



## Arguments Against

Targetted students who choose not to play are left with the choice of either being victimized in the game or isolated outside of it.

Exposes marginalized students (e.g. girls, LGBTQ+ & 2S, less physically competent) to the possibility of violence & public humiliation.

The activity is often chosen by the loudest voices rather than by democratic process. Students speaking up against this results in ridicule.

Alienated students that don't have their voices heard learn a sense of powerlessness & their abilities to self-advocate are diminished.

Smaller, weaker, & less physically competent students often feel intimidated & afraid. Creates unsafe conditions for students.

Fosters aggressive behaviour & promotes bullying & intimidation of less physically competent &/or students with perceived differences.

Using humans as targets suggests that oppression is tolerated & even encouraged.

Promotes acceptance to hurt & dehumanize others rather than emphasize values such as respect for opponents, teamwork & cooperation.

Students can achieve a wide range of learning outcomes without including human target games, such as dodgeball, in the curriculum.

## Arguments For

Highly motivating for some students.

Students can develop gross motor skills (e.g. throwing), cognitive (e.g. problem solving) & social (e.g. cooperation) skills.

It is exciting, provides an outlet for aggression, can get students moving, & prepares students for tough competition they'll face in their lives.

# Dodgeball

## in Physical Education

*Based on the work of...*

Butler, J., Burns, D. P., & Robson, C. (2021). Dodgeball: Inadvertently teaching oppression in physical and health education. *European Physical Education Review*, 27(1), 27-40.



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