

University of Verona
Degree Course in Motor and Sport Sciences
A.Y. 2014/2015

Teaching: *Play and sport in the school age*

Teacher: *Valentina Biino*

Course Objectives:

The purpose of the course is to create, through the monitoring of children's play activities, a corresponding progression of play activities to be performed by school-aged children. It will be important to make a distinction between games for children aged 5-7 years; aged 8-9 years and 10-11 years and adopt a teaching method that may use play in a motor literacy setting. The teaching method shall take into consideration the typical qualities of children of that age.

At the end of the course, students will be able to propose games following a clear evolution, sequence and purpose. They will have learned to enforce the corresponding psychopedagogical, cognitive, organic-muscular criteria of school-aged children; they will know the physical, motor, cognitive, emotional and social characteristics of toddlers and kids, as well as their skills and tolerance of pre-sport stress.

They will show they have understood that play and player are two inseparable entities and therefore the teaching may not only be based on the instrumental concept of play per se, but of play and play evolution.

Course Programme

The course programme is divided into two teaching modules:

Theory

Practical training

THEORY MODULES (16 hours)

1. MODULE: the motor, organic-muscular, cognitive and emotional characteristics of school-aged children.

- Motor activity and play in sensitive periods.
- Play in motor education. The elements of play at school: structuring of space and time of play.
- The moments of play development. Infant play and evolved play.
- Performance, easily organized games; regulated games.

2. MODULE: gross motor skills, pre-requisites of the primary school.

- Games for the development of coordination skills. Coordination tests, ktk test.
- Creativity.
- Syncretism, animism, realism and child egocentricity: influences on symbolic and group play.
- Individual games.
- The social functions of play.

3. MODULE: the teacher relative to the game.

- Facilitating, stabilizing, then complicating.
- Raising the awareness of pupils.
- Organizing play in compliance with the schedule and the school context. The importance of play variants.
- Ensuring the integrity of pupils.
- Considering the organization of play.
- Developing interest.
- The teacher relative to the presentation of play:
- Communication with the pupil.
- The principles of teaching play: multilateralism, polymorphism, multi-tasking.
- A global approach to play: the explanation of fundamentals and immediate game; subsequent clarifications and introduction of new rules.

4. MODULE: The mini section of individual and team sports.

- Coded rules.
- Principle of multilateralism.
- Principle of polymorphism.

Role of the teacher relative to mini-sports:

The principle of specificity of teaching.

Teaching sport practice through play: learning by playing.

The use of adequate tools.

Motivation in competitive mini-sports.

Stress capacity in infant age.

PRACTICAL TRAINING MODULES (15 hours)

- Games for the development of special coordination skills: sensorial-perceptive games, lateral and dominance games, rhythm games, orienteering games, space-time structured games, games to learn the body scheme, balance, imitation and expression games.
- "Key games". Performance games. Warm-up games, middle phase games and high motivation final games.
- From play to play evolution, examples of simple games, variations and evolutions.
- Individual games; group games; team games; regulated games. One vs one; one vs all. Relay races. Races.
- Basic-level mini-tennis, and mini sport: the principle of specificity of teaching.
- Teaching methods: peer teaching. Cooperative learning. Simulation.

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: commenting a paper which applies to practice (skills).

Recommended books

“Manuale di scienze motorie e sportive” V. Biino 2006 Hoepli, Milan

“Motricità e gioco” E. Zocca, V. Biino 2009 Hoepli, Milan

“Avviamento agli sport di squadra” D. Blázquez Sánchez 1992 Società Stampa Sportiva, Rome

“Nuove didattiche” Cesare Scurati 2008 Editrice La scuola, Brescia

“Lo sviluppo mentale del bambino” Jean Piaget 1964, Piccola biblioteca Einaudi, Turin