Proposal Curriculum for Speedball Sport for Students of Faculty of Physical Education

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Abstract: The research aims to establish a proposal curriculum for speedball sport for intended sample (98 young men+52girls) grade one students of Faculty of Physical Education represents 100% of the research community in order to identify the most appropriate basic motor skills of speedball and methods of performance, cognitive build about(the performance and legalistic motor skills,sport rules, the types playing and competitions kinds of speedball sport).by using descriptive analytical approach and experimental approach designed one-pool,through research tools such as data collection instruments, interview with 25 of experts (academics lecturers and qualified professional trainers) and questionnaire (prepared by the researcher to appoint13 speedball motor skills,designed13 motor skills teaching unite, establishing up-to-date cognitive tests(80 –yes, no - questions), 12motor skills performance test over one semester. Conclusions depending on statistics (percentage, average, correlation and t test,). The proposed curriculum was reported as an appropriate curriculum for teaching basic motor skills for the speedball sport. Teaching units for speedball motor skills which used to acquirement motor skills performance conciliate to achieve proposed curriculum aims, cognitive test, motor skills performance tests which used to measure the performance levels appropriate too.

Key words: Curriculum · Cognitive-test · Speedball motor skills · Measurements · Speedball

INTRODUCTION

This approach is considered a seminar including courses and other educational skills as well as interest different growth of students and enabling them to acquire appropriate expertise through interaction with the environment [1]. Also the term curriculum is called on a range of courses, known as the core curriculum of the school, which is on the experiences of organization revolves around the achievement of specific goals in specific time and has developed the platform for physical education and now has all the activities practiced by the student in the lesson and the activity of internal and external [2].

So, it was to be a learning method or form or medium determines the pedagogical approach appropriate for each speedball motor skill so as not to overlook the use of teaching aids and age group of the learner and define the role of both the teacher and the learner accurately within the educational unit. Through research and exploration researcher found that reliance on the diversity of styles of teaching to teach motor skills for the sport of speed may be more positive to confirm the importance of creative

ways of modern education which helps learners to think creatively and have the learner a greater role in the educational process, prompting the researcher to make this research, which seeks to develop a proposal curriculum for the speedball sport to students of the Faculty of Physical Education, Beni Suef University.

Research Problem: Through expert of the researcher as racket sports lecturer, Speedball international umpire, notice that there is no appointed curriculum for speedball sport as general and specially for Faculty of Physical Education University of Beni-Suif university, for that the researcher try to established new Propose curriculum for Speedball sport to first-grade students in physical education faculties in Egypt.

Research Aims: 1. Research aimed at developing for the speedball sport in the racquet sports subject for the first graders, Faculty of Physical Education,Beni Suef, University and to identify:

- Basic skills for the Speedball sport and the proposed decision as the content of the course.

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- Modes of basic skills performance as the content of the proposed curriculum.
- The most important knowledge about the performance of legalistic skills, systems of play, Types of play in the speedball sport.

- Preparation of educational modules for basic speedball skills as the content of the proposed curriculum.
- The effectiveness of the proposed education program to teach basic skills with the decision of Speedball sport at the level of students of the Faculty of physical Education.
- Play the individual contests the use of tests to measure the level of student performance of basic skills of the proposed decision Speedball sport
- Prepare tests to measure the skills performance of students in double play in the proposed content of the skills course proposal.
- Up-to-date speedball sport cognitive

Research Hypotheses:

- The proposed curriculum for speedball sport in the racket sports games for grade one students at the Faculty of Physical Education, Beni Suef University commensurate with the requirements of the article and the needs of students and contributes to the know the first-grade students, Faculty of Physical Education,University of Beni- Suif the following:
- Basic skills for the speedball sport and as the content of the proposed mode decision.
- Modes of delivery of basic skills as the content of the proposed decision proposed study.
- The most important knowledge about the performance of legal skills and systems of play.
- Types of play in speedball sport.
- Learning units proposed for the basic skills for the speedball sport of positively affect the education of the proposed basic skills for Speedball sport.
- There are significant differences between the two measures pre and post test for telemetric of the research sample.
- Play the individual competitions are valid tests to measure the level of student performance of basic skills of the proposed decision Speedball sport.
- Tests measuring the students' performance of in the proposed skills of double playing valid tests to measure the students' skills performance of the two proposed double play decision within the proposed speedball sport.

- There are significant differences between the cognitive test scores pre and post for the post test for students of the Faculty of Physical Education on speedball sport knowledge.

Abdul Aziz [3] performed a study aimed at identifying the effect of a training program using a launcher balls to improve the skills of defense near the table at table tennis researcher used the experimental method (design groups) on a sample of deliberate hit (7) for player of the City Club of victory under 18 years. The results showed a positive statistical training program using a ball launcher used in improving the skill level of skills of defense near the table. Hassanein [4] studied the effectiveness of proposed program to develop accuracy and speed of some of the skills of offensive and defensive on the technical performance of table tennis players. Researcher used the experimental method (design groups) on a sample intentional (12 players) for Club of Young Muslims (experimental group) and the Tram Club (control group) in Alexandria, Egypt under 15.18 years. The results showed a positive statistical training program used in the development of accuracy and speed of some offensive and defensive skills on the technical performance of the experimental group compared with the control group.

Shaaban [5] studied the effectiveness of proposed program training for the development of timing motor skill rotation the top of the ball on the effectiveness of performance for beginners table tennis, the researcher used the experimental approach (design of the two groups) on a sample of deliberate hit (30 youth team players under 15 years)from the Tanta Sports Club, divided into two groups (experimental, control). The results showed a positive statistical training program used in the improvement in motor timing of the experimental group ranged between 19. 31: 59.17% and there is a positive relationship between the growth of motor timing and effectiveness of the performance table tennis for beginners and find the equation for the effective performance of the youth team table tennis in terms of timing for the motor skill of spinning the top.

The effectiveness of performance amount = fixed + regression coefficient × degree timing motor.

Ali and Hamouda [1] compiled a curriculum for archery sport for students of Physical Education college and study its impact on learning motor skills and level of knowledge about the sports of archery researchers used approaches are survey and experimental sample consisted of (90 students) of students from the second row,

Faculty of Physical Education Beni Suef University and resulted in the following:

- Appropriate course to achieve the proposed objectives of the archery study as one of the sports included in the course of a substance Individual sports colleges physical education.
- Effectiveness of the proposed education program to perform basic skills in the archery sport.
- Curriculum and content of a positive impact on the level of knowledge of students about the archery sports.

MATERIALS AND METHODS

Approach: The researcher used two types of research approaches:

- Descriptive analytical method
- The experimental method and design of one group it's suitable and objectives for the study.

Society and the Research Sample:

- The group of experts associated with the tennis sports in general and sport-speed in particular, has been divided into three groups: ten members of

the faculty experts in curriculum Department of Curriculum and Teaching Methods of Physical Education and a doctorate degree holders who have passed on their work 5 years at least. Ten lecturers in tennis in Egyptian faculties of physical education and a doctorate degree holders who have passed on their work 5 years at least to identify their opinion about questionnaires containing planning schedule for the proposed mode decision for the speedball sport and distribution of course content over the weeks in the semester for the academic year 2008 - 2009.

- First-grade students, Faculty of Physical Education, Beni Suef University are the research sample, 150 students (98 male students and 52 female students and this number represents 100% of the research community) were subjected to the application program and the course of the speedball motor skills of the proposed curriculum. Table 1 shows the homogeneity of the research sample by variables age, cognitive test degree, physical ability level and proposed table-tennis motor skills level.

It is clear from Table1 that there are no statistical significant differences between the averages of measurements. Research sample sequence value (2.412, -2.878) for young girls (2.375, -2.717) and young men and is blocked up between$\pm$3, so it is homogeneous.

