

BALL GAMES FOR EDUCATION

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Since sports techniques became the guiding concept for physical education (PE) in economically developed nations in the middle of the twentieth century, a variety of forms and types of knowledge have enjoyed legitimacy in PE. There are a variety of socio-discursive factors that influence the kinds of knowledge that are given legitimacy at any given time. Games, like basketball, are competitive activities in which players compete against one another in accordance with a set of rules for fun or enjoyment. In contrast, Physical Education is instruction in games and exercise, particularly in schools. It focuses more on learning and developing fundamental key skills like walking, running, and catching that can be used throughout life.

Physical education classes can use games to help students learn how to work together. However, it appears that traditional methods of play may violate Human Rights principles like solidarity, respect, inclusion, and fair play in a competitive setting where scoring and winning are the primary goals of the players. This training unit aims to develop strategies for reversing these drifts and introducing students to inclusive and respectful game play. The trainees will be exposed to the fundamentals of rebound games through cooperative and experiential learning, and they will be given the opportunity to consider their own methods as educators.

In physical education classes, all games and activities should be designed to accomplish three main objectives: social development, fitness, and motor development.

Big ball and small ball sports games are among the sports games included in high school physical education curriculum. Basketball, football, volleyball, handball, and futsal are examples of big ball games that are taught in physical education. Softball, baseball, kasti, and bola bakar are examples of groups of small ball games used in physical education instruction.

Big ball games are sports played by groups or teams with a ball with a diameter of at least 16 centimeters. In another sense, the big ball game is a group of games played with a ball with a circumference of at least 50 centimeters. The degree of success or failure in the application of learning is one of two crucial factors in the learning process that occurs during big-league baseball games. A big game ball learning to work well is what every physical education teacher wants.

Physical education teachers must master the game's knowledge, motion skills, effective classroom management, and teaching methods that are tailored to the learners' needs in order to accomplish this.

The execution of major game ball learning isn't adequate on account of the educators' component, offices and framework, and state of students. The teachers' inability to master effective teaching methods and the necessary skills for the learning process is the root cause of the unbalanced learning of big ball games. The learner factor is caused by inadequate teaching methods and low motivation.

Schools that are dedicated to educating the whole child rely heavily on high-quality physical education. During the school day, physical education focuses on fitness, social development, and motor skill development. Games for physical education should be inclusive so that all students can achieve the three main objectives of motor development, fitness, and social development. In physical education classes, games that make students feel inferior, humiliated, and alone are not allowed. By providing

opportunities for every student, regardless of their skill level, to learn and succeed, we must create a safe and inclusive environment.

In contrast, the word "education" in "Physical Education" distinguishes itself from the other two words. In contrast to sports and games, which are competitive activities that emphasize defeating an opponent through a variety of strategies, this study is non-competitive and places a greater emphasis on the development and learning of fundamental key skills.

In conclusion, the socialization of PE teachers, the academic-zation of PE, the growing importance placed on physical health and activity, and the introduction of game-based approaches have all had a significant impact on the legitimacy of ball games knowledge. The fear of the ball also grips some students. Due to their narrowness, some school environments are less supportive of big baseball games. These trends have had a complex effect on sports knowledge and not just led to increased or decreased legitimacy. The children's physical education assessments are completed at the end with the intention of assisting them in comprehending, enhancing, and hopefully sustaining their physical well-being throughout their lives. In contrast, participants in sports and games are evaluated based on their capacity to win.

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