# Physical Education Teaching and Methodology (with Workshop)

## Prof. Francesco Casolo

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

Early childhood and childhood are periods of physical development but also of socio-affective and intellectual-cognitive growth. The course plans to teach the student the objectives and the types of movement suitable for a child’s development years. 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- and gender-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.

***COURSE CONTENT***

Theory Part

– Human movement and its forms in the sphere of culture and contemporary values.

– Functions and structures of human movement.

– Lack of motivity: hypokinesis and physical illiteracy

– Physical development: ontogeny and the evolution of basic physical patterns from birth to the age of 11.

– The functional prerequisites and their structure.

– The various aspects of physical-mental education and the relations between corporeal, neurological and mental development.

– Acquisition of abilities and development of coordinative and conditional capacity in the development age.

– Body pattern and self-efficacy.

– Physical activity and socio-intellectual, affective and moral development.

– General principles of gradualism and progressiveness in the use of movement and the methodological-didactic variables.

– Teaching strategies.

Practical Part

– Development of social relations.

– Sensorial education.

– Postural education.

– Respiratory education.

– Body expression.

– Perception and organisation of space-time and development of laterality.

– From basic motor patterns to the first forms of gestural expressiveness applied to sport.

– From macro-design to operational design: the teaching sequence, work modules and learning modules for different ages.

The course is supplemented with didactic-workshop activities held by experts and characterised by specific themes and methodologies agreed with the lecturer.

Each workshop session will be aimed at the production of a project/artefact assessed by the experts based on parameters shared with the lecturer and on criteria of completeness, consistency, originality, didactic use.

***READING LIST***

F. Casolo, *Didattica delle attività motorie per l’età evolutiva: l’infanzia e la fanciullezza,* Vita e Pensiero, Milan, 2011.

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

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

M. Mondoni-C. Salvetti, *Didattica del movimento per la scuola dell’infanzia,* Vita e Pensiero, Milano, 2015.

M. Mondoni-C. Salvetti, Didattica del movimento per la scuola dell’infanzia,Vita e Pensiero, Milano, 2015.

D. Coco, *Pedagogia del corpo ludico-motorio e sviluppo morale,* Editoriale Anicia, 2014.

F. Casolo-G. Frattini*, Crescere giocando: neurodidattica dei giochi di movimento,* Vita e pensiero, Milano 2023.

***TEACHING METHOD***

The course includes theory lectures for all courses in the classroom, practical classes for separate courses in the gym and practical courses in the gym.

***ASSESSMENT METHOD AND CRITERIA***

The exam is in two parts, both compulsory for all students:

1) a written test on the theoretical part of the course which consists of 20 multiple choice. A score of 1 point (correct answer) or 0 (wrong answer) is assigned to each of the 20 questions. The overall score in twentieths is then calculated in fifteenth as reference admission mark for the oral exam, that is accessed with a minimum score of 8/15. This part is prepared with the help of the first two texts in the bibliography.

2) an oral exam consisting of an interview on the follow-up study of the theoretical-practical part, of the learning pathways and of the workshops. The assessment of this part, on a 15-point scale, will be based on relevance of answers, appropriate use of specific terminology, reasoned and consistent structuring of argumentation and ability to identify conceptual links and open questions.

The final mark is the result of the sum of the scores obtained in the two parts. This part is prepared by choosing two of the last four texts in the bibliography

***NOTES AND PREREQUISITES***

As it is introductory in nature, there are no prerequisites for attending the course. However, a degree of interest and willingness to participate in the theoretical and practical lessons (the latter to be carried out in appropriate sportswear) is assumed.

Further information on the course and lecture contents can be consulted on Blackboard in the 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.