Table 1: Degree of dispersion among the research sample between the average measurement tribal group experimental research variables and capabilities in physical, cognitive and motor skills (homogeneity of the research sample). n = 150

s	Tests		Female (50)					Male (100)				
			Average	Median	standard division	Sequence	Sequence error	Average	Median	standard division	Sequence	Sequence error
1		Age	17.35	17.40	.25	-.10	.33	17.3	17.4	.229	-.07	.24
2		Cognitive test	4.24	4.0	1.31	.204	.33	4.24	4.0	1.31	.20	241
3	Physical ability	50-meter sprint	7.91	7.50	.77	.72	.33	7.88	7.5	.792	.80	.24
4		600 m run	2.54	2.56	.037	-1.07	.33	2.54	2.55	.033	-.72	.24
5		arms ability(30 seconds)	15.6	15.50	1.48	.19	.33	16.7	17.	1.14	-1.14	.24
6		trunk ability (30 seconds)	14.68	14.0	1.65	.84	.33	18.1	19.0	1.20	-.98	.24
7		Agility(standing from sprawl) 30 seconds	13.96	14.0	2.24	.82	.33	13.9	14.	2.14	.69	.24
8	Table-tennis	Forehand serve	2.84	3.0	.88	.32	.33	2.15	2.0	1.02	.43	.24
9	motor skills	Backhand serve	2.68	3.0	.74	-.02	.33	1.82	2.0	.80	.34	.24
10		Forehand serve blocking	2.92	3.0	.69	.10	.33	1.87	2.0	.88	.25	.24
11		Backhand serve blocking	1.60	2.0	.49	-.42	.33	1.6	2.0	.49	-.41	.24
12		Forehand smash up strike	1.60	1.0	.75	.82	.33	1.4	1.0	.56	1.07	.24
13		Forehand smash dawn strike	2.24	2.0	.95	.06	.33	1.59	1.0	.76	.87	.24
14		Backhand smash up strike	2.20	2.0	.75	-.35	.33	1.85	2.0	.71	.23	.24
15		Backhand smash dawn strike	2.16	2.0	.54	.09	.33	1.96	2.0	.70	-.63.	.24
16		Ralley strikes by right-hand (30 seconds)	4.40	5.0	.69	-.74	.33	4.35	4.0	.70	-.61	.24
17		Ralley strikes by right-hand (30 seconds)	5.44	6.0	.81	-.51	.33	5.4	6.0	.816	-.40	.24
18		Forehand Ralley strikes by two-hand (30 seconds)	5.24	5.0	1.18	.57	.33	5.22	5.0	1.21	.47	.24
19		Backhand Ralley strikes by two-hand (30 seconds)	4.96	5.0	1.52	-.07	.33	4.96	5.0	1.51	-.07	.24

Table 2: Poll of experts and the percentages to the approvals of views in the scientific content of the proposal curriculum for speedball sport of first graders faculties of physical education n = 20

S	Content A knowledge on the aspects of Speedball sport	perc-entage	content relevance to students training mode of delivery time estimate important 1 practical performance to identify practical and technical aspects of the basic skills. 2 - Learn the steps teaching basic psychomotor skills. 3 - Identifying common errors and repair of motor skills	perc-entage	PROPOSED Speedball motor skills tests	perc entage	educational unite	Lecturer time	perc-entage
1	Definition game and the way practice and types of competitions	95	The ready stand and racket hold skill	90	Cognitive test.	90	Teaching The ready stand and racket hold skill	90	98.3
2	history of the Speedballsport	95	Forehand serve	90	Forehand serve test.	81	Teaching Forehand serve	90	96.6
3	The importance of Speedballsport	90	Backhand serve	90	Backhand serve test.	88.3	Teaching Backhand serve	90	96.6
4	goals Speedballsport	85	Forehand serve blocking	90	Forehand serve blocking test.	91.6	Teaching Forehandblocking serve	90	91.6
5	standards for the pitch and play tools	95	Backhand serve blocking	90	Backhand serve blocking test.	98.3	Teaching Backhand blocking serve	90	93.3
6	The impact of sport on the lives of its practitioners: -- Health impact - social impact - economic impact - the cultural impact - the psychological impact	80	Forehand up smash strike	90	Forehand up smash strike test.	90	Teaching Forehand serve blocking	90	95
7	Organization and management of Speedblll sport competition	95	Forehand dawn smash strike	90	Forehand dawn smash strike test.	91.6	Teaching Forehand dawn smash strike	90	96.6
8	legal requirements to perform the basic skills for the Speedballsport	90	Backhand up smash strike	90	Backhand up smash strike test.	88.3	Teaching Backhand up smash strike	90	91.6
9	Duties of the match officials.	90	Backhand dawn smash strike	90	Backhand dawn smash strike test.	91.6	Teaching Backhand dawn smash strike	90	91.6
10	rules of the game and competitions in the Speedballsport	95	Ralley strikes by right-hand (30 seconds)	90	Ralley strikes by right-hand (30 seconds) test.	98.3	Teaching Ralley strikes by right-hand (30 seconds)	90	93.3
11	Security and safety	85	Ralley strikes by left-hand (30 seconds)	90	Ralley strikes by right-hand (30 seconds) test.	90	Teaching strikes by right-hand (30 seconds)	90	95
12	Egyptian achievements in this sport and the world champions	90	Forehand Ralley strikes bytwo-hand (30 seconds)	90	Forehand Ralley strikes by two-hand (30 seconds)	91.6	Teaching Forehand Ralley strikes by two-hand (30 seconds))	90	96.6
13			Backhand Ralley strikes by two-hand (30 seconds)	90	Backhand Ralley strikes by two-hand (30 seconds)	88.3	Teaching Backhand Ralley strikes by two-hand (30 seconds	90	91.6
14					Forehand serve	91.6			

Educators working in the field of sport, who promptly went to work at least 10 years, with a total of twenty five experts participated in data collection.

Data Collection Instruments

Analysis of Documents: By checking the references and scientific research, similar racket games curriculum dealing with racket sport, Speedball Egyptian Federation files, following through local and international competitions as international umpire.

Personal Interview: Interview was done with 20 of experts (academics lecturers and qualified professional trainers) to use their opinions about questionnaires (prepared by the researcher) to appoint13 speedball motor skills; designed13 motor skills teaching units and12 performance speedball motor skills tests(Facilities 1-4).

Questionnaire: The researcher prepared 4questionnaires to:

- Appoint 13 basic speedball motor skills.
- Design13 motor skills teaching units.
- 12 performance speedball motor skills tests.
- Up-to-date cognitive test (80 –yes, no - questions).

Cognitive Test: The researcher has to prepare a test for factored into these questions would include information on the history of the game and the technical aspects of the skills as well as some points of law-speedball sport-related skills in question (Facility 4).

Table 2 shows that the percentage of expert opinion confirms the approval of their views to the tests proposed to measure the knowledge level, performance skills level for the Table-Tennis ranged percentages (between 88.3% and 98.3%) to the approval of their views and proposed tests. The content of the skills covered research study as well as the age group of the research sample and the test contained 80 questions. Collection of knowledge depended on the answer by right or wrong.

