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**Topic no. : Part-III(D)**

**Lecture Title : Minor Games**

### **Introduction**

Hello and welcome to yet another module on physical education and today we are talking about the minor games. Minor games is defined as that the games rules are modified for the convenience of the players and necessity of the needed skills. A minor game is one that is not extremely valued in the society they are in. A minor game for cricket can include practice or scrimmage matches. Short test matches can also be regarded as minor games. Since some cricket matches can last for days, test matches are the preferred choice for millions of the players and fans. There is something important about these traditional games that cannot simply be dismissed as rose-tinted, sepia-toned nostalgia. And I think the time is right to revisit these games and breathe new life into them.

There is something wonderfully pared down and self-reliant about many minor and traditional games. They rarely need equipment. Many can be played almost anywhere, and can cope with a wide range of ages, abilities and numbers of players (I once saw two siblings play hide-and-seek for about fifteen minutes in a five-metres-by-five leisure centre reception area.) And the rules can be endlessly adapted – just as long as a sense of fair play is respected.

Outdoor games also provide children with valuable rehearsals for everyday life. Think about all the tasks that are involved in a game of tag, for instance. Players have to decide who is ‘it’. They have to agree safe spots, and how ‘time out’ works. And they have to sort out disputes about whether or not someone was tagged. The physicality of tag, and indeed many traditional games, demands

accurate risk management. When chasing or catching, players have to try to make sure they don't hurt each other too much, and it's not a great idea to collide with any non-participants who happen to stray into the area. That is a pretty impressive list of physical, interpersonal and social skills.

Some of the most popular traditional games cut across gender and cultural divides. I have seen the very same gestures being used to signify 'time out' in my daughter's highly multicultural primary school and in another school in another area.

Last but not least, many of these games are simply great fun. At their best, they create the opportunity for physically immersive, open-ended, ever-evolving narratives of a kind that is simply not possible when sat (or even stood) in front of a screen. Now let's not forget: given the choice, children today would rather be playing outside than anything else.

In my view, forecasts of the death of the minor games and the traditional games are somewhat premature. They are more resilient than we adults sometimes think they are – though I do fear that they are at long-term risk, simply because children are denied the space, time and opportunity to play and share them. Hence the most important job for adults is to create the space and time that is needed. Children themselves will do the rest, perhaps with some invitations and cues.

There are some encouraging signs. As I have noted before, interest is growing in reclaiming residential streets for play. Moreover, playworkers and others working in schools and childcare settings are also exploring how to make break times more playful.

### **Effects of Selected Minor Games on Physical Fitness among School Students**

Now this is a research paper and a research endeavor which have been carried out by Researchers:

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Now they have done a research on the impact of minor games on children and we will go through their research material.

The physical effects mainly take into account the impact of AAHPER Youth Fitness Test on the students. The measurement objective is to assess fitness through test items measuring muscular strength and endurance, cardiorespiratory endurance, agility, and speed. The tests measure body composition, flexibility, agility, coordination, upper body strength and aerobic endurance. The tests were designed so that they could be administered by professionals and clinicians in the field who lack specialized measurement equipment, training and resources.

The AAHPER youth fitness test was developed in America in 1957 to test physical fitness. These include motor, organic and physique measure. Motor fitness variables include: Pull-Ups, Sit-Ups, Shuffle-Run, Standing Broad Jump, 50-yard Dash, 600-yard Run-Walk.

The organic efficiency tests included heart rate and maximal oxygen intake determination. These measurements are taken when the person performs a treadmill run till he could no longer continue. Physique measures involved measurement of bone, muscle and fat. Also lean body mass is also estimated.

### **Physical Fitness**

Physical fitness is the ability to do daily task with vigour and alertness, without undue fatigue, and with ample energy to engage in leisure pursuit and to meet emergency situations.

### **Selection of the Subjects**

The sample consists of 104 children belonging to the age group of 13-15 years studying in the Govt. HSS Anavoor, Thiruvananthapuram, Kerala, India. Among them 55.77% (N=58) was boys and 44.23% (N=46) was girls. The mean age of the participants was 13.04 years with a range of 12 to 15 years and a standard deviation of 1.57 years. The 104 subjects were classified randomly into two groups namely group-A and group-B; group-A, the experimental group

underwent the minor game programme consisted of 29 boys and 23 girls and group-B, the control group held 29 boys and 23 girls.

