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Physical Education: A Way to Develop Skill with Good Health and Better Understanding

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Abstract: *Just like one must learn the alphabet to read and write, he must also learn fundamental movement and sports skills to successfully take part in physical activities for life. These basic skills are the building blocks of physical literacy and will allow a child to move confidently, competently and with control through a wide variety of physical activity, rhythmic (such as dance) and sports situations. It also allows a child to look at and understand movements going on around them causing them to base their decisions on understanding. Research shows that without the development of physical literacy, many learners and youth stop taking part in physical activity and sports. This makes them less active and can cause them to make unhealthy choices during their leisure time.*

Keywords: *Physical Education, physical literacy, community programmes, fundamental movement skills, development of athletes.*

I. INTRODUCTION

Physical activity is an essential component of a healthy lifestyle. In combination with healthy eating, it can help prevent a range of chronic diseases, including heart disease, cancer, and stroke, the three leading causes of death. Risk factors for these diseases can begin early in life and be mitigated early in life by adopting regular physical activity habits. Physical activity helps control weight, builds lean muscle, reduces fat, and contributes to a healthy functioning cardiovascular system, hormonal regulatory system, and immune system; promotes strong bone, muscle and joint development; and decreases the risk of obesity. Research has also found that physical activity is related to improvements in mental health, helping to relieve symptoms of depression and anxiety and increase self-esteem. In addition, some studies show that physical activity is correlated with improved academic achievement. Now a day both children and adults are becoming increasingly inactive. The dramatic decrease in physical activity in children over the last few decades has had a negative effect on children's health. Regular physical activity plays an important role in the prevention and treatment of many lifestyle-related diseases. Indian children and youth are becoming increasingly inactive for a number of reasons, including: Lack of safe playing areas and sporting facilities.

Lack of opportunities to be active.

Increase in time spent watching television and using technology-based entertainment.

Insufficient physical activity during the school day.

Physical Education is considered the cornerstone of a school-based comprehensive physical activity program. It provides the basis and opportunity for young people to gain the knowledge and skills needed to maintain physically active lifestyles throughout childhood and into adulthood. A quality Physical Education program can increase student participation in physical activity, increase their physical fitness, and enhance their understanding about the purpose and methods of physical activity. Participation in daily Physical Education is associated with an increased likelihood of participating regularly in moderate to vigorous physical activity. The evidence strongly supports the correlation between school-based Physical Education and increasing physical activity rates. The association for sports and Physical Education recommends daily Physical Education from kindergarten through grade 12, suggesting 150 minutes per week for elementary schools and 225 minutes per week for secondary schools. A quality Physical Education program should:

- 1) meet the needs of all students;
- 2) be an enjoyable experience for all students;
- 3) keep students active for most of Physical Education class time;
- 4) teach self-management as well as movement skills;
- 5) and emphasis knowledge and skills for a lifetime of physical activity.

According to the Physical Activity Guidelines, children and adolescents should participate in physical activity for at least 60 minutes every day. They recommend that children's activity time include moderate to vigorous aerobic activity, muscle

strengthening, and bone-strengthening exercises, and that young people should be encouraged to participate in age-appropriate, enjoyable, and diverse activities. There are many examples of physical activity, including not only team sports but also walking, biking, swimming, hiking, dancing, gardening, and many other group or individual activities. Recreational activities enjoyable to youth help ensure that they continue to engage in those activities.

A. *Physical Literacy Among Learners*

Physical literacy doesn't happen automatically. While it is true that some children have the opportunity to develop a wide range of physical skills, there are too many Indian children who do not have this opportunity. This may have a lifelong negative impact on them. Children with better skills and fitness levels play more often and are more active and through play they develop their skills more. In contrast, children who are less skilled and less fit generally have fewer opportunities to develop their skills. These children fall behind their skilled peers and often stop taking part in physical activities. To address this, we must create opportunities to develop physical literacy among children in India. These opportunities must be available in a wide range of settings and have as many different people involved as possible. Physical activity can lead to stronger teacher-learner relationships and can create stronger links between the school, home and community. This can contribute to a decrease in vandalism, mischief, petty crime and other negative behaviour in the community. Participation in physical activity from childhood into adulthood is determined, in part, by both parents' attitude towards activity and exercise in the home environment. Learners' experience of participating in physical activity and sports at school can also play a role. There is a need and opportunity for nationwide intervention to limit the rise in inactive behaviour among children by promoting and helping learners to have confidence to take part in physical activity. Children should have several opportunities to be active throughout the week and year round. Activity should be a normal part of a child's day, from walking or biking to and from school, where appropriate, to participating in a physical education class, to engaging in active games during recess, after school, or in the summer at home, in a park, or on a playground. All children benefit and gain enjoyment from physical activity, regardless of ability or disability status, gender, or athletic inclinations and talents. The benefits of physical activity extend beyond childhood too—young people who grow up physically active are more likely to be active adults. Young people who believe they are competent and have the skills to be physically active are more likely to be active. Likewise, young people who feel supported by friends and families or are surrounded by others interested in physical activity, are more likely to participate in both structured and non-structured activities. These social norms are powerful in determining people's actions. Unfortunately, our young people live in a social and physical environment that makes it easy to be sedentary and inconvenient to be active. Social and environmental factors that discourage physical activity include: community design centered around automobiles, limited access to low or no cost physical activity close to home (such as parks, recreation centers, and walking and biking paths).