Table 3: Indication of differences - (t) test - a group of other distinguished and outstanding skill in the tests in question validity. n = 20

S	Tests		Test unit	Undifferentiated		distinct measurement		Differences	
				average	sd	average	sd	between averages	t-test
1	The Proposed Motor Skills	Forehand serve	degree	6.8000	.42164	2.1000	.99443	-4.70000	-13.76
2		Backhand serve	degree	6.3000	.48305	1.4000	.51640	-4.90000	-21.913
3		Forehand serve blocking	degree	6.7000	.48305	1.7000	.48305	-5.00000	-23.14
4		Backhand serve blocking	degree	6.4000	.51640	1.8000	.42164	-4.60000	-21.820-
5		Forehand smash up strike	degree	6.1000	.56765	1.2000	.42164	-4.90000-	-21.913-
6		Forehand smash dawn strike	degree	5.6000	.84327	2.3000	1.70294	-3.30000-	-5.492
7		Backhand smash up strike	degree	5.8000	.78881	1.5000	.52705	-4.30000-	-14.333-
8		Backhand smash dawn strike	degree	6.1000	.31623	1.9000	.87560	-4.20000-	-14.267
9		Ralley strikes by right-hand (30 seconds)	degree	6.1000	.31623	1.9000	.87560	20000	-14.267-
10		Ralley strikes by right-hand (30 seconds)	degree	17.3000	.48305	4.5000	.70711	-12.80000-	-47.267-
11		Forehand Ralley strikes by two-hand (30 seconds)	degree	4.6000	1.34990	15.3000	.67495	10.70000	22.420
12		Backhand Ralley strikes by two-hand (30 seconds)	degree	20.3000	.67495	4.0000	1.49071	3.30	-16.30000
13	Cognitive test		degree	58.3000	3.46570	4.0000	1.15470	-54.30000-	-47.006-
14	Physical Abillities	50-meter sprint	seconds	6.59	.22	7.75	.75	-1.15	-4.68
15		600 m run	minuets	2.4100	.02867	2.5540	.02675	14400	11.612
16		arms ability	degree	23.0	1.15	16.4	1.07	6.60	13.2
17		trunk ability	degree	24.2000	1.39841	18.1000	1.10050	-6.10000-	-10.840-
18		agility	degree	22.3000	1.33749	13.9000	2.07900	-8.40000-	-10.745-

Value (t.test) cross tab when n = 20 and the degree of freedom (19) and significant (0,05) = 1.729

Table 4: Correlation coefficient between the two applications

S	Tests		First applications		Second applications		Correlation
			Average	sd	Average	sd	coefficients
1	The Proposed Motor Skills	Forehand serve	6.90	.567	6.70	483	.689*
2		Backhand serve	6.4545	.82020	6.2727	.46710	.688*
3		Forehand serve blocking	6.9091	.70065	6.7273	.46710	.528
4		Backhand serve blocking	6.3636	.67420	6.3636	.50452	.454
5		Forehand smash up strike	5.9091	.70065	6.0909	.53936	.553
6		Forehand smash dawn strike	5.6364	.92442	5.6364	.80904	.741**
7		Backhand smash up strike	5.7273	.90453	5.7273	.78625	.729*
8		Backhand smash dawn strike	5.8182	.75076	6.0000	.44721	.596
9		Ralley strikes by right-hand (30 seconds)	53.7273	1.67874	53.8182	1.47093	.909**
10		Ralley strikes by right-hand (30 seconds)	52.6364	2.24823	53.0000	2.28035	.917**
11		Forehand Ralley strikes by two-hand (30 seconds)	53.3636	1.12006	53.7273	1.27208	498
12		Backhand Ralley strikes by two-hand (30 seconds)	53.8182	1.47093	53.6364	1.20605	.579
13	Cognitive test		4.1818	1.25045	4.4545	1.29334	.933**
14	Physical Abillities	50-meter sprint	7.7500	.75019	7.7490	.74315	1.000**
15		600 m run	2.4091	.02587	2.4109	.02737	.976**
16		arms ability	23.1818	1.53741	23.5455	1.43970	.945**
17		trunk ability	23.9091	1.51357	24.0909	1.37510	.917**
18		agility	22.5455	1.29334	22.5455	1.50756	.909**

Educational Units: The preparation of modules used in the process of teaching motor skills, one of the variables of the axis and going on and activate the course proposed (independent variable) in question and therefore the researcher to examine the many references and studies of Arab and foreign, with the theme curriculum and courses of study and preparation of modules for access to the best content for these educational units and that fit the circumstances and the nature of the sample and the level of skills selected. The researcher aimed to prepare educational units working on the development of their level of skill and knowledge in the light of the proposed course content for the sport in the course.

Pre-test: The researcher has sought to measure the level of student performance for the skill learning the application of the proposed modules. The researchers used the proceeds skill tests for the speedball sport of - and after obtaining the opinion of experts in the sport of speed ball to determine the required level of each skill (Facility2). Speedball in the same age group to sample study and Tables 5 and 6 show the coefficient of honesty and consistency of the tests of physical and skill under discussion.

Table 3 shows that there are significant differences between the group of non-practitioners and a group of practitioners in physical tests and skill and cognitive test

in question for the group of practitioners, where the value of calculated t.test was greater than the value of (t.test) spreadsheet at the level of 0.05, which refers to the true tests of discrimination between the two groups.

Stability: To calculate the stability of physical tests the researcher used the method of application testing and re-applied and on a sample of ten students and time interval three days between the two applications.

Search Experience:

- The application of the experience of research in the period from 10/25/2008-1/8/2009 comprehensive pre and post tests of the level of skill, where she learned the experimental group, traditional manner using model demonstration and explanation while running educational unit. And knead by lectures connected by a week the group a time of 90 minutes.

Procedures for the application modules:

- Students do light warming up and then prepare physically and parents includes a preliminary exercises for the skill learned and contribute to the development of working muscles during performance of the skill learned.
- After explain the skill it was learned and then giving model levels of education to acquire the skill.

Statistical Treatment: The researcher used the following statistical treatments during the stages of research:

The arithmetic mean, standard deviation, median, convolution to calculate the coherence, the correlation coefficient of Pearson for the stability tests, T - test for significant differences between the groups distinctive and non-discriminatory, the practice of this type of sport and non-practicing and significant differences between the indices pre and post tests for the experimental group.

Facilities: Facility 1: Poll of experts about the requirements on which the proposed curriculum for the students of Faculty of Physical Education, Beni Suef University.

The researchers study entitled " proposed curriculum for speed ball sport for students of colleges of Physical Education" and what were the requirements for complete information and facts about the topic poll you about the requirements underlying the construction of the

curriculum, as well as steps programs course for the speedball sport ball for students at the first Faculty of Physical Education - University Beni Suef and the researcher is hoping to follow if you would as follows:

- Read the words of the questionnaire carefully before opinion.
- Tick the corresponding box in front of you saw the balance of the pillars of the proposed estimate for the words of the opinion poll.
- Saw you on the occasion of the balance of the proposed estimate.
- Suggestion or write statements that support the idea of the study and had to update the information on the subject of study.
- Motion axes or phrases you feel you are important to achieve the goals of the curriculum.
- Fill in personal data is optional at the bottom of the page.

Researcher and as a thank you to sincere assistant in order to complete the study procedures and to contribute to scientific research.

Yours respectfully,
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Assistant Professor, Department of Curriculum and Teaching Methods,
Faculty of Physical Education, Beni Suef University
Personal data (optional):

Name /......................... Academic Qualifications /........................
Position /....................... Years of experience /.........................

General objective: The proposed decision aims to achieve the following objective:

A program for the course for the speed ball sport for students at the first Faculty of Physical Education - University of Beni Suef and thus move towards deployment across this region, the Egyptian experience of the sport in which to ignore the lack of appreciation due to the scarcity of staff of the players and coaches talented students to academics who are able to deploy these Olympic sport that Egypt take the lead role at Arab, African and this leads to the preparation of graduates, teachers and coaches who contribute to the formation and training and supervision of sports teams and clubs, youth centers and schools to maintain educational levels of primary and junior high and high schools.

Expert opinion

I agree completely:

I see the amendment to:

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I do not agree to change the overall objective to:

--- --

--Second: the division of goals:

To achieve the overall objective of the researcher suggests divided into the following procedural goals:

Requests researcher from you when you approve your proposal on the target or any amendment to the distinguished adjusting grateful if you would put in the phase following each goal.

