



COURSE DATA

Data Subject

Code	33208
Name	Athletics
Cycle	Grade
ECTS Credits	6.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
1312 - Degree in Physical Activity and Sport Sciences	Faculty of Physical Education and Sport Sciences	2	First term
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Faculty of Physical Education and Sport Sciences	2	First term

Subject-matter

Degree	Subject-matter	Character
1312 - Degree in Physical Activity and Sport Sciences	8 - Foundations of individual sports	Obligatory
1331 - Degree in Physical Activity and Sport Sciences (Ont)	8 - Fundamentos de los Deportes Individuales	Obligatory

Coordination

Name	Department
CORDELLAT MARZAL, ANA	122 - Physical and Sports Education
MARTINEZ NAVARRO, IGNACIO	122 - Physical and Sports Education
MONTOYA VIECO, ANTONIO	122 - Physical and Sports Education

SUMMARY

The BASICS OF INDIVIDUAL SPORTS subject: ATHLETICS, is taught as a compulsory second-year students of the degree in Science of Physical Activity and Sport, and has a teaching load of 6 ECTS. The course is four months, and its distribution is 4 hours per week (two classes of 2 hours)



This subject is taught to future professionals of physical exercise, and therefore we must assign the school educational context, but also extracurricular, as its basic framework of professional action. That is why the subject's program must foresee and promote a pedagogical vision of motor action and in this particular case, of the different motor skills that athletics contains, so that with a not too technified treatment they can be Used as useful pedagogical elements to adapt both to the Physical Education, as well as the extracurricular teaching of said sport in training stages.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

This subject does not require previous knowledge.

1312 - Degree in Physical Activity and Sport Sciences

- Know and understand the historical evolution of individual sports (athletics, gymnastics and swimming).
- Know and understand the regulations of individual sports (athletics, gymnastics and swimming).
- Know and understand the technical and tactical fundamentals of individual sports (athletics, gymnastics and swimming).
- Know and understand the teaching fundamentals of individual sports (athletics, gymnastics and swimming).
- Know and understand the areas of application of individual sports (athletics, gymnastics and swimming).
- Apply information and communication technologies (ICT) to the field of individual sports.
- Develop leadership, interpersonal and teamwork skills.
- Apply the principles of fundamental rights, gender equality, equal opportunities, universal accessibility for people with disabilities, the culture of peace and democratic values.

Know and distinguish the origins and historical evolution of ancient athletics until today, and the necessary adaptations of the regulation.

Know and distinguish technical and tactical fundamentals of different athletic specialties and the most appropriate teaching approaches to develop them

Knowing how to use the invaluable aid of new information technologies (ICT) and know how to manage and interact with the group to which it belongs as a first step to further adapt to its status as a teacher, considering at all times the principles of equality (gender,...).



DESCRIPTION OF CONTENTS

1. UNIT 1. INTRODUCTION TO ATHLETICS

It is intended that students know the historical evolution of the sport from its ancient origins to today, and has undergone several changes (technological adaptation to the metric system ...).

On the other hand, it facilitates grouping by fields, the various events that make up the calendar of the competitions that exist worldwide.

Finally, it offers students information about the characteristics of the facilities for practicing this sport, as well as resources to locate and develop in them.

- 1.- History (Origins and Evolution)
- 2.- Athletic disciplines (Olympic Program and Short Track)
 - 2.1.- The races (flat and steeplechase) and contests.
 - 2.2.- The race walk, relays and combined events competition.
 - 2.3.- Short track competitions.
- 3.- Installation (school facilities, training and competition)
 - 3.1.- Typology of the athletic competition tracks

2. UNIT 2. THE RACES

Presented in this issue, the most important regulatory issues related to the races development.

Applying the basic principles of physics allow the student to understand the mechanical fundamentals of a good running technique, and to make corresponding improvements decomposition of gesture poses both theoretical (analysis) and practical exercises (assimilation)

- 1.- Basic Rules.
- 2.- Mechanical Fundamentals
- 3.- The running technique and its phases
- 4.- Fundamental errors
- 5.- Practical part:
 - 5.1.- Learning fundamental methodological exercises (exercises assimilation)
 - 5.2.- The teaching progression

3. UNIT 3. THE START

There are times when the rules determine the technical development of the competition as in this case, hence the importance of their knowledge.

