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The effect of the Murder strategy on cognitive achievement and teaching some basic skills of the ribbon tool in rhythmic gymnastics

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Abstract

The purpose of this paper is to identifying the effect of the Murder strategy on cognitive achievement and teaching some basic skills of the ribbon tool in rhythmic gymnastics to female students, and identifying the effect of the Murder strategy in teaching some basic skills of the ribbon tool in rhythmic gymnastics to female students. The researchers used the experimental method to suit it with the nature of the problem. The research Community was identified in a deliberate manner, represented by the female students of the third stage - College of Physical Education and Sports Sciences - University of Wasit for the academic year (2023-2024), who numbered (109) students, divided into 3 morning and evening sections (A, B, C). The research sample was selected using the method Simple randomization from the original research community, using a lottery method, consisting of (40) students from the morning study section (A, B), divided into two experimental and control groups, with (20) students in each group. Thus, the percentage of the research sample is (36.69%) for the research community. One of the most important results reached by the researcher is that: The Murder strategy and the method followed had a clear effectiveness in increasing the students' ability to achieve cognitive achievement and teach some of the ribbon skills in rhythmic gymnastics, and the experimental group that used the Murder strategy showed a clear and significant improvement over the control group in the cognitive achievement test. One of the most important recommendations recommended by the researchers is that: Activating the use of the Murder strategy in cognitive achievement and learning to perform the basic skills of the ribbon instrument in rhythmic gymnastics for female students, and focus on using multiple means, including (presentation, brochures).

Keywords: Murder strategy, cognitive achievement, ribbon tool

Introduction

The educational and teaching process needs to harness all the talents, abilities and energies stored in the learners and invest them in the service of the educational process. Therefore, the teaching process needs to evaluate modern methods and strategies to enhance the positives and address the negatives. Therefore, it helps the learners in studying and organizing the study environment and aims to provide them with thinking, understanding and organization skills.

Modern strategies have emerged in learning, including the Murder strategy, which is one of the cognitive learning strategies that includes six stages: (mood, comprehension, retrieval, assimilation, expansion, and review), as the first letters represent the components and steps used to process and comprehend texts, through which the student can Processes of processing and processing a large amount of information contained in the cognitive content, which helps in retrieving that information and using it when facing a specific problem. This matter is not limited to the theoretical material, but extends to the practical material.

Rhythmic gymnastics is considered one of the movement activities for women, whether they are students, employees, or European workers, because it is in harmony with the natural characteristics of women. This type of sport contributes to the development of movement and physical qualities that directly affect the internal organs. Rhythmic gymnastics also constitutes the basic rule. For all other types of sports, their importance comes because they work to build the entire body and prepare it in the correct way to practice most types of

sports. Through training in gymnastic skills, we can develop muscular strength, muscular and nervous coordination, flexibility, balance, agility, and agility, in addition to improving the body. In addition, this activity works to strengthen Public health, prolonging the life of voluntary exercise, developing the aesthetic sense, and educating the desired musical taste. Hence, the importance of research through using the Murder strategy and employing it to facilitate the learning process and knowing its impact on cognitive achievement and teaching some basic skills of the ribbon tool in rhythmic gymnastics.

Research problem

Through the researchers’ acquaintance and meetings with many female teachers with experience and specialization and her observation of some rhythmic gymnastics lessons, the reliance in teaching the subject of rhythmic gymnastics in general and the ribbon tool in particular on the traditional method specific to each teaching in explaining and learning ribbon skills is not necessarily due to poor performance of ribbon skills due to time. The effort expended during education may be due to the strategy used in understanding and teaching the ribbon-specific skills and their lack of knowledge of retrieving information well when performing the technical performance, and this may be a reason for not achieving the desired learning. The research dealt with the use of a new and modern teaching strategy through which it ensures the delivery of Information in modern ways, such as understanding, retrieving, and overcoming difficulties, learning some basic skills with the ribbon, students’ moods, expanding, reviewing, and recalling information. Therefore, the educational process needs to keep pace with the development of learning methods through modern strategies that ensure better access and stability of information. Therefore, the researchers decided to conduct this study in an attempt to develop solutions to this problem. The problem is with the Murder strategy, which urges the learner to understand the ribbon skills as they keep pace with practical and technological development, and then know its role in cognitive achievement and teach some basic skills for the ribbon tool in rhythmic gymnastics.

