



## RESEARCH ARTICLE

## Effect Of Football Activities on Social Skills and The Physical Fitness of Children Aged 5-6 Years

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**ABSTRACT**

This study explores the strategies and effectiveness of promoting soccer education during the kindergarten stage. Forty boys aged 5-6 years participated in a 22-week soccer program. Results indicated significant improvements in various physical fitness indicators among the participating preschoolers. Specifically, significant enhancements were observed in speed during a 10-meter shuttle run, throwing a tennis ball for distance, standing long jump, bilateral jumping strength, as well as coordination and agility in walking on balance beams ( $p < 0.05$ ). Additionally, as soccer involves team collaboration and mutual support to achieve common goals, it plays a crucial role in enhancing the social skills of preschoolers ( $p < 0.05$ ). Moreover, with increasing national investment in youth soccer, the widespread implementation of soccer activities in kindergartens and elementary schools has become an inevitable trend.

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**INTRODUCTION****Current status of physical fitness development of young children****Observation of general trends**

At present, through systematic data collection and analysis, we have found that the physical fitness of 5-6-year-old children has generally improved significantly. This trend is mainly attributed to the improvement of living standards and nutritional status, which has enabled young children to obtain more balanced and adequate nutrition intake (King & Ling, 2015). However, in terms of aspects such as cardiopulmonary function, muscle strength and body coordination, some young children still show deficiencies, which suggests that we need more refined and comprehensive strategies in future work to promote the health of young children.

**Analysis of physical fitness differences**

Regional differences are an important aspect of differences in physical fitness of young children. By comparing the physical fitness data of young children in urban and rural areas, and developed and

underdeveloped areas, we found obvious imbalances (Fühner et al, 2021). Young children in urban and developed areas often show higher levels of physical fitness due to better medical resources, educational resources and environmental conditions. On the other hand, children in rural and underdeveloped areas are limited by resources and environment to a certain extent, resulting in relatively weak physical fitness (Sallis et al, 2000).

### **Discussion of influencing factors**

The formation of children's physical fitness is affected by a variety of factors, which are intertwined and work together. Genetic factors lay the foundation for children's physical fitness, while nutritional intake is the material basis for the development of physical fitness (Maggi et al, 2010). Environmental factors, including natural environment and social environment, have a profound impact on children's physical fitness. Educational factors, especially the implementation of physical activities in kindergarten education, are considered to be one of the key factors affecting children's physical fitness. By strengthening the organization and implementation of sports activities, the physical fitness level of children can be effectively improved.

### **Application of football activities in early childhood education**

In the current education system, football is a highly watched sport worldwide (Goldblatt, 2019). Its popularity and application in early childhood education are gradually deepening, and the significance behind it and the current educational status quo are worthy of our in-depth discussion.

Football education has been significantly promoted and applied in early childhood education. As the world's largest sport, football's unique charm and educational value are recognized by more and more educators. Nowadays, not only in large and medium-sized cities, but also in remote areas, more and more kindergartens and primary schools have begun to incorporate football into the curriculum system (Dong & Zhong, 2021). It has become an important part of children's daily physical activities. This trend not only enriches the content of children's physical activities, but also promotes the all-round development of children in a subtle way.

Football education has far-reaching significance in early childhood education. In terms of physical fitness, football activities can exercise children's physical coordination and endurance, and improve their physical fitness; in terms of psychological quality, the cultivation of teamwork, competitive consciousness and willpower in football has a positive role in the character formation and mental health of children. More importantly, football activities can also educate children to learn to abide by the rules, respect opponents and referees (Andersson, 2019). Cultivate their awareness of social behavior norms and lay a good foundation for future social interactions. However, the popularity of football education in early childhood education still needs to be improved. Although more and more schools have begun to introduce football courses, some kindergartens and primary schools still do not pay enough attention to football education, and lack professional football teachers and venue facilities. This has limited the in-depth development of football education in early childhood education to a certain extent. Therefore, we need to increase investment and support for football education and improve teachers' professional quality and teaching level (Tian et al, 2022). Improve the construction of venues and facilities to provide a more solid guarantee for the popularization and application of football education in early childhood education.

