



## THE EFFECT OF A MINI-GAMES EDUCATIONAL CURRICULUM ON FOCUSED ATTENTION AND HANDBALL SHOOTING SKILLS FOR CHILDREN AGES 4-6

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### **Abstract.**

The research problem crystallized around the fact that some children lack the ability to focus their attention when performing the skill of shooting from a fixed position with a handball. This is due to a lack of sufficient attention to motor education lessons and the preoccupation of most children with modern technology. This prompted the researcher to study this important aspect and work to improve and develop it by using mini-games that stimulate children's attention and engage them during play. The researcher developed an educational program containing mini-games and implemented it on a sample of kindergarten children aged 4-6 years. The program included a set of mini-games in addition to educational guidance. The goal was to develop focus. The researcher used the experimental method with a single-group design and conducted a pre-test for the research sample over a period of two months, with three units per week. The tests were then conducted. The post-test and with the same procedures followed in the pre-tests to identify the extent of the impact of the educational program prepared with mini-games on the concentration of attention and the skill of shooting from a standstill with a handball for children aged 4-6 years. After processing the data using appropriate statistical methods, the results showed the effectiveness of using the prepared curriculum to develop the concentration of attention and the skill of shooting from a standstill with a handball for kindergarten children aged (4-6) years. In light of the conclusions we reached, the following recommendations were raised: the necessity of using an educational curriculum with mini-games within the kindergarten curriculum and the necessity of preparing the educational environment with the necessary capabilities and tools to implement the games and prepare educational recreational games for the various sports activities in which children show weakness in practice for the purpose of developing and improving the concentration of attention and the skill of shooting from a standstill with a handball and to enhance self-confidence

**Keywords:** Mini-games, Focused Attention, Shooting, Handball.

### **1- Introduction**

Children's education and training in general are taking on an increasingly important position over the years, as they need care of a type that is commensurate with their potential and capabilities. Modern societies have given great and serious attention to the first stage of a child's life, which is called the pre-school stage, as it is the stage of human development and a stage of qualification for the subsequent stages of this. Scientists and specialists have turned to studying aspects of child development with the aim of identifying the extent of interaction between these aspects and the possible impact on the child's personality, behavior, commitment and development (Ahmed Omar Ismail Al-Ruby 1995, p. 9). Focusing attention and guidance awareness is one of these important aspects in the child's life, as it expresses the extent of the relationship between the motor aspects and the psychological aspects. Therefore, it should be Working on improving these aspects in



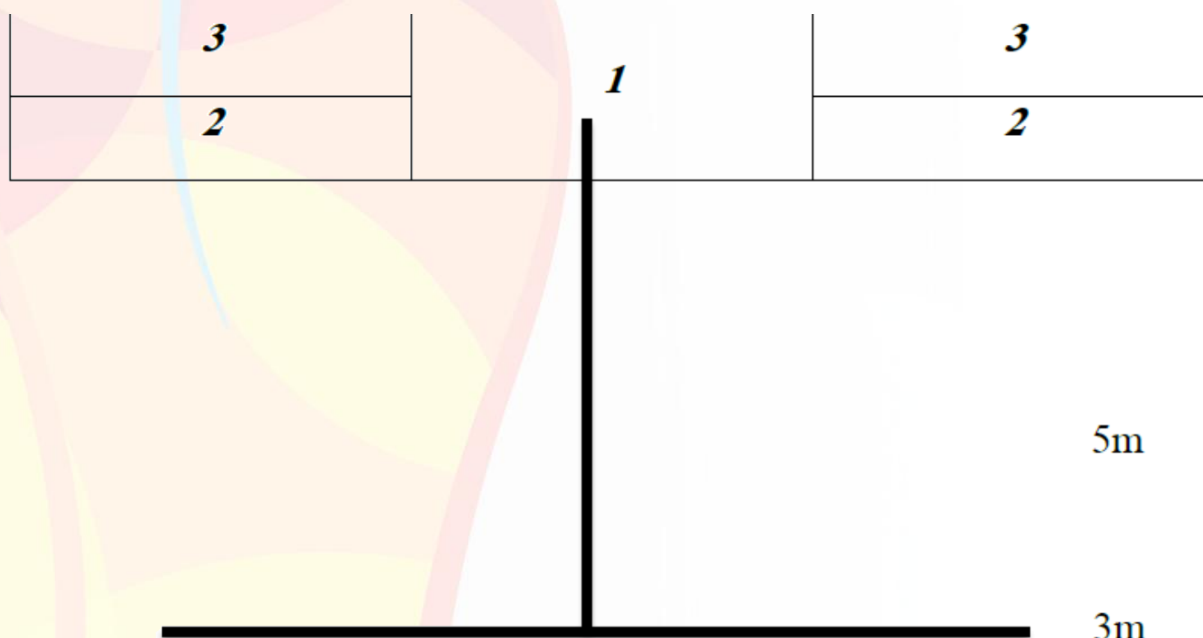
the child, there are many diverse methods through which it is possible to develop and improve the focus of attention and the skill of shooting handball in children, including small games, which are considered among the most widespread methods in the world of childhood, in addition to awareness guidance, and from here came the importance of research in identifying the level of focus of attention in children and working on improving and developing it through preparing a small games program and This study examines the effects of children's attention and concentration while shooting handballs, given the importance of kindergarten stages, which have a significant impact on shaping a child's future personality. The research problem was identified through the following question: Can an educational curriculum that includes mini-games develop attention and shooting skill from a fixed position with a handball for children aged 4-6 years?