1 - Expert opinion in the scientific content of the decision of the platform for speedball for students of first grade physical education faculties n = 25

	Goals	Agree 3	May be 2	Not agree 1	Assessing scale degree 60	Percentage %
	A - cognitive objectives: -					
	Student to acquire a group of concepts and information related to: -					
1	History and goals and the importance of ball speed	10	-	-	10	-
2	Organization and management of speed ball competitions.	5	3	2	5	3
3	legal requirements to perform the basic skills for the sport of speed ball	7	2	1	7	2
4	The duties of the match referees.	8	1	1	8	1
5	Specifications legal tools to play and measurements of the pitch.	9	1	-	9	1
6	Types of play and competitions in the sport of speed ball.	10	-	-	10	-
7	Egyptian achievements in the sport and to identify models of Champions supervising the Egyptians and the world.	5	2	3	5	2
8	the impact of the sport ball speed on: (a health perspective of the individual-socially - economically - the psychological point).	9	1	-	9	1
	Other goals of knowledge: -					
1						
2						

2 - Expert opinion in the scientific content of the decision of the platform for speedball for students of first grade physical education faculties n = 25

M	Goals	Agree 3	May be 2	Not agree 1	Assessing scale degree 60	Percentage %
	B skill objectives: - that the student to acquire basic motor skills of the following: -					
1	Stand ready, speed ball racket holding skills	10	-	-	10	-
2	Forehand serve skill	10	-	-	10	-
3	Backhand serve skill	8	2	-	8	2
4	Forehand Serve blocking skill	8	2	-	8	2
5	Backhand blocking skill	9	1	-	9	1
6	Individual performance for of Rally strikes by right-hand (30 seconds) skill	10	-	-	10	-
7	Individual performance for of Rally strikes by right-hand (30 seconds) skill	10	-	-	10	-
8	Individual performance for of Forehand Rally strikes by two-hand (30 seconds) skill	10	-	-	10	-
9	Individual performance for of Backhand Rally strikes by two-hand (30 seconds) skill	10	-	-	10	-
10	Forehand up smash strike skill	8	2	-	8	2
11	Forehand dawn smash strike skill	7	2	1	7	2
12	Backhand up smash strike skill	7	2	1	7	2
13	Backhand dawn smash strike skill	8	-	2	8	-
	Motor skills again you can see added: -					
1						
2						

3 - Expert opinion in the scientific content of the decision of the platform for speedball for students of first grade physical education faculties n = 25

s	Goals	Agree 1	May be 2	Not agree 3	Assessing scale degree 60	Percentage %
	C- Emotional goals: -					
	To deepen the student's set of values and principles associated with the practice of sports in general and speed ball in particular. Including: -					
1	self-confidence and self-esteem in	10	-	-	10	-
2	boldness and courage	8	2	-	8	2
3	audacity and the first	9	1	-	9	1
4	Integrity and Fair Play	7	2	1	7	2
5	determination and willpower	5	3	2	5	3
6	International cooperation and team spirit	5	4	1	5	4
7	Obligation behavioral and discipline during the competition	8	1	1	8	1
8	self-control and control of emotion	9	1	-	9	1
9	respect the decisions of referees	8	1	1	8	1
10	appreciation and respect for the opponent and play seriously	10	-	-	10	-
11	handshake and a greeting in case of defeat rival and win	7	2	1	7	2
12	appreciation and respect for and obedience to the coach and the implementation of the directives	9	1	-	9	1
13	Submission of technical assistance and training to colleagues in the team	10	-	-	10	-
14	sense of belonging and loyalty to the team name and team	4	6	1	4	6
15	must submit advice and advice to the buds and the allocation of times to support them technically and morally					
	Other proposed terms					

4 - Expert opinion in the scientific content of the decision, experience of the proposed decision of the platform for speedball for students of first grade physical education faculties n = 25

s	Content Knowledge and information	Relevance for students		Implementation style		Time Estimate		importance of training		
		Suitable	unsuitable	Practical	theoretical	1hour	2hour	Important	Important to somewhat	Notimportan
1	Definition game and method of practice and the types of competitions	24	1	24	-	20	4	25	-	-
2	speedball sport History	24	1	24	-	20	4	25	-	-
3	the importance of speed ball sport	23	2	23	-	19	4	25	-	-
4	speed ball sport goals	22	3	22	-	20	2	24	1	-
5	specifications of the pitch and play instruments	24	1	24	-	18	6	25	-	-
6	The impact of sport on the lives of its practitioners:	20	5	20	-	15	5			
7	Health impact	-	-	-	-	-	-	23	1	1
8	Social impact	-	-	-	-	-	-	22	2	1
9	Economic impact	-	-	-	-	-	-	20	-	5
10	Cultural impact	-	-	-	-	-	-	17	4	4
11	The psychological impact	-	-	-	-	-	-	19	4	2
12	Organization and management of speedball sport competitions	20	5	20	-	19	1	20	2	3
13	legal requirements to perform the basic skills for the speedball sport	22	3	22	-	20	2	20	1	4
14	Duties of the match referees	24	1	24	-	20	4	20	3	2
15	laws play and competitions in the speed ball sport of	25	1	25	-	20	5	23	1	1
16	security and safety	24	1	24	-	19	5	24	1	-
17	laws play and competitions in the of speed ball sport	23	2	23	-	19	4	20	3	2
	Knowledge and Other Information: -									
1										
2										

5 - Expert opinion in the scientific content of the decision, experience of the proposed decision of the platform for speedball for students of first grade physical education faculties n = 25

s	Content	relevance for students		implementation style		Time Estimate		importance of training		
	A technical aspects and practice the skills of Applied Sport football speed. Appropriate impractical theoretical applied my hours somewhat important to a few important									
	Student to acquire practical knowledge and performance aspects of the technical basic motor skills following: -	suitable	unsuitable	practical	theoretical	1hour	2hour	important	important to somewhat	Notimportant
1	Stand ready, speed ball racket holding skills	25	-	25	-	2	-	25	-	-
2	Forehand serve skill	25	-	25	-	4	-	25	-	-
3	Backhand serve skill	25	-	25	-	4	-	25	-	-
4	Forehand Serve blocking skill	25	-	25	-	4	-	25	-	-
5	Backhand blocking skill	22	3	22	-	2	-	22	2	1
6	Individual performance for of Rally strikes by right-hand (30 seconds) skill	22	3	22	-	2	-	22	-	3
7	Individual performance for of Rally strikes by right-hand (30 seconds) skill	20	5	20	-	2	-	20	2	3

Continued

s		Suitable	Unsuitable	Practical	Theoretical	1hour	2hour	Important	Important to somewhat	Notimportan
8	Individual performance for of Forehand Rally strikes by two-hand (30 seconds) skill	19	6	19	-	2	-	19	4	2
9	Individual performance for of Backhand Rally strikes by two-hand (30 seconds) skill	18	7	18	-	2	-	18	4	3
10	Forehand up smash strike skill	24	1	24	-	2	-	24	1	-
11	Forehand dawn smash strike skill	24	1	24	-	2	-	24	1	-
12	Backhand up smash strike skill	18	7	18	-	2	-	18	4	3
13	Backhand dawn smash strike skill	20	5	20	-	2	-	20	2	3
	Other proposed motor skills you see: -									

