THE IMPORTANCE OF THE PRACTICE OF COMPETITIVE GAMES KID'S ATHLETICS IN PHYSICAL EDUCATION FOR COLLEGE STUDENTS (11-12 YEARS) USING THE COOPERATIVE LEARNING STRATEGY

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Abstract

Physical education teachers should purposefully accept the fact that they are the role models in developing individual and group characteristics. In addition, teachers should structure competitive activities to maximize the participation of all students. In this regard, teaching physical education is an exciting experience. It is important that we teach more than just knowledge, skills, and strategies like cooperative strategy and other. From this perspective, the teacher must model the desired outcome in the same way he demonstrates the critical elements of a kids' athletics. The aim of this experimental study is to determine the effect of the practice of the cooperation strategy with a new concept of Kids' Athletics; their contribution towards the improvement of teaching conditions in lessons of Physical

Education and Sports in middle School; and the improvement of sports performance among students of the middle School in long jump (m), shot put (m), sprint 50 m (s), and endurance racing 1000 m (s). Thus, this study is one of the very best practices that promote a higher level of participation among all students in physical education. It is designed to give children the pleasure of playing athletics. It helps them to embark on sprinting, endurance running, jumping, and throwing. Two groups of girls (aged 11 ± 0.65 years) participated in this study. The students were divided into experimental and control group (n=24). The results according to the research variables is characterized by significant differences (*p≤0.05). Consequently, teacher's use of the cooperative learning techniques in physical education will encourage a higher level of participation among many students in the activities of the kids' athletics. Therefore, this will improve the physical performance of students and their relationships better than the traditional teaching method using a command style (Mosston & Ashworth, 2002).

Keywords: Cooperative strategy, activities, Competitive games, kids Athletics

Introduction

According to the middle school programs, the sports and physical education teacher must rely on physical practices and sports which are existing in the society. This leads the teacher to develop teaching and learning strategies to make choices. Such choices include content choices which focuses on learning modes, group formation, and input modes in the activity as to whether or not to manage the heterogeneity of students (Jenkinson, Naughton & Benson, 2013; Memmert & harvest, 2008). However, it also helps to increase their practice time, improve their physical and motor skills, and optimize the use of available facilities. Consequently, the teacher often carries out a collective organization of his class. Under certain conditions, this may contribute to the optimization of the learning process through various effective forms of interaction. Thus, this is done to meet the needs and the joy of movements of the child. To achieve the desired results, kids' athletics is designed to bring excitement through their involvement in Athletics. Thus, this is done especially during physical education lessons at school through the implementation of the cooperative strategy.

New events and innovative organization will enable children to discover basic activities like sprinting, endurance running, jumping, and throwing. However, previous research has shown that the games-based exercise intervention played a pivotal role in these beneficial changes of both physical abilities and athletic performance (Houston-Wilson et al., 1997;

Armstrong, 1992). This concept meets the needs of pupils by providing appropriate activities, education, and fun. In addition, all the participants are also aware of the objective of this practice.

Students work in the same small group throughout the extended length of curriculum/season, and they are given responsibility to teach each other the skills within a cooperative group structure. However, for more in-depth discussion on these topics, see Putnam (1998) and Dyson (2002). With this framework in mind, we can look at specific situations that the cooperative learning strategy is a teaching technique. In addition, it is most conveniently used in other academic modules. However, it is not until recently that studies have begun to unlock the benefits of this method of teaching in the field of physical education, which is particularly desirable in several sports. This unique teaching strategy aims to give teachers the ability to improve their physical qualities and motor student's self-expression and social interaction. Basically, every person enjoys encouraging and helping one another (Hannon & Ratliff, 2004; Riewald, 2003). In this regard, "Cooperative learning is an instructional method where students work together in small groups to master the content of a lesson; thus, these students are more willing to participate and even show enthusiasm about challenging tasks when they are engaged in learning activities with supportive cooperative groups" (Willis, 2007, p.4). However, a number of studies in the pedagogy domain (Alexander & Luckman, 2001; Carlson & Hastie, 1997; Grant, 1992) have reported the positive effect that Sport Education has on student enthusiasm for physical activity. In this regard, programs may be efficacious for the health and fitness of children. Thus, previous research has shown that only 42% of 6 to 11year-old children obtain the recommended 60 min per day of moderate-to-vigorous physical activity (Troiano et al., 2008). Furthermore, interventions should be designed to optimize children's enjoyment of physical activity (Sebire et al., 2013).

