# Theory, Techniques and Teaching of Motor Activities in Developmental Age

## Prof. Dario Giovanni Cipani

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The aim of the course is to introduce and help students understand the pedagogical theories that support the didactic and methodological choices behind the adaptation of physical and sports activities to different childhood characteristics and to different contexts of physical education.

At the end of the course, students will be able to know and understand:

a) the theories of movement, knowing how to place them within the psycho-pedagogical context;

b) the psycho-motor characteristics of childhood and the main aspects of teaching age-adapted play-motor activities;

c) the methodology and strategies for inclusion, self-control and self-perception:

Students will be able to apply this knowledge in the planning and management of recreational and motor activities aimed at the cognitive, social and motor growth of the child.

In addition, they will know the communication skills used in the educational relationship and in being able to appropriately assess learning outcomes in students.

At the end of the course, students will be able to master the main methods and forms of physical and sports activity scheduling also with reference to the regulatory framework of the National Indications and, including a reference to the use of multimedia tools.

***COURSE CONTENT***

 Theoretical part:

– motor education in developmental age in a context of health education;

– overweight and motor activity;

– development of motor skills in developmental age;

– motor development: ontogenesis and evolution of basic motor patterns;

– motor activity and developmental age: preschool age, childhood, puberty and adolescence;

– the body image;

– motor activity and social-intellectual development;

– teaching strategies, teaching styles and methods.

 Practical part:

– sociality development;

– sensory education;

– spatial-temporal perception and organisation, and laterality development;

– from traditional games to sport-games;

– bodily expressiveness;

– Planning: from work unit to learning unit.

***READING LIST***

F. Casolo, *Didattica delle attività motorie per l’età evolutiva,* Vita e Pensiero, Milan, 2014.

F. Casolo-G.Frattini, *Educazione motoria. Percorsi ludici di apprendimento*. Editrice Morcelliana Brescia 2021.

F. Casolo-s. Melica, *Neuroscienze, corporeità ed espressività*, Vita e Pensiero, Milano, 2022

G. Frattini-S. Melica-C. Salvetti, *Movimento sport ed espressività corporea Percorsi per affrontare il disagio giovanile,* Erickson, Trient, 2011.

F. Casolo-M. Mondoni*,* *Teoria tecnica e didattica dei giochi di movimento e dell’animazione motoria*, Libreria dello sport, Milan, 2003.

P. Tomporowski-B. McCullick-C. Pesce, *Enhancing children’s cognition with Physical Activity* *games,* Human Kinetics, USA, 2015.

AA.VV., *Imparare giocando. Vademecum di giochi per la scuola primaria,* Libreria dello sport, Milan, 2011.

M.H. Immordino-Yang, *Neuroscienze affettive ed educazione,* Raffaello Cortina Editore Milano 2017.

***TEACHING METHOD***

Joint theoretical lectures.

Practical classes in groups in a multimedia gym.

Practical workshops in groups in the gym.

***ASSESSMENT METHOD AND CRITERIA***

1. Written test (interim test) on the theoretical part of the course, which consists of 15 multiple choice items. The 15 questions are assigned a score of 1 (correct answer) or 0 (wrong or missing answer). The overall score out of fifteen is the admission mark to the oral exam. To access the oral exam, students must have passed the written test with a minimum score of 8/15. The written test aims to verify the theoretical contents learned with the study of adequate and significant texts;
2. Production of a training course the title of which is assigned by the workshop conductors during the practical lessons. The assessment (5 points) is based on criteria of: consistency with the outline, didactic usability, originality, reference to National Indications and completeness;
3. Oral exam (assessment out of ten) starting from the discussion of the presented product and having as its objective the verification of the course contents adapted to the various ages of primary school children, with hints to the methodology, as well as to the transdisciplinarity of the school curriculum.

The final mark is the result of the sum of the assessments obtained in the three parts.

***NOTES AND PREREQUISITES***

Further information on the course and lecture contents can be consulted on Blackboard in the “Materials” section dedicated to the course.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.