

APPLIED MOVEMENT GAMES FOR CHILDREN WITH SPECIAL EDUCATIONAL REQUIREMENTS

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ABSTRACT. The movement game, being a physical activity, represents a complex form of activity, which due to some form and effect characteristics, is used from a very young age. The many tasks of the movement games imply sorting the games based on criteria, some which are connected with the format of the game, others with the content or the effect of the game and even the season in which they are played.

The game is an efficient and sufficient way of fulfilling the duties of the child's moral education, contributing in the development of self-control, auto-control, independence, discipline, perseverance, along with many other qualities of will and character features. The movement games for children with special educational requirements are effective in making a progress in locomotion and also in developing communication skills. The activities which include motion games can be applied to other subjects as well, at any other age. As long as they end up with remarkable results, the activities can be diversified by raising the complexity.

Key words: *game, motion games, locomotion*

REZUMAT. *Jocuri de mișcare aplicate la copii cu cerințe educative speciale.* Jocul de mișcare, ca mijloc al activității fizice, reprezintă o formă complexă de mișcare, care datorită unor caracteristici de formă, conținut și efecte, este folosit din cea mai fragedă vârstă. Multitudinea sarcinilor jocului de mișcare impune o ordonare a jocurilor pe baza unor criterii, unele legate de forma jocului, altele de conținutul jocului, altele de efectivul de joc sau de anotimpul în care se practică. Jocul este un mijloc eficient și suficient pentru realizarea sarcinilor educației morale a copilului, contribuind la dezvoltarea stăpânirii de sine, autocontrolului, spiritului de independență, disciplinei conștiente, perseverenței, precum și a multor altor calități de voință și trăsături de caracter. Jocurile de mișcare la copii cu cerințe educative sunt eficiente atât în atingerea progreselor pe plan motric cât și în dezvoltarea abilităților de comunicare. Activitățile, ce cuprind jocuri de mișcare pot

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fi aplicate și altor subiecți, la orice vârstă. În măsura în care acestea înregistrează rezultate remarcabile, pot fi diversificate prin creșterea gradului de complexitate a activităților.

Cuvinte cheie: *joc, jocuri de mișcare, motricitate.*

Introduction

The game is a projection and a compensation activity, especially for those functions which are required by direct life tasks and also by the ones which are not completely imposed. This is why games help to subtly adapt the child in the environment (Răduț-Taciu, R., 2004).

Summarizing his thoughts regarding the importance of games, Gross said: "If developing the capacity of adapting to certain problems that life imposes is the main goal of our childhood, the primary way of doing this is by playing games. This is why we can affirm that we do not play because we are children- we are given our childhood so that we can play" (Chateau, J. quote by Marolicaru, M., 2011, page 27).

Goals

Identifying and selecting certain movement games - for walking, running, jumping, throwing and catching - with adapted application and testing, in order to develop motion habits for children with special educational requirements.

The movement game

The movement game, being a physical activity, represents a complex form of activity, which due to some form and effect characteristics, is used from a very young age. The many tasks of the movement games imply sorting the games based on criteria, some which are connected with the format of the game, others with the content or the effect of the game and even the season in which they are played. During the game the child runs, jumps, crawls, climbs, the movements turning to be more precise. By playing, children overcome their self-consciousness shyness more easily, and they empower their creativity and self-control. They are also developing their memory, attention, rationality, responsibility spirit, group attachment, discipline, will and fairness. Playing these games means following some relatively easy steps. They have to include movements which are already

known by the students, and they also have to be accessible and attractive so that they won't last long. It is also important that the movements are not repetitive and the means of using them are simple. A slow approach to the game joined by a demonstration and explanation is carried out to accustom to the rules and tasks. This way, the next step can be the training itself, followed by speeding the transition from one movement to another while shortening the duration by modifying the rules or by adding more tasks. The teacher always has to pay attention to the prevention of accident by verifying the devices and objects, the use of mattresses, stabilizing the working space and supporting the students in difficult moments.

We conclude affirming that the game represents a connection between the physical, intellectual and moral education of the child, forming positive character traits such as: boldness, team work and the ambition to reach a goal and to win.