1

2

6 - Expert opinion in the scientific content of the decision, experience of the proposed decision of the platform for speedball for students of first grade physical education faculties n = 25

s	Content	Relevance for students		Implementation style		Time Estimate		Importance of training		
	A learning experience for the skills of sport speed Appropriate abstract theoretical applied Hour my hour is important to some extent a few important The student learns the steps of the educational basic psychomotor skills following: -	suitable	Unsuitable	Practical	Theoretical	1hour	2hour	Important	Important to somewhat	Notimportan
1	Educational steps of stand ready, speed ball racket holding skills	25	-	-	25	-	25	25	-	-
2	Educational steps of Forehand serve skill	25	-	-	25	-	25	25	-	-
3	Educational steps of Backhand serve skill	25	-	-	25	-	25	25	-	-
4	Educational steps of Forehand Serve blocking skill	25	-	-	25	-	25	25	-	-
5	Educational steps of Backhand blocking skill	25	-	-	25	-	25	25	-	-
6	Educational steps of Individual performance for of Rally strikes by right-hand (30 seconds) skill	25	-	-	25	-	25	25	-	-
7	Educational steps of Individual performance for of Rally strikes by right-hand (30 seconds) skill	22	3	-	22	-	22	22	2	1
8	Educational steps of Individual performance for of Forehand Rally strikes by two-hand (30 seconds) skill	22	3	-	22	-	22	22	2	1
9	Educational steps of Individual performance for of Backhand Rally strikes by two-hand (30 seconds) skill	20	5	-	20	-	20	20	4	1
10	Educational steps of Forehand up smash strike skill	21	4	-	21	-	21	21	3	1
11	Educational steps of Forehand down smash strike skill	22	3	-	22	-	22	22	1	2
12	Educational steps of Backhand up smash strike skill	21	4	-	21	-	21	21	3	1
13	Educational steps of Backhand down smash strike skill	22	3	-	22	-	22	22	2	1
	Other proposed motor skills you see: -									

1

2

7 - Expert opinion in the scientific content of the decision, experience of the proposed decision of the platform for speedball for students of first grade physical education faculties n = 25

s	Content	Relevance for students		Implementation style		Time Estimate		Importance of training		
	A common mistakes and fix them the skills of sport speed appropriate impractical theoretical applied theoretical important to some extent a few important To know the student common mistakes and fix them to the basic motor skills following:	Suitable	Unsuitable	Practical	Theoretical	1hour	2hour	Important	Important to somewhat	Notimportan
1	A common mistakes and ways to fix it to of stand ready, speed ball racket holding skills	25	-	-	25	-	25	25	-	-
2	A common mistakes and ways to fix it to of Forehand serve skill	25	-	-	25	-	25	25	-	-
3	A common mistakes and ways to fix it to of Backhand serve skill	25	-	-	25	-	25	25	-	-
4	A common mistakes and ways to fix it to of Forehand Serve blocking skill	25	-	-	25	-	25	25	-	-
5	A common mistakes and ways to fix it to of Backhand blocking skill	25	-	-	25	-	25	25	-	-
6	A common mistakes and ways to fix it to of Individual performance for of Rally strikes by right-hand (30 seconds) skill	25	-	-	25	-	25	25	-	-
7	A common mistakes and ways to fix it to of Individual performance for of Rally strikes by right-hand (30 seconds) skill	22	3	-	22	-	22	22	2	1
8	A common mistakes and ways to fix it to of Individual performance for of Forehand Rally strikes by two-hand (30 seconds) skill	22	3	-	22	-	22	22	2	1
9	A common mistakes and ways to fix it to of Individual performance for of Backhand Rally strikes by two-hand (30 seconds) skill	20	5	-	20	-	20	20	4	1
10	A common mistakes and ways to fix it to of Forehand up smash strike skill	21	4	-	21	-	21	21	3	1
11	A common mistakes and ways to fix it to of Forehand dawn smash strike skill	22	3	-	22	-	22	22	2	1
12	A common mistakes and ways to fix it to of Backhand up smash strike skill	22	3	-	22	-	22	22	2	1
13	A common mistakes and ways to fix it to of Backhand down smash strike skill	22	3	-	22	-	22	22	2	1
	Knowledge and Other Information: -									

1

2

8- Expert opinion in the scientific content of the decision, experience of the proposed decision of the platform for speedball for students of first grade physical education faculties n = 25

S	Contents	The importance of				
		---	---	---	---	---
	Teaching units	Agree	May be	Not agree	Assessing scale degree	Percentage
		23	2	-	73	97
1	module of the of stand ready, speed ball racket holding skills	24	1	-	73	97
2	module of the of Forehand serve skill	23	2	-	73	97
3	module of the of Backhand serve skill	23	2	-	73	97
4	module of the of Forehand Serve blocking skill	22	3	-	70	93
5	module of the of Backhand blocking skill	24	1	-	73	97
6	module of the of Individual performance for of Rally strikes by right-hand (30 seconds) skill	22	2	1	71	94
7	module of the of Individual performance for of Rally strikes by right-hand (30 seconds) skill	22	2	1	71	94
8	module of the of Individual performance for of Forehand Rally strikes by two-hand (30 seconds) skill	20	4	1	69	92
9	module of the of Individual performance for of Backhand Rally strikes by two-hand (30 seconds) skill	21	3	1	70	93
10	module of the of Forehand up smash strike skill	22	2	1	71	94
11	module of the of Forehand dawn smash strike skill	22	2	1	71	94
12	module of the of Backhand up smash strike skill	22	2	1	71	94
13	module of the of Backhand down smash strike skill	23	2	-	73	97
	Knowledge and Other Information: -					
1						
2						

Facility 2: Model and the educational unit of the motor skill of the proposed curriculum for speedball sport. The schedule and the distribution of educational units to speedball in the first semester of the academic year 2008

M	Month	Week	Lecture	Content	Number of hours
1	October	first	first	Teaching skill of stand ready, racket holding	2 hours
2			Second	Teaching skill of strike teaching the skill of direct transmission generally Tennis (front	2 hours
3		II	first	Teaching skill of general strike transmitter Tennis (background)	2 hours
4			second	Teaching skill of blocking a transmitter generally Tennis (front) Teaching	2 hours
5	November	III	first	Teaching skill of blocking a transmitter generally Tennis (front) Teaching	2 hours
6			second	Teaching skill of individual performance with one arm right (30 seconds)	2 hours
7		Fourth	first	Teaching skill of individual performance with one arm right (30 seconds)	2 hours
8			second	Teaching skill of individual performance with one arm left (30 seconds)	2 hours
9		V	first	Teaching skill of individual performance with one arm left (30 seconds)	2 hours
10			second	Teaching skill of performance of the individual situation the front arm (30 seconds)	2 hours
11		VI	first	Teaching skill of performance of the individual situation the front arm (30 seconds)	2 hours
12			Second	Teaching skill of individual performance arm front (30 seconds)	2 hours
13	December	VII	first	Teaching skill of individual performance arm status back (30 seconds)	2 hours
14			second	individual performance arm status back (30 seconds)	2 hours
15		VIII	first	Teaching skill of individual performance arm status back (30 seconds)	2 hours
16			second	Teaching skill of crushing blow emerging front Teaching skill of	2 hours
17		IX	first	complete the education crushing blow emerging front	2 hours
18			second	Teaching skill of crushing blow emerging background	2 hours
19		X	first	complete crushing blow emerging education background	2 hours
20			second	Teaching skill of crushing blow falling forward	2 hours
21	January	XI	first	Teaching skill of atheist tenth first complete crushing blow falling forward	2 hours
22			second	Teaching skill of crushing blow falling back	2 hours
23		XII	first	complete crushing blow falling background)	2 hours
24			Second	tests measure the level of performance and cognitive test	2 hours
Total					48 hours

Model and the educational unit of the skill of the proposed curriculum for the sport of football speed
Module: the first time: 90 s the number of students: 30
Objective knowledge:

- Recognize the legality of performance skill strike situation transmitter front
- Recognize the mistakes of the performance of the skill maintenance of tennis - Pause ready - blow transmitter front situation and ways to fix it.

