



SPORT · OPENS · SCHOOL

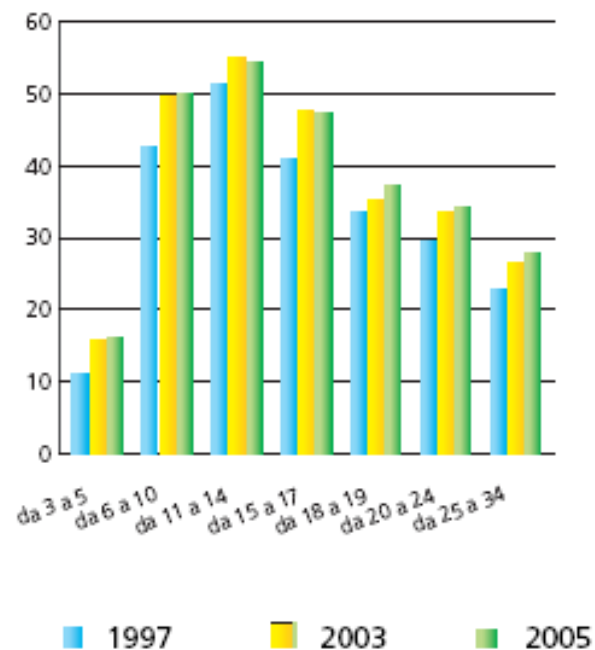
Theory, techniques and teaching methods of sports



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Trend of continuous sports practice in children and young people

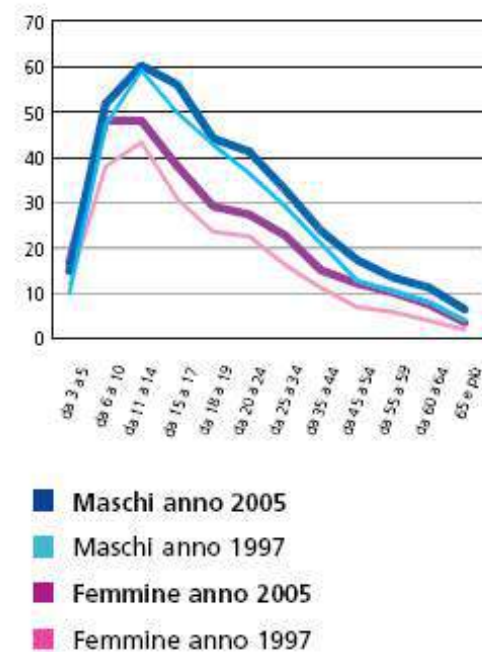
> 2.4. Andamento della pratica sportiva continuativa di bambini e giovani
(Percentuali per fasce d'età)



Fonte: Indagini Multiscopo annuali Istat.

comparison of continuous practice by gender and age from 1997 to 2005

> 2.5. Confronto 1997-2005 della pratica sportiva continuativa per sesso ed età



Fonte: Indagini Multiscopo Istat (percentuali per fasce d'età).

Current trends in youth sports

- The population: in 2020 we will have in Italy 16.8 million young people (0-19 years) less than in 1990
- Among those aged 11-19 years,% of those who do not practice sports are still high: between 11-17 years, 15% of males and 23.5% of girls are sedentary. The diversification of sporting practice has considerably increased (D'Arcangelo)
- Sport is a central phenomenon of today's society
- Teenagers have doubled time for organized sport (Germany)
- The peak of participation is reached at 14 years. Then, young people prefer discos, pubs and cinemas

Methodologies and strategies of Sports Education

Interdisciplinary area with multiple contributions:

Psychology

Education Sciences

Sociology

But also contiguous to:

Training theory

Biological disciplines (neurosciences)



- Learning is a fundamental characteristic of the individual
- Each individual has physiological and psychological characteristics that "predispose" him to learn
- We learn by Imitation, trials and errors, adaptation
- At the same time, learning is a social product – the individual is a cultural animal



The duties and professional responsibilities of the sports teacher

- Facilitate technical-tactical learning
- Ensure the physical integrity and safety of students
- Manage and control loads in preparation
- Develop and rebalance motor characteristics
- Develop a long-term interest in the discipline
- Develop documentation on the activities conducted
- Organize the activities in an effective and appropriate way to the times and context



Fundamental elements

- what I teach
- to whom I teach
- where I teach



LEARNING AND CONTROL

- What does it mean learning?
- But what exactly is learned?
- Why doesn't everyone learn the same way?
- How long can you learn?



