Teaching Guide 2018/2019

Sports Initiative Principles

Bachelor of Physical Activity and Sport Sciences

Face-to-face mode

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Sports Initiative Principles

Module: **Sports Initiative Principles**.

Subject: **Sports Initiative Principles.**

Type: **Core Subject.**

No. of credits: **4.5.**

Time Period: **First course - four months**

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Coordinating Teacher of module, subject or course: Daniel López-Plaza Palomo

Brief Description

The process of training of athletes is a complex path, and it is affected by many variables. The first phase of this process focuses on this Introduction to sport. It is essential that professionals of physical education and sport have a basic knowledge on what are the main basic features of this phase. Moreover strategies, methodologies and intervention procedures are more suitable, depending on different contexts based sports (sports schools, school sports, etc.). Likewise, subjects are studied which are considered necessary in order to understand this complex process, and to lay the foundation on which athletes are built

Requisitos Previos

There are no prerequisites.

Objetivos

1. To learn, understand and analyze the concepts and characteristics relevant to the introduction to sports phase.
2. To learn, understand and analyze the theoretical and practical characteristics of the teaching-learning process during the introduction to sports phase.
3. To learn, understand and analyze the characteristics and coaching of sport at school age.
4. To learn, understand and analyze other important elements related to the introduction to sports phase.

Skills and Learning Outcomes

Competencias transversales

(CT1)   Be able to analyze and summarize

(CT2)   Be able to organize and plan.

(CT3)   Be competent in oral and written communication of a native language.

(CT7)   Be able to problem solve.

(CT8)   Be able to make decisions.

(CT9)   Work as a Team

(CT13) Critical thinking

(CT14) Show moral commitment.

(CT15) Practice autonomous learning.

(CT31) Show motivation for quality.

Specific Skills

(CES10) Apply the computer and communication technologies (CCT) to the field of Phys-ical Activity and Sports Sciences.

(CES14) Learn, understand and know how to theoretically and practically teach a combi-nation of the abilities and teaching approach of the basic practice of sport.

(CES15) Have and know how to apply practical sporting abilities.

(CES16) Know how to teach basic sporting activities in accordance with the horizontal and vertical principles for structuring training of people.

(CES21) Learn, understand and know how to apply the training, planning and control of training principles in practical sport at its different levels.

(CES22) Plan, develop and control the training process at its various levels.

(CES23) Learn, understand and know how to teach by applying the knowledge of the different sciences, the abilities and teaching of sporting practice in the training process at its different levels.

(CES30) Design, carry out and finish an intervention project report in the professional field of Physical Activity and Sport Sciences.

Learning Outcomes

(RA) Understand and distinguish between the possibilities which the various computer and communication technologies present for physical activity and sports.

(RA) Use the computer and communication technologies (CCT) for performance of train-ing and professional activities.

(RA) Understand and distinguish between the possibilities for basic practice of sport.

(RA) Design and carry out teaching-learning processes at a basic practice of sport level.

(RA) Acquire applied practical knowledge of basic practice of different sports.

(RA) Understand and distinguish between the relation and development of the practice of different sports.

(RA) Design in an integrated manner and carry out teaching-learning process, keeping in mind the relation and development of the practice of the different sports.

Methodology

Methodology	Hours	On-site Working Hours	Off-site Working Hours
Theory exhibition	25	45 hours (40%)	
Discussion groups, seminars	15		
Assessment	2		
Tutorials	3		
Personal study	16		67.5 hours (60%)
Preparation of work and exhibition	17		
Analysis of scientific articles	18.75		
Bibliographic research	15.75		
Total	112.5	45	67.5

Syllabus

Program of Theoretical Teaching

Teaching Unit I. Concepts and structure of Youth Sport.

Topic 1. Sports initiation. Contextualization of the subject. Sports training process. Basic concepts, definitions and approaches. Factors affecting the sport development process.

1.1. Contextualization of regulations

1.2. Core of the practice of sporting activities

1.3. Sports coaching

1.4. Details to consider. Basic concepts

1.5. Theoretical approaches to sports initiative

1.6. Factors to consider for the training process

Topic 2. The structure of youth sport. Analysis of the structure of sports. Classifica-tions. Basic criteria for planning the sport development process.

1.1. Structural elements of the sport

1.2. Structural modifications and design of tasks

1.3. Pedagogical classifications of sport

1.4. Basic planning criteria for sports initiative

Topic 3: Phases and stages of sports initiative: induction age and sport coaching and features of the context.

