

June 4, 2022

TGfU SIG 40<sup>th</sup> Anniversary Webinar Series



AIESEP Special Interest Group

# HOW TO MAKE TEAMS FOR GAME BASED APPROACHES

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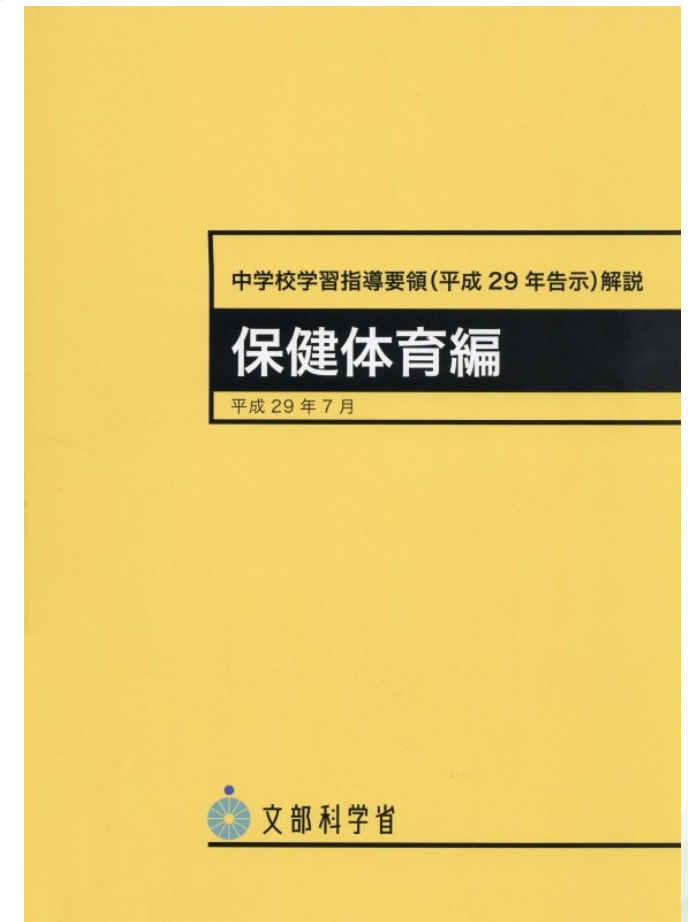


HP



# Symbiotic Perspectives

- To take care to enable students to share various ways of enjoying exercise, regardless of their level of physical fitness or skill, gender, or disability.



# Challenges for a Mixed-Gender Format

- The difficulty of teaching increases more (Hino, 2002).
- The difficulty of mixed-gender format due to the mental developmental stage (Yamanishi, 2010).
- Gender Differences in physical fitness and physical characteristics (Murakami, 2008).
- Teachers' confusion about the new teaching style with a Mixed-Gender Format (Yamanishi, 2010).

# Achievements of a Mixed-Gender Format

Decreased competency produced by gender consciousness



Understanding each individual's ability as a individual difference,  
transcending gender consciousness

# Question Items

Question 1: I believe Boys perform better than girls.

Question 2: I believe equality of learning can be ensured if I do the game teaching separately for boys and girls.

Question 3. I believe that playing games with separate genders will improve the learning effectiveness.

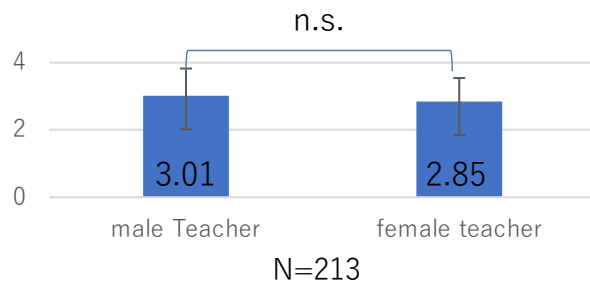
Question 4: I believe that students prefer to play games with mixed-gender students.

Question 5: I believe that boys tend to be the leaders in most games.