Purpose of the study:

- To develop an educational curriculum using mini-games for kindergarten children aged 4-6 years.
- To identify the effect of the educational curriculum using mini-games on attention concentration and shooting skill from a fixed position with a handball.

## **2- Method and procedures:**

To address the research challenge, the investigator used an experimental approach using a two-group equivalent design. Kindergarteners made up the researcher's research community. Diwanayah Governorate's flowers. Only men made up the purposefully selected study sample. There were twenty-eight youngsters between the ages of four and six. (6) The pilot trial did not include children. The twenty-two youngsters were split into two groups at random by the researcher: an experimental group consisting of eleven children and a control group consisting of eleven children.



Tests used in the research:

1- Handball shooting test (Ismail, 2002, pp. 63-117)

The aim of the test was to measure the skill of handball shooting among kindergarten children aged (4-6) years.

Tools: A handball goal divided into five areas and numbered with five numbers according to the shooting direction, a starting line 5 cm wide and 3 m long, 5 m away from the target, and 10 small balls.

Performance specifications: Upon hearing the start signal, the child shoots at the target and is given 10 attempts.

Recording: The score obtained by the child is calculated according to the shooting location. The ball is given 3 points for the right and left sides from the top, 2 points for the right and left sides from the bottom, and 1 point in the middle, so the total number of points is 30 points.

Test Name: Attention Focus Test for Kindergarten Children Aged 4-6

Azima Abbas Al-Sultani; Hussein Omar Abbas Al-Harouti; Sports Psychology: Concepts and Psychological Measures, 1st ed. (Oman, Academics Publishing and Distribution Company, 2017), pp. 32-35.

The purpose of the test is to measure attention focus in kindergarten children aged 4-6 years. Tools: A questionnaire containing ten colored pictures of different animals, each animal marked with a specific color.

Performance Specifications: The examiner names the animal in question, and the child marks the picture.

Recording: The child is given 10 attempts, with each attempt receiving one mark and 0 marks for a failed attempt, for a total of 10 marks.

## Main Experiment:

The pre-test was conducted on 23-24/2/2024 at 9:00 AM. The researcher established the conditions for the tests in terms of time, place, test method, and work team in order to achieve the same conditions as much as possible when conducting the post-tests for the research sample. Since the skill used is one of the easy skills to perform, the pre-test can be performed in it. The researcher then selected a set of small games, especially in handball, to develop the handball handling skill in children. These games were performed before performing





the skill exercises. As a trainer with the experience that qualified him to design the educational program, it included:

1- (Experimental group: small games + exercises)

- The time period for implementing the small games group was (8) weeks
- The number of educational units per week was (3) units
- The total number of educational units was (24) educational units
- The duration of the educational units was (45) minutes

The educational unit consists of three sections:

Preparatory section:

Warm-up minutes (10)

Main section: (30) minutes, including:

Small game (5) minutes - (2) minutes of rest for handling exercises (3) minutes

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Final section: (5) minutes

Dismissal / Performing the greeting

2- Control group: The curriculum prepared by the teacher. The members of the control group applied the curriculum's vocabulary without any modification.

