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Game Changer: Volley Bounce as a Gender-Responsive and Inclusive Innovation in Physical Education

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This study developed and evaluated Volley Bounce, an innovative team sport designed to address skill disparity, limited resources, and large class sizes in Physical Education (PE). Grounded in the ADDIE model, a mixed-methods approach combined surveys to measure acceptability and playability with interviews to enrich evaluation. Participants were 279 second-year college students enrolled in the PED014 subject, playing in mixed-gender groups to examine inclusivity. Volley Bounce featured simplified mechanics, smaller teams of three, and a reduced playing area—adaptations that lowered technical barriers, increased engagement among less-skilled players, and encouraged equitable participation among girls, boys, and non-binary students. Quantitative results showed high ratings for facilities and equipment (M = 4.52), playability (M = 4.41), officiating (M = 4.33), and rules and regulations (M = 4.21). Qualitative analysis identified three themes: (1) Accessibility and Inclusivity, (2) Engagement and Enjoyment, and (3) Teamwork and Communication. Findings demonstrate that Volley Bounce is effective, engaging, and inclusive, making it a promising addition to PE curricula. Minor rule refinements are recommended to enhance clarity and inclusivity. This study highlights the value of gender-responsive, culturally relevant sport innovations in promoting equity, active participation, and quality learning in PE, particularly in under-resourced settings.

Keywords: Volley Bounce, instructional innovation, inclusive game, adapted games, gender-responsive pedagogy

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