

**COURSE DATA****Data Subject**

<b>Code</b>	33208
<b>Name</b>	Athletics
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1312 - Degree in Physical Activity and Sport Sciences	Faculty of Physical Education and Sport Sciences	2	Other cases
1331 - Degree in Physical Activity and Sport Sciences (Ontinyent)	Faculty of Physical Education and Sport Sciences	2	Other cases

**Subject-matter**

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

**Coordination**

<b>Name</b>	<b>Department</b>
CORDELLAT MARZAL, ANA	122 - Physical and Sports Education
FERRI CARUANA, ANA MARIA	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 teachers of E .F. and therefore we have to assign school as its basic framework of performance. This is why what the program of the subject must anticipate and promote a pedagogical vision of the motor action and in this particular case, the various motor skills enclosing athletics, so that with a not too tech treatment can be used as useful educational elements to adapt the curriculum of Physical Education.

## 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.

## OUTCOMES

### 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.

## LEARNING OUTCOMES

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)

1.1.- Classical Greece and the United Kingdom

2.- Athletic disciplines (Olympic Program and Indoor)

2.1.- The races (flat and steeplechase) and contests.

2.2.- The race walk, relays and combined events competition.

2.3.- Indoor competitions.

3.- Installation (school facilities, training and competition)

3.1.- Topology 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 (Articles: 160, 161 and 141)

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 (Article 162)

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 discipline of athletics in which it becomes a team sport, makes the tactical aspects acquires special significance. 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 (Article 170)
- 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 (Article 168)
- 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 (run, ...) in order to work with specific exercises each.

- 1.- Basic Rules (Articles 180, 184 and 185)
- 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 (Articles 181 and 182)
- 2.- Technical description of the high jumps
- 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 ...) in order to work with specific exercises each.

- 1.- Basic Rules (Articles 187 and 188 )
- 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**

This is another straight throw, though long, however 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 (starting position ...) in order to work with specific exercises each.

- 1.- Basic Rules (Article 193)
- 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 Unit should be 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 (Articles 189 and 190)
- 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
<b>TOTAL</b>	<b>150,00</b>	

## 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:

- **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).

- **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 and the presentation of theoretical works. "The total or partial literal copy of foreign works presenting them as their own is considered unacceptable behavior in the academic field." On the other hand and by the law of intellectual protection, the total or partial reproductions of the works of others are habitually prohibited, being able to give rise to their noncompliance to the corresponding offenses or criminal offenses.

### **2. Practical Part: 50% of the final grade**

Because of the nature of continuous evaluation of the lessons, it is mandatory to attend 80% of them. Those who have an attendance between 65.1% and 79.9% of the practical lessons will have to do additional work (as agreed with the teacher) to be able to be evaluated on the subject.

The assistance will have to be experiential, that is to say, the student must participate in the development of the class, collaborating with his classmates, correcting, etc. and with the right equipment.

Active participation in the practical sessions will be taken into account for the evaluation of the practical part of the subject. 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.

Through practical examinations, the level of execution of the student will be evaluated in the fundamental methodological exercises of each specialty, paying special attention to the key points of the technique. The pedagogical capacity of the students will also be evaluated (selection of the exercises, progression of teaching ...).

On the other hand, practical orientation works, presentations, made both individually and as a group will also be carried out and evaluated..

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

## **REFERENCES**





### Basic

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