

Received:30.04.2021.
doi: 10.46763/JESPT211610059s
udc: 004.771:
[37.011.3-051:796
Revised: 10.05.2021.
Accepted: 20.05.2021

SPORTS ACTIVITIES IN TELEWORKING WITH STUDENTS OF THE 1ST AND 2ND TRIAD

Uroš Stanković¹

¹Primary School Hinko Smrekar, Ljubljana, R. Slovenija
uros.stankovic@guest.arnes.si

Abstract. At a time when various changes in the economy are taking place in the world, VIZ professionals are also feeling changes in the field of education. Teachers, educators, and other professionals in the field of education are looking for various opportunities for improvement, presentation, and introduction of innovation in various fields of learning and education of students. Since September 2020, when the new school year began, sports educators have noticed a big drop in the field of psycho-physical and social development of students. As an expert in the field of sports, I can say that for me, sport is an art through which we express and strengthen the mental as well as motor and social abilities of the students we teach. For this reason, I also activated sports activities at our school in teleworking, which we then continued after returning to school. Teleworking due to Covid-19 has led to deterioration in all areas. I found that students' motor skills deteriorated. To improve, I started looking for different resources and opportunities to help students with distance learning and in school, through which they will strengthen their skills in different areas. After consulting with the principal, counsellors, and sports assets, we agreed to perform various sports activities through the MS Teams application, where we presented various movement activities and activities with which children began to redevelop their motor skills. We found (also with the help of measurements for sports education card) that the body weight of students increased during teleworking, and decreased mobility, strength and, above all, endurance. The very motivation to get involved in MS Teams and to have the opportunity to work with their classmates in different sports areas has influenced their psycho-physical, cognitive, and social development. Students learned about different sports, chatted, or talked to classmates in a virtual environment, and shared some experiences. Therefore, I decided to present in the article some games that I learned with students in distance learning and continued with these games in school.

Key words: *sports activities, games, teleworking, psycho-physical abilities, motor skills.*

Introduction

Sports educators have started to introduce innovative learning approaches in teaching sports both at a distance and in school. Given the findings that impaired motor skills and weight gain, we tried to implement the learning process in school and remotely introduce new games through various applications that we used at the school level or countries.

At our school, we decided to carry out sports activities with our students through the MS Teams app. For this purpose, I prepared a schedule for the students of the 1st and 2nd triad. I entered the time of the sports lesson in the calendar for the students, thus enriching their morning and afternoon teaching work.

Through sports activities and activities, we wanted students to maintain social contacts and, above all, to improve psycho-cognitive abilities. Above all, the goal was to improve or at least maintain the level of motor skills.

Theoretical bases

The interactive curriculum (ZRSŠ, 2020) enables us to monitor students' progress both remotely and at school. To this end, I conducted research on what would be appropriate to develop and upgrade in students in the field of sports. I read some more literature and designed some sports games myself to work remotely and then also in school.

We are aware that the task of a sports pedagogue is to work on the holistic development of students, to respect the principle of equal opportunities for all students and to consider their differences and differences. We lead the pedagogical process by motivating students so that everyone would be at least a little successful in all exercises (ZRSŠ, 2020).

In teleworking, we were also prepared to carefully monitor and evaluate all observations of students, and on this basis to encourage students to humane relationships and sportsmanship. We took special care of working with students with learning disabilities in individual areas and emotional and behavioural problems, as well as with talented students (ZRSŠ, 2020).

In regular classes and distance learning, we tried to carry out and organize various sports activities in regular classes and realize five sports days, where students improved all developmental abilities (ZRSŠ, 2020).

We wanted to influence the acquisition of skills and knowledge that enable cooperation through various sports activities, the promotion of physical creativity in the home or school environment; acquaintance with safe and responsible sports participation and a positive experience of sports, which enriches each individual and satisfaction with movement; overcoming efforts and achieving personal goals and strengthening a healthy sense of self-confidence and self-confidence (ZRSŠ, 2020).

Based on all these goals, we wanted to create positive behavioural patterns through which we encourage mutual cooperation, tolerance, acceptance of differences, development of emotional, respectful and cultural attitude to the current situation in which we are (ZRSŠ, 2020).

According to the Ministry of Education, Science and Sport (2013), physical education is an advantage in the development of physical and motor skills. Students need to be taught and developed motor skills for better self-coordination, faster response, greater speed, endurance, flexibility, improved self-balance and strength. All these activities are related to the promotion of health and a healthy lifestyle or through lifelong participation in physical activities and exercise (MIZŠ, 2013).

