

Didactic experiences The dialogic session of Physical Education for Social Integration. Vol. 8, n.º 1; p. 107-135, january 2022. <https://doi.org/10.17979/sportis.2022.8.1.8747>

La sesión dialógica de Educación Física para la Integración Social **The dialogic session of Physical Education for Social Integration**

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Resumen

Cambios físicos, psicológicos y sociales se experimenta en la etapa adolescente, algunos de estos cambios se muestran en la búsqueda de la identidad personal y la autonomía, mayor intimidad con los pares, alejamiento del vínculo parental-familiar, y desarrollo tanto de la sexualidad como el desarrollo cognitivo. A todo lo anterior, hay que considerar que, el adolescente se encuentra en una etapa psicoevolutiva donde urge propiciar espacios para la Integración Social. Con el fin de dar respuesta a estos cambios, se crea la Sesión Dialógica de Educación Física (SDEF) que es una metodología didáctica que tiene como objetivo modificar comportamientos y actitudes en adolescentes en riesgo de exclusión social. Esta sesión se divide en cinco partes: (1.) Planteamiento de los objetivos de la sesión; (2.) Activación; (3.) Confrontación; (4.) Reflexión y Debate; (5.) Transferencia a otros ámbitos de la vida y la sociedad. Existe muy poca evidencia científica que aborde el tema de la Integración Social y la Educación Física, menos aún, si realizamos una búsqueda de la utilización de Sesiones Dialógica de Educación Física para la inclusión de menores en riesgo. Por tanto, se coloca este ámbito como un elemento de investigación de referencia, para facilitar la formación de la integración social en sectores vulnerables como son los adolescentes.

Palabras clave

Deportes, adolescencia, comportamiento, actitud.

Abstract

Physical, psychological and social changes are experienced in the adolescent stage, some of these changes are shown in the search for personal identity and autonomy, greater intimacy with peers, distance from the parental-family bond, and development of both sexuality and cognitive development. To all the above, it must be considered that the adolescent is in a psych evolutionary stage where it is urgent to promote spaces for Social Integration. In order to respond to these changes, the Dialogic Session of Physical Education (SDEF) is created, which is a didactic methodology that aims to modify behaviors and attitudes in adolescents at risk of social exclusion. This session is divided into five parts: (1.) Approach to the objectives of the session; (2.) Activation; (3.) Confrontation; (4.) Reflection and Debate; (5.) Transfer to other areas of life and society. There is very little scientific evidence that addresses the issue of Social Integration and Physical Education, even less, if we carry out a search for the use of Dialogic Sessions of Physical Education for the inclusion of minors at risk. Therefore, this area is placed as a reference research element, to facilitate the formation of social integration in vulnerable sectors such as adolescents.

Keywords

Sports, adolescence, behavior, attitude

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1.The question of the Dialogue Session of Physical Education

1.1 Current situation of programs for Physical Education

The United Nations has implemented numerous policies to promote the development of positive values through Physical Education (Phys. Ed.) and Sports, especially through culture (UNESCO, 2015), children/adolescents (UNICEF, 2015) or health (WHO, 2014). These policies are aimed primarily at the personal and social development of adolescents and pre-adolescents, who are in an especially vulnerable stage of life when one's personality is consolidated (González, Garcés de los Fayos & García, 2012; Martínez, Ibáñez, Ramírez, Valenzuela & Mármol, 2020). Similarly, in Spain, Royal Decree 1105/2014 establishes the national legal minimums for physical education, considering the development of attitudes and values through sport as an ideal way to acquire essential skills and competences such as teamwork, fair play and respect for others.

The work of a number of researchers have found physical education (Berengüi & Garcés de los Fayos, 2007; Fernández-Rio, Méndez-Giménez, Cecchini & González de Mesa, 2012; Ntoumanis & Standage, 2009; Prat & Sole, 2003) and sport (Iturbide & Elosúa, 2012; Lamonedá, Huertas, Córdova & García, 2015; Weinberg & Gould, 2014) to be excellent avenues for education in values and to develop reasoning skills among young people at risk of social exclusion. In a similar line, the inclusion of Olympian values as a means of personal and social integration of young people has been the subject of research both within Spain (Jorquera, Molina & Sánchez, 2015; Mosquera-González & Sánchez, 2015), and internationally Grammatikopoulos, Tsigilis, Koustelios & Theodorakis, 2005; Sukys & Majauskien, 2014). Generally speaking, there are any number of programs dedicated to the social integration of adolescents and young people, aiming to channel attitudes and values towards self-discovery and self-awareness.

