

**COURSE DATA****Data Subject**

Code	36403
Name	Valencian ball and traditional games
Cycle	Grade
ECTS Credits	6.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
1312 - Degree in Physical Activity and Sport Sciences	Faculty of Physical Education and Sport Sciences	4	First term
1331 - Degree in Physical Activity and Sport Sciences (Ontinyent)	Faculty of Physical Education and Sport Sciences	4	First term

Subject-matter

Degree	Subject-matter	Character
1312 - Degree in Physical Activity and Sport Sciences	40 - Pilota valenciana i jocs tradicionals	Optional
1331 - Degree in Physical Activity and Sport Sciences (Ontinyent)	40 - Valencian ball and traditional games	Optional

Coordination

Name	Department
NAYA NOGUEROLES, JORDI	122 - Physical and Sports Education

SUMMARY

It is necessary to start to justify the introduction of the Valencian balloon in the formation of future graduates in the Degree in Physical Activity and Sports Sciences from a threefold point. Firstly there is a social demand, in fact there are few people who have specific training in the ball. Secondly, there is a legislative obligation in the curriculum of the area of secondary education. The Valencian ball is explicitly mentioned as content and evaluation criteria in each and every one of the courses of ESO and the Baccalaureate. And to end it, there is also a great concern to properly educate the children who want to get into this activity in an orderly and systematic way, as well as in other sports.

Having said all this, we will explain that from the general perspective of traditional and popular games, in this subject we will focus on the autochthonous sport of the Valencians trying on the one hand to transmit



the educational values and on the other hand trying to experience the great range of modalities that They can greatly enrich our students.

In relation to the inherent values of the ball and our culture, we will emphasize in our students aspects such as that in ball the truth must always be said, that it is necessary to listen to the advice of the elderly, that it is necessary to respect the public, who do not We can discuss the judges' decisions, we must congratulate the adversaries they have won, that it is appropriate to agree norms to make the game more equal or that we can give the 15 to the opponents.

Regarding the ball game as a physical activity, it should be noted that the great diversity of modalities is a symbol of the geographical particularities that have been developed, of the great variety of specific motor skills involved or of the social importance of the game as The way of occupying the free time of our ancestors.

The progression that will continue in the contents of the sessions will be based on the following order:

- Contact in the mobile and overcoming prejudices.

- Production of protections.

- Installation at the brush.

- Make play and beats.

- Game to Stripes.

- Split channel modes.

- Sociological aspects.

- Organization of an internal tournament.

- Game in its natural place: the street.

- Game in a center at specific facilities.

- Traditional and Popular Games and Sports.

- The ball game as an inclusion tool.

- Teacher's teaching options.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

The vehicular language of the subject will be Valencian regardless of whether the students can deliver the work or carry out the exam in Spanish.

OUTCOMES

**LEARNING OUTCOMES**

- Work as a team and collaborate effectively in organizing a Valencian tournament.
- -To understand the role of the Valencian ball in our culture and the process of socialization of our ancestors, by studying their history.
- -Analyse and synthesize the texts provided by the teacher in the virtual classroom.
- -To know and understand the main differences between sport and the popular, traditional or native game.
- -To learn at least a classification of traditional games and investigate in their immediate surroundings to draw up a card for a popular traditional-game.
- Analyse the current role of the ball in the Physical Education curriculum in high school and high school, applying this knowledge professionally and preparing didactic material.
- To elaborate different types of games and activities of sport initiation in the Valencian ball.
- Know and understand the educational values of the Valencian ball and the traditional games.
- Understand and differentiate the Valencian Pilota modalities by classifying them based on the common characteristics, in modalities of divided channels, modalities of invasion and modalities of indirect play.
- Participate regardless of their level in a game of any type.
- Be able to adapt to the characteristics and the motor responses of the different companions in a game of brush, one of big ball, one of striped game and one of game to wall.
- -Colaborate in the peer's learning process, helping to detect errors, make constructive criticisms or carry out co-evaluations.
- -Domine and know the specific bibliography of Valencian ball and traditional games.
- -Planify and carry out activities to improve motor skills that are related to the Valencian Pilota and traditional games.
- Tract the content of the Valencian Pilota in a coeducational way and promote progression adapted to people in functional diversity.
- Analyze critically the news of the world of the Valencian Pilota

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	30,00	100
Development of individual work	20,00	0
Study and independent work	54,00	0
Preparation of evaluation activities	6,00	0
TOTAL	140,00	

TEACHING METHODOLOGY



English version is not available

EVALUATION

THERE SHALL HAVE TWO EVALUATION POSSIBILITIES:

a) Continuous assessment based on three percentages:

25% Participation in the classes 25% Works 50% Exam: theoretician (6p) practical (4p)

These students will have passed the practical part of the exam with a note, assigned according to the daily observation in the practices. If they do not agree with the note they will be able to present themselves to the practical examination that we will do to the rest of colleagues who do not have continuous evaluation.

b) Students who are missing more than 20% of the classes will have a final evaluation based on a final theoretical / practical exam, which will consist of 2 hours in the theoretical section and 2 hours in the practical section.

Exam calendar.

First call in January. Second call in June

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

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