

Research on the Popular Game Don Quixote and his Proposal for Innovation in Teaching Children, from Primary and Secondary Physical Education

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Abstract

The purpose of the current article is to present to the scientific and educational community the procedure of an investigation, its later adaptation and its implementation from the area of physical education in pre-school, primary education and secondary education. This article shows the procedure followed in order to approach from the P.E. classroom the universal novel entitled, The Ingenious Nobleman Don Quixote from La Mancha, by Miguel de Cervantes, through the traditional games that appear in this novel. In order to achieve our goals, we first of all had to identify the traditional games within the novel. Once those popular games were located in the novel and we learned how to play them, we adapted them to the different characteristics of various educational contexts and designed a proposal of educational intervention, so that we could put the games into practice for the aforementioned educational stages. From our discipline, physical education, we are going to work out the motor-function contents within the curriculum by means of the popular and traditional games that appear in the novel. By doing this, we will introduce our students to the study and knowledge of their own history and tradition. In addition to this, we will also contribute to the diffusion of the culture and the region of La Mancha in Spain to other students worldwide.

1. Introduction: Don Quixote

The Quixote is one of the most important and popular works of art, which is still praised and held in high regard as an essential book in the history of universal literature all over the world. It has been considered, to some extent, as a historical approach to the history of Spain at that time, a national landmark. The novel has also been regarded as a source of knowledge about all kinds of topics, and the characters in the novel are treated as archetypes of particular psychological, ideological, or moral principles. Our main purpose in this article is to offer a scope of the novel free from moral preconceptions and stereotypes, in other words, to reach an overview of the novel in terms of its possibilities in education.

Our aim and hopes were that the novel was understood and examined from the scope of science of education, taking into account the opportunity offered for investigation and experience, which is in our case the study of the novel through movement, facial expression and body language. Our research and didactic proposal from physical education will contribute to initiate and introduce children to the world of Don Quixote.

2. The Game in the Educational Context

Throughout history, the game has been used as a didactic tool by which the development of a child's motor functions has been achieved, along with the child's social and cognitive development. The game has value by itself, as it leads to the fulfilment of the individual. One of the most outstanding features of using games in the classroom is the intrinsic motivation. Games are an ideal tool for all kinds of learning situations, as they aim to gain the enjoyment of their participants. According to the theories of Buytendijk (1933 and 1969), Bühler (1924), Piaget (1932 and 1946), Wallon (1941), and Bruner (1970 and 1983), games are an authentic device that can be unmistakably used within the learning process, since they help children to acquire a better understanding of the world surrounding them and at the same time, they provide those children with solutions as to how to handle problems better. Therefore, games provide us with the natural means to develop the cognitive and motor function abilities in children, as well as to develop the emotional stability and the integration of interpersonal relationships within the society of those children.

3. Thesis of our article and its relationship, structure and function to the motor function games appearing in the novel

The educational importance of traditional games in our article is not only based on motor function development, but also, and above all, on the relationship to their socio-cultural context, where those games acquire much more coherence and cohesion.

a. Thesis of our article

In pre-school, this experience has been undertaken from a global perspective in the sense that we have not given priority to some aspects of children's development over others.

In primary and secondary education, we have made use of an interdisciplinary and holistic approach, because from the subjects of language arts, science, history and geography, biology, and music, several activities, depending on the educational stage, were prepared taking into account the cultural and social diversity. Some of those activities are the reading and writing of stories about characters of the novel, gastronomy, life and society at that age, health matters and diseases in that period, music, economy, customs and traditions, leisure and recreational activities, places and landscapes appearing in the novel.

b. Location and description of the motor function games in the novel

To begin with, it was extremely important as a starting point to identify the traditional and popular games that appeared in the novel, *The Quixote*, as well as who were the people that practised them, when and which season of the year were they practised, what was the intensity of those games, and so on. The games described in the novel by Cervantes are the following ones, thus:

The game of Maeseccoral: This game was only practised by males who were puppeteers, acrobats, or jugglers. Therefore, the people who used to play this game belonged to the lower class of that time. On the other hand, this game was very popular, and the material required to practise it is related to juggling. Its intensity is low or moderate, and the number of players is from one onwards. The rules of the game are to throw the balls to the other players as fast, free flowing, and striking as possible. (Chapter XLVII from the second part of the novel). It is very suitable for the development of co-ordination and sensory perception like the ones related to sight and manual skills or movement.

