



UNIVERSITÀ
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“L'EDUCAZIONE FISICA AL TEMPO DEL COVID-19”

9 Settembre 2020

A COSA SERVE FARE EDUCAZIONE FISICA OGGI



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UNA (3) GRAN BELLA(E) DOMANDA(E)

*A COSA SERVE FARE EDUCAZIONE
FISICA OGGI?*

PERCHÉ INSEGNARE EF?

*L'EF È DI QUALCHE UTILITÀ O STIAMO
PERDENDO TEMPO?*



- 1) I Giovani si muovono troppo poco, l'EF serve a compensare la scarsa AF.
- 2) L'EF serve a promuovere la pratica sportiva giovanile.
- 3) L'EF serve a motivare i giovani alla pratica dello sport.
- 4) Gli obiettivi di apprendimento dell'EF sono chiari, così come lo sono i criteri per dimostrare se questi siano stati raggiunti.
- 5) Il quadro teorico di riferimento per una EF di qualità è oggi ben definito.
- 6) L'EF presenta eccellenti opportunità per meta-apprendimenti e per connessioni tra le discipline scolastiche e tra scuola ed extra scuola.
- 7) L'EF può servire a promuovere l'AF nel tempo extrascolastico.
- 8) Il percorso di formazione (iniziale e continua) degli insegnanti di EF è ben delineato ed è semplice individuarne la *ratio* e la linea di continuità temporale.

I giovani si muovono troppo poco, l'EF serve a compensare la scarsa AF e a 'contrastare' la perdita di abilità e il decadimento della fitness.

Hollis et al. International Journal of Behavioral Nutrition and Physical Activity (2017) 14:52
DOI 10.1186/s12966-017-0504-0

International Journal of Behavioral
Nutrition and Physical Activity

REVIEW

Open Access

A systematic review and meta-analysis of moderate-to-vigorous physical activity levels in secondary school physical education lessons

Jenna L. Hollis^{1,2*}, Rachel Sutherland^{1,2,3}, Amanda J. Williams^{1,2,3}, Elizabeth Campbell^{1,2,3}, Nicole Nal Luke Woffenden^{1,2,3}, Philip J. Morgan⁴, David R. Lubans⁴, Karen Gillham^{1,2} and John Wiggers^{1,2,3}

Abstract

Background: Schools play an important role in physical activity promotion for adolescents. The systematic review aimed to determine the proportion of secondary (middle and high) school physical education (PE) lesson time that students spend in moderate to vigorous physical activity (MVPA), and to assess if MVPA was moderated by school level (middle and high school), type of physical activity measurement and type of PE activities.

Methods: A systematic search of nine electronic databases was conducted (PROSPERO2014:CRD42014009649). Studies were eligible if they were published between 2005 and 2014; written in English; assessed MVPA in PE lessons of secondary (middle and high) school students; and used a quantitative MVPA measure (i.e., accelerometry, heart rate monitoring, pedometers or observational measures). Two reviewers examined the retrieved articles, assessed risk of bias, and performed data extraction. Random effects meta-analysis was used to calculate a pooled estimate of the percent of PE lesson time spent in MVPA and to assess moderator effects where data allowed.

Results: The search yielded 5,132 potentially relevant articles; 28 articles representing 25 studies (7 middle and 18 high school) from seven countries were included. Twelve studies measured MVPA through observational measures, seven used accelerometers, five used heart rate monitors and four used pedometers (including three studies using a mix of measures). Meta-analysis of 15 studies found that overall, students spent a mean (95% CI) of 40.5% (34.8–46.2%) of PE in MVPA. Middle school students spent 48.6% (41.3–55.9%) of the lesson in MVPA ($n = 5$ studies) and high school students 35.9% (28.3–43.6%) ($n = 10$ studies). Studies measuring MVPA using accelerometers ($n = 5$) showed that students spent 34.7% (25.1–44.4%) of the lesson in MVPA, while 44.4% (38.3–50.5%) was found for lessons assessed via observation ($n = 9$), 43.1% (24.3–61.9%) of the lesson for a heart rate based study, and 35.9% (31.0–40.8%) for a pedometer-measured study.

