

Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

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Análisis de los métodos tradicionales de enseñanza-aprendizaje de los deportes colectivos en Educación Primaria y propuestas didácticas innovadoras

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Abstract

The methodology employed in the education of the collective sports in the educational centres is not updated. The professors involved do not value the evolution that this field suffered in the last decades and follow resorting to the educational processes but traditional causing big failures in the learning of these sports. This work realises a deep bibliographic review and elaborates a didactic unit for a classroom of sixth of primary education. This educational intervention bases in the technicians of education an learning of the understanding models, cognitive, integrated and constructivist.

Keywords

Methodological approaches; education and learning; sportive initiation; collective sports; physical education.

Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

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Resumen

La metodología empleada en la enseñanza de los deportes colectivos en los centros educativos está desactualizada. El profesorado implicado no valora la evolución que este ámbito sufrió en las últimas décadas y sigue echando mano de los procesos educativos más tradicionales provocando grandes fracasos en el aprendizaje de dichos deportes. Este trabajo realiza una profunda revisión bibliográfica y elabora una unidad didáctica para un aula de sexto de educación primaria. Esta intervención educativa se basa en las técnicas de enseñanza y aprendizaje de los modelos comprensivos, cognitivos, integrados y constructivistas.

Palabras clave

Enfoques metodológicos; enseñanza y aprendizaje; iniciación deportiva; deportes colectivos; educación física.

1. Introduction

The main aim of this study is to create an innovative, educational programme of an initiation into football, with supporting new trends of methodological teaching and learning of collective team sports, that was initiated by authors such as Bunker and Thorpe (1982) and applied to the football training base, today (Gamonales y Jorquera 2014^a; 2014^b; 2015; González-Víllora, García-López, Contreras y Sánchez-Mora, 2009; González-Víllora, García-López, Contreras y Gutiérrez-Díaz, 2010; González-Víllora, García-López, Pastor y Contreras, 2010).

The continuing innovations in the field of Physical Education and Sport and its evolution in recent decades have not been transmitted in parallel with the education system, to primary schools, and more specifically in relation to the teaching of collective sports (López y Castejón, 2005). The teaching of these sports at school seems not to have exceeded its more traditional methods (Ureña-Ortín, Alarcón y Ureña-Villanueva, 2009; Valera, Ureña-Ortín, Ruiz-Lara y Alarcón, 2010), giving an overemphasis on technique and an execution model based on physical performance and training levels (Hours, 2014) and not based on current educational models themselves. (Lopez and Castejon, 2005). The combined individual physical skills are still very much developed, with the aim of getting a technically competent student.

Thus we intend to propose the application of new teaching methods more in line with current educational purposes to be implemented at schools, considering that they can transmit values and learnings involving other areas, from the practice of the sport (Giménez, Abad y

Robles, 2009; Otero, Calvo y González-Jurado, 2011). This perspective is the result of many groups of professionals dissatisfied with current conventional practices.

Taking into consideration our teaching experience, both in schools and other educational institutions on the category of basic football, we note that the methodology used to teach team sports, has many disadvantages caused mainly by the limitations that more traditional teaching and education have to offer.

All these reasons and more, lead us to adopt a critical stance towards what is happening in a physical education classroom at a primary education stage. After studying specific documentation on teaching team sports, scientific articles in the area of Physical Education and Sport and from our experiences in the field of football, we are introducing a Teaching Module focused on a modern and innovative perspective, where teamwork is a prime consideration and also the performance of activities in a global and collaborative manner, similar to the characteristics that a player would find in a real game situation. In this case, the concept of transfer plays a more important role (Serra, Garcia-Lopez and Sanchez-Mora, 2011).

2. State of the question.

As soon as the idea of this work became clear and its objectives were defined, we believed it necessary to know what other authors studied about the thematic area we want to delve deeper, helping us to understand its reality and guiding us in a consistent coherent manner in the developing of our Educational Module. In addition, this literature review helped us:

- To find a deeper explanation of why this topic was chosen.
- To know the current status of the topic: what is known, how did the teaching methodology of team sports evolved, what results do studies show in respect to the strengths and weaknesses of traditional and modern teaching methodologies in the field of collective team sports.

