

INCORPORATING TRADITIONAL SPORTS AND GAMES INTO PHYSICAL EDUCATION CURRICULA

Physical education plays a crucial role in the overall development of primary school students. ²

Incorporating traditional sports and games into PE curriculum may offer a captivating and enjoyable avenue for promoting physical activity in children through a unique approach of engaging with students, catering to individual differences in development stages. ^{2 3 4}

Traditional sports and games, which are often deeply rooted in local cultural practices, have the potential to

captivate students' interest, fostering a sense of cultural identity and emotional investment in the learning process. ¹

Leveraging the intrinsic motivational appeal of TSGs may contribute to a more well-rounded PE curriculum, addressing not only physical fitness but also the development of critical motor skills, emotional stability and cultural identity. ⁵

Such benefits make traditional sports and games unique and underscore their valuable addition to PE curricula, offering a holistic approach to physical education.

7 AND 8 YEARS

I. HISTORY OF SPORTS AND PHYSICAL ACTIVITY

Introduction of traditional game props

II. ROLLING

Rolling a traditional prop by hand

III. THROWING AND CATCHING

Throwing of a ball for distance from a standing position with left and right hand

Throwing lighter objects over vertical obstacles

Throwing lighter balls at a wall in different ways and catching

IV. SHOOTING

Shooting a ball at a static target from different distances

V. GAMES

Psychomotor sports games

Traditional elementary games without and with props

Traditional relay games without and with props

Traditional outdoor games

9 AND 10 YEARS

I. HISTORY OF SPORTS AND PHYSICAL ACTIVITY

Introduction to traditional local games

II. THROWING

Throwing of a ball for distance from a running start

III. SHOOTING

Shooting a ball at a moving target from different distances up to 5 meters

IV. GAMES

Traditional cooperative sociomotor sports games

Motor shooting games

Traditional elementary games - more complex forms

Traditional relay games - more complex forms

Modified sports games from the boules sports family

Traditional motor games in nature

11 AND 12 YEARS

I. HISTORY OF SPORTS AND PHYSICAL ACTIVITY

Introduction to national traditional sports and games

II. GAMES

Traditional sociomotor sports games in opposition
Relay games with technical elements of boule games
Pointing from different distances (bocce)
Pointing from different directions (bocce)
Two-step Breaking Out (bocce)
Traditional games in a natural environment

13 AND 14 YEARS

I. HISTORY OF SPORTS AND PHYSICAL ACTIVITY

Introduction to European traditional sports and games

II. GAMES

Traditional sociomotor sports games of cooperation-
opposition
Traditional precision sports
Pointing - variable granulations and surface inclinations
(bocce)
Four-step Breaking Out (bocce)
Six-step Breaking Out (bocce)
Blocking (bocce)
Target ball Spocking (bocce)
Traditional games in a natural environment

INSTRUCTIONAL STRATEGIES

Investigate traditional sports and games that might have been played in your local area. Interview elders if possible. Outline the basic rules and procedures into a *Booklet* or *Pamphlet*.

Observe people play traditional sports and games. Brainstorm the concept of *Fair Play*, discuss how players demonstrate good sporting behavior and elaborate on the need for such actions in the games.

Design and make playthings and *Equipment* for selected traditional sports and games by using natural materials. Discuss how similar equipment is made today. Display some of your efforts.

Experiment with playing some games using the equipment made. Discuss how different traditional sports and games require different skills and abilities.

Establish a *School Museum of Traditional Sports and Games*. Collect and display objects used in playing traditional sports and games. Make some of the playthings and equipment if necessary.

Conduct a class discussion about different *Types of Playthings* and equipment and how they were used in playing traditional sports and games. Draw pictures of people playing some of the traditional sports and games.

Prepare and present a short talk about traditional sports and games. Investigate the *Values* associated with playing traditional sports and games.

Develop a *Games Calendar* or a *Games Book* with illustrations of students playing traditional sports and games. Outline a written description in a pamphlet.

Choose a traditional game to compare it with a similar type of contemporary game. Make a Comparison Chart describing rules, skills and other aspects of some traditional sports and games.

Brainstorm and formulate a policy to incorporate a *Program of Traditional Sports and Games into School Curricula*.

Research European traditional sports and games. Locate the areas where these were played on a *Map* and write a short essay.

Create a list of traditional sports and games highlighting the *Importance of their Preservation* and how this might be done.

Select games that are appropriate for a particular month/season of the year. Outline a *Year-round Program of Traditional Sports and Games* that could be showcased and played during traditional sports and games days.

Prepare a short video documentary on the relevance of *Traditional Sports and Games in the Modern Era*.

Research and then create new versions of traditional sports and games to apply in the modern context (e.g. *Technology Integration*).

Plan and conduct *Year-round Traditional Sports and Games School Events*.

Bibliography:

1. Dao, Thuc & Hieu, Pham & Suong, Luu & Bang, Le. (2024). Using traditional games in physical education classes improves fitness and stabilizes the vestibule for 10-11-year-old. Journal of Physical Education, 35. 10.4025/jphyseduc.v35i1.3550.
2. Leont'eva M, Levchenkova T, Mikhailova T. Social and educational setting to prepare pre-school children for study through physical education. BIO Web of Conferences. 2020;26:00077. DOI: 10.1051/bioconf/20202600077
3. Kulinna PH. Models for curriculum and pedagogy in elementary school physical education. Elem Sch J. 2008 Jan;108(3):219-27. DOI: 10.1086/529104
4. Zheng R. Analysis of lifelong physical education thought and physical education teaching reform in colleges and universities. In: 3rd International Conference on Education, E-learning and Management Technology (EEMT 2018). Atlantis Press; 2018. p. 612-6. DOI: 10.2991/iceemt-18.2018.119
5. Jing Q. Research on the strategy of integrating folk sports games into kindergarten physical education. Front Educ Res. 2023 Jan 1;6(18). DOI: 10.25236/fer.2023.061817



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.