CHAPTER- III

PROCEDURE

In this chapter selection of subjects, collection of data, methodology of curriculum development, administration of test battery, and the statistical procedures employed have been discussed.

Selection of Subjects

The subjects for this study 504 boys and girls were selected. These subjects, between ages of three to eight years were studying in five selected private primary schools in Greater Ajmer (Rajasthan). From each school 168 boys and girls were randomly selected for the equal ratio of all three age groups. From the attendance register of first, second, third grade classes the age was calculated separately for the boys and girls. On the basis of calculated age, groups were formed. These were the age, in the range of 5-6, 6-7 and 7-8. The range of 5-6 years treated as a six year, the range of 6-7 years treated as a seven year, the range of 7-8 years treated as eight year for both boys and girls. On the random basis from the groups of girls/boys for each age level 17 boys and 17 girls were selected.
Collection of Data

This study was conducted on 504 children (168 children for each age group, 84 boys and 84 girls was randomly selected for each age group). A pre-test was conducted for the boys and girls for each age level. In this pre-test for the physical fitness side following test items were conducted (1) shuttle run- it measures agility and speed, (2) 30 mts. run- measures speed, (3) standing broad jump- measures muscular coordination and leg strength, (4) hopping- measures balance (5) Target hitting which measured accuracy and throwing ability. And for the mental ability, the marks of first terminal exams of all five subjects (Hindi, English, Mathematics, Science, General Knowledge) were collected. After a pre-test, movement education programme was conducted for three months.

In this movement education programme for the age of five to eight students, following activities were conducted. Programme were cover the following items-

1. Fundamental Movements

2. Body Management Movements

3. Manipulative Movements

4. Rhythmic Movements
5. Gymnastic Movements

6. Personal Challenge Movements

7. Game Movements

After conducting the movement education programme, a post test (physical and academic) was conducted for collecting data.

**Methodology of Curriculum Development**

For collecting the necessary material for framing the curriculum, library technique was used. Besides selected experts in the area of movement education were consulted to obtain the benefit of their knowledge and experience. Based on the available technique in framing the curriculum the following step was adopted.

1. Tools for collecting the Data.

2. Analyzing the philosophy of education in India.

3. Climatic conditions.

4. Identifying the age characteristics of the children.

5. Determining the need and interests of children.
6. Movement Education program for children of grade I,II and III.

7. Evaluating the movement education program.

**Tools for collecting Data**

As the study was philosophical in nature the research scholar for collecting relevant information pertaining to the study employed the library sources and interviews with the experts. Relevant literature available in book, journals, and periodicals providing of seminar and the research scholar reviewed conferences and report on various commissions. Since most of the books, periodicals and journals were from USA, while collecting information pertaining to the topic, Condition the whole child, not just mental growth.

**Philosophy of Education In India**

Education today must be concerned with the well - balanced development of the whole child, not just mental growth. Irreversible societal changes involving family and community life force today's school to put into practice this development of the whole child to which educators have given lip service for so many years. Only in this may can our children became better adjusted contributing citizens in a very complex society where the school is
ending to became the single constructively designed social force common to our children's.¹

"Give me the first five years of a child and take rest of his life." This slogan in the filed of education gave revolutionary dimensions to the education of pre-school child. The first five years of an individual's life are plastic and more sensitive. It is during this period that foundations of habits of physical, mental and moral health are laid.²

Indian Education commission has observed that the years between three and ten are of greatest importance in the child physical emotional and intellectual development. Commission also recommended opening of children's play center for pre-primary education. It was suggested that play centers of the children should be stabilized at state and district levels.³

"Sir George Human leading child expert in England has stated that the age under five is the susceptible age for body and mind, it is crucial age physically and psychologically."⁴

Wright urged that physical education should receive greater emphasis in preschool and Kindergarten years. He feels these age the scholar of human

¹ Louis E. Means, Harry A Applequist, "Dynamic Movement Experiences for elementary school children." P.P.05
⁴ Ibid. P.1
movement and perception might have more to contribute to the very young than any other professional.\textsuperscript{5}

Halverson feels that diverse educational fields today are agreeing on the importance of early motor experiences. It is now well known that when the environment is appropriately planned, two to five years old children through repeated performance can make improvement in skill development. Child psychologists appear to agree that movement enhances learning.\textsuperscript{6}

Richardson stated, "Particularly during the child's first six years he is busily developing and refining skills, infants movements are ceaseless, and variety of motor stimuli sever to enhance cognitive development."\textsuperscript{7}

Throughout history, philosophers and educators have stressed the importance of a sound body and good health as a framework for optimum mental effectiveness. As physical exercise contributes to the physiological fitness level and the social and emotional adjustments. It a child is well-adjusted socially and emotionally, we will have a good self-concept be self-assured, and will desire to work well in the school.\textsuperscript{8}

The elementary school curriculum in which learning of neuromuscular skills and understandings intellectual skills and understandings, social skills and understandings and value systems are taught through the medium of

\textsuperscript{5} Ibid P. - 32
\textsuperscript{6} Ibid P.-32
movement. It must be remembered that it is the only subject in the curriculum, which is solely responsible for the child's physical development, and as such, its greatest contribution and concentration is in this area.