The purpose of implementing and upgrading sports activities both at a distance and at school through various games, activities, and activities, was to influence students' personal development and especially the growth of young people in several areas of their lives. With this, we wanted to help them develop physical awareness and confidence, as well as their own motor skills, general well-being and thus improve their self-esteem and self-esteem. All the time, we remotely developed the will, feeling and responsibility, as well as the courage and patience with which they strengthened their social capabilities (MIZŠ, 2013).

By involving students in the new learning process, sports educators worked in the field of social development. Encourage and develop a sense of solidarity, social interaction, teamwork, and team spirit, and above all respect for rules and other activities that help develop sociability and intergenerational socializing (MIZŠ, 2013).

By no means have we forgotten about health education in teleworking. We made sure that the students in the home circle ate healthy meals. For the student, I prepared a menu that was very important for the development of the physiological and biological needs of the students. We encouraged students to health and disease prevention, care for hygiene and safety and proper food consumption (MIZŠ, 2013).

We carried out physical education by developing cooperation, communication, creativity, and critical thinking of students and meeting the needs for movement and games, as well as organizing and carefully planning activities that help the child's holistic development (MIZŠ, 2013).

Practical implementation of sports activities in the 1st and 2nd triad

According to the theoretical starting points, we tried to regulate and also carefully choose different activities, through which we tried to develop some motor skills. Given that the biggest shortcomings

were lack of strength and low endurance (and the associated overweight), I will present some exercises to improve these motor skills:

Games aimed primarily at developing endurance:

TAIL HUNTING

We put strips for the students' trousers, which they have to "steal" from each other. The one who is left without a tail can continue to steal and when he gets a new "tail" he puts it on his pants. The player with the most tails win.

In addition to endurance, we also develop ingenuity, reaction speed and concentration in this game.

MOLECULES

Two children hold hands and represent one molecule. When they catch the third student, the molecule becomes larger and the trio hunts forward. The change happens when they catch the fourth student. Then the molecule becomes too big and must split. From one molecule become two (two pairs) that hunt forward. The game continues until the molecules catch all the students. If the molecule breaks during the hunt, the catch is not valid.

Again, the basic purpose of the game is to develop endurance, but to be more successful in hunting, students also need to cooperate and communicate.

CHINESE WALL

Place pillows in the middle of the gym. On them stand two or more disciples guarding the passage. The goal of the game is for the remaining students to cross the line on which the Great Wall of China stands as many times as possible without being caught by the guardians. They should not just jump over the Great Wall of China and return to the other side, but after the jump, they should run to the other side of the gym, touch the wall, and then try again. If students catch them in the middle, they fall out of the game. Students should be specifically warned of the risk of injury as they pass the wall on both sides at the same time.

Games designed primarily for power development:

VIRUSES

Two students are identified as hunters and marked. We explain to the children that the students have a special virus that mows the trapped student to the ground. When the student is trapped, he lies on his back and waits. He can get rid of it by one student grabbing him by the legs, another by the arms and carrying him together to the "hospital" (pillow). In the "hospital", he does a certain strength exercise (push-ups), then he can return to the game. When rescuers carry the wounded to the hospital, the hunter must not catch them. The game can be customized in different ways. Only one classmate can rescue the trapped person, grab him by the legs and drive him in a "wheelbarrow" position. For example, trapped people can move to the pillow themselves in different support positions.

In this game, in addition to endurance, we also develop strength in various carrying and movements in the support.

"STONE, SCISSORS AND PAPER"

This game is mainly used as part of strength exercises. Instead of just ordering the trainees a certain number of repetitions of the exercise, we prefer to pack it into a playful form. At the beginning of the game, we say which exercise will be performed (eg torso flexion). The pair then play three series of the game "stone, scissors and paper". The winner can do only 10 repetitions of the selected exercise "for the prize", and the loser can do 20. For each strength exercise, the pair plays three games, which means three series of each exercise. In this way, we introduce a lot of laughter and competition into the monotonous strength exercises.

For development and growth in the social field, we conducted social games with students, which improved their **social abilities, namely:**

BLIND MANAGEMENT

The emphasis is on nonverbal communication and trust.

