

# Towards a School Physical Education Learning Model Based on Traditional Sport Game to Develop Pupil Well-Being in Tunisia

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## **Abstract:**

The introduction of the concepts of health education for physical education raises many questions and apprehensions among physical education teachers in Tunisia who have been entrusted with this new disciplinary field while imposing on them a different approach to teaching. In fact, in this perspective, rather great importance is given to health education. Moreover, among the pedagogical orientations put forward by these designers, the accent must be placed on replacing the notions of learning objectives with an approach organized around the notions of the development of disciplinary and transversal skills through the traditional sports game. Interested for several years in games and health education, we wanted to make our contribution to the attempts undertaken so far to implement traditional sports games in the school environment. To have a more objective idea of the needs of the educators, we began by surveying the status of the implementation of traditional sports games in and around the Sfax region. This approach made it possible to highlight the understanding that some teachers have of the concepts involved and the strategies they have developed to implement them. Subsequently, taking into account the needs identified during our survey, we developed an innovative intervention approach, integrating games in the field of health education and didactic devices already tested in schools. We think, through this work, to bring our contribution to the actions already undertaken by the teachers, to make health education through traditional games an integral part of the Tunisian school.

*Keywords: Traditional sports game, physical education, health education, Action field, Well-being, Tunisian pupil.*

## **INTRODUCTION**

Traditional sports games are motor situations that were historically common in the Tunisian territory (urban and rural); these games were adapted to the particularities and cultures of the regions. These games have been forgotten after industrialization in recent years. Traditional sports play can be considered a form of behavior, which takes place according to rules in a specific space and time. Because of this characteristic, the game becomes the subject of study in different sciences. Interest in the study of the game arises in pedagogy, psychology, and sociology. This fact confirms the importance of play as a unique phenomenon that accompanies us throughout our life since early childhood. Many games are intended for different age groups of children and adults. Some of them are used in working with children, due to the possible effect on improving the child's psycho-physical state. In the traditional sports game, players pay attention to compliance with the rules and warn against certain deviations. Children are very critical and consistent in applying specific rules. During the game, they warn each other about behavior that is not allowed. Therefore, the traditional play-based school can improve human relationships. In traditional games, children experience higher positive emotions in cooperative motor

communications than in opposition motor interactions. Moreover, in ambivalent motor interactions, this emotion is very balanced since the child lives in the same situation of play cooperation and opposition at the same time. Traditional sports play can contribute to children's motor, linguistic, cognitive, and social-emotional development (Parlebas, 1999, 2009). They are all mentioned as being psychologically healthy for children. As a result, sports games could provide benefits to physical health, in other words, increase heart rate, oxygen consumption, and blood pressure. This benefit indicates a potential role in cardiovascular health strategies for children (Dugas, 2019).

In short, traditional sports games contribute not only to the improvement of psychological and social health but also to the physical health of children (Bergugnat and al., 2017). Therefore, traditional sports games, given the richness of their motor communication networks about sport, are a source of motor skills development that help children control their bodies, manipulate their environment, and train skills. Traditional sports games must be taught and practiced as a field of action in school physical education in Tunisia. Have several studies shown the positive effects of early movement competence programs on children's movement competence development (Legrand; Meziani and Collard. 2017), including those at risk Legrand; Meziani and Collard. 2017; Ben Amar & al., 2020). While the literature suggests different teaching programs, traditional sport can be proposed as an approach to teaching movement skills in school physical education; it is the main way children learn about their bodies and motor skills. It also plays an important role in children's cognitive and emotional growth. The purpose of this study was to understand how physical education teachers believed that traditional sports games could benefit the psychological, social, and physical health of their pupils. The research will also explore teachers' perceptions of traditional sports games as a field of action and how they could be adapted as part of a physical education program. From these considerations; our goal is to expose the contribution of traditional sports games to each dimension of health.