1.1. Stages of sport training

1.2. Performance pyramids

1.3. Revision of writers and stages of training

1.4. Practical approaches to sequencing.

1.5. Basic considerations

1.6. Induction age

1.7. Induction context

Teaching Unit II. The teaching-learning process during youth sports.

Topic 4. The teaching-learning process for sports. Phases and variables to consider.

1.1. The teaching-learning process for sports

1.2. Criteria to consider for process quality

1.3. Phases, stages and tasks in the teaching-learning process

1.4. Important variables in the teaching-learning process

1.5. Types of organization and learning

Topic 5. Methodology of youth sports: approaches and models for teaching-learning in sports initiative

1.1. Contextualization: approaches or paradigms for teaching-learning

1.2 Models of teaching-learning in sports

1.3. Design of tasks for learning according to teaching models

Teaching Unit III. Sports coaching at school age.

Topic 6: Sport at school age: definition, characteristics and current trends of school sport and sport at school age.

1.1. Sport at school age. Definitions.

1.2. Early characteristics of school sport

1.3. Problems of current school sport

1.4. Support program for sport at school age and performance at school age

1.5. Integral plan of Physical and Sporting Activity at school age

1.6. School sport in the Murcia region

Topic 7: School sports: current characteristics of school sports, aims of school sports and skills in sports initiative.

1.1. Extra-curricular sporting activities. School sports.

1.2. Characteristics and aims of school sports.

1.3. Practical examples and critical analysis.

1.4. Skills in sports initiative.

Teaching Unit IV. Other features of sports initiative

Topic 8. The basic connections in youth sports procedure: analysis of the figure of sports technology, of parents, of the staff.

1.1. The context as a variable in the training process

1.2. Basic sports technology's influence on the athlete's training

1.3. The family figure's influence on the athlete's training

1.4. The influence of the sporting staff on the athlete's training

1.5. Influence of other context variables on the athlete's training

Topic 9. Competition: characteristics of competition at school age and details to consider for competition at the early stages

1.1. Trends for and against competition at sport training age

1.2. Competition at various stages of sport training

1.3. Training competitiveness as a means of training and learning

1.4. Some alternative competition models.

Practical Teaching Program

Exercise 1. Basic Sports Practice. Teaching models I.

Exercise 2. Basic Sports Practice. Teaching models II

Exercise 3. Basic Sports Practice. Teaching models IIII

Exercise 4. Basic Sports Practice. Teaching models IV

Exercise 5. Basic Sports Practice. Teaching models V

Exercise 6. Basic Sports Practice. Teaching models VI

Exercise 7. Basic Sports Practice. Teaching models VII

Exercise 8. Basic Sports Practice. Teaching models VIII

Exercise 9. Basic Sports Practice. Teaching models IX

Workshop 1. Olympic Dreams

Workshop 2. Task Adaptation

Workshop 3. School Sport

Workshop 4. Trophy Kids.

Connection to other Subjects in the Syllabus

The subject of 'Sports Initiative Principles' is connected to the subject of 'Pedagogical Fundamentals of Sport' and with Sports 1, Sports 2 and Sports

Assessment System

<p align="center">Call for February / June / September:</p>

- Theoretical part: [50% of the total of the qualification].
    - o 40% Written exam.
    - o 10% Workshops.
- Practical part: [50% of the total of the qualification].
    - o 25% Subject work.
    - o 25% Practice exposition.
    - o Requirements: Students must attend to the 80% of practical sessions. If a student does not attend to the 80% of practical sessions, he or she will have to take an additional exam].

Requirements:

The student will pass the subject when the weighted average is equal to or greater than 5 points in all the parts that make up the evaluation system that imply 20% of the final grade.

If the student has less than a 5 in any of the parts whose weighting is equal to or greater than 20%, the subject will be failed and must recover that part (s) in the next call within the same academic year. Past part (s) in official calls (February / June) will be saved for the successive convocations held in the same academic year.

In case the subject is not passed in the September Call, the approved parts will not be taken into account for successive academic courses.

The grading system (RD 1.125 / 2003, of September 5) will be as follows:
0-4,9 Fail (F or "suspenso")
5,0-6,9 Pass (C or "aprobado")
7.0-8.9 Outstanding (B or "notable")
9,0-10 Excellent (A or "sobresaliente")

The mention "with honors" may be granted to students who have obtained a mark equal to or greater than 9.0. Their number may not exceed 5% of the Students enrolled in a subject in the corresponding academic year, except that the number of students enrolled is less than 20, in which case it can be grant a single distinction.

