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## "The effect of a play method on learning free swimming skills and easing the difficulty of sensory synergy - dynamic for students (7-9 years)"

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### Abstract

The scientific progress that the world is witnessing at the present time is one of the main reasons for the progress of human life and its various fields, including the sports field, but this progress is not achieved only through the selection of the best programs and capabilities and their application with the continuity of programmed scientific planning that seeks to achieve human goals And then to achieve this progress, as the study aimed to identify students (7-9 years old) who suffer from difficulty of synergy - kinesthetic, and also to identify the effect of a play method in learning free swimming skills and reduce the difficulty of kinesthetic synergy, as was used The experimental approach to suitability The nature of the problem, and also the research sample was determined by the students of Al-Mudariyah Primary School for Boys and by (20) pupils, they were divided into two groups and by (8) pupils for each group, then the experimental group was subjected to the curriculum of playing games entered into the main section of the educational unit, where the total The educational units are 16 educational units and over a period of (8) weeks with two educational units per week. As for the control group, they continued to implement their traditional curriculum and with two educational units per week. As for the data, they were dealt with in the appropriate statistical manner, and the most important conclusions are that the approach to play A positive effect in learning free swimming skills and easing the difficulty of sensory synergy – dynamic.

**Keywords:** gameplay, free swimming skills, difficulty with emotional synergy - dynamic.



## 1- Introduction:

Childhood is also one of the most important stages of life that a person goes through from birth to adulthood, as it is the basic pillar for the proper and integrated construction of the child and in all areas of skill, physical, cognitive, psychological and emotional, as it affects his behavior and personality in all its dimensions, except that interest in developing physical and motor capabilities has Children have become one of the things that modern science cares about through the close relationship between them and the development of man. Therefore, we must take care of children who suffer from difficulties in motor learning, including the difficulty of kinesthetic synergy, this interest requires preparation. Integrated from early childhood until reaching the highest levels and in all aspects of mental, psychological, physical and motor.

Since play is one of the areas that help build a child's personality, by giving him opportunities to express himself, his capabilities and creativity, and it is also a field rich in activities that satisfy the child's urgent need for movement, meditation, thinking, and creativity, which is gained through his exercise of physical, motor, psychological, physiological, and skill, Since the sport of rosary is considered one of the important sports in a person's life, because it contains recreational, psychological and physiological aspects, so it contributes to alleviating the learning difficulties of children. Thus, the importance of the current research lies in the importance of the side that addresses its study, as it is an attempt to develop a method of playing Contributed to learning free swimming skills and alleviating the difficulty of synergy - dynamic for students (7-9 years), and the problem of research is evident through the follow-up to studies and research that concern children with learning difficulties as well as by observing the researchers and their follow-up to some schools, noting the presence of some children Those who suffer from difficulties in learning, which gave a motive to find a solution to this problem by preparing a method for playing that contributes to learning free swimming skills and easing the difficulty of sensory synergy - dynamic for students (7-9 years), and the aim of the research is to identify students with age (7-9) Years of Synergy-Dynamic Difficulty Years And also to identify the effect of a play method in learning free swimming skills and alleviate the difficulty of kinesthetic synergy for pupils aged 7-9 years. As for the research hypothesis, there are significant differences between the two dimensional tests of the two groups and in favor of the experimental group.

## 2- Research methodology and field procedures

### 2-1 Research Methodology:

It is the path the researcher takes to achieve his goals based on a set of rules and foundations. Perhaps the most important of which is the knowledge of the nature of the problem under study, which requires the researcher to choose the appropriate method to reveal the proposed truth, as the experimental approach was used, in the manner of the two equivalent groups (with the pre and post test) to suit its nature The problem to be solved because "the most important characteristic of accurate scientific activity is the use of the experiment method".



