

## Review Article

### A project for the education psychomotor for developmental age

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#### Abstract

The school, after the family, is found to be the first educational agency to accommodate the children in developmental age. The main purpose is the full and harmonious development of personality of the children for their overall education. We chose to implement a project on the body, because we believe that the body is the privileged tool to explore, learn and interact with the environment, and other items. The body is an expression of personality and is a condition relational, communicative, expressive and operational. Each child's experience (both cognitive, sensory, emotional) through the experience of the body, so you should appreciate every situation that will see the protagonist and create contexts in which to build significant and diverse paths. It is important to establish a positive environment stimulating and emotionally, the availability of structured materials and not allowing the trial, allowing time to live in that context, depending on how you feel and at your own pace. Each child builds their self-image of their body image: the self that matches his body gradually explore and learn through the lived body. Then come to the perceptual discrimination and mental representation of the body in motion and in static position. Piaget says, "arises the question of whether teaching patterns and structures or present to the child in situations where he is active and can be learned alone. The aim of education is to increase the chances of the child to invent and discover

The project is aimed at students with disabilities at present in the Institute, Students Who Have Learning Difficulties and / or behavior management. As far as we can speak of the general objectives:

Setting of communication:

- Learn the body language, gestures, mime, dance,
- Use appropriate language to describe new experiences and games with the body
- Use appropriate language to describe and name known and new materials used to make games, free activities and proposals of the teacher
- Repeat verbally and graphically (with different materials), new experiences and knowledge

Setting the action and knowledge:

- To perceive the body in motion, running games and exercises or invented, with some confidence knowing and developing coordination and motor skills of each
- Become aware of their bodies in relation to the presence of other people
- Use the body to explore and learn about the environment and the surrounding reality
- Known globally in our body through movement, identifying, naming and representing them, the various parts

Context of personal and relational

- Gain independence, confidence and self esteem, express feelings and represent
- Help the child to recognize himself and his personal identity, again through movement activities, experimentation and creation
- Share experiences with others, feel good together, meet friends and their work, observe simple rules
- Recognize, strengthen and enhance the skills of each child (with the use of different materials each can create according to his ability and imagination)
- Help the child recognize and express their emotions

In summary, according to the taxonomic table Frabboni Arrigo-general objectives are:

1. Analyze the various parts of the body.
2. Compare their body structure with that of other children.
3. Proposed solutions paths engines (how to overcome an obstacle jump? Crawl ?...).
4. Inventing paths different engines.

The project is annual, so we decided to divide the work into several phases.

**Key word** game "educational" activities psychomotor performances motivation, education and social integration

#### Introduction

Numerous studies of locomotion have given motor activity, play, nonverbal communication, dialogue tonic-emotional body, the expression of physical self a key role in the educational process in childhood.

Psychomotor approach comes in contrast to the traditional concept of physical education as physical training aimed at improving enforcement of the factors of movement, control and motor performance; favors is the psychological dimension of movement affective, cognitive and relational.

Psychomotor approach has attempted to overcome the opposition dualistic mind-body, typical of our Western culture, according to which the activity is higher intellectual and spiritual as opposed to physical activity. There is no single treatment method or technique psychomotor but depending on the school is seeing changes that may intrude into deep diversity.

There do so many schools of thought on the psychomotor (Psychomotor schools) that are part of the distinguished scholars who have excellently distinguished for their research and ad hoc experiments, we would include in particular: Julien De Ajuriaguerra, Aucoutourier Bernard, Andre Lapierre, Pierre Vayera Jean Le, Boulch. Psychomotor education - education that we have proposed and disseminated within the project represents a kind of cross training methods and multidisciplinary profitably use the indissoluble union body - mind in order to encourage school student performances, especially in subjects with impaired learning and / or behavior. management. For performances mean especially all those factors intimately involved in education - school education, such as attention, motivation, self-control, management of emotions and behavior, self-efficacy, self-esteem. The body - mind in this context is a vital and valuable learning tool, through which you can promote the development of many areas which constitute the social and school integration.

In ancient Greece, the body was considered only in its aesthetic dimension, in fact there was maximized strength and physical power, without taking into account that behind the outward appearance was purely a world of emotions, emotions, communication and report. For many years physical education has been considered only pure exercise, body training, education to the beauty and perfection. These conceptions of the body are based on patterns of body culture offering an idea of the body and mentalised underlying a reductionist model that reproduces the Cartesian dualism of mind / body, dominated by a 'medicalized idea of the body and the physicality that goes back to' idea of body, mind of the body as biological organism, an idea of the perfect body and idea of the performative body. With Piaget over the mind-body dualism, where the child is the protagonist of his own development through movement, the living body, action and relationship. The game, for Piaget, is the instrument for a comprehensive development proceeds by evolutionary phases:

- sensory-motor stage where the knowledge is mostly based on perception and action;
- pre-operative stage where it appears symbolic play and the child tries to distinguish the characteristics that distinguish one object from another;
- stage of concrete operations in which the child attempts to coordinate different points of view and start the game rules;
- Stage of formal operations in which the child masters the reality that does not perceive directly, it develops a sense of cooperation.