Solid Bars: This game was practised only by males who belonged to the lower class of the time. The necessary material for playing the game is an arched iron bar or pole. It was taken from a game in which bars were used, or from a ring game on whose board there is an iron bar having the shape of an arch. When the ball goes through that arch without finding any obstacle at all nor tripping on any of its two sides, you win. (Chapter XXI from the first part of the novel). This game is apt at developing one's shot and precision when throwing the ball.

Bullfight: It was played by men both professionals and amateurs who belonged to the middle and working class. This popular "game" was played during the celebration of festivals, and its intensity is very high. In order to play it, a lance is needed. At that time, men used to fight bulls on horseback with a lance at a bullring at the risk of losing their own lives in the process. (Chapter XIII from the second part of the novel). It is apt at developing resistance, co-ordination, position, and so on.

Ball game: Practised by men, the intensity of the game is high. The necessary material was a hide ball that had to be passed from one player to another. The number of players and the rules are not described in the book. (Chapter XIII from the second part). It is suitable for working on perception and catching, position at play, decision-making, and co-operation, among other aspects.

Even and Odd Numbers: It was played by men from the lower social class. In order to play it, hands are only used and the procedure is as follows: you must hide your hands, and when it is your turn, you say out loud "evens" or "odds", and then show your hands and count all the fingers of both players. If the resulting number is an even number and you said "evens", you win, and vice versa. The intensity of this game is very moderate, and it is suitable for developing relaxation and intuition. (Chapter XXII from the first part).

The Tossing: It was played by children, adults and old people, even, belonging to the middle and lower social class. The physical intensity of the game is high. The required material is a wool blanket.

Among the players, a person is chosen to be tossed with the blanket up into the air. The most important rule is not to throw him/her very high into the air. On Holy Innocents' Day in Spain, a rag doll was tossed instead of tossing a person, with the aim of making fun of it and doing mockeries. (Chapter XXVI and XLVI from the first part). This game is appropriate for focusing on co-operation, co-education, motor function abilities, precision, motor co-ordination with the other players, and so on.

The Spinning Top game: It consisted of tying up a string around a spinning top and then throwing it with energy into the air. (Chapter XXXII from the second part). It is apt for working precision and the ability with the handling of objects.

The Milestone: This game was practised by people of all ages, from children to elderly people, all coming from the working and middle social class. A nail and a horseshoe (or sometimes, instead of a horseshoe, a piece of round iron with a hole in the middle) were the material used to play it with any number of players. One of the most important rules in this game is to keep the designated distance when throwing the horseshoe or the iron piece. The main aim of the game is to show your ability to insert the horseshoe into one nail stuck on the ground. (Chapter X from the second part). It is apt for focusing on precision and distance.

Rings: It was a kind of workout or game for the military, although the rank is not specified. The physical intensity of the game is average. It was mainly played during celebrations like competitions and as a free-time activity. You needed to have a horse, a lance, and some rings to play it. The game consisted of inserting the lance into a ring that was hanging at the time you were running on horseback. There is not a definite number of players. (Chapter LIX from the second part). In this game, precision, movement and handling objects is particularly important.

Tournaments: The origin of the game is French and was practised during celebrations and parties by skilled men from the upper class for the sake of enjoyment and having fun. The required tools for its practice were a wooden or metal lance, armor and of course, a horse was also needed. There were two participants who tried to hit one another with their lances. They got points depending on which part of their opponent's body was hit. (Chapter IV from the second part). It is very suitable for movement, balance, motor co-ordination, strength, agility and strategy, among others.

