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Original Article

ENSINO DO FUTEBOL PARA A DIVERSIDADE DOS ALUNOS: UM ESTUDO EM CONTEXTO DE ESTÁGIO EM EDUCAÇÃO FÍSICA

TEACHING FOOTBALL FOR STUDENT DIVERSITY: A STUDY IN THE CONTEXT OF A PHYSICAL EDUCATION SCHOOL PLACEMENT

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RESUMO
Este estudo decorreu no contexto de estágio 2022/23 em educação física e teve como objetivo compreender de que forma o ensino a pares pode melhorar os níveis de participação de alunos de nível de desempenho inferior (NDI) em futebol, mais especificamente considerando a estrutura de jogo Gr+4v4+Gr, quando comparados com alunos de nível de desempenho superior (NDS) que não foram submetidos a esta estratégia de ensino. Participaram 24 alunos do 9º ano de escolaridade, divididos em dois grupos, ambos com pelo menos dois alunos de NDS e dois de NDI - grupo experimental (GE) constituído por 10 alunos (4 de NDS e 6 de NDI), e grupo de controlo (GC) com 14 alunos (4 de NDS e 10 NDI). Os jogos realizaram-se em 12 aulas, tendo cada um a duração de 10 minutos, num total de oito. O nível de participação dos alunos nos jogos foi analisado recorrendo à análise de redes sociais. As tarefas atribuídas aos alunos de NDS para ajudarem os alunos de NDI a aumentarem os níveis de participação no jogo e revelaram-se eficazes, mas foram os alunos de NDS que evidenciaram níveis de participação superiores.
Palavras-chave: Jogos de invasão; Ensino de qualidade; Ensino a pares; Inclusão; Redes sociais.

ABSTRACT
This study took place in the context of the 2022/23 physical education school and aims to understand how peer teaching can improve the participation levels of lower performance level (LPL) students in the football game, more explicitly considering the Gk+4v4+Gk game structure, when compared to higher performance level (HPL) students who were not exposed to this teaching strategy. The participants were 24 students from the 9th grade, divided into two groups, both with at least two HPL and two LPL students - an experimental group (EG) made up of 10 students (4 HPL and 6 LPL) and a control group with 14 students (4 HPL and 10 LPL). The games took place in 12 lessons, each lasting 10 minutes, totalling eight. The level of student participation in the games was analyzed using social network analysis. The tasks assigned to HPL students to help the LPL students increase their levels of participation in the game and proved effective, but the HPL students showed higher participation levels.
Keywords: Invasion Games; Teaching Quality; Peer teaching; Inclusion; Social networks.

Introduction

UNESCO guidelines[1] point to the need to overcome the challenges of teaching physical education (PE) by emphasising not only technical skills but also values applicable to everyday life, thus promoting quality physical education (QPE). In this way, the present study has been developed with these needs in mind, to increase knowledge about teaching implementation that aims to promote inclusion and the integral development of students. To this end, we will consider the influences of the peer teaching model, which has been identified in the literature as a method that promotes learning, and facilitates error correction, motivation and problem-solving in partnership[2].

UNESCO's QPE guidelines[1] emphasise the inclusive potential of PE, focusing on enabling access, participation and achievement in physical literacy and citizenship, academic achievement, social inclusion, gender equality, health and well-being. The provision of inclusive PE requires diversity to be seen as a challenge for the organisation and alignment of

curriculum, pedagogy and assessment[3,4]. These guidelines aim to create an educational environment that inspires motivation for sports practice. Promoting inclusive environments in PE has been challenging. It has shown similar shortcomings to other disciplines, as pointed out by Lieberman et al.[5] Rubio[6] states that these shortcomings may be linked to an individualistic, competitive and meritocratic culture, representing the reproduction of a liberal model that values winning regardless of the context.

The need for inclusive education is a crucial issue and has gained prominence with the seventeen Sustainable Development Goals announced by the OUN in 2015. Among these goals, the fourth stands out in education, highlighting the importance of "ensuring inclusive, quality and equitable education and promoting lifelong learning opportunities for all" (p.2)[7].

Football is widely played in schools, but according to Basei and Vieira[8], the strategies commonly used have limited its educational value. Freire[9] argues that the teaching of football in schools should go beyond technical skills and seek to provide students with transferable values for their everyday lives. The same author also stresses that physical education should not prioritise the training of high-performance athletes but should guarantee equal access to motor skills and gestures, considering the psychological, social and biological development of each student.

