



## COURSE OF STUDY Attività Motorie e Sportive

ACADEMIC YEAR 2023/2024

ACADEMIC SUBJECT *Technical and educational theory  
about motor and sport activities in natural outdoors*

General information	
Year of the course	II - III Year
Academic calendar (starting and ending date)	I Term
Credits (CFU/ETCS):	1
SSD	M-EDF/02
Language	Italian
Mode of attendance	Mandatory

Professor/ Lecturer	
Name and Surname	Luigi Laricchia
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Telephone	3282825450
Department and address	CUS Bari
Virtual room	Teams code 3mxvixl
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Students can contact the professor via e-mail at luigi.laricchia@uniba.it At the same address they can arrange an appointment on the Microsoft Teams Platform: Saturday from 9 am to 11 am

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
25	5	5	101
CFU/ETCS			
1			

<b>Learning Objectives</b>	The course aims to provide adequate knowledge on sports and motor activities that can be carried out in the natural environment and will have as its main objective to finalize these activities to aspects such as: improving the fitness of the person; opportunities for improvement of individual athletic performance; improvement of team work; improvement of the quality of life of the person; education and motor development. Will be treated some activities practicable in the natural environment both theoretically and practically deepening the Orienteering
<b>Course prerequisites</b>	No

<b>Teaching strategie</b>	Lectures
<b>Expected learning outcomes in terms of</b>	



<p><b>Knowledge and understanding on:</b></p>	<ul style="list-style-type: none"> <li>- Knowledge of theory, technique and teaching discipline;</li> <li>- knowledge of the main elements of learning motor of the discipline</li> </ul>
<p><b>Applying knowledge and understanding on:</b></p>	<ul style="list-style-type: none"> <li>- Knowledge and understanding of expected theories and concepts from the course;</li> <li>- ability to propose and evaluate organizational solutions; and educational through workshops and workshops, motor activity in environment.</li> </ul>
<p><b>Soft skills</b></p>	<p>Students must have the ability to collect and interpret data (normally in their field)</p> <p>Ability to identify appropriate research methodologies different contexts;</p> <ul style="list-style-type: none"> <li>- ability to devise concepts, learning units and lesson plans for different target groups;</li> <li>- ability to explore research hypotheses to address motor and/or educational issues;</li> <li>- ability to select more appropriate teaching strategies, evaluate events and identify key issues relevant to educational success.</li> </ul> <p>Communication skills (communication skills).</p> <ul style="list-style-type: none"> <li>- knowledge of techniques which can enhance communication, intellectual and learning skills;</li> <li>- know the terminology of the discipline;</li> <li>- ability to use different bibliographical material, databases for further information.</li> </ul> <p>Ability to learn (learning skills).</p> <ul style="list-style-type: none"> <li>- Ability to critically analyze and evaluate, in their fundamental methodological aspects, research, motor activity projects in the natural environment;</li> <li>- ability to find bibliographical sources necessary also through data base aimed at the development of educational research, experimental also aimed at thesis;</li> <li>- ability to construct instruments for observation, investigation, collection and analysis of data;</li> <li>- ability to research new educational and educational resources and to collaborate in the design and management of training projects.</li> </ul>
<p><b>Syllabus</b></p>	
<p><b>Content knowledge</b></p>	<p><i>Walking: the value of walking as a physical activity with brief presentation of metabolic and biomechanical aspects.</i></p> <p><i>Trekking, snowshoeing, Nordic walking and hiking different walking techniques, presentation of aspects technical and materials to use</i></p> <p><i>The theory and practice of Hebert and natural gymnastics. The value of activities the effects on the body and the about the person.</i></p> <p><i>The theory and practice of Georges Hebert and gymnastics natural. The value of motor and sports activities carried out in nature; natural movements and their practice as the maintenance and promotion of health;</i></p> <p><i>practice of movement in the natural environment on the organism (earthing,, etc.).</i></p> <p><i>The preparation of a motor activity in a natural environment.</i></p> <p><i>The use of design boards, situation analysis and verification. The equipment according to the different types of proposals.</i></p> <p><i>The organization of motor activity interventions in the environment different functions of the different types of users: weak social groups, social groups with special needs</i></p>



	<p><i>(Neet, prisoners, etc.) children, elderly. Adventure and sports in natural environments: the different professional figures who operate in environments and natural and collaboration with these. Learning the basic techniques of Orienteering, at to promote:</i></p> <p><i>the acquisition of motor skills for constant practice and permanent motor and sports activity; the acquisition of positive attitudes related to environmental education, knowledge and enhancement of its territory, health education, education to legality (respect of the rules).</i></p> <p><i>The value of the movement carried out in the open air, the strengths and variables to control and manage. Types of proposals and differentiation of contents according to different users (school, vulnerable groups, vulnerable groups, special social groups). Characteristics of motor activities in natural environments and their management. How to exploit the resources of the environment natural in an educational logic with different categories of social.</i></p> <p><i>Movement and basic physical activity in nature: the modes natural displacement in the natural environment: the path, the fast walking, hiking, running, uphill running, running downhill, the fast run, the long distance run. Other How to move using different equipment: snowshoes, skis, hiking poles, Nordic walking, etc. Orientation: the use of maps, orientation on the field, compass, GPS, cell phone apps.</i></p>
<b>Texts and readings</b>	<p><i>Lucia Carpi Educare in natura Erikson</i> <i>Duccio Demetrio Filosofia del camminare R. Cortina Editore</i> <i>L. Mortari, R. Zerbato Avventure in natura Edizioni Junior</i> <i>W. Peraro – T. Zanetello ORIENTEERING: Come orientarsi con carta e bussola nella natura Mondadori</i></p>
<b>Notes, additional materials</b>	<p><i>The students will be able to choose between the study of the above texts or opt for the elaboration of a power point presentation, on a theme covered during the lessons</i></p>
<b>Repository</b>	<p><a href="http://www.orienteingpuglia.it">www.orienteingpuglia.it</a></p>

<b>Assessment</b>	
Assessment methods	<i>Oral examination</i>
Assessment criteria	<p><i>The preparation will be evaluated on the whole, paying more attention to the use of specific vocabulary and the effective understanding of the discipline.</i></p> <p><i>Ability to organize discursively knowledge; critical reasoning skills on the study carried out; quality of exposure, competence in the use of the specialized lexicon.</i></p>
Final exam and grading criteria	<p><i>The student must demonstrate knowledge of the topics under study and have understood the issues related to them, as well as to have reached a level of knowledge to develop independently interpretative arguments</i></p> <p><i>1) Failure to pass the test: insufficient knowledge of the course contents, insufficient evaluation and reasoning skills, lack of basic knowledge.</i></p>



	<p>2) 18 to 21: sufficient or barely sufficient preparation; minimum knowledge of the institutions and of the problems tackled during the course; presence of minor gaps;</p> <p>3) 22 to 24: average preparation characterized by no particular deepening and by gaps that can be filled in the continuation of the overall training;</p> <p>4) 25 to 27: generally good preparation even if not particularly thorough; technical language and adequate expressive ability;</p> <p>5) 28 to 30: excellent or excellent preparation; precise and precise technical language and expressive ability;</p> <p>6) 30 e lode: preparation, technical language, expressive and argumentative skills of the highest level</p>
<b>Further information</b>	
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