

Promoting Justice, Equity, Diversity, and Inclusion (JEDI) through GBA in PE ~ Practical Implication ~

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Justice, Equity, Diversity, and Inclusion (JEDI)

Our students are facing:

- A wide variety of challenges (i.e., social media, school shootings, Racial and social injustices, gang violence, and COVID-19 pandemic...etc.)
- 2/3 adults indicate at least one ACE (Adverse Childhood Experiences)

Now more than ever, children, adolescents, young adults need quality education for:

- Physical health
- Mental health
- Social and emotional intelligence
- Equity, diversity, inclusion and social justice



Movement

Inclusion

Equity



Teamwork



Integrity

Diversity

Games



“Physical Education Teachers”

Culture

Justice

Kindness



Why Physical Education?

- **Hyper-politicization of school curriculum content**
 - Students from minoritized backgrounds
- **Learning domains**
 - Psychomotor
 - Cognitive
 - Affective
- **Unique learning environment**
 - Justice
 - Equity
 - Diversity
 - Inclusion



Why GBA to address JEDI?

Nature of Game



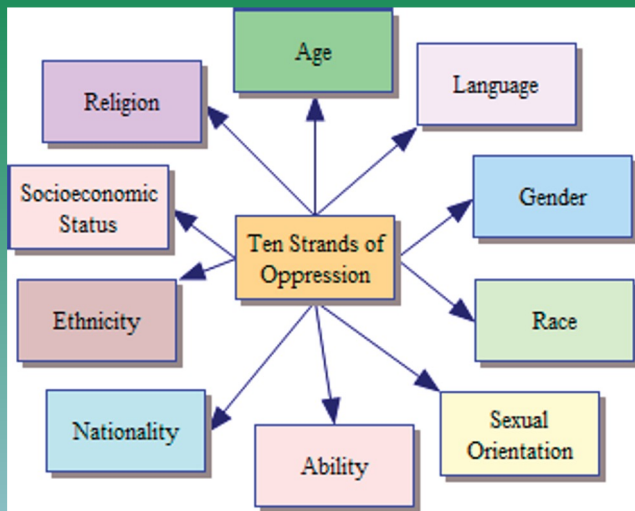
Pedagogical features of GBA

Modified game

Problem solving

Student-centered

Critical dialogue



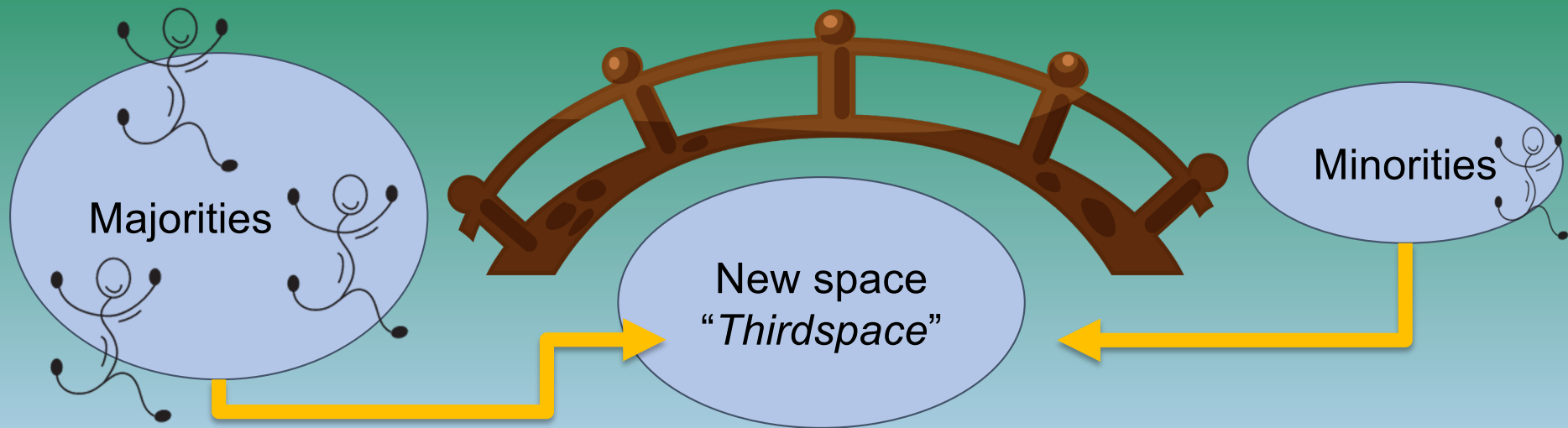
Lynch, Sutherland, Walton-Fisette, 2020

<p>REALITY</p>	<p>EQUALITY</p>	<p>EQUITY</p>	<p>JUSTICE</p>	<p>INCLUSION</p>