Research objective

- Identifying the effect of the Murder strategy on cognitive achievement and teaching some basic skills of the ribbon tool in rhythmic gymnastics to female students

- Identifying the effect of the Murder strategy in teaching some basic skills of the ribbon tool in rhythmic gymnastics to female students

Research hypotheses

- There are statistically significant differences between cognitive achievement in teaching some basic skills of the ribbon tool in the pre- and post-test for the experimental and control groups.
- There are statistically significant differences in teaching some basic skills of the ribbon tool in the pre- and post-test for the experimental and control groups.

Research fields

- **Human field:** Third year female students in the College of Physical Education and Sports Sciences/ University of Wasit for the academic year 2023/2024.
- **Time field:** (1/2/2024) to (1/4/2024)
- **Spatial field:** Gymnastics hall at the College of Physical Education and Sports Sciences/ University of Wasit

Research methodology and field procedures

Research Methodology

One of the most important requirements in scientific research is to choose the research method in a way that suits the nature of the problem and through which the researcher achieves the research objectives that he wants to achieve. Therefore, the researchers used the experimental method to suit it with the nature of the problem. The experimental method is known as “the method that is based on dealing with Direct and realistic with various phenomena, and is based on two basic pillars: observation and experience of all kinds”.

Community and sample research

The research Community was identified in a deliberate manner, represented by the female students of the third stage - College of Physical Education and Sports Sciences - University of Wasit for the academic year (2023-2024), who numbered (109) students, divided into 3 morning and evening sections (A, B, C). The research sample was selected using the method Simple randomization from the original research community, using a lottery method, consisting of (40) students from the morning study section (A, B), divided into two experimental and control groups, with (20) students in each group. Thus, the percentage of the research sample is (36.69%) for the research community.

Table 1: Shows the number of sample members and percentage according to research groups

Groups	Total number	Excluded	Sample	Percentage
Control group (traditional method)	33	13	20	60.60
Experimental group (murder strategy)	34	14	20	58.82

Equivalence of the two search groups

Before starting to implement the Murder strategy, the researchers resorted to verifying the equality of the two research groups in the variables related to cognitive achievement tests and teaching the technique performance of ribbon skills, in order to eliminate all factors that might

affect the research experience, and in order to start from a single starting line for the two research groups, using a test. (T) as the results showed that all values of (error percentage) were not significant at the level (0.05), which indicates that the differences are not significant and that the two groups are in the same project, and Table (2) shows this.

Table 2: Shows the equality of the two research groups using the (T) test

Tests	Groups	Arithmetic mean	Standard deviation	Arithmetic mean of difference	Standard deviation of differences	T value Calculated	Level sig	Type sig
Cognitive achievement	Control	6.450	0.510	0.150	0.155	0.967	0.340	Non sig
	Experimental	6.300	0.470	0.150	0.155	0.967	0.340	Non sig
Technical performance of ribbon skills	Control	1.250	0.444	-0.150	0.150	-1.000	0.324	Non sig
	Experimental	1.400	0.502	-0.150	0.150	-1.000	0.324	Non sig

Methods, devices and tools used in the research

Methods used in the research

Arab and foreign sources.

Devices used in the research

- Chinese-made Lenovo ideapad 310 laptop.
- Canon camera of Chinese origin (2).
- Discs (DVD)
- Fox type whistle (2).
- Chinese-made electronic stopwatch (2).
- A mat for floor movements
- Rhythmic gymnastics bands (40)

Steps to prepare a cognitive achievement test using the ribbon tool in rhythmic gymnastics for female students:

Determine the objective and scientific material of the test

The aim is to build a cognitive achievement test for some bar skills in rhythmic gymnastics. Then, the scientific material for the research topics of rhythmic gymnastics was determined from the vocabulary of the methodological book (Rhythmic Gymnastics) for third-year female students in the departments and colleges of physical education and sports sciences, which was written by (Amira Abdel Wahed Munir, Shaima Abdel Matar) and the book Modern Gymnastics, which was written by (Ali Salloum Jawad), which was determined by the faculty at the College of Physical Education and Sports Sciences - University of Wasit.