Conclusions: The proportion of PE spent in MVPA (40.5%) is below the US Centre for Disease Control and Prevention and the UK Associations for Physical Education recommendation of 50%. Findings differed according to the method of MVPA assessment. Additional strategies and intervention research are needed to build more active lesson time in PE.

Keywords: High school, Middle school, Lesson, Class, PE, Exercise, MVPA, Student, Adolescent

Original article

Temporal trends in the cardiorespiratory fitness of children and adolescents representing 19 high-income and upper middle-income countries between 1981 and 2014

Grant R Tomkinson,^{1,2} Justin J Lang,³ Mark S Tremblay³

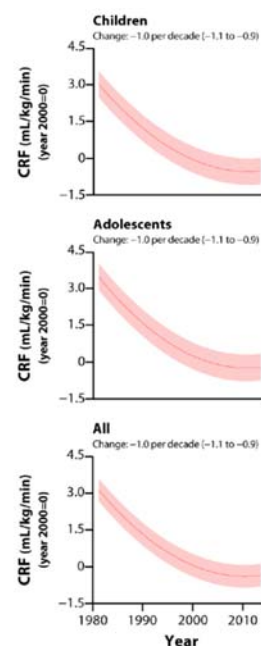


Figure 2 International temporal trends in mean CRF (mL/kg/min) between 1981 and 2014. Note: data were standardised to the year 2000=0 mL/kg/min, with positive values indicating better CRF and negative values poorer CRF; the solid lines represent the international change in mean CRF, and the shaded areas represent the 95% CIs, with upwards sloping lines indicating increases over time and downwards sloping lines declines; mean (95% CI) absolute changes (per decade) are shown at the top of each panel. CRF, cardiorespiratory fitness.

L'EF serve a promuovere la pratica sportiva giovanile.



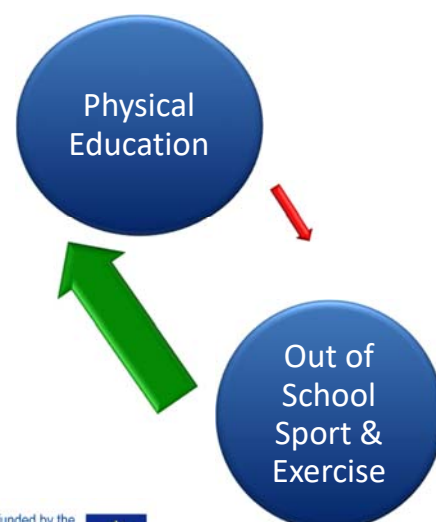
Grafico.4 – Atleti tesserati FSN DSA 2017 per fasce di età (%).



L'EF serve a motivare i giovani alla pratica sportiva.

La motivazione in EF è legata alla partecipazione a sport ed esercizio fisico extrascolastico.

Unfortunately, participation in out-of-school sport and exercise has **much bigger** impact on motivation in school PE than the vice-versa.



Gli obiettivi di apprendimento dell'EF sono ben definiti e chiari, per gli insegnanti (non solo di EF), i dirigenti scolastici, gli studenti e le loro famiglie.

Allo stesso modo, sono ben chiari i criteri per dimostrare se e quando questi obiettivi vengono raggiunti.



EDUCAZIONE FISICA

Nel primo ciclo l'educazione fisica promuove la conoscenza di sé e delle proprie potenzialità nella costante relazione con l'ambiente, gli altri, gli oggetti. Contribuisce, inoltre, alla formazione della personalità dell'alunno attraverso la conoscenza e la consapevolezza della propria identità corporea, nonché del continuo bisogno di movimento come cura costante della propria persona e del proprio benessere.

In particolare, lo «stare bene con se stessi» richiama l'esigenza che il curriculum dell'educazione al movimento preveda esperienze tese a consolidare stili di vita corretti e salutari, come presupposto di una cultura personale che valorizzi le esperienze motorie e sportive, anche extrascolastiche, come prevenzione di ipocinesia, sovrappeso e cattive abitudini alimentari, involuzione delle capacità motorie, precoce abbandono della pratica sportiva e utilizzo di sostanze che inducono dipendenza.