The specialized literature describes some criteria to classify the motion games. Authors Gheorghe Mitra and Alexandru Mogoș, in their work *The methods of physical education in school*, describe the games based on their content, form, number of participants, but this is also used by most Romanian specialists to sort the games into motion, dynamic and elementary games, starting games for different sports and sports games (Mitra, Gh., 1980).

Having the idea that movement games are used in different ways in physical education, and according to specialists Gheorghe Chiriță and Emil Verza, we consider that a right systematization of the games would reach the goals. Having this in mind, the movement games can be divided into: games for forming and improving basic motion, games for developing motions for certain sports, games for motion sensibility and games for developing the attention.

Because the criteria are very numerous and their variety is hard to set in just one classification, we can not talk about an universal classification for motion games. But the way of classifying the games isn't important, but remarking their diversity. Therefore, it is normal that games, in general, have a certain formative and instructive characteristic.

The function of movement games

Different studies on games have shown that they accomplish many tasks. The main functions of the game are: obtaining new knowledge from practical and mental assimilation of life's characteristics; forming the educational part of games which includes learning about the energy, gestures, imagination and behavior.

Games help children to learn about attention, physical abilities and capacities, personality features (perseverance, promptitude, tidiness), features related to the group (rightness, competitiveness, sociability) which shape the ethic side of one's behaviour, stimulating the complex movements by actively contributing at growing and developing. This appears to be the main function in motion games, sports games, competitions, and as a second function in simple handling games, suitable for younger children. During childhood this is a major function, becoming later on a marginal one.

Among the secondary functions of games we can find: balance, toning (by having an active and compensatory character while having tense activities), projection and entertainment.

The game is an efficient and sufficient way of fulfilling the duties of the child's moral education, contributing in the development of self-control, auto-control, independence, discipline, perseverance, along with many other qualities of will and character features. The value of games can be observed in developing sociability, team-work and relationships between children. Among all games, but especially among the movement ones, the multiple possibilities of harmoniously developing the organism are being created. Additionally, the game determines a state of joy, of happiness, all beneficial when it comes to growing up. By participating in games, the student is initiated in aesthetics and learns how to create it, achieving by this new knowledge and responsibilities.

To conclude, we can affirm that by playing the child has a large expansion of personality, realizing by this an accumulation of life experience, creation, interiorization, aspirations and wishes that can be seen directly in the behaviour of the child and which represent the projective part of their personality.

Application methods

In physical activities an important place is took by movement games. In every school, even with a low budget, moving skills can be developed. All that is needed is initiative, dedication and attention from the teacher to maintain a proper space for these activities. Students prefer physical activities which include energetic games instead of repetitions of technical procedures because they are more attractive and relaxing. They always act consciously, being stimulated by the diversity of the contents and the forms of organizing the lessons. The high spirits of the activities makes them more attractive and during the game, the participants use both their physical and mental qualities, being driven by the will of winning.

The selected games are took directly from the bibliography or transformed and adapted to the needs and particularities of the students with special educational needs.

We will present a few examples of motion games which contribute at the development of locomotion.

Motion Games for walking:

a) *„Walking of footsteps”*



Fig. 1. – „Walking on footsteps” game (Macra-Oșorhean et al., 2014)

The correction and educational part: learning how to walk, how to maintain the balance, paying attention to footsteps, correcting the posture and the lining of the body, exercising the attention point, perception of spatial.

What is needed: playground, chalk.

Description: the players will align in a row, one beside the other, and they will each walk on the footsteps.

Methodic indications: the one who does it the fastest and the most correctly wins.

Options: based on the placing of the footsteps, the players can be guided, therefore the game can be done with smaller or bigger steps, jumping, slower or faster walking, walking on toes or heels.

b) *„The dwarf’s walk”*



Fig. 2. – „The dwarf’s walk” game (Macra-Oșorhean et al., 2014)

The correction and educational part: developing the muscular force of the legs, articulation mobility, muscular elasticity, coordination and balance.

What is needed: playground, chalk.

