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PHYSICAL ACTIVITY WITH AGILITY
MOTOR DEVELOPMENT FOR
CHILDREN AGES 4–10

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Introduction

AGILITY:
is an important characteristic of motor development quality needed to maintain and control body position while changing direction (Miller et al., 2006).

Agility refers to physical coordination, speed, and balance skills.

Introduction

Volleyball is a Team Sport with ≠ characteristics that distinguish it from all others.

This fundamental quality should be systematically developed in children, as the current increase in sedentary behaviors appears to be linked to a degradation of the level of such skills in youth in recent years (Heyters et al. 2004).


Volleyball Project children UTAD (last 5years):
We working with a beginners (3 or 4 years old)
Introduction

A volleyball player's behavior during a game consists of quick, intentional and conscious reactions to changing situations on the court.

On the court a volleyball player performs a number of different motor activities involving movements with and without the ball (locomotion) aimed at attaining specific goals and heavily engaging the nervous and muscular system.


The Target

The aim of the present study was to improve agility in a group of children involved in volleyball activities.
Sample:

The sample comprised 20 children (4–10 years old) and followed the activities proposed by one volleyball club.

We have in the same time, 3 courts:
- Childrens court;
- Parents court;
- Female University team court.

Experience:

The children participated in 3 training sessions weekly lasting approximately 20 minutes each. During these activities, two kinds of exercises were alternately performed;

As a result, at the end of each month, training in the different agility components accounted for approximately 3 to 4.5 hours.
Over the course of six months, the children performed a battery of exercises that included the three agility components mentioned above:

- Coordination;
- Speed;
- Balance.

At the beginning, children performed the exercises without using a ball, but we progressively proposed more-complex drills and situations including balls.

All exercises in the battery of tests for the similar KTK have been measured with pre- and post-tests.
According:

We used the Body Coordination Test for Children (similar KTK) composed of four tasks:

1. Catching balance
2. Moving across the floor
3. Lateral jumps
4. Transfer platforms

Experience:

According:

1. Catching balance (dynamic balance);
2. Moving across the floor in 20 seconds by stepping from one plate to the next, transferring the first plate (strength of the lower limbs);
3. Lateral jumps (speed);
4. Transfer platforms (space–time structure and laterality).
Lateral jumps (speed)

Moving across the floor

Speed

Coordination
Balance without ball

Coordenation without ball

Balance with ball

Coordenation with ball
Speed

Coordenation with ball

Balance with ball

Speed and coordination
Critical analysis:

The improvement of agility is very complex.

It requires specific forms of activities adapted to the characteristics of each child.

A regular progression of task complexity appears to represent an important factor for the achievement of coordination in children.
Conclusion

The present study led to a significant proposal considering the practical application of all exercises for use by physical educators and coaches.

Physical Activity with Agility Motor Development for Children Ages 6–10

THANK YOU / MERCI

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