Didactic experiences The dialogic session of Physical Education for Social Integration. Vol. 8, n.º 1; p. 107-135, January 2022. <https://doi.org/10.17979/sportis.2022.8.1.8747>

For its part, the European Commission, offers funding through the Erasmus+ program for educational projects in the area of Education, Training, Youth and Sport, creating a space for personal growth, equity and inclusion for adolescents. Thus, Europe is calling for educational alternatives for the creation of a cohesive and inclusive society which allows for citizen participation in democratic life. Sports is considered an essential element in this project to foment common European values, drive social integration, enhance Intercultural Understanding and prevent radicalization and extremism.

The Olympic Studies Centers, part of the International Olympic Movement, promote a series of programs through schools and universities aimed at fostering social inclusion through Physical Education such as the Ciudadanía Olímpica, (MECD, 2008). This project is aimed at encouraging a culture of effort, commitment, integration, participation, respect and comradeship among students in Primary and Secondary education. Other projects with a similar focus include Héroe Olímpico (Spanish Olympic Committee (COE), 2013) educating students about achievement of Olympic athletes in Primary Education, Olimpismo en la Escuela, (Arévalo & Sotoca, 2014) based on the use of technology as an educational tool in Primary Education and Todos Olímpicos (COE, 2014) developing values, history, sports disciplines and the influence of the Olympic Movement among students in Secondary Education.

The International Olympic Movement is the largest organization in the world promoting sports and physical education (Barker, Barker-Ruchti, Rynne & Lee, 2012; Mountakis, 2000; Rey & Rubio, 2012) and offering an Olympian vision of sport as an inspiration for unity and integration among people and nations (Sánchez, 2015; Nielsen-Rodríguez, Romance García, & Parrado Merino, 2020; Gómez, Martín Sevilla & Camacho, 2021). These efforts confirm that physical activity and sport are a field for the transference of values and attitudes through participation to other areas of education and academics. Conflict resolution in many cases, far from being a difficulty, serves as a tool for mediation in the benefit of student learning for later life (Binder, 2012; Sánchez & Bada, 2012), helping to facilitate debate, reasoning among equals, understanding of others, respect and tolerance. A

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number of studies offer a pedagogical methodology for the transfer of educational values (Cecchini-Estrada, González-Mesa, Méndez-Giménez, Fernández-Río, Contreras-Jordán & Romero-Granados, 2008; Gómez, 2005; Ruiz & Cabrera, 2004; Whitehead, Telfer & Lambert, 2013). One innovative methodology is the Problem-Based Learning (Larmer, Mergendoller & Boss, 2015), focusing on discovering what is needed to solve a structured problem. Other increasingly prevalent methods to promote the social integration of young people include: case studies, shared study, directed study and expert methods, all of which have been studied by various authors (Robledo, Fidalgo, Arias & Álvarez, 2015). Within this context the aim is to integrate the student's skills, abilities, attitudes and values with meaningful learning.

Equally, psychologists and sociologists have long insisted on how pernicious the desire for victory at any cost can be. This can be observed among both elite and recreational sports and is often encouraged by coaches, parents and sports clubs. This misguided view of sport leads to undervaluing notions like fair play and sportsmanship while rough play and fouls, kicking and pushing prevail, with negative repercussions on the education of the players (García-Ferrando, 1990). To counter these attitudes, authors such as Nicholl (1984), Dweck (1986), Duda (1992) or Roberts (1992) propose the cognitive-social "Goal Perspectives Theory". This theory posits that there are two forms of orientation within any competition: (a) task orientation or (b) ego orientation. Many studies have confirmed that ego orientation lies in the belief that participation in sports is a means to obtain social status, to avoid work, to develop deceitful skills-tactics and external factors such as victory in the game. Task orientation, however, is associated with cooperation, obedience, conformity, participation, teamwork, personal learning and is positively correlated with enjoyment of sport. This type of orientation towards competition is more closely related to the integration of young people, given the importance of cooperation, feelings of belonging, respect for others and for the rules in the process of social readaptation (Duda, 1989; Pulido, Fuentes & De La Vega, 2021).