### **Research Purpose and Significance**

In current early childhood education, the value of sports activities is increasingly prominent, especially in promoting the development of children's physical fitness (Chen et al, 2020). Among them, football activities, with their unique team and competitive nature, have gradually become an important part of physical education in kindergartens and primary schools. Therefore, this study

focuses on the specific impact of football activities on the physical fitness development of 5-6-year-old children, aiming to provide in-depth academic discussion and practical guidance for related fields.

### **Research Purpose Analysis**

The main purpose of this study is to explore in depth how football activities affect the physical fitness development of 5-6-year-old children. Children at this stage are in a critical period of physical and mental development, and sports activities play an irreplaceable role in their growth. Through systematic empirical research, we hope to reveal the specific effects of football activities in promoting children's coordination, strength, endurance, agility, etc., and then provide scientific basis and reference for kindergartens and primary schools to carry out football education.

### **Discussion on Academic Value**

From an academic perspective, this study will enrich theoretical achievements in the field of physical fitness development of young children. Through meticulous data analysis and case studies, we will reveal the unique role of football activities in the development of young children's physical fitness, and provide new perspectives and methods for research in related fields. This will not only help promote the development of early childhood education theory, but also provide a solid theoretical basis for football education in practice.

### **Explanation of Practical Significance**

At the practical level, this study has significant guiding significance. The research results will provide specific guidance for kindergartens and primary schools to carry out football education, help teachers better understand the role of football activities in the development of young children's physical fitness, and thus design football courses that are more in line with the laws of young children's development. This study will help promote the popularization of football education in kindergartens and primary schools, and promote the all-round development of young children's physical and mental health. Through systematic football education, we can lay a solid foundation for the physical fitness of young children and lay a good foundation for their future learning and life.

### **Basic theory**

#### **Description of the age characteristics of young children**

Regarding the characteristics of physical development, children aged 5-6 are in a period of rapid growth in physical development. During this stage, the height, weight, bones and muscles of young children have increased significantly. (Torres-Costoso et al, 2020). The growth of height and weight reflects the overall growth trend of young children, while the development of bones and muscles directly affects their motor ability and physical fitness. This rapid physical development requires adequate nutrition and proper exercise to support it to ensure that young children can grow up healthily.

In terms of motor ability development, the motor ability of children aged 5-6 is gradually enhanced. They are able to complete basic running, jumping, throwing, catching and other movements, which is a manifestation of the gradual maturity of their motor skills. However, it should be noted that the coordination and sense of balance of young children at this stage still need to be further cultivated. The development of these skills is of great significance for young children to carry out more complex sports activities in the future, so it is necessary to focus on practice and cultivation in daily life (Payne et al, 2020). Finally, in terms of physical fitness foundation, the physical fitness foundation of children aged 5-6 is gradually solid. This means that their bodies have gradually adapted to the physical activity requirements of various sports activities, laying a good foundation for subsequent training. The stability of physical fitness not only helps young children to better participate in sports activities at the current stage, but also provides a strong guarantee for their future development in the field of

sports. Therefore, at this stage, parents and educators should focus on cultivating children's sports interests and habits (Agard et al, 2021). Lay the foundation for their all-round development in the future.

### **Changes in physiological functions**

#### **Development of the respiratory system**

In the early childhood stage, a significant change in the respiratory system is the gradual increase in lung capacity. This change enables young children to inhale and expel air more effectively (Neumann et al, 2020). Thereby supporting longer physical activities. At the same time, the gradual decrease in respiratory rate also marks the maturity of young children's respiratory function, enabling them to perform better in high-intensity physical activities. This change provides young children with a physiological basis for long-term and high-intensity physical activities and promotes the overall improvement of their physical fitness.

#### **Development of the circulatory system**

The impact of the improvement of the circulatory system on children's physical activities cannot be ignored. The gradual enhancement of heart function enables the heart to pump blood more effectively and deliver sufficient oxygen and nutrients to all parts of the body (Mileva & Zaidell, 2022). The gradual decrease in heart rate indicates that the efficiency of the heart of young children is improving, and they can maintain a lower heart rate at the same exercise intensity, thereby reducing the burden on the heart. This change not only improves the exercise endurance of young children, but also reduces their risk of injury during exercise, allowing them to better enjoy the fun of sports activities.