Climatic Conditions

Our climate conditions are either or extreme type or of tropical nature. We have very hot summers and equally cold winters with monsoons lasting for three months in a year in the northern parts of the country and hot summers with warm winters all through the year in the southern and coastal parts.

Identifying the age characteristics of the children

Physical characteristics

"Every child really is changing physically in measurable ways and he may be very different in the spring from the individual he was the previous fall as the school year started. Some times there will be greater change than during other time periods of equal duration because of the irregularity factor."9

The development continuums discussed have irregularities, variable and individual differences that are highly important to the child in his physical activity, his skill and endurance goals and to his self-understanding, it would

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9 Ibid P. - 32
9 "Experience in movement" faitle, 3rd Edit. Page - 10
seem important that the teacher keep individual records indicative of the developmental stage of this child and base guidance on these facts. ¹⁰

In any age group there will be same children who are tall ad same who are short, some slender and some heavy, some who are alert and learn easily and some who are dull and learn slowly, some who are strong and agile and some who are weak and awkward. No. one description of the characteristics of an age group will fit every child in a given room. It is unlikely that many children of a particular age will exhibit all of the characteristic traits ascribed to the age.¹¹

Children continue to grow in strength from the first grade on. Boys at all ages have a slight advantage in this respect over girls. This difference increases markedly at puberty and increases for both sexes after the post-pubescent stages. At puberty the shoulder width of boys continues to grow in size and likewise the throwing ability becomes greater. Hip width increases just before puberty, much more so for girls than boys. This greater width may produce some mechanical inhibition in the run of the girls as she natures. Boys tend to have a greater energy level than girls from the age of two on. Although these differences between boys and girls are slight prior to puberty

⁹ Dynamic Movement Experience for elementary school children. Louis E. Means & Harry A. Applequist
¹⁰ P-22.
¹¹ Ibid

achievement in skill performance has been greater at all grade levels for boys in most gross skills except in stunts requiring balance.\textsuperscript{12}

Paul Hun sicker states that research shows that, "Children by 10 years of age have the neuromuscular potential to master the skills required in practically any physically education course offered at the college level.

By nature the urge of most children is to be active child needs both mental and physical activities without which harmonious development of both body and mind cannot be achieved. The aim of movement education should movements of various types and by excretive physical activities.

(i) Physical characteristics of age five:

The overall growth of five year olds is relatively slow. Gain in height is greater than gain in weight. Children of both sexes lose subcutaneous fat from their first year until their fifth year. The arms and legs began to slenderize, characteristic of the counter of the middle childhood figure. There is a rapid increase in muscle tissue, which increases the potential for the production of energy for movement, especially gross motor activities. Improved coordination is becoming evident with improved control and case of body movement. However, large muscle control is still more advanced than

that of small muscle will be noticeable. Boys tend to be superior to girls in motor skills, and they generally perform with more vigor and forcefulness.

These between are extremely flexible, because there is more space between the joints and the relatively longer and less firmly attached ligaments than in older children. Their immature bones have proportionately more water and protein substance and less minerals and so have less resistance to pressure and muscle pull.

(ii) Physical Characteristics of Age Six:

The sixth year of a life is an age of transition, with both physiological and psychological changes taking place. Growth continues to be slow and relatively uniform with the continued slenderized of arms and legs and some elongation of the trunk. The large muscles are lengthening and 75 percent of weight gain is due to the increase of muscle tissue. The six year old are lasing the knock-knees and protruding abdomen of early childhood. Their bone continues to have little resistance to pressure.

The six year olds are very active. They are full of energy and seem to be in constant motion. They are boisterous and rough in play, but, at the same time, performance is more deliberate. Frequently, they appear to be clumsy as they overdo or overextend with failures in tasks involving fine motor skills. However, the six year olds - tend to show more interest in the actual performance of stunts and activities than in the level of their achievement.
(iii) Physical Characteristics of age Seven:

Activity tends to be more variable with seven-year-old children, sometimes they are very active and at other times they are inactive. Movements and postures tend to be more tense them those of the six year olds. There is more use of both the large and small muscles of the body.

The relatively slow and constant growth of middle childhood continues, with the limbs still growing proportionally more than the trunk. The hip-shoulder ratio of girls begins slimming of physique, characteristic of the beginning of middle childhood, is evident so that the figures of boys and girls are similar.