In terms of the emotional, Parlebas, (1969), and ParticipACTION (2018), argued that the affective dimension is the key to "motor conduct" and personality development. Emotional involvement is a constituent part of motor Behaviors. The study conducted by Elloumi (2000 ; Ben Amar and al., 2020), on the Tunisian traditional sports games, confirmed their extraordinary contributions to the education of emotions. Traditional sports games also play a vital role in social and cultural dimensions of health: Interpersonal relations, social dialogue, and socialization occurring from different motor interactions within the cultural context in which we live are among the most notable contributions in this regard.

Finally, we will consider the hypothesis of social health education as part of physical education and in particular, the contribution that the traditional game can be improved. For this reason, we will demonstrate the educational and social richness that games bring to the twenty-first century. In this perspective, the traditional sports game is a prominent tool that can contribute to developing the social health of pupils.

In this complex school and social system, we try to ascertain whether the educational values of traditional games are still recognized and in what educational context these games still occupy a significant place today. They would actively participate in the psychic, motor, social, cultural, and physical training of pupils in PE or not.

## METHODS

This study was conducted in the city of Sfax in Tunisia during the 2020-2021 school year. The study took place in schools in the city center, with PE teachers aged 25 to 55 (See Table 1). In this qualitative research, data is collected through in-depth interviews with participants. The participants are composed of 15 teachers (five from each grade). They are asked to comment on the effects of traditional sports play on psychological, social, and physical health and their integration as an area of action in school physical education programs. As an illustration, we asked the teachers, "What do you think about traditional sports games?" ; "Is there anything special about traditional sports play compared to sport?" ; "To what extent are traditional games both culturally relevant and valuable to society?", "What is the place and role of traditional games in PSE sessions now?" , "What are the factors and representations that can influence this place and role?" "What suggestions do you have for senior officials to integrate traditional sports games into school-based physical education programs?" (See, table 2)

**Table 1: Summary of methodological approaches**

<b>Field investigation</b>	<b>Study population</b>	<b>Interest</b>
<b>Semi-directive interviews with school teachers,</b>	5 primary school teachers	Data collection of the effect of traditional PSE sports games on the well-being of primary school pupils
<b>Semi-directive interviews with college PE teachers</b>	5 College teachers	Data collection of the effect of traditional PSE sports games on student well-being in college
<b>Semi-directive interviews with PE teachers in high school</b>	5 High school teachers	Data collection of the effect of traditional PSE sports games on student well-being in high school

The interview is composed of four open-ended questions, based on four axes (see maintenance grid):

- Teachers' perception of traditional sports games.
- The educational value of traditional sports games according to teachers
- The impact of traditional sports games on the student's health, psychological, social, and physical health.
- The importance of traditional sports games as a field of physical education.

What we are interested in is the reality, the thoughts they have about these games, their practices, and how they are presented. It was of great interest to our study as it helps us to understand the perspective of physical education teachers at different school levels (primary, college and secondary).

**Table 2: Subthemes Within Each Themes**

<b>Thèmes</b>	<b>Corresponding Sub-themes</b>	<b>Relaunch</b>
Representatives of teachers towards traditional sports games.	Development of transversal skills, Development of physical and motor skills, Fun, Educational interest, Development of the desire to win without the spirit of competition, Transmission of «tradition», Stand out from the sporting/competition model	Ask the same question in different forms, if you don't get a well-developed answer...
The educational value of traditional sports games according to teachers	Imagination and creativity in the game, Respect of the rules of the game, Pleasure of the game, Cultural reference, Culture put into action, Knowledge of societies, Safeguarding a traditional culture, Education of the body and mind of children, Education through play	
The impact of traditional sports games on the health, psychological, social and physical health of pupil.	Speed, Skill, Balance, Relaxation, Strength, Flexibility, Endurance, Respect for others, Cooperation, Respect for rules, Diversity, Autonomy, Motivation, Creativity and invention of rules, Citizenship learning, Relational well-being, Good health, Health benefits of the game, Sociability and Fulfillment, Sources of Moral and Social Development, Assertiveness and Motor Personality Building, Taking Responsibility, Improving Intellectual Performance; the joy of action, Confidence building, Control of the body, Control of emotions, and Decision-making.	
The place of traditional sports games as a field of action in PES.	Educational Interest, Physical and Motor Skills, Game Didactization, Learning and Renewal of Educational Practices, Significant Educational and Educational Use Opportunities	