Vigotskij for the game is a key activity of children, which can not be reduced only to a cognitive dimension, but that involves the affective, emotional and social development. Through play the child enters into a relationship with the world and with people and build relationships. The author emphasizes the relationship between play and development of cognitive and emotional processes, and recognizes the importance of individual and socio-engine games engines. He says that learning is social in that it learns in a collective context, together with the other. The game involves fun but also in respect of rules to negotiate with others. Physical activities play activity becomes an essential element of child development and its construction of identity. Philippe Tissie, the father of gymnastics, the foundation of his thinking poses a functional model of motor activity, where the idea of body is that of repressed energy, the body is in an accumulation of power to control and contain conflict or to download and free. In this functional model the individual-subject-person is considered a reserve of strength and energy. An important contribution it has given Jean Le Boulch, founder of psychokinetic is the science that studies the human person through movement. He speaks of psychomotor function where a person considered a totality of body and mind. Education, in that sense, aims to the complete education of the child-holistic, where criticizing the traditional model that took no account of individual subjectivity (the potential, the affective-emotional aspect) and that was based on 'idea of teaching the gesture. For the author the game is a form of expression which are involved in cognitive, motor, affective, emotional, communicative and social. The child should be free to experiment, explore. Learning in an intelligent manner and not through instructional learning. Stresses the importance of establishing a setting that leaves the children free to explore the environments, relationships and themselves, the body becomes the language, and indeed is a multiplicity of languages is to understand the cognitive, emotional, relational. For the functional model of locomotion is the subject in the center of educational and sums up the phrase "mens sana in corpore sano" stating that the individual is a unit of corporeality and psyche where the two components are in a relationship of interdependence and the individual's welfare is given by their balance and integration. The body is half that propels us into relationships with others and the world as a means of symbolic non-verbal communication. Attention to the body and awareness of one's corporeal identity processes are fundamental. The body becomes the basis of quality and outcome of individual experiences and proprioceptive body scheme linked to the structure of that type of exteroceptive related to hearing, sight, touch.

The experiences lived around the body to guide the action, thinking and cognitive processes of meaning construction. Identity development body goes through a process of internalization of gestures, postures and ways of life and goes through the ways in which each party shall provide the other body image made up of rules, values, behaviors, styles life. Vayer for "the body schema is the organization of feelings about your body in relation to data of the external world in relation to time and space." This is expressed in the perception and control of their bodies in the segmental and global aspects, in the control of impulses and inhibitions through the control of breathing and postural balance through education of the senses. Le Boulch is "'s intuition or immediate knowledge of the whole body in motion or static state in the ratio of its different parts." The three keywords on which to consider are:

- body schema: cognitive representation of location and extent of the body in space and the hierarchical organization of individual body segments of the organization whose principal aim in space;
- Body image: conscious visual representation of how your body looks from the outside;
- motor patterns: automatism in its raw state in which the performance conditions are not well defined.

### **Recipients**

The project is aimed at all students with disabilities present in the Institute, students who have learning difficulties and / or behavior management. The pedagogical methodology has as its objective the achievement of autonomy (personal, social and expressive) of the child and the acquisition of its identity (familial and cultural). In this sense, the game plays a central role and represents the item based on the boys' expression, knowledge, communication, language. The methodology will be given to developing social education through cooperative play, live school as time and space of interaction for babies / children, children / teachers, children / parents and other leading figures Develop self-confidence and trust in others to share spaces, objects, games Express and communicate their emotions prevent difficult situations (behavioral, relational, psychological)

### **Aims educational teaching**

Promote the child's physical and mental development in children, helping to overcome moments of crisis in different evolutionary age, to prevent the onset of a pathological situation and intervene in situations of overt pathology, working for the mobilization of mental and physical resources of the child. Operational project will be focused in the following areas: education-budget (interventions are aimed at promoting the harmonious development of psychomotor, to prevent disruption in the report and in learning in children in children), therapeutic interventions with individuals with psychomotor therapy in children lagging behind and psychomotor syndromes, eating disorders and communication and the consequent learning disabilities), with educational training activities addressed to adults in order to encourage listening to themselves and others, for an improvement in the relationship dynamics the awareness of the importance, the expressiveness of the body in all human relationships. The approach has the psychomotor specific area of intervention, the relationship between the body and mental processes in the construction of identity via the body and the relationship between body and expression, and both the level of motor functioning. Using the knowledge of these relationships and the ability to read nonverbal communication (movement, tone, posture, gesture, gaze, space), methods and techniques in mediation body (activity perceptual, cognitive, expressive play, relaxation, communication -verbal) with the aim to facilitate the process of integration between different levels of expression and cognitive underpinning of that complex phenomenon that is the construction of identity. This objective is realized not as a way of teaching-learning of skills, but preferring instead a communicative context, where the network makes possible the recognition of the trade and its exploitation of its resources.

for this purpose

The project proposes The following purposes: and this takes the form of framework

The project proposes the following purposes:

- the acquisition value of the body, through the experiences of activities and sports, expression and relationship, depending on the formation of a stable and balanced personality;
- achieve complete development of body and motor of the person through the refining capacity to use the physical and neuromuscular function;
- support forms of assertion of personal identity based on the perception of its possibilities and its limitations, but also with the desire to improve, doing physical activity with fun and serenity.
- create the conditions for which the student can experience a direct and practical, respects the interests and individual skills, enhancer their self-efficacy, self-esteem and autonomy, projected into a social exchange that enriches one another.
- deepening theoretical and operational activities and sports that, even giving space to the personal attitudes and propensities, conducive to the acquisition of transferable skills outside of school (work, leisure, health); the evolution and consolidation of a balanced social consciousness, which seeks to foster cooperation, respect of rules and assumption of responsibility.

