

## Teaching Physical Education using Alternative Practical Methods before Demonstration: Implication to Physical Education Specialists

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**Abstract.** The paper is on Implications of Teaching Physical Education by “Alternative to Practicals” method before demonstration: to the physical education specialist. The paper discussed the importance of teaching physical education in the development of the totality of the human being. This is the aspect of the teaching of the practical lessons to children of the young by the specialist. The paper revealed how the teaching of the subject can motivate the children not only to learn using the alternative to practical method but use the learned skills as adults and for live. The paper encourage the use of ‘Alternative to Practical’ method as the latest way to go in teaching and learning of physical activities, especially sports skills, as it is effective, efficient and gives the children a kind of permanent learned benefits. The paper describes the advantage in the use of the alternative to practical method as a double barreled, since both the specialist and the trained children benefit from the development of the physical fitness build up that the method expose them to. The paper also justify the use of the method to the specialist regardless the constraints of using the method which he blamed to factors as ageing process illness etc. this tend to be natural as well.

**Keywords:** Implications Teaching Physical Education Alternative Practical Physical Fitness

### 1. Introduction

Physical Education (PE) is important in the development of the total man physically, mentally, socially and emotionally. However as the development of strength, stamina and physical fitness

are important in meeting the everyday’s need of man, the need for increased interest in physical activities cannot be waived aside.

Although, this discipline also contributes to the development of motor skill which individuals and leisure use in a variety of games, sports and leisure time activities respectively and successfully. It is agreed that the healthy body and the athletic skills, which PE helps to develop are essential to everyone’s education and future well being (Bucher, 1990).

The developments of sound health and athletics skills are important not only in their own right, but also in the development or social skills and the interaction among individuals (Preshie & Brown, 2009). As more and more leisure time is available to more people, the effective use of recreational activities from a healthy perspective will be increasingly important in the near future. How well this will be accomplished depends directly on the extent to which sound health practices and athletic skills are being taught to individuals, while they are still in their formative years in schools. This summarizes the major goal of physical education-fitness for life.

It is also recognized that there are gross differences in the physical fitness and athletic activities of individuals and although there is an alarming proportion of people who are physically inactive, over weight and in the other words, physically unfit. There is every reason to believe that this state of affairs can be reversed. This is based on the proposition that fitness and athletic activities are learned behaviours. If this is so, good teaching can make the difference. Thus, since physical fitness and

athletics skills are learned, what physical education should bear in mind is how to effectively teach young men and women so that a carryover value is maintained into later life (Venkateswarlu, 2016).

## 2. Teaching Practical's in Physical and Health Education

The goal of every teaching process is to impart knowledge and make students learn; and all teachers work towards the attainments of this goal even though they differ in personality, behaviour and attitude to work (Ogeniyi, 2014). This difference, most unfortunately and in most cases is also exhibited in their method of teaching and presentation of materials to the students being taught. It is thus, the general concerns of great educators that there can be no learning without teaching, which may be done consciously and unconsciously.

It is recognized that teaching methods involve selecting, directing, controlling and conducting the experiences of the child, so that learning can take place (Ogeniyi, 2010; 2014). It is also known that good teaching method produces abundant knowledge to the learner. Both the teacher and the taught, have experience which must be contributed to teaching, for it to be effective. In other words, feedback is an essential part of any learning, so it is, with the teaching of practical skills. Then how do we teach practical skills?

Several methods have been proposed and may have been used to teach athletic skills i.e. skills in physical education and even in health education practical lessons. Teachers have used the lecture method, demonstration techniques, class discussion, methods, use of electronic devices (like film strips and video equipment) and even a combination of some of these techniques to teach practical lessons (Bucher, 1990).

There are certain basic steps, teachers of physical education had been using to teach sports skills, which were hitherto referred to as fundamentals in teaching sports skills with stated sequences as lecture-demonstrations, explanation-practice. These procedures however, are still very relevant in the teaching of sports skills. But today, a shift in method is being suggested i.e. using the "alternative to practical's" method as used in other science field (like biology, chemistry and physics exams) before involving the demonstration technique in the sports field (Adeyanju, 2018).

What is this alternative to practical method being suggested? In biological sciences, chemistry, and physics this method had been used successfully, when equipment and facilities for practical demonstration would either not be adequate or not available or when the learner is incapacitated for practical. They use the theoretical explanation for the different steps and phases of the practical in the classroom. However, in physical education, this alternative to practicals techniques is followed by demonstration of the skill taught and the sport facilities provided. It is a kind of double-barreled attack, (Venkateswarlu, 2016).

Thus, alternative to practicals methods explains the various stages, steps, phases, anatomical movements and body position that are involved in executing a sports skill from the grip of the implement, stance of the player, execution of the desired skill to the follow through after execution. After this procedure has been explained via the lecture method, the fundamental sequence can now be employed for practical demonstration. This method has been used in an elementary way in teaching practicals in Physical Education at the senior secondary school level as no provision is made for examination of sports skills at that level. Besides the fact that, for lack of adequate space and other logistics, most schools have no provision for vital sports facilities hence, no physical education sport skill can be demonstrated. However, the alternative to practicals methods has been used successfully to present students for SSCE I Physical & Health Education examination over the years and can be improved upon.