As Ribeiro et al.[10] point out, learning to play football involves developing observation skills, decision-making and personal and team organisation in a dynamic and ever-changing context to act effectively. This understanding highlights the difficulties inherent in learning football, which, like many other PE subjects, is characterised by many challenges, including the great heterogeneity of students' abilities and interests, which can affect some students' participation and commitment to the practice.

Therefore, the teacher's main objective is to find strategies to combat this problem. In this sense, the role of the PE teacher is to help the students develop the motor skills that will allow them to participate in sports with pleasure and confidence[11]. In the case of football, this task is especially important as the performance of skills depends on a conceptual understanding of the game and is not just a sensory or technical problem[12]. The same author states that it is up to teachers to promote a solid education and help children and young people discover a field where they can fully develop and apply their skills, finding fulfilment and preparing for the future.

Metzler and Colquitt[2] argue that the peer teaching model promotes a learning environment where students carry out various activities with direct instruction and help other students in the teaching-learning process. The same authors[2] found that the benefits of using this model include a greater opportunity to correct mistakes straightaway, more motivation to complete tasks, and the opportunity for both competitive and cooperative learning experiences.

As mentioned above, there are barriers to implementing inclusive PE practice. Therefore, considering the potential of the peer-teaching model, including students with different skill levels and providing access to a wide range of experiences with the content, could be a crucial tool in promoting inclusivity in PE[2]. In this sense, Wallhead and O'Sullivan[13] in a study with an 8th grade class observed that students showed a high level of engagement and compliance with the intended content in the peer teaching tasks**.**

These findings suggest that peer teaching can have a positive impact on students and their performance and could be important for enhancing EFQ and for supporting students with LPL.

Considering the above, the purpose of this study was to understand how peer teaching can improve the participation levels of LPL students in football when practising the Gk+4v4+Gk game, compared to HPL students who were not exposed to this teaching strategy. The study aimed to answer the following research questions:

1. What is the pattern of participation in the game (successful passes and attempted shots) of the students in the experimental and control groups?
2. What is the contribution of peer teaching to LPL students' participation in the game?
3. How is peer teaching reflected in the performance of HPL students?
4. What is the students' perspective about the level of their participation in the football classes?
5. Is the students' opinion aligned with the results found?

Methodology

Context

The present study was conducted in the context of a school placement in teaching PE regarding the 2nd Cycle in Basic and Secondary PE at the Faculty of Sports of the University of Porto in the academic year 2022/2023, in a secondary school in the Porto Region.

The implementation of the Football Didactic Unit took place in the school pavilion, and the school provided all the necessary materials. The fifty-minute classes took place on the pavilion's field, measuring 40x20 meters, while the one-hundred-minute classes took place outside on a 40x20m field. Due to weather reasons, one of the hundred-minute classes took place indoors, on a smaller field measuring approximately 13x6m.

Participants

Twenty-four 9th- grade students (13 females and 11 males) aged between fourteen and sixteen (M = 14; SD =0.5) participated in the study. The students were divided into two groups, with each group further split into two teams. Each team consisted of at least two HPL and two LPL students. The experimental group (EG) consisted of ten students (4 from HPL and six from LPL; M=14 and SD=0.6), and the control group (CG) consisted of fourteen students (4 from HPL and 10 LPL; M= 14 and SD=0.4). Students categorized as LPL needed more help regarding specific motor skills inherent to playing football and the level of game knowledge. Each student was assigned a random number, as seen in Chart 1.

Group	Teams	Number of students per team	Number of students in teams by performance level
Control group	Team 1	From number 1 to 7	Students nº 1 and 2 from HPL and remaining from LPL
	Team 2	From number 8 to 14	Students nº 8 and 9 from HPL and remaining from LPL
Experimental groups	Team 1	From number 15 to 19	Students nº 15 and 16 from HPL and remaining from LPL
	Team 2	From number 20 to 24	Students nº 20 and 21 from HPL and remaining from LPL

Chart 1. Numbers assigned to students depending on Group, Team, and Performance Level
Source: authors.