Salute e benessere, prevenzione e sicurezza

- Essere in grado di conoscere i cambiamenti morfologici caratteristici dell'età ed applicarsi a seguire un piano di lavoro consigliato in vista del miglioramento delle prestazioni.
- Essere in grado di distribuire lo sforzo in relazione al tipo di attività richiesta e di applicare tecniche di controllo respiratorio e di rilassamento muscolare a conclusione del lavoro.
- Saper disporre, utilizzare e riporre correttamente gli attrezzi salvaguardando la propria e l'altrui sicurezza.
- Saper adottare comportamenti appropriati per la sicurezza propria e dei compagni anche rispetto a possibili situazioni di pericolo.
- Praticare attività di movimento per migliorare la propria efficienza fisica riconoscendone i benefici.
- Conoscere ed essere consapevoli degli effetti nocivi legati all'assunzione di integratori, di sostanze illecite o che inducono dipendenza (doping, droghe, alcol).

La questione «valutazione degli apprendimenti»

Sport, Education and Society
Vol. 18, No. 1, January 2013, pp. 57–76

Routledge
Taylor & Francis Group



AIESEP is an international, non-governmental, non-profit, professional association which aims to promote high quality research worldwide in the areas of physical education, physical activity and sport pedagogy across the lifespan. AIESEP comprises universities, colleges, institutions and individual members from across the globe. Visit www.aiesep.org for information.

Alternative assessment in physical education: a review of international literature

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(Received 18 January 2012; accepted 7 July 2012)

Assessment is one of the most fraught and troublesome issues physical educators have had to deal with over the past 40 years or so. In light of the challenges this situation presents, in this paper we provide an overview of the international literature on assessment in school physical education. We give an account of both traditional and alternative forms of assessment, focusing in particular on recent approaches that may be considered belong to the latter category of assessment. We found that traditional assessment instruments such as Physical Fitness Tests and subjective assessment criteria such as grading students' effort and clothing have been popular approaches to assessment. We also found alternative assessment approaches now in use that have a stronger educational focus. Thus, while we consider that this overview of research studies provides evidence of genuine progress in an area that has been fraught with difficulties for physical education as an educational endeavour, there is work to be done to disseminate what we understand to be good assessment practices. In closing, we briefly note some further challenges for research on assessment in physical education.

L'AIESEP sostiene la responsabilità dell'EF per una valutazione incentrata sull'equipaggiare gli studenti a praticare AF e sportiva per tutta la vita.

La questione «valutazione degli apprendimenti»

It has been suggested that in PE, there is a high prevalence of product-oriented assessment practices such as fitness testing and the assessment of isolated technical skills (Lorente-Catalán and Kirk 2016; Penney et al. 2009). It has been argued that these forms of assessment lack meaningfulness to students because they do not relate to the world outside the school building (López-Pastor et al. 2013); in other words, they are not authentic. For example, a document analysis of 15 senior secondary physical education courses in Australia, showed that although school-based assessment provided for a variety of tasks to determine student learning, external (third-party) assessment was dominated by written examination (Whittle, Benson and Telford, 2017). Although López-Pastor et al. (2013) have suggested that over the last three decades, more authentic forms of assessment have emerged, their review of assessment practices concluded that it remains to be elucidated to what extent these approaches have become standard practice.

