

The Improvement Of Space-Time Orientation And Differentiation Skills In The Game Of Mini-Basketball

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Introduction

Space, like time, is one of the fundamental objective properties of matter, man cannot imagine anything outside of space and time and our biological constitution has led us to a representation of the Universe, which makes us consider separately the space and the bodies that are in him. This concept of space allows an effective description of many properties of objects (length of a segment, distance of two points, area of a surface, position of one point with respect to another).

DEFINITION: Ability to position one's body and change its position in a defined action space in relation to time, objects, others, in turn stationary or in motion.

Time cannot be considered independently of space. Human movement is a phenomenon that takes place simultaneously in time (duration and temporal structuring) and in space (shape and width). Jumping implies the global control of the movements of the body and its segments in space and time. The child begins to master the space-time relationship at the age of 8-9, that is, when he is able to transfer the notions of right and left into others and objects, independently of his own body.

The right perception and space-time representation, which implies for example intercepting the ball, or receiving it from a teammate, or beating an opponent in a dribble, allow you to master difficult and sudden situations. All this is possible thanks to all the motor experiences lived (exercises, games, competitions), which can be transferred (transference) through the abstraction and generalization of the experience itself.

This is a special coordinating ability. When positioning your body and changing its position, you must consider:

- EDITABLE ELEMENTS (eg, teammates, opponents, ball position)
- NON-EDITABLE ELEMENTS (eg, court, basket)
- RIGHT TIME

The minibasket in Italy is regulated by the Italian Basketball Federation (FIP), which has divided the activity into different categories, based on the age of the mini-athletes:

Children:

- Chicks: 5-6 years (First acquaintances)
- Squirrels: 7-8 years (Knowledge)
- Eaglets: 9-10 years (Skills)
- Beginners M: 10-11 years (Skills)

Girls:

- Daisy Duck: 5-6 years (First acquaintances)
- Dragonflies: 7-8 years (Knowledge)
- Gazelles: 9-10 years (Skills)
- Beginners F: 10-11 years (Skills)

PATH OF DEVELOPMENT ORIENTATION AND SPACE-TEMPORAL DIFFERENTIATION

In the context of knowledge, the goal, with reference to the ability to orient and space-time differentiation, is the search for free and occupied space; in the context of skills, however, the aim is to search for useful spaces in relation to the game; in the context of competences, space and time are a function of the game.

TRAINING PROPOSAL

Duration: 1 hour and 15 minutes

Mixed beginners group (skills)

ACTIVATION

The game shown in the picture is called "RUN, TAKE AND PULL".

It is certainly an activation game but its criticality lies in the fact that you cannot start standing still; I cannot start the lesson still but I can, with previous activities, build a didactic progression up to the game.

In the didactic progression I start with a specific space.

Free in teams but . carefully

Children divided into 4 teams of different colors, all with balls, free to dribble trying to stay 5 steps away from teammates.

Variation: at the signal of the instructor, the children, dribbling, must distribute themselves in the four quarters of the field respecting the rule of not being found with a teammate in the same quarter.

Balloons come out

Children in movement free for the dribble field, the instructor progressively removes a ball for each team, the child who remains without the ball can move and call and receive the ball from a teammate of the same team (keep the 5-step rule stimulating the verbal communication, dribbling and the use of hands to receive

Variant: the instructor appoints the leading team, when the player without the ball enters the midfield circle the teammates with the ball must be divided into the quarters as in the previous game and the same thing must be done by the other teams until the leader without the ball he does not decide to leave the circle and resume the previous activity. Variant: change of the leader team.

NOTES: the number of children is 16 but you can also play with 17.

It starts at the instructor's start, so it's not a power game !!!

Run grab and pull

Children arranged as shown in the diagram, at the initial start of the instructor, the child without the ball leaves the center circle to go to receive a teammate ready with the ball on the sideline of the field, go for a shot for a basket and take the place of him; whoever passes enters the center-court circle and decides where to receive.

Criteria for implementation and variants of the race with fixed time (e.g. 2 minutes of time for the race): - Individual score

-Individual score with attention stimuli (basket 2pt - error -1pt)

We are in the framework of skills, so the basket must be worth 2 points; if he makes a mistake, he is penalized with -1 point; in the framework of skills, so we value the basket.

Team score

- Team score with attention stimuli (attention is a variant from a socio-relational point of view)

-Team score with goal improvement of the score (this variant highlights the principle of the mini-basketball: accustom children to the motivation to the task) -General group score with improvement of the score

NOTE: When you close the task as a variant, you change the ability (motor control or anticipation).

CENTRAL PHASE

Run grab and pull. but with power

Like the previous game, but a team has the power to decide when to go, the player who scores first gives the power to their team.

I have transformed the same open game into a power game: the player who receives the ball must place himself in the right space and time.

Variant: the player who shot for the basket cannot go to occupy the position of the player who passed the ball to him, but must find a position on the outside line that is free and not occupied by other teammates.

Sprint and pass

Children divided into 4 teams, 2 teams in each half of the field, in each team 2 children are with the ball 2 without the ball, arranged as shown in the figure.

A team with power, the child with the ball of the team with power decides when to start towards the 3 points line and is the signal for the teammate without the ball, who was moving in the semicircle, to cut, receive and go to shoot for a basket; power to the first who realizes.

Variant: the child with the ball positioned between the three-point line and the 3-second area, starting signal retreating outside the 3 points.

NOTE: depending on where the companions are positioned we can understand if the children are arranged in the right space and time.

2c1 + 1 starting from behind

Children divided into two teams, 2 players for each team ready to play, arranged as shown in the figure. The player with the ball decides when to leave to start the 2c2 game. Variant: frequent change of role

Variation: change the position of the teammate without the ball who is positioned in the area behind the defender.

NOTES: This is a bridge game, i.e. a game situation that leads to the final stage. 2vs2 doesn't end in the middle of the pitch, but it's a 2v2 match.

There is a recurring automatism that causes the player positioned under the basket (therefore the red player) to expand when in reality it is already excellent to stay inside (useful space). Always look at the references !!!

FINAL PHASE

3c2 + 1 from throw-in

Children divided into two teams, 3 players for each team ready to play, arranged as shown in the figure.

The player without the ball decides when to start from the center circle to try to receive to start the 3v3 game.

Variant: frequent change of role. Variation: change the position of the teammate without the ball.

Variant: approach the third defender. NOTES: if I approach the third defender, the game becomes more difficult (in fact, if I reduce space and time complicate).

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