Design of the pedagogical experience

The Football didactic unit included 12 classes, six of 50 minutes and three of 100 minutes (10 minutes of play for each group). In the first Didactic Unit (DU) class, lasting 50 minutes, the diagnostic assessment was based on a Gr+4vs4+Gr tournament with pre-defined teams from previous DUs based on the Sports Education Model. Observation of the student's performance

revealed technical difficulties, resulting in a game frequently interrupted by the lack of ball control. At a tactical level, positional and functional disorganization was observed, with unsuccessful attempts due to technical difficulties. Some students focused on the ball, which did not allow them to perceive the environment around the game. It should also be noted that the boys' motivation was much higher than the girls, despite their trying to be active in the game. Students with previous football experience demonstrated a willingness to help their colleagues. This data forms the basis for identifying and categorizing HLP and LPL students.
As mentioned, the students were divided into two large groups, each divided into two teams (four). In the EG, the strategy used was teaching in pairs, and the CG played freely.
The games were recorded in all classes, but for analysis purposes, only twelve classes were considered (eight games in total) since only half of the students were in the last class due to a school activity. The Football didactic unit is described in Table 2 and includes the performance of the same tasks and the Gr+4vs4+Gr game for all students, regardless of the groups in which they were inserted.

Class number	1	2	3/4	5	6	7/8	9	10/11	12
Date	04/05	05/05	11/05	12/05	19/05	25/05	26/05	01/06	02/06
Space	indoor	indoor	outdoor	indoor	indoor	outdoor	indoor	outdoor	indoor
Duration	50’	50’	100’	50’	50’	100’	50’	100’	50’
Tournament									X
Basic form of game				Gk+4v4 +Gk		Gk+4v4 +Gk	Gk+4v 4+Gk	Gk+4v4 +Gk	Summative Assessment
Partial form of game	1x1	1x1	2x1+ Gk		2x1+Gk				
Tasks based on the game	Penetration, Delay, Running with the ball, Basic defensive position		Offensive Coverage, Pass, Tackle			Pass, Shot			

Chart 2. Football Didactic Unit.
Source: authors.

Regarding peer teaching, during the game, the HPL EG students aimed to encourage and motivate the LPL students, guiding them according to pre-defined objectives. These objectives were identified in line with the objectives and contents of the classes: (i) 1st class/game – to guide colleagues so that the specific principles of the attacking phase, penetration, and defensive phase, delay, were continuously exercised in the game Gk+4v4+Gk, with students organized in a Gk-1-2-1 (diamond) structure; (ii) 2nd class/game – to position yourself in a balanced way on the field with the same objective of achieving penetration and delay; (iii) 3rd/4th classes/games – to focus on the specific principle of offensive coverage, to offer support actions to the ball carrier, in the attacking phase of the game; (iv) 5th class/game - the same goals of the previous class, but focusing on the position on the field of the remaining teammates; (v) 6th class/game – to consolidate the objectives of previous classes; (vi) 7th/8th classes/games - to encourage students to shot; (vii) 9th classes/games – same objective of the previous class; (viii) 10th/11th classes/games – to consolidate the objectives of previous classes,

focusing on positioning on the field and the collective organization of the team; and (ix) 12th class/game - to perform the summative assessment of the students.

Instruments

Social Networks Maps

Social network analysis explores the degree of interdependencies emerging in social systems (e.g., football teams), in addition to examining the interaction patterns of the system (i.e., team) as a whole, also considering the relationships established between pairs of players[14,10].

In this study, as a means of intra-team communication, the number of successful passes performed between pairs of students and the number of shots they made were evaluated.

Focus Group

At the end of the DU, an interview was carried out with 4/5 students from each group. Students were selected randomly, considering the representativeness of each level of performance, with at least two students from each. The focus group guide was composed of 4 questions:

1. What did you think of the football class experience, mainly the game part? What did you like most, and what did you like least?
2. How do you think your and your classmates' participation was in football classes? (Was it fair and balanced?)
3. During the football games, were you helped, and did you help others?
4. When they helped you, did it allow you to participate more in the game?

Procedures

Game recordings were analyzed using notational analysis of passes made between pairs of players and shots made by each student. Information regarding the total number of passes performed by students in each situation was recorded in adjacency matrices. These matrices were used to record the number of successful passes made between pairs of students. The adjacency matrices were later imported into the NodeXL software (Social Media Research Foundation: Belmont, CA, USA) to obtain social network maps.

Throughout 12 classes, eight games of 10 minutes each were analyzed. During the Gk+4v4+Gk game situation, the CG had no restrictions. In the EG, the two students from each HPL team had the role of helping to increase the participation of the remaining team members, for example, by providing feedback regarding the adequacy of performance and complementary indications to help students achieve learning objectives.

