# Theory, Technique and Training in Individual and Team Sports 2

## Prof. Roberto Anzivino; Prof. Massimo Dagioni; Prof. Mauro Bonali

Module volleyball *(Prof. Massimo Dagioni)*

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

Provide students with the key to learning about the discipline from both a theoretical and “genetic” point of view; in other words, studying the presuppositions and matrices from which the dynamics of the game (both technical and tactical) develop. The practical classes and the workshops are based on the global approach to ball-work, as well as seeking to involve students - through first-hand experience – in the proprioceptive, co-ordination and psychomotor aspects of volleyball, from the mini-volleyball played by children to the level of professional athletes.

At the end of the course, students will be able to recognise, describe and execute (based on their own physical skills and any direct practical experience gained in the discipline) the basic technical fundamentals; they will also know the real dynamics of the basic level game and will possess a clear theoretical-practical framework for the theoretical principles and teaching methodology of mini-volleyball.

***COURSE CONTENT***

– Volleyball within the framework of team sports.

– Volleyball as a situation sport.

– “Closed skill” and “open skill” disciplines.

– Keynotes on the rule of play and its evolution over the last few years.

– The stages of play: the receiving-attacking phase and breakpoint.

– Arrangement of the players on the field.

– The various systems of play according to age and development of playing skill:

\* mini-volleyball as a play-sport for developing ball co-ordination;

\* 1 against 1 in mini-volleyball;

\* 2 against 2 in mini-volleyball;

\* 3 against 3 in mini-volleyball;

\* the 6-6 system in Junior volleyball;

\* the 4-2 system in Junior volleyball;

\* the 5-1 system.

– Structure of the game: the variables of space and time in the construction of the game action.

– The tactical concepts in designing an attack: attack in the 1st stage, in the 2nd stage and in the 3rd stage.

– The concept of a performance model.

– Analysis of the evolution of a performance model related to the female and male divisions.

– The technical fundamentals: technique, training and tactical management:

\* the dribble;

\* the dig;

\* the serve;

\* the attack strike;

\* the block.

– The relationships between the technical fundamentals of the game:

\* service and receipt;

\* raised and attack;

\* attack and defence;

\* attack, block and defence;

\* attack and cover.

– The organisational principles of the training session according to the different performance models of the various categories.

***READING LIST***

M. Dagioni, *La pallavolo nella struttura dei giochi sportivi di squadra*, Vita e Pensiero, Milan, 2015.

***TEACHING METHOD***

Lectures using the aid of specific technical videos. Lectures and practical classes in the gym.

***ASSESSMENT METHOD AND CRITERIA***

The final overall mark is out of thirties and divided as follows:

up to 6/30 are for the practical part, which is assessed continuously by lecturers during the practical and laboratory lessons.

up to 24/30 are for the oral theoretical exam on the course contents, which always includes the analysis and verification of the student's understanding of technical gaming videos.

The assessment seeks a balance in order to correctly evaluate the student's acquired skills. While a practical ability to execute and demonstrate the playing techniques (a fundamental aspect when teaching beginners) is appreciated, this won't be used to discriminate against students who, despite a lack of prior direct practical experience in the discipline, may have acquired excellent knowledge and teaching skills in the subject.

The total of the scores obtained in the practical assessment and the theoretical exam make up the final mark.

*“In addition to theoretical hours the course* *includes practice learning activities* *(Distinct courses and workshops) with mandatory attendance for at least 70% of hours”.*

***NOTES AND PREREQUISITES***

The course is aimed at all students, starting from the theoretical and practical bases of the discipline, and thus requires no specific prerequisites. Given the extensive time dedicated to practical and laboratory lessons, students are expected to possess an excellent physical and mental predisposition towards specific motor skill experimentation, and a willingness to appropriately approach group work.

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.

Module: *Football –* (*Prof. Mauro Bonali*)

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

The course aims to acquire some fundamental knowledge of the football game: technical-tactical, physical-athletic, methodological, and pedagogical knowledge.

Special attention will be paid to football played in the developmental age.

Specifically, the aims of the course are:

* explore historical, cultural, technical, social, and educational contents of the football game;
* encourage participants to learn specific skills of the football game, in order to be able to elaborate them and put them into practice (competences);
* promote active pedagogy and a learning method;
* enhance the formative dimension of football in the developmental age.

