School to School

Sports and games in India

The School to School program is put forth with the idea of bringing India's culture closer to home, through didactic material and an exchange of materials between a primary school in Spain and a supplementary school run by the Vicente Ferrer Foundation in India of the same level. In these schools, boys and girls from the most disadvantaged communities go before and after state school in order to receive support and scholastic reinforcement that guarantees solid academic results.

Through this exchange, the program looks to help children get to know realities different to their own, become aware of inequalities, and learn the values of solidarity, social justice and co-responsibility regarding social and environmental issues around the globe. These values are enshrined in the 2030 Agenda and the **17 Sustainable Development Goals (SDGs).**

Using the reality in India in which the Vicente Ferrer Foundation works, we intend to foster critical reflection, empathy, creativity, intercultural communication, teamwork, tolerance, and respect, as well as placing value on the richness to be found in differences. In addition, students will develop social and civic skills, cultural awareness and expressions, and linguistic communication. We propose a participative and active methodology, putting the student at the centre of learning.

Topic contents

In this topic, "Sports and Games", we'll learn about the most popular sports and games in India. We'll also see their transformative power and the very important role that they can play in social integration and transformation. To do so, we'll go over aspects such as:

- The right to play and the values of sport.
- Popular sports in India.
- Board games in India.
- Games played at breaktime in rural India.
- The transformative power of sport.

To present this topic to the class, teachers will have **different videos.** The suggested **activities** are voluntary and teachers should adapt them to the level of their particular students. The goal is to work with and reflect on the aspects dealt with, while preparing material to be sent to the Vicente Ferrer Foundation supplementary school with which the exchange is done.

Link to the current curriculum

"Sports and Games" can be worked on during the time dedicated to natural and social sciences, given that students will have the opportunity to compare their own reality with that of India. It can also be integrated into English class, as it would be preferable that the material sent to the schools in India is prepared in that language. Some of the activities can be carried out in the subjects of physical education, arts education, and social and civic values.

Linked Sustainable Development Goals

Taking a cross-disciplinary approach, on this topic we'll work with the following Sustainable Development Goals: No poverty (SDG 1), Good health and well-being (SDG 3), Quality education (SDG 4), Gender equality (SDG 5), Reduced inequalities (SDG 10).

The Vicente Ferrer Foundation has learning guides for use with the Sustainable Development Goals in the classroom available at: **https://fvf-manabadi.org/es/ods**

Coeducational goals of the topic

We recommend that teachers read the **coeducational guide** that we suggest to go in depth and get to know better what coeducation consists of and the importance of educating from a perspective of gender.

Through the topic we're working on, we want to get across that:

- The stereotypes traditionally linked to femininity (passivity, sensitivity, submission) and masculinity (activity, toughness, aggressiveness) are still in force to some measure and have influenced sport.
- Gender identity is shaped socially, by learning behaviour patterns from birth (playing with dolls is for girls and playing with cars is for boys). It shouldn't be surprising that women mostly prefer activities in line with the socially accepted and personally embraced feminine model, such as dance, and that they don't play other sports, such as boxing, rugby or football, as much.
- It's important to encourage girls to try stereotypically masculine sports and boys to try stereotypically feminine sports. Doing exercise has no gender or sex and no sport should be associated specifically with any sex.
- It's important to show different athletic role models that have stood out in those sports that break with traditional roles.
- A sport such as football in and of itself isn't a bad sport, but what is bad is the way in which many people dump their masculinity into it, the way it takes up much more space and attention than any other activity and the way it's given more importance in social surroundings.

Complementary information:

In order to know how and when to do the exchange with the school in India, you can check the calendar and stages of the School to School program available here: **https://schooltoschool.es**

The program can be complemented with other educational resources available on the Vicente Ferrer Foundation educational resources website, Manabadi: **https://fvf-manabadi.org/**

We also encourage you to take on solidarity initiatives like this one:
https://fundacionvicenteferrer.org/es/escuelas-solidarias

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