Description: the players will align in a row, one next to the other. They will walk with their knees bent, their torso straight, and bringing the leg ahead will be done by slowly lifting the body with the knee in the direction proposed. The footing can be done with the front part of the sole. The start is set by the teacher and the children will walk like that until reaching the marked finish line.

Methodic indications: the one who does it the fastest and the most correctly wins.

Options: the players can align in a row, one next to the other or one beside the other.

c) „The clumsy horse”



Fig. 3. – „The clumsy horse” game (Macra-Oșorhean et al., 2014)

The correction and educational part: exercising walking, educating balance, controlling the moves, mobility, stability, muscular toning, orientation.

What is needed: playground, whistle, tenpins.

Description: at 6-8 m in front of every child, an obstacle will be placed. At the start signal, the child with his ankles tied in the form of an eight will start moving by walking fast towards the object in front of him. He will go a long way round it and will return to the start line on the right side.

Methodic indications: the one who does it the fastest and the most correctly wins.

Options: the players can go 2 rounds or they can return doing the dwarf's walk.

Movement games for running:

a) „The number race”



Fig. 4. – „The number race” game (Macra-Oșorhean et al., 2014)

The correction and educational part: educating running, gaining control, planning movements, muscular toning, concentration capacity, self-control.

What is needed: playground, tenpins.

Description: the players will align in a row keeping a 1,5-2 m distance. Every player has a number. The teacher will call out a number. The player with the called-out number steps to the front and starts running towards the marked place, goes around it and then returns at the start place.

Methodic indications: the one who does it the fastest and the most correctly wins.

Options: the players can run with their hands at their back or with their hands straight in the air.

c) „The twins”



Fig. 5. – „The twins” game (Macra-Oșorhean et al., 2014)

The correction and educational part: coordination, motion control, balance, muscular toning, stabilizing in different postures, mutual respect, perseverance, energy, orientation, collaboration, solidarity, will.

What is needed: playground, tenpins, whistle, chalk.

Description: the players will be set in pairs, back to back, holding their arms with their elbows bent. One of them will be facing the obstacles and the other one will be facing the start line. At the teacher's signal, the pairs will run 15-20m. At the finish line where the obstacles will be placed, they each change roles and head back.

Methodic indications: the pair which reaches the start line first.

Options: the game can also be done without forming pairs.

d) „Fill your island”



Fig. 6. – „Fill your island” game (Macra-Oşorhean et al., 2014)

The correction and educational part: movement correction, coordination, rapidity, stimulating vital functions of the organism, improving running.

What is needed: playground, newspapers.

Description: the players will stay at 2-3 m distance one from another on the playground where some newspapers will be set, representing the islands. At the signal, the players will start running between the newspapers. When the teacher will say: “Fill your island” the students have to occupy one of the.

Methodic indications: the player who fills his place the fastest wins.

Options: the players can either walk, run or jump.

Motion games for jumping:

a) “The ten jumps”



Fig. 7. – “The ten jumps” game (Macra-Oşorhean et al., 2014)

The correction and educational part: moves control, developing balance, controlling movements, toning muscles, self-confidence, affirmation will, concentration and mobilization capacity, perserverence, discipline.

What is needed: playground, chalk.

Description: The players will be set in a straight line. The teacher will count from 1 to 5. For every number called-out by the teacher, the students have to jump.

Methodic indications: the student who has jumped the farthest after 10 jumps wins.

Options: the teacher can count to 10 so that the children can do 10 jumps one after another.

b) *„Jump on the line!”*



Fig. 8. – „Jump on the line!” game (Macra-Oșorhean et al., 2014)

The correction and educational part: developing coordination and control, muscular force, balance, self-control and self-confidence, stimulating learning capacities by experiencing new movements.

What is needed: playground, chalk.

Description: the players will jump using only one leg, from one side to another of the chalk line, going straight ahead.

Methodic indications: the one who does it the fastest and the most correctly wins.

Options: the jumps can be done on a bench and using both legs.

c) „Jumping string”



Fig. 9. – „Jumping string” game (Macra-Oșorhean et al., 2014)

The correction and educational part: developing leg coordination, putting the whole organism in action, courage, self-control, determination, orientation, complex coordination of the body.