### **Educational objectives of conduct**

- promote the acquisition of proper psycho-social behavior by promoting the conquest of autonomy, self-control, emotional balance and sociality;
  - the ability to analyze practical situations;
  - improve the expressiveness and body language;
  - reduce anxiety, agitation, insecurity gradually restoring confidence in our abilities and within their means;
  - increasing the hours of attention, promote learning motivation, stimulate curiosity;
  - promote inclusive education and social to the student active protagonist of educational incentives to the discovery and understanding of the task;
  - teach respect for social rules enhancing personal autonomy;
- correct and safe use of space and equipment and adoption of health behaviors in compliance.

### **Objectives Psychomotor**

To promote awareness and perception of the body (body scheme) by the perception of size and body positions, the relationship between different body segments and the relationships between body segments and the environment (things and people); motor action to adjust its spatial parameters and time-space; learn the function of dominance and lateralization; capacity building conditional or physical mobility as joint mobility, strength organic general, speed, muscle strengthening osteo-dependent natural exercise control static and dynamic balance; improve traction even on a global educational activities using backing tracks, the eye-hand coordination and breech, the general dynamic coordination, basic motor patterns (walking, running, jumping, throwing, pulling, climbing etc.) spread the practice of relaxation in physical activities including through educational knowledge and awareness of their breathing.

### **How to play the value and resource**

The project has also based its assumptions on the enhancement of the game intended as an important resource to help pupils 'motivation'. In the context of recreational physical activities are designed and cease to be enforceable simple: The game captures the interest adjustment active and creative support for the acquisition of skills and competencies, according to the rhythms of each. Through all games of psychomotor type, in fact, have never been neglected multi-disciplinary and cross-cutting targets set in the curriculum developed by the teacher and every recreational activity is designed is aimed at developing the basis of precise motor skills. The game engine also exercise loses its character as a "performance", encouraging the participation of students with more and more fearful and less. This is a place of participation "with the body and mind", in which the physical component is added to the intellectual dimension and creative ability, and emotional, so the different input and difference of each is unique and essential. Very often the game, the age of childhood and adolescence, is undervalued and regarded by adults as trivial and serious, given the task of "energy do not stop simple exuberant or playground unattended. In reality we are facing a major phenomenon in the life of development, is through the game you can experiment, learn, learn, organize your thought processes, to keep alive and constant attention and motivation to the task. The adolescent and the child becomes easily into account the considerable difference between the game and just plain fun. Each game necessarily requires a certain result and the commitment, respect for rules and fair play with the timing and pace of the other, the 'acceptance and promotion of diversity, affirming their personality and the esteem of others, the' self-control , emotional control, everything falls heavily into a life project. Each person learns more easily and for a time, when what it produces and develops emotionally and positively, this is especially true in children with learning difficulties and / or behavior management. The inclusion of the game "educational" in a school training may contribute significantly to the acquisition and development of skills of students of various kinds of cognitive processes such as building maps logical and conceptual networks and the ability to transfer knowledge to those Relational organizing more comfortable with themselves and with others, teamwork, guidance in different life situations, how to develop strategies and make decisions. Educational games are not just "recreational spaces to be placed between a serious thing and another, but must involve students in research work, involving them in an educational dialogue with many voices. These are devices that combine in complex environments like learning problems that lead students to make use not only of disciplinary skills, but all his intellectual resources, in particular its ability inductive and hypothetical-deductive. They met in motion, soft skills and cognitive ability on the aspect of learning to learn in order to address questions of knowledge, delivery, reflection, preparation of "data" information acquired farms. Since each game puts participants before a time when the game is also the disciplinary knowledge of a topic, the student and has led to the mastery of specific knowledge, but also brings the soft skills or those skills that can be used in each subject area.

Through the game, moreover, the individual is introduced into a network of relationships that develop in its social dimension. During their formation process, reminds us Vopel boys are called to place in a school hours and that no interest them spontaneously, as they are called to live and interact with teachers and classmates that may not harbor much sympathy. The teach are, in the eyes of students, adult strangers to them during the school trip, the student can put into

opposing and conflicting attitudes such as opposition, sometimes the refusal of 'admiration. Precisely because of this complex situation is adapting to the school as a training camp. " Teachers and classmates are more concentrated will help the learning process of students. The game, as part of the cultural heritage sphere of childhood and adolescence, he lived in a spontaneous and natural as an inevitable communication and motivation that encourages interaction and discovery of new qualities in others. Also the use of games in class allows a reversal of roles, resulting in a destabilizing effect on the classical school context: The teacher is no longer the holder / transmitter of knowledge, but the situation became director of training, all students learn rather , also carriers and "creators" of shared culture.

In this area of simulation and training, the student can move in a climate more attractive and less scary than the usual situation for learning and socialization. Even the mistake loses the connotation is painful due to a "bad mark on the record" and is an opportunity to reflect on his already strategic and change it. The best educators and psychologists who have studied education, at least the past fifty years, at some point you have set the problem of motivation and involvement of the learner in the learning process. Dewey introduced the concept of active education, Bruner speaks of the desire to learn, Piaget says that interest has a crucial role in the development of intelligence and the other part is the development of the mind, which allows the child to become interested in some problems.