Equestrian Sports (riding a horse): This activity was practiced during celebrations and festivities by men belonging to the upper class. The one thing needed was a horse. This activity just involved getting on a horse and trying to avoid various obstacles. (Chapter XLIII from the second part). It is very appropriate to develop balance and motor co-ordination.

The Cow of the Wedding (Cows and Bulls, or Bullfights): Practised by men over the age of sixteen years old belonging to the lower class, the activity was carried out at weddings. People tied up sparklers on the horns of the cow, which were lit afterwards. Then the cow was let free. In the meantime, the cow chased people who tried to avoid any thrust of the cow. The majority of people attending the wedding used to take part in this activity, and up to very recently, this activity is not yet carried out and therefore forbidden in small towns and villages around Spain because of the frequent accidents that took place (Chapter LXIX from the second part). It is apt for motor co-ordination, movement, distancing, position, and so on.

Running Canes: Men used to practise this activity during town festivals. The necessary materials are canes, shields or leather shields and horses. Different teams, whose number was undetermined, skirmished throwing canes to one another and covering themselves with their leather shields. (Chapter XLIX from the second part).

Story telling: This activity comes from traditional origins and is applied to all social classes (lower, middle and upper class) for the sake of enjoyment and relaxation. The procedure is telling a story while the others are listening. Any number of participants may take part. This activity is very entertaining because the stories told are usually of the interest of the audience. (Chapter XXXIII from the second part of the novel).

The Dispute: Men from the age of 25 up to 40 belonging to the middle class practised it. The physical intensity of the game was high and the number of players was usually two. Shields, lances, swords and helmets (of iron or of other alloy) were used. This activity consisted on making the opponent fall off his horse, killing him, or saving his life afterwards. Therefore, we can say that rather than being a leisure activity, it is a real combat, and people used to fight for love, revenge or land. (Chapter LXIV from the second part). People gained strength, balance, physical endurance, for example, with this activity.

Duel between Knights: Men who belonged to the upper class practised this activity all seasons of the year as a show, and the main end was to defend one's honor. The materials used were a lance, a shield, armor and a horse. The procedure is as follows: two knights on horseback and galloping towards the opponent, a fight between them ensues, they must hit the opponent with their lances, making the other to fall off the horse and avoiding, at the same time, to be overthrown. (Chapter XIV from the second part). This is very suitable for strategy development.

Crossbow Shooting: Men from the upper class practised it during festivals and celebrations. They used sacks of wheat for shooting, and the rules were established by the players themselves. An arrow was placed on the crossbow to be shot, and depending on the distance of shooting, you get more or less points. (Chapter IX from the second part).

We have classified the games in *The Quixote* following pragmatic studies and investigations in order to make the games more suitable to the objectives of each educational context, by classifying the aforementioned games into games where there is a lack of motor interaction and those ones where we do find motor interaction.

INDIVIDUAL GAMES	GAMES OF OPPOSITION	GAMES OF COOPERATION	GAMES OF COOPERATION AND OPPOSITION
Equestrian Sports, the Spinning Top game, the game of Maesecoral, The Milestone, Even and Odd Numbers.	Tournaments, Duel between Knights, the Cow of the Wedding, Equestrian Sports.	Rings, The Tossing, Crossbow Shooting.	Ball Game, The Dispute, Solid Bars.

Other classifications are still possible if we consider any other aspects like classifications focused on the sessions (recreational games, games with much more motor interaction, relaxation games, and so on), for example.

4. Don Quixote in Pre-School through the area of Physical Education

All the games and activities presented in our research in the current article, which are merged into a holistic vision for boys and girls in pre-school education, will be based on the importance that the motor function activity holds on games, on discovery and creativity, language, art, interpersonal relationships, coeducation, social and cultural values, as well as the vital role emotions and feelings play. Therefore, the main objective stated in our proposal is to understand that games are an important source in order to comprehend our own culture. Through those games, we are able not only to develop motor function movements and aspects, but also cognitive and attitudinal knowledge surrounded by a global and interdisciplinary scope, like various areas or subjects, pupils, teachers and families.