In this study, we hypothesize that the practice of cooperative strategy through kids' athletics has led to better measures for health and fitness. In this regard, it should be emphasized that Cooperative learning, challenges students to work closely with one another to accomplish tasks (Dyson & Rubin, 2003; Lund & Tannehill, 2005). With a sense of importance to sports, performance brings about the desire to participate with a group. This participation in athletics by children results in an effective learning process for the group and the individual. "Students mostly involved in the working group also performed well outside their group, which is a reflection of higher individual test scores and course evaluations" (Brady & Tsay, 2010, p.85). Some roles or responsibilities granted to members of the group were used to develop a sense of belonging to the group. Also, it provides an opportunity for everyone to be a part of equality in this process. Students are responsible

not only for learning the material, but also for helping their group-mates learn. In this regard, students sometimes learn more by teaching their friends, but are prohibited from having a dialectical relationship with the teacher (Quay, & Peters, 2009). However, it is also important to consider that talent development begins much earlier than that. Hence, specialists are encouraged to focus on Pre-Talent Detection and Talent Development, which occurs in school environments (Krasilshchikov, 2011; Müller, 2002). In this regard, several studies have been conducted to measure the success of cooperative learning as a basic teaching strategy regarding one's physical abilities and skills (Johnson & Johnson, 1999). Nevertheless, the teacher would set up the conditions for students to exchange. This raises the question for the organization of this interaction.

Methods

Ethics

Till date, little research in this domain has been conducted with students of middle School age as the target population. In this regard, this current study was conducted in the city of Oran (West Algeria).
The students were briefed on the objectives of the practice of kids' athletics. In this research, we have the learning together technique used in implementing cooperative strategy learning and the traditional teaching method for determining the activity of kids' athletics.

Statistical Analysis

This focuses on the effectiveness of using the strategy of cooperative education as an independent variable. We reached the statistical results of our research, which was carried out using SPSS version 20. For data of central tendency and dispersion measures for physical capacity and athletic performance in the same context, we also used the independent-samples T Test for comparing the average of two case groups (the control sample and the experimental sample) (Cortina & Nouri, 2000).

Participants

The participants of this study were two groups of girls. These groups were formed from four classes of fifth grade physical education totaling approximately forty eight girls (11 -12 years) (mean±SD : age 11 ± 0.65 years) who participated in the current study. However, the criteria for selecting these students were due to the fact that they have no prior knowledge or experience in the kids' athletics program. The school was randomly selected, and permissions were obtained from the administration of the Department of Education for the province of Oran sector. Therefore, the

sample of this study was uniformly distributed over two groups: the experimental sample (n=24) and one control sample (n=24).

Instruments

In collecting the data in a way that is beneficial to this research, the research team used a series of field tests which combines the racing activities such as running and jumping. Thus, this can influence the final results regarding their physical capacity and athletic performance in scheduled athletic disciplines according to their ages and experience (50 m sprint crouch start, 1 kg shot put, long jump, 1000m endurance race) (Algerian Athletics Federation [FAA], 2008).

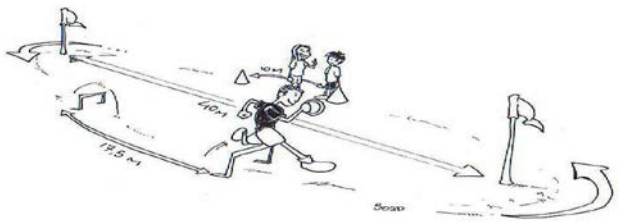
Proposals of New Events for Kids' Athletics

During the period of experimentation, children thoroughly experience the varied forms of athletic movements. However, they benefited from a comprehensive physical education according to nine events that was recommended:

- **"Bends Formula": Sprint Relay**

Brief Description: Relay sprinting event with curved corners

Figure 1 shows the technique of "Bends Formula": Sprint Relay



Procedure

Two lanes are necessary for each team: one being the changeover/sprint leg and the other being the 2-hurdle leg.