Some children may show a slight tendency to increase in subcutaneous fat. The bones of the body still have little resistance to pressure but are increasing in density. Growth in height over the year will be slow and regular; weight will increase less slowly than height.

Movement Education contributes to the Childs social growth and development, because it provides an opportunity for the acquisition of social skill and moral values. Quite frequently, now education is referred to as a laboratory for children to experience social interactions.

The many varied activities provide excellent opportunities for children to interact with individuals, small groups large groups and authority figures
concepts of courtesy, modesty, cooperation, honesty, dependability, respect for authority and rules can all be developed through active participation in realistic, demanding situations.

(iv) Physical Characteristics of Age Eight:

This is an age of diversity. Physically, the eight year olds begin to foreshadow the marked changes that milk take place in later childhood, although such chance are yet barely discernible. During the eight-year children lose their baby profile and reach a maturity level in which the two sexes are developing different characteristics. This will continue to be more apparent in physical development and in motor ability skills.

There are steady height and weight gains throughout the year. At eight year old, a child's arms and legs tend to be very thin with no marked development musculature, the arms and legs are nearly 50 percent longer than they were when the child was two years of age.

The eight year olds are generally healthier and less subject to fatigue then the seven year olds. As they grow older, there is an increase in strength, speed and endurance.

They are aware of their own posture and posture changes become more adaptive. Their movements show more control then previously as their total pattern of body movement becomes ethnical and graceful.
There is a marked improvement in throwing, catching dodging kicking and striking a ball. A leveling off in ability in dynamic balance is evident and there will be a slight decrease in flexibility unless the proper physical activities are given to the child to prevent it.

Social Characteristics

Social Characteristics of five years:

Kindergarten age children play together for short periods in groups of three of four children with frequent shifting of the composition of the groups. Much of the time the children engage in parallel play alongside other children rather than actually participating in play together. The attention span of this age group is relatively short. These children both need and want supervision of their activity as those who are younger. They are less self-centered and less boost full than 9 year or two earlier.

Social Characteristics of six years:

First graders enjoy group play although they shown preference for small groups. The composition of the groups is likely to change frequently as the group breaks up because of a quarrel, and member’s leave and other take their places. Boys and girls play together readily. Boys begin to fight and wrestle with others to demonstrate there was culinary or to express emotions,
which they cannot otherwise express. A sudden shift from good to bad behavior is to be expected.

Social Characteristics of Seven years:

These children are less boisterous than they were as first graders, and they tend to be more continuous are more self-directed and less impulsive. Second graders begin for the first time to observe differences among their classmates. Some elements of competition are usually observable in their social relationship.

Social Characteristics of Eight Years:

Group play in the third grade is maintained for a longer period without being dissolved as the result of disagreement. By the time children are eight years old, they are able to resolve their differences in play to a considerable degree. But while they are able to work together for a common goal such as winning a relay game, they are not yet equal to the demands of more competitive play.
Creative Characteristics

Creative Characteristics of five Years:

There is a decline in the creative abilities especially imagination, at about the age of five when the children enter kindergarten Torrance feels that "this decline is a direct result of the rigid educational programs and the strict discipline children encounter in children." The ability in role-playing has decreased since four years of age. Also, the attempt by the children to do what is expected of them tends to decrease their search for new and unique ways of doing things.

Creative Characteristics of Six Years: -

Studies indicate that after the decline of creative ability in children of five years of age, there is a rekindling of creative ability, as they become six years old. A sharp increase is shown by the end of the year, unless creativity is severely restricted by teachers and other adults. Children at six are able to identify and produce many possible combinations or new relationship among objects, sounds, movements and ideas, they respond well to encouragement to add, subtract and mix these together to determine what will happen as a result.

Creative Characteristics of Seven Years:

The seven years olds develop an insatiable curiosity. They want to know the how and why of all that meets their eyes. The children of this age are able to
produce in caressingly more complex combinations of movement using more abstract ideas in the combination of body movements and the manipulation of objects.

**Creative Characteristics of Eight Years:**

At eight years of age children enter a more sophisticated quest for explanations. The questions of why expand into questions of how who, when and where. Eight year olds begin to develop a concept of the order of a sequence and willingly experiment and explore possible changes in the order by adding to or subtracting from the sequence to develop a completely new pattern.

**Need and Interest of Children**

The American Academy of Pediatrics (1991) reported that children from the ages of 2 to 12 watch about 25 hours of television per week more time than they spend in school. Only about one third of our children and youth participate daily in school physical education programs nationwide (Rose, Pate, Carbine, Delpy & Gold 1987) and that cannot in both declining and insufficient.

A basic urge is a desire to do or accomplish serve thing all children have similar urges. Which are hereditary or environmentally influenced. Basic urges are linked closely to social et al influences and are affected by teachers,
parents and peers. Usually, basic urges are similar among youngsters of all ages and not affected by developmental maturity. These urges provide direction for development of a child-centered curriculum.