4.1. Classroom and gym setting

The gym will be wallpapered with large folds of paper on which we would have painted various scenes of La Mancha landscapes with a great sun. The rest of the paper will be decorated with large cutout figures of the characters of the chapter we would like to work on. Some of those cutouts will be windmills, a miller, sunflowers, an inn and of course, the main characters in the novel, that is, Don Quixote riding Rocinante, his horse; Sancho riding his donkey called Rucio; Dulcinea, Don Quixote's beloved one; Don Quixote's dog; some bonfires and some trees. We will also include a big map of the region of Castilla-La Mancha. The sessions and the motor function activities will be based on particular chapters or adventures within the novel but adapted. Throughout some sessions, music of Cervantes's age or popular and traditional songs will be played to liven up the classes. We hereby present an example of the most outstanding activities that conform our experience and research for this particular level, thus:

a. The Tale of Miguelillo the Adventurer

First of all, we had to show children aged 3, 4 and 5 who Don Quixote was by the narration of an adapted version of a tale whose title is "Miguelillo the Adventurer". This tale narrates the adventures and misfortunes of its main character and at the same time, and by means of the practise of some motor function games, children are introduced in a world of fantasy and imagination. The tale is, therefore, a summary of the biography of Miguel de Cervantes by which children will meet some of the most important characters in the novel. The narration of this tale will be also supported by some drawings and sounds made by primary students.

b. Workshop on plastic arts and skilled motor abilities: material preparation

The following activities are part of a series of other previous activities to be done before the sessions in the gym itself in order for students not only to become more familiar with the novel *Don Quixote*, its author, and its most representative or main characters, but also to prepare material that will be later used in the development of the motor function games. This workshop on plastic arts and motor function abilities has the main objective of making Don Quixote and Sancho's costumes, the windmills, Don Quixote's armor, and so on, and to decorate the gym and the classroom with large posters and cutouts on this topic.

We will use tall and narrow balloons for making Don Quixote's lance, and a pump to blow up the balloons. Each child will have his/her own "lance," which they will decorate themselves with crayons, tempera, tape and the like.

In order to make Don Quixote's shield, we will use sheets of cardboard, which we will cut out in a round shape, newspapers, paint, water, and flour. First of all, we need to mix and stir water and flour. Then, we glue with this paste the newspaper pieces to the round cardboard, and we let it dry. Once our shield has dried, we decorate it with paint the way we like.

For windmills, we will use foam rubber, paint, and make-up. We use foam rubber to make the blades of the windmills with the shape of hands, which of course the teacher would have drawn and cutout previously. Children will paint them.

In order to make Don Quixote's armor, we will need foam rubber and grey paint. For the helmet, we make flour-and-water paste and glue some newspaper pieces to cardboard.

c. Jobs and occupations in Don Quixote's time

Barber. Materials: Neuter and foam shaving soap and a ruler. Students, in pairs, will have to shave one another.

Shield bearer. Materials: Handkerchiefs, cones and ropes to build a track. The interaction is in pairs and one of the students will wear a bandage around his eyes in order not to see, while the other student (the shield bearer) must guide him/her through the track.

Innkeeper. Materials: a tray and various objects in order to develop balance. A child will try to sort out obstacles and cones in the circuit while holding a tray full of objects, and he/she must avoid dropping them.

Shepherd. Materials: lances and cones to construct a sheepfold. All the students in the classroom are blindfolded except for two. These two students are shepherds and must manage to get "the sheep" or the rest of students in the sheepfold by holding them by their arms. Once the sheep are in the sheepfold, they remain seated and they can take off their bandages. One of these students can also act as a sheepdog to help.