The game is likely to encourage the emergence of these motivational processes and active participation to be played as it should be understood: If a person wants to play trying to figure out who wants to understand, learn. In the case of learning a game, "should" and "wants" are summed up in one attitude. In the game dominated by the individual or group, if there is active participation of the player, ie a full presence of the person with his body and mind. In this learning process, because it "learning game" means being capable of certain behaviors, understanding and ownership rules determinant (in some cases "to discover or define the rules") and the initial investment attitude, an interest that is learning, active participation, and any "reinforcements" to learn the form of satisfaction and approval. are an integral part of the game itself. There is no game without all this, as there is no game without active attention, prolonged the duration of the game. The game is a learning method based on basic premises. other than teaching practices more widely. The first premise is that you learn by teaching someone, you learn by living the consequences of their actions. Learning through play has a number of advantages. One of these is certainly the attention. Games push to concentrate more effectively than do other methods of education because the student is involved in an active, not passive. The players are so deeply involved in a game and remain immersed in this artificial world. Another advantage of the "school" games as a medium of education is that it reduces the role of judge and jury generally assumed by the teacher. This role is often a source of fear or resentment on the part of students and raises issues of discipline. You can also create flattery and adulation. Instead, the game puts the student can see the consequences of their actions on the successes and failures. In order to properly develop a sense of the consequences of their actions, "the share of good fortune" of a game is very important. If a match is made by an appropriate combination of luck and skill, even people of different abilities can play together, and success will depend in part on the ability of the participants. From a general point of view, the use of games in schools is a response to two challenges: that posed by a society complex and difficult to understand, and that constituted by the presence of children who have no interest or are not willing to learn intellectual abstraction. If the associations of extracurricular education in the educational value of the game are out of the question, there is no denying that in Italy it is a marginal element in School Education. In teaching the recreational activity is increased in the nursery, in which educational practice traditionally recognizes a central role, but his presence is already greatly reduced during the primaries - while maintaining a space, in the field of the obligation in relation to forms of activity as entertainment - and then disappear almost entirely to the next level. So there is usually a main use of the game in preschool, and then gives a significant role in the structuring of mental habits and behaviors are key to any purchase, but at the same time defines the very least the scope and limits of learning discipline. From a destiny, then, underlines the irreplaceable role that devalues the other, considering it unsuitable for more complex operations.

Instead the game allows you to perform operations with the concepts introduced, to make conjectures and assumptions based on information received, submit the representation of reality, according to a theory that explains the phenomena in question, teach students to manage and monitor the theoretical models ; make education a vehicle for discussion and thus enhance the role of language. The attitude of problem solving can be found, so, its task of instruments made in view of learning can be defined as the capacity and overall general through the acquisition of certain knowledge. In terms of motivation, the ability to invent and discover answers and solutions are considered more productive to find ready-made, pre-determined. Another important feature of the game is recognized as the typical drive profitability, the ability to defuse tension and resolve intellectual property. The play time is configured as a space experiment, in which case the error is less, not a failure, a defeat, but it is expected, and is itself a piece of information. Through the use of the game, you can then bring the possibility of not counting bodies, but practical. The introduction of games in school undermines the concept of authoritarian teaching: that is why many teachers are reluctant to assume a different role than usual, as required

by the other hand, simulation games, fearing to venture into a location where they have no more than possession of knowledge to be transmitted. Also consider the game a practice related to childhood, so frivolous and without cognitive implications. But if you believe that learning is a training, put together, rather than teaching, in which only one (the teacher) gives a sign, on the other, then the school is no place for play and subtle pleasure of challenge that is intelligent. The game is a great tool to participate, because to be free, rewarding, stimulating, allows a continuous opportunity to allude to different realities. It opens up many opportunities for children to become actors: they take on specific roles, with specific rules, is a space of action where compliance with the rules is not interpreted as a rejection, but as the possibility of entering a different reality. The game allows you to make a competitive group and / or in collaboration offering at the same time everyone equal opportunities. In short, the game is a possible way to "encourage children to take an active part in the learning process, as actors and not spectators." To play a lot of guys ignore the study. But it is true that study and play are mutually exclusive? Plato says: "No force can remain in teaching animated .... When teaching children to use a type of game, you will see more clearly the natural inclination of everyone." The goal must then be transformed in the studio and play in learning activities.

### **Special aspects of lessons**

The lessons lasted between 50 and 110 minutes depending on the needs of pupils, to previous experiences and difficulties encountered. The frequency was a weekly meeting, this time interval has allowed us to consolidate what has been learned, even considering that for some activities they have been strongly recommended revival in the family and / or peer group. In the initial phase of the lesson have always presented the objectives and purposes of the play-motor activities, explaining briefly the contents thereof, so as to facilitate understanding and enforceability of the task thereby increasing its significance. To increase the effectiveness and validity of the exercises, strengthen the body-kinesthetic sensations, check the psychomotor acquisitions has become pedagogically necessary to encourage students to constantly verbalization of motor actions produced. The work environment is generally quiet and stimulating, with a serene and pleasant, favoring the educational dialogue.

### **First lesson**

Introducing myself

Psychomotor objectives: self-concept, body image, socialization, relationships with others, lateralization. Educational goals - teaching: self-esteem, self-control, management of emotions and behavior.

Tools: a sponge ball.

Procedure: Place students in a circle who throws the ball to a partner must report his name aloud. The game gradually goes on to state names, the favorite subject, the sport, age, hobbies.

Variants: throwing the ball in different ways, using hands, feet, the rest of the body.