The above and the application of mechanical fundamentals in different positions of the different starting types, are allowing the optimization of these.

In practice it is intended that students perceive the sensations associated.

- 1.- Basic Rules.
- 2.- Starting types.
 - 2.1.- Regular start and Start from blocks
- 3.- Mechanical Fundamentals.



- 4.- Placement of starting blocks.
- 5.- Commands: On your marks, Set.
- 6.- Technical description of the gesture.
- 6.1.- Start in curve.
- 7.- The arrive to the finish line
- 8.- Fundamental errors
- 9.- Practical part:
- 9.1.- Learning fundamental methodological exercises (exercises assimilation)
- 9.2.- The teaching progression

4. UNIT 4. THE RELAY RACES

This chapter analyzes the regulatory, technical and tactical aspects, which depends on the result in competition, putting into practice and experiencing the different situations. This chapter discusses these issues as well as regulatory requirements and the various techniques recommended in each case, putting into practice and experiencing different situations.

- 1.- Basic Rules
- 2.- Fundamentals.
- 3.- 4x100 metres relay; tactical aspects
- 4.- Technical description of the gesture
- 4.1.- Analysis of the different types of delivery and receipt
- 5.- 4x400 metres relay; tactical aspects
- 6.- Technical description of the gesture
- 7.- Fundamental errors
- 8.- Practical part:
- 8.1.- Learning fundamental methodological
- 8.2.- The teaching progression

5. UNIT 5. THE RACES WITH HURDLES

The two disciplines with hurdles (long and short) have technical connotations that differ sharply from the flat races. In addition to regulatory issues, discusses the different parts of the technical gesture, trying to achieve through simple exercises full implementation of the gesture.

- 1.- Basic Rules.
- 2.- Historical summary.
- 3.- Technical description of the gesture.
- 3.1.- The Start.
- 3.2.- The attack and the passing of the hurdle.
- 3.3.- Rythm between hurdles.
- 4.- 400 metres Hurdles.
- 5.- Some differences between men and women.
- 6.- Fundamental errors.
- 7.- Practical part:



- 7.1.- Learning fundamental methodological exercises (exercises assimilation).
- 7.2.- The teaching progression.
- 7.3.- Rythm between hurdles.

6. UNIT 6. LONG JUMP

As the more simple implementation, this is the horizontal jump has been chosen. In the regulatory, specified as competition develops, and when a jump must be considered void. The technical aspects break up the different parts of the jump (race, stride, flight and landing) in order to work with specific exercises each.

- 1.- Basic Rules.
- 2.- Technical description of the long jumps.
- 3.- Practical part:
 - 3.1.- Learning fundamental methodological exercises (exercises assimilation)
 - 3.2.- The teaching progression.
- 4.- Fundamental errors.

7. UNIT 7. HIGH JUMP

We have chosen the high jump as a representative of the vertical jump for their simplicity with respect to the pole vault. Thus, it greatly simplifies both the subject material and the methodology necessary to develop the classes, with the consequent use of time.

On the other hand, the outline of the Unit, is fully aligned to that in the long jump.

- 1.- Basic Rules.
- 2.- Technical description of the high jump.
- 3.- Practical part:
 - 3.1.- Learning fundamental methodological exercises (exercises assimilation)
 - 3.2.- The teaching progression.
- 4.- Fundamental errors.

8. UNIT 8. SHOT PUT

When deciding to include or exclude releases in this guide, we've had more problems, finally deciding to prioritize the safety aspect. As a result we have included the issue of shot put because is a "straight" and "short" throw. The lack of "cages" in school facilities has meant that exclude the hammer.

In this chapter and in the precedents, we discuss the basic aspects of regulation and technical aspects break up the different parts of throw (starting position, glide, shot and recovery) in order to work with specific exercises each.

- 1.- Basic Rules.
- 2.- Technical description of the shot put.
- 3.- Practical part:
 - 3.1.- Learning fundamental methodological exercises (exercises assimilation)
 - 3.2.- The teaching progression.
- 4.- Fundamental errors.



9. UNIT 9. JAVELIN THROW

It is a rectilinear shot but long. Nevertheless, in their initiation can use alternative materials that allow it pretty safe. The uniqueness of the race and other technical aspects fully differentiate it from other releases, making it so very interesting.