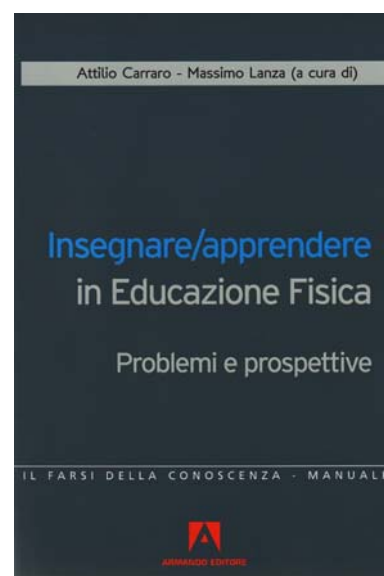
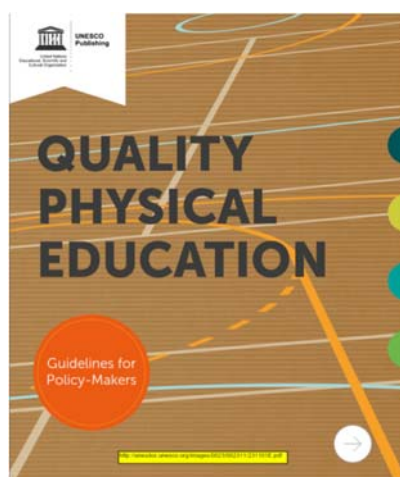
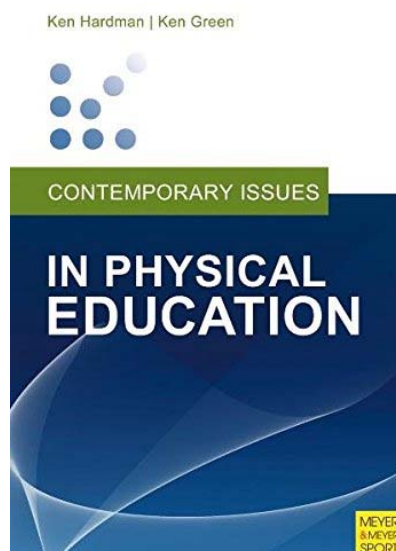
La questione «valutazione degli apprendimenti»

Assessment Literacy

Knowledge of assessment quality and efficacy is considered part of 'assessment literacy', which has long been viewed as an important characteristic of effective teachers. Assessment literacy is the set of beliefs, knowledge and practices about assessment that lead a teacher, administrator, policymaker, or students and their families, to use assessment to improve student learning and achievement. Hay and Penney (2013) propose that assessment literacy in PE consists of four inter-dependent elements:

- *assessment comprehension* – focusing on knowledge and understanding of assessment expectations and conditions of efficacy.
- *assessment application* – focusing on the conduct of assessment in terms of either teacher implementation or student engagement.
- *assessment interpretation* – focusing on making sense of and acting on the information that is collected through assessment practices, including traversing and negotiating the social relations of assessment.
- *critical engagement with assessment* – focusing on awareness of the impact or consequences of assessment and challenging the 'naturalness' of assessment practices, performances and outcomes.

Il quadro teorico di riferimento per una EF di qualità è oggi ben definito.



The provision of physical education is in decline across all world regions. Rising levels of physical inactivity, along with the substantial associated disease risk, have been described as a pandemic by WHO. Cut-backs in physical education provision will only increase these concerns exponentially.

Besides the health concerns, it is essential that **governments take policy action to ensure the subject secures its rightful place in school curricula** and that, consequently, students benefit from exposure to alternative learning domains.

Why invest?

Physical literacy and civic engagement:

physical education, as the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, provides a learning gateway to grow the skills required for success in the 21st Century.

Academic achievement: regular participation in quality physical education and other forms of physical activity can improve a child's attention span, enhance their cognitive control and speed up their cognitive processing.

Inclusion: quality physical education is a platform for inclusion in wider society, particularly in terms of challenging stigma and overcoming stereotypes.

Health: physical education is *the* entry-point for lifelong participation in physical activity. Globally, many of the major causes of death connect to non-communicable diseases (NCDs) associated with physical inactivity, such as obesity, heart disease, stroke, cancer, chronic respiratory disease, and diabetes. Indeed, between 6 and 10% of all deaths, from NCDs, can be attributed to physical inactivity.

The Declaration of Berlin 2013 – UNESCO's World Sports Ministers Conference (MINEPS V)

"Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society."

Physical literacy

is the...



Sport for Life

active for life

Feature: Physical Literacy

Bulletin 65 | October 2013

Definition of Physical Literacy and Clarification of related Issues

Margaret Whitehead

Abstract

This article sets out the current definition of physical literacy and then discusses a range of issues, many of which seek to clarify the concept and counter misinterpretations that have dogged the development and acceptance of the concept. The material in this article draws on the physical literacy website and the publications by Whitehead et al in the references.

The Definition of Physical Literacy

In short, as appropriate to each individual's endowment, physical literacy can be described as a disposition to capitalize on our human embodied capability, wherein the individual has:

the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for maintaining purposeful physical pursuits/activities throughout the lifecourse.