**Intended learning outcomes**

At the end of the course, students should be able to:

* understand and use theoretical and practical knowledge in football from a training perspective;
* demonstrate that they have acquired practical skills related to the technique and tactics specific to the football game;
* experiment with situational adaptations;
* apply learning methodologies;
* plan the didactic-disciplinary process and propose consistent and targeted activities;
* operate with autonomous judgment and choice;
* have communication skills;
* create operational settings;
* design medium and long-term didactic-training courses.

***COURSE CONTENT***

Shared presentation and analysis of the course programme, of the training/didactic methodological path regarding the declination of the main characteristics of the football game.

*Main lesson topics:*

* the reference sports culture: the centrality of the person (athlete/footballer);
* the football game: historical background;
* technical principles (gestures and foundations);
* tactical principles (individual, departmental and team);
* methodology and didactics of technical-tactical teaching;
* the playful dimension;
* the competitive dimension;
* the relational dimension: the team;
* the figure of the coach/instructor: role and competences;
* scheduling of technical work;
* technical organisation of the youth sector, in particular of the basic activity;
* formative football in the developmental age: proposals, exercises and experiments ;
* learning and situational adaptations;
* physical availability: execution quality and intensity;
* mental aspects: cognitive, emotional, moral, and participatory;
* motor aspects: coordination and conditional skills in football;
* physical-athletic training in football;
* “moments” of the match (in relation to the ball possession and non-possession phases);
* video analysis;
* evaluation and self-evaluation of the player;
* ethics and moral values;
* rules of the game;
* women's football;

***READING LIST***

M. Bonali, *ch. Il gioco del calcio*; A.A.V.V., *Elementi di scienze motorie e sportive*, Edizioni Padus, 2013.

F. Ferretti, *L’allenamento fisico nel calcio: concetti e principi metodologici,* Edizioni Correre, 2010.

A.A.V.V., *La didattica del gioco del calcio,* Coverciano, Florence, 2008.

M. Bonfanti, *Il gioco del calcio: principi teorici e suggerimenti didattici,* Libreria dello sport, Milan, 2008.

S. Bonaccorso, *Calcio/allenare il settore giovanile,* Edizioni Correre, 1999.

J.Le Boulch, *Sport éducatif,* ESF, 1989.

J. Weineck , *La preparazione fisica ottimale del calciatore,* Calzetti e Mariucci, 1996.

G. Molon-D. Ranzato, *Il Manuale del settore giovanile,* Nuova Prhomos, 2005.

A. Bolis, *Sport, allenamento ed educazione* in F.Casolo-G.Mari, *Pedagogia del Movimento e della corporeità*, Vita e Pensiero, Milan, 2014

A. Bolis, *L’esperienza educativa: la relazione tecnica come relazione educativa*, in *Bellezza, gratuità e cameratismo*, Ares, Milan, 2014

A. Bolis, *Insegnare a giocare, imparare a formare*, in A.Bolis, L.Castelli, G.Testa, *Quando allenare è educare,* In dialogo, Milan, 2011

***TEACHING METHOD***

Multi-device methodological strategies will be activated, in person and possibly remotely.

The following relationship modalities will be adopted in the learning stages:

* theoretical lessons of active pedagogy interacting with the students;
* practical workshop lessons;
* knowledge learning and practical activities carried out in groups;
* projection of video clips;
* possible single-subject meetings with experts;
* possible meetings in remote connection.

The theoretical lessons will take place in the classroom, while the workshops in class and in the field or in the gym, at the University premises and at the R. Fenaroli Center.

*Students will be able to access the material made available on the Blackboard platform of the University website.*

***ASSESSMENT METHOD AND CRITERIA***

The exam includes two written tests and a practical test.

*Written tests through multiple choice questionnaires*

1. *Interim*

Testing the knowledge and contents covered in the theoretical lessons concerning the programme, according to the instructions specified at the beginning of the course.

Assessment method: percentage of correct answers out of 20 questions:.

Score: 0.50 for each correct answer for a total of 10 points. 0 points for wrong answers.

2. *Workshop*

Testing the theoretical and practical knowledge dealt with in the workshops, in the classroom, and in the field or in the gym.

Assessment method: percentage of correct answers out of 20 questions.