Moreover, in this chapter and in the precedents, we discuss the basic aspects of regulation and technical aspects break up the different parts of throw in order to work with specific exercises each.

- 1.- Basic Rules.
- 2.- Technical description of the javelin throws
- 3.- Practical part:
 - 3.1.- Learning fundamental methodological exercises (exercises assimilation).
 - 3.2.- The teaching progression.
- 4.- Fundamental errors.

10. UNIT 10. DISCUS THROW

This topic has been included given the motor richness contributed by the circular movements (spatial perception, orientation, and balance). However, and depending on the course, can be met or not. Not having an indoor facility for the development of classes, the weather does influence the development of the program.

The existence of rubber discus, can (with appropriate measures) to undertake the development of classes with pupils of this age.

In this chapter and in the precedents, we discuss the basic aspects of regulation and technical aspects break up the different parts of throw (starting position ...) in order to work with specific exercises each.

- 1.- Basic Rules.
- 2.- Technical description of the discus throws
- 3.- Practical part:
 - 3.1.- Learning fundamental methodological exercises (exercises assimilation)
 - 3.2.- The teaching progression.
- 4.- Fundamental errors.



WORKLOAD

ACTIVITY	Hours	% To be attended
Classroom practices	60,00	100
Attendance at events and external activities	5,00	0
Development of group work	10,00	0
Study and independent work	25,00	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	25,00	0
Preparation of practical classes and problem	5,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

DEVELOPMENT OF THE SUBJECT

The development of the subject is structured around three main sessions: the practical classes, lectures and tutorials, as well as attendance at two no attendance axes: The study and self-employment, both individually and in groups.

Practical classes: developed in athletic facilities that are available to the faculty in the sports area of Blasco Ibanez, and on the track of "Estadio del Turia" located in the section III of the old bed of that river, which has a full facility (with relay zones ...) and regulations.

The lectures, will be taught in the classrooms of the faculty.

Regarding the CAMPUS of Ontinyent, both theoretical and practical lessons take place in the Sport-Complex facilities of the town (municipal property).

Tutorials: The organization of the tutorials as well as schedules of the same behoove each teacher and themselves take place in professors' offices or facilities (as indicated).

EVALUATION

Based on lesson attendance, there will be two evaluation systems:

A) Final evaluation: for those students who, for professional and/or personal reasons, cannot attend practical lessons regularly (less than 65%).

*Theoretical exam: composed of questions related to the theoretical contents.



*Practical exam: execution of all the disciplines that are worked on throughout the semester (running technique, starts, hurdles, long and high jump, shot put, discus and javelin).

B) Summative evaluation: for those attending regularly, there will be two parts:

1. Theoretical Part: 50% of the final grade

The knowledge of the contents of the syllabus exposed in class and basic references will be evaluated, through written exams. A mark must be obtained equal to or higher than 5 to consider this part exceeded.

2. Practical Part: 50% of the final grade

Students who wish to take advantage of the continuous or summative evaluation modality will have to attend at least 80% of classes. To facilitate adhesion to this modality and be evaluated from the subject, those students with assistance between 65.1% and 79.9% of the practical classes will have to do 1 work for each of the practical contents not completed by the students in practical sessions.

The attendance will have to be experiential, that is, the student must participate in the development of the class collaborating with their classmates, correcting, among others, and with the appropriate costume.

For the evaluation of the practical part of the subject, 3 aspects will be taken into account: a) active participation in practical sessions; b) The realization of practical exams, where the level of execution of the students will be evaluated in the fundamental methodological exercises of each specialty, paying special attention to the key points of the technique, as well as the pedagogical capacity of the students (selection of the exercises, teaching progression ...); and, c) realization of individual or group works.

Within the evaluation of the attendance by the students will be considered negatively situations such as:

- Arriving late at the beginning of the class, the teacher being able to deny them access to class, if this avoids situations of risk or injury.
- Leave the class before the end of the class for any personal reason.

As in the theoretical part, a mark equal to or higher than 5 must be obtained in each of the three sections described.

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Once both parts have been approved (theory and practice), the final grade will be the arithmetic mean of the grades obtained.

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Basic

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