The researcher then conducted the post-test after the students had completed the educational program on April 21-22, 2024. The tests took two days (one day for each group) and were conducted at the same time, method, and conditions as the pre-tests.

## Results:

Table (1)

shows the differences in the attention concentration and handball shooting tests in the pre- and post-tests for the control group.

Tests	Unit of Measurement	Pre-test		Post-test		Calculated T value	Sig
		Middle	deviation	Middle	deviation		
Attention Focus	Degree	4	2,34	6	1,76	2.77	0.04
Handball Shooting	Degree	13	3,29	15	2,54	1.66	0.16



Table (2)

shows the differences in the attention concentration and handball shooting tests in the pre- and post-tests for the experimental group.

Tests	Unit of Measurement	Pre-test		Post-test		Calculated T value	Sig
		Middle	deviation	Middle	deviation		
Attention Focus	Degree	5	3,65	9	2,14	11.35	0.00
Handball Shooting	Degree	14	2,34	18	1,87	5.53	0.00

Table (3)

shows the differences in the attention concentration and handball shooting tests in the two post-tests for the control and experimental groups.

Tests	Unit of Measurement	Control		Experimenta		Calculated T value	Sig
		Middle	deviation	Middle	deviation		
Attention Focus	Degree	6	1,76	9	2,14	<b>3.43</b>	<b>0.00</b>
Handball Shooting	Degree	15	2,54	18	1,87	<b>3.88</b>	<b>0.00</b>

## 4- Discussion of the Results:

The attention and shooting test results for handball in the post-test for the control and experimental groups vary significantly, as shown in Tables (1, 2). The researcher explains this by saying that regardless of the kind of activities or curriculum used, this young age group grows quickly. This is due to the fact that kids are always trying to reach their full potential and expand their skills, so it makes sense to pay more attention to how well they do. Additionally, this level is appropriate for learning and honing more sophisticated abilities and using them in brief games for certain sports. Moreover, sessions that include exercises, games, and sports activities help to develop and improve motor skills. This is what little games provide in complicated situations, as when there is a space or participation cap. Moreover, the main characteristics of little games are strength, speed, agility, flexibility, and innovative movements together with their common patterns. By practicing them, individuals may develop their motor skills and capacities (Abdul Ghani et al., 2004, 41).



Moreover, Table (3) shows 1. The experimental group that adhered to the educational curriculum created by the researcher utilizing little games in accordance with an appropriate educational program showed significant variations in the post-test results for attention focus and handball shooting. Enhancing the child's capacity to concentrate attention is crucial for ensuring that they interact with the necessary needs in an appropriate way since attention in education requires both knowledge and rapid comprehension of concepts (Abdul Hamid, 1973, 324). One of the most crucial attentional factors that has been shown to impact performance is focus. Concentrating attention has an impact on the technical features of the motor skill components' precision, clarity, and mastery. Additionally, preventing injuries is crucial (Mahjoub, 2009, 48). In the realm of sports, the majority of attentional factors are also crucial for developing motor abilities and fostering psychological fortitude. It has been shown that one of the key components of attention that influences success in an activity is the ability to focus (Khaled, 1989, 34). Small games are one of the newest and most efficient training techniques, and they are crucial to reaching society's objectives of improving skill performance. With practice and repetition, the youngster will improve their handball shot. For participants of all ages, kinetic memory is another contemporary physical education technique. Additionally, it is an athletic exercise that enhances motor performance in sports. It follows straightforward, flexible guidelines that are subject to progressive modification. There is no need for a unique place, a lot of instruments, or a lot of preparation. A passion of competition and defeating others may be fostered by certain games (Alawi, 1976, 156).

## 5- Conclusions:

- 1- The experimental group achieved progress in all variables under study, and small games played a role in skill learning, resulting in significant differences between the pre- and post-tests, in favor of the post-tests.
- 2- The control group achieved progress in all variables under study, and the researcher's training approach led to significant differences between the pre- and post-tests among the control group, which followed the methodology used by the researcher, in favor of the post-tests.
- 3- The effect of small games during the experimental group units was positive in learning the skills of shooting from a standstill with the handball among children in the experimental group compared to the control group, which led to significant differences between the post-tests and in favor of Experimental group.

