The Effect of using Top play method at the level of the motor fitness at the physical Education lesson for the students in the first stage of the basic education

*Dr / Mohammed Abdelazeem Mohammed

Abstract:

The research aims at recognizing the effect of using Top play method at the level of the motor fitness at the physical education lesson for the students in the first stage of the basic education. The researcher used the experimental approach to suit the nature of this research and selected one of its designs with pre and post scales for both of the experimental and controller groups. The sample of the research was selected randomly from the fourth grade pupils for (66) students. They were divided into two groups, ever one has (25) students beside (16) students of the original socity, out of the basic sample to conduct the exploratory study. The researcher designed three question air forms. A question air for the opinion of the experts about the most important elements of the motor fitness for the students of the first stage of basic education, B question air for the opinion of the experts about the most important tests of the motor fitness for the students of the first.

Stage of basic Education, and C question air for the opinion of the experts about the contact of the educational program under consideration After conducting honesty, consistency and equivalence of the sample, the researcher applied the suggested educational program, and the most important conclusions is that the educational program by using top play cards has a positive effect better than the educational program of the first grade of the primary education in the level of the motor fitness.

Keywords: motor fitness – Top play - Educational program.

Introduction: -

Movement and activity are the basic forms for the live and movement is always the basic method to express the ideas, concepts and self in general. Movement is the oldest form of communication and emotional involvement.

That in case of looking at the motor education a broad

* Lecture, Dept. of curriculum and teaching Physical Education Faculty of Physical Education, The New valley, Assiut University

and deep, it is found that it can fall under two sub. Connected and interrelated concepts, they are teaching the movement and learning through movement and it is difficult to separate them in the kindergarten and early child hood, where the child needs to learn movement and perfect it, so he can increase the circle of learning, knowledge and experience (3: 19)

Amin Al-kholy and Osama Rateb indicated (2007A.D) that the motor skills based on the basic motor skills and their multiple patterns, and that we must begin to learn skills. If the student gained experience in performing their different patterns, it is easy to learn any skills of the sport activities as long as the motor pattern exists and is acquired (2 :125).

Top sport games are considered one of the pillars that provide sports and physical activities for the young people, as these activities are characterized by high quality and comprehensiveness and maximize participation by using minimal equipment and resources in the light of available possibilities of various sporting activities for ages (5:18) years old.

Top sport games are based on developing the basic skills in all sports from (5:18) years and focus on the main characteristics of all sports (eg, the confrontation sport, as football, basketball, Netball that involves retaining / re-controlling the ball and creating spaces for movement within midfield of the oppositing team and scoring more points in the oppositing team to win. (11:6).

The motor activities that are concerned with by the physical education lesson are the most common activities and are practiced by the children in and outside the class and contribute a significant role in developing the basic motor skills mobility of the child as its practice and caring of developing is a cornerstone of the motor practice in the specialized sports activity. (12:84) (17:19). Also, the use of cartoon style encourages the child to imagine, percept realize, simulate, and love the imitation, in addition to giving the freedom to the child to move, create and diverse

activity. Hence, the importance of the research is in using cards for the primary school students Via an educational program proposed by the researcher to develop the motor fitness in the future. And thus we have achieved many educational, cognitive and motor objectives through the program of the Top sport cards and that the importance of this age stage is being the basis in the balanced motor construction of the child where improving the motor perception of motor skills, which leads to the improvement of the motor fitness and hence the importance of the research is in using top sport cards for the students of the first stage of the basic education.

The objective:

The research aims at recognizing the effect of using the top ply style at the level of the motor fitness in the physical education lesson for the students of the first stage of the basic education.

The Hypothesis of the research:

-- There are statistical significant differences between the averages of per and post measurements in the level of motor fitness in the physical education lesson for the students of the first stage of the basic education the experimental search group.

- There are Statistical significant differences between the average of the pre and post measurements in the level of motor fitness in the physical education lesson for the students of the first stage of the basic education the control search group.

- There are statistical significant differences between the averages of the two post measurements for the students of the experimental and control groups at the level of the motor fitness in the physical education lesson for the students of the first stage of basic education and favor of the students of the experimental research group.