Formulas for cognitive achievement test items

In order to determine the validity of the cognitive test items, the researchers presented the test items in their initial form, which numbered (22) question items in Appendix (1). Each item consists of three alternatives, and the key to the answer is to give one score for the correct answers for each item. The questions were divided into three axes (the axis Historical - Legal Axis - Skills Axis) where it was agreed with the specialists on all test items as they are experts and teachers of the subject, as well as in the field of testing and measurement, psychology, teaching methods and rhythmic gymnastics. It was also presented to a group of experts, in order to determine the extent of its suitability in measuring the goal that It was developed for him and a (zero) was given for each incorrect item. The highest score for the test was (22) and the lowest was (zero).

Preparing test instructions

In order to complete the initial picture of the test and then survey it on a group of 10 students from the evening study in the third stage at the College of Physical Education and Sports Sciences at the University of Wasit, the researchers developed several instructions showing them the method of answering and the time allotted for the cognitive achievement test, which are as follows.

- Write your name, branch, and university on the answer sheet.

- You have (four) choices for each question. You are required to choose the correct answer.
- Answer all questions, but do not seek help from a colleague.
- The time to answer questions is (15) minutes.
- Do not leave any question unanswered

Exploratory experiment to test cognitive achievement

It is known that the items of the scale are clear to the test designer, but they may not be clear to the testers. On this basis, an exploratory experiment must be conducted by the test designer in order to avoid falling into error by the expert. Accordingly, after completing the selection of the final items for the test, the researchers applied the achievement test. The cognitive study, which consists of (22) items in its initial form, was conducted on a survey sample of (10) female students on Wednesday 1/10/2024 AD. After completing the experiment, the researchers collected data for the sample members and implemented them in tables in preparation for statistical analysis.

Second exploratory experiment

The researchers conducted a second exploratory experiment on Thursday, January 12, 2024, in the gymnasium hall with a group of (10) female students within the research community outside the (experimental and control) sample. Its purpose was to determine.

- Validity of devices and tools.
- Identify the obstacles and difficulties that the work team may face when conducting tests.
- Identify the ability of the assisting work team and their understanding of the method of work.
- Knowing the time required to implement the tests.
- Determine the height and distance of the camera.
- Knowing the appropriate time to answer the cognitive achievement test items

Main experiment procedures

Pre-test

Tests and pre-imaging were conducted for the two research groups (experimental and control), which numbered (40) students, on Tuesday, February 6, 2024, in the closed gymnasium hall. The researchers carried out the following procedures (test for cognitive achievement: cognitive achievement forms were distributed to the female students and a time was given (20) minutes. Then I received the questionnaires after the sample answered them. (Filming the performance of the basic skills with a ribbon tool: An attempt was given for each skill performed by the student, and the attempt was filmed. The student comes, remembers the number (sequence) and the group (control, experimental) and performs. Skills in sequence. The student filmed the technical performance evaluations for the best attempt at performing the skills by the nationalists, and their number is 5 evaluators.

Main experience

The researchers began implementing the main experiment by preparing educational units according to the Murder strategy on Tuesday, February 13, 2024, at a rate of one educational unit per week for the experimental group, and on Tuesday of each week, with a total of (7) educational units for the control group and also for the control group, according to the program prepared by the school. The duration of applying the educational units for the experimental group ended on Tuesday, 3/30/2024. The units were applied by teachers of the subject at the college, and the researchers included the educational units according to the components of the Murder strategy, which are.

