT**

The Personal Participation Footprint is a self-observation and reflection technique that helps children recognize how they engage in motor activities and group interactions. The objective of this technique is to make visible personal participation patterns, the initiatives a child chooses to take, the moments they opt to actively engage or withdraw, and the beliefs associated with the role they perceive themselves to hold within the group.

In Physical Education classes, children often unconsciously adopt specific roles, such as the leader, the organizer, the supporter, the observer, or the avoidance-oriented participant who shuns exposure. These roles are shaped not only by the students' actual motor skills, but also by prior experiences, personal strengths, confidence levels, and stereotypical beliefs about themselves.

Through the process of reflection, students gain a greater awareness of their position within the team and how their self-image directs their choices. This technique does not aim to directly change children's behavior, but rather to help them gain a deeper understanding of how they perceive themselves during group action.

The core question to be answered through this technique is: "How do my strengths and experiences influence the way I participate?"

**Example of Application in Physical Education**

After the completion of a team game (e.g., soccer), the teacher gathers the children and invites them to reflect on their actions.

**Teacher:** *"Think about the game we just finished. What do you think your role was within your team?"*

**George:** *"I was constantly asking for the ball, running everywhere, and giving instructions to the others on where to go."*

**Maria:** *"I was mostly trying to help and support my teammates when I saw them struggling."*

**Nikos:** *"I didn't speak much... I stayed a bit further back and waited for the others to tell me what to do."*

Subsequently, the teacher delves deeper with targeted reflection questions:

- "When did you feel the greatest confidence or safety during the game?"*
- "Were there moments when you preferred not to take initiative, and why?"*
- "What do you think prompted you to function in this specific way?"*

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"Is this the familiar role you usually assume when you are in groups?"

Through this discussion, students begin to realize that their attitude in the game is directly linked to their past experiences, their personal strengths, their confidence levels, or the deep-seated beliefs they hold about themselves.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ recognize their personal patterns of participation.
- ✓ identify the role they usually assume within the group.
- ✓ connect their beliefs and advantages with their behavior during play.
- ✓ reflect on their position and influence within the group.
- ✓ strengthen their self-awareness through collective action.

REFLECTIVE SELF-MIRRORING

Reflective Self-Mirroring is a critical self-awareness technique that helps children recognize personal stereotypes and limit beliefs about themselves. It is based on a comparison between the child's initial expectations and the actual experience they went through during an activity.

Prior to the activity, students are asked to express their thoughts or expectations regarding their ability to respond to a specific motor challenge. They then participate in the activity and, upon completion, compare their initial assessment with the actual outcome.

Indicative questions:

"What did you think would happen before you started?"

"What actually happened in the end?"

"What thought or belief influenced your initial assessment?"

"Was there a stereotype about yourself that was challenged?"

Through this process, children recognize that certain perceptions regarding their potential are not always based on actual experience, but on internalized stereotypes or social expectations. Thus, they develop greater awareness of the beliefs they hold about themselves and understand how these influence their participation and future performance.

Core question of the technique: "Is what I believe about myself a reality or a belief?"

Example of Application in Physical Education

The teacher presents the children with a new football (soccer) drill: dribbling between cones and shooting at the goal exclusively with their "weak" (non-dominant) foot. Before the activity begins, the teacher asks the children to think about and answer a simple question:

**Teacher:** "Do you believe you will manage to score or make a good shot with your left foot (or your right, if you are left-handed)? Why?"

**Giannis:** "Probably not. My left foot is only for standing on; I can't shoot with it at all."

**Maria:** "I think I will manage to hit the target because I've tried it a few times during recess."

The children participate in the activity and perform the drill. Giannis goes through the course and, despite his initial fear, manages to make a powerful and accurate shot. After the drill is over, the teacher gathers the children for reflection.

**Teacher:** "Giannis, what did you believe before you started and what actually happened in the end?"

**Giannis:** "I thought the ball would go completely wide or that I wouldn't even find any power, but in the end, I made a very good shot and scored a goal."

**Teacher:** "What made you believe, before even trying, that you wouldn't make it?"

**Giannis:** "Because I always play only with my right foot and I have the mindset that my left one doesn't 'listen' to me at all."

**Teacher:** "So, your thought was based more on a fixed belief you had about your body, rather than what you could actually do if you focused and tried?"



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**Giannis:** "Yes, I guess I was stuck on the idea that I can't do it."

Next, the teacher discusses with the group how the perceptions they have about themselves affect their participation in the game.

**Teacher:** "Has it ever happened to you in football that you didn't receive a pass or didn't make an effort because you believed beforehand that you would fail?"

The children share examples (e.g., "I never move up to the attack because I think I'm slow") and recognize that certain beliefs about themselves on the pitch do not always correspond to their actual capabilities.

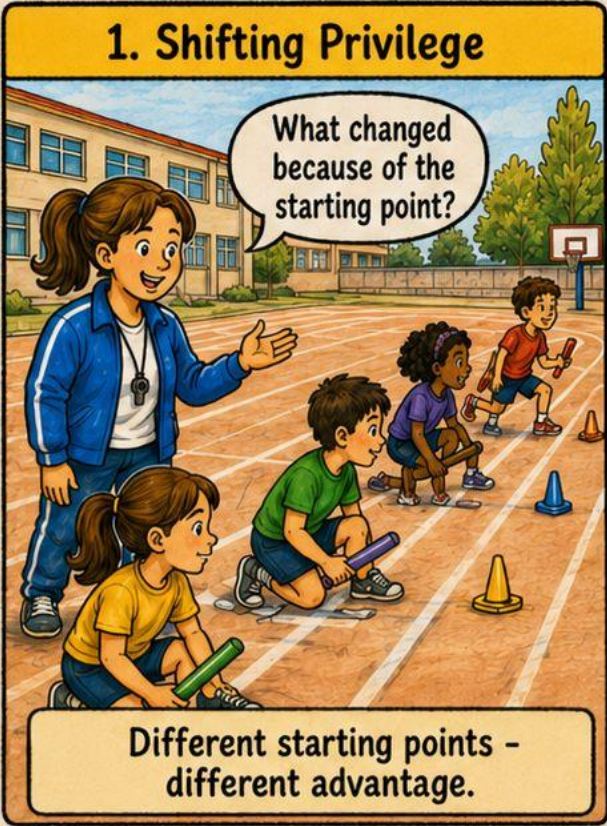
Pedagogical Benefits of the Application

- This example directly helps the child to:
- ✓ recognize personal stereotypes and limiting beliefs.
  - ✓ understand how the labels they give themselves affect their participation.
  - ✓ challenge rigid beliefs about their motor abilities.
  - ✓ reflect critically on their choices during play.
  - ✓ try new movements with greater confidence.

# Tips for Teachers

## Self-Awareness in Physical Education

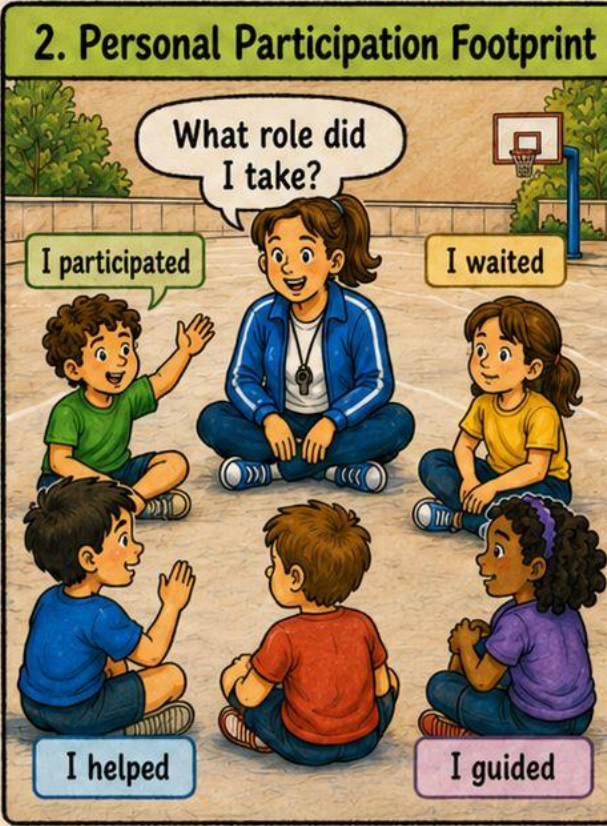
### 1. Shifting Privilege



What changed because of the starting point?

Different starting points - different advantage.

### 2. Personal Participation Footprint



What role did I take?

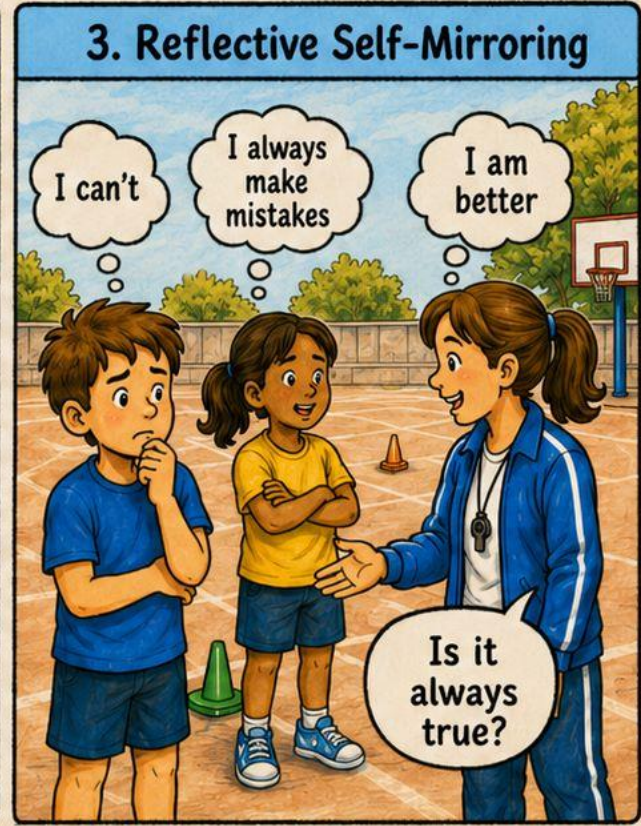
I participated

I waited

I helped

I guided

### 3. Reflective Self-Mirroring



I can't

I always make mistakes

I am better

Is it always true?

### Quick Guidelines



No personal disclosures



Short questions



No blame



Link it to the activity



First awareness, then change



Awareness is built through participation.



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## SELF-MANAGEMENT



**Core Question:** "How do I manage my body, thoughts, and emotions when tension rises or when facing difficulties?"

**Core Idea:** The individual's capacity to effectively regulate their emotions, thoughts, and behaviors to respond consciously and functionally to the demands of different situations (CASEL, 2020; Zimmerman, 2000). This capacity constitutes the natural progression of self-awareness, as it presupposes that the individual has already recognized their internal cues, emotional reactions, and the thoughts that influence their behavior.

The development of self-management is built upon two interconnected dimensions. The first dimension involves the ability to control immediate emotional reactions (such as anger, frustration, anxiety, or disappointment), enabling the child to consciously choose how to respond to a situation. The second dimension concerns the child's ability to persist in their effort, recover from setbacks, and view failures as opportunities for learning and personal growth (Dweck, 2006).

In the Context of Physical Education, self-management manifests when students can control their intense reactions, manage momentary anxiety or frustration, maintain their focus, and choose behaviors that facilitate learning and participation. At the same time, it encompasses the child's readiness to perceive mistakes and failure as a natural and integral part of the learning process, continuing their effort despite any adversities in the field.

In the Context of Dialect5, self-management is approached through two core sub-goals:

-  Impulse management (control of anger, anxiety, and tension).
-  Resilience development in the face of mistakes and failure.



# SUB-GOAL 1: IMPULSE MANAGEMENT

**What is it?**

Impulse management refers to a child's ability to recognize and regulate the immediate emotional, cognitive, and physical reactions triggered by intense or demanding situations. It constitutes a core dimension of self-management, as it enables students to maintain control over their behavior when experiencing anger, anxiety, frustration, disappointment, fear of failure, or even intense excitement (CASEL, 2020; Gross, 1998).

This skill does not imply that the children ignore or suppress what they feel. On the contrary, it indicates that they learn to recognize their internal tension, make a deliberate pause, and choose how to react. In this way, impulse management acts as a bridge between "what I feel" and "how I choose to act." It is directly linked to the child's capacity to think before acting, delay spontaneous reactions, and adopt behaviors that are more appropriate for the situation (Diamond, 2013; Duckworth & Steinberg, 2015).

The development of this ability builds upon the prior cultivation of self-awareness. When a child has learned to detect the physical and emotional cues that precede an intense reaction, they can gradually intervene before the impulse escalates into a behavior that could harm themselves, others, or the group.

**How it develops in Physical Education?**

Physical Education provides an ideal environment for developing impulse management, as students frequently encounter situations that trigger intense emotions. A missed goal, an unfair (in their judgment) decision, a demanding exercise, a defeat, a conflict with a classmate, or the fear of failure, serve as daily stimuli that activate anger or anxiety (Bailey et al., 2009; Hellison, 2011).

The development of this skill is achieved through systematic opportunities to practice pausing, deep breathing, reflection, and choosing alternative courses of action. Children are trained to create a brief "time window" between the stimulus and their final reaction, ultimately selecting behaviors that serve the goal of the activity, enhance cooperation, and demonstrate respect toward others (Gross, 1998; Zimmerman, 2000).

In this manner, Physical Education classes are not limited solely to motor learning, but function as a live framework for practicing self-regulation under real conditions of action and intensity. Children gradually realize a fundamental truth: they may not always be able to control what happens during a game, but they are fully responsible for, and capable of, controlling how they respond to it.

**"Children do not learn how to avoid anger or anxiety; they learn how to choose their response to what they feel."**

**Learning Outcomes:** The student will be able to:

| Basic level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Intermediate level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Advanced level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Recognize that they are experiencing anger, anxiety, frustration, disappointment, or intense excitement.</li><li>Describe simple physical cues of tension, such as rapid breathing, clenched fists, general muscular tension, or an elevated heart rate.</li><li>Pause their action temporarily immediately upon the teacher's command.</li><li>Try simple, guided calming strategies, such as deep breaths, a brief pause, or moving away shortly from the source of tension.</li><li>Express what they are feeling using simple words (e.g., "I got angry", "I felt anxious", "I got frustrated", or "I need a little time").</li></ul> | <ul style="list-style-type: none"><li>Identify specific situations that tend to trigger their anger, anxiety, or frustration (e.g., a mistake, a defeat, an unfair decision, or a conflict).</li><li>Use self-regulation strategies autonomously at times, before reacting impulsively.</li><li>Manage minor daily disappointments on the field without abandoning the activity.</li><li>Return smoothly to the action following an intense emotional reaction.</li><li>Attempt to express what bothered them verbally and calmly, instead of resorting to shouting, shoving, or total withdrawal.</li></ul> | <ul style="list-style-type: none"><li>Detect the first internal signs of emotional tension early on, preventing an impulsive reaction.</li><li>Select the appropriate calming strategy depending on the occasion (e.g., deliberate pause, controlled breathing, etc).</li><li>Regulate their behavior effectively under demanding conditions of pressure, failure, intense competition, or conflict.</li><li>Maintain focus and self-control, remaining functional despite disappointment, frustration, or anxiety.</li><li>Re-enter the game in a manner that promotes cooperation, fair play, and mutual respect within the team.</li><li>Act as a positive role model for self-regulation, practically demonstrating calm and responsible ways to react to their classmates.</li></ul> |

IMPULSE MANAGEMENT DEVELOPMENT TECHNIQUES

Impulse management is not a skill that develops automatically; rather, it is cultivated gradually through systematic opportunities for practice in real-life conditions of action. In the context of Physical Education, students frequently face challenges that induce intense emotional pressure, such as failure, a sense of injustice, intense competition, performance anxiety, or disputes during the game. These moments serve as valuable learning opportunities, as they allow children to practice recognizing, regulating, and managing their immediate emotional reactions.

The techniques presented below aim to help children create a conscious "space" between stimulus and response. Through this process, the student learns to interrupt their automatic impulsivity, observe what is happening within their body and thoughts, and select more functional behavioral alternatives. Developing this ability constitutes a cornerstone of self-management, as it enables the child to maintain control over their actions even under conditions of high emotional arousal (Zimmerman, 2000; Gross, 2015).

The three techniques present a progressive path toward self-regulation: The Pause Strategy helps the child inhibit their immediate, spontaneous reaction and gain valuable time for reflection. Regulated Breathing focuses on reducing the physiological and psychological tension that accompanies anger or anxiety. The Traffic Light Signal provides a structured decision-making framework, helping children transform internal tension into conscious, targeted, and responsible action.

Through the systematic implementation of these techniques, students gradually develop greater self-control, improve their capacity to manage anger and anxiety, and acquire the necessary tools to participate in motor activities with composure, respect, and effectiveness.

THE PAUSE STRATEGY

The Pause Strategy is a self-regulation technique that helps children create a brief temporal window between stimulus and response. It is based on the principle that impulsive behaviors - such as anger, verbal conflict, or premature abandonment of effort - can be significantly reduced when the individual learns to stop temporarily, map out what is happening inside them, and consciously choose their next course of action (Zimmerman, 2000; Gross, 2015).

The objective is not to suppress the emotion, but to regain control over behavior before the child acts impulsively.

The Steps of the Technique

**Step 1. Stop:** I temporarily interrupt my automatic, impulsive reaction.

**Step 2. Observe:** I turn my attention inward and recognize what I am thinking, what I am feeling, and what changes are occurring in my body (e.g., muscle tightness, rapid breathing).

**Step 3. Choose:** I evaluate the data and calmly decide which behavior will help me handle the situation most effectively.

Example of Application in Physical Education

Prior to the activity (Explanation by the teacher):

"Today we are going to play football applying an extra rule called 'The 5-Second Pause'. Every time you feel anger, frustration, injustice, or disappointment - whether after a foul, a mistake, a dispute, or a goal conceded - you do not answer or react immediately. First, you stop for a few seconds. Then, you take a deep breath and count to five in your mind. Next, you ask yourself a quick question: '*What is my best choice of response right now?*' and only then do you decide what you will do or say. The goal is not to stop feeling angry or sad, but to be the captain of your behavior instead of letting the emotion control you."

During the activity:

During a phase in the game, George believes he received an unfair tackle. He turns aggressively toward the child of the opposing team, ready to protest angrily.

**Teacher:** "*George, 5-Second Pause!*"

George takes a step back, takes a deep breath, counts to five in his mind, and then calmly returns to the game, preventing a conflict.

After the activity (Reflection Questions):

"*Who remembers a moment during the game when they wanted to react instantly or give up, but managed to hit pause?*"

"*What did you notice in your body or your heart rate during those five seconds?*"



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"Did anything change in the way you viewed the play after waiting a little bit?"

"Do you believe that pausing helped you make a better decision for your team?"

"In what other moments, inside the classroom or at home, could this technique prove useful to you?"

Pedagogical Benefits of the Application

- This example directly helps the child to:
- ✓ recognize impulsive reactions at an early stage.
  - ✓ pause before reacting under pressure.
  - ✓ manage anger, frustration, and irritation.
  - ✓ connect thoughts and emotions with behavior.
  - ✓ make more deliberate decisions before acting.

REGULATED BREATHING

Regulated Breathing is a physiological self-regulation technique that helps students reduce the physical and psychological tension accompanying anxiety, anger, and frustration. It is based on the conscious slowing of the breathing rate, which activates the parasympathetic nervous system (the body's natural relaxation mechanisms) and downregulates physiological arousal (Kabat-Zinn, 2003; Meiklejohn et al., 2012).

The technique teaches children that they can consciously influence their internal state through their body, providing them with an immediate, practical tool for managing tension during demanding situations.

Example of Application in Physical Education

Prior to a skills assessment where students must execute a new motor challenge in front of the class, several children appear anxious. The teacher gathers the group.

**Teacher:** "Before we begin, let's take three concentration breaths."

The Process (Repeated 3 times):

1. Inhale through the nose slowly for 4 seconds.
2. Brief pause (hold breath for 1-2 seconds).
3. Slow exhale through the mouth, as if blowing out a candle, for 6 seconds.

Afterward, the teacher checks the team's state by asking questions:

**Teacher:** "How do you feel now?"

**Maria:** "I calmed down a bit; I felt my shoulders relax."

**Giorgos:** "I'm not as anxious as before; I feel more ready."

The children begin the activity with greater focus and self-control.

Pedagogical Benefits of the Application

- This example directly helps the child to:
- ✓ reduce anxiety and physical tension.
  - ✓ regulate their breathing and physiological arousal consciously.
  - ✓ bring their attention back to the present.
  - ✓ regain concentration before continuing.
  - ✓ strengthen their capacity for self-regulation.

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THE "TRAFFIC LIGHT" SIGNAL

The Traffic Light Signal is a cognitive self-regulation technique that helps children manage anger, anxiety, and impulsive reactions through a simple and visualized decision-making process. It is based on using the familiar symbol of a traffic light as a mental tool (metaphor) that allows students to create a crucial pause between a stimulus and their final response.

The goal is to transform automatic, impulsive behavior into a conscious process of thought and choice.

The Stages of the Technique

1. Red: Stop (Inhibition).

When a stimulus occurs that causes anger, anxiety, frustration, or disappointment, the child mentally activates the "Red" light. They stop for a few seconds, take a deep breath, and focus on the physical and emotional cues of their body.

Mental phrases: "I feel angry", "My heart is beating fast", "I want to shout."

The goal of this stage is not to suppress emotion, but to inhibit automatic reaction.

2. Amber: Think and Choose (Evaluation).

Once the initial pause is established, the child is prompted to evaluate the situation and consider the available behavioral options and their consequences.

Internal questions: "What exactly happened?", "What alternatives do I have now?", "If I shout, what will happen?", "Which reaction will help me the most?"

This stage helps the child distance themselves from the immediate emotional reaction and activate a more conscious decision-making process.

3. Green: Act (Adaptation).

In the final stage, the child selects and implements the most appropriate behavior for the occasion.

Action examples: Continuing the game, expressing disagreement calmly, requesting clarification from the teacher.

In this way, behavior is determined by conscious choice rather than impulse.

Example of Application in Physical Education

Prior to the activity, the teacher presents the children with a poster displaying the three colors of the traffic light and explains the function of each stage. The teacher asks the children to think about how they will use it in the upcoming football game whenever they feel their emotions flaring up.

During the football match, a student receives a hard tackle that is not called a foul. Initially, he feels intense anger and prepares to protest or retaliate. At that exact moment, he applies the technique internally:

He activates Red: "I stop, I don't take a single step forward, and I take a deep breath."

He then moves to Amber: "If I react aggressively, a conflict will likely start, or I'll get sent out of the game. I can keep playing and talk to the teacher later."

Finally, he activates Green: "I continue playing, tackle cleanly, and handle the situation calmly."

Through this process, the child internalizes that they cannot always control external conditions, but they can fully control how they respond to them.

After the activity, the teacher gathers the children and invites them to reflect on their experience:

"How easy or difficult was it to turn on the 'Red' light the moment you felt your anger rising?"

«Which of the three colors did you feel you needed the most time or effort?"

"What practically helped you shift from Red (emotion) to Amber (thought)?"





*"Do you believe the Traffic Light protected you from making poor decisions on the pitch?"*

### Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ recognize emotional over-arousal at an early stage.
- ✓ manage anger, anxiety, and frustration.
- ✓ stop and consider alternative ways of responding.
- ✓ choose their behavior responsibly under pressure.
- ✓ address conflicts in a more constructive way.
- ✓ return constructively to team play.

# Tips for Teachers

## Self-Regulation in Physical Education

### 1. Pause Strategy

Let's stop before we react.

First, we pause in moments of tension.

### 2. Regulated Breathing

Breathe in... and out.

For anger, anxiety, frustration or overexcitement.

### 3. Traffic Light Signal

Think about what I can do.

Stop  
Think  
Go

Think about what I can do.

### Key guidelines

Not as punishment

Apply consistently

Positive reinforcement

The teacher models the example

From observation to conscious choice

The goal is a gradual shift from external guidance to conscious choice.



## SUB-GOAL 2: DEVELOPING RESILIENCE TO MISTAKES AND FAILURE

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>What is it?</b></p> <p>Resilience to mistakes and failure refers to a child's ability to face difficulties, mistakes, failures, and disappointments as a natural part of the learning process, without giving up their effort or questioning their overall worth and capabilities. It constitutes a fundamental dimension of self-management, as it helps students remain committed to their goals, even when the outcome is not the desired one.</p> <p>Resilience does not mean that the child does not feel sad, disappointed, or affected by failure. On the contrary, it means they can recognize these emotions, manage them, and continue trying. In essence, it is the capacity to recover and adapt following a difficult or negative experience.</p> <p>A key element of resilience is the perception that a mistake is not proof of incompetence, but rather an opportunity for learning. Children who develop resilience learn to view failure as part of the improvement process and adopt a "growth mindset", according to which abilities can be cultivated through effort, practice, and persistence (Dweck, 2006).</p> | <p><b>How it develops in Physical Education</b></p> <p>Physical Education is a particularly suitable environment for developing resilience, as students frequently face challenges, mistakes, defeats, and situations that require persistence, adaptation, and self-regulation. A missed goal, a failed attempt, difficult exercise, a defeat, or comparison with others can temporarily cause disappointment or self-doubt.</p> <p>The development of resilience is not achieved by avoiding mistakes, but through the systematic exposure of children to manageable challenges within a safe and supportive learning environment. The teacher helps children reflect on their mistakes, recognize what they can learn from them, and plan their next steps.</p> <p>At the same time, emphasis must be placed on effort, improvement, and the learning process, rather than exclusively on the outcome, victory, or performance. When children are encouraged to try again, test different strategies, and perceive progress as a gradual process, they develop greater self-confidence, persistence, and psychological endurance in the face of difficulties.</p> <p>In Physical Education, resilience is cultivated when children learn to replace thoughts such as "<i>I can't do it</i>" with thoughts like "<i>I can't do it yet, but I can improve with practice</i>". In this way, a mistake is transformed from a source of discouragement into an opportunity for learning, growth, and personal empowerment.</p> |
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***Mistakes and failure are not indicators of incompetence, but a natural part of learning and improvement. Thus, the child does not learn to fear failure, but rather to utilize it as a source of feedback, reflection, and further development.***

**Learning Outcomes:** The student will be able to:

| Basic Level                                                                                                                                                                                                                                                                                                                                                                                              | Intermediate Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Advanced Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Recognize and accept that making mistakes is a natural part of learning.</li><li>Continue participating in the game or activity after a minor failure or disappointment.</li><li>Accept support and feedback from the teacher without withdrawing from the activity.</li><li>Repeat the effort after an unsuccessful outcome, when guided or encouraged.</li></ul> | <ul style="list-style-type: none"><li>Identify what can be learned from a specific mistake or a failed attempt.</li><li>Persist and maintain their effort despite the obvious difficulties of the exercise.</li><li>Set a small, immediate goal after a failure, such as "next time I will bend my knees more".</li><li>Apply the feedback received to modify and improve their next attempt.</li><li>Manage the disappointment of defeat or failure with composure and return immediately to the activity.</li></ul> | <ul style="list-style-type: none"><li>Actively utilize mistakes and failures as valuable opportunities for self-improvement.</li><li>Readjust their strategy or technique when they see that an approach is not yielding results.</li><li>Maintain high levels of effort and energy, even after repeated failures.</li><li>Systematically use positive self-talk, such as "I haven't made it yet, but I will try again".</li><li>Actively encourage and support classmates who experience disappointment or failure.</li><li>Seek out and face new, highly demanding motor/kinetic challenges with confidence.</li></ul> |



## TECHNIQUES FOR DEVELOPING RESILIENCE TO MISTAKES AND FAILURE

Resilience does not develop when everything runs smoothly, but rather when students are called upon to manage mistakes, failures, disappointments, and obstacles without giving up their efforts. However, these challenges must be manageable and integrated into a safe and supportive pedagogical environment, allowing children to try, fail, and try again without the fear of exposure or rejection.

The following techniques help children gradually form a positive and functional relationship with mistakes: The Power of "Yet" cultivates a *growth mindset*, helping children perceive difficulties as temporary stages of learning rather than permanent weaknesses. The "Mistakes That Helped Me" Folder enhances reflection, as students learn to recognize what they gain from their mistakes and how to utilize them for self-improvement. The Second-Chance Challenge reinforces persistence, demonstrating in practice that progress is achieved when we keep trying after an unsuccessful outcome.

The teacher's role is pivotal in shifting attention from the outcome to the learning process itself. Through systematic encouragement, appropriate feedback, and reflective questioning, children learn to view a mistake not as a personal failure, but as valuable feedback for their next step.