The Research Methodology: -

The researcher used the experimental methodology because it is suitable with the nature of this research, and one of its designs with pre and post measurement of both the experimental and control groups was also selected.

The research Society:

The research society was selected from the second grade pupils of Al-Bustan school, affiliated to Alkharja preparatory department, which is (75) male and female students, distributed over (3) classes during the academic year (2016/2017).

The Research Sample: -

The research sample was randomly selected from the fourth grade, which is (66) students, distributed into two groups, each group includes (25) student in addition to (16) students from the original society and outside the basic research sample for conducting the exploratory research study according to the following conditions:

- The medical condition.
- The students who participate in sports activities inside and outside the school.

Homogeneity of the Research Sample:

Table No. (1)

Mean, standard deviation, intermediate and skewness coefficient of the students of the research sample(N=66)

No	Variables	Measurement unit	Arithmetic Mean (SMA)	Standard deviation	Intermediate	S.C
1	Age	Year	8.10	0.11	8.00	0.52
2	Length	Meter	1.27	0.21	1.20	0.41
3	Weight	Kgm.	26.18	0.25	26.00	0.32
4	Running 20 maters	Second	6.14	0.32	6.00	0.25
5	Wide jump	Cm.	45.80	0.24	45.50	0.52
6	Long forward jump (10)	Meter	4.89	0.52	4.80	0.37
7	Forward Hopscotch (6m)	Second	4.11	0.32	4.10	-0.29

Follow Table No. (1)

Mean, standard deviation, intermediate and skewness coefficient of the students of the research sample(N=66)

No	Variables	Measurement unit	Arithmetic Mean (SMA)	Standard deviation	Intermediate	S.C
8	Bouncing the ball in a circle	Second	9.14	0.15	9.10	0.21
9	Throwing a tennis ball	Meter	4.12	0.17	4.10	-0.33
10	kicking the ball for a distance	meter	2.88	0.16	2.80	0.51
11	Bending the trunk downwards	Cm.	4.18	0.13	4.10	0.33

The table (1) show that the values of the skewness coefficients for the growth rates and the level of the motor fitness under consideration of the control and experimental groups are limited between (+3), indicating the moderation of the sample distribution in these variables.

Equivalent of the research sample:

The research calculated the significance of the difference between the pre measurement of the control group and the pre measurement of the experimental group by applying he difference test to ascertain the equivalent of the two groups of the research in all variables, and table (2) indicate that.

Table (2)

Significance of the statistical differences between control and experimental groups in both of the growth rates and the level of motor fitness under consideration (N=50)

	Variables	Measurement unit	The Experimental group (N=25)		The control group (N=25)		The calculated value (T)	Statistical Significance
			Arithmetic Mean (SMA)	Standard deviation	Arithmetic Mean (SMA)	Standard deviation		
Growth rate	Age	Year	8.05	0.25	8.08	0.25	0.25	Non indicating
	Length	Meter	1.32	0.14	1.30	0.21	0.11	
	Weight	Kgm.	26.10	0.32	26.15	0.11	0.15	
e m ot	Running 20 maters	Second	6.11	0.25	6.06	0.63	0.32	
	Wide jump	Cm.	45.65	0.11	45.70	0.21	0.52	

Follow Table (2)

Significance of the statistical differences between control and experimental groups in both of the growth rates and the level of motor fitness under consideration (N=50)

Variables	Measurement unit	The Experimental group (N=25)		The control group (N=25)		The calculated value (T)	Statistical Significance
		Arithmetic Mean (SMA)	Standard deviation	Arithmetic Mean (SMA)	Standard deviation		
Long forward jump (10)	Meter	4.81	0.15	4.75	0.15	0.16	
Forward Hopscotch (6m)	Second	4.09	0.17	4.10	0.18	0.13	
Bouncing the ball in a circle	Second	9.11	0.63	9.12	0.16	0.84	
Throwing a tennis ball	Meter	4.10	0.32	4.12	0.17	0.25	
kicking the ball for a distance	Meter	2.57	0.17	2.77	0.14	0.24	
Bending the trunk downwards	Cm.	4.12	0.15	4.14	0.15	0.62	

Value of (T) at the level of (0.05) = 1.671

The table (2) shows that there is no difference with statistical significance between the control and experimental groups in both of the growth rates and the level of motor fitness under consideration, as all calculated value of (T) at the level of (0.05), indicating the equivalence in those variables.