<p>One gets more than is needed, while the other gets less than is needed. Thus, a huge disparity is created.</p>	<p>The assumption is that everyone benefits from the same supports. This is considered to be equal treatment.</p>	<p>Everyone gets the support they need, which produces equity.</p>	<p>All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.</p>	<p>All 3 are invited to play. All feel a sense of belonging and acceptance to be a part of whatever they are involved in.</p>

Equality vs. Equity vs. Inclusion vs. Justice



Creating “*Thirdspace*” through GBA



“*Thirdspace* is where everyone with marginalized identities genuinely belong, are valued and relied upon, empowered and ultimately matter”. Block, et al. (2021)

“Applying a *Thirdspace* lens to kinesiology in an intentional fashion may serve to positively influence a public that has become dangerously shaped by protectionism, isolationism, xenophobia, and anti-elite discourse”. Culp, 2020.

Playing Fair

Using student-invented games to prevent bullying, teach democracy, and promote social justice

Joy I. Butler

Democracy in Action through Inventing Games (IG) (Butler, 2016)

- IG is an innovative pedagogy to address bullying, teach democracy, and promote social justice.
- When students invent games, debates and disagreements happen. Issues on power and inclusivity become more apparent and pressing.
- Opportunities to examine, discuss, and reflect on content; grapple with ethical responsibility; analyze critically; and enact the democratic ideals of equality, freedom, and justice.