1. **Mood:** It is the first step in the Murder strategy. It means the mood for studying, and it is given at the beginning of the educational program. It is necessary to regulate the mood of the student and his environment. Regulating the student's environment is easier than regulating the student's mood, as it helps in creating positive situations by overcoming fear and lack of desire to learn. In it, the appropriate classroom climate is created for the students' interaction with the subject teacher and the necessary skills for him and its importance in increasing the learning of ribbon skills.
2. **Understanding:** The student learns how to identify important and difficult ideas for the learning stages. It also uses a video clip and illustrative pictures that represent the divisions and performance of each skill in the ribbon. This component divides the activity into parts and then moves to smaller units, which make the learning process easier. Because it is based on understanding, it is important because it represents the basis for learning each stage separately, as it helps the student to recognize the stages and distinguish between important and less important information related to that stage. While the student was performing the stages, they were asked about the type of this stage for the purpose of helping the student and developing his ability to Category.
3. **Retrieval:** In this component, students were taught how to retain information, remember it, and recall it when needed. This was done in two ways: the first was by conducting a theoretical test to determine the extent to which the student retained information about the skill, and the second was by applying a number of exercises that the student had learned in previous educational units about that skill. Skills by remembering these exercises, which the student watched and by dividing them into units and then recalling the small units one after the other, arriving at the larger units to facilitate the comprehension process, and identifying the most important common mistakes in performing the technical stages of the javelin throwing event. The common mistakes were explained clearly. Brief, and the emphasis is on correct performance so as not to allow the student to make mistakes, especially since it is in the early stages of learning. There are two techniques for recall. The first is to summarize the information for the students in their own language and put it in a specific framework that they formulate themselves to know the extent of their understanding of the material and form mental images. For the concepts behind this and other information, encoding the information and

linking it with relationships, all the way to the materials to be learned, such as parts, the emphasis must be on correct performance so as not to allow the student to make mistakes, especially since it is in the early stages of learning.

4. **Comprehension:** Comprehension means the ability to understand the meaning of the material that the student is learning by translating, interpreting and explaining it and the ability to predict the effects on a specific action. In this component, the student was taught how to apply information, principles and correct technical performance of the skill, in practical situations and by presenting a set of Compound exercises, which help develop and improve performance. Within this axis, the student was assigned the activities by giving a complex exercise related to two ribbon skills that are interconnected with each other and requires the student to practice and master it.
5. **Expansion:** The student forms connections either within the learned material itself, or between the learned material and previous information, through which he asks the questions that are on the previous student's mind. Here, expansion occurs through skill and the law of rhythmic gymnastics.
6. **Review:** In this step, the student comprehensively reviews each of the subjects he has recalled and remembers the methods that help in understanding and memorizing information, such as reciting, writing, and diagrams, and using these methods in future study. In this case, the student reviews his mistakes and finds reasons for them. Errors in order for the student to master the subject. This component includes teaching female students how to study and prepare for the exam by repeating, training, and preparing for the technical performance of the activity that they had previously learned in previous lectures. In this component, some important points were clarified, which help in studying, as well as points related to preparing for the exam and how to perform it. After that, the female students were directed to practice the technique performance of the skills that were taught.

Post-tests

After completing the implementation of the educational units according to the Murder strategy, the post-tests were conducted for the two research groups (control and experimental) on Wednesday, April 1, 2024, at the same time, place, and pre-test and measurement steps for the performance tests for the basic skills of the ribbon. The researchers worked to establish the conditions related to the tests, such as the place. The time, method of implementation, members of the supporting work team and their location in order to work as much as possible on adopting the same conditions for conducting the post-tests.

Statistical methods: The search data was processed through the Statistical Package for the Social Sciences (SPSS).

Results and discussion

Presenting and analyzing the results of the cognitive achievement test for the ribbon tool between the experimental and control groups in the pre- and post-tests

Table 3: Shows the statistical features of the two groups in the pre- and post-tests of the cognitive achievement test for the basic skills of the ribbon tool

Groups	Tests	Arithmetic mean	Standard deviation	Arithmetic mean of difference	Standard deviation of differences	T value Calculated	Level sig	Type sig
Control	pre	6.450	0.510	-6.400	0.821	-34.871	0.000	sig
	post	12.850	0.875					
Experimental	pre	6.300	0.470	-8.750	0.786	-49.760	0.000	sig
	post	15.050	0.759					

Table (3) shows the results of the cognitive achievement test for the ribbon tool for the two research groups between the pre- and post-tests. The results showed a significant difference in favor of the post-test for the experimental group, in the pre-test (6.300), with a standard deviation of (0.470), while we find that the arithmetic mean for the post-test reached (15.050), with a standard deviation of (0.759), while the average differences appeared (-8.750) and the standard deviation of the differences reached (0.786). When calculating the calculated t value, we find that it reached (-49.760), and when comparing the error level of (0.000), which is smaller than the significance level (0.05), which indicates the emergence of significant differences between the pre- and post-tests, in favor of the post-test.