The three techniques complement each other and follow a progressive developmental path:

*Changing the way, I think about mistakes* → *Learning from mistakes* → *Continuing effort.*

### THE POWER OF "YET"

The Power of "Yet" is a cognitive reframing technique that helps children perceive mistakes and failures as temporary stages of learning rather than permanent indicators of incompetence. It is based on the theory of Growth Mindset, according to which abilities and skills can be developed through effort, practice, and persistence (Dweck, 2006).

The technique is applied the moment a child expresses a limiting belief about themselves or experiences a motor/kinetic failure. By adding the word "yet," a static mindset is transformed into a dynamic perspective of growth:

- “I can't do a handstand.” → “I can't do a handstand... yet.”*
- “I’m not good at soccer.” → “I’m not good at soccer... yet.”*
- “I didn't make it.” → “I didn't make it... yet.”*

The word "yet" serves as a bridge between current difficulty and future improvement. It reminds the child that failure is not the end of the effort, but an intermediate stage of learning.

#### How It Works

**Verbal Reframing:** The teacher helps children transform negative or absolute statements into declarations of growth and progress.

**Focus on the Process:** Attention is shifted from the outcome to effort, strategy, and gradual improvement.

**Reinforcing Persistence:** The child understands that difficulty does not equal inability, but rather indicates a need for more practice, time, or a different approach.

#### The Role of "Yet" in the Teacher's Language

| Instead of...                      | The teacher says...                                                   |
|------------------------------------|-----------------------------------------------------------------------|
| <i>“You can't do it.”</i>          | <i>“You haven't done it yet. What could you try differently?”</i>     |
| <i>“You failed again.”</i>         | <i>“What did you learn from this attempt that will help you now?”</i> |
| <i>“You are not good at this.”</i> | <i>“You are still in the process of learning this skill.”</i>         |
| <i>“You didn't achieve it.”</i>    | <i>“You are closer than before. Keep up the effort.”</i>              |

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Practical Application Example in Physical Education

The teacher has designed a soccer activity focused on dribbling with the "weak" (non-dominant) foot. Before starting, the teacher explains to the children that the goal of the lesson is not perfect execution, but personal improvement through effort.

Next, the teacher presents the word "YET" written on a large card and states:

"Today, we are going to use a small word that helps our brain learn. Every time we feel like we can't do something, we will add the word 'yet' at the end. For example: I can't dribble with my left foot... yet. 'Yet' doesn't mean we can do it already; it means we are on our way to learning it."

During the activity, Kostas struggles significantly. The ball constantly rolls out of his control, and after several failed attempts, he stops, visibly frustrated.

Kostas: "I can't do this."

Teacher (approaching calmly): "Kostas, what word is missing from your sentence?"

Kostas: "Yet..."

Teacher: "Exactly. You can't do it yet. But think about it: What have you already managed to do compared to your very first attempt at the beginning of class?"

Kostas: "Well... now I can do two or three dribbles before losing the ball. At first, I lost it immediately."

Teacher: "So you have already made progress. What could be your next small, achievable goal right now?"

Kostas: "To reach that yellow cone without losing the ball."

Teacher: "Perfect. Give it a try."

Kostas returns to the exercise and keeps trying. Shortly after, he manages to complete the path. The teacher encourages him.

Teacher: "See? It wasn't that you couldn't do it overall. It was just that you were still learning."

After the activity, the teacher gathers the children into a reflection circle.

Teacher: "Who needed to deploy the word 'yet' today?" (Several children raise their hands).

Maria: "Me! At first, I thought I couldn't even control the ball with my left foot, I felt useless. But then I tried again."

Teacher: "How would you phrase it now, Maria?"

Maria: "I couldn't control it... yet."

Teacher: "What helped you improve?"

Maria: "I listened to your advice, kept trying, and did better."

To close, the teacher asks the children to complete the following sentence:

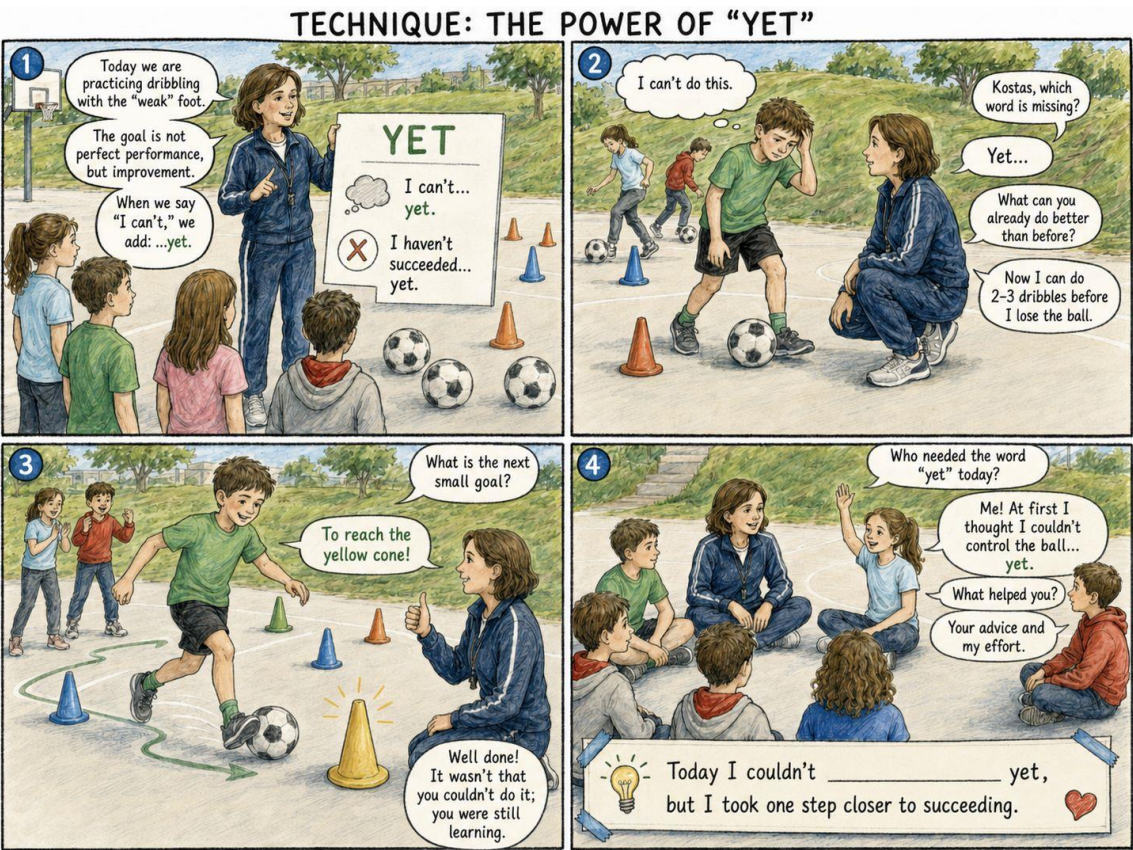
"Today I couldn't \_\_\_\_\_ yet, but I took a step closer to making it happen."

Each child shares their own answer.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ understand that abilities develop through effort, practice, and time.
- ✓ accept difficulty and temporary failure as natural stages of learning.
- ✓ set small, achievable goals by breaking a difficult task into simpler steps.





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- ✓ focus on personal progress without comparing themselves with classmates.

USEFUL MISTAKES FOLDER

The Useful Mistakes Folder is a reflective technique designed to help students understand that errors are not obstacles to learning, but rather valuable sources of information for personal growth. The technique is built on the premise that resilience is not developed through blind repetition alone, but primarily through a child's capacity to pause, analyze what happened, extract the lesson, and map out a new approach.

The philosophy of this technique is directly linked to reflective practice and a growth mindset, where progress occurs when individuals utilize failure as a rich source of feedback and evolution (Dweck, 2006).

Core Message: "A mistake is not something to hide; it is something to learn from."

The target of this technique is neither to evaluate failure nor to assign blame for what went wrong, but to convert a negative experience into an active tool for self-regulation and corrective action

Practical Application Example in Physical Education

The teacher organizes a small-sided soccer game (4v4), targeting passing accuracy, teamwork, and rapid decision-making under match conditions. Before kickoff, the teacher sets the tone:

"Today, we are not going to focus solely on goals and successful plays. We will also try to identify a 'mistake that helped us learn.' At the end of the game, we will discuss it to see how that mistake can make us better players."

During the game, Kostas attempts several long-distance passes. Two of them are easily intercepted by the opponents, causing his team to lose possession and come under immediate defensive pressure.

Kostas looks discouraged and mutters to himself: "I messed up my pass again..."

The teacher approaches him during a brief stoppage and says: "Keep that exact play in mind. We will discuss it at the end. It is the perfect material for your Useful Mistakes Folder!"

Kostas nods and continues playing with renewed focus.

After the game ends, the children sit in a reflection circle and fill out (either in writing on a short worksheet or through structured discussion) the Useful Mistakes Reflection Sheet. Kostas's entry is illustrated in the image.

The teacher concludes the discussion, guiding the student toward active self-management:

"So, Kostas, your mistake wasn't wasted time. It provided you with the exact data you needed to regulate your behavior and make better tactical decisions in the next game."

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ manage frustration so that they can calm down, think clearly, and continue trying.
- ✓ accept mistakes as part of learning and as opportunities for improvement.
- ✓ formulate a specific plan for the next attempt, for example, "I will look up before passing."
- ✓ take initiative with greater confidence and try new movements without excessive fear of failure.



# Reflection Sheet

The Folder of Mistakes That Helped Me

 Student Name: Kostas

 Activity: Soccer (4 vs 4 Game)



## Reflection Question

## Kostas's Notes

1. What mistake did I make?



I made two long passes that went straight to the opponents.



2. What do I think caused the mistake?



I was in a hurry. I tried to make a very powerful pass without checking whether my teammate was free or being marked.



3. What did I learn from it?



I learned that I need to observe the space around me first and then decide whether to make a long or short pass.



4. What will I try differently next time?



I will lift my head before passing. If there is a lot of pressure, I will choose a shorter and safer pass.





My mistakes today, my victories tomorrow!





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THE SECOND ATTEMPT CHALLENGE

The Second Attempt Challenge is a persistence-building technique that helps students stay active and engaged in the learning process after a failure or difficulty. The technique is based on the idea that resilience does not show when everything goes well, but when a child consciously chooses to keep trying after a failed attempt.

The technique teaches children that the first failure is not the result, but the starting point for a new try.

Core Message: "The important thing is not whether I failed the first time, but whether I will try again."

When a child fails at a physical challenge, the teacher does not immediately give the solution or necessarily lower the difficulty. Instead, they encourage the child to:

- recognize what happened.
- think about what can change.
- try again.

The focus is placed strictly on the process of trying again, rather than the outcome.

Practical Application Example in Physical Education

The teacher organizes a penalty shootout activity. Before the attempts begin, they explain to the class:

*"Today, we don't care who scores the most goals. We care about what you do when you don't succeed. Our real goal today is the second attempt."*

During the activity, Maria takes a penalty kick, but the ball goes way wide of the goal. The student immediately lowers her head and walks away disappointed. The teacher calmly walks up to her.

**Teacher:** *"Maria, what did you notice about that attempt?"*

**Maria:** *"I kicked the ball too much from the side."*

**Teacher:** *"What could you change now, on your second attempt?"*

**Maria:** *"Look more at the spot where I want to send the ball and kick it more right down the middle."*

Maria returns to the penalty spot for her second attempt. This time, the ball goes toward the goal, but the goalkeeper blocks it.

The **teacher** continues to support her: *"What improved compared to the first time?"*

**Maria:** *"At least it hit the target!"*

A few attempts later, applying the same corrections, Maria scores.

After the activity ends, the teacher gathers the children in a circle.

**Teacher:** *"Who managed to hit the target only after trying a second or third time?"* (Many children raise their hands).

**Teacher:** *"What did you learn from the attempts that did not go well?"*

**Student:** *"That each time I could fix something small."*

**Teacher:** *"So, did the first failure actually help you improve in the end?"*

**Students:** *"Yes!"*

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ continue trying after a difficulty or failure.
- ✓ turn frustration into a new, more deliberate attempt.
- ✓ adjust their strategy and recognize gradual progress.
- ✓ value perseverance and effort, rather than only the outcome.







## SOCIAL AWARENESS



**Core Question:** How do I perceive the "other," and how do I act justly toward them?

**Core Idea:** Social awareness refers to an individual's capacity to recognize, understand, and respect the emotions, thoughts, needs, experiences, and perspectives of others, even when they differ from their own (CASEL, 2020). It encompasses empathy, respect for diversity, recognition of social inequalities, and an understanding of how social dynamics influence the participation and opportunities of individuals within a group (Kankaraš & Suarez-Alvarez, 2019).

In the context of Physical Education, social awareness goes beyond mere observation or the passive understanding of others. It is actively expressed through acts of respect, inclusion, and equity.

Students are called upon to recognize the needs, capabilities, and unique characteristics of their peers, and adapt their behavior in ways that facilitate and enhance everyone's participation.

Through this process, the lesson is transformed from a space of individual distinction and competition into a field of cooperation, mutual recognition, and social responsibility. Social awareness serves as the bridge between self-awareness and interpersonal relationships, helping children gradually shift their focus from "me" to "we," and from their personal experience to understanding the lived experiences of others.

Within the Dialect5 framework, social awareness is cultivated through two primary sub-goals:

- Deconstructing Othering and Stereotypes
- Pluralism and Proportional Equity



## SUB-GOAL 1: DECONSTRUCTING OTHERING AND STEREOTYPES

### What is it?

The deconstruction of othering and stereotypes refers to the students' ability to recognize, challenge, and gradually overcome the perceptions, prejudices, and generalizations that lead to categorizing certain individuals as "different," "less capable," or "not belonging" to the group (UNESCO, 2020).

Othering is the social process through which an individual or a group is treated as "the other" - that is, as someone who deviates from what the majority perceives as normal or acceptable. In the context of Physical Education, othering typically occurs when students marginalize or undervalue their peers due to low motor performance, gender, ethnic or cultural background, weight, or body type (Kirk, 2010).

### How it develops in Physical Education

The deconstruction of othering and stereotypes develops when children are encouraged to realize that the perceptions they form about others are not always based on actual behavior or ability, but are frequently driven by generalizations, labels, and social stereotypes.

Physical Education provides a uniquely fertile ground for cultivating this awareness, as social interactions are continuous and the mechanisms of inclusion or exclusion become instantly visible during play. For instance, children can observe that certain classmates are systematically picked last for teams, receive fewer passes, or are excluded from crucial roles due to their motor performance, gender, body type, language, or cultural background.

The development of this skill begins when students first learn to observe how these exclusions are generated within the group. Following this, they are guided to reflect on the expectations they form about those around them and to honestly question the root causes of these divisions. Questions they might ask themselves include: "Why do I believe this classmate cannot do it?", "Have they truly been given a real opportunity to participate?", and "Is my opinion based on what I just saw, or on a previous label?"

On the other hand, stereotypes represent simplified and rigid beliefs regarding the characteristics of a specific group of people. Although they function as cognitive shortcuts that allow the mind to quickly categorize the world, in practice, they negatively affect expectations, sabotage relationships, and deprive children of equal opportunities to participate.

Deconstructing these mechanisms does not simply mean the passive acceptance or tolerance of diversity. It requires the active recognition of each individual's uniqueness and a profound understanding that the differences among members do not constitute a deficit or a disadvantage, but rather a natural and valuable element that enriches the entire team.

Through experiential activities, the constant rotation of roles, collaboration with different classmates, and post-activity group discussions, children realize that their initial impressions often differ from reality. Consequently, they learn to evaluate others based on their actual behavior, effort, and contribution to the team, rather than on predetermined labels or generalizations.

The teacher plays a decisive role in this process by creating conditions where all children enjoy meaningful opportunities for participation, self-expression, collaboration, and leadership. Through carefully structured activities, the educator can help students recognize diversity as a source of learning and mutual enrichment for the team, rather than a pretext for exclusion or discrimination (UNESCO, 2020; Kirk, 2010).

The deconstruction of othering and stereotypes reaches completion when children do not merely stop at recognizing their own prejudices, but instead build the capacity to actively intervene in support of inclusion, equity, and respect within the group. In this way, Physical Education transforms from a mere space for motor learning into a vital laboratory for social awareness, democratic participation, and the cultivation of deeply respectful relationships.

*"I learn to see the person behind the label and recognize the potential before the stereotype."*

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**Learning Outcomes:** The student will be able to:

*Basic level*

- Recognize that individuals differ in their abilities, interests, experiences, and characteristics.
- Participate in activities with different classmates without excluding them.
- Use language and behaviors that demonstrate respect toward all team members.
- Identify when a classmate is left out of the game or is not participating equally in the activity.

*Intermediate level*

- Recognize stereotypical perceptions, labels, or generalizations that arise during play and team activities.
- Explain how prejudices can negatively affect classmate selection, cooperation, and overall participation.
- Demonstrate a willingness to cooperate with children who have different abilities, experiences, or characteristics from their own.
- Acknowledge the potential and contribution of others, moving beyond first impressions, labels, or stereotypical views.

*Advanced level*

- Challenge stereotypical perceptions and unfair exclusion practices when they appear during play or team dynamics.
- Actively support the participation of classmates who are excluded, marginalized, or participating less.
- Adapt their own behavior to contribute to a more equitable and inclusive environment.
- Value diversity as a source of learning, cooperation, and empowerment for the team, and act accordingly.

TECHNIQUES FOR DEVELOPING THE DECONSTRUCTION OF OTHERING AND STEREOTYPES

The deconstruction of *othering* and stereotypes evolves as a gradual pedagogical process that guides students to recognize, challenge, and ultimately transcend the prejudices affecting their relationships. In the Physical Education environment, deeply ingrained views on gender, motor ability, body type, or cultural background often manifest in practice: they are reflected in the spontaneous selection of teammates, the unequal assumption of leadership roles, low performance expectations, and daily modes of interaction on the court.

The following techniques are designed to operate complementarily and sequentially, building social awareness step-by-step. Observation of Exclusion helps children identify the often-invisible mechanisms of marginalization and unequal participation that develop during play. Subsequently, Stereotype Interruption prompts them to question the automatic interpretations and arbitrary generalizations that accompany their view of others. Finally, Reverse Spatial Mapping is a structural and spatial method that reorganizes the value zones of the playing area by "closing" the center and transferring all the action to the sidelines, aiming to overturn the traditional spatial dominance of the more athletic students and to deconstruct, in practice, stereotypes and the othering of marginalized children.

Through this comprehensive journey, students move from merely documenting exclusions to critically deconstructing prejudices and, ultimately, consciously accepting the uniqueness of every individual. In this way, Physical Education ceases to be a simple training of skills and is transformed into a safe space for equitable coexistence, mutual respect, and profound social learning.

OBSERVATION OF EXCLUSION

The Observation of Exclusion technique aims to identify, understand, and deconstruct the mechanisms through which certain students are marginalized, ignored, or stigmatized during their participation in motor activities. It is based on the pedagogical premise that exclusion does not always manifest through overt rejection or hostility, but frequently through subtle, everyday practices. These include not being selected for teams, limited participation, the underestimation of abilities, stereotypical expectations, or the absence of meaningful social interaction.

In Physical Education, the teacher assigns students the role of the observer, initially asking them to record data related to participation and interactions within the group. For instance, they can observe which classmates participate the most, who receives fewer passes, who is systematically left out of cooperation, or who more frequently assumes leadership roles. In a subsequent stage, this observation can expand to explore how characteristics such as gender, motor ability, background, or physical appearance might influence opportunities for participation and collaboration within the team.

Through this process, children begin to realize that the choices made during play are not always based exclusively on individuals' actual capabilities, but are often influenced by stereotypes, prejudices, and pre-existing perceptions. Concurrently, they become aware of how certain individuals may be treated as "different," less capable, or less important to the team - which constitutes a fundamental mechanism of *othering*.



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The process is not limited to mere recording. The activity is followed by pedagogical reflection, during which children are guided to examine the reasons behind unequal participation among their peers, and to reflect on their own choices. Exemplary questions that can be posed to the group include:

- Who participated the most and why?
- Were there children who had fewer opportunities to participate?
- What criteria do we use to choose whom to pass the ball to?
- Which characteristics ultimately influenced our choices?
- How might someone feel when they participate less than the rest of the group?

Example of Application in Physical Education

The teacher divides the children into two teams, and pairs are formed within each team. One child from each pair participates in the soccer game, while the other takes on the role of the observer, holding a small recording card. The observer does not evaluate the technical performance of their partner but notes their collaborative choices during the game. Every time the playing child makes a pass, the observer records whom the ball was given to. They can also note if their partner ignored a child who was persistently asking for the ball or if they chose to cooperate mainly with the same, specific individuals.

After 5–7 minutes, the game stops, and the teacher allows the children some time to study the recording cards together with their partners. Following this, the teacher opens a discussion by posing targeted questions.

To the students who participated:

- Which children did you give the most passes to?
- Did you cooperate with many different children or mostly with the same ones?
- What might have influenced these choices?

To the students who observed:

- Were there classmates who could have participated more?
- Was there any child who was asking for the ball but never received it?
- How might a child feel who received almost no passes during the game?

As soon as this brief discussion is completed, roles change immediately: the child who was observing enters the game, and the child who was playing takes over the recording card. In this way, all children experience both active participation and the external observation of collaboration patterns.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ identify exclusion and unequal participation during play.
- ✓ recognize biases that influence their choices.
- ✓ understand how children who participate less may feel.
- ✓ reflect on fairness and inclusion.
- ✓ take responsibility for creating a fairer and more supportive group.

STEREOTYPE INTERRUPTION

The Stereotype Interruption technique aims to identify and challenge stereotypical perceptions that affect the way students perceive, evaluate, and select others within motor activities. It assumes that stereotypes often operate automatically and subconsciously, influencing decisions and behaviors without being noticed by the individual. The purpose of the technique is to create a brief "cognitive pause" between thought and action, allowing students to critically examine the criteria of their choices before acting. In this way, automatic generalizations and prejudices are transformed into objects of reflection and discussion.

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In practice, stereotypes in Physical Education influence daily decisions, such as peer selection, role assignment, or performance expectations of others. For example, students tend to prefer cooperating only with friends, always choosing their most athletic classmates, or subconsciously excluding children of a different gender, background, or motor ability. The technique helps children recognize that these choices are not always neutral or objective but are frequently influenced by stereotypical perceptions and predetermined expectations. The teacher does not seek to correct or control the children's choices, but rather to help them honestly ask themselves:

- On what criteria am I making this choice?*
- Is my decision based on real data or on a general impression?*
- Is there any child I excluded without even thinking about it?*
- Would I make the same decision if I did not know who my friend is or who is considered the "best" player in the class?*

Through this process, a critical awareness of the stereotypes that affect their thinking is developed, leading to more conscious and fair decisions.

**Example of Application in Physical Education**

The goal of this activity is to help students recognize and interrupt automatic partner selection when it is based on friendship, gender, ethnicity, social acceptance, or athletic performance, replacing it with a more conscious, fair, and inclusive decision.

The teacher divides the class into two equal groups (Group A and Group B), standing opposite one another. The teacher announces that the children in Group A must choose a child from Group B to cooperate with in the next activity. However, before giving the signal for the selection, the teacher raises their hand and asks everyone to stop for a few seconds, saying: *“Before you choose your partner, I want you to stop for 5 seconds and think: Who do you intend to choose and why?”*

During the first application of this technique, the teacher can reinforce this cognitive pause by asking the children to reflect on specific questions:

- Are you choosing someone simply because they are your friends?*
- Did you immediately think of a specific child because you consider them better at the activity that will follow?*
- Are there any children you excluded from your thoughts before even considering them?*
- Which characteristics ultimately influence your choice?*
- Could you cooperate today with a child you do not usually work with?*

After the 5-second silent pause, the children make their choices and participate in the activity. At the end of the lesson, a brief reflection follows, with the teacher posing questions to the children:

- What did you think about during the pause?*
- Did anyone change their initial choice, and why?*
- Which criteria most heavily influenced your decisions?*
- Were there children you would not typically choose, but worked successfully today?*
- What did you learn about the way you make your choices?*

The discussion helps children recognize that many choices they consider natural or self-evident are deeply influenced by stereotypes, habits, or preconceived notions about others.

**Pedagogical Benefits of the Application**

This example directly helps the child to:

- ✓ recognize automatic stereotypical thoughts and choices.
- ✓ challenge biases that affect cooperation.
- ✓ take a brief cognitive pause before deciding.
- ✓ choose different teammates deliberately.
- ✓ deconstruct stereotypes related to gender, motor ability, or popularity.
- ✓ show respect for diversity through their actions.



"REVERSE SPATIAL MAPPING"

The "Reverse Spatial Mapping" technique is an innovative, spatial, and structural method aimed at deconstructing othering and stereotypes through the reorganization of the playing area. In traditional team games, space is not neutral: dominant and more athletic students automatically occupy the center of the field and the axis of attack, while the remaining students, marginalized due to gender, body type, or lower self-confidence, are "exiled" to the corners, the sidelines, or passive defense. This technique reverses this spatial hierarchy by changing the architecture of the field's value zones.

The process brings about a radical deconstruction of spatial dominance, as areas previously considered secondary or peripheral are transformed into the only zones where the game and success are generated. Through this spatial shift, the reversal of stereotypical roles is achieved, since students who usually monopolize the action are forced to leave the center and seek cooperation in the zones where less active children typically move. The goal is the elimination of geographical labels, as the team realizes that athletic value is not static but depends on how the environment and the opportunities within it are redesigned.

Example of application in Physical Education

The teacher designs a team game, e.g., 5x5 Football (Soccer). Before starting the game, they use colored ribbons or chalk to divide the field into three longitudinal lanes: the Central Lane (the axis) and the two Side Lanes (the sidelines).

Instead of letting the game evolve normally - where the stereotype dictates that the ball moves continuously through the center by the same children - the teacher introduces Reverse Spatial Mapping through specific spatio-temporal rules:

*Spatio-Temporal Constraint:* The Central Lane is transformed into a "Neutral Zone". No passing or scoring is allowed there, and players can only enter it for 3–5 seconds as a quick transit area to switch sides. If a player exceeds this time limit, ball possession changes.

*Fixed Sideline Players:* The teacher places fixed, "key" players in the two Side Lanes, intentionally choosing students who are usually othered or marginalized in the game. These students are not allowed to leave their lanes, which turns them into permanent and mandatory stations of the action.

*The Shift of Action:* The actual game, running, passing, and scoring are permitted exclusively and only within the two Side Lanes.

This geometric and structural reversal changes the children's behavior without altering the rules of the sport itself. Dominant students find themselves trapped if they remain in the center and, due to the time pressure of 3-5 seconds, are forced to move rapidly toward the edges. There, the space is narrow, and the fixed students already positioned there automatically become their direct teammates and the only available recipients of the ball. The periphery becomes the epicenter of the action, and roles are reversed in practice.

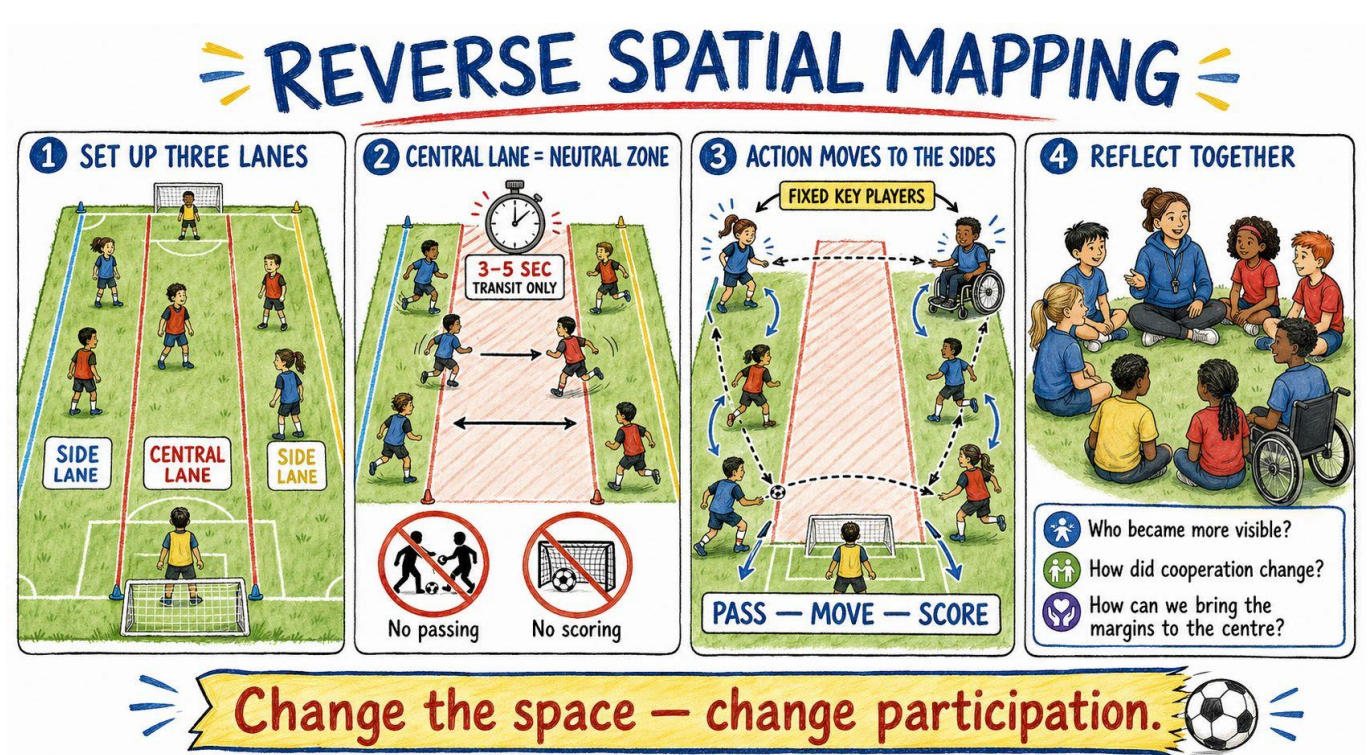
At the end of the activity, the teacher gathers the children in a circle for a pedagogical reflection, asking questions that translate the spatial experience into social awareness:

*How did the 3–5 second restriction in the center affect your team, and how did it force you to move toward the edges?*

*What did you notice about the role and participation of the fixed students who were permanently located in the side lines?*

*How did your own movement change, and how were you forced to cooperate with classmates to whom you might not have passed the ball under other circumstances?*

*If we think about the schoolyard or society, which people occupy the center and who are exiled to the margins, and how could we change the space around us so that everyone becomes visible?*





Addressing intersectional stereotypes and activating students to build inclusive and tolerant primary schools through physical education

Through this process, students deconstruct the stereotype of central dominance and realize that the marginalization of certain children is not due to their lack of ability, but rather due to the way the space provided to them is pre-constructed.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ recognize how the organization of space affects participation.
- ✓ reconsider established patterns of choice and cooperation.
- ✓ cooperate with children with whom they do not usually interact.
- ✓ strengthen the participation and confidence of children who remain on the margins.
- ✓ adapt their strategy so that every member has a meaningful role.