**Basic Need:**

1. The urge for movement
2. The urge for success and Approval
3. The urge for peer Acceptance and social competency
4. The urge to cooperate and Compete
5. The urge for physical fitness and attractiveness.
6. The urge for adventure
7. The urge for creative satisfaction
8. The urge for Rhythmic Expression
9. The urge to know.

**Specific Need:**

1. To take The perform stunts
2. part in many activities of brief durations.
3. To play both alone and in groups.
4. To take turns, rhythmical movements.
5. Fundamentals of movement - walking, running, Jumping etc.
7. To create original pattern of rhythmic movement.
8. To play more vigorous games, stunts and relays.
9. To help make and enforce rules.
10. To help organize groups.
11. To learn fundamentals of throwing and catching

**Movement Education programme for children of grade I, II, and III**

In preparing the curriculum for elementary-school children, appropriate general and specific objectives, facilities and equipment required, time allotment, teachers responsibility, suitable movement activities, methodology of teaching and learning outcomes have been considered and included. Further, separate curriculum has been developed for elementary school children of age 5 to 8 years. Evaluation of the development of physical fitness and academic has also been included.

**General Objectives**

Educators have classified the general objectives of movement education at pre-school level as indicated below:

1. Development of movement.
2. Development of cooperation and competition.
3. Development of rhythmic expression.
4. Development of the spirit of unity and cooperation.

5. Developing a sense of responsibility.

6. Developing protection and improvement of health.

7. Help in the proper growth of all body parts.

Specific Objectives

1. Developing basic fundamental skills such as walking, running, catching, holding and balance.

2. Developing the ability to perform stunts.

3. Development of Physical fitness.

4. Development of Mental ability.

5. Developing the ability to perform original patterns of rhythmic movement.

6. Developing the ability to play more vigorous games, stunts and relays.

7. Developing the ability to learn fundamentals of throwing and catching.

8. Contributing to the social development of children by providing them opportunities to play and mix with other children. Learn
techniques of social interaction, which help in getting positive responses from others.


Facilities Required

The playground should be even, free from bushes, pits, thorns, stones and properly fenced. Wherever apparatus is installed the area should have a grassy surface. There should be a protected area, which can be used during rains and winter.

Plenty of trees should be planted around the area, which will be useful when the sun is too bright.

Equipments

Equipment for use in an early childhood movement education program can be made. Challenge in the development of skills is often provided by the use of a variety of play materials and equipments. Some materials are considered essential to success of movement education program.

Other large equipments required are as follows:
- Mats for Tumbling and safety
- Tape recorder /or CD player
- Balance Beams
- Chinning bar
- Climbing Ropes – Jump Rope, Tug of war rope.
- Supply Cart
- Jumping Boxes
- Rubber Balloon
- Balls - Football, Volley ball, Yarn Balls, Small Balls, Sponge or Tennis Ball
- Cones, rubber for boundary markers.
- Dance drum
- Track & field equipment Ex. - batons, jump boards, hurdles, crossbars.
- Wands
- Tape, colored for temporary marking of gymnasium floor.
- Tires- Auto, Bicycle
- Wooden blocks
- Wall targets
- Sand boxes
Time Allotment

One hours daily (for first grade, second grade and third grade) should be allotted for the movement education programme of six days a week early in the morning early in the morning when it is a bit cooler. In rainy season programme should be planned according to the teacher's convenience.

Teacher’s Responsibility

Teaching is much more than instruction. Teachers should guide the children rather than instruct them. Teachers will enjoy guiding the children only if they understand their physical and motor ability. This understanding will help them to be aware of the progress of the child made and not to get worried because the child may injure himself.

The Teacher should always stay close by the children attempting difficult tasks but need not discourage them. Children will climb only as high as they feel safe and hence the teacher need not worry about their climbing too high. But if the child is trying to show off, the teacher should stay close by. If the number of Children is quite large then more classroom teachers can be asked to assist and the play can be extended over a large area. The pupil teacher ratio should be one is to fifteen.

Children found to be playing alone can be guided to feel confident to try other activities, which involves groups of children.
The teacher should encourage sharing and making sure that all the children get turns in participation or trying a new apparatus. No child should be ignored because he is weak or has some disability.