We have chosen various documentary sources, not focusing solely on scientific journal articles or books, but instead we have also referred to manuals, catalogues, books, minutes from Education Board conference proceedings on Physical Education and experts who were

consulted and who guided us throughout the process. After reviewing and considering the different sources, we grouped the selected information in the following sections:

- **On the topic of traditional teaching methodology of team sports.** We found, mostly, critical articles published in recent decades, where various professionals in the field explained the advantages and disadvantages of the application of these practices.
- **On the topic of innovative methodology in the teaching of team sports.** In this case, we found articles, publications, studies, reviews and educational applications, all in defense of this proposal and change.
- **Training techniques in the sport of football.** All the information found on the subject, was a repetition of the format used around the development of innovative proposals.
- Moreover, we obtained information of general interest to help us carry out the review and subsequent educational intervention.

Specifying on the analysis of the review, we can conclude that the teaching methodology of team sports has constantly evolved over time, especially in relation to the lower grades, being fundamental the step that was followed to adapt the characteristics of children in terms of physical, psychological, motivational, interest and learning rhythms... In this case, we can speak of a modern pedagogy in team sports teaching, where the goal is not the process, but the individual person in his integrity (Corrales, 2010).

3. Theoretical framework.

This section will delve into the study of traditional and innovative methodologies, which serve as the basis for our teaching proposal based on the use and development of modern pedagogy team sports in a school. We analyse various elements of teaching-learning and present both the traditional approach of initial training sports and alternative proposals.

3.1. From traditional to alternative.

The introduction of curricular sport at school causes controversy from the beginning and its presence as content in the area of Physical Education divides teachers supporters and detractors (Torrebadella, 2012). The most contentious issue is the methodological aspect, becoming one of the main objectives of analysis in the field of sport initiation, the subject we are concerned with.

Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

Vol. II, Issue. 2; p. 303-323, May 2016. A Coruña. Spain ISSN 2386-8333

There are many investigations that, until now, were made on the quality of teaching methods (Gimenez Abad and Robles, 2009; Lopez and Castejon, 2005; Otero, Calvo and González-Jurado, 2011). The turning point can be placed in the early 80s with contributions from Bunker & Thorpe (1982) and Bayer (1986). With its comprehensive model of sport education (ECD) they generated a significant wealth of dedicated research and its practical application to work. In Figure 1 we see a concept map that describes the cycle which lists the stages of this methodology.

The aim of this transformative power emerges from a rejection of the traditional model of sports teaching, since this methodology gives an overemphasis on teaching technique and hence forgetting the development of decision-making and tactical awareness (Abad, Benito Gimenez and Robles, 2013).

Authors like Alarcon, Cardenas Miranda, Ureña-Ortín and Pinar (2010) define these traditional methods such as those that start with teaching specific skills of a sport, outside the context of the game and that have as a reference model, a particular model of execution. As for its development, when the ability presents some complexity, the gesture is broken down into parts to achieve automation thereof; and as you learn a particular technique, others that are increasingly complex are proposed. In a second phase, the skills learned in simulated game situations would be integrated, and eventually would proceed with real game situations and the teaching of individual and collective tactical aspects.

Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

Vol. II, Issue. 2; p. 303-323, May 2016. A Coruña. Spain ISSN 2386-8333

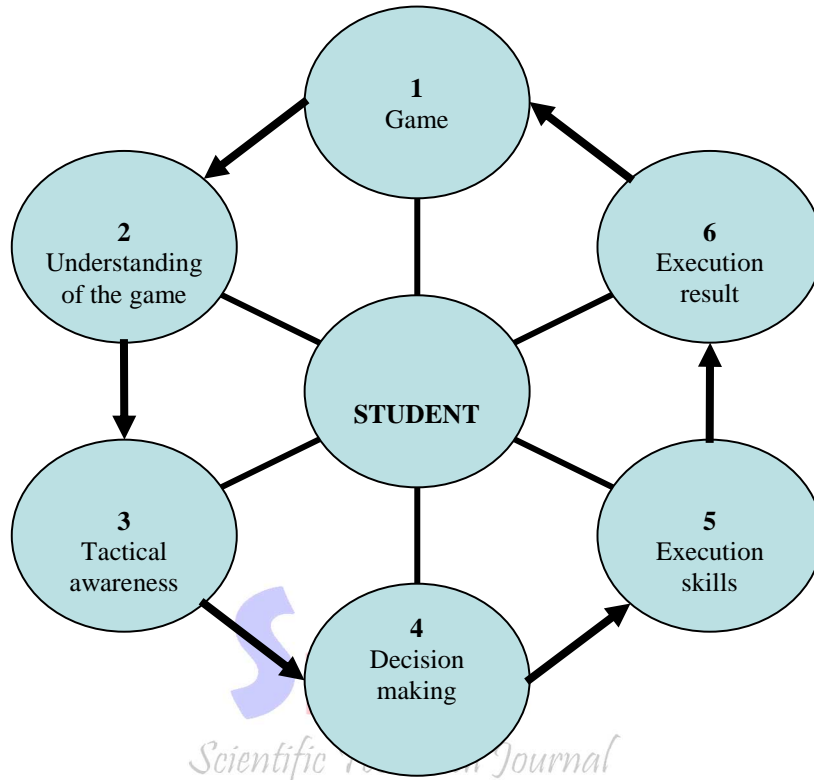


Figure 1. Model ECD. Source: Bunker and Thorpe (1982)

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In contrast, we get proposals to start working out, through play tasks involving a tactical basis. These reproduce the principles of play and stimulate the imagination of students, as well as exploring possible solutions (Pérez-Muñoz Yagüe and Sanchez-Sanchez, 2015).

3.1.1. Limitations of formal education.

It has been observed that current proposals, characterized by following traditional techniques, are only appropriate for a small number of talented players who are solely sufficiently motivated, but it is considered inappropriate for a PE class of 30 students (Valero, 2005). Moreover, Read & Devis (1990) list from the beginning a number of shortcomings:

- Physical education classes are limited to entrench a set of mechanical techniques that reduce, by their inflexible nature, the capacity for reflection.

Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

Vol. II, Issue. 2; p. 303-323, May 2016. A Coruña. Spain ISSN 2386-8333

- Those students that have limited skills, do not usually succeed in acquiring an adequate level of technical ability. These students are condemned to a continual repetition of stereotypical movements that may cause or reaffirm their aversion of a particular exercise.
- The training of athletes dependent on their coach is stimulated.
- Much time is spent on technical education and almost nothing on the Sporting Game.
- There is little transfer from technical learning to the real game play.
- Subjects often get bored by the lack of physical activity in a class of technique teaching.
- Athletes fail to understand the sport game as an enabling and suitable means to acquire all the possibilities of play.
- Critical sport reviewers, trainees or potential sports administrators who are well informed are not trained in a world where the sport can be an important way of training and leisure.

Any professional who has ever asked himself about methods of teaching or has undertaken critical observation of what happens during or at a class, knows these deficiencies.

However, only few teachers try to find solutions...

3.1.2. Traditional alternatives. Comprehensive approach.

Lopez and Castejon (2005) propose a comprehensive approach as the solution more concordant with the sport initiation of students, tailored to the requirements of the educational system. These so-called alternative methods are those that are made for understanding, characterized by tactical awareness and decision-making within the structure of an appropriate sports game, by the use of modified games and teaching skills when needed and always adapted to the individual levels.

One of the main features of this educational practice is the simultaneous development of learning tactics and technique. Lopez and Castejon (2005) consider that this simultaneity is appropriate for different reasons:

- Both aspects appear together in the game and it cannot be understood what happens if both articulated forms are not considered. Since one gives meaning to the other, it is reasonable to think that both of them must be learned in their context.

Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

Vol. II, Issue. 2; p. 303-323, May 2016. A Coruña. Spain ISSN 2386-8333

- It is inadequate, both educationally and from favouring a certain type of development in the children, a very specific and demanding physical behaviours learning and at the same time, meaningless.
- It is not fair to try to move forward in a decision-making process and acquirement of cognitive skills if they cannot run efficiently and do not allow to succeed in a correct situation.