Emotional goal: - raise motivation and enthusiasm of the students towards the practice of a new sports activity

Target skills: Handles on the kinds of racket and reconsider the willingness and skill transmission forehand

M	Parts	Time	Teaching style	Tools	Content	Notes
1	Introduction and warm up	10 minute	-running in place. - Flexibility exercises for the joints and lengthening of the muscles large.	Demonstration.	Without	
2	Setup physical	20 minute	1 (parking) running back and forth. 2 (parking) and the weighted vertical jump to the top. 3 (standing on the four) to walk forward. 4 (parking. Forearms, high) in front of trunk bending down and pressure. 5 (seating height. Forearms, high) trunk bending down to touch the two hands. Note: It takes two minutes per exercise	performance style praise And criticism.	Without	
3	Main Part	50 minute	The technical performance of the skill: 1- pause and prepare: - The parking opposite the device ball speed knees bend angle from the list of the biggest - the biggest feet distance from the service line breadth of the pelvis between the feet). 2 - Develop the arms: - - Racket-bearing arm (grip handshake) before the ball is maintained in the index finger of the ball gap to full arm extension cord and the ball parallel to the ground. - The player Wind out before hitting the tennis ball is generally made of a semi-circle parallel to the ground before the reception of the future. 3 - follow-up to the player hitting the ball striking the arm to extend the facility and tennis in the direction towards the top of the shoulder with its trunk wrapped in the direction of movement and rotation Tennis metatarsal background to support the strike to end the transmission and follow-up process. Levels of education: 1. The performance of a model of skill using records or outstanding students. 2. Explain the details of the skill and the conditions of the body parts involved in the implementation skill. 3. Repeat the performance of students without imaginary tools and correct mistakes. 4. Repeat the handshake grip of the racket ball speed and correct the mistakes of tennis grip. 5. Repeat the handshake grip of the racket ball speed and correct the mistakes grip tennis from standby to blow transmitter front of the situation and correct the errors in the tennis grip and the standby mode. 6. Performance strikes the ball in the direction perpendicular to the situation of the front and back (switch between every 20 strike. Applied exercises: 1 - result in the student movement, bend the facility and tennis in the direction towards the top of the shoulder with its trunk wrapped in the direction of movement and rotation Tennis metatarsal background to support the strike to end the transmission and follow-up process. Several times the performance of imaginary 2 - perform the same movement, but and the student handle the ball without hit. 3 - lead student skill without the ball (just in front of a tennis ball speed. 4 - result in a student's skill handle bat and the ball several times.	In front of the teacher to correct the errors. Application under the guidance teacher.	Table tennis rackets - Training Balls -Table of basic training- the training table in front of a wall	
4	Final Activity	10 minute	1. Standing students in the form appropriate for the teacher to the work of weights and vertical side and then the teacher remove a student for excellence in the performance of the skill and commends him in front of them in terms of performance and rapid response learning, so as to motivate the rest of the students to perform in next time better. 2. Stand up and take the absence of records and greet.			

Facility 3: motor skill tests 1.

Forehand serve skill test

The purpose of the test:

The ability to perform transmission forehand serve correctly.

Tools: the speed of a soccer field, a ball speed, racket ball speed.

Method performance: the player stands, taking the line of transmission between his feet, carrying tennis, however and the other holding the ball and performs transmission skill forehand serve in a transmitter to make the ball the correct horizontal circles parallel to the ground.

Conditions:for each player ten attempts.

Registration: When the player takes the degree of the performance of each blow sending incorrect.

Model of the list and the method of registration

S	Name	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5	Attempt 6	Attempt 7	Attempt 8	Attempt 9	Attempt 10	Total 10
1	----	1	1	1	1	_	_	1	1	1	_	7
2	---	---	---	---	---	---	---	---	---	---	---	---

Forehand serve skill test

2. serve blocking strike skill test

The Purpose of the Test: The ability to perform skill blocking a transmitter serve strike block correctly

Tools: The speed of a soccer field, a ball speed, racket ball speed.

Method Performance: The player stands on one side of a soccer field near the speed of the line left of the stadium's land-based tennis rebuffed pregnant with his hand used in the process of rollback and is one of the players perform skill transmission forehand serve in a transmission right and the lab its response correctly.

Conditions: For each player ten (10) attempts.

Registration: When the player takes the degree of performance repel each blow sending correctly

Model of the list and the method of registration

S	Name	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5	Attempt 6	Attempt 7	Attempt 8	Attempt 9	Attempt 10	Total 10
1	----	1	1	1	1	_	_	1	1	1	_	7
2	---	---	---	---	---	---	---	---	---	---	---	---

2. Serve blocking strike skill test

3-individual continuous performance skill BY (right-left) arm
(Single racket performance rally strike (right - lift) test

The Purpose of the Test: The ability to perform skilled individual performance continuous one arm (right-left) to record the largest number of strikes correctly.

Tools: The speed of a soccer field, a ball speed, racket ball speed, stopwatch, whistle

Method Performance: The player stands in one side of the stadium carrying a tennis ball speed with his right hand or left hand and when you give a reference to it (using the whistle) the player's skill performance, the performance of individual continuous single arm (right-left) forehand rally racket strike (right - lift) until you hear a whistle signal to stop the other from further performance.

Test time: 30 seconds per arm
Conditions: For each player three attempts. Calculated the average step
Location: The player takes the degree equal to the number of strikes recorded by the right in 30 seconds
Assistants: Registered - timer (So start) - counter strikes

Model of the list and the method of registration

S	Name	Attempet 3	Attempet 2	Attempet 1	Total
1	-----	34	36	35	35
2					
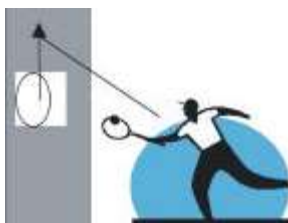
(Single racket performance rally strike (right - lift) test

Test performance of individual skill continuous BY 2 arm
rally by2 racket strike (backhand - forehand)

The Purpose of the Test: The ability to perform skilled individual performance continuous by (2) arm rally by2 racket strike (backhand - forehand) to record the largest number of strikes. correctly.

Tools: The speed of a soccer field, a ball speed, racket ball speed, stopwatch, whistle

Method Performance: The player stands in one side of the stadium carrying a strike ball speed (paddle in each hand) and when you give a signal (using a whistle), a player will perform individual skill performance, continuous by 2 arms (rally by2 racket strike (backhand - forehand) to record the largest number of strikes. performance correctly until you hear a whistle signal to stop the other from further performance.

Test Time: 30 seconds per position (anteroposterior)

Conditions: For each player three attempts. Calculated the average step

Location: The player takes the degree equal to the number of strikes recorded by the right in 30 seconds

Assistants: Registered -timer -(so start) counter strikes.Model of the list and the method of registration.Continuous performance test armchair

S	NAME	ATTEMPET 3	ATTEMPET 2	ATTEMPET 1	TOTAL
1	-----	34	36	35	35
2					
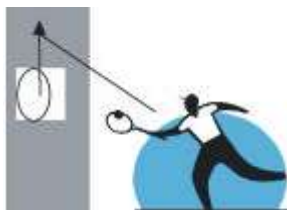
(Double racket performance rally strike (backhand - forehand) test

Forehand Smash Upper Strike Skill Test
The Purpose of the Test: The ability to perform the skill test skill crushing blow front emerging forehand smash upper strike correctly.

Tools: The speed of a soccer field, a ball speed, racket ball speed.

Method of Performance: The player stands on one side of the lab soccer field near the speed of the line of the region Forbidden the right of the stadium carrying a tennis-based posting and when the player performs the sender is sending a backhand skill lab performance crushing blow front emerging forehand smash upper strike the right way.

Conditions: For each player ten attempts.

Location: the player takes the degree of skill when performing correctly Model of the list and the method of registration

S	Name	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5	Attempt 6	Attempt 7	Attempt 8	Attempt 9	Attempt 10	Total 10
1	----	1	1	1	1	_	_	1	1	1	_	7
2	---	---	---	---	---	---	---	---	---	---	---	---

Forehand Smash Upper Strike Skill Test
Backhand Upper Smash Strike Skill Test
The purpose of the test: The ability to perform the skill test skill skill crushing blow emerging background

Backhand smash upper strike correctly

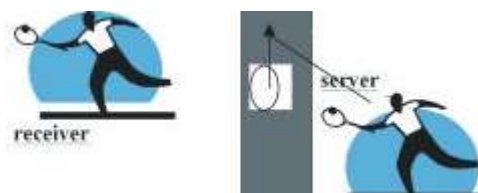**Tools:** The speed of a soccer field, a ball speed, racket ball speed.