Comedians. Materials: lances and cones. We build a stage. Students, at random, take turns to tell jokes, dance, say a poem, etc.

d. Sancho's tossing

This activity shows how Sancho Panza, one of the main characters in the novel, was tossed. The procedure is the following:

- 1 Students along with their teacher/s will hold a sheet or a large piece of cloth resembling a parachute and with a hole in the middle. They have to throw a ball into the air and avoid dropping it.
- 2 Now, within the same activity, students have to introduce the ball using the hole in the middle of the piece of cloth.

e. Don Quixote and Sancho Panza's Portrait

-"The world of Don Quixote and Sancho". Four children will play the roles of Don Quixote and with the help of a paint bar of different colours, they will have to catch the other students running and draw a moustache and a beard on their faces, who will start behaving like Don Quixote saying nonsense and doing foolish things. Teachers can also play this game, and perhaps it would be a good idea to show children how to play by first being Don Quixote. As a variation, we will follow the same procedure of the game, but this time being Sancho Panza.

- "Don Quixote and Sancho Panza get dressed". The procedure of this game is as follows: on one side of the gym, we stick the cardboard cutout characters on the wall, that is, Don Quixote and Sancho. On the other side, we will place cutouts of the clothes they used to wear, like: a beard, a moustache, a lance, a shield, a helmet, a leather bag, a straw hat, and so on. Children will try to properly dress the characters.

- "The dance of Dulcinea". Teacher and students play a singing game standing in a ring.

f. Don Quixote's medieval street market. Motor function games in the novel

We will celebrate a medieval street market in order to complete this didactic unit or experience about Don Quixote from La Mancha. The teacher will arrange the gym according to the different activities and games that were played in those times. Each game will be set in a particular place of the gym, as in a kind of circuit. When students enter the gym, they will go directly to the centre where they will find clothes, pieces of cloth, all kinds of coloured paper and the like, with which they will dress up as if they were living in that period of time. During all the activity, medieval music will be played. This medieval street market consists on the following games, thus:

a- Ball Shooting. Material: a swimming pool filled up with plastic balls and a target or dartboard with sound. A student will sit down on a little bench placed at the top of the pool full of plastic balls. Children who want to play this activity will throw a ball towards the target or bull's-eye, which has been placed at a particular distance depending on the age of the students. If a student hits the bull's-eye, a noise will be heard and consequently, the child on the bench will dive in the pool of balls.

b- Javelin Throwing. Material: lances covered with foam rubber. We have to make sure we have enough space in the gym to play this activity and to avoid disturbing other activities that are on at the same time. We will mark the punctuation on the ground with some chalk and students will throw a javelin. The student who gets more points will be given back the money he/she "paid" for playing this game.

c- Juggling. Material: Some balls of several sizes and of different hardness. On a table, we will place plenty of balls of different sizes and weight. Students take some balls and perform different exercises told by a teacher, for example throwing balls in different ways.

d- Battles. Material: Two saddles with wheels, several benches and foam rubber sticks. We will divide the playing zones by putting the benches on top of others. Children will seat on the saddles with wheels and "riding their horses", they will have to quickly hit on the body of his/her opponent.

e- New stories and tales. For relaxation, we will tell children a chapter of the novel or the adventures that occur in that chapter by heart, but never read it to them.

5. Didactic Application in Primary Education of the games in The Quixote

a. Methodological procedure

For the development of the games, we only had the help of six teachers, so we could do six games per course at a time. Those games were distributed in different areas of the playground and gym. We set a time limit of 10 to 15 minutes per game.

At the beginning of every session, everybody met in the gym in order to set up the six teams. The P.E. teacher was the coordinator in all sessions and each teacher was in charge of taking a particular team to the different places where the games occurred.

b. The popular and traditional games in the novel: description, adaptation and practice for each cycle in Primary Education. Remarks

Cows and Bulls. Adaptation:

- 1 *Material:* benches and handkerchiefs.
- 2 *Procedure:* Some children will be "cows or bulls" and they will have to catch the rest of the people running, who will be holding a handkerchief and must simulate they are in a bullfight or in a similar situation. The area will be delimited by some wooden benches, which will also be used as refuge for the runners. When a "cow or bull" chases a runner, they will swap roles, i.e., the cow or bull will be a runner, and the runner will be a cow or bull this time. *Cycle: 1st*

The milestone. Adaptation:

- 1 *Material:* Horseshoes, nails.
- 2 *Procedure:* This game develops precision and consists of throwing and placing some horseshoes in a nail stuck on the ground. Players will be placed at a particular distance when throwing the horseshoes and they will take turns. The number of players is unlimited, but we will form groups of approximately five students. Every student in a group will throw three times each and the group that gets more hit- points will win. *Cycle: 1st, 2nd and 3rd.*

Rings. Adaptation:

- 1 *Material:* Rings (plastic rings with different colour tape), lances (a sheet of paper folded in the shape of a small tube or ice-cream cone), a rope, stands or brackets used in jump of height.
- 2 *Procedure:* It involves stringing or introducing the small tubes of paper into rings. Children from first cycle will do it by galloping without stopping and going under the rope, trying to insert a ring in their "lances"; these children will not carry any load and will play this game with bigger rings. Children in second and third cycles will follow the same procedure but this time, one child will be the "horse" and another child will ride the "horse", i.e., students will be carrying some load. *Cycle: 1st, 2nd and 3rd.*

Tournaments. Adaptation:

- 1 *Material:* stands/brackets, receptacles, ropes and "lances" (i.e., rubber foam skittles)
- 2 *Procedure:* The class will be divided up into two groups, each placed on one side of the playing area where the game will be carried out. Players will take turns. Two players, placed on both sides of the area and facing one another, will run towards one another in a sole direction and will try to hit his/her opponent with his/her lance when they both meet in the middle of the area, obtaining therefore a certain score depending on the part of the body touched/hit by the adversary player (head: 0 points; chest, arms or legs: 1 point; bottom: 2 points). Students in second cycle will follow the same procedure but this time, one student will be the "horse" and the other one will be riding his/her "horse". *Cycle: 1st and 2nd.*

Equestrian Sports. Adaptation:

- 1 *Material:* wooden benches, cones, lances, mats, wooden plugs and rings.
- 2 *Procedure:* First of all the teacher will have to design and set a sports track, like in a gymkhana, with different stations. Students will accomplish the track walking bipedally and quadrupedally. This game must be completed with varied stations like: zigzags, mats for transversal and longitudinal spins, leaps, slips, balancing acts, etc. *Cycle: 1st and 2nd*

The tossing. Adaptation:

- 1 *Material:* Handkerchiefs, a volleyball, a volleyball net and stands/brackets.
- 2 *Development:* The whole class is divided up into two teams and then, into pairs. Each pair will be holding a large handkerchief by its corners. Each group will stand on one side on the volleyball net and will throw the ball to the group on the other side of the net using the handkerchief. Both teams will try to pass the ball. *Cycle: 2nd and 3rd*

Notes: This game is very suitable to introduce volleyball in class.

Crossbow shooting. Adaptation:

- 1 *Material:* a water container, a small ball and a target (drawn on a wall with a piece of chalk).
- 2 *Procedure:* Each pupil will dip the ball in water and he/she will throw the ball towards the target, having two attempts. The winner will be the one who scores more points. *Cycle: 2nd*

The game of Maesecoral. Adaptation:

- 1 *Material:* juggling balls.
- 2 *Procedure:* This activity serves as an introduction to juggling. Students will start with easy movements and simple exercises with one, two or three balls, consecutively. *Cycle: 3rd*

Duel between knights Adaptation:

- 1 *Material:* lances, pieces of chalk, wooden benches and mats.

- 2 *Procedure:* On the ground, we will draw a big circle using some chalk, and that will be the field. Two students will be placed in the middle of the circle and will be holding the same stick or lance. The game consists on throwing the opponent out of the circle, but without releasing the stick and remaining inside the circle.

A variation of the game would be putting a wooden bench in a circle and laying mats around the bench. Players will stay on the bench and the same procedure as above will be followed. Cycle: 3rd

6. The games in *The Quixote for Secondary Education: methodological procedure and game adaptation*

At the beginning of every session, we all gathered in the gym and the P.E. teacher-coordinator explained students the games that they were about to practise, how those games were played in the past, who played those games, the number of players, the material required and the different game procedure.