3.2. Current teaching methodologies.

After taking a temporary path that helps us understand the current state of the affair, we expose the processing of each teaching model:

3.2.1. Traditional method.

The progress of this practice is structured into three stages (Alarcon et al., 2010): it starts with the teaching of specific skills or technical gestures of the sport, outside the context of game. Then, the intention is to integrate these skills in simulated game situations, where the skills learnt by the player take on their real importance for that individual player. Once the technical skills are acquired and become habitual to the player, real game situations are gradually introduced, in which case the individual and collective tactical team aspects begin to appear.

As for the style of teaching, this method is based on the technique of direct instruction, characterized by the absolute role of teachers in decision-making, where students are limited to execute, follow and obey.

3.2.2. Structural method.

Garcia-Lopez (2009) refers to studies of Bayer (1992) where three stages are proposed in learning following this didactic model:

- **Orientation-Investigation.** Where players face a situation where problems arise.
- **Awareness.** Phase in which the player captures what are the essential elements of the situation to which he has to pay more attention to get the right answer.
- **Repetition.** It is a necessary action to secure and automate responses, varying environmental conditions so that the response is flexible.

This cycle should be repeated to understand the situation and to correct detected errors, resulting in critical the information transmitted by his instructor, and hence requiring

that these corrections are as accurate as possible and to remember the conditions for success as well as future mistakes to be avoided.

3.2.3. Cognitive styles.

Alarcon et al. (2010) refer to the phases we encountered during the educational intervention with proposals of cognitive styles:

- Motivation to facilitate the search. Moment where the subject of the problem and points of interest are exposed.
- Approach of the objective to be achieved. Phase in which the problem and its difficulty level is known.
- Information that allows addressing the search. You can have a single solution, in the case of guided discovery; or more, in the case of troubleshooting.

3.2.4. Comprehensive model.

If we look at the existing structure of the proposals of alternative sport teaching, we can contemplate the concept of sport initiation from a model of comprehensive education characterized by contextual learning (Serra, Garcia-Lopez and Sanchez-Mora, 2011).

The student is placed in a scenario where there are continuing modifications to the game in a reduced real competitive game situation, in which the uncertainty requires the player's perception and analysis of the situation, and which technical and tactical solution is best suited and its application. (Serra et al., 2011, p.37).

Taking into account these principles will prevent students from encountering situations for which they have not been trained for, and where their learning would be probably limited, giving greater importance to the knowledge of the function and meaning of the operational principles of invasion sports (Otero, Calvo and González-Jurado, 2011) and, therefore, giving value to the modified game in the teaching-learning process.

3.2.5. Integrated model.

Although it is similar to the fore mentioned methodology, Alarcon et al. (2010) sets out a number of differences, based on the proposal of collaboration-opposition sports teaching, which is based on differentiation within the driving behaviour of the player, and between technique and tactics. From now on, two phases are proposed: one where you start by teaching tactics in reduced technical conditions and vice versa, where you start with the technique in reduced tactical conditions. Then there is a phase of situations, similar to a sports

Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

Vol. II, Issue. 2; p. 303-323, May 2016. A Coruña. Spain ISSN 2386-8333

game and the whole process would be repeated as often as necessary. To Castejon (2004) these tasks should maintain cooperation-opposition and alternation within an attack-defense game.

3.2.6. Constructivist model.

Professionals propose two phases, which seek understanding on the part of the players, of possible solutions to problems that arise during the game:

- Investigation and visualization of problems. The teacher focuses student's attention on the objective to be achieved, proposing tasks where players can identify the problems that arise when they want to achieve the objective.
- Reflection and analysis of the search results. In this phase or guide, without the requirements of any physical tasks and only through verbal communication, he will accompany the players and determine the validity of their responses and strengthen its implementation in the game.

According to the theories of constructivist learning, so that there can be a learning of a concept, a person must have an understanding of events, i.e., he must change his previous concepts with new ones, in a building process that can produce a change in the previous concepts or change them completely, producing a conflict within that person causing the abandonment of the previous concept by a more explanatory one (Alarcon et al., 2010).

3.3. Comparative analysis of the methodologies developed.

The traditional approach conducts a highly structured teaching game, based on a strategy that emphasizes mastery in physical skills previous to the development of the game, and where the tactic is introduced after the assimilation of technical gestures. On the other hand, innovative approaches are seen as a way to teach the game from a problem solving aspect. It focuses on the tactical understanding of the game rather than the development of basic physical skills that are integrated in each player so as to check their need to progress in the game. (Lopez and Castejon, 2005).