**2-3 Research Society and its Sample:**

A field survey was conducted on the schools of the governorate of Babel governorate in order to detect students who have difficulties in learning (synergy - kinesthetic) and after the examination with the help of a specialized medical team, two schools were reached, namely Al-Mudariyah Primary School for Boys and Al-Hadaf Primary School for Boys, as the number of students was ( 30) A pupil of (20) pupils in Al-Mudariyah School and (10) pupils in Al-Hadaf School. The research sample was also chosen in an intentional manner, due to the existence of a regular square for games represented by Al-Mudariya School for Boys, whose number is (20) children. They were divided into two control groups and experimented with 8) Children for each group, either of the four The remaining pupils were used in the pilot experiment.

**2-3 Research methods, devices and tools used:****2-3-1 Research means:**

The following research methods were used: -

- 1- Arab and foreign references and sources.
- 2- The Internet (International Information Network).
- 3- Tests and measurement.
- 4- Observation and experimentation.

**2-3-2 Devices and tools used:**

1. A medical scale to measure body weight.
2. Electronic calculator, type 402kk Enako, number 1.
3. One type laptop computer - electronic stopwatch number 2.
4. Sony Hi8 video camera.
5. Data Show.
6. A metric linen tape measure of 30 meters in length to measure distances.
7. buzzer.
8. A metal tape of 3 m length to measure lengths.
9. Chalk 16 colored rubber balls.
10. Colored collars 50 cm in diameter.
11. Floating plates (8). Iron coins.

**2-4 Determining the difficulties of motor learning:**

The difficulty (sensory synergy - dynamic) was chosen after reviewing many sources and references, as well as the researcher's experience in this field. This difficulty was identified by the specialized medical team, as children who suffer from weakness in ( Sensitive synergy (kinetic) by implementing complex skills that require the use of the hand, eye, or hand and leg, which leads to difficulties in their performance of complex motor skills.

**2-5 Determination of tests:****2-5-1 Determination of difficulty with kinesthetic synergy:****2-5-1-1 Chalk test:**

- The aim of the test is to measure the ability to control the edges of the body during its movement alone or in combination, and to assess directionality, synchronization, and motor pairing.



- Description of the test: The student is asked to put a piece of chalk in both hands and draw two circles with two hands at the same time. For students who use the right hand in writing, the drawing of the circle is counterclockwise. As for those who use the left hand in writing, the drawing is in the direction of a hand. The clock, as the laboratory must stand in the middle and in front of the plate, and the drawing of the two circles must be equal.

#### Calculation method:

Details	Degree
He cannot perform the drawing or perform the drawing with an inappropriate size or size and mistake in placing the hand or pay attention to only one hand and draw a dotted circle	1
The child had difficulty performing any part and the direction of drawing is incorrect and unacceptable after two or three attempts	2
The child performed two or three attempts until he achieved the required drawing, was not continuous with performance, and was stiff	3
The child performed easily and confidently with a simple directive to adjust the size and position during one attempt	4

Knowing that the total degree is from (4).

#### 2-5-1-2 Balloon test:

The goal of the test: the ability to control the edges of the body during the movement of the limbs individually or collectively or kinematic pairing synchronization, i.e. interconnection between the edges of the body during movement.

Test description: Draw a radius of (2 m) and ask the laboratory to keep the balloon in the air and hit it with the head, hand and foot within a time of (2) minutes without dropping it, and the laboratory must not leave the circle or touch the line.

#### Calculation of degree:

Details	Degree
The lab performed the movement easily without dropping the balloon using the head, hands and feet during performance and not leaving the circle at the same specified time.	10
The laboratory dropped the balloon once with its head, hands and feet while performing at the same time	9
The laboratory exited the department once during the performance and its performance was acceptable	8
The laboratory exited the circuit twice during the performance and its performance was acceptable	7
Use hands and head only, and the balloon does not drop during performance	6
Use the feet and head only, and the balloon does not fall during performance	5
Drop the balloon twice during the performance	4
Drop the balloon three times during performance	3
Drop the balloon more than once and exit the circle more than once	2
Could not perform	1

Note that the total score is (10) degrees.