On account of our holistic nature, individuals who are making progress on their individual/unique physical literacy journey, demonstrate the following attributes:

“... the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”

[Whitehead, 2013]



- ✓ Ha appreso le abilità necessarie per praticare una grande varietà di attività fisiche
- ✓ È in buona forma fisica
- ✓ Partecipa regolarmente ad attività fisiche
- ✓ Conosce le conseguenze e i benefici che derivano dall'AF
- ✓ Da valore all'AF e al suo contributo per uno stile di vita salutare [AAHPERD, 1995]

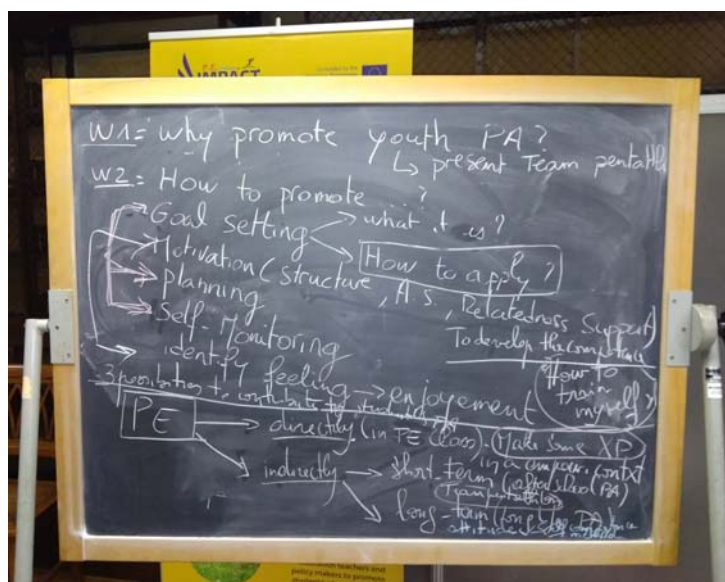


L'EF presenta straordinarie opportunità per meta-apprendimenti e per connessioni trasversali tra le discipline scolastiche e tra scuola ed extra scuola.



L'EF può servire a promuovere l'AF nel tempo extrascolastico.

[con una nota di particolare attenzione al periodo Covid-19]



Nuovo coronavirus

Covid-19, attività fisica per gli adolescenti a casa



<http://www.salute.gov.it/portale/nuovocoronavirus/detaglioNotizieNuovoCoronavirus>



Anche gli adolescenti si muovono a casa

Per gli adolescenti dai 12 ai 17 anni

In questa situazione di emergenza in cui anche gli adolescenti si trovano a trascorrere la loro giornata in casa, è molto importante mantenere alcune abitudini che permettano di organizzare al meglio il tempo: dedicarsi allo studio, ascoltare musica, leggere, praticare un hobby, fare attività fisica. L'esercizio fisico oltre ad aumentare lo stato di benessere generale, a migliorare la qualità del sonno e l'autostima, contribuisce a gestire lo stress e a reagire positivamente al senso di costrizione che la situazione attuale può generare. Inoltre, l'attività fisica, svolta a distanza in community chat, permette di mantenere le relazioni sociali con i propri amici e di sperimentare un uso consapevole e corretto dei dispositivi tecnologici.

Di quanta attività fisica hanno bisogno ogni giorno?



Cosa possono fare i genitori per promuovere l'attività fisica a questa età?

- Dare l'esempio, se i genitori sono attivi anche i figli lo saranno
- Incoraggiarli a fare l'esercizio fisico svolto abitualmente o a iniziare gradualmente a muoversi
- Creare luoghi sicuri in cui si possano allenare
- Limitare l'utilizzo di televisori, PC, tablet e smartphone ad un massimo di 2 ore al giorno, oltre al tempo necessario per lo svolgimento dell'attività didattica
- Cercare di far rispettare i consueti orari per il sonno

Alcune attività trasversali adatte in questa fascia di età

- il movimento libero: ballo, salti, stretching
- il gioco con i fratelli/sorelle o con i genitori o altre persone che vivono in casa
- la musica e la lettura per favorire l'apprendimento e rilassarsi
- il disegno, la pittura per stimolare la creatività
- lo svolgimento di alcuni lavori domestici: spolverare, passare l'aspirapolvere, apparecchiare/sparecchiare la tavola, rifare il letto, ecc.
- l'utilizzo del web per integrare l'attività didattica con altre attività culturali: visitare musei virtuali, scaricare libri e quotidiani, sentire concerti, ecc.