Learning is a process:

- individual
- not directly observable
- sometimes immediate
- other times it takes very long periods



Learning is NOT a stable and purposeful modification of motor behaviour

Learning is the set of processes associated with the exercise or experience that determine relatively permanent changes in the ability to perform a certain skill

Physical education

- There are teaching principles that serve to answer questions that often arise. These principles are what science calls "motor education".
- Everything a coach does in training should be influenced by these principles, thus helping to make the so-called "motor learning" more effective

What I teach

- DEMONSTRATION AND EXPLANATION OF THE WAY TO PERFORM THE CHOSEN TECHNICAL ELEMENT, THE PURPOSE OF ITS EXECUTION AND THE CONDITIONS FOR ITS APPLICATION
- LEARNING AND IMPROVING THE GESTURE
- LEARNING AND IMPROVEMENT ALSO IN COMPETITIVE SITUATIONS

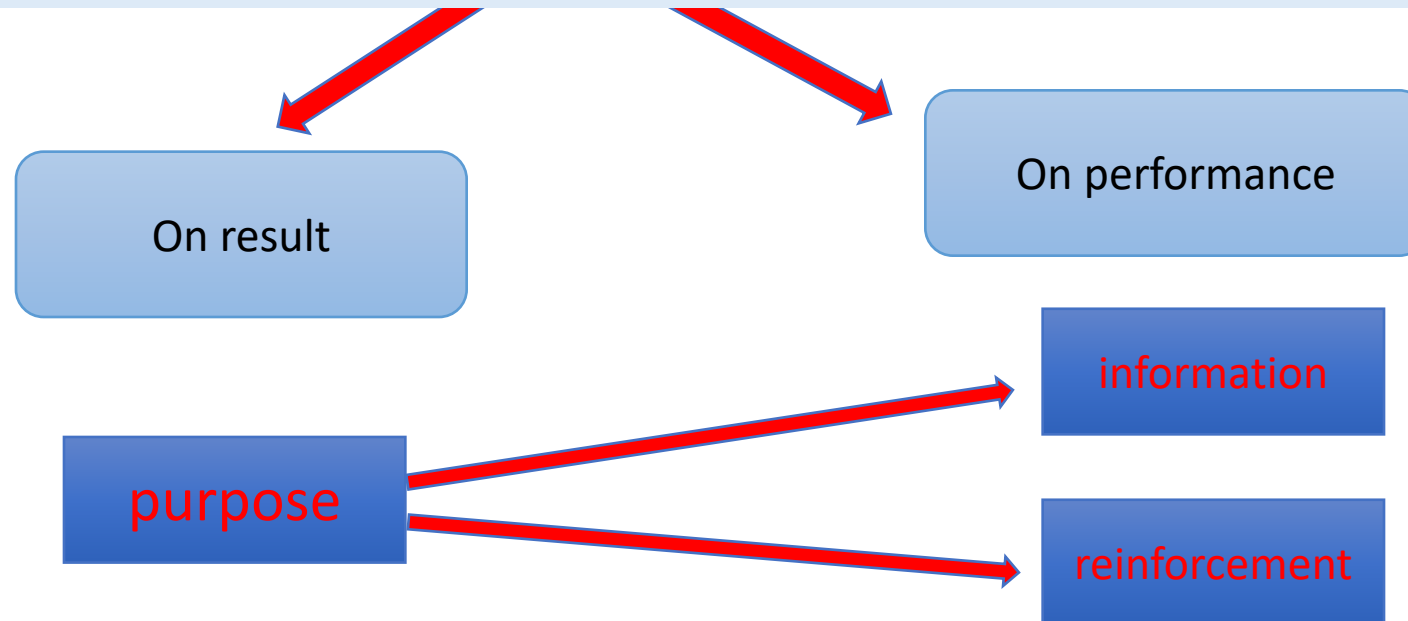


External feedback

The information that the student would not receive on his own as a natural consequence of his performance.

It is provided by sources external to the athlete: the coach, a companion, a mirror, a video tape

“Christina and Corcos”