## **2-5-2 Tests for the basic skills of free swimming:**

### **2-5-2-1 Buoyancy test in water:**

#### **Objective of the test:**

To measure the learner's ability to float. Performance specifications: The learner stands inside the pool at its beginning, and in the shallow side of the pool, and when the starting signal is given, the learner takes a deep inhale and traps the air in the lung, then leans forward and remains on the floating position for the longest possible period provided the face is in the water in the horizontal position Then return to the initial position (stand).

Conditions of performance: The learner performs two attempts, and the best of them are taken.

Recording: Recording is for the longest time possible, per second.

### **2-5-2-2 front flow test.**

The goal of the test: the ability to flow as long as possible.

- Performance specifications: The learner stands inside the pool at its beginning, and in the shallow side of the pool, and when the starting signal is given, the learner takes a deep inhale and drops the head into the water, then pushes the wall with the feet and flows for the longest distance possible.
- Conditions of performance: The learner performs two attempts, and the best of them are taken.
- Recording: Recording shall be as long as possible using the tape measure.

### **2-5-2-3 Arm skill test:**

The objective of the test: to measure the technical performance of the movement of the arms.

- The tools used: floating plate.
- Performance specifications: The learner stands inside the pool at its beginning, and in the shallow side of the pool, and when the starting signal is given, the learner places the floating board between the thighs while noting the legs and head extending into the water and doing the movement of the arms for a distance of (10 m).
- Conditions of performance: The learner performs two attempts and the best of them are taken.
- Registration: scoring (4) rulers scores for the best attempt calculated from (10) scores, then the average of two scores is taken from the four rulers after excluding the highest evaluation score and the lowest evaluation score for two judgments.

### **2-5-2-4 The two men skill test:**

The goal of the test: to measure the technical performance of the two men.

- The tools used: floating plate
- Performance specifications: the learner stands inside the pool at its beginning, and in the shallow side of the pool, and when the starting signal is given, the learner grasps the floating board with two hands while noting the arms and head extending inside the water and swimming with the movement of the legs for a distance of (10 m).
- Conditions of performance: The learner performs two attempts, and the best of them are taken.



- Registration: scoring (4) rulers scores for the best attempt calculated from (10) scores, then the average of two scores is taken from the four rulers after excluding the highest evaluation score and the lowest evaluation score for two judgments.

### 2-5-2-5 Free Swimming Technical Appraisal Test (2)

Test objective: front crawl swimming.

- Performance specifications: the learner stands inside the pool at its start, and in the shallow side of the pool, and when the starting signal is given, the learner pushes the edge with the legs, the flow, and the swim for a distance of 25 m
- Registration: registering the scores of (4) rulers, then the mean of the two degrees of judging is taken from the four rulers after excluding the highest degree of evaluation and the lowest degree of assessment for two rulers, and that the registration form is attached (2) contains six dimensions for each movement after one except for the movement of the arms, it contains Two dimensions, the highest degree for one dimension is (3) degrees and the minimum degree is (1) degrees, and thus the highest evaluation that the learner can obtain is (18) degrees, while the lowest level that the learner can obtain is (6) degrees.

**2-6 The exploratory experiment:** The exploratory experiment was conducted on 1-2 /10/2018 at exactly (9) in the morning and on a sample from outside the research sample of (4) pupils in the water city pool in Babel governorate with regard to swimming skills tests The free and dynamic synergy tests were conducted on the second day of the experiment and on the yard of Al-Mudariya Primary School for Boys. The aim of this experiment is to identify the efficiency of the auxiliary work team • to identify the time of the tests and determine the time period that each test takes and to ascertain the scientific basis for the tests as the tests were Fixed, honest and objective What in Table 1.