## RESULTS

In-depth interviews with physical education teachers on the effect of traditional sports games on the well-being of Tunisian pupils have revealed a great deal of information on the type of games and their effects on health: psychological, social, and physical of the pupil. Furthermore, teachers affirm that traditional sports games are richer than sports and should be included as an activity area in school physical education curricula.

## **Impact of Traditional Sports Games on Pupil's Well-Being, Psychological, Social, and Physical Health**

### ***Biological Benefits:***

In the opinion of teachers at all three school levels, traditional games develop the student's physical qualities of speed and skill. Balance is very important in learning (sensory and motor learning), according to teachers in primary education, this is certainly the preschool case. This is less the case for the larger ones for whom the engine balance is acquired. In primary education, endurance is an essential quality developed by traditional sports games but it loses its importance in the upper classes. In primary school, we believe that the development of these qualities is partly linked to the investment and commitment of students in activities that are more spontaneous in primary school than in secondary school. Students are always active, running and moving. The majority of teachers emphasize that traditional sports games are beneficial;

"Just as sports involve the student in a complete activity, so they affect all the parameters of a Unlike society games, the nature praxis of traditional sports games requires players to make some physical effort in all motor situations, whether in "psycho-motor" games where we participate without interaction with other players ( short runs, jumps, throws ...) or in "socio-motor" games, where it is necessary to interact with other players (danced games, fight games, ball games, ...), object to the opponents (confrontations of fights, ...) or by opposing teams and cooperate with other groups (games ball, hide and seek ...). However, energy expenditure is very different in track racing games where all participants make a physical effort and similar games in which the internal logic gives rise to situations that are changing constantly, due to uncertainty or unexpected from opponents or the relationship with the physical environment. In these cases, each player will make an effort according to the different decisions associated with roles, strategy, and the risks taken during the game.

In contrast, it should probably qualify that paradise by the fact that institutional sports games carry their institutional pathology. Beyond the sports injury, visible and often in the business logic, some aspects are more pernicious and traumatic. We can cite for example osteoarthritis early, due to the intense and repeated solicitation of certain joints in road runners or gymnasts. Mention may also be cardiac events in patients with hypertension associated with intense isometric muscle work (See Legrand and al.2017; ParticipACTION 2018; Dugas, 2019). Commitment to regular "fun-motor" games accompanied by a modified self-image and a more careful attitude toward the lifestyle (See CMHCC, 2018; Dugas, 2019). For Parlebas, "emotion is the key to motor behavior". These affective and emotional aspects will be extensively explained below.

### ***Emotional Benefits:***

Teachers at all three school levels say that traditional games develop the pupil's emotional experiences, which confirms what Parlebas said: "Affectivity is the key to motor skills" (Parlebas, 1986). This idea is approved by the majority of teachers:

"The traditional sport's game carries an infinite number of optimal experiences, which can contribute to improve self-esteem, consciousness and emotion regulation and, therefore, promote emotional dimension of health or quality of life."

The contribution of traditional sports games to education for improving the emotional aspects of health is undisputed. The different situations offered by these games can affect different dimensions of emotions. Traditional sports games are a collection of unusual situations that

require interaction with others, partners, or opponents. In these socio-motor games, affective is inseparable from the ability to interpret emotions. Learn the contingencies and risks created by other participants and how to respond to them. This is the case in the "Greek fighting games", where the actors must decipher, interpret and react to the opponent's unpredictable motor movements. This is the same example of team games that, like many ball games, must adapt to the behavioral and emotional reactions caused by the intervention of others. The environments in which traditional sports games take place (street, square, wasteland, or gymnasium) are laboratories that produce emotional experiences, learning, movement reports, and social benefits worthy of investigation.

