

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

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| Code | 36403 |
| Name | Valencian ball and traditional games |
| Cycle | Grade |
| ECTS Credits | 6.0 |
| Academic year | 2020 - 2021 |

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 ball in the training of future graduates in the Degree of Sciences of Physical Activity and Sport from a triple perspective. First of all there is a cultural demand, the Valencian ball has been the playful practice par excellence of the Valencian people from the 14th century to the beginning of the 20th century, so respect for our ancestors forces us to investigate and maintain the ball game. Secondly, there is a legislative obligation that makes the Valencian ball appear on the curriculum of the physical education area, in such a way that it is explicitly mentioned in the form of content and evaluation criteria in each and every one of the ESO courses and high school. And finally, there is also a great ethical concern to adequately educate children who want to enter this activity in an orderly and systematic way, 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 indigenous sport of Valencians, on the one hand trying to transmit educational values and, on the other hand, trying to experience motor skills. wide range of modalities that can enrich our students.

In relation to the values inherent in the ball, we will highlight aspects in our students such as, for example, that in ball you always have to tell the truth, that you need to listen to the advice of older people, that you have to respect the public, that you don't We can discuss the decisions of the judges, that we must congratulate the opponents who have won, that they have adapted to agree rules to make the game more equal or that we can give fifteen to the opponents.

In relation to the ball game as a physical activity, it is necessary to highlight the great diversity of modalities and therefore the great motor baggage that our work entails for our students. There are many types of ball games and many popular game modalities, so working them in adequate progressions and good didactic interventions is essential to convey their value.

The progression that we will follow in the content of the sessions will be based on the following order:

- Contact on the mobile phone and overcome prejudices.
- Preparation of protections.
- Initiation to Raspall.
- Game to Wall and blows.
- Striped game.
- Divided court modalities.
- Historical and sociological aspects.
- Organization of an internal tournament.
- Didactic proposals of the students.
- Game in its natural place: the street.
- To play in a secondary or primary educational center.
- Traditional and Popular Games and Sports (delimitation, classification and practice).



- The ball game as a tool for inclusion.
- Ball games and traditional games as a link between different generations

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

In the Faculty of Ontinyent, the majority of sessions will be held at the municipal sports center, but we will also do some outing in Calle del Altet del Santo Juan, Plaza de Santo Domingo and some educational centers in the town to practice in situations closer to reality or to experience the practice in a more original way.

In the Faculty of Valencia, most of the sessions will take place in the facilities of the university campus, but we will also make an outing in the calle de la pelota de Borboto, in the Trinquete Pelayo, in the Trinquete of the UPV campus or in some of the educational centers from the city to be able to practice in situations closer to reality or to experience the practice in a more original way.

The vehicular language of the subject will be Valencian, regardless of whether the students can deliver the work or answer the exams and questionnaires in Spanish.

We want to encourage activities that will complement the training of our students, such as visiting the Ball Museum of Genovés, holding a ball tournament among FCAFE students or attending the Algemesi sports center in particular. in the mentioned area Isla de la bola

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.
- -Analise 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.
- Analise 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.
- Collaborate 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

DESCRIPTION OF CONTENTS

1. Presentation, initial evaluation and contact with the mobile

2. Initiation to raspall

3. Structural elements of the Ball Game

4. Initiation to the striped game

Striped game introduction. Progression through nyago.

Nyago and variants. Initiation to the long ones: Nyago, one line and two lines.

Variants of the striped game: perxa, striped galotxa, contramà, bench, shorts, striped raspall ...

Visit on a street to play long in its natural place

5. Indirect game modes and divided court.

Indirect Game Modes: Game progressions to improve individual shot coordination, cooperative pair games, competitive pair games, no-zone play, high line play. Work of the technical and tactical elements: the serve (deep or cut) and the rest to flee the pointer or the rest of the first piloted in the non-dominant hand.

Divided Court Modalities: Progressions to play divided court modalities: reduced court, slow mobiles and balls that have more bounces. Work on the technical and tactical elements of the divided court modalities: making the serve, the rebound, the ball falling from the ladder, cutting rope, injuring, stopping a ball at the top of the ladder, playing ahead ...

Visit to an I.E.S. of the town, to plan and carry out the development of the ball game in some general educational sports facilities and in others of a more specific ball nature.



6. History and Sociology of the Valencian Ball

7. Popular and Traditional Games

8. Monographic talks by an expert

The aim is to bring an expert in one of the following contents to classes:

1. The physical training of professional ball players.
2. The most common injuries in the ball game.
3. The Valencian ball and people with functional diversity.
4. The Genovés ball museum.
5. The Valencian ball in the educational world.
6. Managing a racket or ball company.
7. Future prospects for young ball players.
8. The "Conselleria" of Culture's support for the Valencian ball.

9. Didactic intervention experiences

The students by small groups, will choose a content related to the Valencian ball or traditional games and will try to make a didactic intervention, directed to the rest of their classmates. In other words, a group of 3 or 4 students will act as teachers before the rest of the classmates.