# Tips for Teachers



1



**Technique:**  
**Observation of Exclusion**  
Observe who participates more and who is left out.

2



**Technique:**  
**Stereotype Interruption**  
Stop and challenge quick phrases and judgments based on stereotypes.

3



**Technique:**  
**Reverse Spatial Mapping**  
Change the game and the field layout.

4



**Connect the techniques**  
Combine techniques with key moments in the game.

5



**Ask open questions:**  
Who was left out?  
Why? What can we do?

6



**Avoid labeling and public criticism**  
Focus on children's behavior.

7

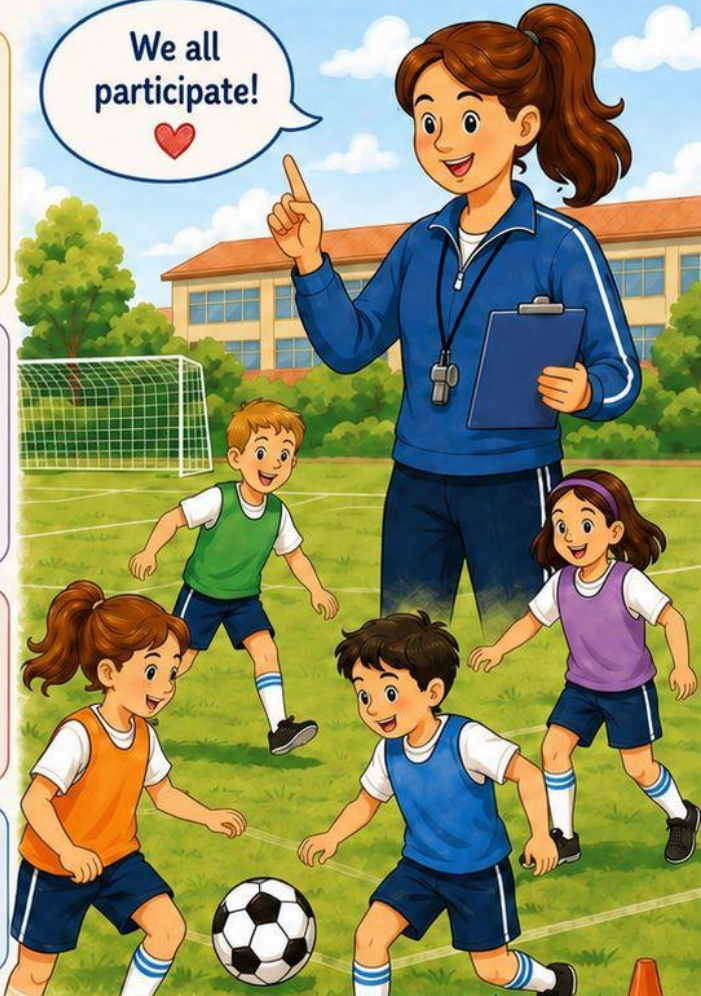


**Create mixed teams**  
and rotate partners frequently.

8



**Hold short and consistent reflections.**  
Brief and meaningful.



We all participate!





Physical Education • Inclusion • Respect for Diversity





## SUB-GOAL 2: PLURALISM AND EQUITY

### What is it?

Pluralism and equity refer to children's ability to recognize, respect, and utilize diversity within a group, while ensuring that all members have meaningful opportunities for participation and expression. This specific dimension of social awareness is based on the premise that individuals differ in their abilities, experiences, interests, and needs, without this implying a difference in value or restricted rights (Banks, 2016).

In contrast to the concept of absolute equality, where everyone is

treated the same, equity recognizes that different individuals may need different opportunities, support, or forms of participation to contribute meaningfully to the collective activity. In this context, justice is not equated with uniformity, but with ensuring that every child has real possibilities to be heard and to contribute (Rawls, 1999).

Pluralism and equity presuppose the shared assumption that groups become stronger when they utilize the different potentials of their members and when all voices can influence collective action.

### How it develops in Physical Education

Physical Education constitutes a particularly suitable environment for the development of pluralism and equity, as children are called upon daily to cooperate, coexist, and contribute through different roles and forms of participation. Within team games and motor activities, differences in motor skills, self-confidence, experience, communication styles, and children's preferences naturally come to light.

The development of pluralism does not seek to eliminate these differences, but to help children recognize them as a natural and valuable element of the team. Students gradually learn that a team's success does not depend exclusively on its most motor-skilled members, but on the contribution of all participants in different ways.

Concurrently, equity is cultivated when the teacher creates conditions that ensure all voices, potential, and forms of participation have room for expression. In practice, this is achieved through the rotation of roles and the assignment of different responsibilities, the recognition of multiple forms of success, the creation of cooperative activities, and the utilization of structures that enhance the participation of all children, regardless of their level of motor ability (Dyson & Casey, 2016; Kirk, 2010).

Through these experiences, children begin to understand experientially that equal participation does not mean everyone does the same thing, but that everyone can contribute meaningfully and be recognized as a valuable member of the team.

*"Justice does not mean everyone doing the same thing, but everyone being able to contribute meaningfully."*

### Learning Outcomes: The student will be able to:

| Basic Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Intermediate Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Advanced Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Recognizes that different children can contribute to the team in different ways.</li><li>Accept that all children have the right to participate equally in the activities.</li><li>Understands that the team's success does not depend solely on their more motor-skilled or athletically competent classmates.</li><li>Mentions at least one positive contribution of a classmate that is not exclusively related to athletic performance.</li></ul> | <ul style="list-style-type: none"><li>Recognizes that different children can contribute to the team in different ways.</li><li>Accept that all children have the right to participate equally in the activities.</li><li>Understands that the team's success does not depend solely on their more motor-skilled or athletically competent classmates.</li><li>Mentions at least one positive contribution of a classmate that is not exclusively related to athletic performance.</li></ul> | <ul style="list-style-type: none"><li>Actively ensures the inclusion of children who usually have a limited role in the game or the team.</li><li>Highlights the unique potential, efforts, and alternative contributions of his/her classmates.</li><li>Propose specific modifications to the rules so that more children can participate meaningfully in the activity.</li><li>Contributes to creating a climate where different abilities become visible and are considered equally in the team's decision-making processes.</li></ul> |

## TECHNIQUES FOR DEVELOPING PLURALISM AND EQUITY

Pluralism and equity constitute fundamental dimensions of social awareness, as they help children recognize that individuals differ in terms of their abilities, experiences, interests, and ways of participating, without these differences diminishing their value or their right to participate meaningfully in the life of the group (Banks, 2016). In Physical Education, where motor performance is often highly visible, there is a risk that certain children may be considered more important or useful than others due to their athletic abilities. However, effective and democratic groups do not rely exclusively on the motor skills of their members, but rather utilize a wide range of potentials, experiences, and forms of contribution (Kirk, 2010; Dyson & Casey, 2016).

The techniques that follow aim to help students broaden their perception of what it means to "participate", "contribute", and "succeed" within a group. The Circle of Unseen Potentials focuses on recognizing and highlighting forms of value that often remain invisible within the game. Multiple Pathways to Success broaden the concept of success, recognizing that different children can excel through different ways of participation. Finally, Rotating Representation ensures that opportunities for taking on responsibility, expression, and influence are distributed among all members of the group and are not limited to the same individuals.

The three techniques function complementarily. Initially, children learn to recognize the distinct value that each member brings to the group. Subsequently, they understand that success can be expressed in many ways. Finally, they experience in practice that everyone has the right to represent, decide, and contribute actively to the collective life of the group. In this way, Physical Education is transformed into a field for cultivating a culture of pluralism, where diversity is recognized as a source of strength and the participation of all as a prerequisite for a truly fair and inclusive community (UNESCO, 2020; Banks, 2016).

### CIRCLE OF UNSEEN POTENTIALS

The technique of the Circle of Unseen Potentials aims to recognize and highlight the different forms of ability and contribution that exist within a group but often remain invisible or undervalued. It is based on the principle of pluralism, according to which everyone possesses unique characteristics, skills, and ways of participating that can contribute substantially to the functioning of the group.

In Physical Education, students often connect a person's value exclusively with their motor performance, such as speed, strength, endurance, or technical ability. However, the effective functioning of a group also depends on many other forms of contribution, such as cooperation, encouragement, responsibility, perseverance, creativity, problem-solving ability, or supporting others.

The technique helps children recognize that participation and value within the group are not limited to just one form of ability. In this way, the dominance of traditional athletic criteria is challenged, and the recognition of diversity as a source of strength for the group is enhanced.

#### Example of Application in Physical Education

##### Phase 1: Game (Duration: 10-15 minutes)

The children participate in a 5-on-5 soccer game.

Before the game starts, the teacher explains: *"Today we will not only observe who scores goals or who makes the most passes. We will try to identify all the ways in which someone can help their team."*

During the game, the teacher observes and keeps brief notes.

##### Phase 2: The Circle of Unseen Potentials (Duration: 5 minutes)

After the game, the children form a circle. The teacher asks each child to mention a positive contribution of a classmate that is not necessarily related to scoring, giving helpful prompts:

*"Who helped a classmate of theirs when they struggled?"*

*"Who encouraged the team when they were losing?"*

*"Who cooperated well with everyone?"*

*"Who showed perseverance even though they made mistakes?"*

*"Who helped resolve a disagreement?"*

*"Who made sure everyone participated?"*



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Gradually, the children begin to report observations such as:

- "Maria was constantly speaking positively to her classmates."
- "George helped children from his team get up twice when they fell down."
- "Eleni did not stop trying even though she made some wrong passes."
- "Nikos made sure to pass the ball even to the children who usually do not participate much."

Phase 3: Visualization of Potentials (Duration: 3-5 minutes)

The teacher records on a cardboard or on the board all the forms of contribution mentioned by the children, creating a visual map:

Contribution to the team:

- Cooperation
- Encouragement
- Perseverance
- Responsibility
- Respect
- Creativity
- Support of classmates
- Positive communication
- Conflict resolution
- Fair play

Once the recording is completed, the teacher asks the group: "Which of all these forms of contribution is the most important?"

1

PHASE 1: GAME (10–15 min)

- 5 vs 5 football game.
- Before starting, the teacher says:

Today we will look for all the ways someone can help the team, not just goals or passes.
- During the game, the teacher observes and takes notes.



2

PHASE 2: THE CIRCLE OF UNSEEN POTENTIALS (5 min)

- After the game, the children sit in a circle. Each child shares one positive contribution of a classmate.



Eleni kept trying even though she made mistakes.

Maria was always positive with her teammates.

Giorgos helped two teammates get up when they fell.

Nikos passed to kids who don't usually get involved.

3

PHASE 3: VISUALIZING STRENGTHS (3–5 min)

- The teacher writes all the contributions on a poster or board.
- The teacher asks: "Which one of these is the most important?"

CONTRIBUTIONS TO THE TEAM

Cooperation

Encouragement

Perseverance

Responsibility

Respect

Creativity

Supporting teammates

Positive communication

Conflict resolution

Fair play



Together they conclude: "A team needs many different strengths. No child has all of them, but every child has some of them."

4

PHASE 4: REFLECTION (5 min)

The teacher asks open questions:

Did you learn something new about a classmate?

Which contribution was recognized in you today?

Are there children we don't notice, but who help the team a lot?

What would happen if we judged people only by goals or wins?

What other contributions exist in a team?



The children usually find it difficult to choose just one, as they realize that all are necessary.

Then, the teacher guides the discussion to the main conclusion: "A team needs many different potentials to function well. No child possesses all these abilities, but every child possesses some of them."

Phase 4: Reflection (Duration: 5 minutes)

The technique concludes with pedagogical reflection, where the teacher poses open-ended questions that transform the physical and group experience into social awareness:

"Did you learn something new about a classmate of yours?"

"Which form of contribution was recognized in you today?"

"Are there children whom we usually do not notice but who contribute significantly to the team?"

"What would happen if we evaluated people only based on goals or victory?"

"What other forms of contribution exist within a team?"

Pedagogical Benefits of the Application

This example directly helps the child to:

✓ recognize the value of diversity beyond sporting performance.

✓ appreciate multiple forms of ability and contribution.

✓ reduce the exclusive emphasis on outcomes and competition.

✓ view the group as a combination of different and equally important strengths.

✓ understand proportional equity by recognizing different ways of participating.

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MULTIPLE PATHWAYS TO SUCCESS

The technique of Multiple Pathways to Success aims to develop pluralism and equity by recognizing that success is not expressed in just one way. It is based on the pedagogical assumption that students possess different interests, potentials, experiences, and ways of participating. Therefore, it is neither fair nor pedagogically effective to evaluate everyone based on a single criterion of success.

In Physical Education, success is often connected exclusively with athletic performance: who runs faster, who scores more, or who executes a skill best. This technique broadens the concept of success, recognizing that a child can excel through different forms of participation, such as cooperation, perseverance, improvement, creativity, responsibility, or supporting others. Thus, the group learns that there is no single right pathway for someone to feel successful. Every child can experience success through their own strengths and their own course of development. The teacher designs activities in which there are multiple criteria for success and not just victory or technical performance. Before the activity, the teacher presents different goals to the children, such as:

- Improvement of personal performance.
- Effective cooperation.
- Support of classmates.
- Perseverance after mistakes.
- Creation of opportunities for everyone to participate.

In this way, every child has more opportunities to experience success and be recognized for their contribution.

Example of Application in Physical Education

Phase 1: Presentation of the Pathways to Success (Duration 3-5 minutes)

Before the activity, the teacher gathers the children and announces that in today's soccer game success will not be judged only by goals. To help the children visualize their goals, the teacher writes five different pathways to success on a board or cardboard. Pathways are shown in the image.

The teacher explains: "Today we will not only highlight the best scorer. We will try to recognize different ways in which someone can succeed."

Phase 2: Conducting the Game and Observation (Duration 10-15 minutes)

Giorgos scores two goals (utilizes his motor superiority).

Eleni does not score but makes many passes and actively helps the team cooperate.

Nikos misses several plays but does not get discouraged and keeps trying.

Maria constantly encourages her classmates in every effort.

Dimitris shows significant improvement in ball control and reception compared to previous lessons.

Phase 3: The Circle of Reflection (Duration 5 minutes)

After the activity, the children gather in a circle. The teacher guides the discussion with targeted questions:

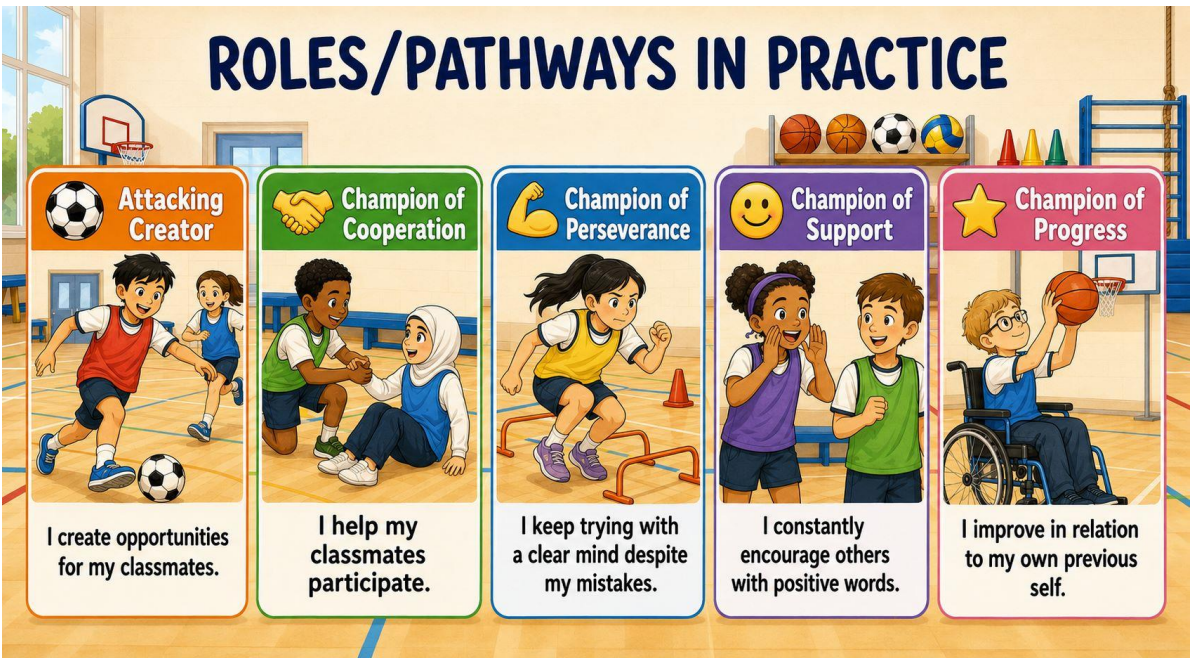
"Who helped the team cooperate the most?"

"Who showed the greatest perseverance?"

"Who improved the most in relation to his/herself?"

"Who supported his/her classmates the most?"

"Ultimately, can someone be successful without scoring a goal?"





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Phase 4: Multidimensional Review

The lesson concludes with equal recognition of the different forms of success. The teacher highlights each child's contribution to the pathway they chose or excelled in, without a single and unique winner being announced.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ recognize that success can be expressed in different ways.
- ✓ accept diversity as a source of collective value.
- ✓ move beyond an exclusive emphasis on performance and score.
- ✓ strengthen their self-esteem through meaningful opportunities to participate.
- ✓ broaden their understanding of what it means to succeed.
- ✓ experience equity through goals adapted to their abilities and effort.

ROTATING REPRESENTATION

The technique of Rotating Representation aims to develop pluralism and equity through the systematic rotation of roles, responsibilities, and leadership positions within the group. It assumes that in most groups, certain children tend to assume leadership or prominent roles more frequently, while others remain permanently in secondary positions of participation. As a result, the same voices are heard more, the same abilities are recognized more often, and the same personalities gain greater influence.

The technique seeks to ensure that all children will have the opportunity to experience different forms of participation and responsibility, regardless of their level of motor ability, gender, popularity, or confidence. Thus, representation is not concentrated on the same individuals but is systematically distributed among all members of the group. Through this process, children understand that leadership, decision-making, and representation are not the privilege of a few, but a right and potential for everyone.

The teacher organizes the activities in such a way that high-visibility or high-responsibility roles rotate systematically among the students. These roles may include team leader, coordination manager, group representative, decision-making manager, idea presentation manager, encouragement manager, conflict resolution manager, etc. The rotation is not based on ability or popularity, but on the conscious participation of all children in different forms of responsibility.

Example of Application in Physical Education

Phase 1: Definition and Assignment of Roles

Before the activity, the teacher gathers the children and explains the philosophy of the lesson: "Today we will not have a permanent leader. In each new game or period of the game, a different child will take over representing their team."

In each group, four specific roles are defined, which will change strictly every 5-7 minutes. Roles and responsibilities are shown in the image.

Phase 2: Conducting the Game with Systematic Rotation

The game begins and is divided into three parts, with roles rotating automatically:

1st Part: Giannis starts as Team Leader and Maria as Encouragement Manager.

2nd Part: Maria moves to the Leader position, while Nikos takes over the role of Group Representative.

3rd Part: Dimitris, who is usually quieter and stays on the sidelines, takes over the role of Representative and responsibly conveys his team's proposals to the class.

In this way, all children, regardless of their athletic performance, gain real experience of taking initiative.





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Phase 3: The Circle of Reflection

After the activity, the students gather in a circle and share their experiences through targeted questions from the teacher:

- "How did you feel when you took on a role of responsibility?"
- "Which role challenged you the most?"
- "What did you learn from a classmate of yours who took on the role of leader?"
- "Do you believe that only the most physically capable children can lead a team? Why?"

Phase 4: Review and Consolidation

The teacher closes the lesson by summarizing the importance of polyphony. The teacher points out how effectively the team functioned because it utilized the different voices and the distinct way each child managed or encouraged during the rotation.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ have fair opportunities to participate, express themselves, and exert influence.
- ✓ recognize different and supportive forms of leadership.
- ✓ listen to voices that are usually less visible.
- ✓ assume responsibility and strengthen their confidence.
- ✓ understand the value of collective decision-making.



# Tips for Teachers

For fair participation, recognition and empowerment of all children!



1

STRATEGIES FOR  
RECOGNITION & INCLUSION



Circle of Unseen Potentials:  
Help children recognize the hidden ways each peer supports the team.



Multiple Pathways to Success:  
Value different ways to contribute: a pass, support, fair decision, effort.



Rotating Representation:  
Give every child a chance to take on roles, speak for the team or make decisions.



Activity Adaptation:  
Adapt games and tasks so all children can participate meaningfully, in their own way.

2

BUILDING CULTURE & VALUES



The Meaning of Fairness:  
Fair participation means giving each child the right opportunities, based on their needs.



Broaden Recognition:  
Praise not only goals and wins, but also support, cooperation, organization and persistence.



Connect to Action:  
Link these ideas to real game moments like roles, responsibilities, effort recognition and inclusion of children who are often left out.

3

REFLECTION & EVALUATION



Time for Discussion:  
Take a few minutes after the activity to reflect together.

Reflection Questions:

?

Who helped the team in a different way today?

?

Which contribution was not very visible, but really important?

?

Who took on a new role today?



4

PRACTICAL TOOLS FOR THE CLASSROOM



Visualize Contribution:  
Create a class board (e.g., "Our Team Tree"). Children add notes to recognize kind and supportive actions.



Guided Reflection:  
Give a few seconds of silence before asking questions, so everyone has time to think.



Model It:  
Notice and praise small, less obvious actions. Children learn by seeing you do it!



Every child has something unique to offer. Let's notice it, let's value it, let's celebrate it!



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## RELATIONSHIP SKILLS AND COMMUNICATION



**Core Question:** How do I perceive the "other" and how do I act fairly towards them?

**Core Idea:** Relationship and communication skills in Physical Education concern an individual's ability to establish, maintain, and enhance positive, functional, and inclusive relationships within a team. This is achieved through empathetic listening, cooperation, mutual respect, and the creative transformation of conflicts (CASEL, 2020). On the court and during play, communication goes beyond verbal expression; it encompasses the physical, motor, and non-verbal forms of interaction that develop during collaborative action.

Within the context of Physical Education, students constantly face situations that demand negotiation, collective decision-making, and the management of diverse personalities. Through these experiential encounters, they learn to express their thoughts and emotions with respect, to listen actively, to recognize alternative perspectives, and to seek mutually acceptable solutions when disagreements arise.

The cultivation of these skills follows a progressive path: it begins with spontaneous, experiential interaction during play, evolves into organized collaboration, moves through the conscious management of relationships and conflicts, and culminates in reflection. Consequently, students develop a deep understanding of how to coexist and build a democratic, inclusive team.

Within the Dialect5 framework, the relationship and communication skills pillar comprises two sub-goals:

- Empathetic listening and Conflict transformation
- Sense of belonging



# SUB-GOAL 1: EMPATHIC LISTENING AND CONFLICT TRANSFORMATION

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>What is it?</b></p> <p>Empathic listening and conflict transformation refer to the students' ability to listen carefully, respectfully, and without hasty judgments to the thoughts, feelings, and needs of others. They also include the ability to understand different perspectives and manage disagreements in ways that enhance cooperation, trust, and group cohesion.</p> <p>Conflict is not treated as a problem to be eliminated, but as a natural and expected part of social interaction. When approached pedagogically, it is transformed into a valuable opportunity for learning, mutual understanding, taking responsibility, and personal growth.</p> | <p>In Physical Education, where the setting demands continuous cooperation, rule negotiation, role sharing, and collective decision-making, tensions are frequent. Developing these skills helps children shift from impulsive reaction to understanding, from confrontation to cooperation and from coercion to seeking common solutions.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## How it develops in Physical Education

Empathic listening and conflict transformation are developed experientially through cooperative activities, team games, and organized processes of dialogue and reflection. Differing views, claims, misunderstandings, or conflicts of interest during play serve as the ideal pedagogical opportunities.

The teacher acts as a facilitator, encouraging children to pause before reacting impulsively, to listen actively to the other side's perspective, to express their own needs respectfully, and to co-create mutually acceptable solutions. In this way, conflict does not remain a moment of tension, but is transformed into a process of understanding, dialogue, and team reconnection.

The development of these skills is reinforced when children are prompted to describe how they felt during a conflict situation, to listen without interrupting, to paraphrase their classmate's words before responding, and to work together to solve a problem. Short reflective discussions (debriefing) after the activity are also particularly important, allowing children to reflect on what happened, how they reacted, and what they could do differently next time.

Through these experiences, students learn that effective communication does not only mean expressing their own point of view, but also listening actively, understanding the needs of others, and responding with respect. Thus, Physical Education transcends the boundaries of simple motor learning and is transformed into a vibrant space where children learn to coexist and manage their differences with fairness, empathy, and responsibility.

*Meaningful communication does not begin when we speak, but when we are willing to listen and understand the other person.*

**Learning Outcomes:** The student will be able to:

| Basic Level                                                                                                                                                                                                                                                                                                                              | Intermediate Level                                                                                                                                                                                                                                                                                                                                                                           | Advanced Level                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Listen to their classmates without interrupting.</li><li>Recognize that others may have a different opinion, need, or experience.</li><li>Express their disagreement without insults or aggressive behaviors.</li><li>Seek help from the teacher when they cannot manage a disagreement.</li></ul> | <ul style="list-style-type: none"><li>Try to understand the feelings, needs, and perspectives of others.</li><li>Paraphrase (restate in their own words) their classmate's arguments before responding.</li><li>Participate actively in the search for mutually acceptable solutions.</li><li>Manage minor conflicts respectfully, without the direct intervention of the teacher.</li></ul> | <ul style="list-style-type: none"><li>Demonstrate empathy in practice, even when disagreeing with someone.</li><li>Act as a mediator, helping other children communicate effectively and resolve their differences.</li><li>Transform a conflict into an opportunity for cooperation, learning, and relationship improvement.</li><li>Contribute actively to maintaining a positive, safe, and supportive climate within the team.</li></ul> |



TECHNIQUES FOR DEVELOPING EMPATHIC LISTENING AND CONFLICT TRANSFORMATION

Empathic listening and conflict transformation are fundamental skills for fostering positive and democratic relationships within Physical Education classes. Collaboration, role negotiation, decision-making, and participation in team games daily create situations where students are required to listen to, understand, and consider the needs and perspectives of others. Conflicts that arise during these activities are not necessarily negative events; rather, they can serve as dynamic opportunities for social learning, provided they are leveraged pedagogically (Johnson & Johnson, 2009; Coleman et al., 2014).

The development of these skills cannot be achieved through simple verbal prompts or rigid rules of conduct. It requires systematic experiential learning that guides children to listen actively, recognize the emotions and needs of those around them, appreciate diverse perspectives, and seek collaborative solutions when disagreements arise. This process is directly linked to the development of empathy, social awareness, and responsible decision-making (CASEL, 2020).

