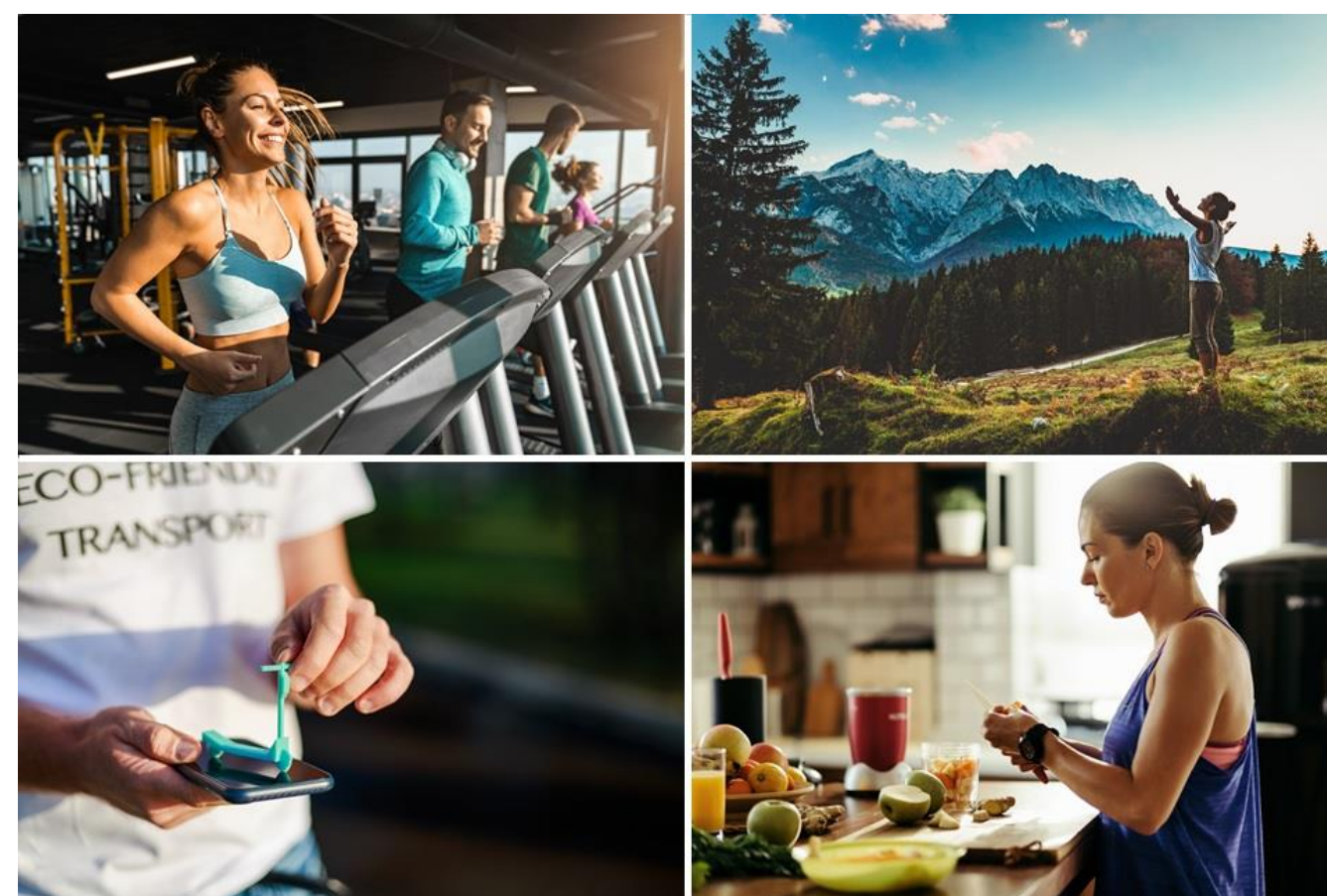




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MODULE 1

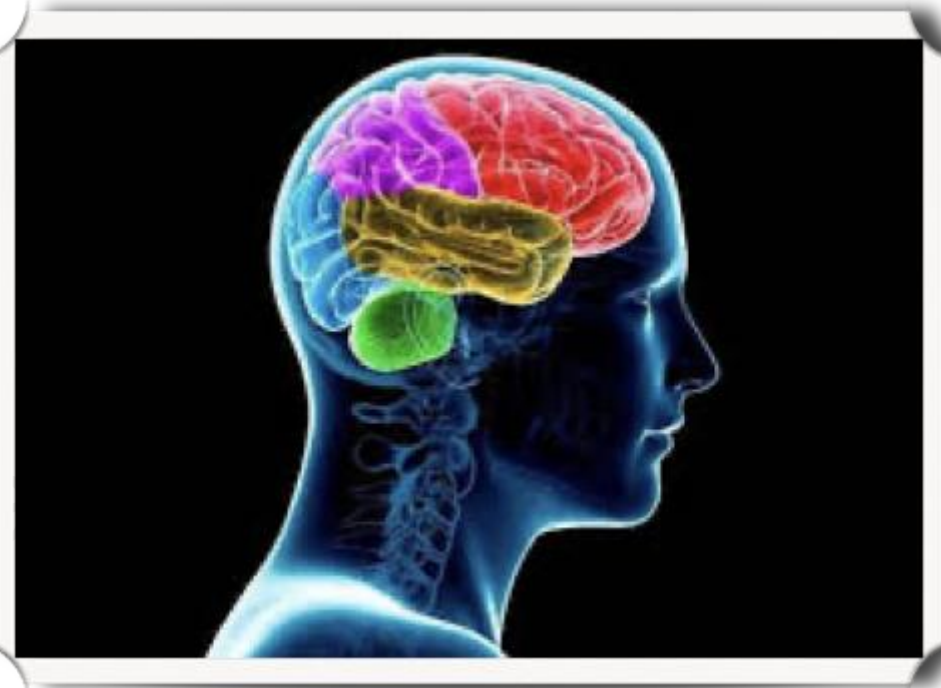
Enhancing the educational activity of sport