As for the control group, the arithmetic mean for the pre-test was (6.450), with a standard deviation of (0.510), while we find that the arithmetic mean for the post-test was (12.850), with a standard deviation of (0.875), while the average differences appeared (-6.400) and the standard deviation of the differences was (0.821) When calculating the calculated t value, we find that it reached (-34.871), and when comparing the error level of (0.000), which is smaller than the significance level (0.05), which indicates the emergence of significant differences, and this indicates that there is also a significant difference between the two tests.

Presenting and analyzing the results of the cognitive achievement test for the ribbon tool between the experimental and control groups in the post-test:

Table 4: Shows the statistical features of the two groups in the post-test of the cognitive achievement test for the ribbon tool

Group	Arithmetic mean	Standard deviation	Arithmetic mean of difference	Standard deviation of differences	T value Calculated	Level sig	Type sig
Control	12.850	0.875	-2.200	0.259	-8.493	0.000	sig

Table (4) shows the results of the two research groups in the cognitive achievement test for the ribbon tool in the post-test, as the arithmetic mean for the control group was (12.850) with a standard deviation of (0.875) and the experimental group had a arithmetic mean of (15.050) with a standard deviation of (0.759), while The mean differences appeared (-2.200) and the standard deviation of the differences amounted to (0.259). When calculating the calculated t value, we found it reached (-8.493). When comparing the error level of (0.000), which is smaller than the significance level of (0.05), this indicates that there is a significant difference between Both groups and in favor of the experimental group.

Discussing the results of the cognitive achievement test for the ribbon tool

Tables (3 and 4) show the results of the cognitive achievement test for the effectiveness of the ribbon tool for the research sample. The results showed that there was a statistically significant difference with a probability of error (0.05) in favor of the post-test for the control group. The researchers attribute this development that occurred to the members of the control group in the post-test. To the appropriate method practiced by the professor in teaching, as well as the fruitful cooperation the female students made with the teacher of the educational subject, the commitment shown by the female students and the lack of absenteeism, in addition to the female students' enthusiasm in the practical aspect of the educational unit. As for the experimental group, there was a significant significant difference in favor of the post-test. The researchers attribute the reason for the development to the fact that the Murder strategy contributes significantly to increasing the amount of information and knowledge acquired by the female students,

as the information in the (expansion phase) was organized in a logical, sequential manner from general to specific. In addition to the amount of activities and assignments given to the students in the (review stage), which led to an increase in the students' understanding and achievement of the part scheduled to be taught in each lecture.

Researchers believe that the student at this stage has a passion for reading and an interest in everything new in the method of presenting information. This is consistent with what was indicated by (Hamed Abdel Salam Zahran: 1975, 67) that using modern methods increases the student's ability to achieve and increase From his speed in acquiring information and reading, and the student being able to become familiar with the increasing sources of knowledge as much as possible, as well as his tendency towards specialized readings, the researchers departed from the familiar traditional methods in organizing the lesson and subject of rhythmic gymnastics, as well as in the teaching method, as the concepts of the subject matter were arranged in an organized, gradual and coherent manner, which made it easy for the students to clarify Its meaning and understanding, and they were distinguished by their high level of achievement through their participation in preparing the assignments that were required of them. The researchers would like to confirm that the good application of this strategy with all its components and the emphasis on the cognitive aspect of it contributed to achieving the research objectives. It can also be said that any motor or skill educational material is not devoid of the cognitive aspect of this material, since any skill includes many types that It is performed and there are many steps that the learner should be familiar with cognitively and according to whatever means (Yasser Dabour and Mohamed Mersal: 1995, 45) [5].