Another teacher confirms this

"The individuality of an actor is expressed when he acts and moves his body. It is his whole being engaged in reflexes, emotions, expressions, decisions, or aspects of relationships."

The teachers also said;

"In a physical education course, the joy of the participants replaces the bitterness of the defeated...Traditional games offer competition that emphasizes positive relationships over dominant interaction increase."

The above considerations have led various research groups at universities in Spain, Portugal, and Brazil to study the relationship between different types of emotions and different families of traditional sports games. Data analysis confirms that different domains of family games do not behave in the same way. Positive emotions were expressed more strongly in non-winnable cooperative games, whereas negative emotions were elicited mainly in games where there was a chance of winning, losing, or being eliminated (Lavega, Filella, Lagarde, Mateu, & Soldevila, 2009, Legrand, Meziani & Collard. 2017, ParticipACTION 2018; Dugas, 2019; Quintana and Etxebeste, 2019).

### ***Social Benefits (Relation Well-Being):***

What can we understand by "well-being relational" in the context of traditional sports games? It is indeed a pleasure to play with others, live with them, and share common behaviors and emotions. The joy of interaction does not preclude the empowering effects of confrontation and combat, but confronting opponents within an accepted framework is part of collective stimulation. Traditional sports games have an inexhaustible variety, and relationship well-being depends on the adaptability of this prolific player. According to comments from physical education teachers (all school levels), traditional games can improve students' relationship well-being, and this confirms Parlebas' words: "To operate is to cooperate" (Parlebas, 1986; 1999). At the social level, play activities generally develop more social than innate physical qualities. This idea is supported by the majority of teachers;

"Traditional games are important for strengthening group spirit, know-how, and communication among participants (respect for others, cooperation, adherence to rules, gender diversity)."

Unanimously,

"Respect for your opponent seems to be innate in playing the traditional game."

"If you don't follow the rules, it will be difficult to play."

"Likewise, cooperation seems to be a hallmark of their practice... Cooperation is one of the main goals when setting up collective games."

One teacher interviewed

"It's about emphasizing cooperation and group organization in evaluation rather than technical know-how (passing, shooting, etc.). Traditional games develop all the qualities of a team sport, or more." It helps."

Based on Parlebas' work (1969, 2018) some of these activities, especially paradoxical games, present social interactions superior to certain collective sports. Legrand and al. (2017) noted that these social relationships "are much more ambiguous than those attested by the sports model. A playground or a work meeting is more like a game of "sitting ball" than a transparent and exclusive confrontation of the sport." Also, having a form of a ten-pass with the students at some point in time can include girls. Tunisian teachers confirm this idea;

"Gender diversity in PE is certainly more present and easier to implement in primary than in secondary. At least we think it will be more present in traditional sports games than in more institutionalized activities, as social practices of reference."

Players must be able to adapt to opposite situations, accepting opposition and cooperation in various forms. When faced with conflicts, the complexity of alliances, and unexpected initiatives within the group. All these urges to commit to serving your partner, to receive support from your partner, and to act in solidarity with others can create enthusiasm that ignites an emotional relationship. Upon reaching this level, Playful Happiness accepts the regulatory constraints of collective bargaining agreements. It becomes an essential framework for sharing the various vicissitudes, sometimes delightful, sometimes uncomfortable, that is part of an overall very motivating adventure. Learning to overcome defeat, risking personal gains to save a partner in trouble, or sacrificing oneself to free a partner's prisoner is an over-reliance on the player. It's a rich experiment that encourages you to break out of your routine.

The complexity of motor communication is so different from verbal communication that it makes for fascinating originality. The body is a sign Players must decipher other people's locomotion while knowing that others are deciphering their own. False evidence and deception lurk on the floor of "dodgeball" and "mini-goal." Children are enthusiastic about deciphering and coding this interaction-guided practice. Inherent in itself: You have to "hide the strategy game", provide false evidence, put yourself in the shoes of others through empathy and try to deduce their intentions.