Tournaments.

Adaptation: Horse riders' fight.

Material: Balloons and safety pins.

Organization: The whole class is divided up into teams and students will be "on horseback".

Procedure: In pairs, one student will be the horse rider and the other one will be the horse. Riders will fix themselves a balloon on their backs with the help of a safety pin. On horseback and when everybody is ready, riders will try to burst the balloons of their opponents, preventing others from bursting theirs.

Rules:

1. Horse riders are the only ones who will be able to burst other people's balloons.
2. It will be forbidden to go further of the limited area or boundaries of the game.

Variation:

1. On horseback, students will try to take the deflated balloons from their opponents. The winner will be the one who gets more balloons from the other players.
2. In pairs and on horseback, students will have to knock down the other players until no one is left.

Cows and Bulls.

Adaptation: Bullfights.

Material: wooden benches, wall bars, horns, bibs or breast plates.

Organization: The whole class and depending on the number of students, one or two of them will have to crouch down.

Procedure: Some students will be "cows or bulls" and will have to catch the rest of the people running. The area will be delimited by some wooden benches and wall bars, which will also be used by the runners when they seek refuge.

Rules: When a "cow or bull" gets a runner, they will swap roles, i.e., the cow or bull will become a runner, and vice versa.

Variation: The students who are "cows or bulls" will wear horns, and the rest of the people running will be holding a bib and must simulate they are in a bullfight or in a similar situation.

Crossbow Shooting.

Adaptation: Introducing an object into a ring.

Material: A ring, some brackets/stands, 8 Frisbees.

Organization: The whole class is divided up into groups of four people, but the game will be played individually and always following an established order and the game rules.

Procedure: Each student will throw 8 Frisbees from a distance determined by the teacher, in order to introduce them into a ring that will be held by two brackets 1.50 metres above the ground.

Rules: Every time a student scores, i.e., if he/she introduces a Frisbee in a ring, he/she will be given half a point.

Variation: For the variation, the above-mentioned procedure will be followed but now, students will be blindfolded and the distance will be different.

Duel between Knights.

Adaptation: Defending the castle.

Material: A wooden bench, two foam-rubber-bats or picks.

Organization: Once the class is divided up into groups of four, pairs of students fight against each other.

Procedure: Two pupils come face to face on top of a wooden bench, trying to knock his/her opponent down.

Rules:

1. Only pushing will be allowed, but not pulling.
2. The winner will be the one who gets knocking more students down.

Variation:

1. The above procedure will be followed but this time using foam rubber bats. Students will have to touch the chest of his/her opponent twice.
2. We will use the circle in the middle of the basketball track as the game field. Two students will be placed in the middle of that circle and will be holding the same stick. The game consists of throwing the opponent out of the circle, but without releasing the stick and remaining inside the circle.
3. Putting a wooden bench in the circle of the basketball track, players will stay on the bench making the opponent to lose his/her balance; then, both students will be holding the same stick, and the same procedure as the one above will be followed.

The Dispute.

Material: none.

Procedure: We will divide our class up into two teams which will hopefully have the same number of boys and girls, and with the same physical condition. In pairs, one student will be the “horse” and the other one the “rider”, who will fight against other riders on their horses.

The Milestone.

Adaptation: The Horseshoe.

Material: Cones and rings of different sizes or of varied diameter.

Organization: The whole class is divided up into groups of four people, but the game will be played individually and always following an established order and the game rules.

Procedure: This is a game to develop precision and which consists on throwing and introducing some rings into a cone, from a certain distance.

Rules: Each score will be given half a point and the pupil who gets more points will be the winner.

Variation: Same procedure as above but now, students will be blindfolded and the distance will be shorter.

Rings.

Adaptation: Rings

Material: plastic rings, sticks, rubber bands or some ropes, and stands/brackets.

Organization: The class will be divided up into groups of four students.

