



## Improving gender relations through korfball

Korfball was invented by a teacher wanting a game where girls and boys could play together without any advantage to either gender.

In the process korfball was developed with an emphasis on

- ball skills and movement without contact
- all round ability rather than specialisation
- cooperative play rather than solo play

Korfball also provides an excellent foundation on which to develop the social skills - especially as they relate to inter-gender relations.

In schools, Korfball is highly relevant to meeting the objectives of the new *Australian Curriculum* and here are just a few key areas where it can provide assistance to students.

- students **value** learning about cooperation by playing together to achieve goals (rule: must be mixed 2 male + 2 female working together in each half of the court, no solo play – rules support cooperation)
- students **develop skills** in association with the other gender (e.g. ball handling - feeding, shooting, retrieving): defending: non-contact skills to get the ball)
- students recognise that **gender inclusiveness** is necessary for success in the game
- students become aware of the necessity to **communicate** with the other gender on court and in other korfball-related contexts
- students develop alternatives to traditional **beliefs** about gender roles. Traditional beliefs can be challenged directly in a positive korfball playing situation.
- students' **personal and social capability** is enhanced as they learn to understand themselves and others. This includes recognising and regulating emotions, developing empathy for and understanding of others, establishing positive and respectful relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

To examine in more detail some of the specific ways korfball can contribute to the Australian Curriculum see below.





## Korfball, gender relations and the Australian Curriculum

Korfball is highly relevant to meeting the objectives of the new Australian Curriculum and here are just a few key areas where it can provide assistance to students.

From <b>ACARA The Shape of the Australian Curriculum: Health and Physical Education 2012</b> (p4 = page numbers references in the document)	<b>Improving gender relations through korfball</b>	<b>Rules that support this</b>
<b>Value learning</b> in, about and through movement addresses how factors such ... gender... influence the health, wellbeing and physical activity patterns of individuals, groups P4	Students <b>develop values</b> related to cooperation by playing together to achieve goals (rule: must be mixed 2 male + 2 female working together in each half of the court, no solo play – rules support cooperation) Players have to recognise that they need to use all their players in all aspects of play	2.1a 3.6d 3.6e 3.6n
<b>Movement experiences</b> and contexts also provide challenges and opportunities for children and young people to enhance a range of personal and social skills and behaviours that contribute to wellbeing P4	Experience of personally <b>developing skills</b> in association with the other gender e.g. ball handling (feeding, shooting, retrieving), defending, and non-contact skills to retrieve the ball, <b>always as a mixed group</b>	2.3f, 2.3.g 3.6h, 3.6i, 3.6j 3.6n
...students will <b>explore matters such as inclusiveness</b> , power inequalities, taken-for-granted assumptions, diversity and social justice, and develop and implement strategies to improve their own and others' health, wellbeing and physical activity opportunities P5	<b>Gender inclusiveness</b> necessary for success Supposed power equalities and inequality from background cultures are challenged. e.g. "We boys are stronger than girls so we should do the rebounds and long shots". "We girls will let the boys do the 'strong' skills of getting free of the opponent and long shots".	2,1a 3.6n 3.6o
...support students to understand that health practices and <b>physical activity participation are, in part, socially constructed</b> and therefore require diverse strategies for gaining and maintaining positive outcomes for all P5	Beliefs about <b>gender roles</b> , while not easy to break in traditional single sex sports, can be challenged directly in a positive korfball playing situation	2.3f,3.6j, 3.6u
Students will <b>develop effective communication, decision-making and goal-setting skills</b> as they help to establish and maintain relationships in family, school, peer group and community settings, support healthy and safe behaviours, and enable advocacy and action.	Need to communicate with other gender on court and in other korfball related contexts. Community korfball extends this opportunity for inter-gender communication and cooperation with other age groups.	3.6n 3.6o
<b>Through evaluation and reflection</b> , students will learn to appraise their own and others' performances and develop an understanding of, and skills to address, the factors that facilitate or inhibit participation and performance P9	<b>Evaluate and reflect</b> on games/play requires input from both genders Both genders required to recognise their own and other gender's part in their own improved performance.	3.6k 3.6n 3.6q 3.6u
<b>Broad Learning Sequences in Years 3- 4</b> Interpersonal skills and understanding take on an increasing importance...., as students develop the knowledge, understanding and skills to identify and compare ways of establishing and maintaining respectful relationships with peers	Relations in korfball very focused on <b>cooperation</b> through the rules on no solo play, cooperation and all round ability rather than specialisation and this is equally demanding of both genders.	3.4 3.6d, 3.6e 3.6n 3.6u

<p>and family, including online interactions. They develop and apply strategies for managing the changing nature of their relationships in classroom, movement and social settings P14</p>		
<p><b>Years 7-8</b> A major <b>influence on students</b> in these years <b>is the world around them, and their peers become a key source of motivation.</b> They develop the knowledge, understanding and skills necessary to manage their relationships. P18</p>	<p>Relationships management and understanding enhanced by opportunities <b>working together</b> with other gender.</p>	<p>3.6d, 3.6e 3.6n</p>
<p><b>Year 9-10</b> Students <b>explore the nature and benefits of meaningful and respectful relationships to develop skills to manage a range of relationships</b> as they change over time. Students critically examine how a range of sociocultural and personal factors influence sexuality, gender identity, sexual attitudes and behaviour. They also develop an understanding of the role that empathy, ethical decision-making and personal safety play in maintaining respectful relationships P18</p>	<p>At all levels of korfball an expectation of <b>respectful relationships</b> in all aspects of play, especially at this level when sexual attitudes are being developed.</p>	<p>3.6k, 3.6</p>
<p>Students develop <b>personal and social capability</b> as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. This capability involves students in a range of practices including recognising and regulating emotions developing empathy for and understanding of others, establishing positive and respectful relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively P26</p>	<p>Gender importance in this capability is helped by experiencing korfball: - girls help boys - boys help girls - being successful together</p>	<p>3.6e 3.6k 3.6n 3.6u</p>

Further information

- **resources** for korfball are available on the Korfball Australia website or contact Roy Kirkby [NationalTechnicalCoordinator@korfball.org.au](mailto:NationalTechnicalCoordinator@korfball.org.au)
- on **equity issues** and international korfball contact Helen Searle at [helen.searle@ikf.org](mailto:helen.searle@ikf.org)