#### **Development of the nervous system**

The development and improvement of the nervous system is also very important for the impact of young children's physical activities (Belcher et al, 2021). As the nervous system gradually matures, the reaction speed and coordination ability of young children have significantly improved. This enables them to respond more quickly and complete actions more accurately in sports activities, thereby improving the quality of sports activities. The development of the nervous system also promotes the improvement of children's brain function, enabling them to better learn and master new skills and knowledge in sports activities, laying a solid foundation for future sports development.

### **Psychological characteristics**

Children aged 5-6 are full of curiosity about the world, and they show great interest and enthusiasm for new things. This curiosity is particularly evident in sports activities such as football. They are not only keen to watch the game, but also eager to participate in person and satisfy their desire to explore the unknown through personal experience. As teachers or parents, we should make full use of this characteristic of theirs, provide a variety of exploration opportunities, and stimulate their potential for learning and growth (Abdelghani et al, 2022). Although 5-6-year-old children are full of energy and curiosity, their attention is relatively short and easily distracted by the outside world. Therefore, in the teaching process, we need to adopt interesting and vivid teaching methods to attract their attention so that they can maintain their interest and enthusiasm in learning (Jahan et al, 2021). Through gamification teaching, interactive teaching and other methods, we can effectively improve the learning effect and interest of young children and provide strong support for their all-round development.

## RESEARCH METHODOLOGY

### Selection of Research Subjects

This study aims to assess the effects of soccer activities on the physical fitness and social adaptation of 5-6-year-old preschool children. With consent from the children, their parents, and teachers, the researchers selected 40 children aged 5-6 from the kindergarten section B in the central district of City A as participants. During the selection process, it was ensured that all children had no history of serious illnesses and had not received professional soccer training.

### Research Design

The study employed a single-group pretest-posttest experimental design. The experimental group of 40 preschool children participated in three sessions of soccer activities per week, with each session lasting 40 minutes. Details of the specific content of the soccer activity plan used in this study are provided in Appendix 1 and 2.

**Soccer Activity Plan** The soccer activity plan includes details such as the duration of each session, organization format, primary physical fitness developments targeted, weekly schedule and content, activity objectives, and preparation details (see Table 1).

**Table 1: Soccer Activity Plan**

Variable	Screening experimental subjects: 40 children
Football Activities Programme (see Attachments 1 and 2)	Activity time: 40 minutes each time
	Activity organization form: collective and group exercises
	Event name
	Key physical qualities to develop
	Weeks and content
	Activity objectives and activity preparation
The data collection and evaluation contents are shown in Table 3	Physical fitness (see Table 3)
	Social skills
Data analysis methods	Frequency distribution, paired test, independent sample T test

### Data collection and evaluation method

#### Methods for assessing Social Skills in young children aged 5 to 6 years

This questionnaire aims to comprehensively understand the performance of 5-6-year-old children in social skills development and provide parents and educators with reference information on children's social skills so as to better support children's healthy growth. This questionnaire is suitable for children aged 5-6 and their parents or guardians to fill in (see Table 2).

**Table 2: Social skills measurement questionnaire for 5-6-year-old children**

Question	Grading
A: Social skills	A1:How does your child usually behave when interacting with children of the same age?
	5 points = very active; 4 points = somewhat active; 3 points = average; 2 points = not very active; 1 point = not active at all

#### Physical Fitness of scoring criteria of children aged 5 to 6 years

This study evaluates the impact of football activities on the physical fitness of children. The researchers collected data from the pre-test and post-test of the football activities. The physical fitness test data of children included five variables: 10-meter shuttle run (seconds), standing long

jump (cm), tennis throw (meters), continuous double-foot jump (seconds), and walking on a balance beam (seconds). The variable data statistics adopted the graded scoring method, that is, the scores were 5 points, 4 points, 3 points, 2 points, and 1 point respectively. See Table 3 for details.