IDEAS, INSPIRATION, AND GIVEAWAYS FOR TEACHERS

WE ARE TEACHERS

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TOPIC: Education Resources

Classroom Ideas

Our Favorite Virtual P.E. Resources to Keep Kids Moving at Home

Let's get physical.

Amy Blizzari on March 20, 2020

Best Online P.E.

The CDC recommends that children and adolescents ages 6 to 17 years do 60 minutes or more of moderate-to-vigorous physical activity daily. But what to do if you're stuck indoors? We've got you covered with this list of amazing virtual PE resources that can help you find ways to bust some moves in the great indoors. Below find our top virtual PE streaming videos, apps, and lesson plans.

Virtual PE Streaming and Online Videos

GET OUR NEWSLETTER

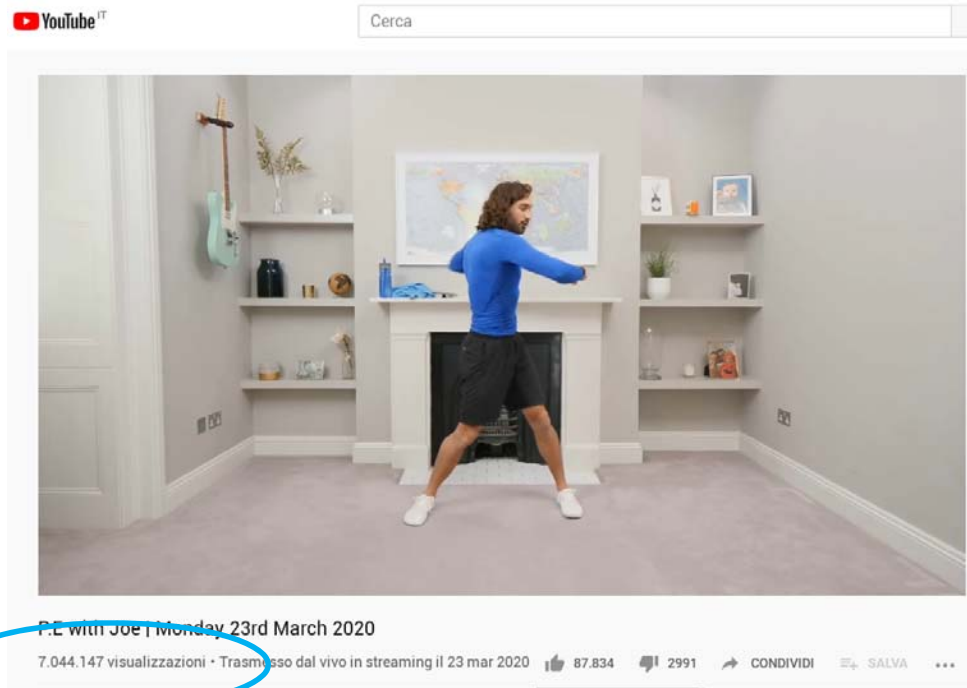
Be the first to know about new giveaways, teacher tips, and laugh-out-loud posts. Sign-up to receive our newsletter.