The fun of the game lies in communication about communication, "meta-communication" that encourages players to intervene not only in the first level but also in the tactical implications of the second level. From an early age, the gleeful child feels the luxury of being a master of current affairs. For a while he holds the key...or whoever thinks he holds the key in the presence of another presumes the same fleeting privilege. Player to player, in this intertwined contact, the experience of interaction is multiplied, participants gradually come together, and a sense of belonging develops. Participants share a bit of adventure and a sense of collective identity and assertiveness. A college physical education teacher confirms this by saying:

"This relationship well-being is experienced as a joyful and stimulating emotion, a powerful motivator for exchange, contact, and sharing."

As such, traditional sports games promote better lives and are an undeniable element in the sense that health means the World Health Organization. 's happy reaction shows that traditional sports

games can be exhilarating. This relationship well-being is experienced as a joyful and stimulating emotion, a powerful stimulus for trade, contact, and exchange. Playing traditional sports, therefore, promotes a better life. This is an undeniable factor in the sense that the World Health Organization means health.

### **A Traditional Sports Games as a Pe Action Field**

Interest in traditional sports games arises, in particular, from the variety of interaction situations they propose. Pupils learn to live different aspects of communication, exchange, and counter roles. Learning this adaptive capacity in contact with others is a socialization factor that supports interpersonal comfort and playfulness. Traditional sports games are veritable laboratories that seek to turn playful positivity into the gold of social cohesion. There is one problem though. In the spirit of sports, traditional sports games are based on confrontation and competition. Well, we've observed that organized competition tends to create frustration and discomfort. Can traditional sports games avoid this evil, the achievement of relational health? The aforementioned analysis allows him to distinguish between two types of competition: exclusive competition and departmental competition increase. An official decree from Tunisia determines the EP program.

Traditional sports games are rarely left out of these texts. PE teachers, especially in elementary and middle school, can afford to program games into EP sessions. Formal education is never a sport in primary and higher education. Skills are somewhat related to sports, but are given scope to engage in other physical activities;

"We can see that traditional sports games are being rehabilitated to a great extent in the physical education curriculum, especially in elementary, middle school and less in secondary."

In high school, teachers explain

"Traditional sports games in high school often used early in the cycle and during muscle warm-up, gradually transition into technically institutionalized activities."

The higher the level of the school, the more teachers choose sports activities presented in official texts instead of games. But teachers, for example, cannot be accused of using "mini-goals" as more of a collective game than football. The latter is certainly more sociable, but so are the 'mini-goals'. As such, teachers should justify these choices. However, Tunisian PE teachers may freely use traditional sports games. According to a college PE teacher;

"You have to have courage in your job if you want to make a little progress. For PE to be what it claims it wants to be through the official texts, teachers must be a bit courageous, but the courage is slim to have, because no one prevents traditional sports games, it is written nowhere. Just have the personal culture of the teacher in question. Indeed, the dimension of traditional sports games in the IOs is not highlighted. From the moment the teacher argues, he can introduce these fun activities..."

The fact that traditional sports games are absent from official examinations does not influence the choice of college teachers, since they have no exams to prepare for. A high school teacher says:



"...that a high school teacher prepares for the pupil the final EP baccalaureate exam throughout the year."

We found that traditional sports games could not be graded and were alienated from the school system built on performance and evaluation. We wanted to know if and at what level teachers excluded traditional sports games from physical education classes. Collected responses show that traditional sports games are virtually eliminated in the high school setting, but can be useful early in the session. According to the physical education teacher;

"The more traditional sports games are incorporated into the EP. They still hold an important and dominant position in Tunisia."

In short, traditional sports games are used fairly frequently in elementary, middle, and slightly lower high school sports programs. Teachers are more than willing to give traditional games more space in their sessions. Therefore, nothing prevents them from using them more often. Teachers who say they enjoy using traditional sports games often justify that they primarily prepare for group sports as well as fun activities. Moreover, it is essentially a playful feature attributed to traditional sports games by teachers. Therefore, while games allow for the understanding of motor skills, they must not be used coercively or legitimately. The most common situations in which games are used are warm-ups and group sports preparations, where session facilitation is minimal and scoring is non-existent.