Subsequently, all the team members were gathered before the 10m changeover area. The first participant starts running the flat leg towards the first flagpole, and turns around it before running the leg back over the hurdles towards the second flagpole. Then, he turns around it to run back towards the team. Entering the changeover area, he/she hands over the soft-ring (relay baton) to his/her team-mate who runs the same leg until he/she hands over the ring to a third team member and so on. The receiving runner will start running the legs in the changeover area. Therefore, the stopwatch is activated when the first participant gets past the starting line (entry of the changeover area). Also, it is stopped when the last team-mate crosses the finishing line (entry of the changeover area) once he/she completes the legs.

- **"Bends Formula": Sprint Relay**

Brief Description: Relay sprinting event with curved corners

Procedure

Two lanes are necessary for each team: one with the changeover area and the other one without.

All the team members were gathered before the 10m changeover area. The first participant starts running the distance towards the first flagpole, turns around it before running in a straight line, and then turns around the second flagpole to run back towards the team. Entering the changeover area, he/she hands over the soft-ring (relay baton) to his/her team-mate who runs the same distance until he/she hands over the ring to a third team member and so on. The receiving runner will start running the distance (facing=the distance) in the changeover area. Therefore, the stopwatch is activated when the first participant gets past the starting line (entry of the changeover area). Also, it is stopped when the last team-mate crosses the finishing line (entry of the changeover area) once he/she completes the distance.

- **Hurdles Race**

Brief Description: sprinting over hurdles at regular intervals

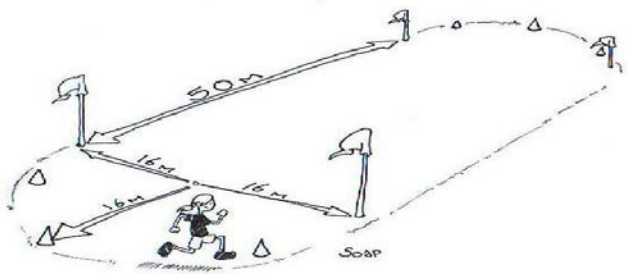
Procedure

The hurdles distance matches the above drawing. However, this is a team event whereby each participant runs individually. The participant stands ready before the foul line to start when the starting signal is given, or at the rap of the clapper following the "steady" signal. He completes the distance to cross the finishing line as fast as possible and is given an individual result. Two participants run simultaneously over two parallel distances on one starting signal. The distance is marked out with 4 hurdles at 7m intervals. The foul line and the first hurdle was marked at 10m apart, while the last hurdle and the finishing line was at 9m apart.¨

- **1000m Endurance**

Brief Description: 1000m team race

Figure 2 shows the technique of 1000m Endurance race



Procedure

Each team has to run 5 times around a course of about 200m (See figure above) from a clearly given starting point. Every team-mate's time

was recorded. The distance was carried out from two diametric starting points on the course. Thus, two teams at most is being located at each point.

- **Teens' Javelin Throw**

Brief Description: One-armed throws for distance/precision with an appropriate Javelin

Procedure

The throw is carried out from a 5m run-up area. The athlete throws the javelin as far as possible (= 30m) in line with the markers. If the javelin lands beyond the 30m distance inside a 5m wide target-area, a 10m bonus would be given. However, the performance will be directly recorded from the marking out or with a measuring tape unrolled on the ground. Each individual result for each of the three trials was recorded.

- **Teens' Discus Throw**

Brief Description: Rotating throw for distance and precision using an appropriate discus ("Ludidisc")

Procedure

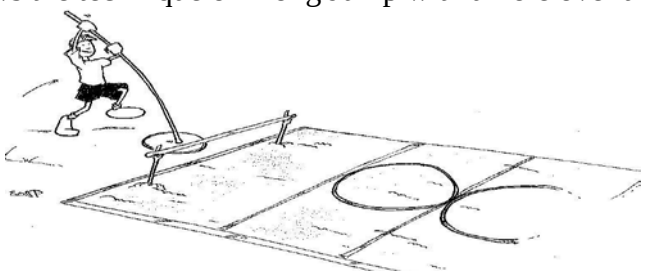
From a 3m run-up area, the athlete with a rotating movement throws a flat object which is easy to handle. The throwing object has to land inside a delimited area (10m wide at most). The athlete achieves a throw at the farthest distance possible (as far as 30m) along a line defined with markers. If the Teens Discus lands beyond the 30m distance inside a 5m wide target-area, a 10m bonus is given.

The measurement is made from the nearest mark made by the fall of the discus at right angle to the measuring tape along the line of the landing area. Each participant gets two trials. However, both trials are being measured and recorded.