**Table 3: Physical constitution scoring criteria of children aged 5 to 6 years**

variable	Points	5 years old		6 years old	
		male	female	male	female
10m shuttle run	1	8.5-9.2	8.8-9.4	7.9-7.5	8.7-8.0
	2	7.7-8.4	8.5-8.1	7.4-7.0	7.9-7.3
	3	7.6-7.0	8.0-7.3	6.8-6.3	7.2-6.6
	4	6.9-6.4	7.2-6.7	6.2-5.8	6.5-6.1
	5	<6.4	<6.7	<5.8	<6.1
Standing long jump	1	50-62	46-60	62-78	55-65
	2	63-79	61-74	79-94	66-85
	3	80-95	75-88	95-110	87-100
	4	96-110	89-102	111-127	101-116
	5	>110	>102	>127	>116
Tennis Throw	1	3.0-4.5	3.0-4.5	4.5-7.0	2.5-3
	2	5.0-6.5	3.5-5.0	6.0-8.5	3.5-4.5
	3	5.5-7.0	4.5-5.5	7.0-9.0	5.0-6.0
	4	7.5-9.0	6.0-8.5	9.5-12.0	6.5-8.0
	5	>9.0	>8.5	>12.0	>8.0
Continuous jumping with both feet	1	12.5-9.9	12.7-10.0	10.4-8.3	10.5-8.4
	2	9.8-7.3	10.0-7.6	8.2-6.2	8.3-6.3
	3	7.2-6.0	7.5-6.2	6.1-5.2	6.2-5.3
	4	5.9-5.1	6.1-5.2	5.1-4.4	5.2-4.6
	5	<5.1	<5.2	<4.4	<4.6
Walking on the balance beam	1	22.2-14.1	23.7-14.1	16.0-9.4	17.0-10.8
	2	14.0-7.9	14.0-8.3	9.3-5.4	10.7-6.2
	3	7.8-5.3	8.2-5.8	5.3-3.8	6.1-4.3
	4	5.2-3.7	5.7-4.1	3.7-2.7	4.2-3.0
	5	<3.7	<4.1	<2.7	<3.0

### Data Analysis Method

This study collected experimental data on the effects of football activities on five physical fitness indicators and social adaptation skills of 40 children aged 5 to 6. Paired tests were performed on the pre-test and post-test data of social adaptation skills, and independent sample T tests were performed on the pre-test and post-test data of the five physical fitness indicators.

### RESULTS AND DISCUSSION

The results of data analysis indicate the effects of football activities on physical fitness, Social Skills (SS) of children aged 5 to 6 years. This study question validation and analysis will be performed in three sections, these are the 4.1 section analysis and explore the distribution of Height and Weight of children aged 5 to 6 years; 4.2 section analysis and discusses the Social Skills (SS) of children aged 5 to 6 years; and 4.3 section analysis and discusses the effects of football activities on the Physical Fitness (PF) of children aged 5 to 6 years.

#### Distribution Results Of Children Height And Weight In Young Children Aged 5 To 6 Years

The height distribution of children aged 5 to 6 years in Table 4 shows that among the 40 boys, 75% were of standard height, while short stature and very tall stature accounted for 10% each.

**Table 4: Body Height distribution of children aged 5 to 6 years in this study**

Score : Height	18 children at 5 years		22 children at 6 years		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1 Score: Short Height	2 children at 102.8 cm		2 children at 108.6 cm		4 children at 1 score	
	2 children	5.0%	2 children	5.0%	4 children	10.0%
2 Scores: Slant short	1 child at 107 cm		1 child at 113.1 cm		3 children at 2 scores	
	1 child	2.5%	1 child	2.5%	2 children	5.0%
3 Scores: standard	14 children at 111.3 cm		16 children at 117.7 cm		28 children at 3 scores	
	14 children	35.0%	16 children	40.0%	30 children	75.0%
4 Scores: super high	1 child at 115.7 cm		3 children at 122.4 cm		4 children at 4 scores	
	1 child	2.5%	3 children	7.5%	4 children	10.0%
Total	18 children	45.0%	22 children	55.0%	40 children	100.0%

The weight distribution of children aged 5 to 6 years in Table 5 shows that among the 40 boys, 50% were of standard weight, 7.5% were thin, 30% were overweight, and 12.5% were obese.

**Table 5: Body weight distribution of children aged 5 to 6 years in this study**

Score : Weight	18 children at 5 years		22 children at 6 years		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1 Score : thinnish	1 child at 16.87 kg		2 children at 18.71 kg		3 children at 1 Score	
	1 child	2.5%	2 children	5%	3 children	7.5%
2 Scores : standard	8 children at 18.98 kg		12 children at 21.26 kg		20 children at 2 Scores	
	8 children	20%	12 children	30%	20 children	50%
3 Scores : overload	6 children at 21.46 kg		6 children at 24.32 kg		12 children at 3 Scores	
	6 children	15%	6 children	15%	12 children	30.0%
4 Scores : fat	3 children at 24.38 kg		2 children at 28.03 kg		5 children at 4 Scores	
	3 children	7.5%	2 children	5%	5 children	12.5%
Total	18 children	45%	22 children	55%	40 children	100%