### Physical Fitness Variables

Agility, Abdominal Strength, Cardio Respiratory Endurance, Arm power, Leg power, running speed

## Tools of the Study

### a) AAPHER Youth fitness test

The Revised AAHPER Youth Fitness Test is a battery of six test items designed to give a measure of physical fitness for boys and girls in grades 5-12. The tests were selected to evaluate specific aspects of physical status which, taken together, give an overall picture of fitness. Tests can be given in the gymnasium or outdoors. They are as follows: (a) pull-up (with flexed-arm hang for girls)--for judging arm and shoulder girdle strength; (b) flexed leg sit-up--for judging efficiency of abdominal and hip flexor muscles; (c) shuttle run--for judging speed and change of direction; (d) standing broad jump--for judging speed; and (e) 600-yard run-walk (with optional runs of one mile or 9 minutes for ages 10-12, or one and a half miles or 12 minutes for ages 13 and older)--for judging cardiovascular efficiency. The following information is given for each test: equipment, description, rules, and scoring. Also included in this document are a history of the test, methods for recording and comparing test scores, tables with various percentile scores and norms, and recording forms.

### b) Minor game

These games promote learning and growth for every child who participates. The games have been revised and tested in order to ensure that each game is easy to follow and contributes to the holistic development of the child

#### 1. Plucking the Tails

The participants are given a strip of Newspapers about 12 inches in length. This strip is to be tucked in short/half pant or pant at the back in such a way so that the strip remains about 6 inches outside. This is called the tail. The participants are made to stand in a scattered formation in a circle about 4 m radius. After having fixed the tail and on a signal, the participants try to pull the tail/strip of the other participants while protecting their own tail. Anyone whose tail is

plucked becomes out. The individual who remains not out till the end or whose tail has not been plucked becomes the winner.

## **2. Leg Cricket**

Teacher divides the participants into two equal teams. One team is a batting side and other team is the fielding side. The teacher installs stumps as in cricket but the distance between the stumps varies from age to age. The game is played similar to cricket. The fielding side rolls the ball to the batsman who tries to kick the ball. The fielders try to field the ball so as to prevent the batting side to score runs. A boundary may also be marked so as to decide whether the batsman has scored four or six runs. A batsman is out if the ball strikes the stumps or if the fielder catches the ball directly after having being kicked by the batsman. When all the players of a team have become out then the fielding become batting side and vice versa. The team scoring more runs shall be declared the winner.

## **3. Golden fish/chain tag**

The participants stand in a scattered formation within the area. One participant is appointed as a “it” by the teacher. “It” must have good endurance and speed. On a signal from the teacher, “It” starts chasing the other participants and trying to take anyone. When a player is tagged, he joins hand with “It” and they both chase others. As and when any runner is tagged, he joins the chain. The game continues till one player is left and he is declared as the golden fish

## **4. Spot tag/ Poison tag**

The entire participants stand in a scattered formation within the playing arena. An ‘It’ is appointed who starts from one corner of the arena and tries to tag any participant. Whenever any participant is touched, the touched participant becomes a new ‘It’ and the earlier ‘It’ joins as a runner along with other participants. The interesting quality about this game is that ‘It’ must hold/ place one hand on that spot on his body where he was tagged and hold this position as he tries to tag other players. Similarly, others when tagged must chase while keeping a hand on the spot where they were tagged.

### **AAPHER Test Items and Fitness Dimension Measures**

<b>S.No.</b>	<b>Test Item</b>	<b>Fitness Dimension Measures</b>
<b>01</b>	<b>Sit-Up (Flexed Leg-60 seconds)</b>	<b>Abdominal muscles strength and endurance</b>
<b>02</b>	<b>50 Yard Dash</b>	<b>Speed</b>
<b>03</b>	<b>Shuttle Run</b>	<b>Agility (Speed and change of direction)</b>
<b>04</b>	<b>Standing Long Jump</b>	<b>Explosive power of leg extensor muscles.</b>
<b>05</b>	<b>Pull-Ups</b>	<b>Arm and shoulder girdle strength and endurance</b>
<b>06</b>	<b>600m Run- walk</b>	<b>Cardio-respiratory endurance</b>

### **Programme plan and Procedure**

<b>(a)</b>	<b>Duration</b>	<b>12 weeks</b>
<b>(b)</b>	<b>Schedules</b>	<b>12 (5 days/week)</b>
<b>(c)</b>	<b>Programme Units</b>	<b>60 (12 weeks x 5 days)</b>
<b>(d)</b>	<b>Programme Time</b>	<b>1 hour (per day)</b>

### **Administration of the programme**

The prescribed programme schedule was applied to the experimental group by the research scholar with the help of other physical education teachers who strictly followed the instructions of the research scholar. Subsequently the control group spent their time doing their daily routine. The experimental group subjects performed in the minor game programme after school session. The programme was implemented on the experimental group after every school

session for a period of one hour for 5 days per week.