- **Long Jump with a Pole over a sandpit**

Brief Description: Jumping a distance over an obstacle using a pole landing in a sandpit

Figure 3 shows the technique of Long Jump with a Pole over a sandpit



Procedure

From a 10m run-up area at most (compulsory landmarks: a cone, a crossbar or a tape), the participant runs toward a hoop/tire/mat placed before the sandpit. The take-off has to be carried out with a jump of one leg (right-handed jumpers – giving a left foot impulse - have to grasp the pole with

their right hand above). Planting the pole downwards near the take-off line and forcing it into the ground, the participant then "rides" the pole and gets over a surmountable obstacle forcing him/her to achieve a basic high jump. Then, he/she has to land inside a target object (tires or mats). The target objects are laid out as shown in the figure above (the first target object is placed 1m beyond the box). The participant has to land with two feet (to avoid any risks of injury). The pole must be grasped with both hands (!) as shown above, until the landing is complete. However, changing the grip on the pole during the jump is forbidden.

- **Short Run-up Long Jump**

Brief Description: Jump for distance

Figure 4 shows the technique of Short Run-up Long Jump

Procedure

Every participant starts from the very end of the run-up area, takes a 10m run-up (marked with a cone or crossbar), and carries himself/herself with a forward impulse in a 50cm wide area. He/she completes a jump and lands in the designated areas marked beforehand in the sand with cones and/or hoops.

Area 1 gives 1 point; area 2 gives 2 points, and so on**.**

- **Short Run-up Triple Jump**

Brief description: Triple jump after taking a very short run-up

Procedure

Each team member gets three trials.

After a run-up limited to 5m, the athlete completes a triple jump (a hop, a step, a jump, and a two-footed landing). The measurements are taken from the landing point (heel) that is nearest to the take-off area with a measuring tape unrolled along the landing area (IAAF KIDS' ATHLETICS - A Practical Guide, 2006).

Procedure and Task

The study took place during the second quarter of the school year 2014-2015. The students received instruction about working in cooperative groups, and they practiced before the study began. Student achievement was

measured through curriculum based assessment instruments designed by the teacher. Thus, the assessments were done quantitatively. Also, step-by-step procedures were used to present practice. Some regulate interaction between pairs, some are best for teamwork, and others involve the entire class. Consequently, we performed the first test on the research sample. The experimental group students achieved a Cooperative strategy in practice kids' athletics for 45 min. Therefore, this was done at an average of two times a week for twelve weeks. In addition, the control sample practiced sports with their teacher through command style during the session as usual (Mosston & Ashworth, 2002). Subsequently, participants underwent the final test. Thus, the research team suggests that early application of Cooperative strategy in kids' athletics takes into account the provision of fun motor experiences in children, Therefore, this would motivate them to do their best. For example, athletics can be presented as a test. In addition, the physical requirements of each test should not be too high to allow every child to have access to it and to gradually gain greater efficiency. Therefore, the tests must be easily affordable and achievable (Gozzoli & Locatelli, 2006).

Results

The final results showed that there are statistically significant differences at 0,05 in all variables in this study. Hence, these differences are in favor of the experimental sample which has practiced the strategy of cooperation in kids' athletics. Therefore, the research hypothesis was accepted.

Table I. Descriptive statistics for the control group and experimental group (mean ± SD and Std. Error)

Group Statistics		Pret-test				Post-test		
group		N	Mean	Std. Deviation	Std. Error Mean	Mean	Std. Deviation	Std. Error Mean
Endurance race 1000m	control group	24	249.58	14.46	2.95	246.38	13.98	2.85
	experimental group	24	250.83	14.85	3.03	235.25*	13.59	2.77
Long jump	control group	24	2.59	0.28	0.06	2.78	0.32	0.07
	experimental group	24	2.56	0.23	0.05	3.10*	0.32	0.07
Shot put 1KG	control group	24	7.08	0.62	0.13	7.36	0.72	0.15
	experimental group	24	7.05	0.61	0.13	7.91*	0.55	0.11
Sprint 50M	control group	24	9.37	0.50	0.10	9.24	0.50	0.10
	experimental group	24	9.34	0.59	0.12	8.75*	0.38	0.08

Note: Values are reported as mean ± s.