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Another interesting point of view of sports and physical education in the social integration of adolescents is the notion of Sports Distillation by Barbero (1984), that is, the extraction of the educational elements of sports to be adapted to the academic and social environment. This distillation process involves the following steps: facilitate participation of all players not merely the best, seek to develop not only specific motor skills, do not focus merely on results but on the experience, highlight creativity, fun and wellbeing, be flexible in the rules of the game, encourage cooperation and personal growth rather than competition and foment a critical attitude towards anti-social behavior in sport.

Thus, Sports Education that is limited to merely teaching a series of techniques and tactics within the context of a game has evolved into Educational Sports, defined as an intentional process for the development of cognitive abilities and motor skills, personal balance, interpersonal relations and social integration through sports activities, contributing from the area of sports and physical activity to teach young people autonomy and responsibility, to enjoy the culture of sport and to participate actively and critically (Agramonte, 2011, page 5).

1.2 Research and moral development in Physical Education and Sports

Truly there is a pressing need to educate values within the scope of physical education and sports given the emergency of moral attitudes in sports and contemporary society more broadly (Andrew, 2006; Ruiz Omeñaca, 2012). It is necessary to create the educational resources, based on pedagogical criteria, and new tools and dynamics in order for Phys Ed to become a valuable support for developing the character and personality of young people. In some areas of sport, competitive sports for example, there is an ambivalent and paradoxical relation to education (Duran, 2013; Navarro, Cerrada, Abad & Giménez, 2020).

The type of orientation given to sports, including team or collective sports, permits the creation of objective and specific situations which the players must overcome, the veracity of

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their responses and the analysis and reasoning of the players foment the learning of positive attitudes that can accompany adolescents throughout their lives (Ponce de León, Sanz, Valdemoro & Ramos, 2009). This is also the case when sport is employed as a vehicle of inclusion, in which conflicts arising in the practice of sport itself give rise to solutions to difficulties in other areas of the lives of adolescents. No doubt this requires the presence of an educator able to meet this challenge, guiding young people towards the discovery of their own reasoning capacity.

In this line, there are a great number of programs which promote moral development through sports and physical education, for example: (a) Promotion of positive social behavior: this program focuses on sportsmanship and fair play, specifically acceptance of the rules, the exhibition of fair play and respect for others. It has been confirmed that older students (12 years of age) have a wider range of positive responses to the questions posed by the teacher and the level of generosity decreased towards their mates as the competition advanced (Roberts, Kleiber, & Duda, 1981); (b) Reduction of behavioral problems: here collective sports serve as a strategy to reduce conflicts in schools, in the home and in society (Scharpe, Brown, & Crider, 1995). The study found that students showed greater respect for classmates, showed greater willingness to ask for help and capacity for conflict resolution. In another study applying the same program, authors Giebink and Thomas (1985) found similar results but within but not outside of school hours; Judgement and moral reasoning:(c) this study showed that adolescents of 12 years of age had greater capacity for cooperation than children of 7 years of age by using the tools design for this purpose (Schwidetzky & Jantz, 1979). Similarly, authors Shields and Bredemeier (1995) found that adolescents between 12 and 13 years of age showed greater capacity to debate the reasoning of adults compared to those aged 9 to 11 whose thinking was more parallel and less critical; (d) Legitimate judgement and aggression: the absence of moral and civic education is the root of aggression, violent and delinquent behavior as well as frustration and situation of risk (Bredemeier & Schields, 1986). The study found that students who played basketball considered violent and aggressive actions as valid. In this line, studies have shown that boys who practice high-contact sports and girls practicing moderate-contact sports showed lower levels of moral

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reasoning and higher levels of violent behavior; (e) Moral climate: the moral attitudes of students depend to a large degree on their peer group. A study by Jeffrey and Murray (2009) found there are two determining factors in moral development (i) following the rules of the game, and (j) the attitudes of teachers and monitors guiding the activities (Duquin & Shroeder, 1996).