All of these reasons made the researchers believe that the educational units were able to raise the level of cognitive achievement of the experimental group by making the female student the focus of the educational process. This means providing a state of competition between the female students and positive participation in activities by the female students, which raises their enthusiasm and increases their motivation, as (Talaat Hassan Abdel Rahim. 1981, 112) [3] the degree of change in cognitive achievement depends on the nature of the situation in which the person obtains the information, its sources, style, and degree of mastery.

Conclusion and Recommendations

Conclusion

According to the results that appeared, the researchers reached the following conclusions

- The Murder strategy and the method followed had a clear effectiveness in increasing the students’ ability to achieve cognitive achievement and teach some of the ribbon skills in rhythmic gymnastics.
- The experimental group that used the Murder strategy showed a clear and significant improvement over the control group in the cognitive achievement test.
- The experimental group that used the Murder strategy showed a clear and significant improvement over the control group in the technical performance of skills.

Recommendations

Every research must have a set of recommendations that serve workers, and they are directions for similar research or for conducting other studies. Within the limits of the research results and conclusions drawn up by the researchers, they recommend several recommendations, including.

- Activating the use of the Murder strategy in cognitive achievement and learning to perform the basic skills of the ribbon instrument in rhythmic gymnastics for female students.
- Focus on using multiple means, including (presentation, brochures).
- The necessity of arranging the cognitive aspect is very important, in addition to the practical practice of any

skill or tool, which indicates its importance by increasing the amount of skill learning.

- Holding seminars and discussions whose purpose is to direct teachers to the necessity of diversifying the learning process and using modern strategies, including Murder, and to be an accompaniment or alternative to the imperative method or the one followed by the teacher.

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Appendix (1)

Educational units followed according to the Murder strategy for the ribbon tool.

Stage and Division: Third Stage (A)

Number of female students: 20 female students

Day and date: Tuesday 13/3/2024

Time: 90 minutes.

Lesson supplies: ribbon number 20

Educational goal: Encouraging a love of work among female students. Learning objective: Make circles with ribbon

Sections of the educational unit	Time in minutes	Content of the educational unit	Formations	Notes
1) Section Preparatory	20		xxxxxxx ↓	- Emphasize attendance and standing straight. -Emphasize on performing general and physical exercises correctly
Introduction	5	Bringing props, attending the world, giving sports salutes.		
General warm-up	5	Jogging distance (100m-200m)		
Physical exercises	10	(Standing, waist up) Bend the head forward and extend it upward. (two counts) (Standing) Bend and extend the arms high.two counts (Standing, hands behind neck) Rotate torso to the sides.Free	xxxxxxxxxxxxx ↓	
2) Main section	60			
Educational aspect Mood and understanding	15	The school takes the following actions: Show a video clip and pictures explaining how to perform circuits with ribbon The role of the school at this stage is to create excitement, motivate the students, and explain the types of circles and how to perform them by having the students sit in a square with a minus side.	x x x x x xxxxxxxx x ↓	- Pay attention to the school’s explanation and presentation of the skill.
applied aspect				
Recycling Assimilation Expansion Review	45	A school works to retrieve the information it previously provided Hold the ribbon in the correct way while tightening the body and giving strength to the arms by performing the	x x x x x x x x	Hold the bar vertically in front of the body and make swings with the bar during the lesson Allow sufficient time to apply

<p>Concluding section</p>		<p>movements correctly Walk forward, swinging the arm and making large circles with the ribbon Hold the ribbon correctly Performing bar swings while moving Planting the spear in front of the body by standing with both feet in one line Planting the spear in front of the body while standing with the foot opposite the throwing arm forward without a tight arc Information about ribbon measurements and how to hold it The weight and shape of the tap-The length of the legal ribbon for adults Ribbon components View the legal ribbon</p>	<p>× × †</p>	<p>the exercises included in the lesson Ensure that students understand the law correctly</p>
	<p>15</p>	<p>Students recall what they learned in previous stages Giving grips, swings, and making circles under one instruction Giving general relaxation and calming exercises to the body. Small game Assigning students to prepare and study the javelin throwing event, which will be the subject of the next educational unit. Performing the final shout</p>	<p>xxxxxxx †</p>	<p>Providing real-time feedback for every exercise performed Ensure students understand the lesson</p>