* indicates significant difference (P < 0.05) from baseline

The evaluations were conducted in two sessions (pret test – post test). The experimentation period lasted for a total of twelve weeks. Its purpose was to study the contribution of a form of academic practice. Thus, it is about the practice of Kids athletics in lesson of Physical Education and Sports in middle School. It recommended the need to facilitate the selection criteria by giving opportunities to all participants to win and display their talents. However, thanks to the long-term pre-conceived strategy in terms of procedure and selection steps. In addition, the human skills and resources needed in order to attend to the gifted children in athletic children to produce future champions in athletics should be made available. In this context, recreation and sport activities have an obvious positive link for excellent physical growth in children through the development of gross motor skills (running, jumping, and other use of large muscles), strength, and endurance (Sanderson, 1989).

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pret-test	Sprint 50M (s)	0.098	0.756	0.216	46	0.830	0.0342	0.1579	-.2837	0.3520
	Shot put 1KG (m)	0.005	0.945	0.182	46	0.856	0.0325	0.1782	-.3262	0.3912
	long jump (m)	0.338	0.564	0.526	46	0.601	0.0388	0.0737	-.1095	0.1870
	endurance race (s)	0.016	0.900	0.295	46	0.769	-1.250	4.232	-9.768	7.268
Post-test	Sprint 50M (s)	3.508	0.067	3.797*	46	0.001	0.4887	0.1287	.2297	0.7478
	Shot put 1KG (m)	0.347	0.559	2.964*	46	0.005	-0.5479	0.1848	-.9200	-0.1759
	Long jump (m)	0.011	0.917	3.347*	46	0.002	-0.3121	0.0932	-.4998	-0.1244
	endurance race (s)	0.023	0.880	2.795*	46	0.008	11.1250	3.9801	3.1136	19.1364

Table II . Independent sample t-test comparisons between experimental and control sample (*p≤0.05)

Furthermore, this part consists of findings and comments about these findings. In this study, we made use of descriptive statistics.

The data were analyzed using SPSS program and were presented as mean and standard error. Therefore, independent sample t-test results are shown in Table 2. Hence, this indicates the independent sample t-test analysis results of the Research groups pre-test and post-test, which students took in order for the researcher to assess their approaches to the general Kids'

Athletics class. This was before and after they were exposed to either the cooperative or the traditional teaching method.

Therefore, we can see that there is no big difference in all variables in this research where the results were between research groups for the variable 50m sprint (t = 0.216; p = 0.830), shot put 1KG (t = 0.182; p = 0.856), long Jump (t = 0.526; p = 0.601), and endurance race (t = 0.182; p = 0.769). Also, for students in the control group when posttest average grades are examined in sprint 50m test, we see that there is a large statistical difference (t = 3.797; p = 0.001) between the experimental group that was exposed to cooperative learning strategy (Technical learn together). Also, the control group was exposed to the method of learning traditionally. Thus, this information is detailed in Figure 4.

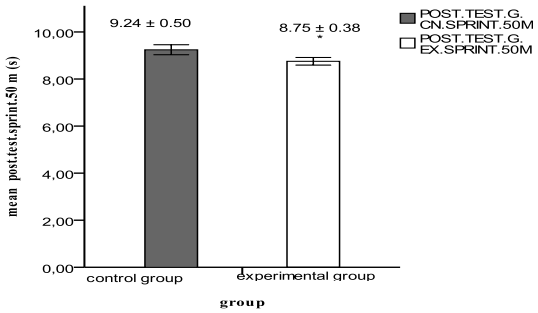
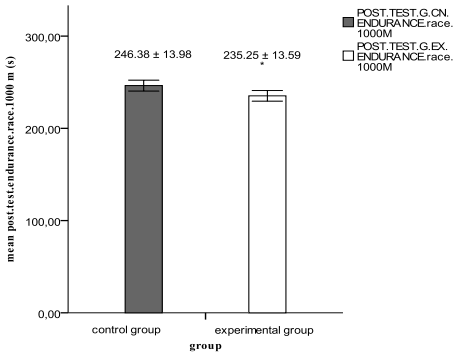


Figure 4. Indicates significant difference at averages performances of sprint 50m (*P < 0.05)

The same results recorded significant difference (P < 0.05) from baseline as shown in Table I. 1 kg launch weight (t = 2.964; p = 0.005), long jump (t = 3.347; p = 0.002), and 1000 m endurance race (t = 2.795; p = 0.008).