**The Effects of Football Activities Toward Social Skills in Young Children Aged 5 To 6 Years Distribution And Paired Results of Social Skills (SS) Between Pre-Test and Post-Test**

**A1 : How does your child Social Skills (SS) when they interact with children of their age?**

Table 5 shown Distribution and Paired results of Social Skills (SS) between pre-test and post-test. Firstly, distribution results shown Social Skills (SS) of children aged 5 to 6 years from pre-test to post-test, Simply Inactivity (1 score) in Social Skills (SS) decreased from 25 percent to 5 percent ; Not Too Active (2 score) in Social Skills (SS) decreased from 30 percent to 22.5 percent. However, Commonly Active (3 score) in Social Skills (SS) increased from 37.5 percent to 40 percent, at the same time ; More Active (4 score) in Social Skills (SS) increased from 7.5 percent to 22.5 percent ; Very Active (5 score) in Social Skills (SS) increased from 0 percent to 10 percent. Based on the distribution results of the effects of football activities on Social Skills (SS) among 5-6-year-old children, this study found that football activities could develop more social activities among young children.

Secondly, the results of the paired sample test showed that the effects of football activity on Social Skills (SS) in children aged 5–6 years varied significantly between pre-test and post-test ( $p < 0.001$ ), so it was inferred that football activities can develop the Social Skills (SS) of children aged 5 to 6 years (shown in Table 6).

**Table 6: Distribution and paired results of Social Skills (SS) between pre-test and post-test**

Score : SS	A1 pre-test		A1 post-test		A1 pre-test Pair A1 post-test		
	Frequency	Percent	Frequency	Percent	Mean	SD	Sig.
1 Score	10 children	25%	2 children	5%	-8250	1.44803	.001
2 Scores	12 children	30%	9 children	22.5%			
3 Scores	15 children	37.5%	16 children	40%			
4 Scores	3 children	7.5%	9 children	22.5%			
5 Scores	-	-	4 children	10%			
Total	40 children	100%	40 children	100%	-	-	-

**The Effects Of Football Activities Toward Physical Fitness In Young Children Aged 5 To 6 Years**

The results of T-Test showed that the effects of football activity on Physical Fitness (PF) in children aged 5–6 years varied significantly between pre-test and post-test ( $p < 0.05$ ), so it was inferred that football activities can improve the Physical Fitness (PF) of children aged 5 to 6 years (shown in Table 7).

**Table 7: T-Test results of the effects of football activities toward Physical Fitness (PF)**

Scores: Physical Fitness (PF)	Mean±SD (Pretest)	Mean±SD (Posttest)	Sig.
Run 10 meters back and forth	2.73±0.81	3.30±1.02	.007
Standing long jump	2.68±0.69	3.28±0.69	.002
Tennis is far away	2.65±0.74	3.08±0.97	.030
Keep jumping with your feet	2.88±0.76	3.28±1.01	.049
Go balance wood	2.58±0.71	3.10±1.03	.010

**DISCUSSION**

**Football activities are an effective means to comprehensively improve children’s physical fitness**

In response to the above experimental results, we conducted an in-depth interpretation based on experimental design and data analysis methods. We believe that football activities, as the main intervention method in the experimental group, have played a significant role in improving the physical fitness and developing social communication skills of 5-6 year old children. Football activities can effectively enhance myocardial contractility through continuous running, chasing and other action exercises and training. Long-term participation in football activities can effectively improve children's muscle strength and joint flexibility, and enhance the body's flexibility and coordination. Football requires quick reactions and agile movement transitions. These characteristics promote the development of young children's speed qualities. Therefore, it can be said that football activities are an effective means to comprehensively improve children's physical fitness.

**Significant improvement in teamwork awareness and communication skills in football activities**

In football activities, children need to cooperate according to their positions and tasks, and form close cooperation through actions such as passing, catching, and running. This practice of division of labor



and cooperation allows children to deeply experience the importance of teamwork in games, and learn how to find their own position in the team and exert their own value. At the same time, a football match is a dynamic process and requires frequent communication between players. Through shouts, gestures, eyes, etc., children can convey information and coordinate actions in real time. This kind of communication not only improves the efficiency of the game, but also exercises the communication skills of young children.