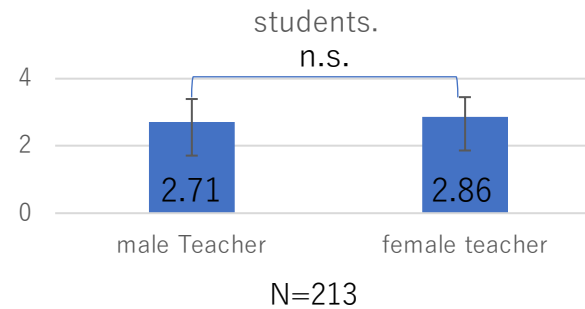
4: I agree    3: I somewhat agree    2: I don't agree so much    1: I don't agree

# Findings\_1

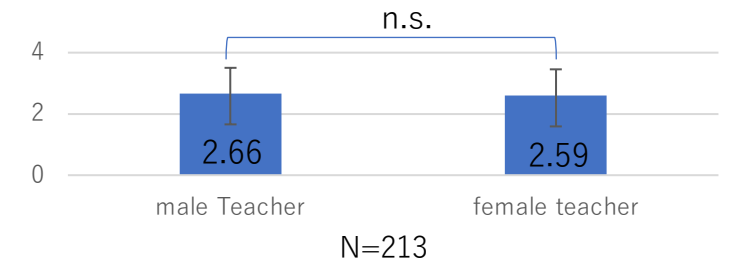
Q1:I believe Boys perform better than girls.



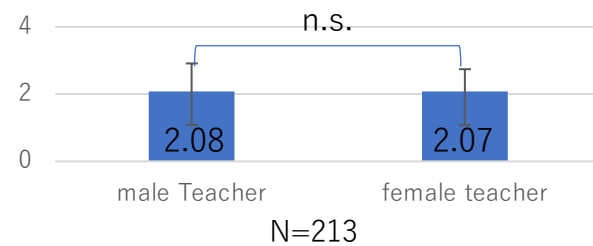
Q4:I believe that students prefer to play games with mixed-gender students.



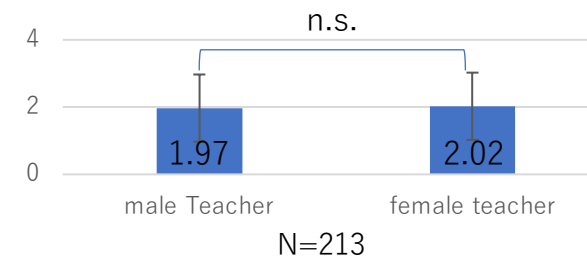
Q5:I believe that boys tend to be the leaders in most games.



Q2:I believe equality of learning can be ensured if we play the game separately for boys and girls.



Q3:I believe that playing games with separate genders will improve the learning effectiveness.



# Findings\_2

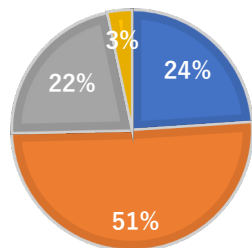
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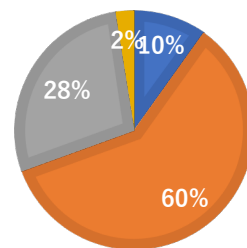
Q1