The results are shown in Tables II, and this information is detailed in Figure 5 and Figure 6, respectively.



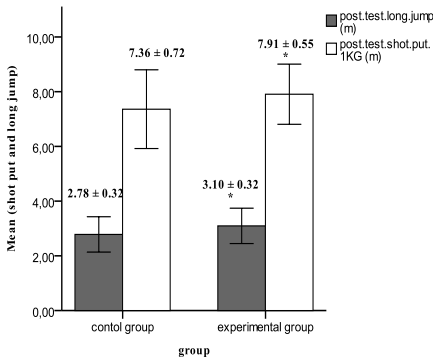


Figure 5. Indicates significant difference at Averages Performances of long jump and shot put (*P < 0.05)

Figure 6. Indicates significant difference at Averages Performances of endurance race 1000m (*P < 0.05)

Discussion

This present study has demonstrated that the students should encourage and support each other. Also, they should take responsibility for their own learning. On the other, they should evaluate the progress made by the group. The basic elements involved positive interdependence, equality of opportunity, individual responsibility, simultaneous interaction, and Equal Participation. It should be noted that this is the first study to utilize a kids' athletics. In this context, the main objective of our research is to focus on the measure of sporting student's performance for those using cooperative learning structures as a teaching base active strategy. Furthermore, it also aims to compare its success with those using traditional teaching method. Each evaluation of the hypothesis has been proven that the use of cooperative learning structures would result in a higher yield. The results are consistent with previous studies when compared with other cooperative learning methods (Slavin, 1991; Johnson & Johnson, 2000; bizo, 2006). Thus, it is reasonable that the enjoyment of students during practice of the kids' athletics during intervention, as it was designed in this study, contributes to the adherence of the practice of physical and sports activities with a higher level in terms of regimented and creativity. Previous research has confirmed that Sport Education promotes team affiliation and enhances relationships among team members. In this context, the teacher facilitates this process by helping students with their decision-making for choice of practices, which must be inclusive for all members in the small group structure (Grant, 1992; Whipp et al., 2012). So in the experimental field work, the research team suggests that in this strategy, the students should work together to learn. Also, they are responsible for their teammates' learning as well as their own learning. However, Koka and Hein (2003) stated that the sport education model would seem to have some features (working in small teams, giving feedback to each other, positive interdependence) similar to those in the cooperative learning. We recorded that the intervention was effective in the physical aspect and in the athletic performance. However, the teacher assists the groups as they go about the unit. They learn at their own pace while practicing various skills. This simple technique along with peer assessment and encouragement throughout the unit, has been proven to create an atmosphere that promotes higher levels of participation. "Teacher researchers must be wary of the lure of quick-fix strategies and be patient enough to avoid the pitfalls of basing actions on premature analysis" (Mills, 2011, p.125). Lafont et al. (2007) "made solid connections between cooperative learning and the positive pro-social benefits achieved. Data from these studies leads to the cooperative Learning format. This led to the development of motor skills because students gave advice to each other and specific feedback" (Lafont et al., 2007, p.95).

Cooperative learning is not only an approach to an activity or two throughout a school year, but it is a pedagogical approach that is implemented with other models to provide students with the best curriculum possible. However, "in this study, teachers need to use more of an educational approach through their content units, and students must be engaged in many types of learning tasks in the curriculum of physical education in school" (Gurvitch & Metzler, 2010, p.32). On the other hand, students should be given a program that is easy for their social needs. At the same time, most students should be treated as the target of physical educator. The research has indicated that cooperative Learning techniques provide an enormous opportunity for participation. Thus, these occasions calls for increased participation, and it provides our students with many educational benefits. A peer-centered pedagogy promotes academic achievement and builds positive Cooperative relationships (Prichard & Bizo, 2006; Ensergueix & Lafont, 2001; barrett, 2005; Huang, 2000).