The first of the educational options presents several problems to students, at the end of their schooling, which can be summarized as:

- Little progress, due to the emphasis on implementation to win championships.
- The subjects know very little about sports or games.

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Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

Vol. II, Issue. 2; p. 303-323, May 2016. A Coruña. Spain ISSN 2386-8333

- They repeat technical aspects inflexibly
- Sportsmen/sportswomen show great dependence on the decisions of their coach.
- Therefore gaining very little development as critical reviewers and as administrators of their knowledge.

As a solution to these problems, the latest proposals encourage the students to understand the game better and make their own decisions about what, how and when. They seek technical skills that are meaningful in the context of the player and the sport, using the developed ones and practising and dominating new ones.

It seems clear that there are more similarities than differences in these latter methods; these can be enriching if we consider the strengths of each, and thus cover all demands that the learning of team sports requires.

4. Didactic Proposal.

4.1. Subject.

“**Football: initiation phase**”. It is addressed to the last year of primary education in a classroom of 20 students from a public school in urban areas.

Through this Didactic Unit, primarily we want to encourage physical activity, the understanding of team sports through football, teamwork, decision making and problem solving by dynamic tasks to achieve a meaningful learning.

4.2. Justification.

Football is the most played sport by children in their spare time, but this cannot be an excuse to avoid didactic processing, but a good argument to include its teaching in our lessons. We must remember that one of our goals is to facilitate subsequent sport integration of students in adult life, and football is a collective practice that we all encounter daily, either as observers and / or participants. This sport is highly motivating and relates to the interests of students by the aforementioned popularity. It gives us the discovery of numerous educational and recreational possibilities.

This didactic unit belongs to Block 6 of "Games and sports activities" of a sixth primary course, following the Decree 105/2014 (DOG No. 171 of September 9, 2014, pp. 37406-38087) by which the curriculum of Primary Education is established for the Autonomous Community of Galicia.

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Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

Vol. II, Issue. 2; p. 303-323, May 2016. A Coruña. Spain ISSN 2386-8333

4.3. Resources.

4.3.1. Materials.

- 20 small cones (10 red and 10 blue) and 10 large cones (yellow).
- 20 soccer balls and 10 small plastic balls.
- 30 breastplates (10 red, 10 blue and 10 green).

4.3.2. Didactic Resources.

We leave open the possibility of a collaboration with other people (specialists, teachers), audio visual resources and the option of a school outing (display training, matches).

4.3.3. Locations.

The locations that we will use will be the gym and a football field with artificial grass attached to the centre's facilities.

4.4. Timing.

We develop the educational proposal over six sessions, which will last 3 weeks. Each week will consist of two classes of 50 minutes (considering that the physical commitment of students is much smaller). In this case, we will implement it at the beginning of the course, because it will help in teaching other team sports that must be covered during the course.

4.5. Key Requirements.

According to Decree 105/2014 (DOG No. 171 of September 9, 2014, pp. 37406-38087), the following key competencies are addressed:

- **Linguistic Communication (CCL)**. When communicating with colleagues and acquiring the correct language concerning the sport in this unit.
- **Social and Civic Requirements (CSC)**. It seeks to develop attitudes of respect and understanding in students that will help their proper integration into society.
- **Sense of Initiative and Entrepreneurship (CSIEE)**. It is intended that children participate actively, that from the game they generate leadership behaviours and entrepreneurial skills in a free and democratic context.
- **Learning to learn (CAA)**. It is for students to acquire ability to correct themselves and colleagues.
- **Cultural Awareness and Expressions (CCEC)**. It would enrich this didactic unit, as

it was mentioned throughout this proposal, to teach students the possibilities that exist in football, in their immediate environment and cultural aspects linked to it.