■ strongly agree ■ slightly agree  
■ slightly disagree ■ strongly agree



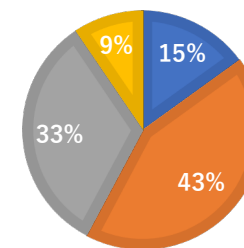
Q4

■ strongly agree ■ slightly agree  
■ slightly disagree ■ strongly agree

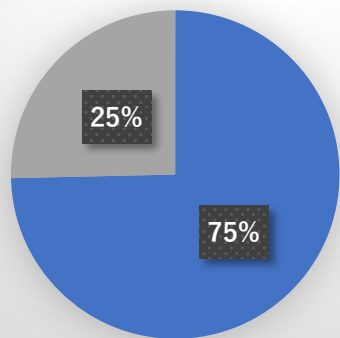


Q5

■ strongly agree ■ slightly agree  
■ slightly disagree ■ strongly agree

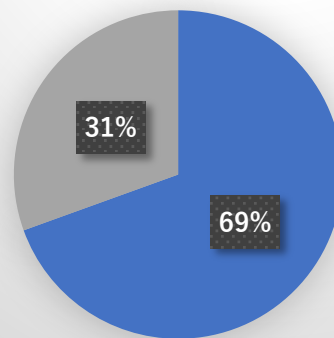


Q1



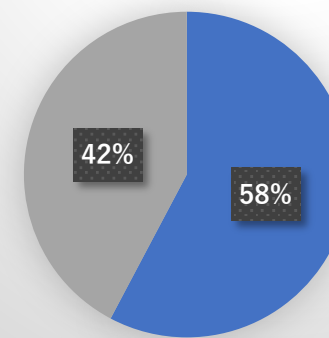