The following techniques are structured in a progressive learning sequence. Initially, children learn to listen deeply and verify that they have understood their interlocutor before responding, utilizing "Speech Mirroring" (Active Listening/Reflection). Subsequently, through "Role Reversal in Conflict", they are prompted to gain a deeper understanding of the perspective, motives, and feelings of others. Finally, through the "Conflict Transformation Circle", the group is trained to turn disagreements into opportunities for collaboration, the pursuit of mutually acceptable solutions, and the long-term strengthening of their relationships. In this manner, communication ceases to be a mere exchange of opinions and is transformed into a profound process of mutual understanding, respect, and collective growth.

SPEECH MIRRORING

Speech Mirroring is an active and empathic listening technique in which a student reformulates, in their own words, what they heard from a classmate before responding, disagreeing, or proposing a solution. The goal is not necessarily to agree with the other person, but to show that they listened to them and tried to understand the perspective, emotion, and need to be expressed.

In Physical Education, where reactions are often immediate and intense, this technique helps children transition from impulsive responses to careful listening. Consequently, misunderstandings are reduced, tension is mitigated, and space is created for calmer, more collaborative communication.

The teacher instructs the children on a simple three-step model:

**Step 1. Listen** without interrupting.

**Step 2. Repeat** in my own words what I understood.

**Step 3. Ask** if I understood correctly before responding.

Prompt Phrases for Children:

"If I understood correctly, you are saying that..."

"I hear that you feel [emotion] because..."

"Do you mean to say that...?"

"Did I get that right, or would you like to explain it differently?"

Example of Application in Physical Education

During a soccer game, Maria stops, visibly frustrated, and addresses Giannis:

**Maria:** "You never pass me the ball! You all keep ignoring me!"

Giannis gets ready to respond defensively:

**Giannis:** "It's not my fault; you weren't in a good position!"

The teacher steps in calmly:

**Teacher:** "Let's pause for a moment. Before you answer, Giannis, try using Speech Mirroring first. Tell Maria what you heard her say, without defending your position just yet."

Giannis takes a moment and says:

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**Giannis:** "I hear that you feel like we aren't passing you the ball and that you feel left out of the game."

The teacher turns to Maria:

**Teacher:** "Maria, did Giannis understand correctly?"

**Maria:** "Yes. I want to play too, but I run and no one looks at me."

Giannis continues:

**Giannis:** "I understand. You want to participate more, and it upsets you when we don't pass you the ball."

The teacher asks:

**Teacher:** "Now that this has been heard, what can change in the game?"

The team suggests:

**Student (Boy):** "We shouldn't only pass the ball to the same kids."

**Student (Girl):** "We should call out when we are open so the others can see us."

**Giannis:** "You're right. I will try not to pass only to the same kids all the time."

The game resumes with a greater focus on cooperation.



Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ listen actively and attentively before responding.
- ✓ understand another person’s perspective, emotions, and needs.
- ✓ avoid hasty conclusions and misunderstandings.
- ✓ respect different views and experiences.
- ✓ de-escalate tensions through dialogue.
- ✓ seek mutually acceptable solutions to disagreements.

ROLE REVERSAL IN CONFLICT

The Role Reversal in Conflict technique is an experiential pedagogical method in which children are invited to temporarily step into the shoes of another person involved in a disagreement or conflict. Instead of exclusively defending their own perspective, they attempt to understand how the other person perceives the situation, what they might be thinking, what they might be feeling, and what needs they are trying to express.

In Physical Education, where conflicts frequently arise through competition, disagreements over rules, misunderstandings, or unequal opportunities for participation, this technique helps children develop empathy, social understanding, and communication skills. Furthermore, it helps them realize that every conflict can be viewed from multiple perspectives and that behind many reactions lie emotions such as frustration, anger, anxiety, or a sense of injustice.

The application of this technique involves five core stages:

**Conflict Identification:** The teacher identifies a disagreement or tension arising during the activity.

**Description of the Situation:** Each child describes what happened from their own perspective, without interruptions, labeling, or blame.

**Role Reversal:** The children are asked to speak as if they were the other person in the conflict, describing what that person might have been feeling or thinking.

**Reflection:** The teacher facilitates a brief discussion using questions such as:

"How did it feel to step into the other person's shoes?"



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"What did you understand now that you hadn't considered before?"

"What could you do differently next time?"

Conflict Transformation: The children collaboratively seek a way to resume the activity with respect, cooperation, and improved communication.

Example of Application in Physical Education

During a soccer game, a student attempts a shot. The ball deflects off a defending player, and the attacker shouts:

Attacker: "That was a handball! It should be a penalty!"

Defender: "I didn't do anything! My arms were glued to my body!"

Tension rises and the game comes to a temporary halt. The teacher steps in and suggests applying the role reversal technique.

Stage 2: Description of the Situation

Attacker: "I think the ball hit your hand, and that's why it changed direction."

Defender: "I believe it wasn't a handball because my arms were close to my body."

Stage 3: Role Reversal

Attacker (speaks as if they were the defender): "I tried to block the ball, and I believe I didn't do anything against the rules."

Defender (speaks as if they were the attacker): "It looked to me like the ball hit a hand, and I felt frustrated because I missed a good scoring opportunity."

Stage 4: Reflection

The teacher asks: "How did you feel when you tried to see the play from the other's perspective? Did you realize something you hadn't thought of before?"

Attacker: "Now I understand why you believed it wasn't a handball."

Defender: "And I understand why it looked like a handball to you."

Stage 5: Conflict Transformation

The teacher asks the children to find a way to resume the game.

Attacker: "Alright, let's keep playing."

Defender: "And if something similar happens again, let's discuss it more calmly."

The activity resumes without tension and with greater mutual understanding among the children.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ understand that a situation can be interpreted from different perspectives.
- ✓ restate another person’s perspective accurately.
- ✓ control impulsive and aggressive reactions.
- ✓ engage in respectful dialogue.
- ✓ use conflict as an opportunity for learning.
- ✓ strengthen democratic coexistence and fairness within the group.

CONFLICT TRANSFORMATION CIRCLE

The Conflict Transformation Circle is a collaborative dialogue technique that helps children approach conflicts not as win-lose situations, but as opportunities for understanding, cooperation, and improving relationships within the group. The technique is based on the principle that conflict is a natural part of any social interaction and can serve as a source of learning when children learn to recognize the needs of all involved and seek solutions together (Coleman et al., 2014).

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In Physical Education, where cooperation, competition, rules, and group decisions are part of the daily routine, conflicts are inevitable. The goal of this technique is not to eliminate disagreements, but to help children manage them in a way that enhances team cohesion and everyone's participation.

The technique is organized into four basic stages:

**Stage 1. Stopping the conflict:** The educator temporarily interrupts the activity and calls the children to step away from the tension of the moment.

**Stage 2. Listening to all sides:** Each child describes what happened and how they felt without being interrupted.

**Stage 3. Seeking common needs:** The educator helps children recognize what each side needs to feel a sense of fairness (e.g., to be heard, to have equal opportunities, to continue the game, to experience respect).

**Stage 4. Co-shaping a solution:** The children propose ways in which they can continue the activity, taking everyone's needs into account.

Example of Application in Physical Education

During a soccer game, two children disagree over whether the ball went out of bounds.

**Fanis:** *"The ball went out! It's our possession!"*

**Elpida:** *"No, it didn't! We keep playing!"*

The disagreement spreads, and the teams begin to take sides. The teacher calls the children into a circle (Stage 1: Stopping the conflict).

*Stage 2: Listening to all sides*

**Fanis:** *"I got frustrated because it seemed clear to me that the ball went out."*

**Elpida:** *"I didn't see it that way, and I thought the play was still alive."*

*Stage 3: Seeking common needs*

The educator asks: *"What does each side need to feel that they are being treated fairly?"*.

The children answer:

*"For everyone's opinion to be heard."*

*"Not to yell at each other."*

*"To be able to continue the game."*

*Stage 4: Co-shaping the solution (and Reconnection)*

The group discusses and proposes:

- When a call is disputed, the opinion of two neutral players should be sought.
- If no agreement is reached, a drop-ball (contested drop-ball) should be given as a matter of mutual acceptance.
- The game should continue without personal attacks.

Before the game starts again, the educator asks the main players to confirm the agreement:

**Fanis:** *"Alright, let's continue this way."*

**Elpida:** *"I agree."*

The game begins again in a calm atmosphere.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ seek solutions that take everyone involved into account.
- ✓ participate in equitable dialogue and collective decision-making.
- ✓ move beyond a winner–loser mindset.
- ✓ assume responsibility for maintaining fair play.
- ✓ transform conflicts into opportunities to strengthen group cohesion.





TIPS FOR TEACHERS

We strengthen dialogue – We manage disagreements – We build teams that cooperate!

1 PREVENTION & PREPARATION

✓ Build a positive climate

Work on dialogue, respect and cooperation in every lesson.



✓ Start with the basics

Teach and practice techniques in calm moments before using them in difficult ones.



✓ Be a role model

Listen, speak calmly, recognize feelings and show that every disagreement can be solved through dialogue.



2 FOCUS & CHOICE OF TECHNIQUE



Use Speech Mirroring

When two students are yelling and not listening to each other.



Use Role Reversal in Conflict

When there is a difficulty understanding the other person's point of view.



Use the Conflict Transformation Circle

When the conflict involves more people and affects the whole team.



Connect to real game moments

Use real situations: foul disagreements, exclusion from passes, strong comments, roles or rules.

3 MANAGING THE PROCESS



Give time and space

Let each child finish their thought without interruption.



Change the language

Encourage "I feel..." and "I need..." instead of blaming others.



Move beyond "Right vs. Wrong"

The goal is not to find who is at fault, but how the team can move forward respectfully.



Don't force agreement

Different opinions are okay. What matters is understanding each other and agreeing on how to continue.

KEY QUESTIONS FOR TEACHERS



What exactly did you hear your classmate say?



How do you think they felt at that moment?



What do you need right now in order to continue?



What solution do you think would help both of you?



★ With dialogue, empathy and cooperation, we build teams where everyone belongs and supports each other!

## SUB-GOAL 2: SENSE OF BELONGING

### What is it?

The sense of belonging refers to an individual's experience of being an accepted, recognized, and valued member of a group. The child feels seen, heard, respected, and that their participation has worth, regardless of their motor skills, gender, background, appearance, or any other characteristic (Allen et al., 2021).

### How it Develops in Physical Education

A sense of belonging develops through experiences of cooperation, interdependence, mutual support, and shared success. Physical Education offers numerous opportunities to cultivate this dimension, as students constantly participate in group activities, collective challenges, and cooperative games.

The sense of belonging is reinforced when all children have meaningful and equal opportunities to participate, the efforts and successes of all members are recognized in the same way, the group operates under rules of mutual respect and support, students assume diverse roles and responsibilities within the team, diversity is treated as a source of enrichment for the group rather than a criterion for exclusion.

Within the context of Physical Education, a sense of belonging is not limited to mere physical presence within the group. It primarily concerns whether the child participates meaningfully in the action, is recognized as equal by their peers and feels that their personal contribution is important to the collective effort.

When children feel they belong, they participate more actively, take initiatives, cooperate more easily, and develop a more positive attitude toward learning and lifelong physical activity (Osterman, 2000; Allen et al., 2021).

Conversely, the sense of belonging is weakened when certain children systematically remain on the sidelines or are chosen last for teams, they are intentionally ignored during play (e.g., not receiving passes) and they lack a meaningful role in the action, making their presence merely formal rather than truly inclusive.

The development of a sense of belonging therefore requires the creation of an inclusive learning environment where every child experiences that their presence, effort, and contribution are valuable. In this way, Physical Education is transformed into a safe space where students do not just learn how to move, but acquire a place, a voice, and value within the group.

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"A team becomes truly strong when every single member feels they belong and that their presence has value."

Learning Outcomes: The student will be able to:

| Basic Level                                                                                                                                                                                                                                                                                                     | Intermediate Level                                                                                                                                                                                                                                                                                                                                                                                                                         | Advanced Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Participate willingly in group activities.</li><li>Cooperate with diverse peers without showing discomfort or refusal.</li><li>Recognize that they are a member of the team.</li><li>Accept that all children have the right to participate in <i>the game</i>.</li></ul> | <ul style="list-style-type: none"><li>Encourage the participation of children who remain on the sidelines or participate less.</li><li>Recognize the contribution of different team members to the collective effort.</li><li>Contribute to the creation of a positive, safe, and supportive climate.</li><li>Cooperate respectfully with everyone, regardless of their motor skills, experience, or individual characteristics.</li></ul> | <ul style="list-style-type: none"><li>Take initiatives to include children who are excluded or do not participate meaningfully.</li><li>Intervene respectfully when observing behaviors of exclusion or marginalization.</li><li>Contribute actively to creating a team where all children feel they have a place, a voice, and value.</li><li>Function as a supportive team member, consistently reinforcing the participation, cooperation, and sense of belonging of all children.</li></ul> |

TECHNIQUES FOR DEVELOPING A SENSE OF BELONGING

A sense of belonging does not develop automatically simply by children coexisting in the same space or merely participating in a group. Instead, it is built gradually through experiences of acceptance, recognition, cooperation, and meaningful participation. In Physical Education, where students constantly interact through team games, shared challenges, and collective actions, significant opportunities arise to cultivate this dimension of relationship and communication skills.

Children develop a sense of belonging when they feel they are an integral part of the team, when others recognize and appreciate their contribution, and when their presence holds value for the collective effort. Creating a climate where every child feels accepted, visible, and important is a fundamental prerequisite for participation, cooperation, and positive engagement in the learning process (Osterman, 2000; Allen et al., 2021).

The techniques that follow address three complementary dimensions of belonging. The first involves forming a shared identity and developing a sense of "us". The second focuses on the realization that every single member is essential for achieving the team's common goals. The third highlights that success is the result of everyone's contribution, and not exclusively that of the most physically skilled or active children.

Through these experiences, students gradually develop the conviction that they belong to a community where they are accepted, participate on equal terms, and contribute meaningfully to the collective life of the team.

COLLECTIVE IDENTITY

The Collective Identity technique aims to enhance the sense of belonging by creating a shared sense of "us". It is based on the premise that children feel a greater connection, acceptance, and commitment when they perceive themselves as members of a group with shared characteristics, experiences, goals, and identity.

In Physical Education, a team is not merely a functional arrangement for playing a game; it can be transformed into a small community of cooperation and mutual support. The technique draws theoretical support from Social Identity Theory, according to which a significant part of an individual's self-concept is formed through the social groups to which they belong.

The educator organizes activities through which children collectively co-shape the elements of their team's identity, such as:

- Choosing a team name.
- Creating a symbol or a characteristic gesture.



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- Framing a common team motto/chant.
- Establishing a brief team ritual before or after the game.
- Defining shared values or rules of cooperation.

Example of Application in Physical Education

Before the start of a soccer game, each team is asked to form its own collective identity. The children work together and decide collectively:

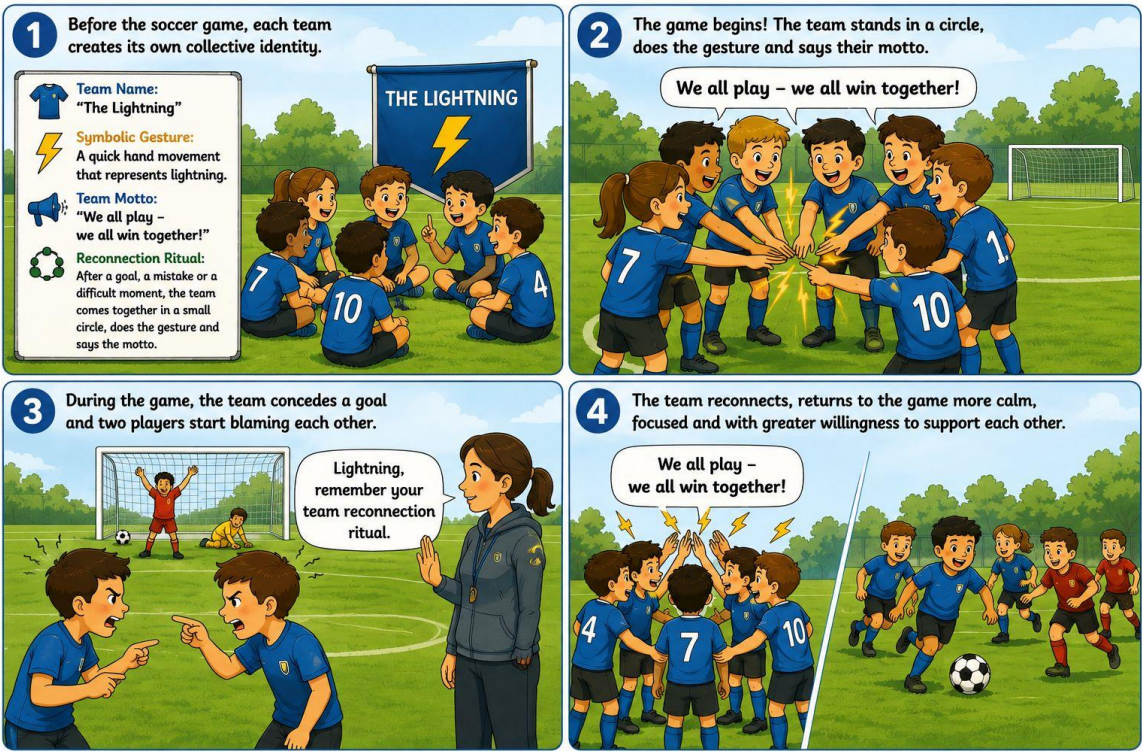
Team Name: "The Thunders"

Symbolic Gesture: A quick hand movement that simulates a lightning bolt.

Motto: "Everyone plays - we win together!"

Reconnection Ritual: After a goal, a mistake, or a difficult moment, the team members gather for a few seconds in a small circle, perform their gesture, and shout their motto.

Participation in shaping this collective identity can take different forms. The educator emphasizes that all children can contribute to identity building in a way that matches their own style. For example, one child might propose the team name, another might design the symbol, a third might phrase the motto, someone else might be responsible for reminding the team of the ritual and, a more introverted or shy child can actively participate primarily through their presence, observation, or quiet support of the team's decisions.



The game begins with the team members standing in a circle, performing their symbolic gesture, and shouting their motto.

During the game, the team concedes a goal, and two children start blaming each other for a defensive error. The educator avoids stepping in to provide an immediate solution; instead, they calmly remind the children: "Thunders, remember your team's reconnection ritual."

The children quickly gather in a circle, perform their symbolic gesture, and shout: "Everyone plays - we win together!" Following this, they return to the game calmer, more focused, and with a significantly greater willingness for mutual support.

The children quickly gather in a circle, perform their symbolic gesture, and shout: "Everyone plays - we win together!" Following this, they return to the game calmer, more focused, and with a significantly greater willingness for mutual support.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ develop a sense of “we” and shared effort.
- ✓ approach mistakes and defeats as collective challenges.
- ✓ build bonds of mutual support and solidarity.
- ✓ recognize every member as a valuable part of the group.
- ✓ help prevent exclusion and marginalization.

**Attention:** A sense of belonging never develops through forced participation in shared rituals. The educator must ensure multiple, alternative ways of participation, so that every child can contribute based on their personality, needs, and comfort level. Participation must stem from freedom of choice and a feeling of psychological safety, rather than pressure for extroverted uniformity.

COLLECTIVE GOAL ACCOUNTABILITY

The Collective Goal Accountability technique is a cooperative pedagogical practice aimed at developing a sense of belonging by fostering the realization that every team member is essential for achieving the common goal. It is grounded in the principle of positive interdependence, according to which a team can succeed only when all its members participate and actively contribute to the collective effort (Johnson & Johnson, 2009).

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In this technique, the activity's goal is structured in such a way that it cannot be accomplished by a single child but rather requires the participation and cooperation of the entire team. In this manner, individualism is reduced, the marginalization of students with lower motor confidence is restricted, and the perception that every member has a substantial and necessary role in the team's functioning is reinforced.

This approach is radically differentiated from traditional competitive forms of play, where emphasis is placed exclusively on winning, individual performance, or the most motor-competent students. Conversely, success here presupposes collective effort, coordination, mutual support, and shared responsibility (Dyson, Griffin, & Hastie, 2004).

The Key Stages of Implementation are:

**Step 1: Formulating a Common Goal.**

The teacher introduces a team goal that requires collective participation, such as:

- completing ten consecutive passes without losing the ball,
- having all students participate in an offensive play,
- moving the entire team in a synchronized manner,
- completing a motor mission without leaving anyone behind.

**Step 2: Role Allocation & Cooperation.**

The children organize themselves and decide upon their strategy on the way they will:

- move,
- communicate (verbally or through signals),
- actively support anyone facing difficulties,
- maintain the team's cohesion.

**Step 3: Activity Implementation.**

During the game, the team strives to fulfill the goal. The teacher does not intervene directly, but rather observes and reinforces behaviors of mutual support, verbal encouragement, and the equitable distribution of effort.

**Step 4: Reflection.**

The activity is followed by a brief, structured discussion about where the children connect cooperation with the outcome. The teacher guides the debriefing session with targeted questions:

*"What helped the team achieve the goal?"*

*"How did you cooperate with each other?"*

*"Who helped when someone faced difficulty?"*

*"Did everyone feel that they participated?"*

*"Could the team have succeeded without everyone's contribution?"*

**Example of Application in Physical Education**

In a 5x5 football game, the teacher introduces an alternative rule: *"The team earns a point only if all five members have touched the ball before a goal is scored."*

During the game, two more experienced children attempt to complete the attacks by themselves. Very quickly, however, they realize that their goals are disqualified. The necessity for a valid result forces the team to alter its strategy; they begin to actively look for the more "silent" or less participatory members to include them in the ball's trajectory.

The ideal play unfolds as follows:

- Yiannis steals the ball and passes it to Maria,
- Maria passes it to Nikos,
- Nikos passes the ball backward to Elpida (who until that moment had minimal participation),



- Elpida passes the ball to Giorgos,
- and Giorgos scores a goal.

The team celebrates not only the goal but also the fact that everyone participated in the play.

The teacher steps in and highlights: *"The great achievement today is not that the ball hit the back of the net. It is that you functioned as one body, providing space and trust to everyone."*

**Pedagogical Benefits of the Application**

This example directly helps the child to:

- ✓ understand that achieving the shared goal depends on everyone’s contribution.
- ✓ involve children who participate less in meaningful ways.
- ✓ adapt their play to the needs and abilities of others.
- ✓ strengthen a sense of belonging and positive interdependence.

**STRATEGIC MISSION ZONES**

The Strategic Mission Zones technique is a differentiated cooperative practice that combines the spatial modification of the playing area (constraints) with the cognitive and motor engagement of students. It aims to develop a sense of belonging through positive interdependence and individual accountability.

Instead of rules being autocratically imposed by the teacher, the team functions as an autonomous council. It recognizes the diverse abilities of its members and assigns them appropriate missions per zone, thereby legitimizing non-motor contribution as an equal factor of success.

**Key Stages of Implementation**

**Stage 1. Democratic Design & Assignment:**

The space is divided into three (3) consecutive zones (Zone A, B, C) with specific, distinct activities in each. The team withdraws into a brief "council". It analyzes the abilities of its members and autonomously decides which students will be placed in each zone and what specific missions (motor or cognitive) they will undertake, based on where they feel most confident to contribute.

**Stage 2. Sequential Zone Activation:**

The flow of the activity is linear. For the baton (the message/the ball) to pass from one zone to the next, the mission of the current zone must first be successfully completed. The students of the next zone wait in readiness, depending on the effort of the previous ones.

**Stage 3. Collective Completion:**

The student in the final zone executes the final task. Their attempt is considered valid and is counted as a success for the entire team only if all previous missions in zones A and B have been executed correctly and without violations.

**Example of Application in Physical Education**

The teacher creates three (3) consecutive zones and divides the children into teams of five (5) members. The goal of the team is to transfer a ball from Zone A to Zone C, where a goal must be scored from a specific distance into a small target-net.

**Student Profiles within the Team**

Kostas: Extremely athletic, strong, and explosive, but rushes and often make careless mistakes.

Maria: Very introverted, experiences high performance anxiety, and avoids intense physical exposure, but possesses excellent observation and organizational thinking skills.

Nefeli: Demonstrates very good rhythmic ability, balance, and coordination, but lacks muscular strength.

Alex: A student with motor difficulties and a low level of physical fitness.

Dimitris: A student with average motor skills and highly developed communication skills.

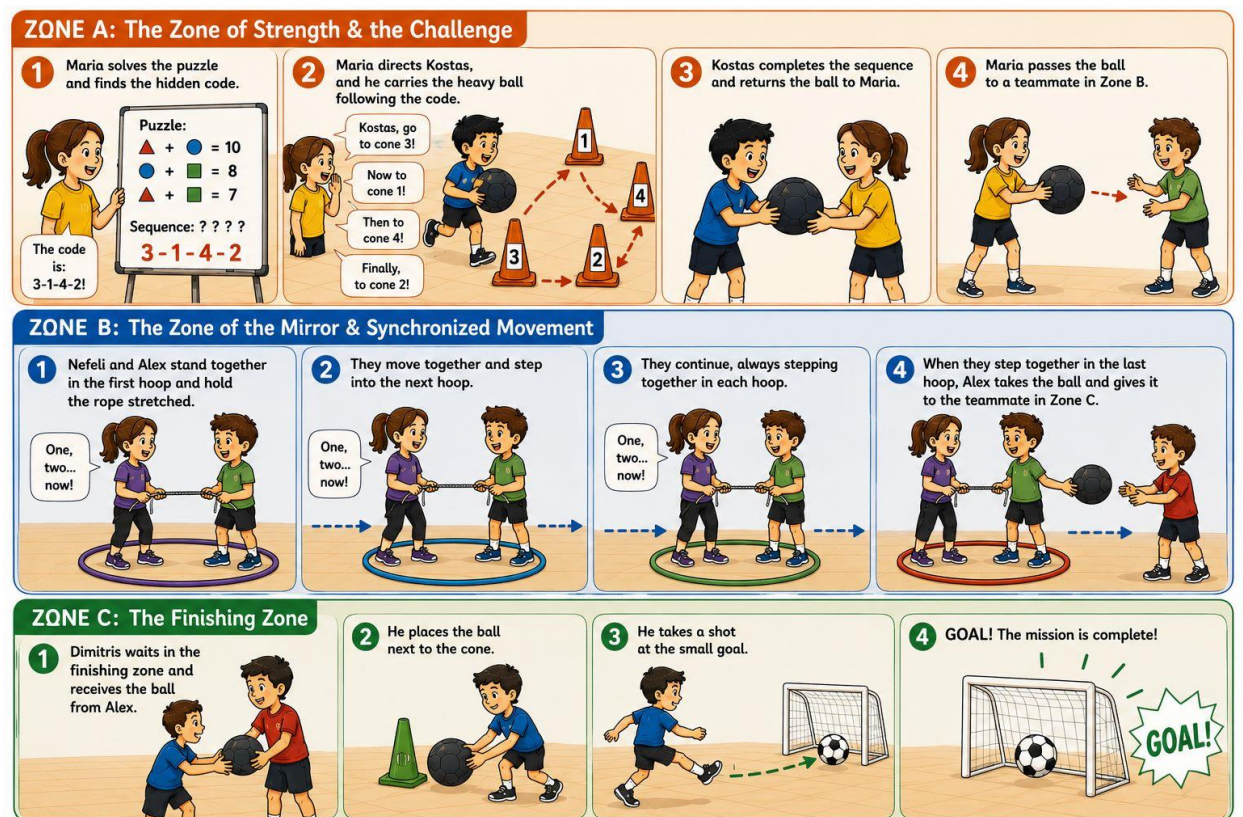
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Implementation per Zone:

Zone A: The Zone of Strength & Problem Solving

Numbered cones are scattered across the area. Kostas must transport a ball, touching the cones in a specific, hidden sequence (pattern). Kostas does not know the sequence.

At the starting line, there is a board with a mathematical puzzle-riddle. Maria undertakes the cognitive mission: she quickly solves the riddle, discovers the hidden code on her own (e.g., 3-1-4-2), and acts as the team's "navigator". She directs Kostas with her voice ("Kostas, run to cone 3! Now to 1!"). Kostas executes the motor mission, utilizing his strength. As soon as the pattern is completed, Maria takes the ball and passes it to a teammate in Zone B.



Zone B: The Mirror Zone & Synchronized Movement

Five (5) large hoops are placed on the ground in a row, forming a path. The two students must traverse this path, strictly stepping inside the hoops simultaneously.

Nefeli and Alex stand across from each other (face-to-face) and hold a long rope taut between them. Nefeli (who possesses excellent coordination) assumes the role of the "guiding mirror". She must coordinate her steps with Alex, who requires more time due to his motor difficulties. Counting out loud and rhythmically ("One, two, let's go... now!"), they take a side or forward step together, shifting their weight at the exact same moment into the next hoop without letting the rope slacken. Once they step into the final hoop in perfect synchronization, Alex takes the ball and hands it to the student in Zone C.