Score: 0.50 for each correct answer for a total of 10 points. 0 points for wrong answers.

*Practice Test*

Filling out a thematic form, with the title of didactic-methodological learning/competence path, specifying the age of the subjects and the official category, with targeted proposals of operational activities, to be developed and implemented in a small group (5 -7 students)

Candidates take turns leading the group in the practical demonstration.

Assessment method:

a) correctness and consistency of the methodological proposal;

a) how the student presents the proposal;

b) how the student manages the group;

c) how the student solves any problems that may arise during the activity;

d) how the student demonstrates personal technical skills.

Score: maximum 2.00 points for each assessment parameter for a total of 10 points.

***NOTES AND PREREQUISITES***

The course is introductory and there are no specific content-related prerequisites for attending it. On the other hand, students are generally expected to have: interest, curiosity, desire to participate and learn, ability to interact, study and work method.

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Module: Basketball – male and female sections *(Prof. Roberto Anzivino)*

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

Educate students on the introduction to sport, team sports and, in particular, basketball. Analyse the various stages of education and development in physical ability and skill. Present and perfect the (individual and team) fundamentals of basketball attack and defense.

At the end of the course, students will be able to analyse the different periods of education and physical skills development, present topics related to the specific course subject, and design and plan long-, medium- and short-term work schedules for sports warm-up and the basic individual or team basketball moves of attack and defence.

***COURSE CONTENT***

*Theoretical aspects*

– Introduction to the discipline and specialised terminology.

– Individual sports and team sports.

– The effects of movement.

– Teaching and training methodology.

– The correction of motor and technical error.

– Planning and periodisation.

– Game skills.

– Workload.

– Functional analysis and principles in biomechanics applied to basketball.

*The instructor and the coach*

– The instructor and the mini-basketball class.

– The instructor, youth training and its effects.

– The basketball coach.

– Communication.

– Motivation.

– Leadership.

*From mini-basketball to “adult basketball”*

– Mini-basketball (5 to 11 years of age): cognitive, affective, social and motor development.

– From mini-basketball to junior basketball (12 to 14 years of age): cognitive, affective, social and motor development.

– Youth basketball (from 15 to 18 years of age): cognitive, affective, social and motor development.

– Methodological and didactic progression in teaching the fundamentals of the game and related aims: attack and defense game strategies.

– Education and development of motor and postural schemes.

– Education and development of motor skills and capacities.

– Motor learning.

*Basketball*

– *Federazione Italiana Pallacanestro* (Italian Basketball Federation): an historical overview.

– Rules.

– Training and its effects.

– Methodology for teaching and training basketball fundamentals and related aims.

– Tests (anthropometric, functional, general and specific motor tests).

– Physical training.

– Basketball injuries.

*Other basketball-related sports*

– Wheelchair basketball.

– Baskin.

*Practical aspects*

– Fundamentals for individual offense with the ball: main position, dribbles, passes, shots.

– Fundamentals for individual offense without the ball.

– Collective offense fundamentals.

– Individual and collective defense fundamentals.

– Offensive and defensive game strategies.

***READING LIST***

M. Mondoni-R. Anzivino, *Manuale di pallacanestro Tecnica e didattica,* Vita e Pensiero, Milan, 2014.

R. Anzivino,*Baskin a 360° Teoria, tecnica e tattica,*Erickson, Trento, 2015.

M. Mondoni, *Il Minibasket in cartella, 1000 esercizi, giochi e ipotesi di lezione,* Basketcoach.net, Perugia, 2016.

***TEACHING METHOD***

Lectures (including use of films).

Practical lessons in gym.

***ASSESSMENT METHOD AND CRITERIA***

Short dissertation (topic agreed in advance).

Practical exam.

Oral exam.

In their final thesis, students must primarily demonstrate their knowledge of and ability to elaborate on a previously agreed specific course topic; in the practical test, they will have to demonstrate their knowledge of the basic basketball moves and their correct use of the main technical gestures with the ball. Finally, they will take the oral interview covering the course programme. The assessment will consider the relevance of the student's answers, their appropriate use of the specific terminology, the reasoned and coherent structuring of their discourse, and their knowledge of the topics presented in the course programme.

The three tests will be marked out of thirty.

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***NOTES AND PREREQUISITES***

Students must possess a basic knowledge of the concepts of human movement and biomechanics.

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