Method of performance: The player stands on one side of the lab soccer field near the speed of the line of the right of the stadium's land-based posting, carrying tennis and when the player performs the sender transmitter forehand skill to perform the laboratory crushing blow emerging background
Backhand upper smash strike the right way.

Conditions: For each player ten attempts.

Location: The player takes the degree of skill when performing correctly

Model of the list and the method of registration

S	Name	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5	Attempt 6	Attempt 7	Attempt 8	Attempt 9	Attempt 10	Total 10
1	----	1	1	1	1	_	_	1	1	1	_	7
2	---	---	---	---	---	---	---	---	---	---	---	---

Backhand Upper Smash Strike Skill Test

Forehand down Smash Strike

The Purpose of the Test: The ability to perform the skill test skill crushing blow front descending forehand down smash strike correctly.

Tools: the speed of a soccer field, a ball speed, racket ball speed.

Method of Performance: The player stands on one side of the lab soccer field near the speed of the line of the right of the stadium's land-based posting, carrying tennis and when the player performs the sender transmitter forehand hit the lab to perform the overwhelming front descending forehand down smash strike the right way.

Conditions: For each player ten attempts.

Location: The player takes the degree of skill when performing correctly.

Model of the list and the method of registration

S	Name	Attempt 1	Attempt 2	ATTEMPT 3	Attempt 4	Attempt 5	Attempt 6	Attempt 7	Attempt 8	Attempt 9	Attempt 10	Total10
1	----	1	1	1	1	_	_	1	1	1	_	7
2	---	---	---	---	---	---	---	---	---	---	---	---

8.Forehand down smash strike test

9 Backhand down smash strike skill Test

The Purpose of the Test: The ability to perform the skill test skill crushing blow falling background backhand down smash strike correctly.

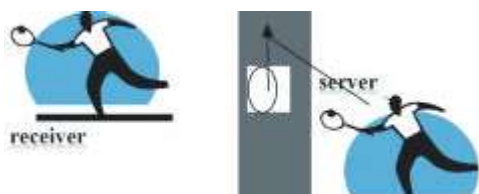**Tools:** The speed of a soccer field, a ball speed, racket ball speed.

Method of Performance: The player stands on one side of the lab soccer field near the speed of the line of the right of the stadium's land-based posting, carrying tennis and when the player performs the sender transmitter forehand hit the lab to perform the overwhelming background falling backhand down smash strike the right way.

Conditions: For each player ten attempts.

Location: The player takes the degree of skill when performing correctly.

Model of the list and the method of registration

S	Name	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5	Attempt 6	Attempt 7	Attempt 8	Attempt 9	Attempt 10	Total 10
1	----	1	1	1	1	_	_	1	1	1	_	7
2	---	---	---	---	---	---	---	---	---	---	---	---

Backhand down Smash Strike Skill Test

Facility 4: Cognitive Test of Speed Ball

Put a sign in front of the correct words and phrases in front of the wrong sign:

S	Sentences	Aanswer	Correction
1	rest between games in doubles, quadruple play = (1) minute without leaving playing area	True	-------------
2	Americans are played 1 sport much like the sport is the current speed	True	-----------
3	Engineer Mohamed Lotfi is the first sport invented speed in Egypt	True	-----------
4	Your ball speed metal diameter (1) inch high (170) Cm calculated from the ground is installed in the middle of a concrete foundation circular weight (60) in diameter (60) and thickness (10) defined from the top of a different color, starting from the base of the roller distance (25) Cm Note to drop the ball in the strike of the transmission.	True	-----------
5	Number of players doubles match four players	False	2 Players Only
6	Speedball like eggs shape made of rubber and weight (50) gm and not more than (65) gm in diameter (6.4) Cm and height (5) Cm and its upper and lower slots	True	----------
7	making rope catcher of the ball at the beginning of the game from aluminum	False	String
8	established the Egyptian Federation for Football speed in 1991	False	1984
9	established the International Federation of Football speed in 1999 France	False	1986
10	Calculated right point in the doubles match and four if the player hit the ball from the start of the transmitter and make them pass twice in a row from the service line in the case of calculating the 10 points against rival	True	----------
11	the world of tennis factory plastic fibers, but in 2001	True	----------
12	runs and four doubles match three judges (the first - Assistant - Registered)	True	----------
13	Egypt was the first state formed a union were private sector of the game.	True	----------
14	French were the first process of playing football from a tennis ball to the rubber ball the current oval	False	The Egyptians
15	the headquarters of the International Union of Austria	False	Egypt
16	the age of the sport ball speed is the ninth	False	Sixth
17	wooden racquet is still valid for use in local competitions	False	Invalid
18	determined weight of tennis on two factors: age and sex.	False	Standard
19	match in doubles play and four of (3) games in	True	----------
20	rotate players transmitter after every point during the double match tiebreak all (5) points	True	----------
21	Adopted legal line that uses pulleys made of steel in official competitions.	True	----------
22	half of the match points and four doubles (10) points and junior (5) points	True	----------
23	can be used to the rules of play equipment square shape in the official competitions	False	Tennis made of fiber
24	should be proportional to the length of wire the length of the ball with the player and the stage of Sunni Arabs	False	The length of the wire in any case a legal
25	Can play bats tires are flat in official competitions.	False	A sound framework is scratched
26	Can be sent to the player to stand in the pitch anywhere except the exclusion zone when you throw a strike transmitter.	False	The transmission line
27	When the timer is called the year one whistle means the beginning of play in singles play.	True	--------
28	If the cord cut the ball while playing singles cancels any number of record player before. Unless it finds that the government cut the wire from defects in Industry	True	--------
29	to connect to play singles for the longest possible period of one-stop sport competitions speed	False	Competition was not included until now is an
30	The player can use leather gloves while playing singles.	True	---------
31	In the match play doubles, but preferably more than an hour.	False	Without time-time
32	started without waiting for the umpire sign signal power	False	By umpire sign
33	Prefers to devote three referees to count strikes to play singles.	True	----------