According to a DUGAS study (2007) of teachers' representation of traditional games, they "enjoy a good image among both elementary and middle school teachers." However, this interest does not allow its use during EP. Also note that in DUGAS (2007; 2019), these results contrast starkly with the reality of the physical practice chosen during the sport session. "There is a reason why the didactics of collective games seem to have so little shared emotion! When the game looks fun, all that is left is the sport in its simplified form, the learning cycle. little by little, perhaps just to prepare for a better form of play: sport."

Although these games are widely used in primary school by adapting them or adapting certain rules, they can be used in a field of action apart from all school levels and allow the development of movement skills, social and cognitive. We put forward some motor specs in traditional sports games, which do not exist in sports, and which can serve as an area of action.

### **Game without Competition**

These practices are employed in various group forms such as farandoles, parades, chains, rounds, trios, and duets, often accompanied by nursery rhymes or sung verses and choruses. The overall scenario of action is customized through a series of lyrically heralded events. This gives actors the option to intervene in certain sequences, often allowing them to name their partners. In these sung games, the relationship experience is free from competition and accountability. There is no final winner. This is a role-play of a true staging in which the harmonization of the motor driving the player's collective needs; creates a strong sense of fusion in the group. The song, which supports the course of action, increases the sense of group belonging and emphasizes the collective tone of this type of game. The atmosphere of joy that usually accompanies these singing games shows how these can be active agents of fun to work together, generating relational wellbeing.

### **Unstable and Flexible Network Game**

Aside from team duels, teams facing two monoliths after a positive or negative relationship remain strictly irrelevant throughout the game, and there are sports games where alliances suddenly reverse. They provide the player with the opportunity to suddenly change partners and opponents even during the game. A player who was a teammate who helped or a player who passed the ball suddenly becomes an opponent to continue or take. Both cooperation and opposite relations are exclusive, i.e. completely different, separate, but unstable. More stable and unsolvable relationships feel, but flexibility in the player's relationship skills.

For example, in "Ball to Hunter", players who are actively attacked by hunters become partners with this ancient predator at the touch of a button. In "Ball at the Flag" in "Dodgeball"... the relationship suddenly reverses, but it's never ambiguous. Teammates and opponents split every moment. These "fun motor skills" situations are a bit disconcerting but still train relationship plasticity.

### **Games to the Original Network**

Many traditional sports games, some of which belong to the category described, are based on interaction systems that are very different from typical sports of double symmetry. These systems provide children with opportunities to experience relationally abnormal and diverse situations, immersed in social environments far removed from the typical patterns of institutional sports games of dichotomous 'social movements. These structures are sometimes exemplified by motor interaction networks, which require unusual patterns of social connections, while others provide players with surprising forms of permitted behavior at any time during play. It is sometimes exemplified by the social movement's role network.

### **Paradoxical Games**

Some traditional games offer radically original situations. They are paradoxical games in which the player's opponent is also a partner. Unbeknownst to the sports team, this scheme projects participants into the ambivalence of an unsettling yet highly stimulating relationship: both ally and foe. There is a paradox here. Anxiety related to the behavior of others persists.

Players must subtly decipher the actions of various actors and interpret them as He Twice or He Twice 'meta-communications'. And it is this subtlety that makes for a hilarious paradoxical game that will delight both children and teenagers or adults. In certain game, the paradoxes are imposed and seem obvious.

Players must anticipate the reactions of other protagonists, negotiate, and make address-proof relationships before others' ambiguous actions. Solidarity communication and hostility communication always intersect and merge. Bonds are formed, revived, and unraveled in playful adventures. This tumultuous experience, punctuated by successes and disappointments, creates excitement that fuels intense enthusiasm. It enriches the player's relationship skills.