The information resulting from the focus groups was analyzed using thematic content analysis procedures[15].

Statistical Analysis

For statistical data analysis, SPSS software version 29.0 (SPSS Inc. Chicago, II) was used, with a significance level corresponding to 5%. The group category (control vs. experimental) was used as the dependent variable, while the independent variable consisted of the number of shots made by students in each group. The Kolmogorov-Smirnov test was used to analyze the normality of the data. Subsequently, Levene's test was used to investigate the homogeneity of variances, followed by the independent measures t-test.

Results

Social network map of the Experimental Group and Control Group

The results prove a more significant number of LPL students from EG who participated in the game compared to LPL students from CG, as seen in Figures 1, 3, 5, 7, 9, 11, 13, and 15, compared to Figures 2, 4, 6, 8, 10, 12, 14 and 16, respectively.

It is observed that, in the CG, students 1 and 2 of team 1, identified as HPL, stood out with the most significant number of interactions and successful passes. Student 4 also had a high level of participation in successful passes. However, student 6 did not perform successful passes, while students 3 and 5 completed them in just one class. In team 2 of CG, students 8 and 9, identified as HPL, obtained the highest number of successful passes, while students 10 and 11, identified as LPL, had only a few interactions. Students 12, 13, and 14 did not successfully performed passes in any class. Notably, there was no significant variation between classes in this group.

In EG, all students managed to perform successful passes during classes. In team 1, students 15 and 16 (HPL) performed more successful passes and interactions. In four of the classes, it was identified that all team members performed successful passes, while in another four classes, only three members did so. In EG team 2, in two of the classes, all students made successful passes; two had only one student without successful passes, and in three other classes, it was observed that three students made successful passes. There was an increase in the number of passes up to class 10, followed by a noticeable decrease in the last two classes.

In summary, there was greater participation of students with LPL in the EG than LPL students in the CG. However, in both groups, HPL students showed greater involvement in all classes, with the most successful passes made by HPL students.

Figures (1 to 16) represent the number of successful passes in the 12 classes, divided into eight games. Considering the indications of Ribeiro et al.10, the thicker arrows indicate a more significant number of passes between two players, and the thinner ones a smaller number. The appearance of a given student's number without connection to an arrow indicates that he or she did not make successful passes during the game. Thus, in the figures presented below, the numbers represent the players, and the arrows represent the number of passes performed between pairs of players.

Classes 1 and 2:

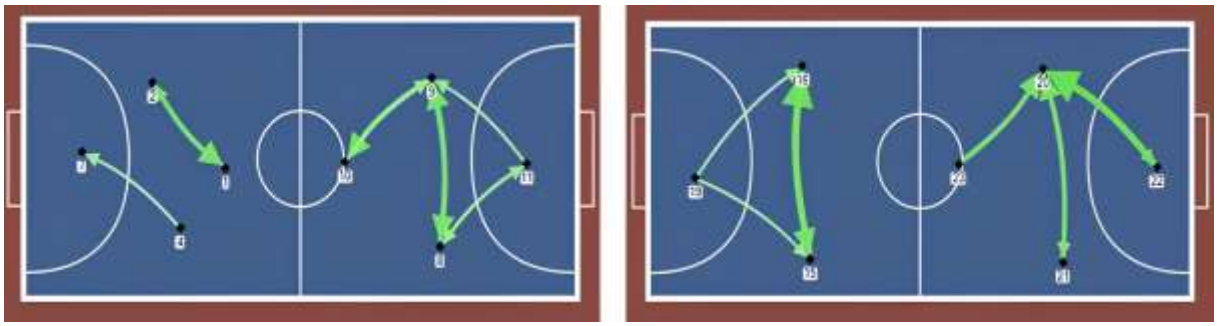

Figure 2. Classes 1 and 2 Control Group / **Figure 1.** Classes 1 and 2 Experimental Group
Fonte: Autores

Class 3:

Figure 4. Class 3 Control Group / **Figure 3.** Class 3 Experimental Group
Fonte: Autores

Classes 4 and 5:

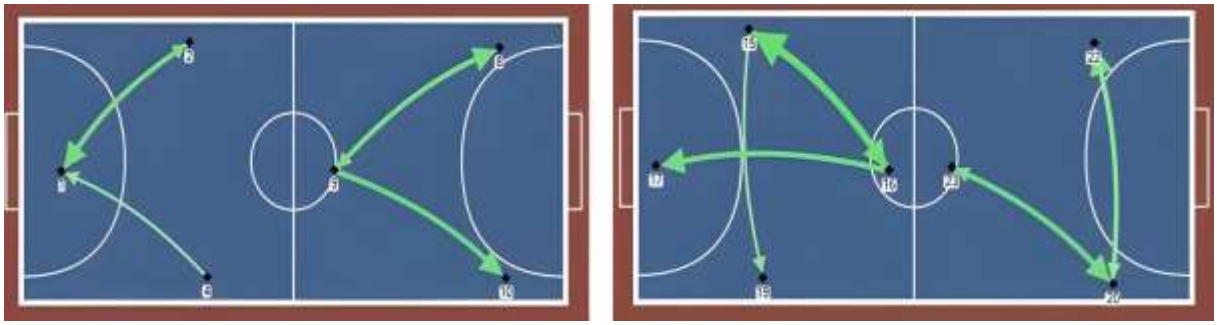

Figure 6. Classes 4 and 5 Control Group / **Figure 5.** Classes 4 and 5 Experimental Group
Fonte: Autores

Class 6:

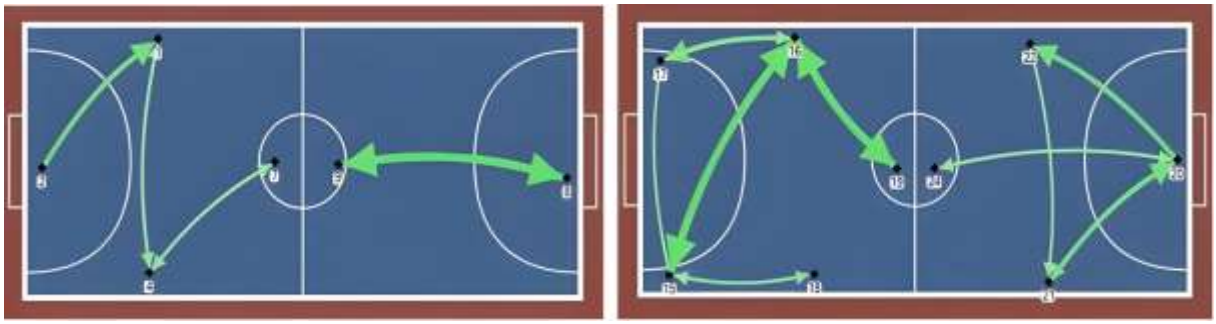

Figure 8. Class 6 Control Group / **Figure 7.** Class 6 Experimental Group
Fonte: Autores

Classes 7 and 8:

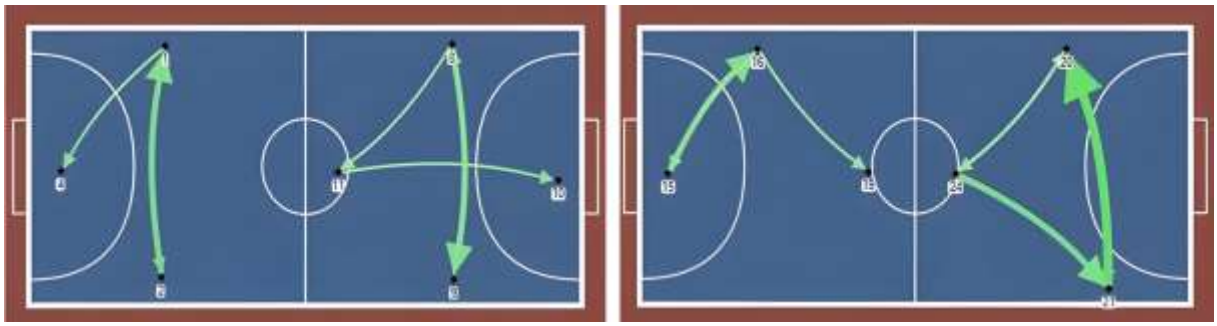

Figure 10. Classes 7 and 8 Control Group / **Figure 9.** Classes 7 and 8 Experimental Group
Fonte: Autores