Continued

34	Sit on the coach after three meters from the lines of the pitch while playing singles.	False	Outside the hall to play
35	May not be right to play in official competitions, but sports shoe rubber floor	True	---------
36	the player arm which Carrey the racket has no any jewelry or watch in singles play.	True	Can wear what he wants aslong as does not represent a risk to his arm bearing carrier
37	Time to play singles for the public stage 18 (1) 37 minutes each situation	True	--------
38	Backhand block right block to strike transmitter is always a knock-back	True	--------
39	to break the heart of procedure of the ball - loose node - the content of internal breakdown or break the vicious or reel cases that permit a situation to play	True	--------
40	shall be entitled to a replacement player to play if the pipe is fitted to the base device is a good	True	---------
41	From the mistakes of the serve does not stand the player on the serve line during the execution of the strike.	True	---------
42	reasons to stop playing and calculating the point touching the ball to a pipe organ during the course of the game	True	---------
43	play one of four mixed-speed sport competitions	True	---------
44	transmission errors of the failure of the sender to send two balls are okay then legally	True	--------
45	the duty of the referee examination before playing tennis singles or doubles.	True	--------
46	the selection of the serve or play both sides of transmission slams before the start of the match and four doubles	True	--------
47	you must install a speed ball base in the floor before the official competitions.	False	Should not be
48	side of the field is changed after the end of each game in doubles, quadruple type play	True	--------
49	Serve must changed each (6) points	False	5-point
50	Arrangement is not necessary in the successive type play(mixed relay) competition.	False	1-Female-2-male-3-female-4-male
51	Right must comply with the thing about the draw for the sender and the existing rebuffed when you change the sender at the beginning of each half to play doubles and four	true	
52	mixed relay team consists of 4 players (two male players and two female)	true	
53	Right ages to compete for male 8,10.12; 14; 16; 18, open age	true	
54	Right ages to compete for females under 8.10, 12; 14; 16; 18, open age.	true	
55	strikes start in singles play and serves in doubles and quadratic type play against the clock	False	with the clock
56	Catching racket by two hands in double and quadratic type play is not allowed	False	allowed
57	lift-hander (who plays with his left hand) can strike forehand serve.	False	Sends a backhand serve
58	The speed ball player cannot strike the ball before it turn complete cycle	False	allowed
59	individual performance to the stage of 14 years is 1 minute for each position	False	30 seconds time break
60	conditions in the individual performance of the stage 18 years is 1 minute after each position	False	30 seconds time break
61	Right of the names of the speed ball (the beach ball and the circle ball)	True	
62	Speedball the only sport of the racket sports that can be exercised alone.	True	
63	Speed ball the only sport played in the championship single play (time challenged) in a monotheist short time and common for all players.	True	
64	Characterized by speedball sport and simplicity of its rules easier to learn and cheap costs compared to other racket sports	True	
65	Speedball sport is injury less than any sports caused in the absence of friction between the players during the competition.	True	
66	speedball sports the suitable sports for all body types& sorts of objects	True	
67	speedball sport played on wood floor only.	False	All kind of courts
68	area of the legal field (6.60 m × 4.00 m and at an altitude of at least 3.5 m to doubles& quadratic play and 4m × 4m to single play	True	
69	number of medals in international competitions is 30 medals	True	
70	the neutral zone in doubles and quadratic playing is two parallel lines the distance between them 75 cm to ensure the safety of contestants	true	cin60
71	Rightly identifies the service line in doubles and quadratic playing at a distance of 125 cm -based device perpendicular to the neutral zone and a length of 50 cin and display 5 cm	true	
72	Weighing in at right speed ball racket 400 gm to 480 gm made of plastics,	true	
73	Tennis right away: the length of the head (25) Display (24) and thickness (1) cm	true	
74	length of the handle (13) thickness of the top tennis (8) In the center (3) and the bottom (5) cm 74	true	
75	wire ball is made of thick nylon (1.6 mm) and length of 150 Cm is installed in the plastic ring diameter (2.5) cm	true	
76	Right tasks players short players short-sleeved shirt short sock sneakers striking	true	
77	Etc right to strikes initiated by the player before the signal power in singles play	true	
78	may play a consumption of only four balls while playing singles, except for manufacturing defects in ball play and not be considered and not considered to have ended the game and counted his strikes to the	False	Only three
79	players committed to play singles to start the front bat strikes the situation and one	False	As Comfort
80	Strikes are counted If the player strikes the ball by the wrong face of speedball racket in the single play at the beginning by condition evaluated the correct mode.	False	No count for fault strikes Face
Total score		80	

Table 5: Mean, standard deviation, (T) test of two measures of pre and post tests (knowledge and skill) for the speedball sport to a group of research. N = 150

		Yuong Lady							Young Man						
		Pre- test		POST- test		differences between			Pre- test		Post- test		differences between		
S	Tests	Average	S.D	Average	S.D	Means	T.Test	%	Average	S.D	Average	S.D	Means	T.Test	%
1	The Proposed Cognitive test	4.24	1.318	56.36	2.79	-52.12-	-130.088-	1229	6.8	1.6	59.59	4.75	-52.79-	-113.90-	776
3	Motor Skills Forehand serve	1.68	.80	4.96	.72	-3.88-	-20.7-	230	1.68	.80	4.96	.72	-3.28-	-31.09-	195
4	Backhand serve	1.6	.72	5.00	.723	-3.68-	-26.6-	230	1.6	.72	5.00	.723	-3.40-	-33.83-	212
5	Forehand serve blocking	1.69	.54	5.12	.769	-4.90-	-3.3-	195	1.69	.54	5.12	.769	-3.43-	-33.70-	202
6	Backhand serve blocking	1.46	.55	5.28	.829	-4.70-	-34.4-	321	1.46	.55	5.28	.829	-3.82-	-37.495-	261
7	Forehand smash up strike	1.54	.575	6.00	.852	-4.60-	-34.5-	298	1.54	.575	6.00	.852	-4.46-	-40.03-	289
8	Forehand smash dawn strike	1.60	.57	5.94	.852	-3.20-	-20.9-	200	1.60	.57	5.94	.852	-4.34-	-45.9-	271
9	Backhand smash up strike	1.44	.49	4.72	.801	-3.50-	-21.1-	243	1.44	.49	4.72	.801	-3.28-	-32.6-	227
10	Backhand smash dawn strike	1.45	.49	4.49	.877	-3.92-	-34.4-	270	1.45	.49	4.49	.877	-3.04-	-28.3-	209
11	Ralley strikes by right-hand (30 seconds)	1.12	.32	4.44	.902	-12.28-	-74.7-	1096	1.12	.32	4.44	.902	-3.32-	-34.1-	296
12	Ralley strikes by right-hand (30 seconds)	.90	.32	4.78	.109	-9.50-	-45.1-	1055	.90	.32	4.78	.109	-3.660-	-33.46-	406
13	Forehand Ralley strikes by two-hand (30 seconds)	1.36	.04	4.44	.057	-14.0-	-23.7-	1029	1.36	.04	4.44	.057	-3.08-	-36.27-	226
14	Backhand Ralley strikes by two-hand (30 seconds)	1.2	.04	4.68	.067	-15.8-	-91.2-	1316	1.2	.04	4.68	.067	-3.48-	-49.48-	290

RESULTS AND DISCUSSION

The researcher choose (0.05) as incorporeal leveling all Statistical treatment and make a comparison between pre and post tests results for proposed Speedball motor skills, cognitive test degrees. Skills tests and average unit of measure measurement, tribal telemetric average, difference between the percentage of improvement in the proportion.

Table5 indicates the former to a clear improvement in the performance of the research group on tests measuring the level of performance of the research variables of knowledge and skills in general to confirm the effectiveness of the educational program prepared to learn the motor skills the basic question that led to a clear increase in the size of the proceeds of knowledge about the Speedball sport. And proceeds with skills ranging from the percentage rate of improvement between 137% and 541%, indicating the appropriate course proposal to teach the skills and knowledge of speed ball sport of the study sample.

CONCLUSION

Within the research objectives and methodology used, research tools could be drawn as follows:

* The course of the proposed effective use to implement the course of the Tournament Games (speedball sport) for students of colleges of physical education.
* Motor skills identified by the study fit and to give students the foundation skills of the speedball sport.
* Units used commensurate with the educational process of teaching basic motor skills for the Speedball sport included in the proposal curriculum.
* Tests for measuring the level of performance by bringing an appropriate choice of the skills within the curriculum proposal.
* Suitable timetable for the implementation of course content and students to the process of acquiring knowledge and skills for the Speedball sport.

RECOMMENDATIONS

* Add proposed curriculum of Speedball sport within the school curriculum for Colleges of Physical Education.
* The use of T proposed tests for measuring the level of basic motor skills, Speedball sport in assessing the level of students, beginners and advanced levels of practitioners of the sport.
* The use of educational units within the curriculum to teach basic motor skills selected for the Speedball sport in general.
* Interest in the development and dissemination of Table tennis sport faculties of physical education and special programs at the level of scientific departments function as donor of curricula and teaching methods and the Department of athletic training and the level of pre-university education and all levels of education.
* Activating the practice of this sport at the level of community centers and colleges of physical education environment as a nucleus for the dissemination of sport at club level and youth centers at the State level of the importance of sport and fitness for all ages.

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