■ Agree  
■ Disagree

Q4



■ Agree  
■ Disagree

Q5

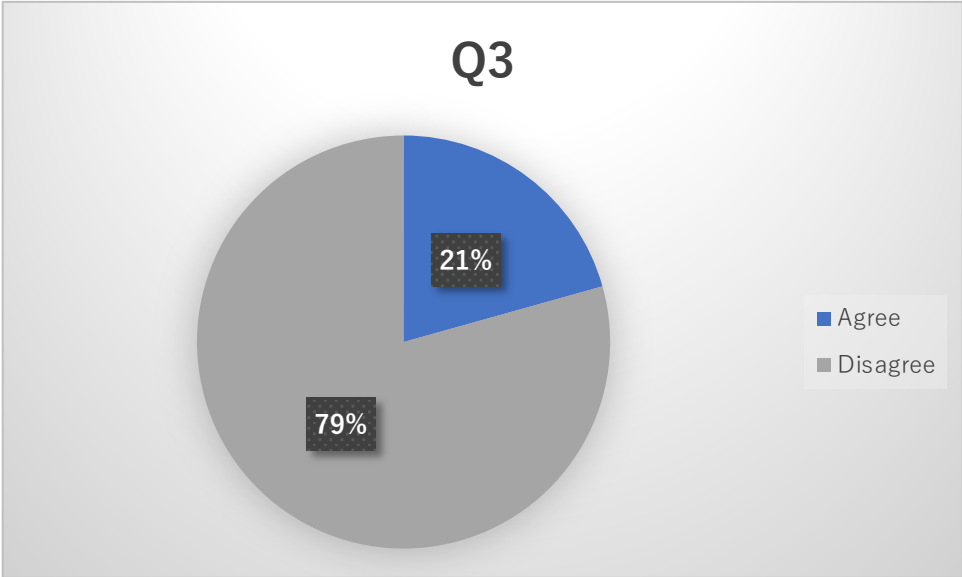
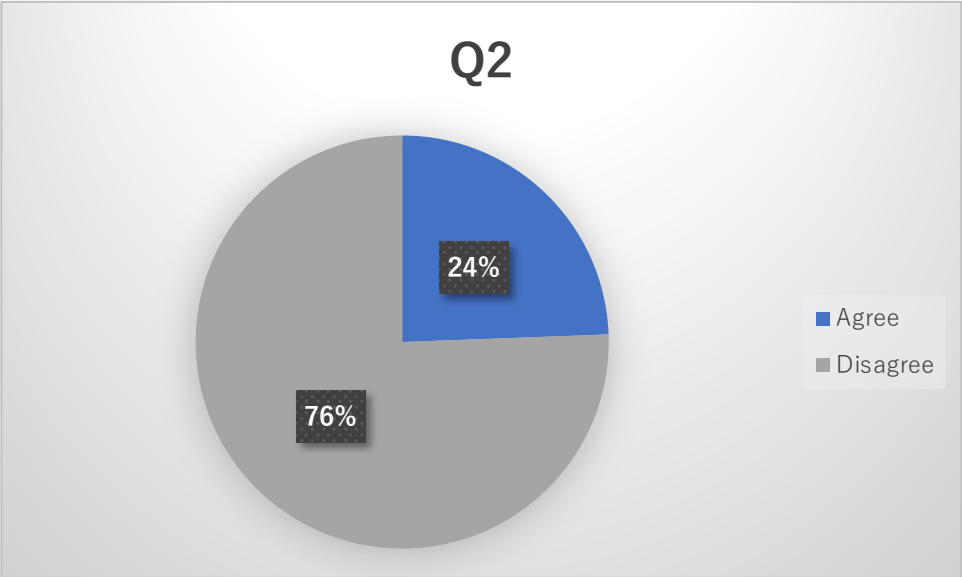
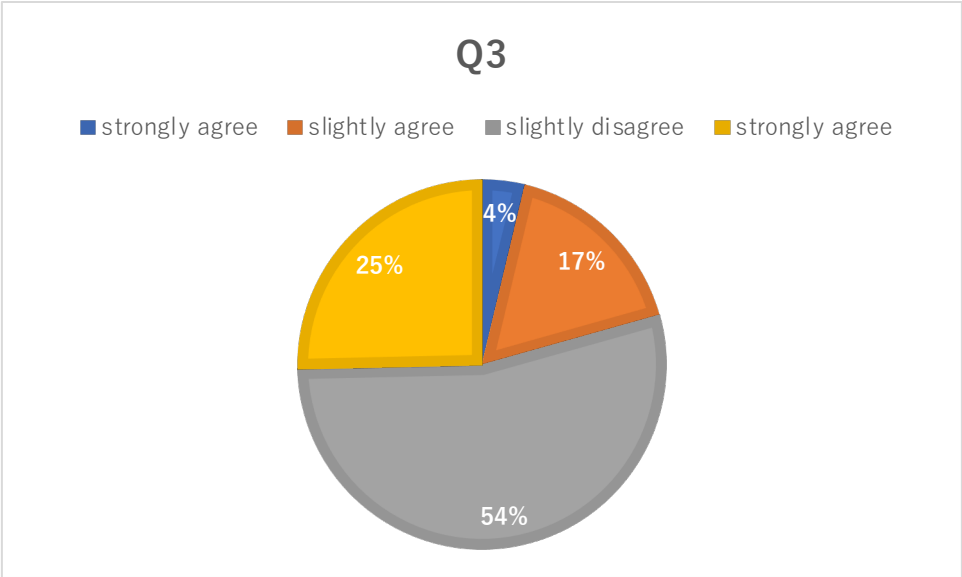
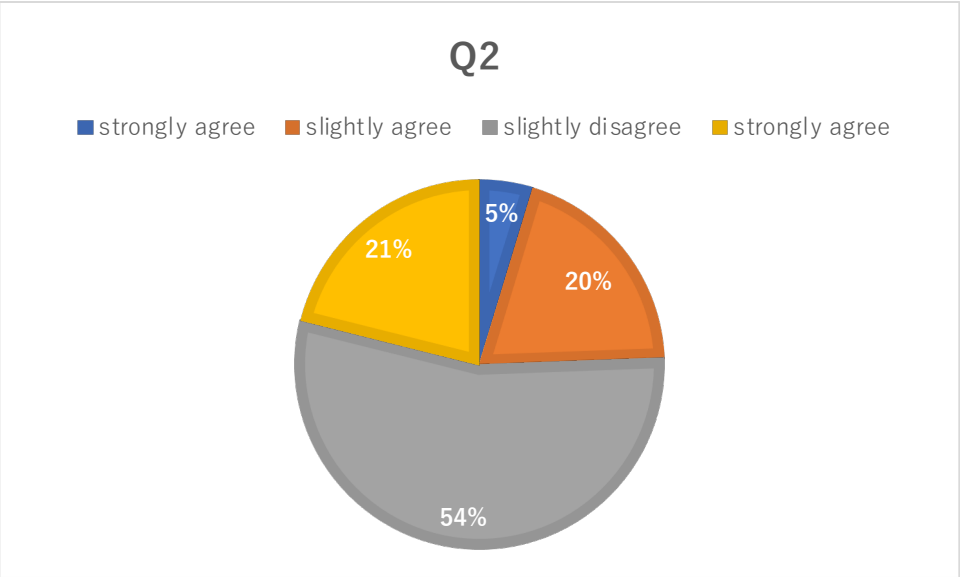


■ Agree  
■ Disagree

# Findings\_3

Question 2: I believe equality of learning can be ensured if we play the game separately for boys and girls.