What is needed: playground, jumping string.

Description: the students will be set in a straight line, keeping some distance between one and another, with the string at their back, with their arms a little bent. At the signal, every student will jump using the right leg and then will switch by using the left one. After that they can jump on both legs, in a convenient rhythm.

Methodic indications: the one who does it the fastest and the most correctly wins.

Options: the jumps can be done by going forward instead of staying in one place.

Motion games for throwing and catching:

a) „The squirrel”



Fig. 10. – „The squirrel” game (Macra-Oșorhean et al., 2014)

The correction and educational part: controlling movements, synchronizing moves, mobility, stability, coordination of both hands, toning muscles, initiative, communication, relating with others.

What is needed: playground, chalk, ball.

Description: four circles will be drawn on the playground using chalk with the diameter of a footstep, keeping some distance between them. Every child had the role of a squirrel and is placed in one circle, one of them holding the ball. The first squirrel throws the ball in the air so that the ball will land in the second circle. The squirrel has to run quickly to the second circle so that the ball does not touch the ground. Then, the child goes back to the first circle and throws the ball to the third one the same way and then to the fourth circle.

Methodic indications: the one who catches the ball in every circle without letting it touch the ground wins.

Options: the ball can also be placed on the left.

b) „Catch and throw”



Fig. 11. – „Catch and throw” game (Macra-Oșorhean et al., 2014)

The correction and educational part: coordination of both hands, locomotion, self-control, balance, movement rhythm, mobility, relaxation, developing a sensibility towards the others' needs.

What is needed: playground, ball, whistle.

Description: the players are set in pairs. Every pair has a ball which is held by one of the players with both hands at the waist line. At the signal, the child had to beat the ball to the ground, catch it then throw it to the child in front of him who has to do the same thing. During the game the children can sing the following saying: “Ball with many colors/ You run and jump and fly/ Ball, you want to play/ I just can't catch you at all!”.

Methodic indications: the pair which drops the ball multiple times is penalized by a number.

Options: The game can be played without forming pairs.

c) „Ball through the tunnel”



Fig. 12. – „Ball through the tunnel” game (Macra-Oșorhean et al., 2014)

The correction and educational part: moving coordination, stimulating the muscular system, orientation.

What is needed: playground, ball.

Description: the players will align in a row, one behind the other with their legs spread, forming a tunnel. The first player has a ball in his hand. At the signal, the first player throws the ball through the tunnel towards the last player. He catches the ball, runs on the right side of the tunnel and sits in front of the first child then throws the ball through the tunnel. The game ends when the first player arrives back in the front of the row.

Methodic indications: the one who doesn't drop the ball wins.

Options: depending on their number, the players can form two teams.

Conclusions

After consulting some game books and speciality work, followed by adapting, applying and testing the games on the students from the School Centre for Inclusive Education, Cluj-Napoca, 12 movement games have been selected for developing motion skills for children with special educational needs.

The game is essential and is a benefit-source which no other activity can replace. This way, playing games can assure a better child behavior and helps him control his own emotions, which is an important detail in life. The game involves moving, and moving means health, also this activity is beneficial for mental development, and in addition, a great part of knowledge is better understood through playing games. The child who plays is happy, optimistic. Moreover, the game develops will, stimulates ambition and the wish of participating in activities during the school program. The child who plays does not feel alone, he understands what freedom and the joy of living are.

Building a relaxing and friendly atmosphere, favourable for creating social relationships, contributes at optimally realizing the proposed activities. Equally, using the proper teaching methods and procedures for each student's needs and particularities, the selection of activities according to the student's learning and understanding capacities also contribute in reaching the goals.

Daily applied in the physical activities of the children, the movement games are considered by specialists to be very important when it comes to the formation and the education of the students. The participants start using their movements, consciously moving their body, preparing this way for work and life.

Motion games are also efficient in progressing locomotion and in developing communication skills. The activities that include movement games can be applied to other subjects as well.

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