Table (1) Shows scientific coefficients (stability factor, honesty factor and objectivity factor)

N	Scientific transactions	Alone Analogy	Coefficient of stability	Self honesty lab	Objectivity factor
	The exams				
1	Buoyancy test	Sec	0.90	0.94	0.88
2	Front flow test	m	0.88	0.93	0.86
3	Chalk test	Degree	0.85	0.92	0.90
4	Balloon test	Degree	0.87	0.93	0.91
5	Arm movement test	Degree	0.88	0.93	0.89
6	The movement of the two men	Degree	0.90	0.94	0.91
7	Swimming test complete	Degree	0.88	0.93	0.87

### 2-6 Procedures for equivalence of the two research groups:

In order to verify the equivalence of the two research groups between them, the pre-test of all tests was relied upon by applying the unscientific statistical method (Man Whitney) for small independent samples that are more than (8) and less than (20) to conduct the equivalence process between the experimental and control groups



of the pre-test results to find out Differences between the two research groups. The results showed that there were no significant differences between the experimental and control group for a sample size (16) at the significance level (0.05), which confirms parity between the two groups as shown in Table (2).

Table (2) It shows the equivalence of the two research groups (experimental and control), median, quartile deviation, calculated mann and tani value, level of significance, and moral significance.

N	the exams	measuring unit	Control group		Experimental group		Calculate d Mann and Tennessee value	Significance level	Moral significance
			Mediator	Spring Deviation	Mediator	Spring Deviation			
1	Buoyancy test	Sec	3.757	0.269	3.76	0.307	12.5	0.27	random
2	Front flow test	m	1.91	0.72	2.15	0.59	11.14	0.16	random
3	Chalk test	Degree	2	0.5	2.1	0.6	15	0.13	random
4	Balloon test	Degree	3	0.43	2.98	0.5	13	0.23	random
5	Arm movement test	Degree	3	0.55	2.99	0.56	16.5	0.19	random
6	The movement of the two men	Degree	2	0.5	3	0.65	9	0.79	random
7	Swimming test complete	Degree	3	0.75	4	0.5	11	0.57	random

$N_1 = 8, N_2 = 8$  under the significance level (0,05)

### 2-7- Playing method: -

The curriculum was implemented on (3/10/2018) and continued for a period of (8) weeks, at the rate of (16) educational units, i.e. at the rate of two units per week where the playing style was introduced in the main section only of the educational unit, and the time of the educational unit reached (45) minutes As for the time of the main section, it reached (35) minutes. The curriculum also included a set of competitive educational games and small games, and they were appropriately distributed in the educational units, and the progression from easy to difficult was also observed, as were the individual differences between the sample members.

### 2-8 Post-test:

Post-tests for the variables tests under study were conducted after completing the period of implementation of the play methodology of the research sample of the experimental group on (4-5 / 12/2018), and these tests were conducted in conditions close to the conditions and conditions in which the tribal tests were conducted.

2-9 Statistical methods: - The statistical bag (spss) was used in analyzing the research data and using the following statistical means that are appropriate to the sample size.



- Mediator - Spring Deviation - Mann and Tennessee Test
- The Lucoxon Test - Spearman rank correlation coefficient.
- Law of Moral Significance ()  $T = R \cdot \sqrt{\frac{N-2}{1-R^2}}$

**3- Presenting, analyzing and discussing the results:**

3-1 Display the results of the differences between the pre and post tests for the variables under study for the control group and their analysis: Extraction of median and quartile deviation as indicators of central tendency and dispersion, and in order to determine the significance of the differences between the pre and post test of the control and experimental groups, a Luccusen test was used. As shown in tables (3), (4).