Tools and means of collecting data:

First: the used tools and devices:

- Medical balance for weighing.
- Length Resist meter
- Digital stop watch, Casio brand, is rounded to nearest 1/1000s.
- School playgrounds, suitable for executing the suggested educational program.

Second: Tests used for the research: Annex (2)

* Running test for (20) maters.
* Test of wide jumping from the stability.
* Test of Long forward jumping for (10) s.
* Test of Hopscotch on one foot for (6) m.

* Test of Bouncing the ball in a circle with a diameter of (1) m.
* Test of throwing a tennis ball for the farthest distance.
* Test of kicking the ball for the farthest distance.
* Test of bending the trunk downwards.

Third: Forms used for the research: Annex (3)

* A questionnaire for the opinions of the exports about the most important elements of the motor fitness for the students in the first stage of the basic education.
* A questionnaire for the opinions of the exports about the most important tests of the motor fitness for the students in the first stage of the basic education.
* A questionnaire for the opinions of the exports about the content of the educational program under consideration, after presenting them to the experts in the field of the motor education, curricula and methodology that showing their names and characteristics. Annex (1)

Applying the exploratory experiment:

The researcher will apply the exploratory experiment to achieve the following:

* Testing the research tools.
* Finding the scientific coefficients.
* Suiting the top sport cards for the age stage.
* Ensuring the validity of the program before applying it and suiting it for the age stage.

The scientific coefficients of the tests used in the research.

The validity of the differentiation:

To calculate the validity of the tests and measurements that measure the basic research variables under consideration (the motor fitness) of the research sample. The researcher used the validity of the differentiation. The researcher applied these tests and measurements to an exploratory sample of (16) students, during the period from 26/9/2016 to 28/9/2016, by finding the differences significance between the high quartile and the lowest quartile by using the (T) test, and table (3) shows the following.

Table (3)

The validity coefficient between the high quartile and the lowest quartile in the tests that are used in the motor fitness level (N1=N2=4)

Variable		Measurement unit	The high quartile		The lowest quartile		Value of (T)	The level of significance
			Arithmetic Mean (SMA)	Standard deviation	Arithmetic Mean (SMA)	Standard deviation		
Test of motor fitness	Running 20 maters	Second	5.20	0.21	5.80	0.25	2.84	indicating
	Wide jumping	Cm.	51.28	0.25	40.21	0.63	2.69	indicating
	Long forward jumpin	Meter	5.10	0.15	4.55	0.21	0.84	indicating
	Forward Hopscotch (6m)	Second	3.98	0.17	4.22	0.25	2.64	indicating
	Bouncing the ball in a circle	Second	9.80	0.32	8.98	0.58	2.84	indicating
	Throwing a tennis ball	Meter	4.55	0.25	4.11	0.63	2.63	indicating
	kicking the ball for a distance	Meter	2.80	21.00	2.54	0.21	2.46	indicating
	Bending the trunk downwards	Cm.	4.59	0.61	4.11	0.58	2.67	indicating

Value of (T) at the level of (0.05)=1.746

The table (3) shows that there are difference with a significance between the high quartile and the lowest quartile in the motor fitness tests under consideration in favor of the high quartile that indicates the validity of the tests.

The Stability:

The research conducted the first application on the exploratory sample of (16) students, during the period on 2/10/2016, then reapplying the tests for the second time on the same sample, during the period on 9/10/2016, with a difference of seven days between the first application and the second application, and table (4) show this through the following.