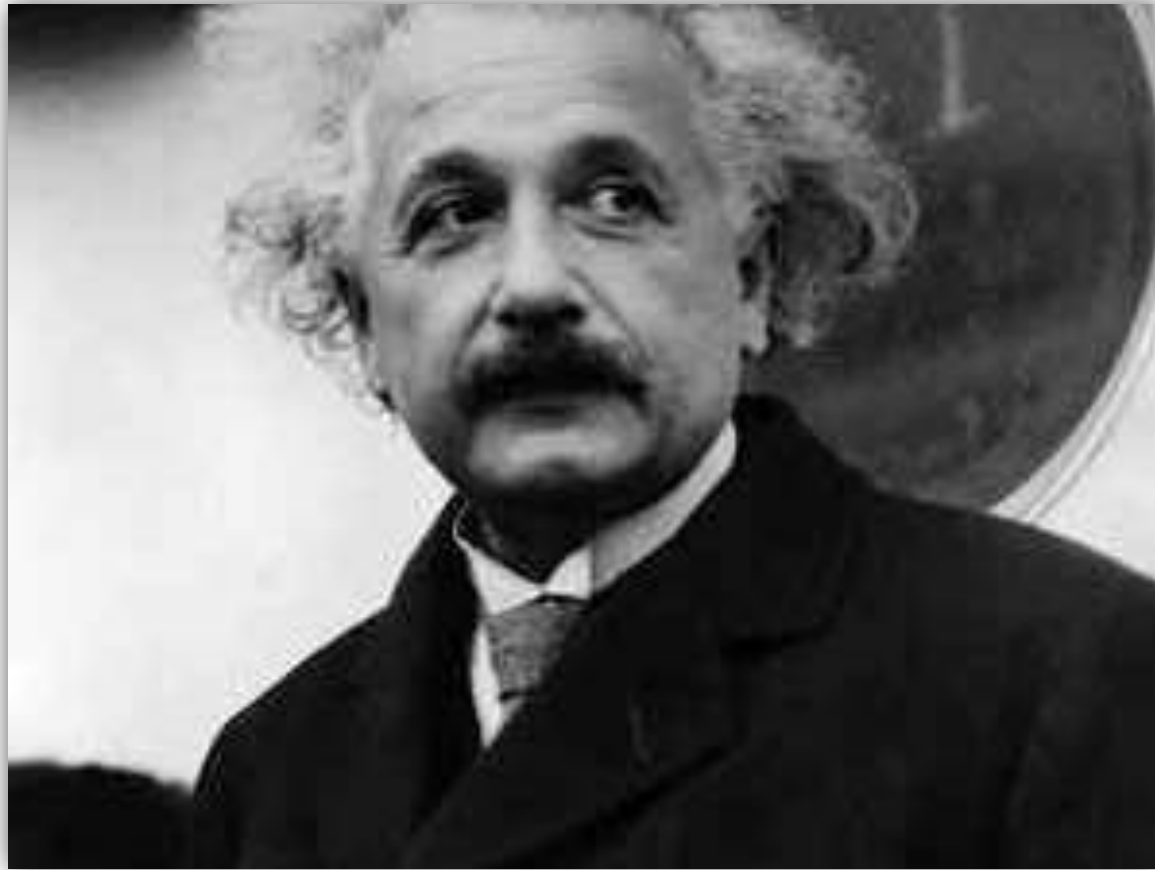
Problems of external feedback of the coach

- When
- How much
- How
- Which channel
- To whom
- Why? (attention control motivation)



PRACTICAL DEMONSTRATION

- AVOID TALKING TOO MUCH
- LIMIT THE INFORMATION TO GIVE TO OUR ATHLETES
- IMAGES ARE BETTER THAN WORDS
- SHOWING IS BETTER THAN SAYING
- TOO MANY INFORMATION IS WORSE THAN NONE
- LEARNING STUDIES HAVE DISCOVERED THAT MEMORY KEEP INFORMATION MOVEMENT THROUGH THE IMAGE



*INSANITY IS DOING THE SAME THING OVER AND OVER AGAIN AND EXPECTING DIFFERENT RESULTS
(Albert Einstein)*

GAME ANALYSIS

- OBSERVE
- UNDERSTAND
- CHOOSE
- CREATE



GAME ANALYSIS

- DURING THE GAME, MENTAL PROCESSING MUST BE DONE
- YOU MUST COLLECT AND USE LARGE AMOUNT OF INFORMATION IN A NORMALLY BRIEF TIME

GAME ANALYSIS

- PLAYERS MUST BE SET IN THE CONDITION TO USE THEIR TECHNICAL KNOWLEDGE AND TACTICS
- WE MUST PUT THE CREATIVITY OF PLAYERS AT THE CENTER OF THEIR WAY OF PLAYING
- OUR WORK CONSISTS OF STIMULATING THE RESOURCES OF EVERY PLAYER TO REACH THE OBJECTIVE (INDIVIDUAL AND TEAM)



*THE GREATEST DANGER FOR MOST OF US IS NOT THAT OUR
AIM IS TOO HIGH AND WE MISS IT, BUT THAT IT IS TOO
LOW AND WE REACH IT
(Michelangelo Buonarroti)*