4.6. General Objectives.

Following Decree 105/2014 (DOG No. 171 of September 9, 2014, pp. 37406-38087) it is understood by those general objectives the achievements that the students should achieve by the end of the educational process, as a result of teaching-learning experiences intentionally planned for this purpose. The application of this didactic unit is to contribute to the acquisition of some of the general objectives of Primary Education (pp 37413-37414.):

- To know and appreciate the values and norms of coexistence, learning to act according to them, to prepare for active exercise of citizenship and respect for human rights and pluralism inherent in a democratic society.
- To develop habits of individual and team work, effort and responsibility in the study, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, creativity and interest in learning, and entrepreneurship.
- To appreciate personal hygiene and health, to accept their own bodies and that of others, respecting differences and using physical education and sport to encourage personal and social development.
- To develop their own emotional abilities in all areas of personality and in their relations with others, as well as an attitude against violence, prejudice of any kind and sexist stereotypes and discrimination based on sexual diversity.

4.7. Specific objectives.

- To promote educational values: fellowship, collaboration, cooperation, respect for the rules, and to other people.
- To acquire basic skills and motor skills for detecting and solving problems that will allow the students to develop autonomously in football practice.

4.8. Contents.

Based on the Decree 105/2014 (DOG No. 171 of September 9, 2014, pp 37406-38087), the following evaluation criteria (pp. 37839-37840) will be applied:

- B6.1. Proper use of basic strategies of the games related to cooperation, opposition and cooperation-opposition.

Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

Vol. II, Issue. 2; p. 303-323, May 2016. A Coruña, Spain ISSN 2386-8333

- B6.2. Acceptance and respect of the norms, rules and people involved in the game. Elaboration and enforcement of a code of fair play.
- B6.5. Development of basic, generic and specific motor skills and physical condition, participating in pregame warm ups and sportsmanship. To recognize and evaluate the possibility of changing the rules of the game (space, materials, time) to suit the needs of the group.
- B6.6. Proper use of basic strategies of the games related with cooperation, opposition and cooperation-opposition.

4.9. Evaluation Criteria.

According to Decree 105/2014 (DOG No. 171 of September 9, 2014, pp 37406-38087), the following evaluation criteria (pp. 37839-37840) will be applied:

- B6.1. Solving own elementary tactical challenges of the game and physical activities, with or without opposition, applying principles and rules to resolve the situations that require driving force, acting individually, and in a coordinated and cooperative manner, applying the different roles implicitly within the games and activities.
- B6.3. To relate the specific concepts of Physical Education and those introduced in other areas with the practice of physical and sports activities.

4.10. Learning Standards.

According to Decree 105/2014 (DOG No. 171 of September 9, 2014, pp. 37406-38087), the learning standards by which this educational intervention is governed, are as follows (pp. 37839-37840.):

- EFB6.1.1. Use the appropriate resources to solve basic individual and collective tactical situations in different situations focused on motor skills.
- EFB6.1.2. Combine basic motor skills adjusting to a specific objective within time/space parameters.
- EFB6.3.1. Identify basic physical capacity more significantly involved in the exercises.
- EFB6.3.2. Recognize the importance of developing physical capacities to improve driving force skills.
- EFB6.3.3. Differentiate in the game practice and collective sports, cooperation and

Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

Vol. II, Issue. 2; p. 303-323, May 2016. A Coruña. Spain ISSN 2386-8333

defence strategies.

- EFB6.3.4. Describe the exercises, using the terms and knowledge about the locomotion system that are developed in the field of Natural Sciences.

4.11. Methodological guidelines.

Based on the Decree 105/2014 (DOG No. 171 of September 9, 2014, pp. 37406-38087), we establish the following guidelines (37787 p.):

- The tasks are global and playful in nature, to the point of making the game ideal for most in the context of learning skills.
- Cooperative learning structures will enable the joint resolution of tasks and problems, and will enhance the inclusion of students.
- It promotes methodologies which would have at their basis a guided discovery, problem solving and work inspired by challenges and cooperation.
- Teachers should be involved in the development and creation of various types of materials adapted to the different levels and different styles and rhythms of student learning, to deal with diversity in the classroom and to personalize the processes of construction of learning.

4.12. Adaptations.

To meet different needs that students show within a group (students with special educational needs, with limited dexterity, etc.), the didactic unit will be flexible enough to allow the same objectives to be achieved through different activities, planning alternatives that are more suitable for this kind of students.