Given the results of this research, it may be inferred that Sports and Physical Activities can be an ideal space for the moral education of adolescents, a means to improve social relations, encourage debate, build positive criteria and correcting those which can be inhibiting to positive personal growth. Moral development is a product of collective processes, including religion, political ideology or family traditions and these are the scenarios where differences between people and groups take root. Violence and aggression in sport are only expressions of asymmetries between these different aspects.

1.3 Strategies for Education in Values for Social Integration

It must be noted that the strategies of Social Integration applied through Phys. Ed. Should not be used to transmit values but to educate in values; that is, what is learned is transmitted to the family, school and society. In this way, Samalot, (2017), from the International Fair Play Committee (2021), differentiates between transmitting values and educating in values. Transmitting values means that students accumulate knowledge while educating in values serves for the personal development and growth of adolescents.

The following is a description of the principal strategies used in Physical Education to promote the Social Integration of adolescents:

- a. Discussion of moral dilemmas: this is a technique of moral reasoning consisting in discussing situations, problems and hypothetical and/or real stories that offer an analysis of certain values and their application to real life. The goal is for students to have positive attitude, to take part in the situation, to reason and debate with their peers and with the help of their teacher. Strategies to present moral dilemmas:

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describe the characters, introduce a conflict, offer possible alternatives, formulate questions.

- b. Self-control: the aim is for the student to assume responsibility for their behavior, how not to lose control in the event of a bad decision by the referee and not to be carried away by emotions or impulses. There are three steps: self-determination of objectives, self-observation and self-effort.
- c. Role plays: this strategy involves dramatizations or theatre exercises of a situation of conflict of interests. The goal is to develop empathy and social perspective.
- d. Critical analysis of curricular material (films, texts, documentaries, etc.): the aim is to develop reflexive and critical understanding of moral themes. Materials should be presented as follows: 1. Present a controversial topic; 2. Verify that students understand the text and moral issues; 3. Approximate the material to scientific reality; 4. Conduct a critique of the material; 5. Develop an attitude of commitment towards the reality described.

1.4 Effective Education Programs for Social Integration

It is well known that adolescence can be a difficult stage of life and the changes which take place during this period often determine the degree of personal adaptation or maladaptation and can lead to future social exclusion and marginalization of young people without mention of other risk behaviors such as substance abuse, violence and aggression. These behaviors impact not only the individual person but also the family and social life of adolescents and young people.

Given these realities, it is essential to intervene pedagogically to facilitate the personal, emotional and social integration of adolescents (Días, Cruz & Danish, 2000). Among the most pioneering programs in this area were: Going For Goal (Goal) and Sport United to Promote Education and Recreation (Super). These programs were implemented by

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the Life Skills Center at the University of Virginia. Both programs aim to modify the conduct of young people and adolescents in a group format, bringing together the importance of personal growth, social integration and academic development. A second objective of the programs was to change the perception of self-control and confidence in the future through sports and physical education at both the Primary and Secondary Education levels.

Another highly effective program for the social integration of adolescents is Teaching Personal and Social Responsibility (TPSR) (Hellison, 1995). Adolescence is the bridge between childhood and young adulthood, a time of great change in which the person seeks their identity and recognizes their body. In many cases, dysfunctional family life, poor academic performance, low self-esteem and self-effectiveness lead to destructive attitudes and anti-social behavior and general disorientation. TPSR was developed to address these difficulties, to further cognitive and psychological development and to distinguish between good and bad for positive decision-making. The principal values of the program are effort, self-mastery and social integration, respect for the feelings of others, listening and empathy. The program concludes when adolescents understand, internalize and apply these values. The goal is for adolescents to gradually learn to develop their sense of social responsibility and the program is structured for students to pass through a progressive series of levels: Level 1- Respect of the rights and feelings of others. Level 2- Participation. Level 3- Self-mastery. Level 4- Help. Level 5- Outside the gym. The aim is for students to apply the skills learned in the sessions in other contexts.