Class 9

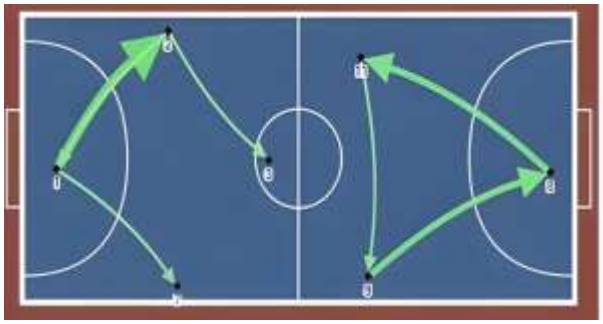
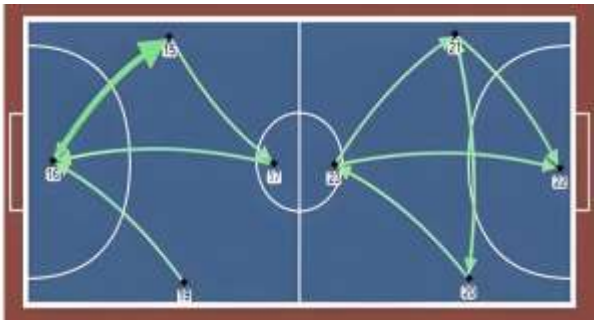

Figure 12. Class 9 Control Group / **Figure 11.** Class 9 Experimental Group
Fonte: Autores

Class 10:

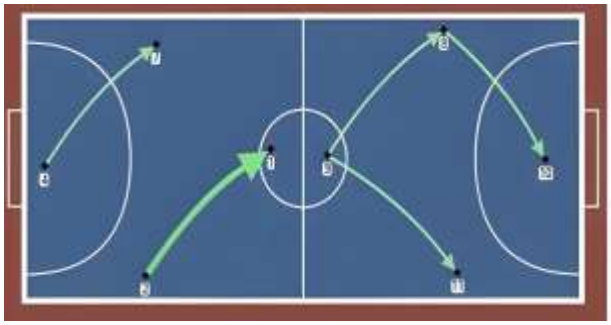


Figure 14. Classes 10 and 11 Control Group / **Figure 13.** Classes 10 and 11 Experimental Group
Fonte: Autores

Class 12:

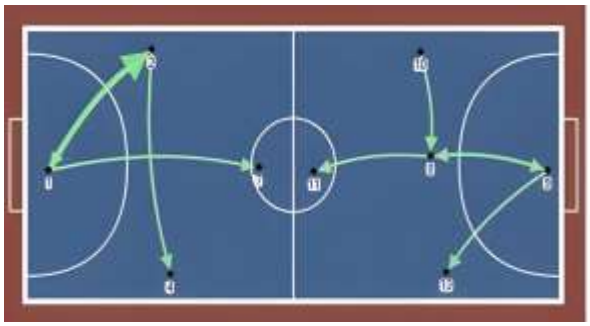
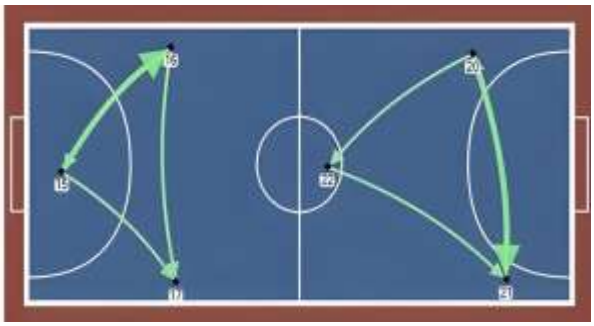

Figure 16. Class 12 Control Group / **Figure 15.** Class 12 Experimental Group
Fonte: Autores

Shots taken in the game by each student

In Table 1 there is the number of shot attempts each student made in each class. In EG, there is a more significant number of students attempting the shot than in CG. However, in both groups, HPL students showed greater participation in this behaviour, and in most classes, they were the only ones to finish. In both groups, there were no variations between classes. As with successful passes, LPL students participated less in the EG in the last two classes.

Table 1. Shots taken in the game by each student

		Number of Shots							
	Class number	1/2	3	4/5	6	7/8	9	10/11	12
Control Group	Student 1	3	3	2	4	4	4		
	Student 2	3	2	3	3	2	1	1	2
	Student 4				1			1	2
	Student 8	1	1	2	2	1	3	2	
	Student 9	3	2	2	3	1	2	1	
	Student 10			1					
Experimental Group	Student 15	1		1	2	1		3	2
	Student 16	1	2	2	1	1	2	1	3
	Student 17		1			1	1		
	Student 20	1	1	1	2	2	2	2	3
	Student 21	1	2	1	1	2	1	3	1
	Student 22		1		1		1		
	Student 23					1			
	Student 24					1			

Source: authors.