Bibliography and Reference sources

Basic Bibliography

- [Mosston, M & Ashworth, S (2002). Teaching Physical education. San Francisco. Pearson education.
- Graham, G. (2008). Teaching children physical education: Becoming a master teacher. Human Kinetics.
- Rink, J. E. (1993). Teaching physical education for learning. New York. McGraw-Hill
- Baker, J., Cobley, S., y Schorer, J. (2012). Talent identification and development in Sport. International Perspectives. London: Routledge.
- Hastie, P. A. (2010). Student designed games. Champaing, IL: Humankinetics.
- Schmidt, R. A., & Wrisberg, C. A. (2008). Motor learning and performance: A situation-based learning approach. Human kinetics.
- Côté, J. (1999). The influence of the family in the development of talent in sport. The sport psychologist, 13(4), 395-417.
- Branta, C., Haubenstricker, J., & Seefeldt, V. (1984). Age changes in motor skills during childhood and adolescence. Exercise and sport sciences reviews, 12(1), 467-520]

Related Websites

[•   Website for the UCAM Department of Physical and Sport Activity Sciences
http://www.ucam.edu/estudios/grados/cafd

•   Website for the research group ARETÉ, whose research focuses on introduction to sports
           http://investigacion.ucam.edu/educacion-fisico-deportiva/

•   Website for the Journal for the Department of Physical and Sport Activity Sciences with articles of all types related to introduction to sports http://ccd.ucam.edu

•   Website for school sport of the Superior Sports Council

•   http://www.csd.mec.es/csd/competicion/05deporteescolar/view

•   Website with possibilities of new applied technologies in introduction to sports

http://www.iphys-ed.com/

•   Websites with exercise and game resources related to introduction to sports

http://www.thephysicaleducator.com/

•   Website of an induction rugby club (work of a pupil in year 2010-2011)

https://sites.google.com/site/rugbysmurf/home

•   Website of the Ministry for Education with resources on the role of parents in the induc-tion process   http://recursos.cnice.mec.es/edfisica/publico/articulos/articulo7/articulo_7.php

• Website with resources on English introduction to sports

http://www.youthsporttrust.org/

• Website with resources on the promotion of Canadian extra-curricular sports
http://www.actionschoolsbc.ca/model]

Study Advice

Attend the classes and actively participate in them. Direct your efforts and study towards the understanding of the subject's content. Remember the knowledge acquired in other subjects of the Fundamentals of Sport module, in order to relate them to the topics cov-ered in this subject and to acquire, in this way, a general and well-founded knowledge. Use the established timetable, the Virtual Campus or email for consultation and resolu-tion of any doubts with your teacher. Consult the recommended bibliography for each topic and do not limit study to the points covered in class. Presentations (PowerPoint) are a subject guide, they are not notes and are not the only teaching material. In the written work and tests, deducted from the final grade will be: a) 0.2 for lack of accents, b) Be-tween 0.5 and 1 for serious spelling mistake (habler, valon, renobación…).

Teaching Material

The teaching materials that will be used in this subject to facilitate learning are:

• Presentations (PowerPoint), which the teacher uses as a guide (not as subject notes). The pupil should create their own notes using all of the teaching materials described here.

• Scientific articles, which will be shared through the Virtual Campus and which will be related to each specific teaching unit. The forum and social media (Twitter) will be used to ask reflection questions and for practical application of each of the articles.

• Supporting documents, which will also be shared through the Virtual Campus or the pupils may even be asked to look for them using the computer and communication technologies. They will also be related to each teaching unit.

• Mind maps and forum reports for each teaching unit.

Tutorials

Brief description

Academic Tutorial

The academic tutorial, Decree no. 359/2009, of 30th October, will be implemented so that the educational response is established and regulated in relation to the diversity of the student body in the Autonomous Community in the Murcia Region. Attendance to aca-demic tutorials is fundamental to learn about the performance and use of all of the teach-ing materials and the regulations of this

subject. The aim of these is to guide and advise the student in the teaching-learning process and to contribute to the reinforcement of knowledge, skills, abilities, expertise and attitudes linked to the student's cross-disciplinary or general competencies such as team work, oral and written communication, professional values and ethics and autonomous learning.

Personal Tutorial

The University also has a Specialised Body of Tutors who shall give personal tutorials to students registered on the Degree. The personal tutor accompanies the students during the whole university phase. Please consult the following link:

http://www.ucam.edu/servicios/tutorias/preguntas-frecuentes/que-es-tutoria