**Movement Education Programme**

*Age Group (5-6), First Grade*

**(i) Fundamental Movements:**

- **Walking** - Walk slow, Fast, Tiny steps, long strides, heels, toes
- **Running** - Run with tiny, long, light, heavy step, Zig Zag, Run free
- **Jumping** - Jump up, down, forward, backward
- **Bending** - Bend body up, down, backward, forward, left, right
- **Chasing** - One person runs and the other follows closely
- **Kicking** - Kick the ball to the wall, over the target
- **Sliding** - Slide quietly, smoothly, with a partner
- **Turning** - In standing position turn body in left, right, clockwise, counter clockwise

**(ii) Body Management Movements:**

- Supported Pull -ups
- Hangs
- Swinging and Jumping
- Balance
Bridge
Reach
Roll

(iii) **Manipulative Movements:**
Jump in place
Balancing the bean bag on various body parts
Activities with balls

(iv) **Rhythmic Movements:**
Walking-fast, slow, different directions
Running- fast, slow, in and out
Clapping
Jumping- high, fast, slow, over objects, Jump rope, on the spot.

(v) **Gymnastic Movements:**
Kangaroo Jump
Puppy dog Run
Cat Walk
Rabbit Jump
Side Roll
One- Leg Balance
One-Knee & Double Knee Balance
Line Walking
Thread the needle
(vi) Personal Challenge Movements:
Beanbag Relays
Potato Relay
Lane Relays with Balls
Bounce Ball Relay
Touch Knees
Toe Touch

(vii) Game Movements:
Animal Tag
Aviator
Back to Back
Ball Passing
Circle straddle ball
Bottle Kick Ball
Stop Ball
GAME MOVEMENTS SKILLS FOR DEVELOPMENTAL LEVEL - I

Animal Tag

Supplies- None

Skills- Imagery, Running, Dodging

Formation

X
X
X

40 feet

Procedure -

Two parallel lines are drawn about 40 feet apart. Children are divided into two groups, each of which takes a position on one of the lines. Children in one group get together with their leader and decide what animal they wish to imitate. Having selected the animals, they move over to within 5 feet or so of the other line. There they imitate the animal, and the other group tries to guess the animal correctly. If the guess is correct, they chase the first group back to its line, ring to tag as many as possible. Those caught must go over to the other team. The second group then selects an animal, and the roles are reversed. If the guessing team can not guess the animal, however, the performing team gets another try.
AVIATOR

Supplies – None

Skills – Running, Loco motor movements, Stopping

Formation -

Procedure -

Players are parked (in push-up position) at one end of the playing area. The air traffic controller (ATC) is in front of the players and calls out, Aviators aviators, take off!” Youngsters take off and move like airplanes to the opposite side of the area. The first person to move to the other side and land the plane (get in to push-up position facing the ATC) is declared the new ATC.
Back to Back

Supplies: - None

Skills: - Fundamental loco motor Movements.

Formation: -

```
  x   x
 O   O
 O   O
 O   O
```

Procedure -

The number of children must be uneven. On signal, each child stands back to back with another child. One child will be without a partner. This child claps the hand for the next signal, and all children change partners, with the extra player from the previous game seeking a partner.
Ball Passing

Supplies: - Five or six different kinds of balls for each circle.

Skills: - Object handling

Formation: -

Procedure -

The leader starts a ball around the circle; it is passed from player to player in the same direction. If a child drops a ball, he must retrieve it, and a point is scored against his squad. After a period of time, a whistle is blown, and the points against each squad are totaled. The squad with lowest scores wins. Beanbags, large block, or softballs can be substituted for balls.
Bottle Kick Ball

**Supplies** – Plastic gallon jugs and 8-inch foam balls.

**Skills** - Kicking, trapping

**Formation** -

Players form a large circle around 10 to 12 plastic gallon jugs standing in the middle of the circle. Students kick the ball and try to knock over the bottles.
Circle Straddle Ball

Supplies- Two or more 8-inch foam balls.

Skills- Ball rolling, catching

Formation-

Procedure -

Children are in circle formation, facing in. Each child stands in a wide straddle stance with the side of the foot against the neighbors. The hands are on the knees.

Two balls are used. The object of the game is to roll one of the balls between the legs of another player, before that the player can get hands down to stop the ball. Each time a ball goes between the legs of an individual, a point is scored. The players having the fewest points scored against them are the winners.
Age Group (6-7), Second Grade

(i) Fundamental Movements:

Walking  - Walk in different directions, circle, square, triangle, figure
of eight, change directions on signal,

Running  - Run backward, sideward, ten steps forward and five steps
backward, stop on signal, change direction on signal

Jumping  - Jump like a kangaroo, a rabbit, a frog, and various
patterns on the floor.

Hopping  - Hop forward, backward, sideward; see how much space
you can cover in two, three or four hops.

Swinging  - Swing like a clock pendulum, cow's tail.

Twisting  - Twist two or more parts of body at the same time, left and
right twist.

Throwing  - Throw the ball in to a box or ring, target, to the partner,
over the net.

