

### Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[3181200486] Op. Desportos de Rede [3181200486] Op. Net Sports		
<b>Plano / Plan:</b>	2007/2008		
<b>Curso / Course:</b>	Desporto e Atividade Física Sport and Physical Activity		
<b>Grau / Diploma:</b>	Licenciado		
<b>Departamento / Department:</b>	CDM - Ciências do Desporto e Motricidade		
<b>Unidade Orgânica / Organic Unit:</b>	Escola Superior de Educação de Viseu		
<b>Área Científica / Scientific Area:</b>	Ciências do Desporto		
<b>Ano Curricular / Curricular Year:</b>	2, 3		
<b>Período / Term:</b>	S2		
<b>ECTS:</b>	6		
<b>Horas de Trabalho / Work Hours:</b>	0162:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0090:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

### Docente Responsável / Responsible Teaching

[2196] Carlos Eduardo Gonçalves Da Costa Vasconcelos

### Outros Docentes / Other Teaching

[2196] Carlos Eduardo Gonçalves da Costa Vasconcelos

[2216] Paulo Alexandre Mendes Ribeiro Eira

### Learning Outcomes of the Curricular Unit

Badminton:

- Describe the regulations of the sport.
- Interpret singles and doubles games.
- Adopt didactic rules that enhance learning
- Identify specific technical gestures
- Develop, apply and evaluate decision-making exercises

Tennis

:

- Describe the basic principles of development of the different strokes
- Identify the characteristics of the different tennis-specific movement patterns
- Identify the different stages of learning, selecting the most appropriate exercises according to them
- Know the rules of the tennis modality

Volleyball:

- Describe the basic regulations of GiraVolei.
- Interpret 1x1 and 2x2 and 4x4 games
- Adopt didactic rules that enhance the learning of Volleyball
- Identify the specific technical gestures of Volleyball
- Develop, apply and evaluate decision-making exercises for training in Volleyball
- Develop and apply diagrams and cards representing the tactical organization in volleyball.

### **Learning Outcomes of the Curricular Unit (Lim:1000)**

Badminton:

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- Adopt didactic rules that enhance the learning of Volleyball
  
- Identify the specific technical gestures of Volleyball
  
- Develop, apply and evaluate decision-making exercises for training in Volleyball
  
- Develop and apply diagrams and cards representing the tactical organization in volleyball.

### **Syllabus (Lim:1000)**

Badminton:

#### 1. Badminton Tactical Technical Practice

##### 1.1. The Importance of Base Position and Offsets

##### 1.2. The different technical actions and their different tactical implications

##### 1.3. Construction of training plans / class sessions.

#### 2. Badminton Rules

Tennis:

1. Basic Principles of Technical Gestures and correction techniques
2. Tennis Methodology and Didactics
  - 2.1. Adapted Teaching (Play and Stay)
3. Tennis Rules

Volleyball:

1. Federation organization and regulation.
2. Specific physical training (Speed, strength, flexibility and endurance training)
3. Specific didactics (creation of specific exercises according to the students' skills)
4. Volleyball Rules
5. Specific Initial Training (Gira-Volleyball and Mini Volleyball)

6. Technical-tactical principles of Volleyball and Beach Volleyball

### **Demonstration of the syllabus coherence with the curricular units' learning objectives**

"The Optional curricular units are from the Main Thematic Area (ATP) of the Didactics of the AFDs (D). They are focused on specific sports actions as didactic content (teaching and training material), through their multifactorial characterization from a technical and / or in-depth technical-tactics, allowing its understanding so that it can be interpreted at different levels, with emphasis on the construction of pedagogical progressions of exercise appropriate to the level of practitioners and / or competitors. use in eclectic contexts corresponding to educational stages of sports initiation, the knowledge and skills provided for in the learning objectives are promoted."

### **Teaching Methodologies (Including evaluation; Lim:1000)**

The classes are theoretical-practical, one third of which are expository in nature and two thirds with a great focus on organized exercises with equipment and in the specific space of the modality, with the aim of developing in depth the two main domains of skills already mentioned: - Explanation of Volleyball fundamentals; - Execution of technical and tactical elements of Volleyball.

Evaluation: Two types of assessment tests:

- Level of individual expression on the fundamentals of Volleyball: written test (50%);
- Individual level of execution of technical and tactical elements of Volleyball -(50%)

### **Demonstration of the coherence between the teaching methodologies and the learning outcomes**

"The optional curricular units of the scientific area of reference of the course (Sport Sciences), and of the main thematic area of the AFD's Didactics (D), are the curricular spaces where students deepen the theoretical and practical elements that enable them to organize and guide future activities, in different contexts and institutions, being focused on deepening the study of specific sporting actions as didactic content. Through the organization of (a) tasks of investigation, observation and explanation related to the contents, and of (b) teaching exercises and execution of the technical and tactical skills of Sports Network, the skills are consolidated acquired in Physical and Sports Activities in the domain of understanding this group of modalities core, contributing to some of the competencies defined in the learning objectives. One third of classes, corresponding to 2 hours per week, are predominantly expository and aptitude stimulation cognitive-explanatory of the contents of the Sports Network, while two thirds, corresponding to 4h per week are predominantly practical and stimulate executive-operational skills through exercises related to each of the Sports Network modalities. The main exercises organize themselves around problem situations that involve (a) Reduced Conditioned Games, enabling the development of offensive and defensive technical-tactical actions, (b) individual exercise in class, or in group work. The success criteria for the (a) theoretical tasks of stimulation of cognitive-explanatory skills, are based on the levels of depth and multifactoriality demonstrated in the verbal or written explanation of the technical, tactical, physical, psychological and sociocultural aspects of the modality in question and for the (b) practical tasks, are based on the levels of observable demonstration in students' motor production of effective offensive and defensive attitudes (concretization) and efficient (standardization and measurement) in Network Sports

### **Bibliografia / Bibliography (Lim:1000)**

- Burney, T. & Carrington, L. (2014). The Tennis Drill Book (2nd ed.). Champaign:Human Kinetics.
- Castro, J., Souza, A., & Mesquita, I. (2011). Attack efficacy in volleyball: Elitemaleteams. Perceptual and Motor Skills, 113(2), 395-408
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- Diablo, N. (2016). Tennis: The Complete Guide for Beginners



- Ferly, B., Gallet, B. & Papelier, G. (2000). Les fondamentaux du badminton. Paris: Amphora.
- Forman, J. & Lebedew, M. (2018). Volleyball Coaching Wizards: insights and experience from some of the world's great coaches. Champaign: Human Kinetics
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- Grice, T. (2007). Badminton. Steps to Success (2ª Ed.). Champaign: Human Kinetics.
- Patton, B. (2015). The Art of Coaching High School Tennis (2nd ed.). USA: Independent Publishing
- Burney, T. & Carrington, L. (2014). The Tennis Drill Book (2nd ed.). Champaign: Human Kinetics.
- Castro, J., Souza, A., & Mesquita, I. (2011). Attack efficacy in volleyball: Elite male teams. Perceptual and Motor Skills, 113(2), 395-408
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