### **History - geography - mathematics - science**

Psychomotor objectives: self-concept, body image, socialization, relationships with others, lateralization, reaction.

Educational goals - teaching: self-esteem, self-efficacy, insight, self-control, management of emotions and behavior, scientific vocabulary - mathematical and historical - geographical.

Tools: a sponge ball.

Procedure: Place students in a circle, who throws the ball to a partner shall appoint aloud one of the four academic subjects. Who should receive a response indicating that the content has a relationship with the substance declared. It 'important not to repeat the contents previously exposed to the group during the game. For example, if the caster says mathematics, whoever receives the ball can say addition.

Variants: throwing the ball in different ways, using hands, feet, the rest of the body, in whole or in part by replacing appropriate school subjects, during exercise psycho fun.

### **Second lesson - Hit the BALLS**

Objectives Psychomotor: body image, space-time organization, lateralization, eye-hand coordination (eye-breech) and segmental, capacity modulation of force.

Educational and didactic objectives: self-esteem, self-control, management of emotions and behavior, problem solving, decision making, four mathematical operations on numbers (positive and negative), and multiple sub-meter, the difference between estimate and measure colors in English and French primary and secondary colors.

Tools: 2 carpets, 1 circle, 2 tennis balls per pupil, 4 balls of different color than 4 cm in diameter, 2 balls of different color or material of 9 cm in diameter, a blackboard.

How to: outline the two carpets the sidelines, having within it the four colored balls of 4 cm in diameter, noting that each has a different numerical value between 2 and 5 (or 3 to 6). The student should ask in a circle at a distance of 4-5 meters from the end of the field, trying to hit as many balls in particular those from the highest

value. Each student has provided two consecutive attempts to launch tennis balls at his disposal. Winner is the highest score. The game continues by progressively adding the 2 balls of different color or material of 9 cm in diameter respectively, taking the meaning of subtraction and multiplication. If the player were to hit only one or two balls with a diameter of 9 cm, you will get a score of 0, in a situation where the player were to hit one of two balls with a diameter of 9 cm and one or more balls diameter of 4 cm, the value obtained by them is then added and acquired the sign of subtraction or multiplication (in relation to the ball diameter of 9 cm that was hit). Finally if the player hit both balls with a diameter of 9 cm and one or more balls with a diameter of 4 cm, add up the value of the latter, being not overly penalize the score of the game.

Variants: using the feet instead of hands for the launch, increasing casting distance, doubling or halving the score got progressively increasing the numerical value of colored balls, 4 cm in diameter, decreasing the distance between the two carpets, inserting a ball of different color or material with a diameter of 7 cm which signifies the division series and observing the rules above.

### **Third lesson - The rhythm of numbers**

Psychomotor objectives: self-concept, body image, socialization, lateralization, rhythm, orientation space - time, reaction, coupling and combination of movements.

Educational goals - teaching: self-esteem, self-efficacy, problem solving, self-control, management of emotions and behavior, even and odd numbers, positive and negative, neutral.

Procedure: students without touching, begin to walk in a random order for the gym, the teachers explain aloud an even number (in this case the students will continue to walk) or odd (the students in this situation should instead run or walk Cross-step side). Then the teacher will also include the exposure of a positive number (in this case the students will walk backward) or negative (the students in this situation will run or walk with steps back side).

Variants: with the teacher: students who throws a ball sponge in different mode, which sets out the number zero taken as the neutral (in this case the student must remain motionless).

### **Centre the boxes**

Objectives Psychomotor: body image, space-time organization, lateralization, eye-hand coordination and segmental, capacity modulation of force.

Educational and didactic objectives: self-esteem, self-control, management of emotions and behavior, problem solving, decision making, 4 math, fractions, percentages, relative numbers (positive and negative), and multiple sub-meter, the difference between estimation and measurement, colors in English and French primary and secondary colors.

Tools: 10 cartons, 3 mini-frisbee different color, a circle, a blackboard.

How to: have 10 cardboard boxes on the floor observing the following order:

- 4 members to the wall;

- 4 away from the wall, placed about 50 cm away from the first box.

Each box takes a different numeric value ranging from 3 to 10, for example the first box to the left of the front row will have the value 3, while the first box to the left of second row will have the value 7. The student should ask in a circle at a distance of 5-6 meters from the wall, trying to enter the mini-frisbee in the boxes. Each student will have 3 consecutive launch attempts, the highest score wins.

Then add 2 boxes to take the mathematical value of the sign removal, therefore if the player were to hit only one or two boxes which are assigned the value of subtraction will result in a score of 0, in a situation where the player were to hit one of two boxes with the value of subtraction and one or more boxes which have been assigned the value of the addition, the value obtained by adding to the score will subtract purchase.

Variants: increasing casting distance by multiplying or dividing the value of the boxes that were centered (maximum 3), doubling or halving the score progress.

### **Fourth lesson - Golf**

Psychomotor objectives: the concept of self and others, body image, socialization, orientation spatial-temporal lateralization, and eye-hand coordination (eye-breech) segmental, pace, ability to modulate the strength, abdominal and diaphragmatic breathing.

Educational and didactic objectives: self-esteem, self-control, management of emotions and behavior, problem solving, decision making, colors and numbers in English and French, the difference between estimation and measurement, and multiple sub-meter and kilogram, surface friction, lever, 4 math, fractions, percentages, numbers for positive and negative, primary and secondary colors, the rectangle in Greek.