Zone C: The Finish Zone

Dimitris waits alone in the final zone. His mission is to take the ball, place it next to the cone, and from there shoot at the small target-net. His attempt is valid only if the previous zones functioned flawlessly.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ recognize the value of different roles and forms of contribution.
- ✓ cooperate through relationships of mutual respect and interdependence.
- ✓ experience that group success requires everyone's meaningful participation.





# Tips for Teachers

For cooperation, participation and collective success



## 1. PARTICIPATION & VALUE

- Every child has a place, role and value.
- Contribution is not only score or victory.
- We highlight cooperation, encouragement and effort.



## 2. TEAM TECHNIQUES



- Collective Identity



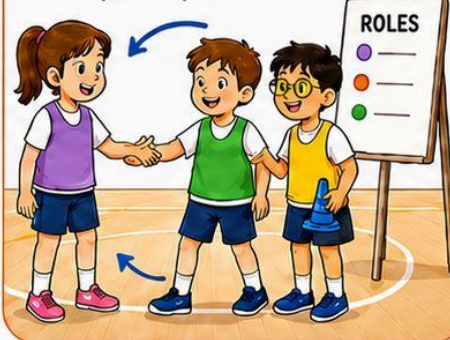
- Collective Goal Accountability



- Strategic Mission Zones

## 3. ORGANIZATION & INCLUSION

- We change roles, pairs and groups.
- We avoid exposure and embarrassment.
- We offer multiple ways to participate.



## 4. FEEDBACK & REFLECTION

- Who helped the team?
- Did everyone feel they participated?
- When did we feel most like a team today?



Goal: every child should feel that they **belong, participate** and **contribute**.





## COLLECTIVE ACTION & AGENCY



**Core Question:** How do we actively and responsibly participate in shaping a democratic community?

**Core Idea:** Collective action and agency in Physical Education relate to children's capacity to participate actively, responsibly, and equitably in group life, taking initiatives, co-constructing rules, making decisions, and acting together to create a fair, democratic, and inclusive environment (CASEL, 2020; Hellison, 2011). Agency is not understood as an isolated individual action, but as the individual's ability to assume responsibility within a framework of interdependence, cooperation, and mutual care (Johnson & Johnson, 2009; Hellison, 2011).

Within the context of Physical Education, students frequently face situations that require collective organization, shared decision-making, problem-solving, role assumption, and the adaptation of actions to meet the needs of all group members (Dyson & Casey, 2012; Siedentop et al., 2011; Goodyear & Dudley, 2015). Through these experiences, they learn not to view themselves merely as participants in a game or an activity, but as co-responsible members of a democratic community (Kirk, 2010; Fletcher & Ní Chróinín, 2022).

The development of collective action and agency follows a trajectory that begins with participation in shared movement experiences, moves through collaborative decision-making, initiative-taking, and shared responsibility, and culminates in reflection on how students can act as active, responsible, and co-creative members of a democratic and inclusive community.

Within the Dialect5 framework, the pillar "Collective Action & Agency" includes two sub-goals:

-  Co-ownership
-  Ethical leadership

Co-ownership establishes the democratic space of shared responsibility, while ethical leadership guides the way the group acts fairly, responsibly, and inclusively.



## SUB-GOAL 1: CO-OWNERSHIP

### What is it?

Co-ownership refers to the sense that children are not mere recipients of instructions or passive participants in an activity, but active and co-responsible members of the group. It means they have a voice, a role, and a responsibility in shaping how the group organizes, cooperates, makes decisions, transforms conflicts, and includes all its members.

Co-ownership is linked to democratic participation, shared responsibility, and a sense of belonging. Children learn that the group is not something

"ready-made" offered to them by the educator, but a community co-shaped through everyone's choices, attitudes, and actions.

In this sense, each child is called upon to contribute not only to the success of the activity, but also to the creation of a fair, safe, and inclusive environment. Co-ownership fosters the understanding that the quality of group life depends directly on participation, cooperation, responsibility, and mutual care.

### How it develops in Physical Education

In Physical Education, co-ownership develops when students experience the group as a shared democratic space, co-shaped by all its members. Children are not treated as mere executors of movement instructions, but as active participants in the group's functioning, with the right to speak, take initiatives, and participate in decision-making.

Co-ownership is nurtured when children are meaningfully involved in shaping group life, such as when they co-decide on rules and set common goals, assume distinct roles and responsibilities, independently look after the shared space and equipment, propose collective solutions to cooperation problems, and reflect on how the group functioned.

Through these processes, students realize that rules and goals are not external demands imposed authoritatively, but shared agreements that serve justice, safety, and inclusion. They thus develop an internal conviction that the group is "their own business" and that its quality depends on everyone's contribution.

The educator supports the development of co-ownership by creating opportunities for choice, dialogue, and initiative, without withdrawing from their pedagogical role. The teacher acts as a coordinator and facilitator, posing questions that stimulate collective thinking, such as what can be changed so that everyone participates equally, which rule helps the group play more fairly and safely, and how the group can support a classmate who is facing difficulties.

Thus, the Physical Education lesson is transformed into an authentic laboratory of democratic coexistence, where children experience in practice that fair participation requires shared responsibility, cooperation, and care.

*Children do not just feel that they belong to the group, but that they are the group itself.*

**Learning Outcomes:** The student will be able to:

| Basic Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Intermediate Level                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Advanced Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>recognizes that all children have the right to equal participation in the group.</li><li>follows co-agreed rules with occasional reminders from the educator.</li><li>participates in simple group decisions, such as selecting roles, determining the order of participation, or establishing simple game rules.</li><li>experientially accepts that the group requires cooperation, shared effort, and respect, moving beyond individual performance.</li></ul> | <ul style="list-style-type: none"><li>actively co-shapes rules and proposes functional ideas for better group organization.</li><li>assumes roles with responsibility, respecting the tasks and duties of others.</li><li>identifies when a member is left on the sidelines or participates less and suggests immediate ways to support them.</li><li>cooperates effectively with the group to solve minor problems that arise during the flow of the activity.</li></ul> | <ul style="list-style-type: none"><li>functions as an active, autonomous, and co-responsible member of the group,</li><li>takes initiatives that reinforce inclusion, fairness, and a climate of cooperation in practice.</li><li>proposes targeted modifications to rules or game structures to ensure the meaningful participation of all children.</li><li>encourages others to express their views, respect collective decisions, and guide the group's reflection.</li></ul> |

CO-OWNERSHIP DEVELOPMENT TECHNIQUES

Co-ownership development techniques in Physical Education aim to shift students from the role of passive instruction recipients to that of active and co-responsible group members. They work complementarily to build a unified pedagogical pathway within Physical Education. Their common goal is to help students realize that the group is not a framework organized exclusively by the educator, but a democratic community co-shaped by all its members.

The Team’s Democratic Contract establishes the community's value framework. Through this, children agree on the foundational principles needed to feel safe, respected, treated fairly, and joyful in Physical Education. This contract answers the core question: *“What values do we want our team to operate by?”*

The Rules Lab subsequently translates these values into action. Students are not limited to following ready-made rules; instead, they actively participate in creating rules that serve cooperation, inclusion, and fair participation within specific games or activities. This technique answers the question: *“What rules do we need to ensure our game functions fairly?”*

The Team’s Common Goods technique expands co-ownership beyond rules and decisions, linking it directly to the care of the shared space and sports equipment. Children learn that the facilities, equipment, and overall lesson conditions are not the sole responsibility of the educator, but common goods requiring respect, organization, and collective care, answering the question: *“How do we care for what we share as a team?”*

Finally, the Students' Voice and Common Goals technique ensures that co-ownership is not a static process occurring only at the beginning of a unit but remains alive and evolving. Students express views, suggest changes, set new common goals, and reflect on the group's functioning, answering the question: *“How can we improve our team through the voice and participation of all?”*

The application of these techniques does not happen systematically in isolation; rather, it follows an organized, four-stage pedagogical journey. The path begins at the first step, where the team meets to establish its common, foundational values and agree on the general framework of coexistence. Moving to the second step, these abstract values are translated into practical, specific, and enforceable rules governing the conduct of games. At the third step, the sense of co-responsibility expands beyond behavior to include the management, organization, and respect of the physical elements and sports equipment shared by the group. The journey culminates in a continuous and recurring step, during which the team steadily evaluates its progress, actively listens to the voice of all its members, and redefines its goals for the future. In this manner, the four techniques form a cohesive pedagogical sequence where co-ownership is transformed from an abstract concept into a daily practice of democratic participation in Physical Education.

THE TEAM'S DEMOCRATIC CONTRACT

The Team’s Democratic Contract constitutes a fundamental technique for developing co-ownership, as it provides students with the opportunity to co-shape the values, rules, and commitments that will govern the group's operation in Physical Education. The group does not merely accept rules imposed by the educator, but participates in a democratic process of dialogue, proposal, selection, and commitment.

At the beginning of the school year or a cycle of lessons, the educator organizes a brief team "assembly" and poses questions such as what is needed for everyone to feel safe, how the team wishes to cooperate, and what fair participation means in Physical Education. Students work in small groups, propose rules and commitments, discuss them in the plenary session, and arrive at a shared contract. The contract is signed by all children and remains "alive," meaning it can be revised whenever the team discovers that something is not working effectively.

This technique fosters co-ownership because children realize that a democratic team is not something ready-made or given, but a living community created by the voice, participation, and responsibility of all.

Example of Application in Physical Education

In the first lesson of the school year, instead of the educator announcing ready-made rules or punishments for inappropriate behaviors, such as mocking, pushing, or disrupting classmates, they organize a brief process to shape the Team’s Democratic Contract.

The class is divided into four small groups, and each group is asked to answer the question:

*“What do we need in order to feel safe, respected, and happy during the lesson?”*

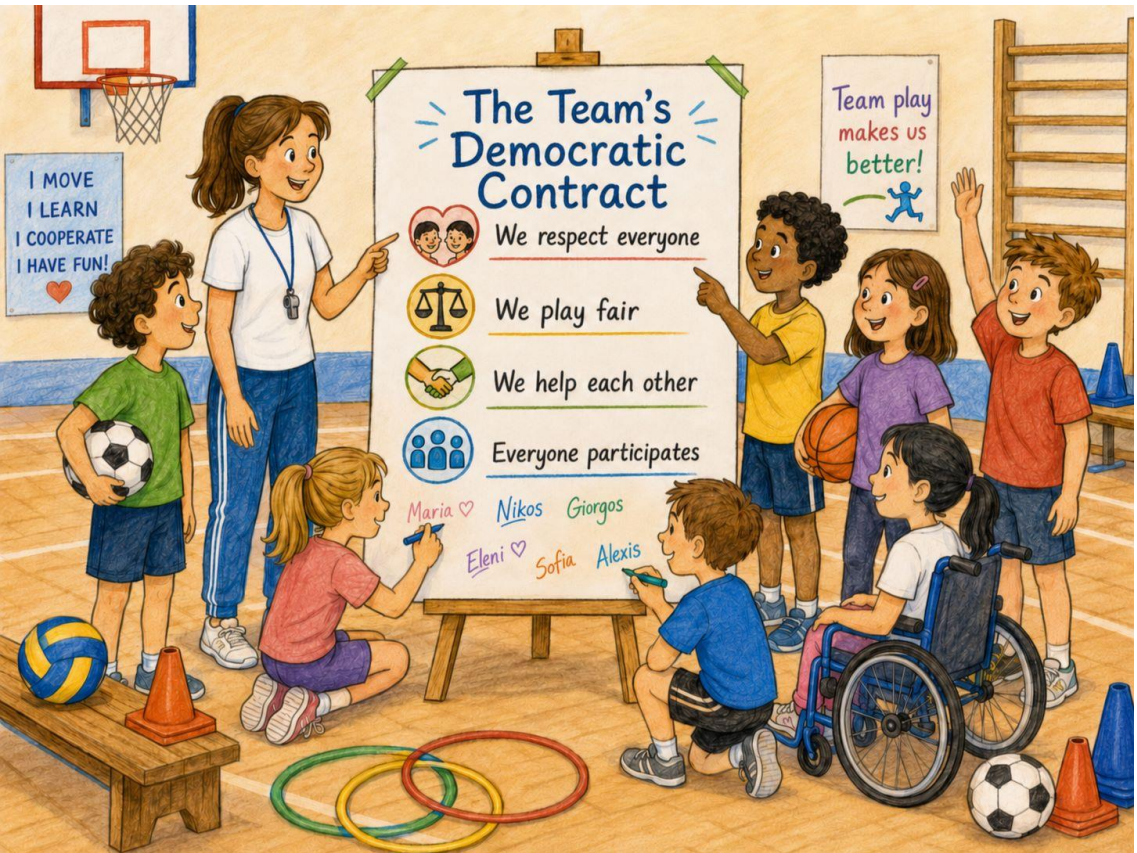
Students discuss and record proposals they consider important for the group's operation. For instance, one group might propose that if someone mocks a classmate for missing a shot, they must apologize and encourage them on their next attempt.



Subsequently, the proposals are presented to the plenary, discussed, modified where deemed necessary, and voted upon by all children. The final rules are written on a large piece of poster board, signed by the students, and posted in a prominent spot in the classroom or the Physical Education space.

When a behavior that does not align with the contract arises during the year, the educator avoids immediate reprimands or traditional punishment. Instead, they remind the class of the collective commitment made by the team itself, posing the question: “Are we *upholding what we agreed upon and signed as a team?*”

In this way, rules are not experienced as an external, arbitrary imposition, but as a shared agreement born from the children themselves. The technique deeply reinforces co-ownership, as students understand that they have a real voice, an active role, and a substantial responsibility in shaping a safe, fair, and inclusive learning environment.



**Pedagogical Benefits of the Application**

This example directly helps the child to:

- ✓ feel psychologically safe and try without fear of negative judgement.
- ✓ commit to rules they have co-created.
- ✓ practice dialogue, negotiation, and respect for different views.
- ✓ strengthen inclusion and the group’s collective identity.
- ✓ revise rules when they no longer meet the group’s needs.

**THE RULES LAB**

The Rules Lab focuses on the co-shaping of rules for a specific game or activity. In contrast to the Democratic Contract, which concerns the overall culture of the team, the technique addresses the operational framework of specific motor action.

The educator presents a core movement goal, for example, “*transfer the ball to the opposite side*” or “*cooperate to achieve a common goal*”, without providing all the rules from the outset. The teams are called upon to decide how to organize the game, which rules are necessary, how to ensure the participation of everyone, and how to address potential difficulties.

For instance, each group can create a small game and define three inclusion rules, such as a commitment that before any scoring attempt, at least three different children must have participated, or that each child switches roles after two minutes. Subsequently, the teams present their game, implement it, and assume responsibility for upholding the rules they created themselves.

This technique reinforces agency because children do not function merely as executors of instructions, but as creators of the framework within which they act. At the same time, they understand that rules exist to serve justice, cooperation, and the participation of all.

**Example of Application in Physical Education**

The educator organizes a lesson aimed at creating a cooperative ball game. Instead of presenting ready-made rules, they explain only the basic goal of the activity:

*“The team must transfer the ball from one side of the court to the other and achieve a common goal, without any child being excluded from the action.”*



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Subsequently, the children are divided into small groups, and each group is called upon to operate as a "rules workshop." The students must decide how the ball will move, how many passes are required before the final attempt, how all group members will participate, what will happen when someone faces difficulties, and which rule will ensure that the game remains fair and cooperative.

For example, one team might propose a set of rules stating that before every scoring attempt, the ball must pass through at least four different children, no child is allowed to hold the ball for more than five seconds, and if a group member has not received a pass for a long time, the next attack must begin with them.

The groups present their rules to the plenary, explaining why they consider them fair and inclusive, and then test the game in practice. After a few minutes of application, the educator stops the activity and asks the children to evaluate their rules by considering whether all the rules helped participation, if any child was left out, and what needs to change to make the game fairer.

If it is found that a certain rule does not work, the team modifies it and tests the game again. In this manner, students do not merely learn how to play, but how to design, implement, evaluate, and revise the rules of a shared activity. Co-ownership is thus cultivated, as children experience the game as their own collective creation.

**Note:** The Rules Workshop differentiates itself from simple game modification because its core focus is not merely changing the terms of the activity, but the democratic process through which children think, decide, test, and revise the rules they created themselves.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ develop an internal commitment to applying rules they have co-created.
- ✓ develop critical and strategic thinking through game design.
- ✓ manage disagreements through dialogue and negotiation.
- ✓ take the different needs of group members into account.
- ✓ understand that rules can be changed democratically when they create barriers or unfairness.

TEAM'S COMMON GOODS

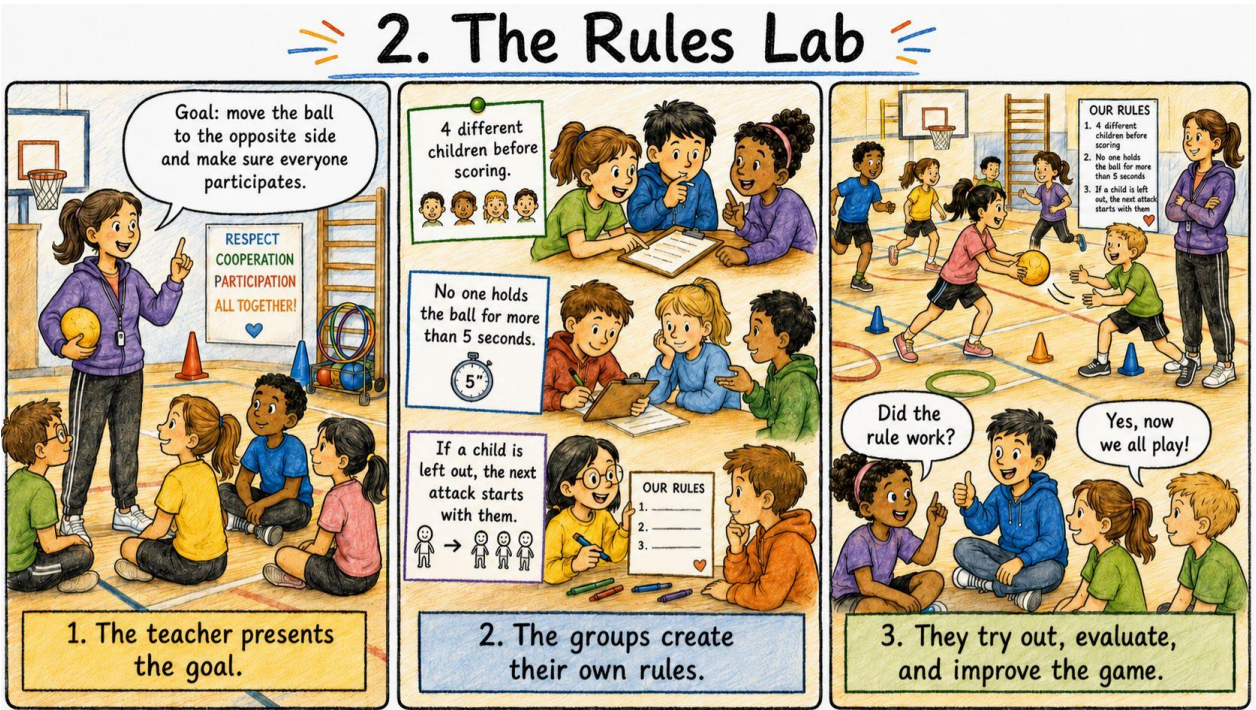
The technique “The Team’s Common Goods” aims to cultivate co-ownership through the collective care of the space, equipment, and materials used in Physical Education. The lesson environment and the sports equipment are not presented as the exclusive "property" of the educator or the school, but as common goods utilized by everyone and requiring shared care.

Students assume responsibility on a rotational basis for the preparation, organization, proper use, and fair distribution of the equipment. This responsibility carries no punitive or menial character; rather, it has a deep pedagogical purpose. Children learn experientially that a community functions best when its members care for what they share.

Example of Application in Physical Education

At the beginning of the school year, the educator organizes a cycle of lessons centered on cooperation and co-ownership in Physical Education. At the opening of the lesson, they gather the students in front of the available sports equipment, balls, cones, hoops, jump ropes, rackets, or other apparatus, and pose the core question:

“Who owns this equipment, and who is responsible for taking care of it?”





The children may initially reply that the equipment belongs to the school or the educator. The educator expands the discussion, explaining that although the equipment is school property, it is used by everyone and therefore constitutes a common good of the team. This implies that everyone holds the right to use it, but also shares the responsibility to protect it, distribute it fairly, and return it in good condition.

Subsequently, the class is divided into small groups, and each group takes a weekly turn acting as the Common Goods Care Team. This group does not operate merely as the educator’s "helper," but as a team of shared responsibility.

Before the activity begins, it checks what equipment is required, distributes it fairly among the groups, and ensures that all children have access to it. During the lesson, the care team observes whether the materials are being used safely and respectfully, and at the conclusion, it organizes their return and proper storage.

For instance, in a fitness circuit lesson featuring four stations, one with hoops, one with jump ropes, one with balance balls, and one with cones for agility routes, the Common Goods Care Team checks whether each station possesses the necessary equipment, if all groups enjoy equal opportunities for use, and if any material remains neglected or utilized by only a few children. If they notice that a group is holding more balls than necessary or that certain children lack access to the jump ropes, they propose a fairer distribution.

At the end of the lesson, the care team briefly presents its observations to the plenary session, noting perhaps that while all children used the hoops today, some had to wait a long time at the jump rope station, or suggesting that the balls need to be distributed better next time because one group held more than they actually required.

Based on these observations, the educator guides a brief reflection with all the children. They pose questions regarding whether the equipment distribution in today's lesson was truly fair, whether they cared for the shared space in the exact manner they would like to find it next time, and what they can change or improve in the future to ensure that every single student enjoys equitable access to the team's common goods.

In this manner, students learn that co-ownership does not solely concern abstract game rules or tactical decisions but extends to the active care of the things they share. They realize that a democratic community functions when its members respect the shared space, utilize available resources fairly, and assume responsibility for what belongs to everyone.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ regard space and equipment as common goods.
- ✓ develop organizational, cooperative, and responsible management skills.
- ✓ respect shared space, materials, and the environment.
- ✓ ensure fair and accessible opportunities for all children to use them.
- ✓ assume meaningful responsibility for caring for the learning community.

STUDENTS' VOICE AND COMMON GOALS

The technique “The Students' Voice and Common Goals” grants students an active say in the design, evaluation, and improvement of the lesson. Co-ownership does not develop solely when children follow rules that they have co-constructed, but also when their views, needs, and suggestions tangibly influence the direction of the team.

At the beginning of a lesson or a school week, the educator can pose the question: “What do we want to improve as a team?” Students propose goals that concern not only performance, but also cooperation, participation, and the overall team climate. For example, the class might decide that the weekly goal is to make more cooperative passes, to encourage those facing difficulties, or to ensure that all children participate actively.





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At the end of the lesson, the team returns to the goal and reflects on whether they achieved it, what helped them, and what needs to change. In this manner, students experience that their voice carries weight and consequences, and that the team evolves through shared decisions, collective effort, and mutual responsibility.

Example of Application in Physical Education

The educator dedicates the opening minutes of the lesson to creating space for the students' voice and forming a common team goal. Instead of announcing the lesson objective unilaterally, they present the class with an open yet concrete question:

“What do we want to improve today as a team, so that everyone participates more and we cooperate better?”

Students initially discuss in small groups for two or three minutes and record a single proposal. These ideas might involve giving more passes, ensuring the same children are not constantly left out of action, encouraging those facing difficulties, or playing more as a cohesive team and less as individuals. Subsequently, each group presents its proposal to the plenary session.

The educator assists the children in translating these general ideas into a clear, shared, and observable goal. For instance, if the children suggest "playing more as a team," the educator might ask

how they will realize they played more cohesively and what exactly they will see within the game. Thus, the team can agree on a common goal, such as ensuring the ball passes through at least four different children before any scoring attempt today or committing to encourage every child who makes a mistake rather than judging them.

During the activity, the common goal remains visible, either written on a small whiteboard or reminded verbally by members of the team. Concurrently, the educator actively observes the action and reinforces the goal with questions that prompt the children to consider who has not participated yet, whether the pass just actively supported their cooperation, and how they can support a classmate who struggled during an effort.

At the conclusion of the lesson, the children return to the shared goal and evaluate their collective effort. The educator facilitates this by posing reflective questions regarding whether they achieved the goal they set, when it was most apparent that they cooperated better, which rule or behavior assisted them, and what needs to change in the next lesson. The students can respond verbally, through reflection cards, or via a quick vote.

In this way, the students' voice is not limited to a superficial expression of opinion but directly shapes the learning process. Children learn to establish common goals, commit to them, monitor the team's progress, and assume responsibility for improving cooperation. Co-ownership thus becomes a daily practice, as students experience that the Physical Education lesson is co-constructed through their own voice, active participation, and collective responsibility.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ understand that their views can meaningfully influence the learning process.
- ✓ self-assess and reflect on how the group functions.
- ✓ connect shared goals with cooperation, inclusion, and collective responsibility.
- ✓ express their needs, listen to others, and help shape a positive group climate.







# Tips for Teachers

For co-ownership, democratic participation and shared responsibility



## 1. FRAMEWORK & CHOICES

- We offer specific choices.
- 2 rules, a shared goal, roles.
- Co-ownership needs structure.



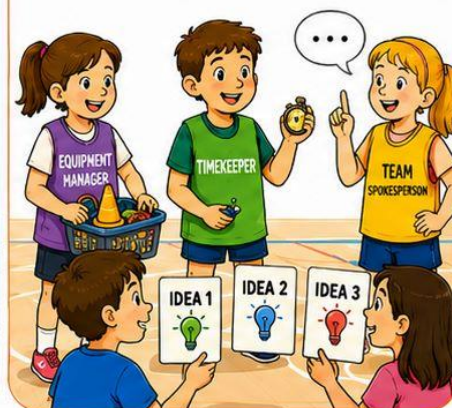
## 2. RULES & TEAM AGREEMENT

- Team Democratic Agreement
- Respect, safety, fairness, cooperation.
- Rule Workshop for a fairer game.



## 3. ROLES & STUDENT VOICE

- We rotate roles and responsibilities.
- We also listen to the quieter children.
- Small groups, idea cards, representatives.
- Children's suggestions matter.



## 4. REFLECTION & SHARED RESOURCES

- We care for the space, equipment and everyone's safety.
- At the end, we set a shared improvement goal.
- We ask:
  - Did this rule help us?
  - Did everyone participate?
  - What should we change next time?



**Goal:** children's voices should be heard and the team should belong to **everyone.**



## SUB-GOAL 2: ETHICAL LEADERSHIP

### What is it?

Ethical leadership refers to students' capacity to assume roles of responsibility in a fair, supportive, and inclusive manner. It does not entail exerting dominance over others, nor does it mean elevating the most capable, popular, or assertive child to the position of "leader." Rather, it reflects a child's ability to utilize their influence, position, or assigned role to support the team, protect fairness, encourage total participation, and contribute to the common good (Brown et al., 2005; Hellison, 2011).

### How it develops in Physical Education?

Within the context of Physical Education, ethical leadership is developed when students assume rotating roles of responsibility, such as team captain, referee, peer assistant, activity coordinator, encouragement leader, or mediator in minor conflicts. Through these roles, children learn that leadership does not mean "making decisions on my own" or "imposing my will on others." Instead, it means listening, cooperating, judging fairly, helping, and taking accountability for the team's climate and operation (Hellison, 2011; Siedentop et al., 2019).

Developing ethical leadership requires that all children - not just those already perceived as "good players," "natural leaders," or highly popular - be given opportunities to experience roles of responsibility. Rotating these positions and duties helps students understand that a team functions best when responsibility is shared, and when every member contributes toward cooperation, fairness, and inclusion (Dyson & Casey, 2012; Siedentop et al., 2019).

The educator fosters ethical leadership by creating conditions where students are called upon to make choices, confront dilemmas of fairness, manage disagreements, and consider the consequences of their actions on others.

Ethical leadership is associated with responsibility, care, empathy, and fair decision-making. A child who acts as an ethical leader does not impose their will on the group but helps it function more effectively. They listen to others, respect different needs, make impartial decisions, and seek to ensure that every child has a place, a voice, and meaningful opportunities to participate.

For instance, a child assuming the role of the referee learns to apply rules impartially, listens to both sides, handles protests, and protects the spirit of the activity. Similarly, a child in an encouraging role learns to support peers who hesitate, struggle, or find themselves sidelined.

Consequently, leadership becomes tied to responsibility, self-regulation, social awareness, and responsible decision-making (CASEL, 2020; Hellison, 2011). Children learn that the role of responsibility is not a privilege or a tool for imposition, but an opportunity to serve the team and contribute to a fairer, more inclusive environment.