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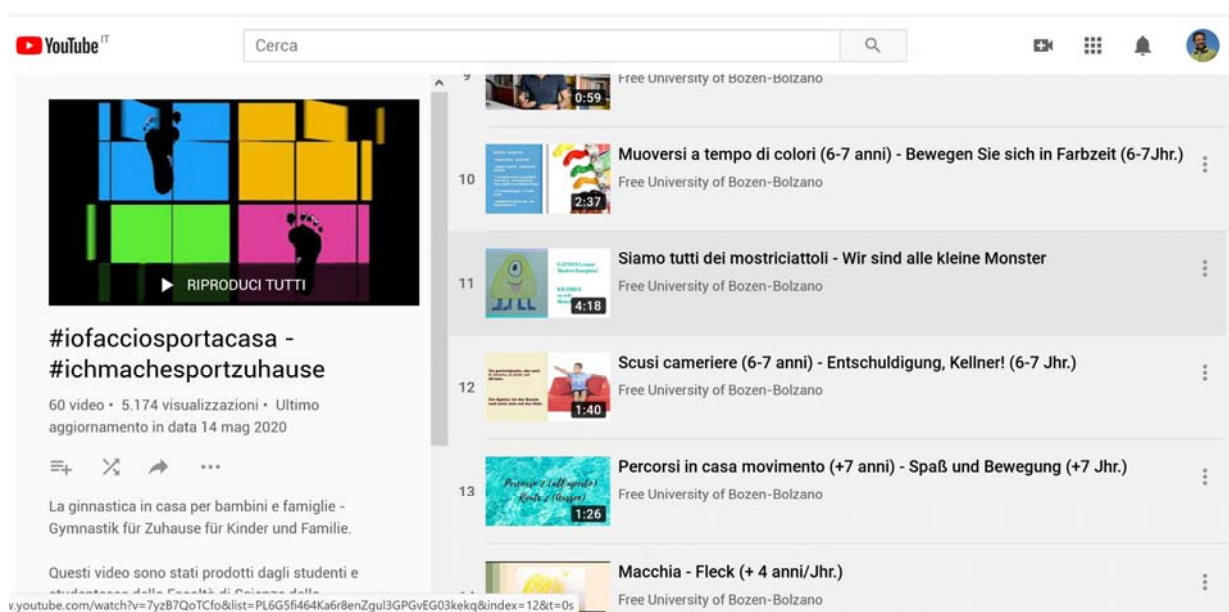
Trending

- 26 Best Podcasts for Kids in Elementary, Middle, and High School
- The Big List of Children's Authors Doing Online Read Alouds & Activities
- Schools Are Hosting Virtual Theme Weeks to Cheer Up Quarantined Kids
- Teachers, The Next Weeks of Online Learning Don't Have to Be Perfect