## CONCLUSION

### Physical fitness significantly improved

Experimental data shows that 5-6 year old children who participate in football activities have made breakthroughs in multiple physical fitness indicators. Specifically, children have shown significant progress in terms of speed, whether sprinting or running long distances; in terms of strength, through the practice of passing, shooting and other actions, their leg muscle strength and explosive power have been improved. Enhancement; in terms of endurance, the continuous and intermittent characteristics of football activities help improve young children's cardiopulmonary function, allowing them to remain active for a longer period of time; in terms of coordination and agility, the rapid response and Movement conversion requirements significantly improve children's physical coordination and reaction speed.

### Social skills are enhanced

As a group sport, football activities are of great significance to the development of young children's social abilities. During the competition, children need to work together with teammates and support each other to achieve a common goal. This interaction not only promotes friendship between them, but also allows them to learn how to get along with others and how to respect others. The awareness of rules and the spirit of fair competition in competitions also influence children invisibly, making them pay more attention to fairness, justice and team spirit in their daily lives.

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**Appendix 1: Football Activity Operation Plan**

This article selects 20 football activities, the specific contents are shown in Table 4, and then sorts them according to their difficulty, and teaches them step by step from difficult to easy.

**Football Activity Operation Plan 1**

Serial number	Activity duration	Organizational form	Event name	Main development quality orientation
1	40 minutes	collective	Please do as I do.	Develop body flexibility and agility
2	40 minutes	Grouping	Captain Tsubasa	Develop movement coordination and muscle strength
3	40 minutes	collective	The Fox and the Chicken	Develop body agility and explosive power
4	40 minutes	collective	Listening Station Circle	Develop body agility and coordination
5	40 minutes	collective	Reversing, please pay attention	Develop coordination of movements and body balance
6	40 minutes	collective	Old Wolf, Old Wolf, what time is it?	Develop body agility and flexibility
7	40 minutes	Grouping	Cat and Monkey	Develop coordination and explosiveness of movements
8	40 minutes	collective	Dragon Tail Dodgeball	Develop coordination and explosiveness of movements

9	40 minutes	Collective and group	You chase me	Develop lower limb explosiveness and body agility
10	40 minutes	collective	Escorting the lamb home	Develop muscle strength and physical agility
11	40 minutes	Grouping	Ball protection expert	Develop body coordination and agility
12	40 minutes	collective	Kick	Develop body balance and coordination
13	40 minutes	collective	Seize the high ground	Develop muscle strength and body agility
14	40 minutes	individual	Stopping Master	Develop body agility and coordination
15	40 minutes	Grouping	Cat and mouse	Develop body agility and explosiveness
16	40 minutes	Grouping	Monkey show	Develop lower limb strength and body agility
17	40 minutes	collective	Forest Games	Develop body agility and coordination
18	40 minutes	Grouping	Torpedo Wars	Develop physical agility and muscle strength
19	40 minutes	individual	Shooting three levels	Develop lower body strength and power
20	40 minutes	collective	Piglet guarding watermelon	Develop body flexibility and agility

Secondly, in terms of the preparation for football activities, the preparation for football activities is a very critical and important step before formally implementing football activity teaching for children. Although the basic movement level of older children has improved to a certain extent, their physical condition and age characteristics are not enough to help them immediately generate enough interest in a single football activity. Therefore, how researchers can fully prepare for activities, formulate appropriate activity goals, accurately determine the key points and difficulties of activities, and cleverly design extended activities has become the key to attracting children to actively participate in football activities and improve their physical fitness, as shown in Table 5.

