BALL GAME IN THE TEACHING-LEARNING PROCESS

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It is an undeniable fact that basketball is the most popular sports in the country whether in an amateur or professional ground. Introduced during the American occupation of the Philippines, the sports created a niche in the hearts of Filipino sports enthusiast and athletes.

But basketball does not only happen inside the court. The sports can also be seen inside the teaching classroom with the teachers and learners acting as coaches and players, respectively.

Every game starts with the strategic plan of the court grand master – the coach. Successful coaching does not only mean the know-how and technicalities of the game but more so managing the entire team compose of mixture of characters, culture and differences with a unified aim of targeting the championship. It also requires motivating the players and devising strategies to squeeze the players’ potentials.

In school setting, every lesson starts with the strategic plan of the classroom grand master – the teacher. Teachers devise a road map to where they want the class arrive at. This map is called lesson plan.

Lesson plan provides a detailed description of the lesson in a day or a week. A well-planned lesson comprises the following vital components: objectives, content, learning resources, procedures, remarks, and reflection. The components vary depending on the interests and strengths and weaknesses of both the teacher and the learners, the needs of the latter and the style and strategies of the former.
Careful design, development and execution of lesson plan ensure winning the game – targeting the set standards, competencies and objectives, as it is the one of the most essential parts of the teaching-learning process.

In basketball this is an equivalent of shooting – probably the most important skill of every player. Footwork, passing, assisting, and rebounding are important but shooting makes points and leads to winning the game.

They say no players are born shooters; they are products of constant practice, playing, and combination of winning and losing.

In teaching, shooting and score-making means achieving the objectives; that is the end-goal of every classroom discussion and interaction. In the daily lesson plan (DLL), there are four (4) targets: the content standards, performance standards, competencies and specific objectives. Just the same, the teachers devise strategies and maximize resources to accomplish the mentioned targets usually reflected on the curriculum guide issues by the Department of Education.

Another vital skill in basketball is dribbling. It requires proper ball-handling skills and allows the player to move inside the court. A player cannot execute a successful play unless he can dribble. Same with the classroom teacher, the inability to think, use, plan and execute appropriate teaching styles and strategies means failing to achieve the objectives.

Several researchers and studies revealed the impact of effective strategies to the students’ academic performance and learning outcome. Considering its value, teachers have to reconsider adapting to the 21st century strategies giving utmost considerations to technology, competency-based and student-centered education.

Passing, running and jumping are least considered skills in basketball but as equally important as the first two. Running paves way for offense and defense of the
team. Jumping on the defensive side helps you block an opponent, while on the other side, helps you to make points. And passing can spell the difference between scoring and not scoring.

In teaching the mentioned skills can be related in choosing the instructional materials in teaching. Running and jumping allow players to strategize; selecting teaching tools permit teachers to plan effectively. Time, availability of resources, cost, students’ skills and teachers’ capabilities are main considerations. On the other hand, passing makes use of collaborative moves to execute plays. Same thing in teaching, approaches such as buddy system, peer tutoring, modular approach, inquiry method, blended learning, interdisciplinary and multidisciplinary approaches, lesson study and schoology allow other learners and teachers to participate and collaborate with co-learners and co-teachers for an engaging and effective classroom teaching-learning process.

Life is a ball game, so as teaching. Teacher as a coach must understand the multifaceted learning experiences that are rapidly happening inside the classroom to create an effective and productive classroom learning environment. As the master planner inside the classroom, teacher should help his players, the students in developing mastery, critical thinking and independent problem-solving skills ready to face the 21st century world. Because as the educational system continues to be globalized, teachers and students MUST ALWAYS BE READY TO BRING THEIR GAME FACE ON!
References:

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