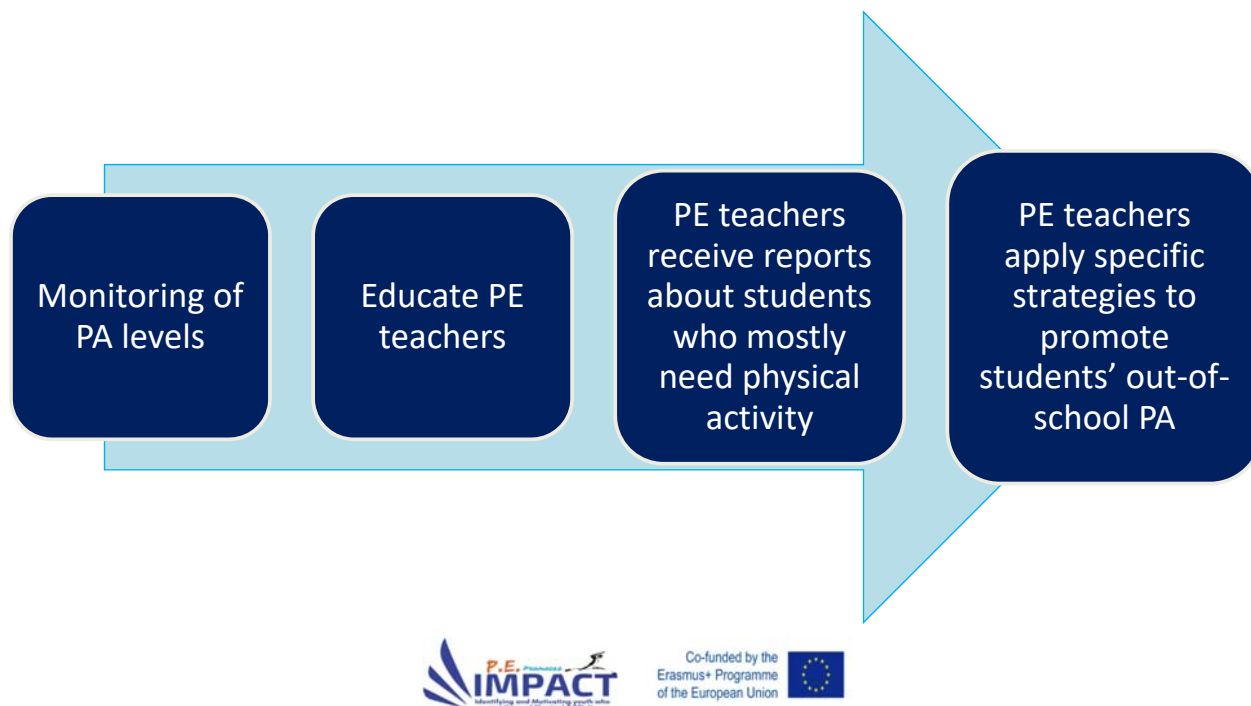
www.youtube.com/watch?v=Rz0go1pTda8

EF ONLINE = AGITARSI X CONSUMARE KCAL?

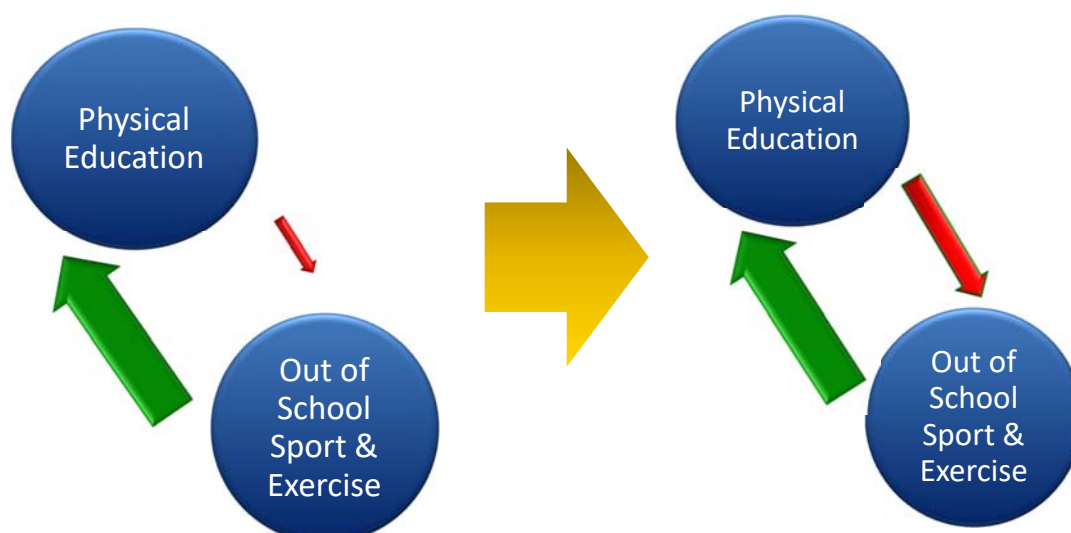


www.youtube.com/playlist?list=PL6G5fi464Ka6r8enZgul3GPGvEG03kekq

La metodologia di “IMPACT”



Nel progetto IMPACT abbiamo cercato di aumentare l'impatto della motivazione in EF sulla partecipazione all'attività sportive e all'esercizio nell'extrascuola



Il percorso di formazione (iniziale e continua) degli insegnanti di EF è ben delineato ed è semplice individuarne la ratio e la linea di continuità temporale.



La parola Educazione Fisica non c'è in nessun corso nelle triennali e nelle specialistiche di Scienze Motorie a Chieti, Padova, Urbino e Verona, ma c'è nei curricula dei corsi di laurea in Scienze della Formazione Primaria

TRANSFORMATIVE PRACTICES IN PE

- ✓ *Move fast*
- ✓ *Digital technologies*
- ✓ *Role model*
- ✓ *We must be relevant, now!*

DOVE CI METTIAMO TRA EDUCATIVO E ATTRATTIVO?



E ADESSO ... NASO AL VENTO E GAMBE IN SPALLA!



Grazie mille per la vostra attenzione

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