Ethical leadership is further cultivated through reflection. Following a physical activity, the educator can prompt the class with questions such as: *"How did you use your role to help your team?", "Was your decision fair?", "Did you listen to all perspectives?", "How did you support someone who was struggling?", "What would you do differently next time?"*.

Through this process, students learn that leadership is an act of responsibility, care, and fairness within a democratic and inclusive group (Hellison, 2011; Brown et al., 2005).

***“The primary function of an ethical leader is to help others discover their own strengths, providing them with the space and opportunities to take center stage.”***



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**Learning Outcomes:** The student will be able to:

| Basic Level                                                                                                                                                                                                                                                                                                                                                                                                              | Intermediate Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Advanced Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Accept the assignment of a simple role of responsibility when designated.</li><li>Follow the rules and attempt to apply them when prompted by the educator.</li><li>Recognize that a leader, referee, or assistant must behave with respect and fairness.</li><li>Understand that leadership is not merely a right or a privilege, but a responsibility toward the team.</li></ul> | <ul style="list-style-type: none"><li>Assume roles of responsibility with greater consistency and accountability.</li><li>Strive to make fair decisions and listen to others' viewpoints before acting.</li><li>Encourage peers who face difficulties and assist in organizing the team.</li><li>Contribute to resolving minor disputes with respect, cooperation, and composure.</li><li>Understand that effective leadership relies on cooperation, respect, and care for everyone's participation.</li></ul> | <ul style="list-style-type: none"><li>Utilize their role to support the team rather than to impose their will on others.</li><li>Take initiatives that enhance fairness, inclusion, and a positive team climate.</li><li>Manage disagreements calmly, actively listening to all sides before proposing a solution.</li><li>Defend the rules of fair play and actively encourage the involvement of less active children.</li><li>Reflect upon their decisions and actions, identifying how they could act more fairly or supportively in the future.</li></ul> |

TECHNIQUES FOR DEVELOPING ETHICAL LEADERSHIP

Techniques for developing ethical leadership in Physical Education aim to help students understand that leadership does not mean dominance, imposition, or individual superiority. Instead, it signifies assuming responsibility, maintaining a fair stance, caring for others, and contributing to the functioning of a democratic and inclusive team. A student who takes on a leadership role is not called upon to control their classmates, but to support participation, protect fairness, and enhance the positive climate of the group.

The three techniques that follow cultivate distinct yet complementary facets of ethical leadership:

The Rotating Referee and Roles of Responsibility provide children with the opportunity to experience firsthand what it means to hold a role of responsibility, make decisions, and apply rules with fairness.

The fairness Time-out strengthens students' autonomy, granting them the ability to intervene when they observe exclusion, injustice, or unequal participation.

The Support Leader shifts leadership from athletic performance to care, helping children encourage, support, and include their peers.

These techniques operate as a pedagogical sequence. Initially, children learn to assume specific roles of responsibility. Next, they learn to use their voice to defend fairness within the game. Finally, they cultivate a more stable attitude of support and care for everyone's participation. In this manner, ethical leadership is not presented as a theoretical concept but is experienced daily through play, cooperation, decisions, and reflection.

THE ROTATING REFEREE AND ROLES OF RESPONSIBILITY

The technique of the Rotating Referee and Roles of Responsibility aims to develop ethical leadership through the assumption of real roles of accountability by all students. Children do not participate solely as players; they also take on roles such as referee, line judge, timekeeper, scorekeeper, substitution coordinator, or fair play observer.

The role of the referee is particularly vital, as the child is called upon to apply rules, make decisions, manage protests, and protect the fairness of the activity. Through this experience, students realize that leadership is not a privilege or authority over others, but a responsibility toward the team. This technique directly connects with personal and social responsibility, self-regulation, and the understanding that leadership roles must serve the common good (Hellison, 2011; Siedentop et al., 2011).

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Example of Application in Physical Education

The educator organizes a small soccer or handball tournament with three teams. Each time, two teams compete, while the third team does not remain passively sidelined but fully undertakes the management and support of the match. In this way, all children participate in the operation of the lesson, either as players or as members with specific roles of responsibility.

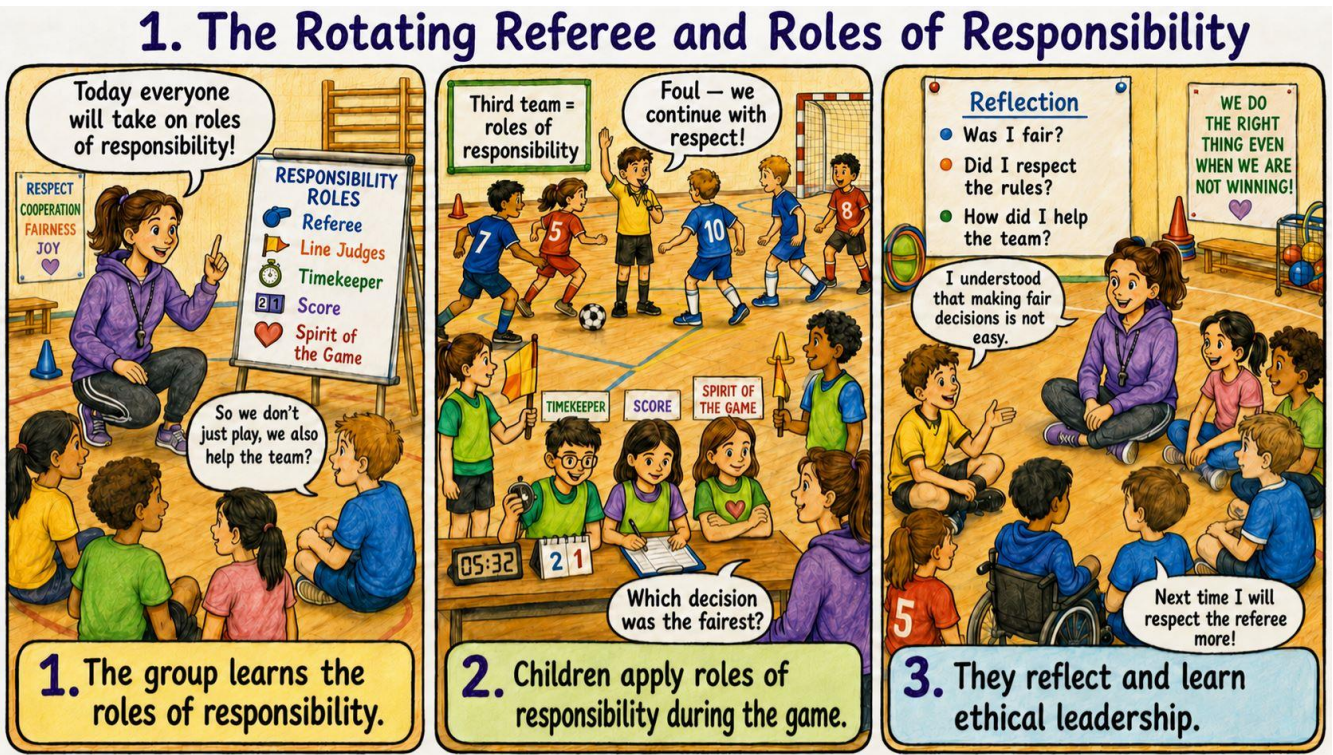
Before the game begins, the educator assigns roles to the children of the team that is not competing:

- One child is designated as the referee.
- Two children act as line judges.
- One child keeps the time.
- Another records the score and substitutions.
- One more child act as the fair play observer, focusing on whether respect, composure, cooperation, and fair participation are maintained.

Roles change in every match so that all children experience different forms of responsibility.

During the game, the referee applies the rules impartially, blows the whistle for infractions, briefly explains their decisions, and manages potential protests. For instance, if two children challenge the ball and an intense disagreement arises over whether a foul occurred, the student acting as the referee stops the play, briefly listens to both sides, and decides based on the agreed-upon rules. The educator does not intervene immediately, unless necessary for safety reasons or to support the process.

Meanwhile, the line judges observe whether the ball went out of bounds, the timekeeper ensures that the time limits are respected, and the fair play observer notes behaviors that enhance or hinder cooperation. For example, they might note that a team encouraged a classmate after a mistake or, conversely, that ironic comments were made after a missed opportunity.



Reflection Cycle

After the end of the match, a brief reflection cycle follows. The educator asks the children who held roles of responsibility:

Which decision was the most difficult for you?

How did you feel when someone disagreed with you?

How did you try to be fair?

What helped the game remain calm and cooperative?

Next, the educator addresses the remaining children who participated in the game:

Did we respect the roles and decisions of our classmates?

How did we react when we did not like a decision?

What can we do better at the next match?

Through this process, children understand that leadership is not just the position of the captain or the ability to direct others. It is primarily the capacity to make decisions with fairness, maintain composure, listen to different sides, and protect the common good of the team. Concurrently, the students who are competing learn to respect the roles of responsibility held by their peers, knowing that they will find themselves in the exact same position in a subsequent round.



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Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ understand leadership as responsibility, care, and service to the group.
- ✓ develop empathy and respect by rotating roles.
- ✓ make decisions with impartiality and consistency.
- ✓ communicate decisions calmly and clearly.
- ✓ assume meaningful roles of responsibility, regardless of motor ability.

THE FAIRNESS TIME-OUT

The fairness Time-out technique constitutes an innovative practice for developing ethical leadership, student autonomy, and collective responsibility in Physical Education. It functions as a moral brake on the flow of the game, granting students the ability to temporarily halt the activity when they perceive that play is becoming unfair, excluding a team member, or violating the pre-agreed principles of the Democratic Contract.

The fundamental pedagogical value of this technique lies in the gradual transfer of responsibility for maintaining fairness from the educator to the students themselves. Children are trained to actively observe the team, recognize signs of exclusion early on, and intervene in a responsible, mature, and well-reasoned manner (Hellison, 2011; CASEL, 2020).

The Implementation Process

The technique follows a structured four-step process:

*The Interruption Signal (Instant Intervention):* Any child who feels that the activity excludes members or is becoming unbalanced raises their hand and calls out: "Justice Time-out!" Play and time stops immediately.

*Stating the Observation (1-minute duration):* The child who requested the halt respectfully explains to the entire group exactly what they observed. The report is made exclusively through specific behavioral examples rather than personal accusations, attacks, or the targeting of individual classmates.

*Collective Negotiation (1 to 2-minute duration):* The team listens to the objection, reflects on the flow of the game, and holds a brief discussion. The educator acts as a facilitator, ensuring a framework of psychological safety free from mockery or sarcasm.

*Decision and Restart (Instant application):* The team agrees on an immediate, practical modification of the rules that restores fairness, and the game restarts under the new parameter.

Example of Application in Physical Education

In a soccer game, a team loses by one goal and has focused entirely on scoring an equalizer. Carried away by the intensity, two highly skilled children monopolize the ball, passing almost exclusively between themselves. Two other children, who do not possess the same level of motor proficiency, remain essentially excluded from the action, despite trying to take correct positions and calling for the ball.

One of the children who feels excluded chooses not to accept the role of a mere spectator. They raise their hands and call out: "Fairness Time-out!" The teams freeze immediately. The child takes the floor and explains:

"I stopped the game because I feel that not everyone is playing. My teammate and I are not getting any passes, and we are left out of action. This way, the game is not truly a team game, nor is it fair."

Through this intervention, the student assumes a role of ethical leadership, reminding the team that fair participation and co-ownership of the game are more important than winning. The children

## 2. Fairness Time-out

**1.** In the game, some children take part a lot, while others are left out of the action.

**2.** A child uses their voice to protect fairness and everyone's participation.

**3.** The group reflects, changes the rule, and continues the game more fairly and inclusively.



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who were monopolizing the ball reflect on their behavior, and the team looks for a practical solution. After a quick consultation, they decide on a new, temporary rule: *"Every new attack must start from the children who had been left out of the action"* or *"Before any attempt to score a goal, the ball must be passed through at least four different members of the team."* The game then resumes.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ intervene responsibly when they notice exclusion or unfair participation.
- ✓ recognize how their actions affect other people’s participation.
- ✓ help develop and implement collective solutions.
- ✓ view the game as a shared responsibility that requires protection and continuous improvement.

THE SUPPORT LEADER

The Support Leader technique radically shifts the concept of leadership from athletic dominance and high performance to care, encouragement, and solidarity. In every activity, one or more students assume the role of the team's "emotional radar": they observe who needs help, who is being sidelined, who is getting frustrated, or who needs a positive word to keep going.

Support Leaders do not direct the team tactically or control their classmates’ movements. Instead, they function as a facilitator of inclusion, recognizing effort and intervening correctly when the climate tends to become critical or judgmental. This technique is based on the theory that ethical leadership is a supreme form of social responsibility and care (Hellison, 2011; Dyson & Casey, 2012).

Example of Application in Physical Education

The teacher organizes a cooperative obstacle relay race, where the goal is not merely speed, but the participation of all team members. The children are divided into small groups of five or six. Each team must complete a course that includes different motor challenges, such as weaving through cones, carrying a ball, balancing on a line, throwing at a target, and returning to the team to signal the next runner.

Before the activity begins, a Support Leader is designated in each team. The role is rotating and changes every round. Their primary responsibility is to observe team dynamics and intervene with encouraging words.

Examples of supportive phrases the leader can use:

*"Try again, we are right here with you."* (When someone gets frustrated)

*"Would you like us to find an easier way?"* (When someone faces motor difficulties)

*"Let's wait a moment so we can all start together."* (When there is a rush)

*"We can change the running order, so you feel more ready."* (When there is anxiety)

During the relay, a child repeatedly struggles to hit the target with the ball. As time ticks away, they begin to feel anxious and say: *"I can't do it, the team is going to lose because of me."*

The Support Leader steps in immediately:

*"We don't just care about finishing fast. Our goal is for all of us to succeed. Take your time and try again."*

Simultaneously, the leader suggests a fair adaptation to the team: allowing the child to stand one step closer to the target.

Later, the leader notices that the team is celebrating wildly only for the fastest player, while passing over the effort of a more hesitant child without acknowledgment. The leader intervenes by saying: *"Let's also applaud Nikos's effort, because he kept going even though he found it difficult."* In this manner, they shift the team's attention from the result to the value of the effort.





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Reflection Cycle

At the end of the activity, the educator gathers the teams into a brief reflection circle and poses questions that highlight the quality of cooperation:

"Who helped the team not give up the effort today?"

"At what moments did you feel that a classmate needed encouragement?"

"In what ways did the Support Leader facilitate everyone's participation?"

"What can we do in the next lesson so that every member of the team feels equally important?"

Through this process, students consolidate the understanding that ethical leadership in Physical Education is not identified with physical prowess, but with the capacity to create a safe, fair, and inclusive environment for all.

Pedagogical Benefits of the Application

This example directly helps the child to:

- ✓ participate with greater confidence and less performance anxiety.
- ✓ understand leadership as support rather than sporting superiority.
- ✓ recognize other people’s emotions and needs and respond with empathy.
- ✓ contribute to a group culture in which success is linked to everyone’s participation and progress.



# Tips for Teachers

For ethical leadership, fairness and support in the team

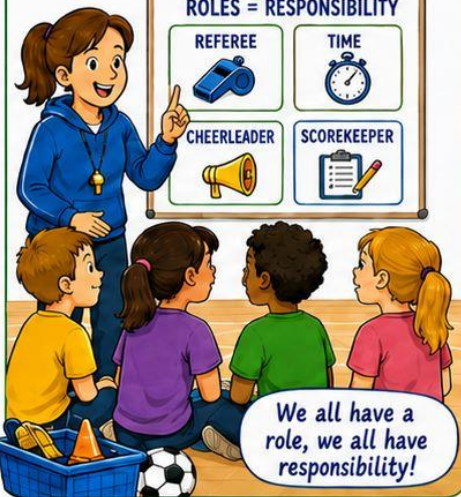


## 1. BEFORE THE ACTIVITY

- Leadership = fairness, respect, cooperation
- Clear roles: referee, timekeeper, cheerleader, scorekeeper
- Roles rotate so everyone participates

ROLES = RESPONSIBILITY

|             |             |
|-------------|-------------|
| REFeree     | TIME        |
| CHEERLEADER | SCOREKEEPER |



We all have a role, we all have responsibility!

## 2. DURING

- Fairness Time-out
- We protect every child’s voice
- Support Leader = encouragement, not commands



Fairness time-out!

We stop and listen to everyone!

We cooperate, support each other, and play fairly!

## 3. AFTER THE ACTIVITY

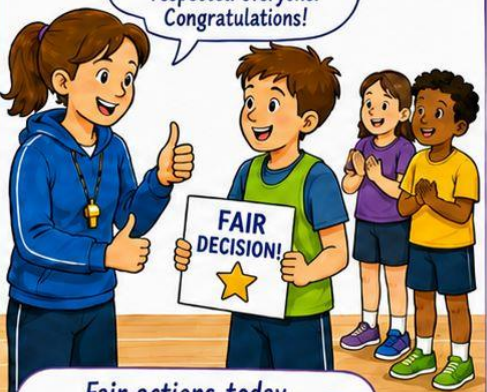
- Short reflection circle
- Which decision was fair?
- Who needed support?
- What should we change next time?



We learn from experience and become a better team!

## 4. POSITIVE REINFORCEMENT & MODELING

- We praise fair actions
- We recognize calm interventions
- The teacher leads by example



Well done! You made a fair decision and respected everyone. Congratulations!

FAIR DECISION!

Fair actions today, better team tomorrow!



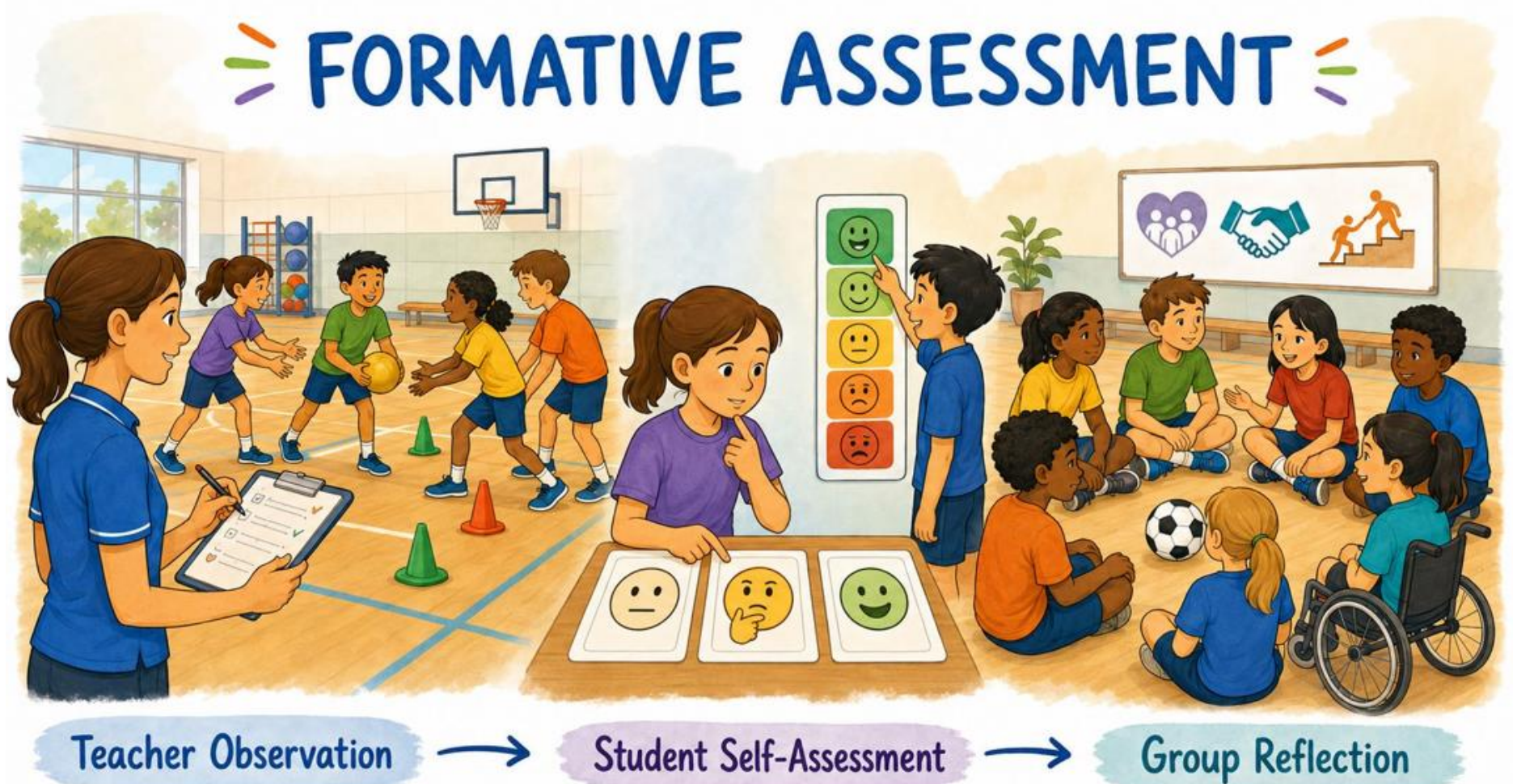
Goal: all children should feel that they are heard, supported and belong in the team.



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## PART D. FORMATIVE ASSESSMENT AND MONITORING OF STUDENT PROGRESS



### The Role of Assessment in DIALECT5

Assessment within the DIALECT5 methodology is an integral part of the learning process. Its purpose is not simply to determine whether students have achieved a predefined outcome, but to help teachers understand how students' personal, social, emotional, and democratic competences develop through participation in Physical Education.

The competences cultivated through DIALECT5 - such as emotional awareness, self-regulation, empathic listening, recognition of exclusion, cooperation, shared responsibility, and ethical leadership - cannot be assessed adequately through isolated tests or exclusively through the evaluation of physical performance. They become visible through students' behavior, decisions, interactions, reflections, and responses to authentic situations arising during movement activities and games.

For this reason, assessment in DIALECT5 is primarily formative. Formative assessment provides information that helps teachers identify what students can already do, where they require support, and what the next appropriate learning step might be. At the same time, it helps students become more aware of their own learning, recognize their progress, set personal and collective goals, and assume greater responsibility for the quality of their participation (Black & Wiliam, 1998; Hattie & Timperley, 2007).

Assessment should therefore be understood as an ongoing cycle:

**Observation → Reflection → Feedback → Adaptation → New opportunity for learning**

The information gathered is used to adapt activities, revisit particular techniques, modify rules or group formations, provide additional support, and create new opportunities for students to practice the competences that are still developing.



## Principles of Formative Assessment

Assessment within DIALECT5 is guided by the following principles.

### Assessment Focuses on Development Rather Than Fixed Characteristics

Students should not be described through fixed labels such as “cooperative,” “aggressive,” “resilient,” “inclusive,” or “non-inclusive.” A student’s behavior may change significantly according to the activity, the composition of the group, the level of competition, the clarity of the rules, the accessibility of the task, or the support provided by the teacher.

Assessment should therefore describe observable behavior within a particular context. Instead of recording “the student is not cooperative,” the teacher might note:

“During today’s football3 game, the student passed mainly to two close friends and required a reminder to involve other teammates.”

Such a description provides useful evidence and points towards a possible pedagogical response without defining the child through a negative judgement.

### Assessment Is Based on Observable Evidence

Teachers should focus on what students say, do, propose, or change during and after an activity. Observable evidence may include whether a student:

- recognizes and communicates an emotional or bodily state.
- uses a strategy to manage frustration or impulsivity.
- tries again after making a mistake.
- notices that a classmate is being excluded.
- adapts their play so that others can participate.
- listens to another perspective without interrupting.
- contributes to resolving disagreements.
- participates in the co-creation of rules.
- assumes a role of responsibility fairly.
- intervenes constructively when participation becomes unequal.

The purpose is not to record every behavior, but to collect brief and meaningful examples that show how the targeted competence is developing.

### Assessment Values Process, Effort, and Participation

Athletic ability, speed, strength, or technical performance should not dominate the assessment of DIALECT5 competences. A highly skilled student may still need support in sharing the ball, listening to others, managing frustration, or using leadership responsibly. Similarly, a student with limited motor experience may demonstrate advanced empathy, persistence, fairness, or conflict-transformation skills.

Assessment should therefore recognise:

- effort and improvement.
- willingness to try again.
- responsible participation.
- support offered to others.
- quality of communication.
- contribution to collective goals.
- fair and inclusive decision-making.

### Assessment Is Participatory

Students should not be treated merely as objects of evaluation. They should gradually participate in assessing their own learning and the functioning of their group. Through age-appropriate self-assessment, peer reflection, and collective dialogue, students learn to recognize progress, identify difficulties, and propose fairer or more inclusive ways of acting.

Student participation in assessment should not involve publicly judging or rating classmates. It should focus on reflection, constructive feedback, and share responsibility for improving the learning environment.

### Assessment Is Inclusive and Accessible

All students should be provided with accessible ways of demonstrating their learning. A student may communicate emotional awareness, empathy, or understanding through speech, gesture, visual symbols, drawing, written language, movement, communication device, or a response given with the support of a partner. Assessment should distinguish between the competence being assessed and the way in which the student expresses it. Difficulties with speech, language, movement, attention, sensory processing, or written expression should not be interpreted automatically as an absence of social or emotional competence.

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Assessment Leads to Pedagogical Action

Observation has value only when it informs the next pedagogical decision. After collecting evidence, the teacher should consider:

- Which competence needs further practice?
- Which students need additional support or a different means of participation?
- Does the activity or rule create an unnecessary barrier?
- Should the groups or roles be reorganized?
- Should a particular technique be repeated?
- What feedback would help students take the next step?
- What new opportunity can be provided in the following lesson?

What Is Assessed?

The assessment framework is organized around the five DIALECT5 pillars. The indicators below represent broad areas of observation and should be interpreted in relation to the more detailed learning outcomes presented under each pillar.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Self-Awareness</b></p> <p>Assessment of Self-Awareness focuses on students’ developing ability to:</p> <ul style="list-style-type: none"><li>• notice bodily signals related to effort, tension, fatigue, or emotional arousal.</li><li>• recognize and name emotional states in an accessible way.</li><li>• understand how their internal state influences their behavior and participation.</li><li>• identify personal preferences, assumptions, prejudices, or stereotypes.</li><li>• recognize how their position, choices, or advantages may affect the group.</li><li>• reflect on their own participation without excessive self-criticism or comparison.</li></ul>                                           | <p><b>Self-Management</b></p> <p>Assessment of Self-Management focuses on students’ developing ability to:</p> <ul style="list-style-type: none"><li>• pause before reacting impulsively.</li><li>• use an appropriate strategy to regulate tension, anger, anxiety, or excitement.</li><li>• manage frustration when the activity does not develop as expected.</li><li>• accept mistakes as part of learning.</li><li>• persist when faced with difficulty.</li><li>• ask for help or choose an appropriate adaptation.</li><li>• return constructively to the activity after disappointment or conflict.</li></ul>                                                                                                                                          | <p><b>Social Awareness</b></p> <p>Assessment of Social Awareness focuses on students’ developing ability to:</p> <ul style="list-style-type: none"><li>• notice unequal participation, exclusion, or marginalization.</li><li>• recognize stereotypical expectations and <i>othering</i>.</li><li>• understand that different students may require different forms of support.</li><li>• distinguish between identical treatment and equitable participation.</li><li>• consider the experiences and needs of classmates with different abilities and backgrounds.</li><li>• propose changes to rules, roles, equipment or group formations that improve participation.</li><li>• value different forms of contribution to the group.</li></ul> |
| <p><b>Relationship Skills and Communication</b></p> <p>Assessment of Relationship Skills and Communication focuses on students’ developing ability to:</p> <ul style="list-style-type: none"><li>• listen without interrupting.</li><li>• attempt to understand and restate another person’s perspective.</li><li>• communicate disagreement respectfully.</li><li>• express needs and feelings without accusation or personal attack.</li><li>• contribute to the constructive transformation of conflict.</li><li>• offer help, encouragement, or emotional support.</li><li>• invite less visible or less confident classmates to participate.</li><li>• contribute to a sense of safety, trust, and belonging.</li></ul> | <p><b>Collective Action and Agency</b></p> <p>Assessment of Collective Action and Agency focuses on students’ developing ability to:</p> <ul style="list-style-type: none"><li>• participate in collective decisions and rule-making.</li><li>• express an opinion while respecting the views of others.</li><li>• accept and carry out rotating roles of responsibility.</li><li>• protect rules that promote fairness and participation.</li><li>• identify a collective problem and contribute to a solution.</li><li>• assume responsibility for shared space, equipment, and group goals.</li><li>• use leadership to support rather than dominate others.</li><li>• intervene constructively when the activity becomes unfair or exclusionary.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



Sources of Assessment Evidence

No single assessment method can provide a complete picture of students’ development. Teachers are therefore encouraged to combine information from several complementary sources.