The experience from the students' perspective

In Table 2, it is possible to verify the statistically significant differences between groups (Control vs. Experimental) regarding the independent variable (Number of Shots). CG recorded a total of 49 shots, while EG accumulated 57 shots.

Table 2. The analyzed variable's mean values and standard deviation (Number of Shots) for each group (Control vs. Experimental), with respective effect size and significance level.

Variable	**Control** M(SD)	**Experimental** M(SD)	**Effect Size** η2
Number of shots	2.12 (0.949)**	1.47 (0.684)**	0.817

Note:**p < .01
Source: authors.

Chart 3 shows the data from the focus groups organized by groups (EG and CG) and themes.

During the interviews, the EG students perceived that participation in the game was fairer than the CG students. In both groups, students considered that the lack of commitment on the part of LPL students significantly influenced their participation. LPL students in the CG frequently mentioned receiving more help than the EG. In EG, there was greater student satisfaction when matched by performance levels, and LPL students agreed that this motivated

them more to participate in football classes. At the same time, HPL students also expressed satisfaction in helping their colleagues[9].

Group	Themes	Content (number of references)	Citations from students (Level of performance of the student who referred it)
Experimental Group	Game experience at the end of the DU	They liked everything (5)	"We managed to get everyone playing." (NDS) "It gave those who don't like football a little effort" (HPL) "I liked that the teacher mixed people who know how to play with those who don't" (LPL). "It motivated us" (LPL)
	Participation in classes	Fair (3)	"Yes, it was fair" (HPL and LPL)
		Unfair (1)	"My team was very weak" (HPL)
	Commitment to classes	Different levels of commitment (3)	"Not everyone committed themselves in the same way because maybe they don't like football" (HPL)
	Help during the game	Helped (2)	"I felt like I helped others" (HPL)
		I was helped (2)	"I was helped" (LPL)
		Yes (1)	"Yes" (LPL)
Control Group	The help resulted in greater participation	More or less (1)	"I felt that when I tried harder, participated more, or was more motivated to play when I wasn't, I didn't participate as much, regardless of the help." (LPL)
	Game experience at the end of the DU	Liked in general (4)	"it was fun and progress in football" (HPL) "I say the same" (LPL)
	Participation in classes	Unfair (1)	"I think it wasn't very fair, there were people who didn't pass the ball" (LPL)
		More or less (3)	"More or less, some people were just standing there" (LPL) "(...) there were people who asked not to pass the ball" (HPL)

Help during the game	I was helped (3)	"I think they helped me too" (HPL)
	Helped (1)	"(...) I helped because I scored goals and provided assists" (HPL)

Chart 3. Interviews with students about Football classes
Source: authors.

Discussion

The objective of this study was to understand the effect of peer teaching on LPL students about their participation in classes dedicated to football, more specifically in the practice of the game Gk+4v4+Gk, when compared with students from LPL in which this teaching strategy was not used.

Considering the first research question that refers to the difference in participation between the EG and the CG focused on the effectiveness of passes and shot attempts during game sessions, it was found that in the EG, where teaching to peers, there was more participation and more successful compared to the GC. This result aligns with my class experience and observation of each group's involvement. It is worth noting that, in my role as a teacher, the difference in organization and participation between the EG and CG was clear, with the EG superior in these aspects. This suggests that the peer teaching method promoted a more inclusive environment and provided greater student participation, congruent with what they advocate[2].

Regarding shot attempts, there was also a more significant number of students involved in the EG compared to the CG, in which, as in the successful passes, the HPL students participated the most. However, during the interviews, opinions emerged that indicated that in both the EG and CG, the student's performance level influenced their class participation.

We can conclude that the results suggest a difference in participation levels between the two groups, indicating that peer teaching can stimulate the active participation of all students. However, it is essential to highlight that interest in the modality and the willingness to participate actively also play a crucial role, as pointed out by Guilherme[12]: "The emotional involvement of students with the activities carried out seems to be a strong ally of the teaching learning process."