Leaping  - Leap in different directions, high, clap hands as you leap.
(ii) Body Management Movements:

Pull-ups
Climbing the rope
Stretch
Twist
Jump
Crouch Jumps

(iii) Manipulative Movements:

Partner Activities

Activities With Frisbees (Flying Disks)

Activities With Wands

Activities With Hoops

(iv) Rhythmic Movements:

Run and Jump

Ball Bouncing

Clapping and Tapping

Bending movements- Forward, Backward, Sideward
Hopping- Fast, Slow, on the spot, different directions

Marching- In place, Walk

(v) Gymnastic Movements:

Frog Jump

Seal Crawl

Reverse Seal Crawl

Elbow Crawl

Climb-Up

Tummy Balance

Long Bridge

Heel Stand

Egg Roll

Back-to-Back Get-up

(vi) Personal Challenge Movements:

Beanbag Pass Relay

Lane relays Without Equipment
Lane Relays With Equipment

Right and Left Relay

Rescue Relay

Kangaroo Relay

(vii) Game Movements:

Addition Tag

Arches

Beach Ball Bat Ball

Couple Tag

Crows and Cranes

Jump the Shot
GAME MOVEMENTS FOR DEVELOPMENTAL LEVEL -II

Addition Tag

Supplies- None

Skills- Running, dodging

Formation:

Procedure -

Two couples are it, and each stands with inside hands joined. These are the taggers. The other children run individually. The couples move around the playground, trying to tag with the free hands. The first person tagged joins the couple, making a trio. The three then chase until they catch a fourth. Once a fourth person is caught; the four divide and form two couples, adding another set of taggers to the game. This continues until all children are tagged.
Arches

Supplies - Music

Skills - Moving rhythmically

Formation

Procedure -

An arch is placed in the playing area. (To form an arch, two players stand facing one another with hands joined arms raised.) When the music starts, the others players move in a circle, passing under the arch. Suddenly, the music stops, and the arch are brought down by dropping the hands. All players caught in an arch immediately pair off to form other arches, keeping in a general circle formation. If a caught player does not have a partner, he waits in the center of the circle until one is available. The last players caught form arches for the next game.
Couple Tag

**Supplies** - None

**Skills** - Running, dogging

**Formation** -

```
  X  
 O  
 it Couple
```

**Procedure** -

Two goal lines are established about 50 feet apart. Children run in pairs, with inside hands joined. All pairs, except one, line up on one of the goal lines. The pairs in the center are it. They call "come" and the children, keeping hands joined, run to the other goal line. The pair in the center, also retaining joined hands tries to tag any other pair. As soon as a couple is caught, they help the center couple. The game continues until all are caught. The last couple caught is it for the next game.
Crows and Cranes

Supplies-None

Skills-Running, dodging

Formation-

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Procedure -

Two goal lines are drawn about 50 feet apart. Children are divided into two groups-the crows and cranes. The groups face each other at the center of the area, about 5 feet apart. The leader calls out either "crow" or "cranes", using a cr-r-r-r sound at the start of either word to mask the result. If "crows" is the call the crows chase the cranes to the goal line. If "cranes" is the call, then the cranes chase. The team that has the most players when the game ends is the winner.
Fly Trap

Supplies-None

Skills- Fundamental loco motor Movements

Formation-

```
X O X O
X X X O X
Files Traps X X
```

Procedure -

Half of the class is scattered around the playing area, sitting on the floor in cross-legged fashion. These children form the trap. The other children are the flies, and they buzz around the seated children. When a whistle is blown, the flies must freeze where they are. If any of the trappers can touch a fly, that fly sits down at that spot and become a trapper. The trappers must keep their seats glued to the floor. The game continues until all of the flies are caught.
Jump the Shot

**Supplies**- Rope, weights

**Skill**- Rope jumping

**Formation**-

![Formation Diagram]

**Procedure** -

The players stand in circle formation. One player with a long rope stands in the center. A soft object is tied to the free end of the rope to give it some weight. The center player turns the rope under the feet of the circle players, who must jump over it. A player who touches the rope with the feet must move up to the next group.
One Step

**Supplies-** A ball or beanbag for each pair of children.

**Skills-** Throwing, catching

**Formation -**

```
X |  O
X |  O
X |  O
X |  O
X |  O
X |  O
```

**Procedure -**

Two children stand facing each other about 3 feet apart. One has a ball or a beanbag. The object of the game is to throw or toss the item in the stipulated manner so that the partner can catch it without moving the feet on or from the ground. When the throw is completed successfully, the thrower takes one step backward and waits for the throw from his/her partner. The two children who move the greatest distance apart can be declared the winners.
Whistle Mixer

Supplies- A Whistle

Skills – All basic loco motor movements

Formation –

\[
\begin{array}{ccc}
  x & O & O \\
  x & x & x & O & O \\
  x & x & x & x & O
\end{array}
\]

Procedure -

Children are scattered throughout the area. To begin, they run, skipping, walk around in any direction they wish. The teacher blows a whistle a number of times in succession with short, sharp blasts. Children then form small circles with the number in the circles equal to the number of whistle blasts. If there are four blasts, Children form circles of four- no more, no less. After the circle are formed, the teacher calls “walk”, and the game continues.
Age Group (7-8), Third Grade

(i) Fundamental Movements:

Walking – Walk like a soldier, a giant, a dwarf, a robot, a duck, walk with high knees, stiff knees, one stiff knee, walk on line.