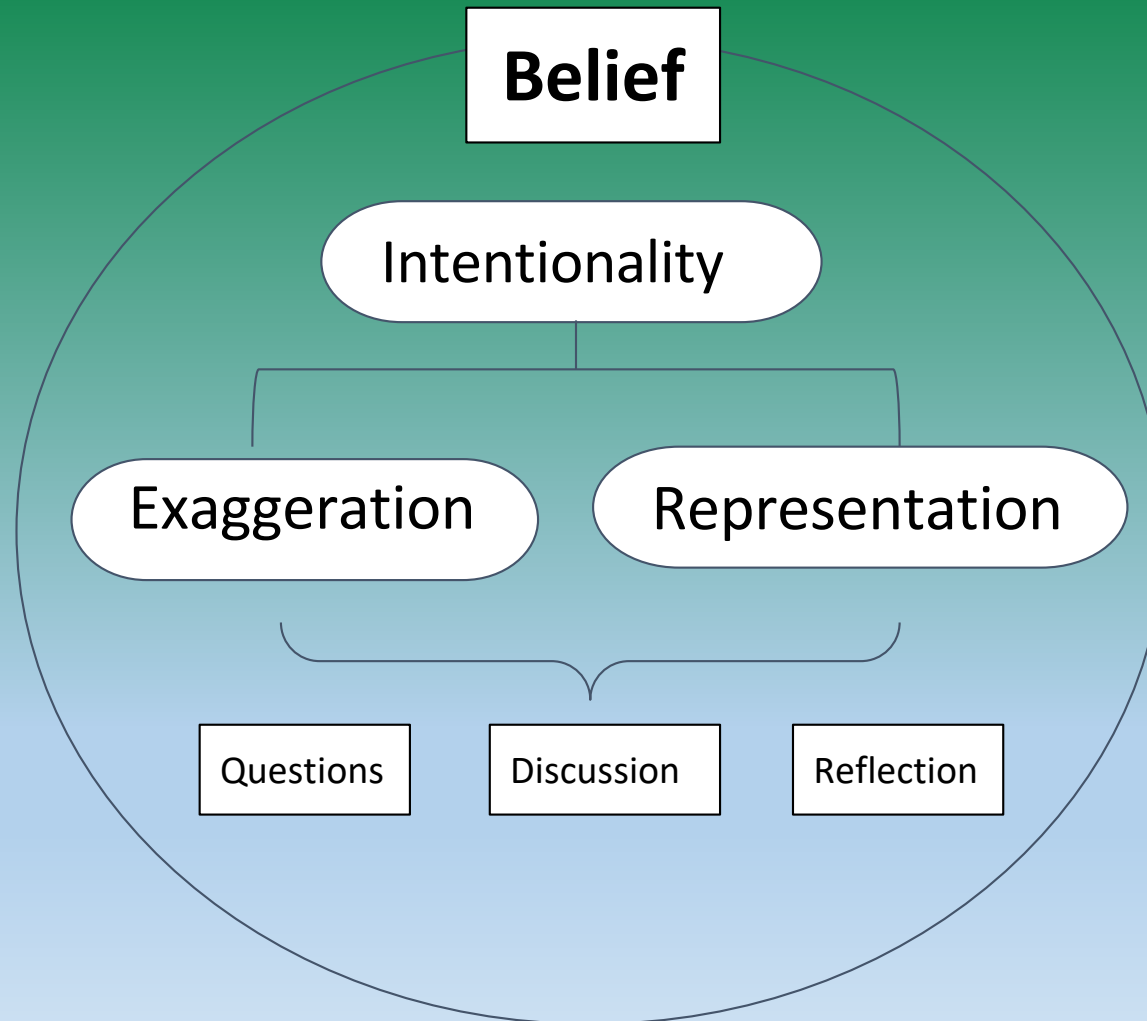


Social Justice Education Framework and GBA

Five Essential Components of Social Justice (Hackman, 2005)	GBA and JEDI Pedagogical Strategies and Considerations
1) Content mastery	Intentionality and design considerations (i.e., exaggeration and representation to highlight the issue, create aporia that mimic the issues in society) Game appreciation
2) Tools for critical analysis	Asking critical questions; how others might perceive the same information differently.
3) Tools for social change	Problem solving toward just practice and fair game play. Relevance by relating the lesson to outside the class.
4) Tools for personal reflection	Critical reflection/dialogue through problem solving and group discussion
5) Multicultural group dynamics	Democratic engagement in lessons through and exchange of ideas and opinions. Intentionally created opportunities for self and group reflection on various dynamics



JEDI in GBA



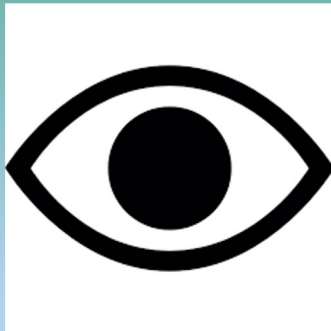
Game example 1

- JEDI Focus: Inclusion
- Game focus: Keeping possession (3v3 or 4v4)
- Scoring: 3 passes in a row = 1 point
- Rules: Max 3 touches, Cold defence