Regarding research questions two and three, it was found that the peer-taught group of LPL students showed higher levels of participation than the group of HPL students in terms of both passing success and shot attempts. However, it is noteworthy that during the observations, it was found that the participation of HPL students remained high regardless of the teaching method used. This suggests that HPL students actively participate in classes, irrespective of the teaching method used. In this context, this result corroborates those of Teoldo da Costa et al.[17] since more experienced students tend to be more involved in the game, carrying out more actions than other students. It is also important to note that all students classified as HPL are federated players of the sport or have already practiced it informally, which shows enthusiasm and will for practice before the pedagogical experience, as it promotes the development of specific motor skills. Inherent to the practice of football, which undoubtedly influenced the greater availability of these students to participate during classes. However, it is essential to highlight that the main objective of the investigation was to verify whether LPL students were influenced in their participation by a different teaching method. In this sense, the results corroborate this premise, indicating a positive influence for these students subject to the peer teaching strategy. However, it is important to note that there was a discrepancy in the participation of LPL students in the last two classes, with almost zero attendance, which can be explained by the fact that they were taught in the final part of the academic year, a period that tends to be characterized due to a more significant overload of students with other activities,

responsibilities and even accumulated fatigue, which can lead to a decrease in commitment and involvement in the subject.

An interesting point to consider is that, in EG, LPL students were more successful in participating during the 50-minute classes compared to the 100-minute classes. This result may be because the 50-min classes were held in a more controlled and potentially more motivating environment – the indoor, compared to the 100-min classes held predominantly outdoors and in hot weather, therefore in less favourable climate conditions.

These results highlight the complexity of student participation and the influence of several factors, including previous experience, motivation, and the learning environment, in sports education.

Regarding research questions four and five, the EG students perceived that participation in the game was fairer than the CG, which converges with the results. It was observed in both interviews that the lack of commitment on the part of students classified as LPL had a significant influence on participation, as mentioned previously. An LPL EG student also corroborated this observation, which suggests that, even with more outstanding mutual help in the team, students' individual motivation plays a crucial role in participation, as indicated by Nayir[18], in which highly motivated students tend to make more efforts and participate more actively.

Interestingly, LPL students in the CG frequently mentioned having received help, compared to those in the EG, which differs from the results presented previously. This may be attributed to the fact that HPL students in the EG have more significant influence and status within the class than those in the GC, which may have limited the opportunities for the LPL students to express themselves during the interviews.

Finally, it is important to highlight that the EG revealed greater satisfaction with combining students in the class by performance levels. More specifically, LPL students agreed this promoted their motivation to participate in football classes. On the other hand, it is noteworthy that HPL students also expressed satisfaction with this organization, as it allowed these students to help their colleagues. The results corroborate those of Donovan et al.[19], who state that students with lower skills tend to present better learning results in heterogeneous groups. In contrast, students with high levels of competence continue to obtain positive results. However, some HPL students in the CG also mentioned satisfaction and progress in classes. However, it was noted that none of the LPL students commented on this. Furthermore, only one LPL student was present in the CG interviews and demonstrated greater comfort with the game than the others. Therefore, I highlight the importance of carrying out individual interviews in the future.

Conclusion

The study’s findings provided important insights into the impact of peer teaching on student participation in football games, particularly among LPL students, especially when using the Gk+4v4+Gk form of play. The results indicated that peer teaching stimulated participation and made it more successful, especially among LPL students, leading to better organisation and communication in the EG compared to the CG. However, the study also underscores the complexity of student participation, highlighting the influence of factors such as individual motivation, experience with the sport, and the learning environment.

During focus groups discussions, students expressed appreciation for the peer support, which contributed to fairer participation, and were satisfied with the mix of skill levels.

It is important to note the limitations of this study, including the small sample size, concentrated in one class, which may have been influenced the results due to specific student characteristics. In addition, unforeseen events in the school led to a significant reduction in the

number of lessons in the didactic unit from eighteen to twelve, limiting the depth and consistency analysis.

Recommendations for future studies include conducting individual interviews to gain a more in-depth and equitable understanding of the students' experiences in both groups. We also suggest that similar studies be carried out in other forms of team sports to see if there are any differences compared to football.

These conclusions emphasise the importance of pedagogical approaches that foster active student participation to promote inclusive teaching and underscore the role of PE teacher in developing strategies that motivate and empower all student to practice and express their motor skills in an inclusive environment.

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