Table (4)

The stability of motor fitness tests under consideration (N1=16)

	Variable	Measurement unit	The first application		The second application		Correlation coefficient
			Arithmetic Mean (SMA)	Standard deviation	Arithmetic Mean (SMA)	Standard deviation	
Test of motor fitness	Running 20 maters	Second	5.50	0.25	5.35	0.21	0.952
	Wide jumping	Cm.	45.74	0.15	46.98	0.25	0.980
	Long forward jumping	Meter	4.83	0.21	4.98	0.36	0.962
	Forward Hopscotch (6m)	Second	4.10	0.32	4.05	0.21	0.910
	Bouncing the ball in a circle	Second	9.39	0.52	9.55	0.17	0.930
	Throwing a tennis ball	Meter	4.33	0.62	4.56	0.19	0.980
	kicking the ball for a distance	Meter	2.67	0.74	2.88	0.63	0.990
	Bending the trunk downwards	Cm.	4.35	0.31	4.41	0.24	0.915

Value of (R) at (0.05) = 468.0

Table (4) shows that there is a statistically correlation function relation between the first application and the second application in all physical tests as the calculated value of (R) is between (0.980:0.910), which indicates the stability of the tests.

The suggested educational program of the top ply (under consideration)

Program content:

The objective: the program aims at identifying the effect of using top play on the level of the motor fitness in the physical education lesson for the students of the first stage of the basic education.

Time Division: the program takes three months divided into two units weekly, distributed over four week monthly.

Step of preparing the program:

- Determining the activities on which the program

will be based according to the stage requirements which includes some motor performance through (via) using the top sport cards.

- Preparing the suitable clothes and tools.
- Setting the general rules which represented in:
  - Don't go over anyone.
  - The freedom to engage in new characters at any moment.
  - Commitment with rules.
- The program contains a set of gradient skills and exercises to
- develop the basic skills and movement.
- The balance between motor activities and fixed activities, Giving the students the opportunity to discover, innovate and launch freely.

Applying the experiment:

Pre-measurement:

the researcher carried out the pre-measurements on the basic sample which is (50) students, the experimental and control research groups, during the period from 10/10/2016 to 12/10/2016.

Applying the suggested program of top play exercises:

The researcher applied the program of top play exercises on the students of the first stage of the basic educator, which is (25) female students, for 12 weeks, from 16/10/2016 to 05/1/2017, by 2 units per week, on (Sunday, Tuesday). The researcher applied the top play program according to the exports opinion, the unit takes 30m, according to the school schedule and dates.

Pre and post measurements:

The dimension measurements were carried out after completing the application of the top play program and were directly carried out the basic sample (the experimental) in the under consideration variables, from 08/01/2017 to 10/01/2017. The researcher paid attention to the same condition and circumstances that the researcher followed in the dimension measurements.

The suitable treatment:

- Arithmetic mean SMA
- Standard deviation
- Correlation coefficient
- Skewness coefficient
- Intermediates
- Improvement rate
- (T) value

Results: **First: showing the results (presenting the result)**

Table (5)

Significance of the differences between the pre and post measurement at the level of the motor fitness for the students of the Experimental research group (N=25)

Variable	Measurement unit	pre measurement		post measurement		the differences between the two average	The improvement rate	The value (T)	Statistical Significance
		Arithmetic Mean (SMA)	Standard deviation	Arithmetic Mean (SMA)	Standard deviation				
Running 20 maters	Second	6.11	0.25	5.55	0.21	0.56	9.16	3.87	**indicating**
Wide jumping	Cm.	45.65	0.11	60.22	0.25	14.57	31.91	3.41	**indicating**
Long forward jumping	Meter	4.81	0.15	5.20	0.63	0.39	8.10	3.58	**indicating**
Forward Hopscotch (6m)	Second	4.09	0.17	3.54	0.54	0.55	15.53	3.62	**indicating**
Bouncing the ball in a circle	Second	9.11	0.63	14.20	0.74	5.09	55.87	3.14	**indicating**
Throwing a tennis ball	Meter	4.10	0.32	4.98	0.32	0.88	21.46	3.74	**indicating**
kicking the ball for a distance	Meter	2.57	0.17	3.10	0.21	0.53	20.62	3.62	**indicating**
Bending the trunk downwards	Cm.	4.12	0.15	4.88	0.87	0.76	18.44	3.19	**indicating**

Value of (T) at the level of (0.05) = 1.708

The table (5) shows that there are differences with a statistical significance between the averages of the pre and post measurements in the level of the motor fitness for the students of the experimental groups as the calculated value of (T) is more of (T) is more than it value at the level of (0.05).