2 min team talk at half-way mark

Game starts

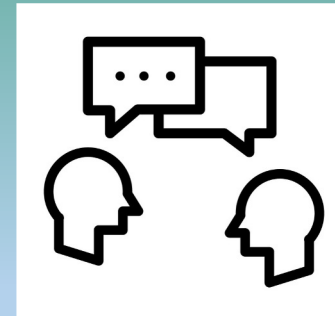
Observe



Listen



Facilitate

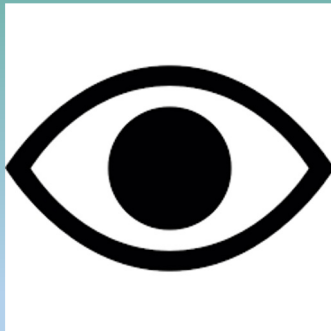


Questions #1

- “What caused the game to breakdown?”
- “What do we need to do in order to maintain better possession and play this game successfully?”
- “Was everyone actively involved in the game?” if yes, “why is that important?” If no, “why not?” “What can we do to be more inclusive
- “What additional rules we could add while still focusing on maintaining possession?”

Game resumes

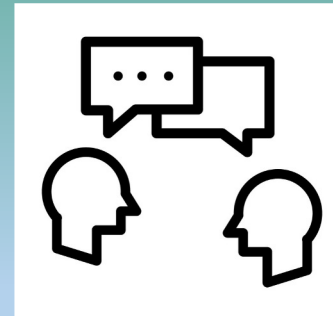
Observe



Listen



Facilitate



Questions #2

- “How did the team play differently with the new rule”
- “What are the areas that you/ the team needs to work on?”
- “With the additional rule, was everyone more involved in the game?”

What might be the possible response and how can we follow up?

Questions #3

- “Did your team include and listen to all teammates in the discussion?”
- “Is that important? What makes you say that?”
- “How did the team come to a decision when there are disagreements?”
- “Why is the concept of inclusion important in our society?”

Tag, You're IT



Game: Yoshi Tag

Objective: One team tries to get to a safe zone in opponents territory without being tug.

JEDI Modification to promote Justice: Allow one group to walk back when tug, while the other needs to be rescued

Emphasis/Questioning:

Why is this not fair?

How would it be fair?

Can you think of a life situation when it is important to be Just.

How does it make you feel when others have special rules?

“Everyone plays without support or accommodations”



Justice

Game: Team Tag

Objective: One team tries to tag the entire other team to win.

JEDI Modification to promote Equity:
Introduce different length flags (short and long)

Emphasis/Questioning:

Why is this not fair?

How would it be fair? EQUITY

What situations would this be fair? One team is stronger than the other etc.

How do you feel when you are not treated the same or given the tools you need to succeed?

“Everyone does not benefit for the same support, some need more”



Equity

Game: Capture the Flag

Objective: retrieve your flag from enemy territory

JEDI Modification to promote Diversity: Allow modifications to rules provided everyone is involved in the discussion.

Examples - having three teams rather than two teams; Allowing alliances; reshaping boundaries.

Emphasis/Questioning:

Making sure that everyone is included in modifying rules and that all perspectives are noted.

Why is it important to hear all the sides?

“Differing perspectives are heard and voted”



Diversity

Game: Fire and Ice

Objective: One tagger freezes runners while the other frees runners

JEDI Modification to promote Inclusion: Ensure that taggers are not tagging the same person multiple times (friends and foes)
Tag two others before tagging another?

Emphasis/Questioning:

How can we make sure that everyone is included in this activity?

Try to see how many different people you can tag?
How does it make you feel when you are excluded or included?

“Allow all to be involved to create a sense of belonging”



Inclusion

Take Aways

Sport as content matters: Sport is a microcosm of society and offers a rich learning environment for exploring EDI concepts.

Frameworks helps anchor this work: Teachers should leverage one of frameworks (i.e., democracy in action, third space, 5 essential components) to guide and support this work.

Teacher as architect: Teachers must be intentional by planning for learning experiences exploring these concepts through games.

Know your context: Teachers should proceed with caution as they move through these sensitive concepts.



Question & Answer

Thank you for attending!

