



University of Verona
Degree Course Motor and Sports Science
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Course: Motor activity in developmental age

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Course objectives:

The objective of the course is to supply knowledge and skills in order to plan, develop and perform motor activity in developmental age, during early school age (6- 14 years).

The focus will be on the concept of a vertical curriculum for motor education as part of school education planning, in order to identify all-inclusive objectives for a shared teaching and an interdisciplinary and transdisciplinary teaching model. As part of extracurricular activities, the concepts of multi-sports and multi-laterality and the resulting related learning transfer possibilities will be examined.

During the course the main subjects related to the proposals of motor activities in developmental age will be examined and they will be made explicit through the guidance of a teaching-disciplinary planning based on intrapersonal and interpersonal life skills, on physical efficiency, motor coordination, cognitive functions and creativity. Students during the lessons will learn to consider a methodological approach that uses the variability of practice, i.e. the alternation between repetitions and change, to the right extent. They will prove they have understood the importance to evolve the development of basic motor schemes, from exercise of walking running and jumping, to learning of effective and differentiated movement techniques, as well as the importance of converging future teachings into adequate motor responses, in order to overcome on one hand the “barrier of mastery” and on the other hand the difficulty of the tasks.

Course Programme

The course curriculum is divided into two teaching modules:

Teaching-theoretical module

Teaching-practical module

THEORY MODULES (16 hours)

1. MODULE

The planning

Objective of the school: the educational achievement of the pupils. Concept of transferability of skills.

- The vertical curriculum: the inter-disciplinary and trans-disciplinary concepts. Fostering the acquisition of principles, concepts and strategies which may be generalized and used in situations outside the disciplinary and school context.
- The criteria of mediation. The teacher will act so that the teaching experience disconnects from the set of circumstances in which it is generated and overcomes immediate purposes, in favour of diversified purposes.
- The teaching objectives and the shared teaching. Interpersonal life skills:
 - self-awareness, perception and concept of skill. The teacher and mediation of the feeling of cognitive and relational skill, i.e.; supplying conscience of own skills and the necessary energy to expose.
 - Management of emotions and self-control. The teacher and mediation of behavioural rules, i.e.; showing awareness of the methods to use resources and gathering of information and how the strategies of self-regulation of 5-6; 7-8; 10-11; 12-14 year-old children are developed.
 - Decision-making skills; problem-solving experiences. “Goal setting”

Interpersonal life skills:

- Communication skills. Classification of games according to social dynamics.
- Team-working skills, peer education.

Physical efficiency: carrying capacity in developmental age. The physical, motor, cognitive and social characteristics of 5-6; 8-9; 10-12; 12-14 year-old children.

- The development of early childhood
- The development of late childhood
- The acquisition of motor skills. Fundamental motor skills. Fundamental locomotive and non-locomotive skills. Fundamental handling skills.
- The teaching levels of motor skills.

2. MODULE

The teaching-disciplinary planning.

- The curriculum. The learning units. The structure of the lesson and the management of the lesson.
- The aims of the motor education in junior primary school and junior secondary school.
- The aims of introduction to sports practice: the multisport, multilateral and multiform principle.
- Raw coordination, fine coordination and variable availability.
- Playing and playing evolution: the teacher facilitates, stabilizes, then complicates.
- The concept of variation of practice.
- Cognitive functions.
- Creativity.

3. MODULE

The management. Methodology and teaching practices.

- The stages of the lesson. The games of activation and movement for 5-6; 8-10; 11-14 year-old children
- Activity as exercise, exploration, play.
- The “high-motivation final games” for 5-6; 8-10; 11-14 year-old children.
- The time of the lesson. The time of play. The time of learning transfer. Effective teaching: skills, responsibilities and choices.
- Facilitating teaching, stabilizing it and complicating it.
- General and special coordination skills.
- The TARGET model
 - Task
 - Authority
 - Recognition
 - Grouping
 - Evaluation
 - Time

PRACTICAL TRAINING MODULES (15 hours)

1. MODULE

Games and motor activities according to special coordination skills.

- Games and motor activities for the development of sensorial-perceptive qualities
- Games and motor activities of space-time orientation and structuring
- Games and motor activities for the structuring of the body scheme and the basic motor schemes
- Games and motor activities for the exercise of static, dynamic and transferred equilibrium
- Games and motor activities for the exercise of inner timing and pacing
- Games and motor activities for exercise and consolidation of laterality and dominance

2. MODULE

Motor and play activities for the development and consolidation of general coordination skills

- Motor coordination and motor transformation, adaptation, motor learning. Circuits and dual-mode courses.
- Teaching progressions. Large tools: the crossbeam, the bench, the stall bar.

- the teaching progression of pre-acrobatic skills and awareness-raising and specific exercises with small tools.
- The teaching progression of rope jumping.

3. MODULE

Games and play, exercise, exploration and symbolic activities.

- The game of sport.
- Individual and team games.
- Collaborative games and competitive games.
- Creative and free games; regulated and coded games.
- Pitch invasion games: mini-basket: the game fundamentals and the breakdown of the game.
- Return games: mini-tennis; mini-volley; 1-2-3...volley. Activities for the repetition of effective and relevant motor responses.

Exam procedure

Written exam: five open questions, five minutes each. After each answer the student is required to underline the answer (ability to synthesize information).

Practical exam: preparation of a teaching planning scheme with high level of application in practice (skills).

Recommended books

Gallahue D.L. and Donnelly F.C., 2003. Developmental physical education for all children. Human Kinetics, Champaign, IL USA.

Caterina Pesce, Rosalba Marchetti, Anna Motta, Mario Bellucci, 2015. Joy of moving. Calzetti & Mariucci Editore.

Biino V., 2006. Manuale di scienze motorie e sportive. HOEPLI editore, Milan.

Lecture notes.