Table (3) Shows the median values and the quartile deviation of the pre and post tests for the study variables, the calculated value and COXIN and its statistical functions for the control group

N	the exams	measruing unit	Tribal		Distance		Value and cocon	Significance level	Moral significance
			Mediator	Spring Deviation	Mediator	Spring Deviation			
1	Buoyancy test	Sec	3.757	0.269	5.50	1.671	4.32	0.01	moral
2	Front flow test	m	1.91	0.72	3.432	0.539	3.88	0.01	moral
3	Chalk test	Degree	2	0.5	4	0.5	3.23	0.02	moral
4	Balloon test	Degree	3	0.43	5	0.34	4.27	0.02	moral
5	Arm movement test	Degree	3	0.55	4.5	0.65	3.58	0.02	moral
6	The movement of the two men	Degree	2	0.5	4	0.5	3.72	0.01	moral
7	Swimming test complete	Degree	3	0.75	5	0.22	4.42	0.02	moral

N = 8 under the significance level (0.05)

By looking at Table (3), which shows the median value and the spring deviation for the study variables tests, and through our observation of these indicators we see them different in the value and the amount with regard to the pre and post tests, and this indicates an evolution in the post test.

**2-3 Display the results of the differences between the pre and post tests for the variables under study for the experimental group and their analysis:**

Table (4) Shows the mean values and the mean deviation of the pre- and post-tests for the study variables, the calculated value and COXIN, and their statistical functions for the experimental group.

N	the exams	measruing unit	Tribal		Distance		Value and cocon	Significance level	Moral significance
			Mediator	Spring Deviation	Mediator	Spring Deviation			
1	Buoyancy test	Sec	3.757	0.269	9.5	3.232	5.44	0.01	moral
2	Front flow test	m	1.91	0.72	4.80	.233	4.12	0.01	moral
3	Chalk test	Degree	2.1	0.6	6	0.4	4.23	0.02	moral
4	Balloon test	Degree	2.98	0.5	7	0.32	4.33	0.02	moral
5	Arm movement	Degree	2.99	0.65	6.5	0.55	5.58	0.01	moral





N	the exams	measruing unit	Tribal		Distance		Value and cocon	Significa nce level	Moral signifi cance
			Media tor	Spring Deviati on	Medi ator	Spring Deviati on			
	test								
6	The movement of the two men	Degree	3	0.65	5.5	0.77	4.72	0.01	moral
7	Swimming test complete	Degree	4	0.5	7	0.33	6.42	0.02	moral

N = 8 under the significance level (0.05)

By looking at Table (4), which shows the median value and the spring deviation for the study variables tests, and through our observation of these indicators we see them different in the value and the amount with regard to the pre and post tests, and this indicates an evolution in the post test.

**3-3 Present the results of the differences between the two groups (control and experimental) in the post-tests for the study variables tests and their analysis:**

Table (5) Shows the median value and the quartile deviation of the dimensional tests for the two groups (experimental and control) mann and calculated, level and significance

N	the exams	measruing unit	Control group		Experimental group		Calclat ed Mann and Tenness ee value	Significa nce level	Moral signifi cance
			Mediat or	Spring Deviati on	Media tor	Spring Deviati on			
1	Buoyancy test	Sec	5.50	1.671	9.5	3.232	0.00	0.00	random
2	Front flow test	m	3.432	0.539	4.80	0.223	0.00	0.00	random
3	Chalk test	Degree	4	0.5	6	0.4	0.00	0.00	random
4	Balloon test	Degree	5	0.34	7	0.32	0.00	0.00	random
5	Arm movement test	Degree	4.5	0.65	6.5	0.55	0.00	0.00	random
6	The movement of the two men	Degree	4	0.5	5.5	0.77	0.00	0.00	random
7	Swimming test complete	Degree	5	0.22	7	0.33	0.00	0.00	random

N1 = 8, N2 = 8 under the significance level (0,05)

By looking at Table (5), which shows the median value and the quartile deviation for the tests of study variables and at the two groups (control and experimental) and in the post-test that is, the one who observes the mediator for both groups sees that there is a difference and a difference between them and in favor of the experimental group.