Table (6)
Significance of the differences between the pre and post measurements at the level of the motor fitness for the female students of the control research group. (N=25)

Variable	Measurement unit	pre measurement		post measurement		the differences between the two average	The improvement rate	The value (T)	Statistical Significance
		Arithmetic Mean (SMA)	Standard deviation	Arithmetic Mean (SMA)	Standard deviation				
Running 20 maters	Second	6.06	0.63	5.90	0.21	0.16	2.71	2.77	**indicating**
Wide jumping	Cm.	45.70	0.21	52.10	0.25	6.40	14.00	2.54	**indicating**
Long forward jumping	Meter	4.75	0.15	4.98	0.11	0.23	4.62	2.28	**indicating**
Forward Hopscotch (6m)	Second	4.10	0.18	3.88	0.63	0.22	5.67	2.63	**indicating**
Bouncing the ball in a circle	Second	9.12	0.16	11.10	0.54	1.98	21.71	2.54	**indicating**
Throwing a tennis ball	Meter	4.12	0.17	4.32	0.12	0.20	4.85	2.14	**indicating**
kicking the ball for a distance	Meter	2.77	0.14	2.95	0.52	0.18	6.49	2.63	**indicating**
Bending the trunk downwards	Cm.	4.14	0.15	4.55	0.17	0.41	9.90	2.71	**indicating**

Value of (T) at the level of (0.05) = 1.708

The table (6) shows that there are differences with a statistical significance between the averages of the pre and post measurements in the level of the motor fitness for the students, as the calculated value of (T) is more than its value at the level of (0.05).

Table (7)
Significance of the differences between the two dimension measurements of the Experimental and control groups at the level of the motor fitness for the female students of the first grade of the basic education. (N1=N2=25)

Variable	Measurement unit	The Experimental group (N=25)		The control group (N=25)		The value (T)	Statistical Significance
		Arithmetic Mean (SMA)	Standard deviation	Arithmetic Mean (SMA)	Standard deviation		
Running 20 maters	Second	5.55	0.21	5.90	0.21	3.87	indicating
Wide jumping	Cm.	60.22	0.25	52.10	0.25	3.21	indicating
Long forward jumping	Meter	5.20	0.63	4.98	0.11	3.52	indicating
Forward Hopscotch (6m)	Second	3.54	0.54	3.88	0.63	3.15	indicating
Bouncing the ball in a circle	Second	14.20	0.74	11.10	0.54	3.81	indicating
Throwing a tennis ball	Meter	4.98	0.32	4.32	0.12	3.15	indicating
kicking the ball for a distance	Meter	3.10	0.21	2.95	0.52	3.28	indicating
Bending the trunk downwards	Cm.	4.88	0.87	4.55	0.17	3.49	indicating

Value of (T) at the level of (0.05) = 1.761

Table (7) shows that there are differences with statistical significance between the average of the dimension measurement of the experimental and control research groups at the level of the motor fitness and in favor of the experimental group, as the calculated value of (T) is more than its value at the level of (0.05), and the researcher considers that this improvement is due to the effect of the suggested program of top play exercises.

Discussion:

In table (6), it is clarified that there are differences with a statistical significance between

the averages of the pre and post measurements in the level of the motor fitness for the students of the experimental research group, as the calculated value of (T) is bigger than its table value at the level (0.05). This result is attributed to the suggested educational program by using the top play cards which contributed in improving the basic motor skills and physical fitness for the children.

Ebtahag Tolba (2009 A.D.) indicates that exercises have positive effects on body building, acquiring good shape for the student, the direct effect on the vital body organs and increasing the level of physical efficiency. This id besides it dose not need any abilities or special tools. Also it does not require a high amounts of exercises and special skills and it can be practiced with simple tools. (6:65)

The researcher finds that using the exercise of Top play cards contributed in developing the motor fitness level for the research sample students, as it helps in improving the body balance, increasing the body flexibility, and improving the lengthening of working muscles. It helps also in increasing the strength of joints and ligaments working on joints.