B. *School And Community Programmes*

School and community programmes that promote good nutrition and regular physical activity have been shown to have the most success in reducing the risk of chronic diseases associated with inactive lifestyles and the increase in childhood obesity and diabetes. Children can develop a lifelong commitment to an active lifestyle through programmes that give them the knowledge, movement skills, motivation, behavior skills and confidence to take part in physical activity.

- 1) Physical activity promotes motor and sensory development.
- 2) It strengthens bones, muscles, ligaments and tendons as children grow.
- 3) It promotes good posture and balance.

C. *Academic benefits*

- 1) It stimulates mental development.
- 2) Studies have shown that higher academic achievement is associated with higher levels of fitness.
- 3) It can make learners more productive, more motivated, better organized and more effective at learning and performing tasks.
- 4) It can contribute to learners having better concentration levels in class, improved health and decreased absenteeism.

D. *Social benefits*

- 1) Physical activity can help build positive self-esteem in children
- 2) It gives learners access to environments that promote social interaction
- 3) It reduces the likelihood of anti-social behavior.

E. Teaching The Fundamental Movement Skills

All the fundamental movement skills need to be learned, and as children improve and develop their movement abilities, they go through the phases of skill development. It is important that you are able to recognize the characteristics of these phases and which phase the learners in your class are in. To become physically literate every child must master the fundamental movement skills. There is a series of developmental stages that children should progress through. Children mature and learn at different rates, but almost all children learn their fundamental movement skills in the same order and go through the same phases. Research shows that there is an ideal time for children to learn fundamental movement skills, making it quicker and easier to learn. However, one child's best time to learn can differ from another's. Some children start practicing walking from months earlier while others may only be ready at 15 months. In both, it is the ideal time to start walking. The longer a child takes to learn a skill the more difficult it becomes to master. The long-term athlete development programme encourages children to learn all fundamental movement skills before puberty. There are programmes that can help children overcome a skill-learning gap and make it easier for them to catch up. Generally, the best time frame to learn fundamental movement skills is between the ages of six.

F. Phases in Learning Skills

Each movement skill is divided into three learning phases that progress from simple (exploring and discovering) through to more complex (practicing and improving), (mastering and applying). Each child will be at a different phase depending on their development, experience and prior learning.

- 1) *Beginner* – Explore and discover: In this phase children will develop a rough idea of how to perform movement skills. The approach should be playful and supportive because there will be a lot of —trial and error! learning. Activities for this stage enable children to explore and discover for themselves what is involved in performing a particular movement skill. Safety is a major concern at this stage because the children may not yet have developed the skills and judgment needed to play safely.
- 2) *Intermediate* – practice and improve: In this phase, children need encouragement to focus their efforts on genuine skill improvement. They can become more efficient and refined in their performance of movement skills through repetition and practice in a variety of contexts.
- 3) *Mature* – Apply and master: In this phase, children will have learned many fundamental movement skills so well that they can perform them —automatically. They don't even have to think how to control their bodies. They can now apply movement skills in a variety of ways and combine other movements in more complex games and activities. They can also apply strategies and tactics at this level. A good example of a fundamental movement skill is throwing. Children learning to throw will throw lots of different sized balls with one hand or both and at different speeds – sometimes for accuracy and sometimes for distance. Learning to throw a ball can be the foundation for children to take part in many other sporting activities like cricket. Every sport has a list of basic sport-specific skills that must be learned if children want to play an age-appropriate version of the sports. For children to successfully take part in sports – either as a healthy recreational activity or in competition – it is important that they learn the basic sports skills and the rules of the game or sports they will be playing. Another example of a fundamental movement skill is kicking. Children learn the fundamental kicking action with each foot, as a fundamental movement skill. They will learn to kick a variety of balls with different parts of their foot. They will experiment with kicking the ball far, hitting a target, keeping the ball on the ground and kicking the ball high into the air. This basic skill can help a child to confidently participate in a future sports like soccer. They learn how hard they have to kick the ball to pass it to a team member, how to kick the ball with the inside of their foot to increase passing accuracy and how to direct a shot at goal.

