

Course Title	TRAINING OF CHILDREN AND ADOLESCENTS			
Course Code	SSTCH208-1			
Course Type	MANDATORY			
Level	BSc (Level 1)			
Year / Semester	2nd / Spring			
Teacher's Name	Dr Garyfallos Anagnostou, Dr Lena Basa			
ECTS	6	Lectures / week	3	Laboratories / week
Course Purpose	The purpose of the course is to provide students with the necessary knowledge and skills required to design training programs on technical, tactical, physical and adaptive skills in childhood and adolescence.			
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Apply the procedure aimed at identifying and identifying athletes with special physical or technical abilities. 2. Critically analyze how biological factors and heredity affect athletic performance in various sports. 3. Apply tests used to assess body type characteristics and athletic abilities. 4. Examine how different training sessions contribute to improving athletic performance. 5. Distinguish periodicity principles in training programs for young athletes, considering the special needs and physiological differences of childhood and adolescence. 6. Critically analyze test results and suggest appropriate strategies or adjustments. 7. Implement appropriate training programs to improve technique, physical condition and adaptive skills in childhood and adolescence. 8. Create and analyze the annual training plan for the various stages of childhood and adolescence. 			
Prerequisites	No	Corequisites	No	
Course Content	<ol style="list-style-type: none"> 1. Talent detection and selection: Research data from coaching. 2. The role of biological factors and heredity. Morphological and anthropometric indicators. Degrees of physical development. 3. Physical characteristics of athletes and tests for reliable selection 4. Training planning and the role of the programming framework. The planning process, their role in the coaching process. 			

	<ol style="list-style-type: none"> 5. Periodicity of training in childhood and adolescence. 6. Strength training during childhood and adolescence. Gender and age differences. 7. Anaerobic training during childhood and adolescence. Gender and age differences. 8. Running speed training during childhood and adolescence. Gender and age differences. 9. Aerobic training during childhood and adolescence. Gender and age differences. 10. Flexibility training protocols during childhood and adolescence. Gender and age differences. 11. Training programs for adaptive skills. 12. The training of technique and tactics in the developmental stages. 13. Summary and evaluation of the course units
<p>Teaching Methodology</p>	<p>Theory</p> <p>The teaching of the course includes lectures to provide the theoretical background. Detailed notes with PowerPoint and material rich in images and videos are used in teaching. Methods such as case studies, real scenarios, discussion, questions/answers are used in the teaching methodology depending on the nature of the course. In addition, workshops and site visits with hands-on experiences are provided to deliver the practical background of course content. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course.</p>
<p>Bibliography</p>	<p>Dietrich, M., Klaus, C., & Claus, L. (2000). <i>Εγχειρίδιο Προπονητικής – Η σύνδεση της θεωρίας με την πράξη</i>. Επιστημονική επιμέλεια: Ταξιλόγησης Κ. Γούργουλης Β. Μετάφραση: Γούργουλης. Αθήνα: Σάλτο.</p> <p>Berg, L. (2016). <i>Ανάπτυξη του παιδιού</i>. Αθήνα: ΙΩΝ.</p> <p>Κοτζαμανίδης, Χ. (2020). <i>Παιδί προπόνηση και υγεία</i>. Θεσσαλονίκη: Αφο Κυριακίδη</p> <p>Σιμάτος, Ι. (2018). <i>Σύγχρονη προπονητική στις αναπτυξιακές ηλικίες</i>. (Αυτοέκδοση)</p> <p><u>Additional bibliography:</u></p> <p>American College of Sport Medicine (2007). <i>Κατευθύνσεις Σχεδιασμού Προγραμμάτων Άσκησης και Αξιολόγησης</i>. 7η έκδοση. Αθήνα: Αθλότυπο.</p> <p>Anagnostou, G. (2008). <i>Physical education in school age and the selection of athletes</i>. Sofia: Avangard Prim.</p> <p>Baker, J., Wilson, S., Johnston, K., Dehghansai, N., Koenigsberg, A., De Vegt, S., & Wattie, N. (2020). Talent research in sport 1990–2018: a scoping review. <i>Frontiers in Psychology, 11</i>, 607710.</p> <p>Delavier, F. (2012). <i>Προπόνηση για Αύξηση της Μυϊκής Δύναμης</i>. 4η έκδοση. Αθήνα: Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη</p> <p>Καμπάς, Α. (2003). <i>Συναρμοστικές ικανότητες: Ανάπτυξη και προπόνηση</i>. Θεσσαλονίκη: University Studio Press</p>

	<p>Leigh, B. (2010). <i>Προπόνηση Ταχύτητας</i>. Αθήνα: Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη.</p> <p>Vaeyens, R., Lenoir, M., Williams, A. M., & Philippaerts, R. M. (2008). Talent identification and development programmes in sport: current models and future directions. <i>Sports medicine</i>, 38, 703-714.</p>
Assessment	<p>Continuous evaluation (50%):</p> <p>The assessment shall include any combination of the following:</p> <ul style="list-style-type: none"> • Assignments and research projects (20%) provide opportunities for students to apply their theoretical knowledge in a practical way, by studying training programs at various ages and expected goals and adjustments of exercise. The tasks are designed in a way that requires critical thinking, research, analysis and synthesis of information. Research projects may be individual, or in groups and aligned with learning outcomes. Students are assessed on the quality of their work, the depth of understanding they demonstrate and their ability to explain their ideas effectively. Projects and research projects can be individual or group. • The use of case studies (25%) to evaluate how students can apply theoretical knowledge in real situations, by creating a training program at young ages and at different competitive levels. Students are presented with scenarios that require analysis, critical thinking and application of theoretical contents and are assessed based on their ability to make oral presentations, be examined with viva voce, identify and evaluate relevant information, propose solutions and justify their choices. <p>Final exam (50%): Comprehensive final exam to assess students' overall theoretical knowledge. These assessments cover a wider range of topics and learning outcomes from across the curriculum, to assess students' understanding and integration of knowledge in various areas.</p>
Language	Greek / English