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## Appendix (1)

### Small Games





**The mace drop game:** The class is divided into two equal groups, facing each other, with maces or cones placed in the middle. One group attempts to drop the mace or cones. **Score Your Goal Game:** The class is divided into three groups, with each group standing in front of a goal. A student is placed to represent the goalkeeper. The game begins with the goalkeeper holding the ball and passing it to a member of the group, who then catches it and shoots it toward the goal to score.

**Egg Basket Game:** The class is divided into two teams. A basket is placed in front of each team, and the children are given a small ball to represent the egg. They attempt to put the ball inside the basket, maintaining a certain distance from the goal.

**Ball Exchange Game:** The class is divided into two equal groups, standing facing each other and taking turns passing the ball with their hands.

**Shoot the Goal Game:** The class is divided into two groups, with one group standing in front of the goal, and the other standing in a locomotive position to shoot the ball toward the goal.

**Pigeon Hunting Game:** The class is divided into two sections, one inside a circle representing the pigeons, and the other group spread out around the circle representing the hunters. The game begins with the hunters shooting at the pigeons until the last pigeon remains inside the circle, and they are declared the winner. **Ball-to-wall shooting game:** The class is divided into two equal groups, standing in front of a wall. A circle surrounds the wall. Each child tries to get the ball inside the circle.

**Ball-to-Get-Out game:** The class is divided into two teams, each standing on either side of the field with an equal number of balls. When the whistle is blown, each team tries to throw its balls to the other.

**Pyramid Protection game:** A large circle is drawn, with a pyramid in the middle. A player stands next to it, defending the pyramid from shots from the team outside the circle. The children try to knock the pyramid down within a set time.

**Cups game:** The class is divided into four teams, with a group of cups in front of each team. Each child begins shooting the ball at the cups. The winning team is the one that knocks down the most cups.

**Animal Hunters game:** The children stand inside a circle, representing the animals, except for one, who stands outside the circle, representing the hunter. He holds a small ball and tries to shoot the ball at the children. When one of them is hit, he steps out of the circle to take the hunter's place.

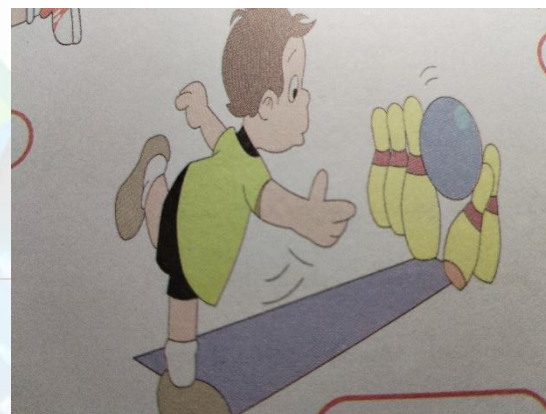
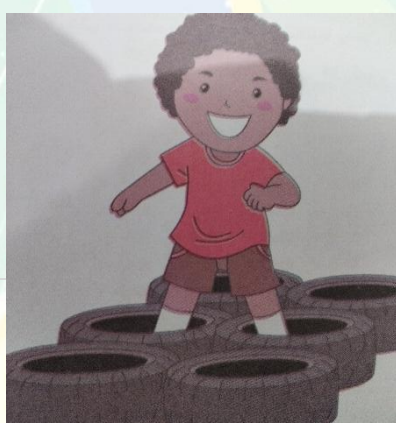
**Throw-in game:** The children are divided into equal teams, standing in trains behind the line. When the whistle is blown, the first one to take the hunter's place takes the place of the hunter. Each team performs a throw-in from behind the line as far as possible.

**Balloon Game:** Children are divided into two teams. In front of each team is a balloon suspended high above the ground. Each child holds a small ball in their hand, trying to hit it.

**Ball Throw Game:** The class is divided into four groups. Each child in each group tries to throw the ball as far as possible.

## Appendix (2)

### Pictures of the mini-games



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