In a similar line is the Delfos Program, created by Cecchini (2011) to eliminate the aggressive attitudes demonstrated by adolescents members of 'ultra' groups in football. The program consists of: pedagogical principles, educational tools, sessions design to foment fair play, increase self-control and eliminate violent behavior. The educational principles of the Delfos Program are: the commitment of the teacher to certain values, establishing goals, assuming objectives, enhancing the quality of personal relationships, creation with the teacher of plans and strategies, learning through practice, reflection, sharing and transfer of learned values to the family and school environment. Research by Smith, Gil and Contreras (2018)

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found the program increases criterial self-control, that is, the capacity of students to face difficult situations; increased processual self-control which refers to self-gratification and self-worth for one's achievements; greater personal feedback, developing the capacity for self-awareness and self-observation and an increase in delayed reward, that is, the capacity to control violent impulses.

1.5 Education in Values and Teacher Training

We understand that the education process requires the efforts of both parts, the student and the teacher. This is especially the case in Physical Education which is considered a practical-reflexive discipline where the teacher must explain, execute and reflect on the activities; it is here where the pedagogical encounter takes place. Evidently, the education of young people is profoundly influenced by the family and significant others within their circle. As affirmed by Prat and Prat (2003), the fundamental tool in the transmission of values for social integration is the figure of the teacher, coach or monitor of Physical Education. The relation established by the teacher with the group, empathy, the manner of addressing them, their look, the climate in the sessions, listening and the opportunity for participation will all permit students to internalize values and enhance personal growth. Contrarily, a teacher who is distant will be unable to create the atmosphere in the classroom or on the playing field which is conducive to transmitting the values that at-risk students need. Thus, as Tinning (1991) noted, we must differentiate between authority and authoritarianism. The teacher's authority is not authoritarianism. A relation can be established between the teacher and the class which establishes the moral authority of the teacher, where the class is less regulated by rules and with greater positive and helpful interactions. In this context, students assume greater responsibility for their own learning.

Belligerence can be called for, according to Romañh (2004), when dealing with basic universal values such as tolerance and solidarity, for example, or the principles of universal human rights, rejecting coercion, complicity and exclusion. It is therefore very important for teachers to be well-trained and well-versed in the moral and humanistic values they aim to transmit to their students throughout the program.

Didactic experiences The dialogic session of Physical Education for Social Integration. Vol. 8, n.º 1; p. 107-135, january 2022. <https://doi.org/10.17979/sportis.2022.8.1.8747>

According to Rovira (2014), there are seven core competences that teachers, trainers and monitors of Physical Education must have for teaching values to young people at risk of social exclusion: (1.) Be yourself: teachers must project a series of attitudes and behavior to students such as respect for diversity, establishing relations based on tolerance and respect for others. (2.) Recognize the other: the teacher must be accessible to students; not to establish friendships but to create a climate of fluid communication. (3.) Facilitate dialogue: dialogue can be a very effective tool to change ideas and correct poorly structured thinking; dialogue can also lead to a more direct form of personal growth for students when they learn to communicate fluidly. In many cases, dialogue is an educational tool to resolve conflicts. (4.) Regulate student participation: adolescents must learn to take part in proposed activities; feelings of integration must be stimulated from the first moment of the program. The teacher must invite student participation, both in physical activities and in moments for group reflection without fear of ridicule or having opinions that differ from those of the group. (5.) Work with other teachers, trainers and monitors: group work is always more productive than individual action; thus, it is recommended that teachers work together, have meetings and make joint proposals. (6.) Create school: to build their own sources of knowledge based on their experience, gather materials and work to improve it. (7.) Networking: relate the content used during the session with transversal content that allows for a synthesis of knowledge and broadening the spectrum of knowledge.

1.5 Development of Competences for Living

The need to develop the competences of adolescents requires the assumption of new roles and the abandonment of previous stereotypes. These new roles launch young people into new changes and new tasks and experiences, including evaluating their emotions, becoming more autonomous, establish mature relationships with new friends, clarify objectives and define their personal integrity. In the midst of these transformation, Crockett and Petersen (1993) posit a categorization of the changes which occur in adolescence: biological changes (puberty), changes of references (from child to adolescent to young adult),

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their relocation (from primary education to secondary). The family constitutes a fundamental support for children until they reach adolescence. However, from then their peers become the primary influence, significantly affecting their values and behavior (Petersen & Hamburg, 1986). Also to be taken into account is that adolescents spend a great deal of their time at school, and it is this context which marks their behavior. It is highly recommended that young people engage in extracurricular activities, especially when parents are working, during this period when problematic behavior may arise such as skipping class, smoking, drug and alcohol consumption. This period also constitutes a significant challenge to educators (Danish & Nellen, 1997; Mamani-Ramos, et al., 2020).