The results of this study agree with Elin Wadiea Farag (2007 A.D.) that the basic objective of the primary education is encouraging the physical and motor growth and acquiring the public hygiene, as the child moves from the motor performance of the basic skills to the motor performance of the skills related to the sport activity. (7:52)

And in this regard, Rana Abdelaziz (2016 A.D.) clarifies that movement has an important in childhood stage, and it is considered an advantage that should be exploited. In the first stage of the child, all the basic motor skills grow and develop, which are (walking, running, skipping, throwing, catching, climbing, skiing and balancing), which forms the basic of the general environment of the child. (15:41)

In this regards, Both of "Ayman Abdo" (2015 A.D.) (4) agree in the effectiveness of using the Top play cards in

improving the motor skills level for the students.

So, the first hypothesis of the research is achieved that states of the research is achieved that states 'There are differences with a statistical significance between the averages of the pre and post measurements in the level of the motor fitness in the physical education class for the students of the first stage of the basic education, the experimental research group.

In table (7), there are differences with a statistical significance between the average of the pre and post measurements in the motor fitness level for the students of the control research group, as the calculated value of (T) is bigger than its table value at the level (0.05). The researcher finds out that the lesson outcomes targeted towards developing the individual ability to perform; they are called as an educational process. But regarding the outcomes which are directed towards developing the individual readiness to perform, are called as a pedagogical process, So the physical education class contains educational and pedagogical objectives.

Both of 'Wafaa Turkey' (2010 A.D.) and "Mohammed alhela" (2005 A.D.) agree that the researchers emphasize. The need to Pay attention to the fundamental movements of the children, as running, throwing, skipping and catching, as the children have wide diversity in abilities. (16:54) (13:91).

The researcher finds that the first four stages of the basic education and going ahead towards the other educational stage. Education in this stage is considered the most dangerous tasks that are placed on the burdens of those who maintain it, and realizing the motor abilities of the students plays an important role in the guidance process for choosing the different physical activities which are considered as a mean of developing the abilities of the children and developing their physical characters and basic skills.

The primary education is a rich field for educating different types of the physical activities, as it is the fundamental base for educating the different movements. The physical education class in the

primary school is one of the important in providing the different sports activities for the children, as movement is a fundamental form of learning and it can be presented in a form of competitive games. (2:74)

Form the researcher's point of view, one of the basic objectives in the physical education class represents in promoting the means and foundations of the integrated development of the child in terms of physical, motor, living, social and exploratory aspects, as the movements is used as a basic mean in the educational process.

So, the second hypothesis of the research was achieved it states that there are differences with statistical significance between the averages of the pre and post measurements in the level of the motor fitness in the physical education class for the first grade students of the basic education, the control research group.

Table (8) shows that there are differences between the averages of the pre and post measurements of the experimental and control research groups of the experimental and control research groups in the level of the motor fitness and favor of the experimental group, as the calculated value of (0.05). This improvement is due to the effect of the suggested program of the under research Top play exercises.

The motor fitness is a part of the comprehensive fitness of the individual and aims at a comprehensive development, especially the development of the motor abilities of the individual. Mohammed Metwally Kandil, Ramadan Mosaad Badawy (2003 A.D.) (12). That human acquires the motor abilities through his interaction with the surroundings, or the abilities are existed as the fitness, flexibility, balance and proficiency. It means that his ability to move produces and develops by the training. They are called abilities because it is the ability to move, be realized by the organism, especially at high levels, and this what was achieved by the suggested educational program.

The researcher finds that the movement is the child's mean to recognize the

environment and deal with it, and therefore developing his ability innovate, create, imaging and control the surrounding environment and investing for his benefit. And it is one of the important means by which the child express himself, as the movement is necessary to activate the body and thus the growth of mind properly, as the child's mind doss not grow away from the body. "The perfect mind in healthy body", and using the means which are popular with children to stir their curiosity towards movement is of the important fundamentals to develop the motor fitness of the children.