Conclusion

Physical education in school not only contributes to the good of all fitness and good health of students, but it also helps young people to perform and understand physical activity better. Thus, this is accompanied with positive impact throughout life. However, inherent with this concept, physical activity is a prime contributor to children's healthy development (Kirk, 2005; Nelson & Johnson, 1996). In addition, there appear to be long-term benefits from the childhood physical activeness extending into adult life (Ernst & Byra, 1998). In this context, previous studies in the field of teaching strategies (Baliukevicius & Macàrio, 2006; Camire Trudel, 2010; Millis, 2010) have lent some support to the teacher. This was done such that he can facilitate this process by helping students in their decision making in choosing practices that must be inclusive for all members of the small group structure. Consequently, this organizational structure of education has many similarities with the contextual features of a task climate involved. This was also confirmed by the study of Treasury & Roberts (2001). They concluded that although it is not designed to be prescriptive in its implementation, the Sport Education model has key organizational structures that differentiate it from the traditional teacher-led physical education curricular model. However, the cooperation strategy has been used throughout history in all aspects of our lives. Therefore, it follows that cooperative learning groups in schools would be used as a teaching method of fostering positive student interactions. The middle School objective when using cooperative learning is that all students are working towards goal achievement. Furthermore, student engagement allows for a higher level of participation within the class. It was also recognized that Cooperative learning methods are ways to limit these

undesirable experiences. This was made possible by using cooperative learning as a way of boosting self-esteem and to foster an encouraging environment (Ward, et al., 2008). In addition, physical education provides knowledge and transferable skills such as team spirit, fair play, respect, growth of the body, and social awareness. It also provides a general understanding of the "rules of the game" that students can easily use in situations of life. Cooperative learning has been found to be a successful teaching strategy at all levels. Taking care of young talents has become an important task since officials believe strongly that it is essential for any athletic success. Traditionally, children when they play, seek for cooperative situations that allow them to compare themselves with each other. Kids' Athletics, with its variety of events, provides an excellent opportunity for this type of interaction. In view of the foregoing, we have concluded that the educational multilateral practices in the Kids' Athletics system are often seen as a solution for the comprehensive development of students. Besides the obvious health related benefits, physical activities helps in unfolding the natural development potential of children. Also, they get used to exploiting their motor abilities in variable situations and intensities. On the basis of the above information, it can be said that an exemplary teacher is not only an expert in his or her core academic area, but has a strong foundation and uses differentiated instructional principles. This could be very helpful in bridging physical activities with sports practices among children. Active involvement of children in Physical Education and Sports can be of immense benefit as well. Quite rewarding influence of recreational physical activities could be expected in relation to talent identification. In this context, any child who has a natural development of his physical abilities is entitled to a chance of becoming a champion (Claude Armand & CLOTET, 2003; Buns, 2011). With this framework in mind, we hereby provide some recommendations to assist the teachers of sport and physical education. Firstly, it involves training teachers for active teaching i.e. a motivated teaching that encourages and reinforces the interest of the students. In addition, the teachers are trained in the new educational intervention strategies. The teacher also provides the student with instruments to fund its experiences, by optimizing the knowledge of the results of its action (simple, concrete success criteria, feedback, formative evaluation, or trainer).With the obtained results as well as field observations, it was found that cooperative learning techniques in physical education through the kids' athletics will encourage a higher level of the participation of many students. In the same context, the cooperative strategy allows him to develop the sense of effort and perseverance. Furthermore, it allows students to get to know each other better. It provides a favorable context for education in responsibility and autonomy by allowing students to put into action the fundamental moral and social values such as

respect for collective rules or respect for oneself, as well as respect for others. Therefore, we issue our conclusion that recreational training in a cooperative school climate through the practice of kids' athletics could not only serve as health-related purposes, but can also be beneficial to children in preparing for tests. Future research should assess coping at multiple points in a given cooperative situations in order to test the application contribution of cooperative learning strategy in the development of physical qualities, psychomotor, cognitive and social skills in students. Also, its relationship between the practice of kids' athletics and academic performance (force in implementing the four pillars of education: learn to know, learn to do, learn to be, and learn to live together) should also be considered depending on the nature of discipline. In spite of these limitations, this research provides hopeful and theoretically based sport-specific coping instruments for the assessment of students coping strategies cooperation in kids' athletics. Despite the convenience of using self-report instruments in coping with the research, a thorough understanding of athletes' coping actions will necessitate the use of various research methodologies. Also, future research should examine more teaching strategies that increase the degree of autonomy of the students during the practice of various physical and sports activities. Thus, they should ensure the conditions for creative practice, allowing the early screening of young talent by considering the middle school as a reservoir of future champions.

Furthermore, future research should also take the following into considerations:

-Propose children to a motivating athletics
-Propose children to accessible Athletics
-Propose children to a trainer athletics
- Make athletics the most practiced individual discipline in the school environment

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