### **Statistical Technique Employed**

The data pertaining to the physical fitness, physiological and psychological variables of minor game programme children were tested using Analysis of Covariance (ANCOVA). Testing of hypothesis level of significance was set at .05 levels.

### **Discussion of Findings**

#### **1. Cardio respiratory endurance component**

The result showed that there was significant improvement in cardiorespiratory endurance after twelve weeks of training period.

#### **2. Explosive power component**

The results of the study also reveal that, there was significant improvement in the minor game group in performance of standing broad jump.

#### **3. Muscular strength and endurance components**

The findings indicate that, minor game programme group showed significant improvement in Muscular endurance components. Muscular endurance components consist of pull ups and sit ups. Pull ups/flexed arm hang gives shoulder strength and Sit ups give abdominal strength and endurance.

#### **4. Agility Components**

The results of the study did not show significant improvement in the agility (which involves Shuttle run) of the experimental group. The change in shuttle runs component that was seen in the minor game group compared to the control group is  $P = 0.182$  which is  $>0.05$  is not identical to results

#### **5. Speed components**

Speed component is complex in nature, as it is a composition of reaction ability, movement speed, acceleration ability and locomotor ability.

As you can see in this experiment the results showed that minor games can significantly affect the health of the students in a positive manner.

### **Minor Games and Conclusion**

Now let us explore the traditional minor games very much familiar in India:

### **1. Satoliya**

The game is also called Pithoo or Lagori in some parts of India. Any number of people can play it. It needs seven small flat stones; every stone size should be less than the other stone. Keep the stones on each other in decreasing size order. Hit the pile with a cloth ball from a fixed distance.

### **2. Gutte / Geete**

This traditional game is played by both children and adults. This simple game requires 5 pieces of small stones. You spin one stone in the air and pick other stones from the ground without dropping the stone in the air. This game can be played by any number of people.

### **3. Kancha**

Kancha was one of the most popular games among children in the neighbourhood. It is played using marbles called 'Kancha'. The players are to hit the selected target 'kancha' using their own marble ball. The winner takes all Kanchas of rest of the players.

### **4. Kho Kho**

It is one of the most popular tag games in India. It consists of two teams. 1 team sits/kneels in the middle of the court, in a row, with adjacent members facing opposite directions. The team that takes the shortest time to tag/tap all the opponents in the field, wins.

### **5. Gilli Danda**

The game requires two sticks. The bigger one is called "danda" and the smaller one is called "gilli". The player then uses the danda to hit the gilli at the raised end, which flips it into the air. While it is in the air, the player strikes the gilli, hitting it as far as possible. Having struck the gilli, the player is required to run and touch a pre-agreed point outside the circle before the gilli is retrieved by an opponent.

### **6. Poshampa**



Two people stand with their hands locked together above their heads and sing a song. The other kids pass from under that bridge and the one who gets caught (when the hands come down like a cage at the end of the song) is out.

### **7. Kith Kith / Stapu**

See an open surface and a chalk to draw? We can play Kith Kith! A popular playground game in which players toss a small object into numbered spaces of a pattern of rectangles outlined on the ground and then hop or jump through the spaces to retrieve the object. This popular game is also played in other countries and is loved by all.

### **8. DhopKhel**

Dhopkhel, a game popular in Assam is similar to Kabbadi. Dhop is the name given to a rubber ball that two teams throw across a central line into each other's courts. Each team sends a player into the opponent's court; the aim is to catch the ball his team throws and make his way back to his team without allowing the opponents to touch him to earn points.

Now we come to the conclusion of this episode. So in this episode we have learnt about the importance of the minor games and inspite the development of the professional games and the insistence of the elders and the peers to join the professional games it is the minor games which are very essential especially for smaller kids in order for their psychomotor skills. I hope that the information presented was of some use to all of you.

Thank you so much.