

Faculty	WWFiZ	Subject name	Youth sport (WF/I/st/47)
Field of study	Physical education	Study year/term	3/6
Number of hours	30	ECTS points	6
Subject type*	obligatory	Language	English
Study level**	full-time	Subject form***	classes
Preliminary and additional requirements (e.g. previous subjects)	No requirements.		
Subject objective	The main aim of subject is acquire knowledge of youth athlete development (chance and threat).		
SUBJECT LEARNING OUTCOMES (COURSE LEARNING OUTCOMES) after completing this subject, the student will be able to:			
Knowledge	S_K01. Student knows the role of a youth sport in long-term development; understands the principles of youth sports development; analyzes existing knowledge based on critical reflection on the current state and recognizes benefits of youth sports participants (K_W04/P6U_W/P6S_WG, K_W09/P6U_W/P6S_WG).		
	S_K02. Students knows the methods, forms, and means used to develop motor skills; knows physical fitness tests used to diagnose motor skills in youth athletes (K_W04/P6U_W/P6S_WG, K_W09/P6U_W/P6S_WG).		
Skills	S_S01. Student possesses the ability to formulate and solve research problems and be able to use basic theoretical knowledge in the field of sport and related disciplines (physiology, biochemistry, anthropology, psychology, and pedagogy) (K_U15/P6U_U/P6S_UW, P6S_UO, K_U19/P6U_U/P6S_UW).		
	S_S02. Student uses research methods and techniques as well as apply the principles of metrology, using the available research tools used to assess both psychophysical development and basic components of physical fitness of children and adolescents (K_U02/P6U_U/P6S_UW, K_U22/P6U_U/P6S_UW).		
	S_S03. Student organize safe physical and sports activities; assesses the correctness of selection of exercise programs and loads, depending on the levels of physical fitness, sex, and age of the exercisers, mainly in the field of youth sports and possesses the skills to plan and conduct training sessions (K_U04/P6U_U/P6S_UW, K_U22/P6U_U/P6S_UW).		
Social competences	S_SC01. Student understands the need for continuous self-education in order to properly perform tasks entrusted to him (K_K06/P6U_K/P6S_KK).		
	S_SC02. Student carries out tasks in a safe way, ensuring the safety of themselves, the participants and their environment (K_K08/P6U_K/P6S_KO).		
	S_SC03. As a sports instructor is prepared to act as a leisure time animator and to create training programs (K_K05/P6U_K/P6S_KO, K_K09/P6U_K/P6S_KR, K_K14/P6U_K/P6S_KK).		
Confirmation of achieved learning outcomes#	Continuous assessment.		
Type of assessment mark##	Final assessment mark, support assessment mark.		
Content	Subject form (number of hours) ###	Subject learning outcomes	Course learning outcomes
1. Introduction to youth sport (positive effect of physical activity and training in Kids, negative effect of over intensity in physical training in youth).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14

2. Physical growth and maturation (physical literacy, age categories, relative age, developmental age, growth, maturation).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14
3. Physical growth and maturation (measuring and monitoring growth, physical growth and maturational influences on sport opportunities and performance, training and competition during puberty).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14
4. Readiness for learning skills and competing (readiness, what is it?, sensitive periods in motor skill development (trainability), cognitive readiness, when should kids start organized youth sport? (is earlier means better?), sport-specific specialization athlete development models).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14
5. Teaching skills to youth athletes (classification of motor skills, 5-step teaching cycle).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14
6. Teaching skills to youth athletes (instructional strategies to maximize motor learning, block, random, serial practice schedule, feedback modality, self-regulated learning, focus of attention, learner-adapted practice).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14
7. Trainability of motor abilities (stamina, strength, speed, suppleness, agility).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14
8. Trainability of motor abilities (safety, benefits, guidelines).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14
9. Intellectual, emotional, moral development (influence of intellectual, emotional and moral development on sports performance).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14
10. Talent identification and development in youth sport (talent development basics, when we decide who is talented?, how is talent identified?, the relationship of practice and innate qualities on sport expertise, what is the best way to develop sport talent? – key factors in long-term athlete development (LTAD), periodization and LTAD, components of periodisation - 10-step approach to creating an annual plan).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14

11. Stages of long-term athlete development (active start, fundamentals, learn to train).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14
12. Stages of long-term athlete development (train to train, train to compete, train to win, active for life).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14
13. Stress and burnout in youth sport (stress as a process, young athletes responses to stress, burnout in youth sport).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14
14. Injuries in youth sport (youth sport injury basic, overuse injuries, physical injuries, anterior cruciate ligament injuries in female athletes).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14
15. Parents and youth sport (foundations of the parent-child relationship, main roles of youth sport parents, positive parent behaviours in youth sport, parent education in youth sport).	classes (2)	S_K01, S_K02, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03	K_W04, K_W09, K_U02, K_U04, K_U15, K_U19, K_U22, K_K05, K_K06, K_K08, K_K09, K_K14

Equipment	1. Laptop.
	2. Projector.
Passing criteria	Passing the exam.
Exemplary exam (test) tasks	Trainability of speed in long-term athlete development.
	Specialisation versus all-round preparation.
	Creating annual plan with one competition season.
Literature	1. Balyi, I., Way, R., Higgs, C. (2013). Long-term athlete development. Human Kinetics. Champaign, IL.
	2. Dick, F. W. (2007). Sports training principles. A. & C. Black, London.
	3. McMorris, T., Hale, T. (2006). Coaching science: Theory into practice. John Wiley & Sons.
	4. Vealey, R. S., Chase, M. A. (2016). Best practice for youth sport. Human Kinetics.
	5. Wesson, K., Wiggins-James, N., Thompson, G., Hartigan, S. (2005). Sport and PE: A complete guide to advanced level study. Third Edition. Hodder Education.
ECTS points	
<i>Number of hours with teacher (e.g. classes, office hours)</i>	40
<i>Number of hours without teacher (e.g. homework)</i>	110
ECTS points in total	150/6
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