Question 3: I believe that playing games with separate genders will improve the learning effectiveness.





# Findings\_4

## Representative Comments from Teachers

- *“As a teacher, I worry about the merits of gender-segregated learning because of my awareness of the issue. Even though I would like to teach students in gender-segregated teams for efficiency and effectiveness, I am worried that others will blame me later.”*
- *“Mixed-gender teams are effective for classroom management.”*
- *“Teams for separating boys and girls enhance motor skills.”*
- *“It is challenging to form teams that are competing against each other.”*
- *“It is not easy to make appropriate teams because we have to consider not only physical abilities but also interpersonal relationships at times.”*

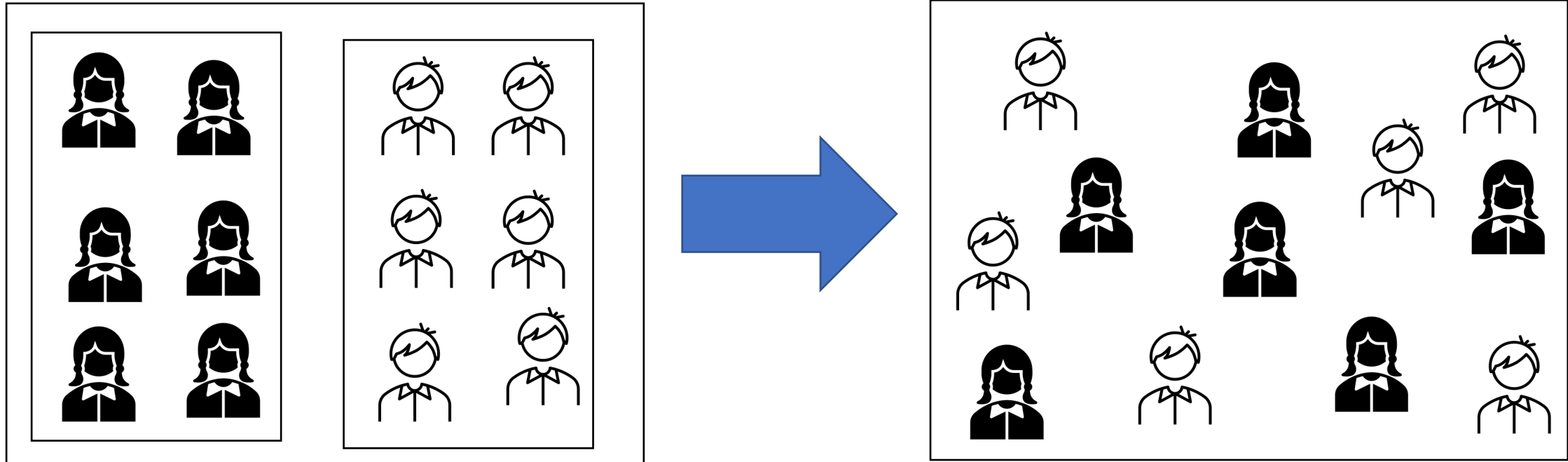
# Discussion

- (1) There was little gap in perception between male and female teachers, and they were engaged in teaching games in a mixed-gender format.
- (2) They were implementing the course with the perception that teams with a mixed-gender format should be used. They tended to think that it was effective for developing friendships rather than an effective physical education learning tool.
- (3) While they recognize that boys perform better and are more likely to be leaders, they also feel that it is beneficial to form a mixed-gender team.
- (4) They struggle to form mixed-gender teams where all students can participate.

# Teachers' Perceptions

Japanese teachers are aware that they should form mixed-gender teams in game teaching. And, in fact, they do. While they feel difficulties in doing so, as teachers, they are supported by the teaching that they should teach in mixed-gender teams, which suggests that they are organizing mixed-gender teams.

# How to make gender-mixed teams



Perceptions toward the students in a lesson

Respect for  
the dignity of the individuals





最初の頃のゲームと比べると、

# Thank you for listening



HP



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