Participants are divided into pairs. The first in the pair has his eyes closed, the second leadshim around the room. After two minutes, they switch roles. After the game is over, they sit in acircle and talk about how they felt as blind people and how as leaders.

In groups where members know each other well, they can get used to this game and usuallyfeel good. Experience shows that leadership goes very well between members who are friendswith each other or are otherwise close. Silence is essential for a good course.

WHAT HAS CHANGED?

The purpose is to identify what the partner has changed in.

The group is divided into two subgroups, which are placed in a row facing each other. Eachmember has one minute to carefully observe the one standing opposite him. Then everyone in both rows turns so that they show their backs and can't see each other. Everyone in each row changes three things about themselves during this time. Then they turn to each other again and try to figure it out.

Members in this game often find that observing the exterior is associated with a sense of "dedicating oneself to someone".

Electrical circuit

All but one member of the group, standing in the middle, stand in a circle and hold hands. The member of the group, who is in the middle, closes his eyes for a few moments. Meanwhile,with a slight handshake, electricity travels in a circle from one member of the group to another.The one in the middle opens his eyes and must figure out where the electric current is now. Ifproperly determined to swap places. They can also count how many rounds we have done. Instead of shaking hands, we can use a jump, squat, kick in the ass, ...

To strengthen health and regulate body weight, as well as to regulate biological and physiological needs, we also talked about a healthy diet during classes. We talked about the importance of hydration, and the regularity, moderation, and diversity of nutrition in children. Of course, at this age, the caregiver is still responsible for the child's nutrition, but it is still important that students also receive the necessary information and are aware of the importance of healthy eating. To this end, they were introduced to the food pyramid, which is supposed to represent a healthy eating framework.

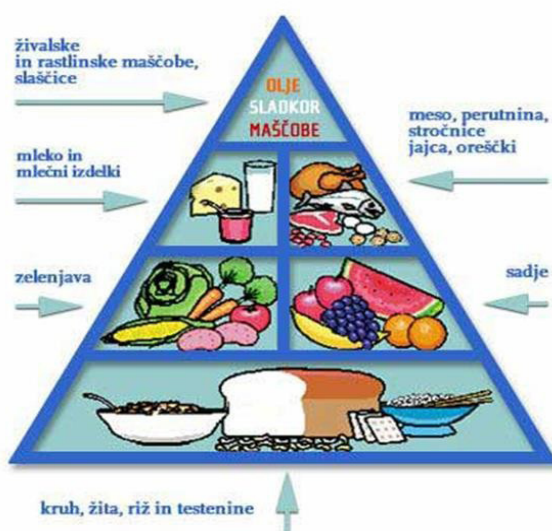


Figure 1: Pyramid of healthy nutrition (<https://www.ezdravje.com/prebavila/osnovne-znacilnosti-prebavil-in-potek-prebave/piramida-zdrave-prehrane/>)

Conclusion

Sport for me and for students is an art through which everyone develops in different areas of personality. The students were locked up in their homes all the time while working remotely. They spent whole days attending video conferences, transcribing, studying, and moving very little. Sports activities helped us to carry out movement lessons during the videoconference and thus helped to maintain psycho-physical development. Interpersonal conversation and chat in a virtual environment helped to develop social competencies. We continued what we learned at a distance in school as well.

I believe that a well-designed and planned learning process through the implementation of physical activities helps children to develop and maintain their motor skills, which help to improve their growth and development.

Through movement and social games, the students were able to exercise their body. In doing so, they began to develop a positive attitude towards sports, and to strengthen relationships with classmates and their family.

Sports activities also helped in intergenerational socializing in the family circle, where they took care of relationships and better nutrition through movement.

References

- ZRSS (2020). Interaktivni učni načrt. [Interactive curriculum] Retrieved from: <https://dun.zrss.augmentech.si/#/>
- MIZŠ (2013). Športna vzgoja in šport v šolah v Evropi. [Physical education and sport in schools in Europe] Retrieved from: https://www.eurydice.si/publikacije/Sportna-vzgoja-in-sport-v-solah-v-Evropi-Sl.pdf?_t=1560933855
- MIZŠ in ZRSS (2020). Vzgoja in izobraževanje v Republiki Sloveniji v razmerah, povezanih s covid-19, modeli in priporočila. [Education in the Republic of Slovenia in conditions related to covid-19, models and recommendations] Retrieved from: https://www.zrss.si/digitalnknjiznica/Covid_19/