Approved by the game's internal logic, this ambivalence disrupts the usual pattern of restricting sports encounters to absolute conflicts between two adversarial blocs such as rugby, basketball, and water polo. The paradoxical harmony between the two players foreshadows trusting each other and showing loyalty in return. This way of overcoming the paradox negates betrayal. In this situation, betrayal is promoted by the expectations of the partner.

Paradoxical games abound in traditional sports games. These games will please the participants. They allow for physical performance and demonstration of possible athleticism but do not preclude a more robust and more modest part of the child. They lend themselves to mixing between boys and girls. They allow for frequent jokes and humorous exchanges, adding salt to conflicts.

Competitive showdowns, which can be very lively in many traditional sports games in sudden changes in alliances, especially know their progression. In other words, in "Ball to the Fighters" or "Sparrowhawk", the player who is caught does not lose. On the contrary, it ends up being one of the victor's partners and thus incorporated into the winning camp. In these games on a converging network of roles, all players participate in the victory and become winners. Competition is sharing. In traditional role-switching network games, splitting is done differently. Games like "Bear and His Guard", "Four Corners", etc. require each player to seize a dominant post to achieve success. However, he still cannot avoid moving up the ranks soon. Then, temporarily, each is triumphantly overcome. The game lacks calculations and ends with no score to claim the supremacy of one of the protagonists.

## DISCUSSION

### **Traditional Sports Games: Area of Action for Social Health in Pe**

Tunisian primary and secondary school teachers tend to agree that traditional sports games can teach new skills. it's not a priority. Rather, we believe that new skills are learned through game situations. Traditional sports games, on the other hand, can present situations in which learning is reinvested. However, this is not the case in high school. Similarly, the majority of teachers agree that traditional sports games make their students feel better. Certain authors (Parlebas, 1990, 2001, 2009; Dugas, 2007; Oboeuf and al., 2008; Bour, 2007; Brussoni et al., 2015; Quintana and Etxebeste, 2019; Etxebeste, 2012; Ben Amar and al., 2020 ) Traditional games play an important role about pupils' exploration of 'relationship happiness' and 'pleasure of meeting others', 'living together' and sharing common behaviors and emotions. role. The joy of this encounter does not preclude the tension of confrontation and struggle. Confronting dissent within an accepted framework is part of collective stimulation. There is an endless variety of traditional games, and interpersonal well-being depends on a player's ability to adapt to this rich variety of games"

Similarly, the majority of primary and secondary school teachers agree that traditional sports games promote good health. We are aware that teachers cannot object to this proposal. The good physical condition generally has a positive effect on health. According to Parlebas (2009), "His role can contribute significantly to learning to be socially productive while mastering the health determinants that are essential aspects of social well-being."

Our results also show that the majority of teachers tend to agree with using traditional sports games to preserve traditional culture. This consideration has already been made by Parlebas (2005), who describes games as cultural symbols. "Games are the creation of culture, the fruit of storytelling...They are also from rural areas. They correspond to social roots of behavior, communication with others, and contact with the environment. ... physical games inspired by the practices of everyday life are part of our cultural heritage, a cultural heritage based on the use of the body, based on motor behavior ... This playful ethnocentricity is a living It represents a culture, a culture that lives in the body and gesture. As such, games are places of memory, often ignored, but rich in evocative symbolism (...) The study of games can therefore provide an interesting entry point into the knowledge of society."

A variety of traditional sports games represent an introduction to learning and an update of pedagogical practice and should be integrated as a field of activity in physical education at all school levels. These results show the undeniable impact of modern practices on the exclusion of traditional sports games in high schools, suggesting that culturally, especially socially, traditional sports games should continue to be fully provided. , wondering how tradition and modernity can be reconciled. , which competes with the purely technical aspects of modern games. We believe this is an important role teacher can play in maintaining the social context of the game.