Tools: 6 perforated cardboard boxes that serve as bridges, 6 lids of cardboard boxes that represent the drilled holes, six mini-golf clubs, 6 balls, mini-golf in various colors, a blackboard.

Procedure: Place about 3 to 6 parallel rows of cardboard boxes and front drilled 6 holes corresponding to them. Each hole corresponds to a different score between 2 and 8 (or 3 to 9). Each student (or groups of students) should try using mini-golf club to direct the ball into the hole. Then in some races need to address the ball

through an act of nature expiratory. Each student has available a maximum of 2 consecutive attempts to launch pit, the highest score wins.

Variant: the teacher for each correct answer to the diverse multi-disciplinary issues will assign each group a positive score (depending on the difficulty of the argument) if the answer is correct, negative if the response was incorrect or partially correct. Using your hands or feet instead of mini-golf club, increasing the distance between the box and the hole, doubling or halving the score gradually obtained by multiplying or dividing the value of the holes obtained (minimum 2, maximum 3).

### **Fifth lesson - Curling**

Psychomotor objectives: the concept of self and others, body image, socialization, spatio-temporal lateralization, and eye-hand coordination (eye-breech) segmental, rhythm, modulation capabilities of the force.

Educational and didactic objectives: self-esteem, self-control, management of emotions and behavior, problem solving, decision making, sports in English and French, the difference between estimation and measurement, and multiple sub-meter, surface, friction circle (circumference, radius, diameter, pi greek) rectangle (sides, perimeter, area), 4 math, fractions, percentages for positive and negative numbers, the geometric art.

Materials: colored adhesive tape, 3 tennis balls per pupil, a circle, a blackboard.

How to: draw on the floor three concentric circles or rectangles of increasing diameter from the center, suitable distances of several centimeters. The innermost circle or rectangle will assume a greater numerical value (10 for example) than the outer two geometric figures (eg 4:07). Where the ball would stop outside the areas of reference will subtract a precedent set numerical value (eg 2). ). The student should ask in a circle at a distance of 4-5 meters from the end of the field and will have three consecutive launch attempts, the player who scores the most points.

Variations: using other tools such as mini-Frisbees, balls of 4-6 cm diameter balls fist, foot or using the mini-golf club instead of hands, increasing casting distance by multiplying or dividing the centered value of the figures (minimum 2, maximum 3), doubling or halving the score progress. Express scores instead of using numbers for fractions or percentages.

### **Sixth lesson**

If you know Stole FLAG

Psychomotor objectives: the concept of self and others, body image, socialization, relationships with others, lateralization, spatial-temporal orientation, global coordination, segmental and fine modulation of speed and strength, static balance - dynamic.

Educational goals - teaching: self-esteem, self-efficacy, self-control, management of emotions and behavior, creativity, problem solving, insight, decision making, multiple and sub-metro, all school subjects.

Materials: 1 desk, 2 badminton racquets, a paper tape, 1 roll metric, 8 balls of different color than 4 cm in diameter, stopwatch, blackboard.

Procedure: form two teams, give each student a number, place players on a team in a row on the baseline, the other team should ask in front of the first in line on the opposite line. The teacher line will be equal distance between the two teams, or in midfield, behind the counter, placing it above the racket with the left side above the 4 balls of different color than 4 cm in diameter, ditto on the right side of the bench . The teacher will call a number and immediately put a question on a subject at school, thus corresponding to the two players to enter the number in the field, but just before I hit the bank will be able to answer the question asked by the teacher. May occur during the game the following cases: if the student answered the question correctly earns a bonus of 3 points (the score in question may reflect the difficulty of the application and therefore be increased or decreased) and also with another law student to challenge the bat and carry walking balls attached as soon as possible to the baseline. Once at baseline, every ball in less than 1 point penalty entails, is optional to take the herbal ball / and falls to the ground and place them on the racket (as this could also go to the expense in the final time). If the student has to strike the dealer does not respond or responds incorrectly to the question, in this case the student can answer the other team, but also fails to respond, both students return to their lines baseline and the run is not valid. The team that scores the most points and less time. In the presence of irregularities during the test the teacher can decide to add the final time a numerical value previously agreed in seconds (5 or 10 for example). Variations: To simplify the game may fix in advance the types of arguments that will address the questions, estimating the time made, doubling or halving the time achieved.

### **Seventh lesson - Bowling food**

Psychomotor objectives: the concept of self and others, body image, socialization, space-time lateralization, and eye-hand coordination (eye-breech) segmental, rhythm, modulation capabilities of the force.

Educational and didactic objectives: self-esteem, self-control, management of emotions and behavior, problem solving, decision making, cooperative learning, in English and French food, food pyramid and the Mediterranean diet, surface friction, triangle (equilateral, isosceles, scalene, sides , perimeter, area), pyramid (sides, perimeter,



area, volume), multiplication table of 3, 4 math, fractions, percentages, numbers for positive and negative, still life art.

Materials: 2 mats, 10 clubs, a circle, a medicine ball of 1kg of small arms, two balls of different color or material of 9 cm in diameter, a blackboard.

How to: delimit 2 carpets sidelines, provide training on the floor in the pyramid 10 clubs, according to the following 4 rows: 4 ninepins near the wall represent the food group of complex sugars (bread, pasta, cereals, potatoes, rice), 3 ninepins not far from the first form the group of fruits and vegetables, before the latter two have ninepins to represent the group of meat, fish and vegetables, as finally putting a tip of the pyramid ninepins as a symbol of sweet and fat from sauce. The student should ask in a circle at a distance of 4-5 meters from the end of the field, each ninepins is the numerical value of 1, each student or pair of students has provided two consecutive launch attempts, wins who scores the most points an individual or team.