10. Application of the technology to Valencian ball

The students, in small groups, will choose some type of application or innovative technological proposal that can improve any aspect of the ball game. The fields of work:

Training (accelerometers, videos that analyze gestures, heart rate monitors ...)

Dissemination (promotional campaigns, study proposals, business creation ...)

Minority sectors (women, the elderly, people with functional diversity, etc.)

The ball and the culture.

The ball and tourism.

The ball and teaching.

Professional management of the world of baseball (compare models and prepare proposals)

The remodeling, use or re-exploitation of the current ball facilities.

**11. Organization of an internal ball tournament**

The students will have to plan and carry out an internal ball tournament, where the general knowledge of the contents, the diffusion of the tournament, the adaptation of the modalities, the performance of the schedules, the solution of problems will be assessed. and the promotion of educational values without highlighting only the competitive aspects.

WORKLOAD

| ACTIVITY | Hours | % To be attended |
|--|--------------|------------------|
| Theory classes | 30,00 | 100 |
| Classroom practices | 30,00 | 100 |
| Attendance at events and external activities | 9,00 | 0 |
| Development of group work | 6,00 | 0 |
| Development of individual work | 3,00 | 0 |
| Study and independent work | 20,00 | 0 |
| TOTAL | 98,00 | |

TEACHING METHODOLOGY

According to Delgado Noguera (1991) teaching methods are the paths that lead us to achieve learning in students. Therefore, there is no valid method for any situation, but resources to adapt depending on the context and the students, in this sense the classes will initially follow the reproductive techniques and will soon evolve to research or investigation techniques.

The forms played and the adaptations will be the most used tool to develop the activity, the initial forms of the game will be very simple, global, little regulated or easy to understand and we will slowly change the rules to transform the activities in order to reason the students and establish appropriate didactic progressions for each technical gesture and for each modality.

Timely use of transfers will also be another widely used tool. Transfer involves using exercises, gestures, movements, tasks, etc. learned in one situation to apply to a new or different situation. It can be negative if it interferes, for example: playing ball and playing racquet sports is negative in terms of creating more imbalances in the non-dominant zone, but at the same time it can create positive transfers at the level of calculation of distances and speeds or at the level of anticipation of the plays by analyzing the gestures of the opponents before hitting. We will look for and test positive transfer, for example trying to play bo (in the air or the first pot) in continuity (collaborating) in many different situations (with or without division, directly or indirectly, on mobiles of different weights). , pot, texture and size ...), helps in all modalities. As well as the continuous change of pairs, so that the most skillful facilitate the game for the least skillful.



When preparing the practical sessions we find it essential to respect and maintain in our performance a series of general considerations:

Start with varied and played exercises.

Give great importance to activity and practice.

Use positive reinforcements.

Use appropriate material for the participants (large, wet balls, etc.).

Always maintain a respectful and constructive attitude.

Be careful with the lexicon used.

As specific guidelines, we have:

Have a wide range of activities and resources with played forms.

Insist on spatial perception and body positioning.

Adapt facilities and material to give continuity and mastery.

Vary a lot of modality.

Do not underestimate any modality.

Define well the fundamental principles of each one.

Establish groups of levels in some moments of the session.

In relation to the theoretical sessions: we will use many audiovisual tools and we will encourage student participation with questions. In the final part of all the classes they will pass some questionnaires to check the degree of attention.

EVALUATION

THERE WILL BE TWO EVALUATION POSSIBILITIES:

a) Continuous evaluation based on three percentages:

25% Participation in classes 25% Work 50% Exam: theoretical (6p) -practical (4p)



Students who attend at least 80% of the practical classes will have passed the practical part of the exam, with a grade assigned based on daily observation and active participation. In case of disagreement with the note, they can take the practical exam that we will do to the rest of the classmates who do not have continuous assessment.

b) Final evaluation based on a final theoretical / practical exam, for all those students who exceed 20% of the absences.

Exam schedule. First call in January. Second call in June.

REFERENCES

Basic

- Apunts de l'assignatura penjats en laula virtual.
Conca M.; Garcia G.; Gimeno, T.; Naya J.; Perez V. (2019) La pilota valenciana: unitat didàctica. Conselleria de Cultura i Educació. Valencia.
Millo Casas, Llorenç (1982) El joc de pilota. Valencia. Editorial Eliseu Climent

Additional

- Congost J. i Agulló V. La Pilota Grossa. Valencia. Institut d'Estudis Comarcals de la Marina Alta.
Agulló Albuixeh, R. i Agulló Calatayud, V. (2009). El joc de pilota a través de la premsa valenciana 1700-1909. València: Diputació de Valencia.
Año V. i Santadreu R. (2017) Congrés de Pilota Valenciana: Reptes del segle XXI. Valencia: Conselleria de Cultura, Educació i Esport.

ADDENDUM COVID-19

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

Adenda guía docente 2º cuatrimestre curso 2020/2021:



La docencia a partir del mes de febrero de 2021 se iniciará el día 8 de febrero, siendo en modalidad online y síncrona, y se mantendrá hasta que el Consell de Govern de la Universitat de València informe de su finalización y/o modificaciones.