#### Football Activity Plan 2

Weeks and content	Activity Objectives	Activity Preparation
Please do as I did in the first week	1. Imitate various ball-playing movements. 2. Experience the fun of football games.	Everyone has a football.
Week 2 Football Boys	1. Be able to simply use football movements such as kicking, dribbling, and passing to develop physical fitness. 2. Cultivate team awareness and a positive fighting spirit, and experience the joy of football.	Football, 15m x 30m grass, two different colours of jerseys, two goals.
Week 3 The Fox and the Chicken	1. Respond quickly to signals and improve your reaction ability. 2. Experience the fun of football games.	Fox and chicken headdresses, blue and red marking lines, football.
Week 4 Listening Circle	1. Improve ball sense and enhance movement agility. 2. Feel the fun of football games.	Hoops and balls (one less than the number of children), music.
Week 5 Reverse, please pay attention	1. Learn to perform back-dragging within a specified range	Two wide routes and a football for each person.

	and have strong ball control ability. 2. Be willing to play drag-ball games with your peers and experience the fun of friendly competition.	
Week 6 Old Wolf, Old Wolf, what time is it?	1. Improve the ability to dribble and stop the ball. 2. Feel the fun of football activities.	Each person has a football, a wolf headdress, and a circled field.
Week 7 Cat and Monkey	1. Improve physical agility through fast dribbling and chasing. 2. Feel the joy of football games and experience the sense of success.	In a suitable circle, two to three people play the role of cats and the rest play the role of monkeys.
Week 8 Dragon Tail Dodge Ball	1. Improve your body's agility while kicking and dodging. 2. Experience the "excitement" of football games and feel the fun of the game.	Draw a big circle, three footballs and a dragon head on the field.
Week 9 Chasing	1. Improve ball control, dribbling and dribbling skills, and enhance the explosive power of lower limbs. 2. Feel the fun of the game and experience the pleasure of success.	There are several signs and each child has a football.
Week 10 Sending the Lambs Home	1. Try to pass the ball and shoot while three people are moving to improve physical agility. 2. Experience the fun of cooperative games.	A football and a goal with a lamb.
Week 11 The Ball-Protecting Expert	1. Learn to cross the soles of the feet and drag the ball to improve the coordination ability of the left and right feet of the children. 2. Feel the fun of football activities and form a preliminary sense of healthy competition.	Everyone has a football and a large playground.
Week 12 Kick	1. Enhance your sense of balance and body coordination while playing football blindfolded. 2. Feel the fun of football while playing football.	Goal, football, handkerchief, scoreboard.
Week 13 Taking the High Ground	1. Improve dribbling and ball control skills. 2. Enhance healthy competition awareness.	Red Army, Blue Army logo, scoreboard, Order of the Red Flag, football.

Week 14 Stopping the ball	<ol style="list-style-type: none"> <li>1. Try to catch the football that is rebounded by external force with your feet to improve your ability to stop the ball instantly.</li> <li>2. Be able to kick the ball forward with force and experience the joy of stopping the ball.</li> </ol>	Wall, football.
Week 15 Cat and Mouse	<ol style="list-style-type: none"> <li>1. Master passing skills by passing the ball to each other.</li> <li>2. Improve the cooperation ability between teammates.</li> </ol>	A square field, a football, five children, a cat headdress, a football dressed as a mouse, and four wall hole headdresses.
Week 16 Monkey Show	<ol style="list-style-type: none"> <li>1. Practice passing, receiving and grabbing the ball.</li> <li>2. Feel the competitiveness of football games and experience the joy of victory.</li> </ol>	Several footballs, several obstacle hurdles, and several monkey headgear.
Week 17 Forest Games	<ol style="list-style-type: none"> <li>1. Improve the ability of fast dribbling and stopping the ball.</li> <li>2. Enhance the sense of cooperation among children.</li> </ol>	An outdoor field, two footballs, twelve markers, and a headdress.
Week 18: Torpedo Wars	<ol style="list-style-type: none"> <li>1. In the process of catching and dodging, improve the ability to cooperate with your peers and the ability to dodge and run flexibly.</li> <li>2. Feel the "excitement" in the football game and experience the fun of the game.</li> </ol>	Young children learn the nursery rhyme "Fish Swimming", football, and field layout.
Week 19: Shooting Three Levels	<ol style="list-style-type: none"> <li>1. Improve the distance, accuracy and height of your kick.</li> <li>2. Feel the joy of success.</li> </ol>	Three soccer baskets, one goal, four arches, one badminton net, and several small soccer signs.
Week 20: Piglets guarding watermelon	<ol style="list-style-type: none"> <li>1. Learn to step on the ball alternately with the forefoot to improve ball control ability.</li> <li>2. Enjoy playing games with friends and experience the joy of playing games together.</li> </ol>	Familiar nursery rhymes, a watermelon football for each person, a big bad wolf headdress, a grandma pig headdress, some pig costumes, and a goal.