Assessment Focuses on Development Rather Than Fixed Characteristics

Students should not be described through fixed labels such as “cooperative,” “aggressive,” “resilient,” “inclusive,” or “non-inclusive.” A student’s behavior may change significantly according to the activity, the composition of the group, the level of competition, the clarity of the rules, the accessibility of the task, or the support provided by the teacher.

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Assessment Is Based on Observable Evidence

Teachers should focus on what students say, do, propose, or change during and after an activity. Observable evidence may include whether a student:

- recognizes and communicates an emotional or bodily state.
- uses a strategy to manage frustration or impulsivity.
- tries again after making a mistake.
- notices that a classmate is being excluded.
- adapts their play so that others can participate.
- listens to another perspective without interrupting.
- contributes to resolving disagreements.
- participates in the co-creation of rules.
- assumes a role of responsibility fairly.
- intervenes constructively when participation becomes unequal.

The purpose is not to record every behavior, but to collect brief and meaningful examples that show how the targeted competence is developing.

Teacher Observation

Teacher observation is the main source of formative evidence during Physical Education. Observation may occur during free play, structured activities, technique application, group discussion, or football3.

The teacher should select a limited number of indicators before the lesson rather than attempt to observe everything simultaneously. For example, during an activity on conflict transformation, the teacher might focus on whether students:

- listen before responding.
- describe the problem without personal accusations.
- restate the other person’s perspective.
- propose a mutually acceptable solution.

Short notes, keywords, or specific behavioral examples are sufficient. Observation should function as a basis for feedback and reflection rather than as a mechanism of surveillance or punishment.

Student Self-Assessment

Self-assessment helps students recognize their own learning and gradually assume responsibility for their behavior. It may take place verbally or through visual and written methods, including:

- colour cards.
- emotion or energy scales.
- thumbs up, sideways, or down.
- visual rating scales.
- short reflection cards.
- drawing or selecting a symbol.
- pair discussion.
- sentence-completion prompts.
- individual learning journals.

Self-assessment responses should not be used as definitive measurements. Their value lies in helping students reflect on their experience and communicate needs, difficulties, or goals.

Group and Peer Reflection

Group reflection allows students to consider how their collective behavior affected participation, cooperation, and fairness. Questions include:

- Did everyone have a meaningful role?
- Did everyone participate in a way that reflected their abilities?
- What helped our group cooperate?
- Did our rules work fairly for everyone?
- What did we do when a disagreement appeared?
- Were everyone’s ideas heard?
- What should we change next time?

Students should reflect on behaviors and group processes rather than identify or blame classmates.

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Evidence from football3

The three-part structure of football3 provides particularly valuable opportunities for formative assessment.

|                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>During the <b>first half</b>, the teacher or mediator may observe:</div> <ul style="list-style-type: none"><li>• who expresses ideas.</li><li>• whether different voices influence the rules.</li><li>• how students respond to disagreement.</li><li>• whether the agreed rules consider equitable participation.</li></ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

During the **match**, observation may focus on:

- implementation of the open rules.
- distribution of participation.
- communication and peer support.
- responses to mistakes and conflict.
- use of rotating roles and leadership.

During the **third half**, the teacher may observe:

- students’ ability to provide evidence for their views.
- willingness to listen to the other team.
- recognition of unfair or exclusionary moments.
- responsibility for the consequences of collective decisions.
- ability to suggest realistic improvements.

Fair-play points and mediator notes should support dialogue and learning. They should not be treated as marks of students’ personal worth or used to publicly classify teams as “good” or “bad.”

Developmental Observation Scale

The following scale may be used to record the development of observable behaviors:

- 0 – Not yet observed: The behavior has not yet been demonstrated, even with support.
- 1 – Emerging: The behavior is demonstrated with frequent prompts, modelling, or direct support.
- 2 – Developing: The behavior is demonstrated with occasional support or in familiar situations.
- 3 – Consistent: The behavior is demonstrated independently and across different activities or situations.
- N/O – No opportunity to observe: The activity did not provide an appropriate opportunity to observe the behavior.

The scale should not be interpreted as a numerical grade. Moving from one level to another is not always linear. A student may demonstrate a competence independently in a cooperative activity but requires support when competition, emotional pressure, unfamiliar grouping, or conflict is introduced.

The **N/O** option is particularly important. A behavior should not be recorded as absent when the activity did not provide the student with a meaningful or accessible opportunity to demonstrate it.

When and How Assessment Takes Place

Formative assessment may take place at different points during the implementation of DIALECT5.

Initial Observation

At the beginning of the DIALECT5 implementation, the teacher may observe the existing dynamics of the class, including:

- friendship and peer-group patterns.
- participation in mixed groups.
- responses to mistakes and failure.
- distribution of the ball and other resources.
- conflict-management strategies.
- students who are frequently selected or overlooked.
- the extent to which students express opinions or assume responsibility.

This initial observation is not a diagnostic test. It provides a starting point for selecting the first priorities and techniques.



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Ongoing Observation

During each lesson, the teacher may select two or three indicators connected with the technique being taught. It is neither necessary nor realistic to assess every student and every pillar in every lesson.

A manageable approach is to:

- select the competence to be observed.
- identify four to six students or one group as the focus.
- record one or two brief examples.
- rotate the observation focus on subsequent lessons.
- use the evidence to plan the next activity or adaptation.

End-of-Cycle Reflection

At the end of a thematic cycle or monthly unit, students and teachers may consider:

- What has improved?
- What remains difficult?
- Which techniques have been useful?
- In which situations do we still need support?
- Which rules should we retain or adapt?
- What should become the next individual or collective goal?

Final Reflection

At the end of the implementation, assessment should summarize progress rather than produce a final score. It may draw on observation notes, student reflections, examples from football3, group goals, and significant moments of change.

The final reflection should identify:

- competences that have become more stable.
- areas that require continued practice.
- adaptations that were particularly effective.
- changes in participation and group relationships.
- priorities for the following teaching period.

DIALECT5 Formative Observation Sheet

The DIALECT5 Formative Observation Sheet is designed to support teachers in monitoring students’ progress across the five pillars during authentic Physical Education activities. It is not intended for grading, ranking, or comparing students, but for recording brief examples of observable behavior, identifying support needs, and planning appropriate next learning steps.

The observation sheet should be used selectively. Teachers are not expected to complete all indicators for every student during every lesson, only those directly related to the focus of the activity should be selected.

Ratings should always be interpreted alongside the opportunities, support, and adaptations provided within the learning environment.

An indicative example of the DIALECT5 Formative Observation Sheet is presented below.



# DIALECT5

Formative Observation Sheet



Student or group: \_\_\_\_\_

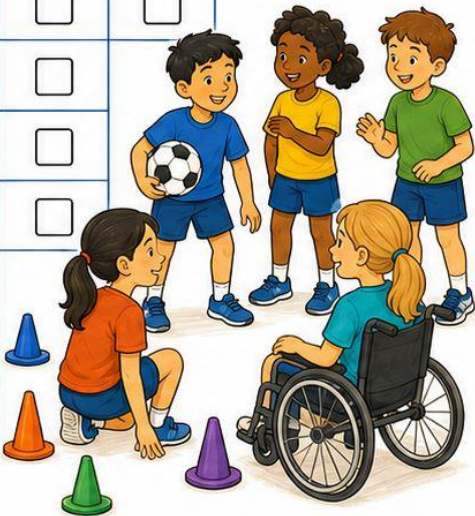
Date: \_\_\_\_\_

Activity or technique: \_\_\_\_\_

Pillar observed: \_\_\_\_\_



| Pillar                                | Observable indicator                                                             | 0                        | 1                        | 2                        | 3                        | N/O                      |
|---------------------------------------|----------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Self-Awareness                        | Recognises and communicates a bodily or emotional state.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-Awareness                        | Recognises how a personal assumption, preference, or position may affect others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-Management                       | Uses an appropriate strategy to regulate tension, impulsivity, or frustration.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-Management                       | Persists or tries again after a mistake, difficulty, or disappointment.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social Awareness                      | Notices exclusion, stereotyping, or unequal participation.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social Awareness                      | Proposes an equitable adjustment that supports meaningful participation.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Relationship Skills and Communication | Listens and attempts to understand another perspective.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Relationship Skills and Communication | Contributes constructively to conflict transformation and belonging.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Collective Action and Agency          | Participates responsibly in shared decisions, rule-making, or rotating roles.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Collective Action and Agency          | Takes action to protect fairness or the participation of others.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



**Brief description of the behavior or incident observed:**

What did the student do, and during which activity or under what circumstances?

**The students' perspective:**

What did the student say, notice, feel, or suggest?

**Suggested next learning step:**

Which skill or behavior needs further development?

**Adaptation or support for the next lesson:**

What will the teacher change, or what type of support will they provide?

**Short Student Self-Reflection**

The following prompts may be used after an activity, at the end of a thematic cycle, or during the third half of football3:

Today I.....

- noticed what was happening in my body or emotions.
- managed a difficult feeling or reaction.



- continued after making a mistake.
- listened to another person’s point of view.
- helped someone participate.
- noticed something unfair or exclusionary.
- contributed an idea to the group.
- assumed responsibility for a role or shared decision.

Students may respond using:

Not yet.

With some help.

By myself.

I helped someone else do it.

They may then complete one or more of the following sentences:

- Something I noticed today was.....
- A difficult moment for me was.....
- A strategy that helped me was.....
- I helped another person participate when.....
- I felt that I belonged to the group when.....
- Something our group did fairly was.....
- Something we could make fairer next time is.....
- My next personal or group goal is.....

Students should be allowed to respond orally, in writing, through drawing, by selecting a picture or symbol, through gesture, or with appropriate communication aid.

### Providing Formative Feedback

Effective feedback should be brief, specific, connected with observable behavior, and oriented towards the next step. General praise such as “Well done” may encourage students, but it does not always help them understand what they did effectively.

More informative feedback follows three stages:

1. **Describe the evidence:** “I noticed that you paused before responding.”
2. **Connect it with the competence:** “That helped the disagreement remain calm.”
3. **Suggest the next step:** “Next time, try to restate the other person’s view before explaining your own.”

Additional examples include:

“You continued after missing the target instead of leaving the activity. That shows developing resilience. Next time, try using the Power of Yet aloud.”

“You noticed that one teammate had not received the ball. Your next step is to help the group change its play before the teacher intervenes.”

“You encouraged your teammate, but you also made the decision for them. Next time, ask what kind of help they would prefer.”

“Your group created a rule, but only three students contributed ideas. During the next discussion, make sure that every member has an opportunity to speak.”

Feedback should show students that competence can be developed through practice and should avoid shame, public comparison, sarcasm, or fixed labels.

Inclusive Assessment and Reasonable Adaptations

Assessment procedures should follow the same UDL principles as teaching. Students must be provided with multiple means of engagement, representation, action, and expression (CAST, 2024).

Practical adaptations may include:

- presenting indicators through simple language, symbols, or examples.
- allowing additional processing and response time.
- using visual scales instead of exclusively verbal questions.
- accepting gestures, drawing, movement, or augmentative communication.
- conducting reflection individually, in pairs, or in a quieter space.
- reducing sensory distractions.
- allowing a trusted peer or support professional to facilitate communication.
- observing the student across different roles rather than only as a player.
- adapting the activity before interpreting non-participation as lack of competence.
- considering fatigue, pain, anxiety, sensory overload, language demands, and accessibility barriers.

A student with limited verbal communication may demonstrate empathy by changing position to help a classmate, offering equipment, waiting, or using a supportive gesture. A student with a mobility impairment may demonstrate ethical leadership as a mediator, rule adviser, player, encouragement leader, or fair-play observer. These forms of participation should be recognized as authentic evidence and not considered secondary to athletic performance.

Adaptations should not result in systematically assigning passive roles to students with disabilities or special educational needs. Every student should have opportunities to make decisions, act, communicate, lead, cooperate, and contribute meaningfully to the group.



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# PART E. ANNUAL PLANNING OF DIALECT5 PILLARS IN PHYSICAL EDUCATION

Grades 4 - 6 (Primary School)

The annual planning is structured progressively, starting from the individual self and culminating in collective action. Students first learn to recognize their physical and emotional states, followed by managing impulses, mistakes, and failures. Next, they learn to identify diversity and stereotypes, to cooperate and communicate effectively, and finally, to assume roles of responsibility and co-create a fair game.

Physical Education offers the ideal framework for this process because these skills are not taught theoretically; instead, they emerge naturally within the game: in the pass, the mistake, the victory, the defeat, the conflict, the peer selection, the adherence to rules, and the ensuring of everyone's participation.

Football3 is utilized every month as a synthesis lesson, as it provides children with the opportunity to transfer the skills cultivated in previous lessons into real-game conditions, with an emphasis on dialogue, rules, cooperation, inclusion, and fair play.

| <div><div><h2>ANNUAL LESSON IMPLEMENTATION PLAN</h2><h3>DIALECT5 IN PRIMARY SCHOOL PHYSICAL EDUCATION – GRADES 4-6</h3><div>OCTOBER–MAY   4 LESSONS PER MONTH   LESSON 4: FOOTBALL3</div></div></div> |                                                                                                                                   |                                                                                                                                  |                                                                                                                                              |                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| MONTH                                                                                                                                                                                                                                                                                                                                                                        | LESSON 1                                                                                                                          | LESSON 2                                                                                                                         | LESSON 3                                                                                                                                     | LESSON 4 – FOOTBALL3                                                                                                                       |
| OCTOBER<br>                                                                                                                                                                                                                                                                               |  Recognizing Physical and Emotional States     |  Awareness of Prejudices and Self-Stereotypes |  Impulse Management                                     |  Self-Awareness and Self-Control Rules                |
| NOVEMBER<br>                                                                                                                                                                                                                                                                              |  Managing Anger, Anxiety, and Tension          |  Resilience to Mistakes and Failure           |  Recognizing Physical and Emotional Tension During Play |  Emotion Management and Second-Chance Rules           |
| DECEMBER<br>                                                                                                                                                                                                                                                                              |  Deconstructing Stereotypes and Othering       |  Pluralism and Equity                         |  Identifying Personal Stereotypes                       |  Inclusion and Equitable Participation Rules          |
| JANUARY<br>                                                                                                                                                                                                                                                                               |  Equality, Equity, and Diverse Needs           |  Deconstructing Stereotypes Regarding Others  |  Resilience After Defeat or Conflict                    |  Equity and Inclusion Rules                           |
| FEBRUARY<br>                                                                                                                                                                                                                                                                              |  Empathic Listening                            |  Sense of Belonging                           |  Co-Ownership of Rules                                  |  Empathic Listening, Belonging, and Co-Decision Rules |
| MARCH<br>                                                                                                                                                                                                                                                                                 |  Conflict Transformation                       |  Ethical Leadership                           |  Cooperation and Support                                |  Conflict Resolution and Ethical Leadership Rules     |
| APRIL<br>                                                                                                                                                                                                                                                                                 |  Assuming Roles of Responsibility              |  Co-Ownership of the Game                     |  Conflict Transformation                                |  Roles, Leadership, and Equitable Participation Rules |
| MAY<br>                                                                                                                                                                                                                                                                                   |  Integrated Self-Awareness and Self-Management |  Integrated Social Awareness and Inclusion    |  Integrated Relationship, Communication, and Conflict   |  Final Football3 Festival                             |
|  Self-Awareness                                                                                                                                                                                                                                                                           |  Self-Management                               |  Social Awareness                             |  Relationship Skills and Communication                  |  Collective Action and Agency                         |

The annual plan is organized from October to May and includes four lessons per month. The first three lessons focus progressively on specific social and emotional skills, while the fourth lesson is dedicated to football3 with rules based on the skills already taught, ensuring they are applied experientially within the game. In greater detail:



## DETAILED ANNUAL PLANNING

### October | Core Focus: Knowing Myself Within the Game

October serves as an introductory month. Students are informed about the program's objectives and realize that Physical Education is not merely about technical execution or winning, but also about how they feel, how they react, how they cooperate, and how they participate with respect. During the first lessons, they co-decide upon the Class Democratic Contract.

#### Lesson 1: Recognizing Physical and Emotional States

**Pillar:** Self-Awareness

**Objective:** To guide students to observe their bodies before, during, and after physical activity, recognizing signs such as rapid breathing, muscle tension, fatigue, excitement, anxiety, or hesitation.

**Suggested Content/Activities:**

- Pre-game "Energy Thermometer" assessment.
- Brief interoceptive pause following high-intensity motor activity.
- Tag games or passing in pairs combined with the reflective question: *"How does my body feel right now?"*.

#### Lesson 2: Awareness of Prejudices and Self-Stereotypes

**Pillar:** Self-Awareness

**Objective:** To enable students to identify limiting thoughts (e.g., *"I am not good at football," "I can't play well because I am a girl," "If I make a mistake, they will laugh at me"*) and observe how these assumptions affect their participation, without the pressure of immediate alteration.

**Suggested Content/Activities:**

- "Self-Mirror": Identifying and recording internal dialogue (*"What am I telling myself?"*) right before entering the game.
- Gameplay with mandatory rotation of roles and positions (defense, midfield, attack), allowing every child to test their abilities under shifting conditions.
- Brief individual or team reflection focusing on the question: *"Which thought helped me today and which one limited me?"*.

#### Lesson 3: Impulse Management

**Pillar:** Self-Management

**Objective:** To train students to recognize the exact moment before exhibiting an impulsive reaction (such as shouting, pushing, arguing, or prematurely quitting an effort).

**Suggested Content/Activities:**

- Gameplay incorporating a "3-second pause" rule immediately following a mistake or an on-field dispute.
- Experiential exercise "Stop - Breathe - Choose" conducted under competitive pressure conditions.



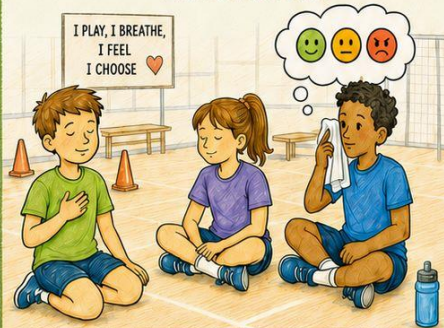
OCTOBER

I get to know myself through the game

Lesson 1

Self-awareness

Recognizing Physical and Emotional States

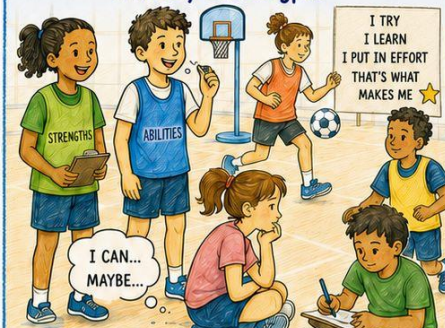


I observe my body. I recognize my sensations. I choose how to react.

Lesson 2

Self-awareness

Awareness of Prejudices and Self-Stereotypes

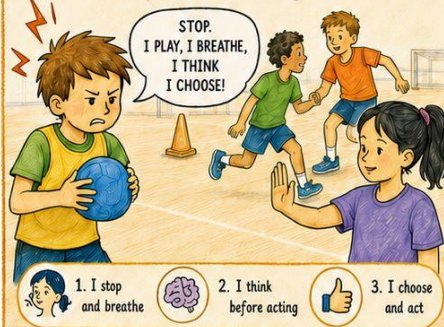


I discover my roles. I identify what I'm good at. I believe in my abilities.

Lesson 3

Self-management

Impulse Management



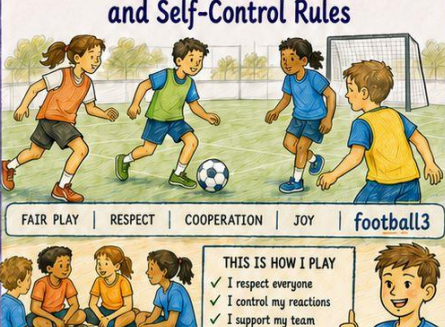
1. I stop and breathe 2. I think before acting 3. I choose and act

Stop - Breathe - Think - Choose. I check my reactions.

Lesson 4

football3

Football3 with Self-Awareness and Self-Control Rules



FAIR PLAY | RESPECT | COOPERATION | JOY | football3

THIS IS HOW I PLAY

- ✓ I respect everyone
- ✓ I control my reactions
- ✓ I support my team
- ✓ I cooperate
- ✓ I enjoy the game

I pay attention to myself in the game. I check - I choose - I improve!

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- Small-sided ball possession games (e.g., rondo or 3v1) where the child is guided to pass calmly before facing overwhelming defensive pressure.

Lesson 4: Football3 with Self-Awareness and Self-Control Rules

Pillars: Self-Awareness and Self-Management

Indicative Football3 Rules:

- Rule 1: Upon the mediator's cue "Pause," all children freeze for 5 seconds to check their pulse and breathing rate.
- Rule 2: In moments of high tension, teams withdraw for 30 seconds to utilize the internal energy thermometer.
- Rule 3: Mandatory cyclical rotation of positions (defense, midfield, attack) every 3 minutes.

November | Core Focus: Managing Tension, Mistakes, and Failure

Lesson 1: Managing Anger, Anxiety, and Tension

Pillar: Self-Management

**Objective:** To enable students to regulate their emotional responses in high-stakes environments and utilize strategic cooling-off mechanisms during gameplay.

Suggested Content/Activities:

- Time-constrained games designed to intentionally elevate competitive intensity.
- Introduction of the "Pause Signal," allowing any student to temporarily halt action when feeling overwhelmed by pressure.
- Reflective discussion: "How do I react when I feel angry during a game?".

Lesson 2: Resilience to Mistakes and Failure

Pillar: Self-Management

**Objective:** To cultivate a growth mindset, encouraging students to view operational errors as opportunities for strategic adjustment rather than permanent deficits.

Suggested Content/Activities:

- Implementation of "The Power of Yet" framework ("I haven't mastered this skill yet").
- "Second-Chance" trials immediately following a misplaced pass or a missed shot.
- Gameplay where teams earn fair play points specifically for verbally encouraging a teammate immediately after a mistake.



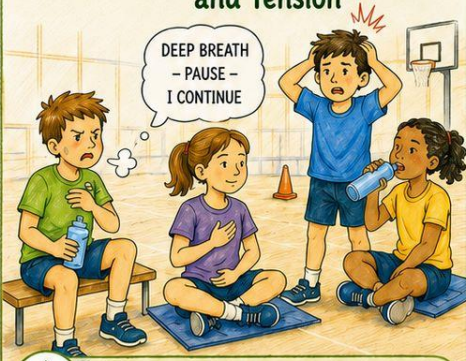
# NOVEMBER



We manage emotions, anger and disappointment

Lesson 1Self-management

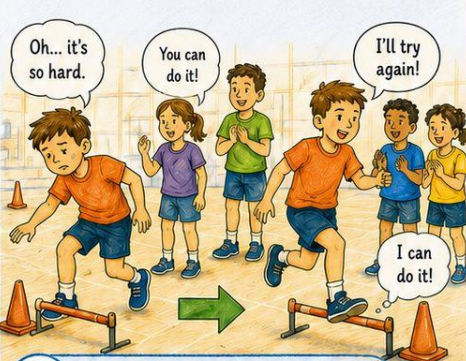
Managing Anger, Anxiety, and Tension



I recognize my feelings and use strategies that help me calm down and keep going.

Lesson 2Self-management

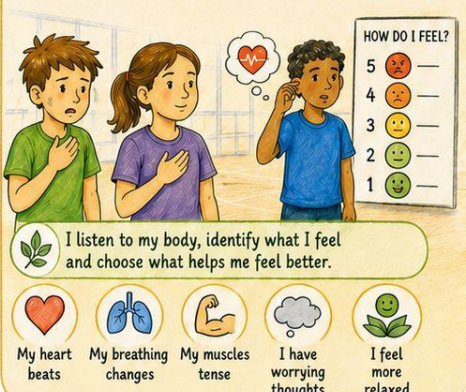
Resilience to Mistakes and Failure



The challenge is an opportunity to learn. I try again and don't give up!

Lesson 3Self-awareness

Recognizing Physical and Emotional Tension During Play



I listen to my body, identify what I feel and choose what helps me feel better.

My heart beats

My breathing changes

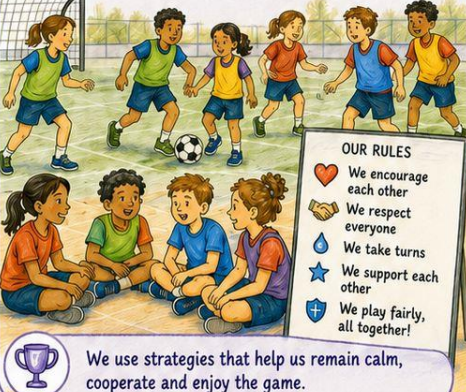
My muscles tense

I have worrying thoughts

I feel more relaxed

Lesson 4football3

Football3 with Emotion Management and Second-Chance Rules



We use strategies that help us remain calm, cooperate and enjoy the game.

Physical Education | Grades 4-6 | Primary School

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Lesson 3: Recognizing Physical and Emotional Tension During Play

Pillar: Self-Awareness and Self-Management

Objective: To assist students in connecting internal somatosensory cues (bodily tension) with their external behaviors and choices on the field.

Suggested Content/Activities:

- Motor State Alteration Game ("The Movement of Anger vs. The Movement of Calm"): A behavioral game designed to foster awareness of how a tense, rigid body negatively impacts technical execution.
- Pressure Simulation Game with Deliberate Referee Bias: A simulation where the educator intentionally makes incorrect or provocatively unfair decisions in favor of one team. Upon hearing the cue "Body!", students are required to immediately execute the "Kinetic Reset Routine" (assuming a specific posture: inhaling while raising the arms into an upward extension, and exhaling while releasing the arms freely back to the sides).
- Precision Shooting Drills Under Cardiorespiratory Load: Accuracy and finishing drills executed immediately following high-intensity cardiorespiratory exertion (e.g., sprints) to train and practice body stabilization through controlled exhalation.

Lesson 4: Football3 with Emotion Management and Second-Chance Rules

Indicative Football3 Rules:

- Rule 1 (The Re-engagement Phrase): Following a mistake, gameplay resumes only after the individual or the team articulates a proactive second-chance phrase (e.g., "We move forward," "We try again," or "No problem").
- Rule 2 (The Somatosensory Check): If a player experiences overwhelming anger, anxiety, or frustration, they must pause to acknowledge their bodily tension and evaluate how it impacts their on-field behavior.
- Rule 3 (Growth Mindset Application): Immediately after a turnover or missed opportunity, players must explicitly apply "The Power of Yet" technique before attempting the next tactical move.

December | Core Focus: Recognizing Stereotypes and Perceiving Others Differently

December shifts the pedagogical focus toward social awareness. Students begin to systematically observe how subtle exclusion dynamics manifest within a game: who receives passes, who is left out, who is labeled as "competent" or "weak," and who is selected last during team formations.

Lesson 1: Deconstructing Stereotypes and Othering

Pillar: Social Awareness

Objective: To challenge deep-seated biases regarding athletic ability, gender, or social status, allowing students to critically evaluate exclusion patterns in real time.

Suggested Content/Activities:

- Gameplay with mandatory role-reversals to disrupt established athletic hierarchies.
- Group debrief: "Who do we usually pick first during team selection and what are our underlying reasons?"
- Real-time structural observation of marginalization and exclusion patterns during unstructured play intervals.

Lesson 2: Pluralism and Equity

Pillar: Social Awareness

Objective: To teach students that justice does not merely mean identical treatment for all (equality), but rather providing everyone with what they specifically require to participate meaningfully (equity).

Suggested Content/Activities:



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- Differentiated shooting distances tailored to individual experience and skill levels.
- Structural rule adaptations designed to facilitate the meaningful involvement of less experienced players (e.g., pressure immunity for the first 3 seconds of possession).
- Reflection guided by the question: *"Did this structural advantage feel unfair, or did it help ensure that everyone could genuinely participate?"*.

Lesson 3: Identifying Personal Stereotypes

Pillar: Self-Awareness

**Objective:** To prompt students to reflect honestly on their own cognitive biases regarding their classmates' capabilities and value.