Running – Run low, gradually increasing the speed, run between and around objects, run with high knee action, slap the knee while run.

Jumping – Combine contrasting jump-forward & backward, right & left, Jump and clap hands in front, behind, overhead.

Hopping - Hop on one foot and then on the other, using numbered sequences such as 1-1, 2-2, 3-3, 4-4, 5-5, and so on. The first number indicates hop on the right foot and second for left foot hop.

Throwing – Throw the ball at a low level, through hoops, throw and catch the ball.

Dodging – Run to a certain line, change direction, run and dodge a ball

Stretching - Try to stretch a body part quickly, slowly, and smoothly, stretch and make a wide bridge, a partner to go under, around, and over bridge.
(ii) Body management movement:

Curl

Shake

Inverted hang

Rock

Prone

Activities with magic ropes

(iii) Manipulative Movements:

Juggling

Group activities and games

Activities with jump ropes

Individual rope jumping

(iv) Rhythmic Movement:

Run and tiptoes

Skipping- High, Light (with rope)

Leaping- Over things, Far, High
Sliding- Fast, Slow, Narrow, Broad

Galloping- Fast, Slow, High

(v) Gymnastic Movements:

Handstand against a wall

Push-up variation

Jump- Through

Double Roll

Pyramids

(vi) Personal Challenge Movements:

Beanbag Circle Change Relay

Over-and Under Relay

Pass and Squat Relay

Palm Push

Stick Twist

Partner pull-up

Rope Tug of War
(vii) Game Movements:

Football Target Throw

Chain Tag

Fast Pass

Flag Chase

Triplet Stoop

Soccer kick for Accuracy
GAME MOVEMENTS FOR DEVELOPMENTAL LEVEL - III

Football Target Throw

Supplies - A football, 12-15 smaller balls of various sizes.

Skill - Throwing

Formation -

```
X X X X
XX
XX
X X X X
```

Procedure -

An area of about 20' wide is marked across the center of the playing area, with a football in the center. The object of the game is to throw the smaller balls against the football, thus forcing it across the line in front of the other team. Players may come up to the line to throw, but they may not throw while inside the football area.
Chain Tag

Supplies – None

Skills – Running, dodging

Formation -

```
  x x x x x x x x x x x x

  50'   x - x - x
```

Procedure -

Two parallel lines are established about 50 feet apart. The center is occupied by three players who form a chain with joined hands. The players with free hands on either end of the chain do the tagging. All players line up on one of the parallel lines. The players in the center call “come”, and children cross from one line to the other. The chain tries to tag the runners. Anyone caught joins the chain. When the chain becomes too long, it should be divided in to several smaller chains.
Fast Pass

**Supplies** - One 8 inch foam rubber ball.

**Skills** – Passing, catching, moving to an open area.

**Formation** -

```
  x  O  x  x  x  
  x  O  x  O  x  
  x  x  x  x  O  
```

**Procedure** -

One team begins with the ball. The object is to complete five consecutive passes without the ball touching the floor. The team without the ball attempts to intercept the ball or recover an incomplete pass. Each time a pass is completed, the team shouts the number of consecutive passes completed it represents. Each time a ball touches the floor or is intercepted, the count starts over. Players may not contact each other.
Flag Chase

Supplies-Flags, stopwatch

Skills- Running, dodging

Formation-

```
 x  o  x  
 x  o  x  o  o  
 x  x  x  x  
 x  x  x  o  
```

Procedure –

One team wears flags positioned in the back of the belt. The flag team scatters throughout the area. On signal, the object is for the chasing team to capture as any flags as possible in a designated amount of time. The flags are brought to the teacher or placed in a box. Players cannot use their hands to ward off a chaser. The team pulling the most flags is declared the winner.
Triplet Stoop

Supplies—Music

Skill—Moving rhythmically

Formation—

```
  x x x
 x x x
 x x x
```

Procedure—

The game is played in groups of three with the three youngsters holding hands and marching abreast, counterclockwise. On signal, the outside player of the three continuous marching in the same direction. The middle players of the three stop and stand still. The inside player reverses direction and march clockwise. When the music stops, the groups of three attempts to reunite at the spot where the middle player stopped. The last three to join hands and stoop are put in to the center for the next round.
Circle Race