SEGMENT 1

Sport as a fundamental character of the development of the personality of children: association and affective area

Sport plays a significant role in developing the personality of young people, as its action is directly related to four fundamental areas of the human being:

- a. Cognitive area
- b. Affective area
- c. Perceptive area
- d. Motor area



Such areas correspond to the four human brain systems:

a.Associative system: responsible for functioning of language, learning and memory.

a.Limbic system: related to the instinctual and emotional aspects of psychic activities

b.Sensitive system: includes the primary sensitive areas (somatic, acoustic, visual, olfactory).

a.Motor system: consisting of those areas of the cortex projecting fibres towards the motor neurons and responsible for movement and walking.

Consequently, human being is a psycho-physical-mental integrated structure:

whose balance depends on the regulated and harmonious participation of all systems in the different activities;

where the action of one of the brain systems affects the others:

- *Whereas the psychological system is affected, for example by a great fear, so is the physical system (and there may be a decrease in strength) while the intellectual system (incorrectly defined, "mental") is unable to think.*
- *Whereas the physical system is affected, for example a strong flu disease, so is the psychological system (and therefore the mood suffers from a sort of depression) and, in the same way, our reasoning is less effective than ever.*
- *Whereas the intellectual system (i.e. the "mental" system) is affected, for example because of any kind of problem that cannot be solved, so is the psychological system (and therefore there is a certain rift of the emotional balance). At the same time, if the problem is particularly severe, it is possible to feel a sort of a physical breakdown.*

Therefore, an individual will be much more balanced the more **harmoniously he or she succeeds in integrating** these systems.

The four systems may interact within a *fifth area* beyond those above mentioned, which is the ***social area***: it allows triggering brain systems in their *dynamic interaction*, which will be even more appropriate if the proposed activity is able to fully involve them.

SOCIAL AREA



Cognitive area
Affective area
Perceptive area
Motor area

Cognitive area

As for *sporting activity*, before speaking of *knowledge* we should talk about ***bodily intelligence*** which:

- when concentrated inwardly, is limited to the activity of the body;
- when directed outwards, it involves physical actions on the objects of the world.



BODY INTELLIGENCE IS THE RESULT OF THE INTERPLAY OF DIFFERENT TYPES OF INTELLIGENCE:

- *Spatial intelligence:*
 - which allows a good gymnast to calibrate his or her movements within a springboard;
 - which focuses on the ability of the individual to transform the objects within his or her environment and to find his or her bearings in a world of objects in space.
- *kinesthetic intelligence, driving the fluidity of the movements of a dancer or basketball player;*
- *interpersonal and relational intelligence, allowing to calculate the position of teammates as regards their position, their role and the ruleset.*

KNOWLEDGE is even more complex than *intelligence*, it is a way of being in the world which needs to acknowledge:

- differences and peculiarities of personal attitudes
- their uniqueness in blending.

Knowledge if encouraged by sporting activity in a sort of skills laboratory and authentic task, turns out to be:

- **a peculiar construction which occurs within social and communicative ties**

- **a product of evaluation and estimation operations regarding:**

- oneself,
- the overall situation
- personal skills (talent, emotions) engaged helping making our unconscious choices

Affective area

Emotional intelligence covers five main areas, that are recalled when practicing sport:

- A) ***KNOWLEDGE OF ONE'S EMOTIONS***
- B) ***CONTROL OF EMOTIONS***
- C) ***SELF-MOTIVATION***
- D) ***RECOGNITION OF OTHER PEOPLE'S EMOTIONS***
- E) ***RELATIONSHIP MANAGEMENT***



Systematically exercising emotional intelligence means developing **self-awareness.**

This is the *cornerstone of emotional intelligence*: it represents the ability to recognize and control feelings and emotions and, consequently, to better manage the situations involving others.

Keywords

Sport

Cognitive area

Affective area

Perceptive area

Motor area

Associative system

Limbic System

Sensory center

The motor system

Social area

Bodily intelligence

Knowledge

Self-awareness

Remember

Children who do sports have strong reflexes and high focusing skills, although it varies according to the sport they do. This feature significantly increases their cognitive development.

While the children in the team participate in sports activities, they learn to act, win or lose, and obey the rules within the group. It is less stressful, less anxious. Depression is less common in these children.

Team sports enable the child to develop his environment, learn togetherness and team spirit. For example, a child playing in the volleyball team will be happy as a team even though he himself scores points. Togetherness allows many people to strive for the same goal.

They are skilled at making quick decisions and solving. For this reason, their mathematical success is very high, they learn more quickly, organize and manage adverse conditions much better than children who do not do sports.