The game continues by progressively adding the 2 balls of different color or material of 9 cm in diameter respectively, taking the meaning of division (time to represent anti Salvationists behaviors: smoking, alcohol and drugs) and multiplication (represented pro habits - Health as motor activity and prevention). If the player were to hit only one or two balls with a diameter of 9 cm, you will get a score of 0, in a situation where the player were to hit one of two balls with a diameter of 9 cm and one or more clubs, the value obtained by them will add up and divide or multiply by 3 (in relation to the ball with a diameter of 9 cm that was hit). Finally if the player hit both balls with a diameter of 9 cm or more and a add up ninepins is the value he latter, being not excessively penalize the score of the game. In case the student fails to hit any ball ninepins or subtract 2 points to the score of the game.

Variants: using the feet instead of hands for the launch, increasing casting distance, doubling or halving the score got progressively increasing the numerical value of the various files, decreasing the distance between the two carpets, expressing the score and village / or percentage.

### **Eighth lesson - Euro wheels**

Objectives Psychomotor: body image, space-time organization, lateralization, eye-hand coordination and segmental, the ability to modulate the strength and speed. Educational and didactic objectives: self-esteem, self-control, management of emotions and behavior, problem solving, decision making, 4 math, fractions, percentages, relative numbers (positive and negative), and multiple sub-meter, the difference between estimation and measurement, air friction, trapeze (sides, perimeter, area) numbers in English and French works of art and artists on the back of the coins and banknotes in Europe. Tools: 13 wheels, 6 chairs, 2 ninepins of different colors, go back with a pressurized ball, badminton racket with a flywheel, a blackboard. Procedure: Place 12 circles on the floor with the aim of forming a trapezoid, noting the following spatial order:

- 5 members to the wall intended to form the front row;

4 away from the wall, placed about 50 cm from the first circle, are the second row;

3 before the previous ones, apart from them about 70 cm, the third row.

In 3 out of 12 circles are placed two chairs that take the value - 2.5 euros, while in other 4 circles of chairs should be placed upside down (with the back resting on the floor) that will be + 3.5 euros. After several rounds of play in other centrally put 2 circles 2 ninepins of different colors that will take respectively the value of multiplication and division euros x 2: 2 euros. The student should ask in a circle at a distance of 4-5 meters from the end of the field and will have two consecutive launch attempts (to be interchanged at the end of each round go-back and badminton racket ). Winner is the highest numerical value expressed in euros.

Variants: increasing casting distance by changing the geometrical arrangement of the circles with the intention to form other figures, doubling or halving the score progress, expressing the score in village and / or percentage.

### **Ninth lesson - Filling the glass of legume**

Psychomotor objectives: the concept of self and others, body image, socialization, relationships with others, diaphragmatic breathing and abdominal capacity modulation of the respiratory rhythm, segmental coordination. Learning objectives - education: self-esteem, self-efficacy, self-control, emotional control, problem solving, decision making, the measure of time, the multiple sub-minute cylinder (radius, height, volume), addition, multiplication and division, musical instruments breath, vegetables in English and French, still life art. Materials: stopwatch, a plastic straw and a glass per pupil, the chickpeas (just slightly larger than the diameter of the straw), newspapers or books of 20 x 30 cm, a blackboard.

Procedure: Each student (individually or in pairs, challenging other students) using the straw will have 2 minutes to draw as many vegetables and let them fall into the glass (at a distance of 20 cm). Where the legume during the test were to fall to the ground must never be collected, instead assuming that the pulses should fall on the newspaper or book can be easily sucked through a straw and placed inside the glass. At the end of the test are counted pulses contained within the glass, the highest score wins. In the presence of irregularities during the test the teacher can decide to add after the final count of pulses previously agreed a numerical value (10 or 15 for example).

Variations: use different types of vegetables, estimating the extent achieved by doubling or halving the score progress.

### **Tenth lesson - To the mirror**

Psychomotor objectives: the concept of self and others, body image, socialization, relationships with others, lateralization, spatial-temporal structure, static and dynamic balance, modulation of force, segmental and global coordination, fine.

Educational goals - teaching: self-esteem, self-control, management of emotions and behavior, creativity, artistic expression, basic knowledge on the human body.

Procedure: Divide the class so that they form pairs, in turn one of the components of the pair will act as a mirror, he must imitate finely each motor action (even order) of the companion that will simulate the act of the mirror.

Steal ball

Objectives Psychomotor: body image, space-time orientation, lateralization, eye-hand coordination and oculus - breech, segmental, ability to modulate the strength and speed, relaxation, diaphragmatic breathing and abdominal, auditory and visual perceptiveness.

Educational and didactic objectives: self-esteem, self-control, attention, self-efficacy, management of emotions and behavior, problem solving, decision making, cooperative learning, circle (circumference, radius, diameter, pi greek), 4 mathematical operations on numbers (positive and negative), and sub-multiples of the kilogram, on the Archimedes principle of floating bodies immersed in a fluid, the water element in art, hydropower, nomenclature of the main elements characterizing the geometric shapes in English and French.

Materials: 7 balls, 1 blackboard.