Supplies — None

Skills— Running, tagging, chasing

Formation—

![Diagram of circle with players]

Procedure —

Players stand in circle facing center. All players turn to right on signal, on second signal all players start running around circle (clockwise), each player trying to pass (on outside) the runner next in front of him. Any player passed must go to center of circle indicating he is out of race for time being. Last player on circle wins. When the leader gives a signal, circle runner’s turn and run in opposite direction (counter clockwise). This reverses the running direction of runners and adds enjoyment to the game.
Soccer Kick for Accuracy

**Supplies**- Soccer or utility ball.

**Skills**- Kicking for accuracy

**Formation**-

```
   X
   X
   X
   X
```

**20'**

Target

**Procedure**—

Kickers are numbered and face a target. The kicking skill starts when. Kicker no. 1 kicks a ball at a rectangular target a minimum of 20 feet away. The kicker may take one step only before kicking the ball. A well-delivered kick must hit on a line, or inside the target area. The ball may touch the ground before it hits the ground and still count. No. 1 is given 3 chances to hit the target. After each trial, the ball is returned to kicking line by one of the ball retrievers. All kickers rotate forward one position after no 1 has had three trials, who then take the last position in the standing zone, or may become a retriever, No. 2 become the new kicker.
## Criterion Measure

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<td>2.</td>
<td>Shuttle Run</td>
<td>Second (s)</td>
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<td>3.</td>
<td>Target Hitting</td>
<td>Points (P)</td>
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<td>4.</td>
<td>Hopping</td>
<td>Points (P)</td>
</tr>
<tr>
<td>5</td>
<td>30 mts. run</td>
<td>Second (S)</td>
</tr>
</tbody>
</table>

## Administration Of The Test Items

The test items-Shuttle run, 30 mts. Run, Standing broad jump, Hopping, Target Hitting was administered to the subjects and the necessary data was collected.
Shuttle Run

Purpose

The purpose of this test was to measure agility, speed and endurance.

Facilities and Equipment

Chalk powder, Whistle, Stopwatch, Measuring tap, Score sheet.

Procedure

Two lines on the floor 10 mt. apart were marked with chalk powder. The subjects stood behind the starting line. On the signal of whistle they ran as possible and touch the finish line and he/she ran until four round/tripe or a distance of 40 mt. had been not completed.

Scoring

The scorer was record the minimum time of subjects. The better of two chances was recorded.
Thirty Meters Run

Purpose

The purpose of the test was to measure speed.

Facilities and Equipment

Chalk power, Whistle, Score sheet, Stopwatches.

Procedure

Two lines were marked 30 meters apart. One was the starting line and the other the finish line. A stopwatch was used for recording the time. On the command of the “whistle” the subject ran as fast as possible from the starting line and end at the finish line. The stopwatch was started when the subject started running and stopped when subjects crossed the finish line.

Scoring

The minimum time was recorded.
Standing Broad Jump

**Purpose**

The purpose of this test was to measure muscular coordination and leg strength.

**Facilities and Equipments**

Calc power, measuring tape for measure distance covered by the subjects, score sheet.

**Procedure**

The subject stood at the edge of the line and jumped forward on both feet with knee bend.

**Scoring**

The distance covered by the subjects was measured in inches at the spot where the heel touched the floor last.
Hopping

Purpose

This test was measured the balancing ability of the participants.

Equipment and facilities

One chair was used for conducting the test, Score sheet.

Procedure

The subject hopped on one foot completely around a chair in a clockwise direction and then repeated the same with the other foot.

Scoring

The score was positive if the subjects were able to hop around the chair as directed without suspended foot touching the floor and without any part of the body touching the floor and without any part of the body touching the chair (one success in four trials- half point per foot). If after hopping only half the way around the chair the subject dropped his foot he was awarded .25 points.
Target Hitting

Purpose

This test measured accuracy and throwing ability.

Equipment and Facilities

Chalk Powder, Chalk, Tap, Score Sheet.

Procedure

On the wall four squares were marked, the inner most measuring 3 x 3 feet, second one-4 x 4 feet, third one 5 x 5 feet and last 6 x 6 feet. A line was marked 10 feet away from the wall. The squares were marked four feet above the ground. A tennis ball was used for hitting a line was marked 10 feet away
**Statical Procedure Employed**

In this study paired T-test was employed to know the impact of Movement Education programme on the Physical Fitness for each test battery (Shuttle run, Standing Broad jump, Thirty meters run, Hopping, Target Hitting) and on the academic achievement for each subject (Hindi, English, Mathematics, Science, and General Knowledge) which were conducted on the different age groups which are 5-6 years, 6-7 years and 7-8 years. To analyse the collected data score were converted into standard scores and a single composite score was obtained. In this study level of significance was set at 0.05.