Activities with at-risk young people should be aimed at four aspects of health, according to Perry and Jessor (1985): physical health, psychological health, personal health and social health. Each of these aspects can have an influence on the behavior of at-risk adolescents. Harmful behavior may include drug and alcohol abuse, violent or delinquent behavior, underage and risky sexual behavior (which may result in unwanted pregnancies) and dropping out of school. There is a relation between the four aspects of health and behavior, known as the Lifestyle Syndrome, in associated with high -risk behavior. These relation are, specifically: (1.) Strong relation between substance abuse, unprotected sex, poor school attendance, disciplinary problems. (2.) It is not clear which of these behaviors start first, but they may worsen without direct intervention (Farrel, Danish, Haward, 1992) and (3.) All behavior should be addressed in unison for the program to be effective (Danish, 1997).

Nonetheless, authors such as Danish, (1997) affirm that, if the actions of adolescents are oriented towards the future, they will be able to avoid patterns of harmful behavior. Thus, the tasks presented to at-risk young people should be tasks which promote health, that is, oriented towards what they should say 'yes' to rather than what they should say 'no' to. This strategy helps reduce the tendency towards risky behavior.

There is broad agreement among researchers regarding the relation between high-risk behavior and negative life expectations. The participation of young people in activities with positive expectations in the future is fluid and hopeful, while young people with negative

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expectations tend to engage in problematic behavior (Gullota, 1990) as well as consume drugs and alcohol, engage in underage sex and delinquent or criminal behavior.

The essential competences are those which allow adolescents to go on to succeed in any area of life, including (a) behavioral, such as learning to listen, expressing one’s point of view or waiting one’s turn to speak, (b) cognitive, such as decision-making and commitment, (c) physical, such as scoring a goal. Figure 1 shows a decalogue to reduce violence in sport.



Figure 1. Decalogue to reduce violence in sport

Didactic experiences The dialogic session of Physical Education for Social Integration. Vol. 8, n.º 1; p. 107-135, january 2022. <https://doi.org/10.17979/sportis.2022.8.1.8747>

2. Education Methodologies: Physical Education Dialogue Session for Social Integration

There are two elements in the teaching of Physical Education oriented towards the social integration of students: (1.) Learning communities; and (2.) Physical Education Dialogue Session (FIGURE 2). These improve the effectiveness of teaching methodology within Phys. Ed. and establish a context in which, according to research by Castro (2015), authority gives way to dialogue. Before beginning any of the sessions, students are reminded of the Covid health and safety measures that must be observed at all times. The flow chart below presents a Dialogue Session for social integration using football as a vehicle of inclusion.

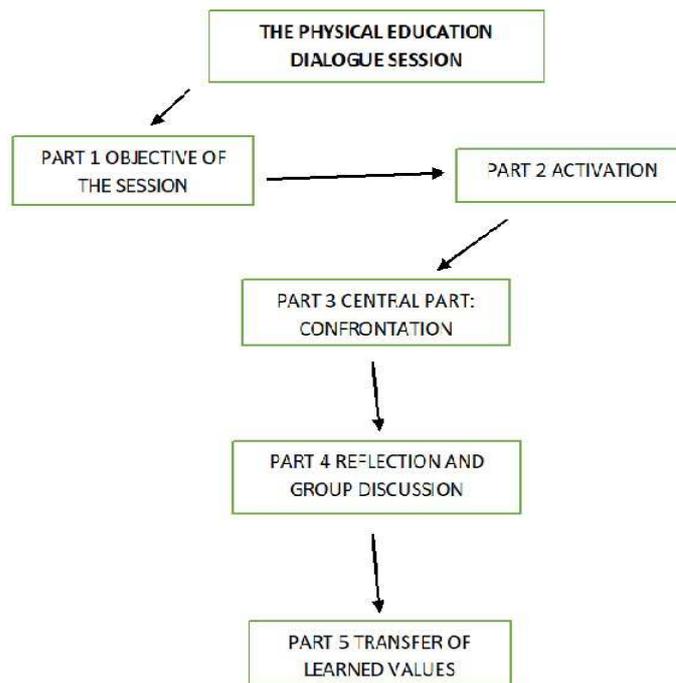


Figure 2. Flow chart of the Dialogue Session in Physical Education

Didactic experiences The dialogic session of Physical Education for Social Integration. Vol. 8, n.º 1; p. 107-135, January 2022. <https://doi.org/10.17979/sportis.2022.8.1.8747>