4.13. Education in Values.

Arufe (2011) points out that the values are considered to be more or less lasting beliefs through which people embrace a determine type of behaviour, both personally and professionally, rejecting other opposing behaviours; they have a high content of subjectivity, thus obtaining different degrees of interest for each person. The used methodological model favours the development of these values that develop the situations of cooperation, joint problem solving, decision making, teamwork, respect for the views of colleagues and adversaries. Apart from the methodology, the teacher will have to be a participant in order to

Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

Vol. II, Issue. 2; p. 303-323, May 2016. A Coruña. Spain ISSN 2386-8333

pay attention to the behaviour of children in different situations generated and intervene if necessary to eradicate intolerant responses or enhance exemplary behaviour.

4.14. Evaluation.

The assessment is structured in three stages, considering that it will give us enough information for proper development of this didactic proposal:

- Preview / initial assessment. Necessary to investigate the experiences and knowledge that students have so we can begin the process of teaching and learning.
- Progressive evaluation. It is used throughout the learning process and serves as a reference for the teacher, who knows if his students are going to achieve the objectives.
- Final summation evaluation. Information will be provided on the ultimate criteria on which one can assess the students.

This evaluation process should serve not only to evaluate the learning process of students, but also the teaching process that is developing. In this case, an evaluation of the teaching and the didactic unit itself will also be made through checklists and questionnaires handed to the pupils at the end of the unit.

4.15. Sessions.

These will be developed in 6 sessions of 50 minutes each. All start with a warm up part/exercises based on joint mobility, the period that will be used to explain the objectives and content of the session. The sessions end with light stretching (cool down), a time used in addition to reflect on the contents executed in the session and their positive and negative aspects, etc.

- **Session 1.** Prior assessment. Matches 3x3, 4x4, 5x5 to apply methods of observation. Collection of results.
- **Session 2.** With the information obtained in the first class, we will start with the tasks aimed at understanding the basics of football, as well as technical acquisition of control and passing through games and play tasks (6x1 interchanges, attack / defence

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Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

Vol. II, Issue. 2; p. 303-323, May 2016. A Coruña. Spain ISSN 2386-8333

with 4 goalposts...).

- **Session 3.** Ball handling games, leading and ending the play with numerical superiority in both attack and defence. Game 5x5.
- **Session 4.** To strengthen situations involving the need for teamwork through the games adapted to football. Play tasks to keep the ball, variants to enhance the attack with the introduction of substitute players. 4x4 or 5x5 game with more substitute players in attack.
- **Session 5.** Tasks to refresh the contents of the first four sessions and strengthen us to face the last session, in which students' assessment will occur. Control tasks and passing plays, ball possession, attack & defense superiority always ended up with real game applying practiced aspects.
- **Session 6.** Evaluation of knowledge, skills and attitudes acquired and developed throughout the didactic unit through simulated game situations. Last part of overall feedback with the group.

5. Conclusions.

We believe it is necessary to master all the methodological modalities to build a realistic and appropriate proposal according to the interests and needs of the students. We also turn to traditional practices, something that we initially wanted to avoid, as a result of our experience with children in sports schools, we know that it is favourable to them starting from simple situations, as we did not want to achieve a utopian didactic unit either.

With the proposed activities, we believe that they meet the objectives that we set out at the beginning of the program, based on the offer of suitable conditions for students to learn the sport of football under some innovative practices and avoiding, in this way, those that experience the results of conventional methods.

Finally, we consider important that:

- Teachers acquire a more extensive training in this area, requiring a permanent recycling to tap the affluence of current contributions that professionals in the field of physical education and sport provide us with publications, practical experiences, conferences, etc.
- In education centres, new methods of teaching and learning team sports should be

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used having as showcase the wide variety of work methodologies used by qualified personnel /staff in clubs and associations.

- It would be important if students acquire enough taste for sport activities practiced at school in order to keep doing it during afterschool hours, either in sports schools or sport clubs; and there the teachers have much responsibility and a lot of work to carry out.

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Didactic experiences. Analysis of the traditional methods of education and learning of the collective sports in the primary education and innovative didactic proposals

Vol. II, Issue. 2; p. 303-323, May 2016. A Coruña. Spain ISSN 2386-8333

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