G. Learning Sports

Basic skills that are the building blocks for many of the sports played by the majority of Indians include running, jumping, catching, kicking, throwing and hitting something with an implement. Children who can perform these fundamental movement skills well can learn many sports-specific skills more easily and quickly than children who try to learn the sports specific skills without this foundation. Basic sports-specific skills are always associated with a particular sport, which has an effect on how it is practiced and the kinds of equipment that is used during practice sessions.

H. The Long-Term Development Of Athletes

The long-term athlete development model is based on the identification of children who mature early, at an average rate and late, to help understand their optimal trainability and readiness for formal training and competition. Even in the fundamental stage, the maturing stage may affect a child's ability to perform some of the fundamental movement skills. So care should be taken to shape

practice activities to the developmental age of the children involved. The model promotes the tailoring of a child's sports development to suit their stage of physical growth and maturation (developmental age), as well as their psychological and social development.

I. How physical Literacy Benefits Children

By learning the basic fundamental skills children will confidently be able to participate in any future sports activities. These benefits are illustrated: A child who can walk skillfully, will be able to take part in different games. While there are many benefits to having a physically active school, these benefits can only be fully realized if the children have a positive experience. A negative experience in physical activity has a negative effect on children, often leading to disinterest in sports or physical activity and even poor self-esteem. A positive attitude is key to enjoyment and, in turn, key to achieving the benefits of taking part and developing a lifelong habit of being physically active. The following techniques to promote a positive environment have been successful in shaping a positive attitude towards taking part in activities and sports.

J. How to Keep Children Interested In Physical Activity

- 1) Involve the children in developing their physical activity programme.
- 2) Include new activities that will cater for a range of interests and abilities.
- 3) Share exactly what you want to achieve with the children so that they know why it is important to take part. Involve the children in developing criteria for success. If children know exactly what they need to do to succeed, they will be more likely to experience success.
- 4) Be encouraging. Use positive reinforcement and specific feedback so that children know what they are doing well.
- 5) Do not exclude children from an activity as a punishment, for example do not have a child run three laps around the field because he or she misbehaved. If a game involves participants being eliminated from the game, find a way for children to stay active and take part.
- 6) Provide opportunities for maximum participation and try to ensure that children are not waiting around for a turn.
- 7) Avoid competitive situations that draw attention to a child's lack of a specific skill.
- 8) If children are not succeeding at a task, modify the task to make it less complex.
- 9) Invite local sports people or local celebrities to visit the school and participate in physical activity with the children.

Use different methods to divide the learners into groups and match the needs of the children. Be mindful of children's different abilities and experiences. Give your instructions clearly and ensure that the children do not move until you have given all the instructions. It can help to allow children to repeat the instructions to the whole class or to their group to make sure everyone knows what to do. There are some grouping methods you should avoid, for example, team leaders choosing group members. This can be stressful to the child that is picked last and it is not helpful in building self-esteem.

II. CONCLUSION

Outdoor recreation and access to nature play a vital role in the physical, psychological, spiritual well-being, health, and development of people of all ages. The current poor health of many children today, including increasing levels of obesity-related illnesses, attention deficit hyperactivity, vitamin D deficiency, and myopia are being attributed, in part, to a generational decline in the level of outdoor recreation in natural environments. Children's level of physical activity has been shown to increase when they participate in environmental education programs that promote outdoor activity. Children of all ages are healthier, happier, and have better social skills if they have frequent opportunities for free and unstructured play outdoors. For these reasons, children need to be encouraged to connect with the outdoors—places that can promote both physical and emotional health. Communities still need to ensure adequate and accessible indoor facilities for physical activity. For students who are unable to play outside because of allergies or asthma, particularly during high-pollution days or inclement weather, communities should make sure indoor recreational facilities are available to children. Communities also must ensure that children actually are aware of the opportunities available to them.

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