Procedure: Students sit cross-legged on the floor and make a circle, the center of which sits a companion (chosen after a draw) that acts as guardian to 7 balls arranged around him. Students sitting around the circle, one at a time to signal the teacher should try to steal a ball approaching silently. Each ball corresponds to a point gained. But when the "attendant" hearing a noise and realizes that someone is approaching the ball yells "Eureka". Then if a student is actually taking away the ball, is a role reversal, so the "guardian" is part of the circle, while exposing the student takes his place. The teacher in case of irregularities during the course of the game subtract 2 points for each student held responsible for the negative behavior. Variants: using the feet instead of hands, doubling or halving the score got progressively increasing or decreasing the number of balls.

### **The feedback**

Another factor which strongly characterized the training was the phase of feedback, that time has allowed it: to reflect together on activities, to verbalize feelings, talk about self and others and to express opinions, expose critical proposals. Sitting, looking at each other and gradually learning to listen and speak allows greater participation of all pupils. It should initially lead the conversation by asking questions relating to awareness of the work, the index of choice, the motivations that have influenced the victory or defeat. Initially it was necessary to invest time in learning to sit and being actively involved, overcoming the turmoil and confusion excitement of a victory or a defeat, but by inducing tolerance and acceptance of ideas others. Pupils gradually appreciated this moment of exchange and sharing, fully understand the characteristics and dynamics.

### **Methods**

The pedagogical methodology has as its objective the achievement of autonomy (personal, social and expressive) of the child and the acquisition of its identity (familial and cultural). In this sense, the game plays a central role and represents the item based on the boys' expression, knowledge, communication, language. The methodology will be given to developing social education through cooperative play, live school as time and space of interaction for babies / children, children / teachers, children / parents and other leading figures. Develop self-confidence and trust in others to share spaces, objects, games. Express and communicate their emotions prevent difficult situations (behavioral, relational, psychological).

The summative and formative assessment have been carried out during the course of the entire project was carried out during the school year, by direct observation of students during the various phases of the proposed activities through trial. He sought in particular to diversify the checking procedures to give each student the opportunity to express themselves better depending on the capabilities / skills demonstrated. For this reason, have been mixed, tutorials, individual and collective, objective tests. The assessment has always tried to reward individual progress. All that the boys have achieved through hours of physical education has always been correct and has been taken and a detailed review aimed at stimulating the personal motivations. With regard to the measurement and evaluation - for instance by adopting a scale based on 10 - has set the threshold of acceptability (enough) a total score of 6 out of 10. Since a goal can rarely be verified once and for all, were taken into account in the final evaluation of the average of results obtained in all the evidence relating to that single goal. For the observational approaches to evaluation have been prepared (by a program shared by all the teachers who

participated in the project) suitable grids in order to maintain more objectivity of opinion. work had the aim to encourage and improve the motor skills of children, together cognitive aspects that serve as guides to the use and control of motor patterns. Have been proposed playtime structured individual and group carefully structured. It has been enhanced and improved the motor itself in different situations, but at the same time, there been reduced by the competitive aspect, stimulating those emotional relationships, socializing and cooperative. The activities were planned to encourage a problematic approach of proposed activities through self-evaluation and brainstorming.

### **Space and materials**

In implementing the project space dedicated to the motor, and perceptual experiences, static control of fine motor movement or small spaces did not require special sizes. The activities of a more dynamic as the movement of group games are used more space, like a "school of traction." A valuable aid to the motor functional play 'was the establishment of a field-playing stimulus-equipped facilities, or a mini-paced life of structures that have facilitated conduct of balance, jumping, climbing, sliding, etc.. outdoor spaces in the natural environment surrounding the school, offering varied and changing operating situations. Finally, for what concerns the teaching materials, both for the experience of perceptual and for those of a motor, we used structured materials is informal or materials recovery.

### **Conclusion**

In conclusion, the project has highlighted the aspect of perceptual-motor embodiment of the child to ensure the improvement of three skills: nature of sensory-perceptual, psychomotor and social mobility. All these objectives must be pursued on an equal footing. The recreational activities to achieve the objectives of the area corporations have also ensured the degree of control their static equilibrium, to possess elemental forms of control at the level of the dynamic pattern of individual body segments, of performing gestures and throwing precision, to organize the space of action in relation to own body to play rhythmic structures variously articulated. Given the characteristics of the child, educational activities have been privileged to playful, to promote the acquisition in a child's cognitive socio-emotional climate appropriate. In this framework can be used in complementary and interdependent motor functional play, the rules and symbolic. The game motor function, the free type, as proposed by the adult, responds to the need for movement of the child. Its educational value is especially in stimulating the maturation of the 'traction control through problem-situations that involve the operation of motor patterns of base (jumping, running, climbing, etc.).. Incidental to the teacher assumes duties of director of education, providing rich and stimulating environments for diverse opportunities for exercise and motor sense by acting in an indirect way to stimulate, assist, encourage or moderate independent motor testing of children. The game rules engines in both the traditional version of the game because of invented that allows a particular improvement of adaptation spatiotemporal motility and, if conducted on a collective, the social and motor skills. The teacher by the choice of these games, their order of succession and their methods of implementation, also taking direct management. The symbolic play of the game may take the form of fiction inspired by themes of everyday experience or the fantastic result in dramatic sequences, improvised or designed, to contain significant motor. In relation to it, the teacher assumes the tasks of animation which will also include its active participation.

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