THE LADDER-SNAKE GAME AND PHYSICAL EDUCATION*)

By:
Margono
Yogyakarta State University (UNY)

Abstract

Many experts say that basically physical education is education that uses physic as medium to reach the purpose of it. So that kinds of domain (cognitive, affective and psychomotor) used to grow and develop children optimally can be develop through physical education.

Physical education for elementary school student age will be affective if it is presented in the comfortable situation. Physical education through games which are familiar for students is necessary, to dispose. One of the games is ladder-snake game. And it is the best choice. Why? Because this game has been so familiar for children, so simple and so flexible to develop as needed. Also it is so attractive. How to ladder-snake game in developing physical education teaching?

The first is making the design of the ladder-snake game which is suitable with the kind of sport that will be introduced to children. It means that the number squares are filled with activities or instructions which must be done. The second step is preparing the aids and the yard suitable with the design made. The third step is to devide children into some groups to become the coins when the game played. The fourth step is explaining the rules or the game in a simple way. Last step is playing the ladder-snake game with the teacher’s facilities and correction for all children’s activities given.

Keywords: Game, physical education, elementary school, children
INTRODUCTION

Many experts say that basically physical education is education that uses physical medium to reach the purpose of it. So that kinds of domain (cognitive, affective and psychomotor) used to grow develop children optimally can be developed through physical education. Charles A. Bucher (1983:13) stated, "Physical education an integral of the total education process, is a field of endeavor that has as its aim the improvement of human performance through the medium of physical activities that have been selected with a view to realizing this outcomes.

Expert from Amsterdam-Netherlands, Bart Crum (2003:7-8) stated, that physical education lesson and school sport have utility value, demonstrated quality as to the degree in which the contribute to: (1) the students' development of a positive attitude towards movement, exercise, play, sport and dance; (2) the students' competence to solve a range of technomotor problems; (3) the students' competence to deal with personal and interpersonal problems and conflicts, which are always present in skin-close and exiting movement situations; (4) the growth of students' knowledge and insight, which are necessary to understand the rules of movement and sport and to adapt them appropriately if so desired, and (5) the enrichment of the actual school life.

Physical education for elementary school student age will be effective if it is presented in the comfortable situation. Physical education through

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games which are familiar for students is necessary, to dispose (Maeda and Murata, 2004).

**Game for Physical Education**

Why do not we make use of a game for physical education, which is familiar with children? This question arises as the follow-up of being envious toward teacher’s creativity. Certainly, if we consider the right principle and carry it out seriously, it will offer a benefit, event it will offer dual benefits, three benefits, or multi benefits. The best choice is laid on a ladder-snake game, which is able to fulfill the writer’s need to make use of a game as an alternative learning medium for physical education for the elementary-age children.

The ladder-snake game is a very simple game, all children can play it as long as the are able to read and understand the instruction ot the game written on the box where the coin is available, after they turn to throw the dice. Beside, the ladder-snake game can be interesting if it is prepared well.

**The ladder-snake game for Physical Education Learning**

What a ladder-snake game is not likely needed to be explained because most people know how to play it. In the early development, this game includes numbers and illustration, which are dominated by the pictures of ladders and snakes; the ladder illustrates the go-up and the snake illustrates to go-down step.

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In its development, there are many variations as the evidence of the creators’ creativity. The variation is adapted to the user (especially for the children), it is not only the pictures of ladder and snake, but it can be any pictures. It also includes messages, which are adapted to the topic of the game. The picture itself is not only in "its compulsory shape" which is usually in the form of ‘square’ with numbers one up to 100 inside, but there are many kinds of shapes, such as, circle, spiral, or irregular curving shape. But whatever the shape, it must be an interesting shape because naturally the game is aimed to give a pleasure to the player.

The question is what kinds of effort do we need to make use of ladder-snake game as a medium for learning by playing or playing by learning, the most important thing to be considered is to attract the children attention. Besides, we must concern with such achieved goals as introducing number in athletic, a big-ball, or a small-ball match. Moreover, ladder-snake game probably drives the children to move physically in adequate frequency and intensity.

How to Play Ladder-Snake Game

For example is that ladder-snake game is aimed to introduce number in athletic (track and field). The players are about 40 children; divided into two stations. One station is equipped with one ladder-snake game and played with 4 coins (= 4 groups). It means that one throw of the dice for five children with one coin to step forward. It starts from outside the box and not from the first box. Wherever the coin lands on, there must be a
physical activity based on the determined goals. There is no number without an activity. The example can be seen in the appendices.

**Notes to Play Ladder-Snake Game**

There are some notes to attention, before to play the ladder-snake game applied to children, elementary school ages:

- While one group the activities based on the instruction the coin lands on at the certain number, the next group can play the dice soon in the order to make use of the time efficiently;
- The activities are played continuously; it is possible for the next group to play, even if one group previously to have not finished their tasks yet. In case, the teacher is still able to monitor the student;
- A correction are always given during the activities, group or individually; all group numbers have to finish the activities based on the instruction on the box where the coin lands on. It is started all together but each will finish the task depend on their abilities;
- If there is not by group landing on the finish box until the end of the lesson, it is fine, the game can be ended anytime;
- If it is played at the first period, it is necessary to give the students warming up and stretching sessions previously;
- The equipment and the field need to be prepared before it is started;
- It is not necessary to have the basic standard to decide the amount of boxes for the game in introducing the branches of sport, but it is
necessary to have the type of activities that can be probably be played as the hint.

**A Demand for Creativity and Improvisation**

It is necessary to adapt the students’ characteristics to the type of activities written on the box for the designed ladder-snake game for physical education in the school. It is also important to criticize the students’ characteristics both from physical and non-physical aspects, for example, considering that it is impossible for the first-years students to have similar activities with the six-year student (which is written on the boxes in ladder-snake game).

It is important to adapt the designed ladder-snake game to the school condition in terms of the available school area, supporting facilities, and the equipment. It is necessary to design a school management to avoid the class in disorder and uncontrolled. If the teacher is quite bore, it means that their learning model with ladder-snake game demands the teacher to get more bored.

All physical education teacher (for example is teachers in the same village or sub district) can design the game together to be used and develop in their area. The most important thing is their willingness to create and improvise. This game can be played anywhere; it is not always in the school area. A well-prepared and done game will contribute more benefits. It is not only a benefit from psychomotor aspect, but it is also from cognitive and affective aspects.

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What have been written by Peter Kline in his book entitled Everyday Genius, “A school has to be most interesting place to play” is important to be considered to end this writing. It seems to be able to present the sport activities in more exiting ways to achieve more benefits. As Gordon Driden and Jeannette Vos (2003) has stated in their book entitled Learning Evolution that “Learning will be effective if it is fun”.

Most popular Roman philosopher, Seneca, almost 2000 years ago stated "Non scholae, sed vitæ discimus", which means: Don’t teach for the school, teach for life (Bart Crum, 2003:5). This is not only an important clue for schooling in general, but it relevant to each subject that is taught in schools. So, Also physical education should follow this clue.

References


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