At the tertiary institution level, Physical Education practicals courses are tilted theory and techniques of games and sports in most cases. The implication is that there are basic theoretical information that teaches provide the student with, before he is taken out for practical. This therefore, supports the suggestion of teaching by the alternative of practicals methods before demonstration. Taking the students out for practicals on the first day of a new practical class contradicts. In other words demonstration on the first day of a practical class may lead to faulty acquisition or sports skills, accidents arising from fear of a so-called, difficult skill being performed, especially in gymnastics, may result to a state of apathy. However, when the theoretical bases of the skills have been provided, students on their own can transfer this knowledge into practice during their free time. This further hastens the learning process and increase gains. (Venkateswarlu, 2016; Adeyanju, 2009).

### 3. Examples of Teaching Sports Skills by Alternative to Practicals Method

**IN CRICKET:** Cricket techniques falls into 3 distinct categories viz a viz; bowling, beaten and fielding. Bowling can be taught using the suggested method thus:

**Bowling:** This is a low upper drive of the ball from behind the back, over the head and forwards in a bow-like drive forming an arch. The ball is released in such a way that ball flight is either aerial or underground. He should however be noted that the ball is not thrown. The following stages are suggested:

**Grip:** The ball must be gripped in such a way that it rests on the balls of the palm of the bowling arm rather than the palm itself.

**Stance:** For an effective bowl, the stance of the player is as follows: left leg forward, right leg slightly backwards, left arm slightly above shoulder level while right hand holding the ball is at shoulder level while flexed at the elbow. The bowler's eyes are concentrated at the wicket being targeted.

#### 3.1 Execution of the Skill

Execution is achieved through a 2-3m run within the popping crease with the bowling arm now swung down, then backwards and raised from behind the back, over the head in a bow-like fashion while the left arm, which hitherto had been above the shoulder level in front, is propelled downwards in an opposing movement with the bowling arm. The ball is released as the hand peak height, with a slight flexion at the waist.

**Follow through:** This is achieved after the ball has been released and the bowler takes 2-3 steps out of the bowling crease for stability before withdrawing into his normal position in readiness for the next bowl.

**IN VOLLEYBALL:** In volleyball, a skill like the service, (simple under arm) can be taught theoretically by describing all the basic movements to its execution before the actual demonstration. Thus.

**Grip:** The ball has to be held or gripped with one hand, either left or right depending on the strong hand the student uses. The ball is held and stretched in front of the body.

**Stance:** The player stands anywhere behind the end line, legs, shoulder-width apart with the lead leg slightly in front as the hand holding the ball. The body is arched forward at angle 45, over the hand gripping the ball. The two knees are also slightly

flexed; while the players eyes are directed toward the opponent's court.

#### 3.2 Execution

To execute the simple underarm service, toss the ball in the air, about 10-15cm, from its resting position from the leading hand, at the same time a forward swing of the second strong hand begins for contact with the tossed ball in the direction of the opposing court and over the net. The striking hand may be open or clenched if it is open, the heel of the palm is used to strike the ball, for under arm serve. For our head serve, the whole open palm is used.

**Follow through:** After executing the skill, the rear leg is brought forward into the court to join the game as play continues (Adeyanju, 2009).

#### IN HOCKEY

##### THE PUSH STROKE

This stroke moves the ball along the ground by a pushing movement of the stick, which is placed close to the ball. The ball is actually dragged along the ground with the stick in a sweeping movement. It is used during normal play, or to put the ball into play after it had gone out of play from the sides. The procedure is shown below:

**Grip:** Grip the stick in the short distance hit style i.e. left hand at the handle top and right hand at the splice, with the flatside on the ball.

**Stance:** The player stands on the balls of the legs and shoulder width apart with more weight in the leading leg, body is arched forward, head down and over the ball, left knee bent.

**Execution:** Slant the stick touching the ball and in a sweeping movement, drag the ball with the stick along the ground, toward the intended direction.

**Follow through:** player brings forward the rear leg in continuation of movement towards the field of play (Adeyanju, 2004).

From what has been described in these examples, it can be concluded that using the alternative to practical method simplifies the eventual demonstration that follows, as students already have a fore-knowledge of what to do.

#### 3.3 Justifications of Using this Method to the Specialist

Several factors have been found to constraint the Physical Education Specialist during his career. Common on the list is biological factors, which includes ageing process, illness, medical advice etc. These factors will definitely impinge on the teachers capacity to be at his best, during demonstration classes. However, the alternative to practical method will help the teacher a long way to encouraging

individual practice while using verbal picture to sharpen performance towards obtaining the desired results (Venkateswarlu, 2016).

Besides, physical education specialists just like in other professions, experience job mobility pays most often and this may happen mid-way through a term or semesters, students can use the knowledge obtained in class to demonstrate the skills.

Finally, a skill demonstrated makes a lasting impression in the psyche of the learner (Bucher, 1990). However, a skill well described, taught and later demonstrated would have a better carryover value into its later life, such that it can be described to others who would be in better positions to demonstrate them.

#### 4. Conclusion

The use of alternative to practical techniques to teach sports skills before demonstration, is a suggestion. Physical education specialists should imbibe this at the tertiary level, because we are training the trainers who might be in a good position to 'catch them young' after graduation. These trainers need to be well-groomed and by providing them the necessary theoretical background, backed by anatomical descriptions; they would be in a position to give proper direction to the young ones they might teach on graduation. Also, the teachers themselves, having acquired this knowledge would remain fit due to the carry over values inherent in them (Venkateswarlu, 2016).

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