Procedure: A pupil riding a quadriga will pass underneath a rope where rings stuck with rubber bands will be hanging. The pupil will have to insert a stick into a ring.

Rules: Each student will have four attempts.

Variation:

1. Same procedure as above but this time instead of using a quadriga, students will be paired up and one of them will become the “horse” and the other one, the “horse rider”.
2. The materials we will use for another variation are: rings (plastic rings with coloured tapes), two felt-tip pens (to put them in the rings), a rope, rollers and glue to roll up the tapes, two bicycles, stands/brackets used in high jump. In pairs, one student will ride a bicycle and the other one will try to introduce a felt-tip pen into a ring.

The Tossing.

Adaptation: The tossing.

Material: A blanket or canvas and a giant ball.

Organization: The class will be divided up into groups of four students.

Procedure: Every group will toss the ball up into the air.

Rules:

1. The group that gets to toss the ball more times in one minute will be the winner. Each group will have two attempts and the teacher will jot down the best attempt of that group.

Variation:

1. Students will be classified into two big groups. Each group will be placed on one side of the playing area and they will have to pass the ball to the other group.
2. At the end of this game, all the students will hold a blanket and will toss a classmate.

Equestrian Sports.

Material: wooden benches, cones, a basketball, a volleyball, a mat, a plinth, a badminton racket, a balloon, hockey sticks, a stopwatch.

Procedure: Students will have to follow the next marked sports track, thus: scoring a basket three consecutive times from the line of free throws, jumping over two transverse benches, zigzagging a ball passing it through 4 cones, jumping over a plinth, walking over 2 wooden benches carrying a balloon with a racket, zigzagging a ball with a stick and kicking it against a wall.

Spinning Tops.

Material: 12 spinning-tops with their corresponding ropes.

Procedure: In pairs, students take turns throwing a spinning top, showing his/her abilities by taking the spinning top with his/her hand or with the rope, etc.

The game of Maesecoral.

Material: A juggling game set, balls, maces, Chinese disks, pom-poms.

Procedure: This game introduces students to juggling and develops their abilities on them. The majority of students had previous knowledge on juggling, so in order to experience and practice their own abilities with different materials in all the activities suggested, students went from station to station playing juggling games and using balls, pompoms, maces, and so on.

Ball Game.

Material: a tennis ball and a *pelota* (a small ball used in *jai alai*).

Procedure: Two teams of 3 players each. Each team will be placed on one side in the middle of the gym. A ball has to be passed to the contrary field, making the other team not to pass the ball back. If a team is not able to pass the ball, they lose a point.

Even and Odd Numbers.

Adaptation: Even and odd numbers.

Organization: Students can be paired up, or put into groups of three or four students.

Procedure: Students hide their hands behind their backs and using their fingers, they think of an even or odd number; one of them says: "Even" and the other one responds: "Odd", according to the fingers used to say a number. They both show their hands now and they count all the fingers shown. If the resulting number is an even number, the student who said "Even" will win, and vice versa.

7. Recapitulation

In spite of the difficulty and effort undertaken in terms of organization and implementation, all the pragmatic experiences presented in the current article were very gratifying and highly motivating activities for both students and teachers at every educational level. Weighing the results of this experience, we have also realized of the various ways in which coexistence and classroom atmosphere have been improved by means of education through movement.

This experience was truly worthwhile, as we were capable of gaining knowledge holistically by following a cross-curricular methodology, involving teachers from various didactic departments and areas in a common project shared by all of them. In addition to this, we have also double-checked the success of using a meaningful and communicative methodology within the teaching-learning process, which is far away from traditional methodologies where knowledge was seen as something hermetic divided in separate specific areas or disciplines with no relation at all among them.

We very much hope this experience encourages and helps to put this amazing project into practice in many other educative centres around the world as *The Quixote* goes beyond La Mancha and surpasses any barriers encountered. Experiencing this project is to provide students with a genuine insight into the novel and its enriching values, to see and appreciate the novel to the fullest compared to what students have already done previously, and to experience life and culture from a more meaningful and enriching perspective.

8. References

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