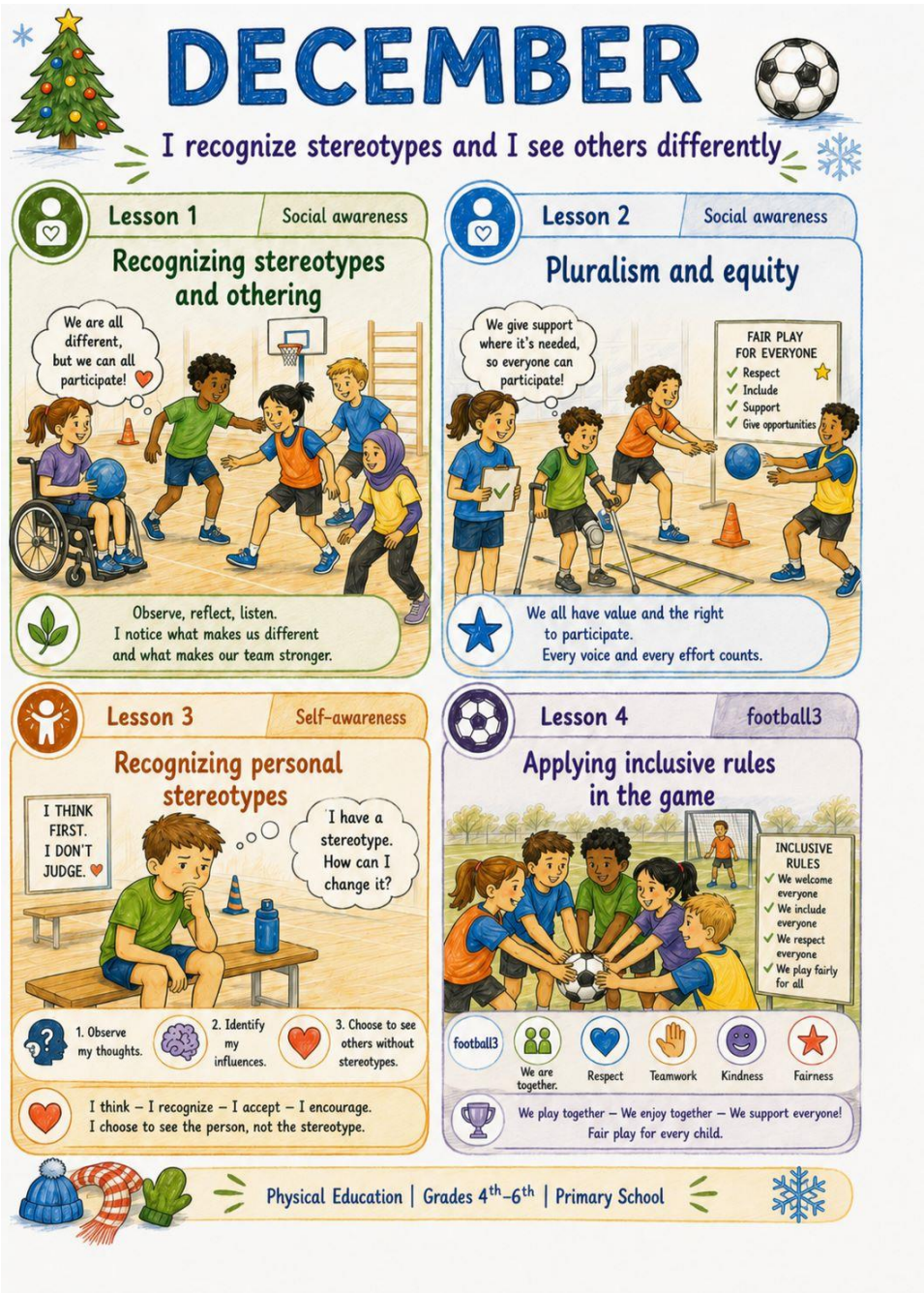
Suggested Content/Activities:

- Experiential Exercise "Invisible Teammates": Focusing on passing and communication with children who are typically overlooked or under-noticed on the field.
- Self-assessment via guided inquiry:
  - "Which classmate do I automatically assume is always strong and reliable in the game?"*
  - "Which classmate do I tend to overlook or ignore during active play?"*
  - "Have I ever changed my preconceived opinion about someone after collaborating on a specific physical task?"*

Lesson 4: Football3 with Inclusion and Equitable Participation Rules

Indicative Football3 Rules:

- Rule 1 (The Multi-Pass Rule): A goal is validated only if consecutive passes have been completed by at least 4 different players prior to the scoring shot.
- Rule 2 (Mutual Respect of Roles): Each child assumes an explicit, formalized role (e.g., Team Leader-Supporter, Encouragement Steward, Fair Play Monitor) which they are required to uphold, and which must be actively respected by all peers.
- Rule 3 (Collective Support Protocol): The team is structurally responsible for scaffolding and assisting any player who faces difficulties, ensuring their active and meaningful engagement in the flow of the match.



January | Core Focus: Playing Fairly, Not Necessarily Identically

January delves deeper into the concepts of justice, proportional equality (equity), and inclusion. Students learn to recognize diverse needs and structurally adapt the game so that everyone can participate meaningfully.

Lesson 1: Equality, Equity, and Diverse Needs

Pillar: Social Awareness

**Objective:** To enable students to distinguish between formal equality and proportional equity, adjusting game conditions to match individual requirements.



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Suggested Content/Activities:

- Gameplay using differentiated participation zones.
- Utilization of adapted equipment or customized rules tailored to various skill levels.
- Reflective discussion: "When does a specific rule help a team become genuinely more equitable?"

Lesson 2: Deconstructing Stereotypes Regarding Others

Pillar: Social Awareness

Objective: To challenge and disrupt peer-enforced athletic hierarchies and stereotypes by reversing on-field power dynamics.

Suggested Content/Activities:

- "Switch Roles": Highly proficient players transition exclusively into supportive, scaffolding roles.
- Gameplay where a student who is typically overlooked or under-passed is assigned the role of the primary playmaker/organizer.
- Group reflection analyzing collective expectations and preconceptions.

Lesson 3: Resilience After Defeat or Conflict

Pillar: Self-Management

Objective: To equip students with self-regulation and conflict-resolution strategies to handle the operational friction of a match.

Suggested Content/Activities:

- Simulated scenarios focusing on managing a deficit and executing a tactical restart.
- Post-dispute debrief: "What concrete actions can we take differently next time?"
- Shifting evaluative focus toward qualitative effort rather than raw performance outcomes.

Lesson 4: Football3 with Equity and Inclusion Rules

Indicative Football3 Rules:

- Rule 1 (The Dialogue Break): Whenever an on-field dispute arises, gameplay immediately halts for a brief "Dialogue Break." During this break, each involved student speaks sequentially without any peer interruptions.
- Rule 2 (The Re-integration Protocol): Following a conflict, a formalized re-integration protocol must be observed (e.g., "We resume without shouting," "We return possession of the ball," or "We offer a mutual apology and move forward").
- Rule 3 (Differentiated Engagement): Every child within the team selects a personalized mode of engagement/participation, which must be strictly respected and supported by all teammates throughout the match.





Addressing intersectional stereotypes and activating students to build inclusive and tolerant primary schools through physical education

February | Core Focus: Listening, Cooperating, and Belonging to the Team

February centers on relationship and communication skills. Cooperation is not understood merely as "playing together," but rather as the capacity to actively listen, provide space for others, support peers, and cultivate a robust sense of belonging for every single member.

Lesson 1: Empathic Listening

**Pillar:** Relationship and Communication Skills

**Objective:** To cultivate students' capacity to substantively listen to their peers' perspectives and synthesize team strategies under competitive pressure.

Suggested Content/Activities:

- High-Intensity Mini-Games and Peer Debriefs: Following brief, intense game intervals, students discuss in pairs. One student describes what they found challenging, and the other repeats exactly what they heard to confirm understanding ("speech mirroring").
- Tactical/Possession Game with Compulsory Huddles: After every 3 minutes of play, teams must enter a mandatory 30-second discussion circle to adapt their tactical plan. A prerequisite for this plan is that the proposals of all children must be heard.
- Reflective Inquiry: Focusing on the question: *"How easy is it to genuinely listen to your teammate when your heart rate is elevated?"*.

Lesson 2: Sense of Belonging

**Pillar:** Relationship and Communication Skills

**Objective:** To ensure that no child is marginalized during active play and that all participants perceive themselves as valuable components of the team.

Suggested Content/Activities:

- Collective Identity Games:** Activities focused on designing and executing team rituals.
- Collaborative Missions/Challenges:** Group tasks that require interdependent motor actions to succeed.
- Mid-Court Team Circle:** Addressing the question: *"What did a teammate do today that made me feel that the team truly values and accounts for me?"*.

Lesson 3: Co-Ownership of Rules

**Pillar:** Collective Action and Agency

**Objective:** To empower students by co-designing the framework of the game and evaluating the direct outcomes of their decisions.

Suggested Content/Activities:

- "Rules Workshop": Each team withdraws for 3 minutes to propose their own original rule designed to make the game fairer or more inclusive.



# FEBRUARY



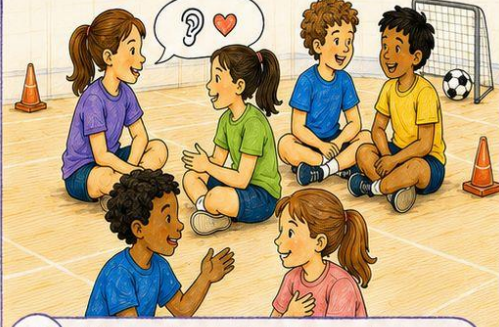
I listen, I cooperate and I belong to the team



## Lesson 1

Relationship and communication skills

### Empathic listening



I listen with attention, I show understanding and I respect others.



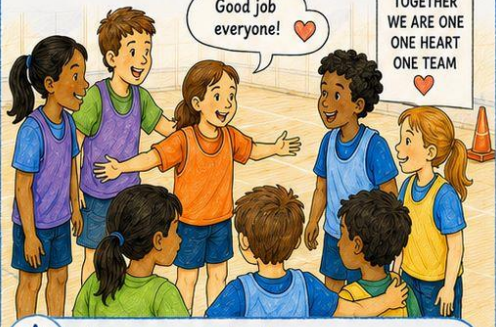
I listen with attention, I show understanding and I respect others.



## Lesson 2

Relationship and communication skills

### Sense of Belonging



Good job everyone!

TOGETHER WE ARE ONE ONE HEART ONE TEAM

We encourage each other, and we give space to everyone.



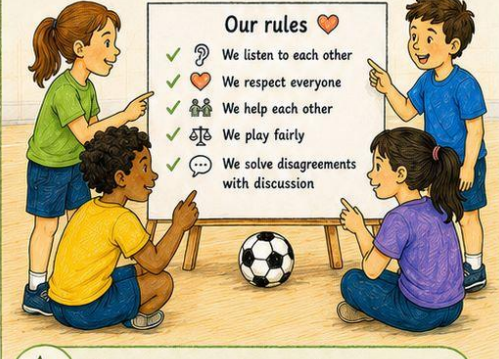
We encourage each other, and we give space to everyone.



## Lesson 3

Collective action and agency

### Co-Ownership of Rules



Our rules

- We listen to each other
- We respect everyone
- We help each other
- We play fairly
- We solve disagreements with discussion

We create our rules together and we follow them all.



We create our rules together and we follow them all.



## Lesson 4

football3

### Football3 with Empathic Listening, Belonging, and Co-Decision Rules

BEFORE THE GAME



We listen to everyone. We make decisions together. We play fairly.

DURING THE GAME



We play by the rules we create, we listen, we recognize and we make decisions together!



We play by the rules we create, we listen, we recognize and we make decisions together!



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Addressing intersectional stereotypes and activating students to build inclusive and tolerant primary schools through physical education

- Live Rule Trials: Brief game intervals where the proposed rules of the teams are tested alternately in real time.
- End-of-Lesson Reflection: Focusing on the question: "Did the rule we voted for ultimately enhance everyone's participation, or did it disrupt the flow of the game?"

Lesson 4: Football3 with Empathic Listening, Belonging, and Co-Decision Rules

Indicative Football3 Rules:

- Rule 1 (Speech Mirroring Protocol): In every on-field dispute, children must apply "Speech Mirroring." Before the second child responds, they must begin their sentence by stating, "I heard you say that...", accurately summarizing the first child's argument before expressing their own view.
- Rule 2 (Rule Integration): Prior to the opening whistle, the opposing teams meet at the center circle. Each team presents the rule they generated in Lesson 3 (provided it was deemed supportive of collective action). Both rules are structurally integrated into the upcoming match.
- Rule 3 (Collective Identity Ritual): Prior to warming up, each team creates its own "Collective Identity" (a shared name, a chant, and a distinct movement or ritual). The team is required to execute this collective ritual at the start and end of the game, as well as after every goal scored—regardless of whether they scored it or conceded i

March | Core Focus: Transforming Conflict into Cooperation

March approaches conflicts not as problems to be suppressed, but as valuable learning opportunities. Students are trained to articulate their perspectives, actively listen to the opposing side, and return to action with a shared, renewed plan of cooperation.

Lesson 1: Conflict Transformation

Pillar: Relationship and Communication Skills

**Objective:** To develop students' capacity to de-escalate on-field tension by understanding the perspective of their opponents or teammates.

Suggested Content/Activities:

- Competitive Gameplay with Controlled Dispute Scenarios: Introducing deliberate on-field challenges (e.g., disputed out-of-bounds lines with no referee).
- "Role Reversal" Technique: In the event of a stoppage due to a dispute, each child is required to argue in favor of the other's position before a final decision is reached.
- The "Return Question" Closure: Resolving the tension by addressing the question: "What do we need right now as a team to resume our game?"

Lesson 2: Ethical Leadership

Pillar: Collective Action and Agency

**Objective:** To redefine the concept of leadership, shifting it from a position of dominance and superiority to a role of care, inclusion, and the safeguarding of equal opportunities.



# MARCH



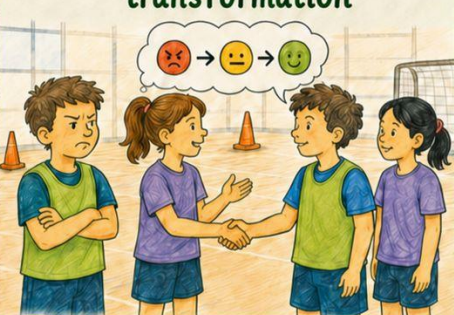
## I transform conflict into cooperation



### Lesson 1

Relationship skills and communication

#### Conflict transformation



I stop, listen, understand, propose a solution and rebuild our cooperation.



### Lesson 2

Collective action and agency

#### Ethical leadership



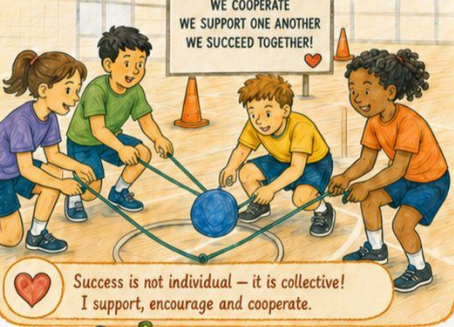
As a leader with values, I make sure every member of the team participates and is supported.



### Lesson 3

Relationship skills and communication

#### Cooperation and support



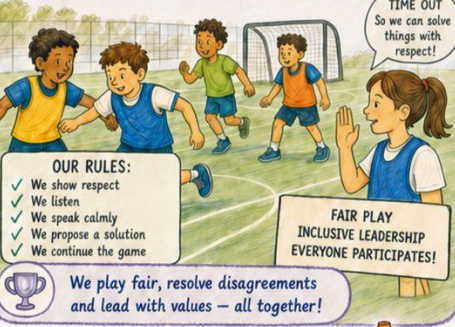
Success is not individual – it is collective! I support, encourage and cooperate.



### Lesson 4

football3

#### Football3 with Conflict Resolution and Ethical Leadership Rules



OUR RULES:  
✓ We show respect  
✓ We listen  
✓ We speak calmly  
✓ We propose a solution  
✓ We continue the game

We play fair, resolve disagreements and lead with values – all together!

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Addressing intersectional stereotypes and activating students to build inclusive and tolerant primary schools through physical education

Suggested Content/Activities:

- Introduction of the "Team Supporter" Role: Assigning a specific student the exclusive responsibility of encouraging peers and ensuring the balanced distribution of play opportunities.
- Performance-Decoupled Leadership Assessment: A game where the team leader is evaluated at the end of the session solely on whether and how effectively they helped less experienced peers participate actively in the flow of play.
- Discussion Circle: Focusing on the question: *"Which on-field behaviors make a leader truly competent and respected by everyone?"*.

Lesson 3: Cooperation and Support

**Pillar:** Relationship and Communication Skills

**Objective:** To strengthen team cohesion through collaborative motor missions where individual ability is channeled into the collective outcome.

Suggested Content/Activities:

- Collaborative Missions in Small Groups: Designing tasks where achieving the goal strictly depends on the participation and success of every single member without exception.
- "Mandatory Positive Feedback" Rule: A gameplay condition where every misplaced pass or missed effort must be immediately followed by at least two encouraging remarks from teammates.
- Collaborative Passing Activities: Exercises featuring continuous and mandatory rotation of positions and roles.

Lesson 4: Football3 with Conflict Resolution and Ethical Leadership Rules

Indicative Football3 Rules:

- Rule 1 (The Peer-Care Protocol): If any player on the field falls, appears exhausted, or struggles, the game is immediately stopped by the initiative of the children themselves. The nearest peers (from both teams) rush to check on them before play is allowed to resume.
- Rule 2 (On-Field Role Reversal): When on-field tension or a dispute regarding a play arises, players freeze the action and are required to apply the "Role Reversal" technique at the center circle: the "wronged" player explains the perspective of the "culprit" and vice versa, before mutually agreeing on the final decision.
- Rule 3 (The Support Leader): A "Support Leader" is designated in each team. The team earns extra points every time this leader intervenes positively following a teammate's mistake, offering verbal encouragement or calmly guiding the team to regroup without placing blame.

April | Core Focus: Taking Responsibility for Fair Play

April shifts the pedagogical emphasis toward collective action and agency. Students cease to be passive rule-followers and assume active roles of responsibility. They autonomously safeguard the quality and safety of the game, functioning as co-creators of the learning community on the field.

Lesson 1: Assuming Roles of Responsibility

**Pillar:** Collective Action and Agency

**Objective:** To cultivate responsibility and guide students to understand that the smooth execution of a match is the responsibility of the students themselves, not just the educator.

Suggested Content/Activities:

- Gameplay with Mandatory Allocation of Action-Oriented Roles of Responsibility:
  - Fair Play Referee:* Oversees rule adherence and actively intervenes to facilitate dispute resolution.
  - Participation Monitor:* Checks whether ball possession is balanced and shared among all children, proposing adjustments in real time.
  - Team Motivator/Encourager:* Assumes responsibility for maintaining high team morale through positive verbal reinforcement and high-fives.

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- Time & Safety Steward: Scans the court boundaries for potential obstacles and monitors structural substitution timings.
- End-of-Session Debrief: Focusing on the question: "How did I feel transitioning from the role of a player to being responsible for the well-being of others?"

Lesson 2: Co-Ownership of the Game

Pillar: Collective Action and Agency

Objective: To enhance creativity and critical thinking through the autonomous design of inclusive games.

Suggested Content/Activities:

- Inclusive Game Design: Students divide into teams to design their own original small-sided game, defining from scratch what "fair play" means to them and structurally integrating at least two concrete inclusion rules.
- Peer Instruction and Game Handover: Team A explains and guides Team B through the mechanics of the game they created, passing over the ownership of the activity.
- Evaluation Circle: Addressing the question: "Did our customized rule work in practice during peer play? What required refinement?"

Lesson 3: Conflict Transformation

Pillar: Relationship and Communication Skills

Objective: To stabilize and automate advanced dialogue skills, active listening, and swift re-engagement in action following an on-field dispute.

Suggested Content/Activities:

- High-Intensity Unrefereed Match: A competitive game scenario where the educator steps back entirely from officiating, leaving teams completely autonomous in resolving every marginal play or dispute.
- Systematic Tool Integration: Active enforcement of the tools mastered in previous months (Speech Mirroring, Role Reversal, and the Return Question like "What do we need to move forward?").
- Autonomy-Focused Reflection: Focusing on the question: "How much faster did we resolve our disputes today compared to the beginning of the school year?"

Lesson 4: Football3 with Roles, Leadership, and Equitable Participation Rules

Indicative Football3 Rules:

- Rule 1 (Collective Responsibility Orientation): For the duration of the match, each team selects a specific responsibility framework: either to function as the "Encouragement Team" (providing continuous verbal support) or as the "Equitable Participation Team" (ensuring mandatory ball distribution to everyone). The fair play point is awarded only if the team consistently serves its chosen orientation. In the following match, teams switch roles.



# APRIL



We take responsibility for fair play



### Lesson 1

Collective action and agency

#### Assuming Roles of Responsibility



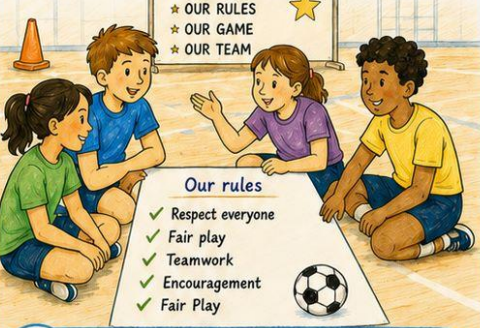
We take responsibility for roles and work fairly as a team.



### Lesson 2

Collective action and agency

#### Co-Ownership of the Game



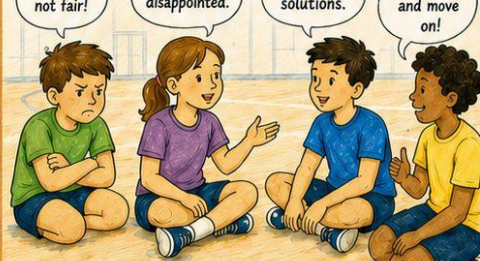
We design fair game rules and rules that include everyone.



### Lesson 3

Relationship and communication skills

#### Conflict Transformation



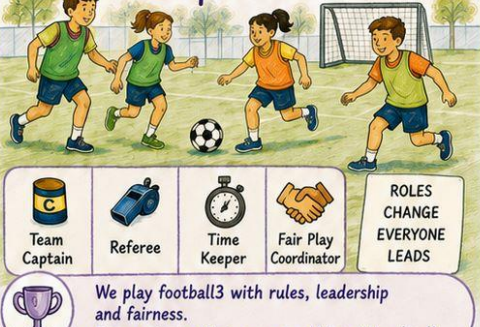
We talk, listen and find solutions together. We play with respect and unity.



### Lesson 4

football3

#### Football3 with Roles, Leadership, and Equitable Participation Rules



We play football3 with rules, leadership and fairness. Every voice matters, every participant is valued!



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- Rule 2 (Space & Equipment Care Protocol): A team earns a special fair play point if, before kickoff and immediately following the final whistle, they autonomously gather their equipment (cones, balls, pennies) and ensure their court space is clean and safe, without any prompt from the educator.
- Rule 3 (The Justice Timeout): If on-field tension, unfairness, or a persistent disagreement occurs during play, any student has the right to form a "T" sign with their hands and call a "Justice Timeout". Action halts instantly for 1 minute, and both teams answer 3 key questions together: "What happened?", "Who was affected?", and "What are we changing right now to continue fairly?".

May | Core Focus: Synthesizing Our Learning

May serves as a month of synthesis, practical application, and autonomous self-assessment. Lessons are highly flexible and designed around the remaining needs of the class (e.g., strengthening conflict resolution or deepening inclusion), selectively bringing back the rules and techniques that require further practice.

Lesson 1: Integrated Self-Awareness and Self-Management Lesson

Pillar: Self-Awareness and Self-Management

Objective: To enable students to recognize their emotional reactions in real time during gameplay and autonomously apply self-regulation and composure strategies.

Suggested Content/Activities:

- Competitive Gameplay with Alternating Pressure Phases: Students autonomously apply the "Internal Brake" technique (a brief pause and deep breath) prior to making critical decisions or immediately following a major in-game mistake.
- Reflection: "Which strategies helped me regulate my impulses during high-stakes/marginal plays today?".

Lesson 2: Integrated Social Awareness and Inclusion Lesson

Pillar: Social Awareness

Objective: To develop students' observational skills so they can detect participation imbalances in the flow of the game and execute corrective interventions.

Suggested Content/Activities:

- Observation-Focused Gameplay: Gameplay where students observe which teammates are participating less or rarely touching the ball.
- Team-Initiated Equity Stoppages: A brief, team-initiated timeout to introduce an "emergency equity rule" (e.g., a mandatory pass to a child who has not yet played) in order to balance participation.

Lesson 3: Integrated Relationship, Communication, and Conflict Lesson

Pillar: Relationship and Communication Skills



# MAY



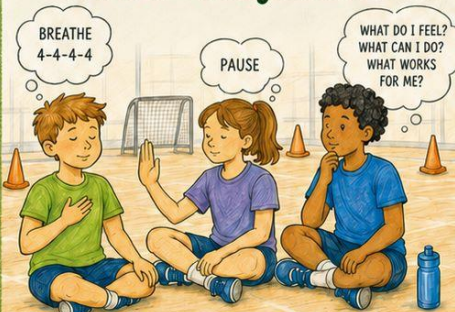
Let's put into practice everything we have learned



### Lesson 1

Self-awareness & Self-management

#### Integrated Self-Awareness and Self-Management Lesson



BREATHE 4-4-4-4

PAUSE

WHAT DO I FEEL? WHAT CAN I DO? WHAT WORKS FOR ME?

I observe my reactions. I choose strategies that help me calm down and continue.



### Lesson 2

Social awareness

#### Integrated Social Awareness and Inclusion Lesson



TOGETHER WE PARTICIPATE EVERYONE HAS A MEANINGFUL ROLE

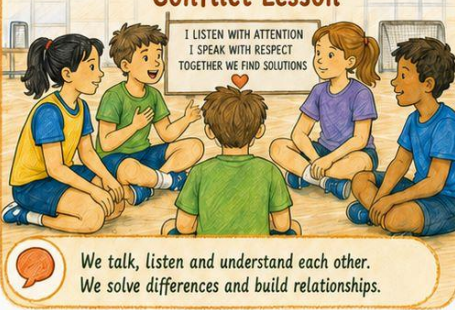
We learn and support each other. We all participate, we all shine!



### Lesson 3

Relationship skills and communication

#### Integrated Relationship, Communication, and Conflict Lesson



I LISTEN WITH ATTENTION I SPEAK WITH RESPECT TOGETHER WE FIND SOLUTIONS

We talk, listen and understand each other. We solve differences and build relationships.



### Lesson 4

football3

#### Final Football3 Festival



WE PLAY FAIR - WE DECIDE TOGETHER WE RESPECT - WE COOPERATE - WE HAVE FUN

FOOTBALL3 FESTIVAL

We apply the rules we created together. We celebrate teamwork, respect and joy!



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**Objective:** To foster autonomous conflict management and resolution without educator intervention, emphasizing active listening and positive feedback.

**Suggested Content/Activities:**

- High-Intensity Unrefereed Match: A highly competitive game with a deliberate absence of a referee. Children practice combining the tools learned throughout the school year ("Speech Mirroring" and "Role Reversal") to resolve disputes immediately.
- Opponent Integration Ritual: Concluding the match with a structured "Positive Feedback Circle" between the opposing teams.

**Lesson 4: Final Football3 Festival**

In the final lesson of the year, students take complete ownership of organizing, executing, and evaluating an internal Football3 Festival.

- The Preparation: Teams autonomously define their own customized rules, select collective roles of responsibility, and agree on shared fair play criteria.
- The Evaluation Protocol: Following the matches, students gather in a final large circle to evaluate their own efforts based on the following five criteria:

- Did everyone participate equitably in the athletic action?*
- Were all voices heard and respected during team discussions?*
- Was there tangible respect for diversity and each player's individual skill level?*
- Did we manage mistakes and conflicts with composure and dialogue?*
- Did we collectively assume responsibility for the quality and safety of our game?*

PEDAGOGICAL SUBSTANTIATION OF THE CURRICULUM

The proposed annual curriculum follows a developmental trajectory shifting from personal awareness (intrapersonal skills) to collective responsibility (interpersonal and social skills). This progression is highly appropriate for Grades 4–6 of Primary School (upper elementary), as students at this stage:

- Develop the capacity for reflection and self-observation.
- Transition from egocentrism to social empathy, perceiving themselves as organic members of a team.
- Acquire a deeper understanding of the concepts of fairness, equity, and inclusive equality.
- Are fully capable of co-creating, negotiating, and adhering to rules, while understanding their direct consequences.

The design is fully compatible with the official Physical Education Curricula of the four partner countries, as it aligns seamlessly with already institutionalized thematic areas, such as:

- The development of motor skills through team games and sports.
- The experiential learning of Fair Play.
- The cultivation of cooperation, mutual support, and social responsibility.
- The acceptance of diversity and the safeguarding of equitable participation for all.

This curriculum does not function as an additional, isolated, or theoretical burden on the school schedule. On the contrary, it constitutes a contemporary pedagogical restructuring of the existing Physical Education course, utilizing motor activity as a vehicle for children's social-emotional development.

Football3 is utilized as the core synthesizing practice of the program. Through its distinct structure (pre-match discussion, autonomous gameplay without a referee, and the calculation of fair play points during the final phase), it transforms abstract social values into tangible, measurable, and experiential outcomes. In this manner, the pillars of DIALECT5 cease to be theoretical concepts and become daily practice in the schoolyard, within the team, and throughout the game.



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