***Session 1. Recognize affect and affability, rejecting violence and prejudice of any kind.
Understanding the individual and the collective as part of football***

Part 1: The objectives of the session are presented at the start of the session. The students sit in a semicircle and are presented with the question: What are affective abilities? What is violence? Have you ever witnessed an act of violence? When do we behave affably? In this initial part, the aim is to introduce a moral theme and provide an introduction to the technical-tactical elements of football to be worked on. It is important that the atmosphere is relaxed, that students participate, take turns speaking and respect the opinions of others. This takes 5 minutes.

Part 2: The second part consists of warmups or activation to prepare for the sports or physical activity. The exercises are: 1. Inside foot passes, supervised by the teacher, playing 1x1. 2. Ident. Changing the contact surface. 3. Ident. Kicking the ball from outside the area. This takes 10 minutes.

Part 3. This is the main part of the activity when students perform the main exercises of the session. It is recommended these activities are explicitly confrontational. The chosen exercises are: 1. (1x1) The ball is thrown and the one who takes the ball takes a shot on goal and the other defends. To this exercise a note on fair play is added: the ball is thrown into the midst of the players; if a player is not ready the throw is repeated. 2. Modified game: Ident. The angle of the game is reduced, playing only on the left side of the field. 3. Ident. Here again the angle is reduced, playing only on the right side of the field. 4. In pairs. Set-piece shoot. While one player kicks the ball the other retrieves it and positions the ball for the next kick. The teacher will indicate when and where to shoot (high-low). Note on fair play: players must not touch any ball which is not theirs. This activity takes 30 minutes.

Part 4. This is the most important part of the session, reflecting on the sports activity just completed and the lessons that can be drawn. This is through debate of a moral dilemma

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prepared by the teacher, who will ask the students to read a text and raise their hand to participate in the debate. The moral dilemma chosen in this case is: Self-control. A member of the opposing team insults me. I approach the referee and mention it. The referee didn't notice and continues with the game. The referee does nothing about the insults. What should I do? Should I respond to the insult? Should I take a moment and collect myself? This part takes 10 minutes.

Part 5. Transference of the values learned in the session to the family and school environment. In this case, the participants are asked to produce a written assignment about an incident similar to the moral dilemma dealt with in the session. The incident may have occurred at home or at school. This part takes 5 minutes.

Session 2. Value independent learning. The technical and tactical means of attack in football

Part 1: The objectives of the session are presented at the start of the session. The students sit in a semicircle and are presented with the question: What is learning? Why is it necessary to learn? What is more important, winning or learning? In this part, as with the previous session, the aim is to introduce a moral theme and an introduction to the technical-tactical elements of football to be worked on. It is important that the atmosphere is relaxed, that students participate, take turns speaking and respect the opinions of others. This takes 5 minutes.

Part 2: The second part consists of warmups or activation to prepare for the sports or physical activity. The exercises are: 1. Work in groups of 4. Play against the person closest and support the one furthest away. The teacher will call the changes in roles. This takes 10 minutes.

Part 3. This is the main part of the activity when students perform the main exercises of the session. It is recommended these activities are explicitly confrontational. The chosen

Didactic experiences The dialogic session of Physical Education for Social Integration. Vol. 8, n.º 1; p. 107-135, january 2022. <https://doi.org/10.17979/sportis.2022.8.1.8747>

exercises are: 1. In trios. 1 defender, 2 attackers. One is the pivot and the other closes, depending on the actions of the defender, either shooting at the goal or passing. 2. Modified game: Groups of 4. Two wings, a closer and defender. Opposing the player closest and supporting the player furthest away. It ends with a shot on goal. The teacher will call the rotation of the players. Note on fair play: the ball must be passed to all players. The exercise will start with a distance that gives advantage to the defender. 3. Ident. To previous but indicating passes from the sides of the field. The teacher will call the rotation and changing roles of the players. This activity takes 30 minutes.