Knowing how to grasp them, traditional games offered action situations highly favorable to the self-realization of sociability, open and adaptable to multiple configurations, and confusing. Academic dueling in established sports provides an exciting practice of a very clear dichotomy that separates partners from opponents. However, a systematic and monopoly appeal to this kind of exclusive competition is fraught with various forms of resentment and frustration. Sports dueling, which has its rightful place in a balanced education, becomes fatal when its supposed practice is almost exclusively accepted as pedagogical. Many traditional sports games bring out unique perspectives, channel conflict and cooperation to competitors, and favor those who thrive on the greater well-being of relationships. Traditional sports games are a kind of model, a kind of "scaled-down model" (Collard and Dugas, 2008; Dugas, 2008; Jaouen, 2009; Quintana and Etxebeste, 2019). Therefore, managing the complexity and harmony of social relationships can contribute significantly to learning broad sociability and acquiring health factors that are important aspects of social well-being.

In the context of sports games, we find parties and local festivals to be one of the settings where traditional sports games get all the meaning, meaning. It promotes reciprocity and helps to revitalize conviviality, harmony, and relationships with others. In addition, in an increasingly cross-cultural society, we need to be aware of the ethnic dimension of our games (Eichberg, 2001; Lavega, March, and Filella, 2013; Legrand, Meziani, and Collard, 2017). It promotes different rights, shares our game and yours, promotes a culture of peace based on democratic relations, and integrates all stakeholders into the collective context to which they belong. (Jaouen, 2001; Joncheray & Richard, 2016; Amar, and al., 2020).

Today, there are many communities in Tunisia and other continents where traditional games are an integral part of local celebrations. The results obtained with the organization of traditional sports games in several parts of Europe have been demonstrated by local communities – municipalities, trade fair and festival governing boards, cultural associations, clubs, and professional organizations (Brotherhoods), cooperatives, breeders) shows great importance. Undoubtedly, this aspect, combined with the previous one, is the contribution of traditional sports games to improve various aspects of health. A systematic vision of traditional games and health justifies the necessary role of traditional sports games in the 21st century.

## **CONCLUSION**

If descriptive and causal studies can confirm the evolution of health in physical education, we cannot imagine health education related to the subject, because only he can give meaning to his " motor conduct ". Therefore, the social benefits of epidemiological studies on the justification of physical education in school systems cannot be ignored. However, it has proved difficult to healthily educate a pupil to accept the relationship between meaning and meaning, so it is the humanities and social sciences that allow him to be given disciplinary status. The reports subjects maintain on their bodies, others, and traditional sports games determine the building of

relationship well-being and even social health. It is about building emotion and sustaining the search for meaning within the framework of the motor situations proposed in the lessons.

The reference to the sport diverts the school's physical education of the attention which it carried in the health, and of the continuity in which it was situated about the re-education. Winning in institutional autonomy, this one achieves at the same time profound theoretical processing. Confronted with the public of young children, working either in school, or specialized institutes, physical education teachers abandon the model of body-building to be raised and supported.

They will have to join logic where the motor behaviors are considered as the expression of the person, the shape taken by his being to the world. Referring to genetic psychology shows the continuity of the adaptive answers, which are motor, verbal, or operating, in clinical psychology for which, for example, the subconsciously deliberate mistake and the slip of the tongue are of the same nature. Physical education has to give the means to think of care of the child, not built on the weakness and the lack, but on the implementation of another relation to one, to the material world, and others.

Motor education can succeed only if it leaves the activity of the subject, the activity which transforms him because it expresses him in the totality of its dimensions.

Traditional games not only benefit the physical health, but also the mental and social health of children who play them. Games should be expanded in schools as part of the school curriculum. When using traditional sports games as a field of action, it is important to consider the child's entire personality, not just the execution technique.

### **AUTHOR CONTRIBUTIONS**

IB, JA, NK and AE contributed to the conception and design of the manuscript. IB wrote the first draft of the manuscript. IB and AE revised it critically for important intellectual content. All authors contributed to the manuscript revision, read, and approved the submitted version

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