**3-4 Discuss the results of common-sense synergy tests - mobility and free swimming skills for the control and experimental groups: -**

Through what has been presented from the presentation and analysis of the results in the tables (3,4,5), it became clear to us that there is a noticeable development for both groups, as the experimental group outperformed the control group and this appears clearly through the moral differences between the dimensional tests that the researchers attribute to the learning method by playing Because it



contains educational games, small games and exercises through which the individual differences are taken into consideration, as well as the gradient from easy to difficult and the use of the principle of suspense and excitement, which gave a strong impetus to the members of the experimental group in learning free swimming skills and reducing the difficulty of sensory synergy - through educational units J had a significant impact through a number of iterations, comfort and gradient easy to difficult games and exercises, as well as emphasis on motor compatibility, "as it is the compatibility of important capabilities for the growth of the child physically even increases its ability to orientation and control movements" (). As for the control group, the researchers attribute the reason for the development to the traditional method followed with them, as a weak development can be observed in comparison with the experimental group and this can be attributed to the neuromuscular compatibility that was not focused on with high accuracy in the traditional method, as they lack it because of the difficulties they suffer In learning the movements that need complex combinations, "since building a consensual capacity for any movement made by a person is a compatibility between the work of the internal systems and the work of the nervous system and skeletal muscles and between the nervous center and the internal organs on the other side"

#### **4- Conclusions and recommendations:**

##### **4-1 Conclusions:**

In light of the results of the tests, analysis and discussion, the researchers reached the following conclusions:

1. The use of exercises, the learning method by playing, directly and greatly affected the learning of free swimming skills and reduced synergy - move the subject of the research.
2. The learning approach to play has achieved a better development than the approach followed by the teacher, and thus has achieved the goals and objectives that were set for achieving them.
3. The researcher found, through statistical indications, that the curriculum followed by the teacher applied to the control group contributed to learning free swimming skills and reducing the sense of synergy - dynamic for this group, but with lower proportions than the experimental group, that is, the preference was for the experimental group.

##### **4-2 Recommendations:**

1. Based on the findings of the researchers, he recommends the following: - Benefit from the learning-by-learning approach prepared by the researchers in this study by teachers.
2. The need to pay attention to developing swimming skills and reducing learning difficulties, by providing swimming pools and aids that are compatible with contemporary technical development, to develop children's mobility.
3. Conducting studies similar to this study using exercises and other aids.



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**Appendix (1)**

- An educational unit template for the experimental group Age stage: (7-9) years.
  - The number of students in the group (8).
  - Educational unit: (1). Unit time (45) minutes.
  - Educational goals: Familiarity with the system and discipline.
  - Educational objectives: Development (floating skill, forward flowing skill, motor alignment)
- Tools: - Swimming pool - Tape measure - Chalk - Whistle - Colorful rubber ball.

Sections of the educational unit	Time in minutes	Content	Notes
Preparatory section	5	Attendees. Perform simple body warm-up movements.	
he main section The educational aspect  The practical side	35 10  25	Includes an explanation of the contraindications, sequences, and performance correction with the use of a sample of students. - Relay competition. - Students stand in the form of two equal trains behind the starting line. A colored rubber ball corresponding to each train is placed behind the finish line. - Upon hearing the signal, the first student from each train runs to pick up the ball facing him and returns quickly to deliver it to his colleague. - The fellow who received the ball runs to place her behind the line and returns with a run, to be touched by his next teammate, and then runs, picks the ball and returns with it to hand it to his next teammate, and so on. - The train that ends first, meaning that all of its members are the winner. -2 The game of stars: - After hearing the instruction, the learner takes inspiration and performs ball manipulation by holding the two men in the arms, and when the buoyancy occurs, he opens the arms and legs and creates the star shape. 3- Playing the water game: - The learner sits on the edge of the pool and grabs the ledge with two hands and extends the legs inside the water, and after that he moves the two legs outstretched above the bottom inside the water and the feet are marked inside the water.	-It is not permissible for the next fellow to start running unless after touching and receiving the ball. - It is not permissible to fall the ball to the ground, nor is it permissible to take the ball except after crossing the second line and in the event of one of the previous errors, the performance is repeated again.
The final section	5	The game of the young boy - Give some educational advice and instructions, words of encouragement, and emphasize order and discipline.	