Part 4. This is the most important part of the session, reflecting on the sports activity just completed and the lessons that can be drawn. This is through debate of a moral dilemma prepared by the teacher, who will ask the students to read a text and raise their hand to participate in the debate. The moral dilemma chosen in this case is: Clarification of values. One of my mates is not very good technically. He's not in good shape and tires easily. We normally don't pass him the ball. Is this the right thing to do? How would you feel in his place? What would I say to my teammates? What is the right thing to do if a teammate doesn't pass him the ball? This part takes 10 minutes.

Part 5. Transference of the values learned in the session to the family and school environment. In this case, the participants are asked to produce a written assignment about an incident similar to the moral dilemma dealt with in the session. The incident may have occurred at home or at school. This part takes 5 minutes.

Session 3. Fair play and self-control. Recovering the ball in defense and preventing attack

Part 1: The objectives of the session are presented at the start of the session. The students sit in a semicircle and are presented with the question: What is fair play? Why is fair play necessary? The aim is to introduce a moral theme and an introduction to the technical-tactical elements of football to be worked on. It is important that the atmosphere is relaxed,

Didactic experiences The dialogic session of Physical Education for Social Integration. Vol. 8, n.º 1; p. 107-135, january 2022. <https://doi.org/10.17979/sportis.2022.8.1.8747>

that students participate, take turns speaking and respect the opinions of others. This takes 5 minutes.

Part 2: The second part consists of warmups or activation to prepare for the sports or physical activity. The exercises are: 1. Work in groups of 3. Play against the person closest and support the one furthest away. The one giving support will defend. Ident. But limiting the field of play. This takes 10 minutes.

Part 3. This is the main part of the activity when students perform the main exercises of the session. It is recommended these activities are explicitly confrontational. The chosen exercises are: 1. In groups of 4 attackers and 2 defenders. The same routine as in the warmup except now the one furthest from the ball plays the set piece, shooting the ball from outside the area after the play. 2. Normal game but a goal is worth double if started from one end and passing among all the players. This activity takes 30 minutes.

Part 4. This is the most important part of the session, reflecting on the sports activity just completed and the lessons that can be drawn. This is through debate of a moral dilemma prepared by the teacher, who will ask the students to read a text and raise their hand to participate in the debate. The moral dilemma chosen in this case is: Reflection on a dilemma. At the end of the 2016 Championships one of the defenders on my team falls down, faking a foul. You were close and know there was no foul, but the timeout gives us time to rest and recover as we're playing in extra time. What would you say to your teammate who faked the foul? How would you tell him that's not fair play? This part takes 10 minutes.

Part 5. Transference of the values learned in the session to the family and school environment. In this case, the participants are asked to produce a written assignment about an incident similar to the moral dilemma dealt with in the session. The incident may have occurred at home or at school. This part takes 5 minutes.

Didactic experiences The dialogic session of Physical Education for Social Integration. Vol. 8, n.º 1; p. 107-135, january 2022. <https://doi.org/10.17979/sportis.2022.8.1.8747>

3. Conclusions

There has been very little scientific research into the relation between Social Integration and Physical Education, much less the use of Dialogue Sessions of Physical Education for the social inclusion of at-risk young people. It therefore represents a fruitful area for research given the importance of facilitating the social integration of vulnerable groups, such as adolescents. For young people, Dialogue Sessions of Physical Education can facilitate the acquisition of positive values, attitudes and behavior towards peers and authority figures. This methodology also encourages debate and the sharing of opinions, reflecting on one's actions and identifying undesirable or harmful attitudes and behavior such as violence, drug and alcohol abuse, underage and risky sexual relations (which may result in unwanted pregnancies) and stereotypes and prejudices that impact relations with others.

Recommendations to promote social inclusion are very clear and include the need to associate the area of Physical Education with dialogue and inclusion, teamwork, solidarity and the transference of positive values and behaviors to the family and school environment; organize activities in heterogenous groups that share common objectives and eliminating discriminatory comments and attitudes towards others.

Ultimately, fomenting personal growth and creating an environment that encourages the principles of solidarity, respect for the rules and respect for others is the ideal avenue for the social integration of adolescents and young people at risk of social exclusion.

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