Using the Top play cards make children integrate into the rapid life activities and the brain responds to those changes, however the educational institutions did not change, and if they changed, the change will be relatively small. This change does not keep up with the revolution of knowledge explosion, and therefore a lot of students including the children finds that these institution are boring, unattractive and less suspense. (5:14)

So, the third hypothesis of the research was achieved, and it states that there are differences with a statistical significance between the average, of the pre and post measurements for the students of the experimental and control research groups in the level of the motor fitness in the physical education class for the students of the first grade of the basic education and in favor of the students of the experimental research group.

Conclusions:

- The impact of the educational program by using the Top play cards has a positive effect in improving the motor fitness level for the students of the first grade of the primary education, the experimental research group.
- The educational program that is determined for the female students of the first grade of the primary education, has a limited positive effect on the motor fitness level, the control research group.
- The educational program by using the Top play cards has a positive effect better than the educational program which is determined for the students of the first grade of the primary

educational in the motor fitness level.

Recommendations:

- Using the educational program by using the Top play cards because of its positive effect in improving the motor fitness of the primary School students.
- Expanding in using the exercises of the Top play cards on other groups of different age stages.
- Conducting more researches on the benefits of the Top play cards in the students samples.

References:

1- Alaa Saad Ibrahim: The impact of the program by using the motor stories on the motor fitness level for the students of Alfekria School Sherbin, Dakahlia Governorate, Master Thesis, Faculty of physical education, Al-Mansoura University, 2017 A.D.

2- Amin Anwar Al-Kholy, Osama Kamel Rateb: The motor education for the child, The seventh edition, Dar Alfekr Al-araby, Cairo, 2007 A.D.

3- Annaniro , A., Cowell , C: Curriculum theory and Dosing in physical education , 2nd ,ed., the c.ve Mosbyco. St 10 Wis tronto ,2006

4- Ayman Abdo Mohammed Mohammed: The impact of an educating some preliminary basic movements of the volley ball skills for the primary stage students, a published scientific research, Magazine of Arts & science the physical education, The fortieth edition, First part, Faculty of physical education, Assiut University, 2015 A.D.

5- D'Arcy Lyness: Encouraging Your Child's Sense of Humor, February 2009,

6- Ebtahag Mahmoud Tolba: The Motor skills of the kindergarten child, First Edition, Oman, Dar Al-Masera for publishing, distribution and printing, 2009 A.D.

7- Elien wadiea Farag: Experiences in games for children and adults, Monshaet Almaref, The fourth edition, Alexandria, 2007 A.D.

8- Galley,p. M.& Forster, A.L: Human movement, 2ndedition. Churchill Livingstone, 2007

9- Geoffrey, N,Benjamin, L& chik, M development of a measure of humour Appreciation ,Australian Journal of Educational& developmental Psycholog vol.5,pp26-31,2009

10- Hall,J&ken,s. offen sive jokes: How do they impact long term relationship .vol.23,issue,pp.307-326.2011

11- Khalid Abdelgaber Abdel Hafiz Mahran: A suggested physical recreational program by using the Top play cards for the students of the industrial technical education, Assiut University, 2015 A.D.

12- Mohammed Metwaly Kandil, Ramadan Mosaad Badawy: The basics of curriculum in early childhood, Oman, Dar Al-Fekr for publishing and distribution, 2003 A.D.

13- Mohammed Mohammed Alhela: The small games and its production techniques, The fourth edition, Dar Al-Masera for publishing, distribution and printing, 2005 A.D.

14- Patrick, J.: Thinking Skills and Early Childhood Education, Cromwell Pressled, Drawbridge Wilts, 2000.

15- Rana Gamal Mohammed Abdel Aziz: The impact of the motor education program on some components of the motor realization and abilities for the third grade pupils, Master thesis, Faculty of physical education, Port Said University, 2016 A.D.

16- Wafaa Turkey Al-Ghariery: The intelligence and its relation with the motor abilities for the kindergarten children at age of 4-6 years old, Magazine of the physical education science, The fourth edition, The third volume, 2010 A.D.

17- Wiliam ,P: The relation between Humor styles and Empathy, Europe s Journal of Psychology, 6 (3), pp.34-45 ,2012