

<b>POLI</b> ESCOLA SUPERIOR EDUCAÇÃO COMUNICAÇÃO DESPORTO <b>TÉCNICO</b> <b>GUARDA</b>	<b>SUBJECT DESCRIPTION</b>	<b>MODELO</b> PED.012.03
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Course	Degree in Sport					
Subject	Athletics 1					
Academic year	2023-2024	Curricular year	1st	Study period	1st semester	
Type of subject	Compulsory	Student workload (H)	Total: 81	Contact: 45	ECTS	3
Professor(s)	Faber Martins					
<input checked="" type="checkbox"/> Area/Group Coordinator <input type="checkbox"/> Head of Department	(select)	Teresa Fonseca				

## PLANNED SUBJECT DESCRIPTION

### 1. LEARNING OBJECTIVES

The aim of this course is to provide students with competence in terms of knowledge of history, organization of the sport and develop their technical skills for the practice of the same, associating observation skills.

Enable them to intervene in the teaching and training process as coaches of the sport, in a conscious and autonomous way.

It is intended, as an output profile, that students are able to analyze and reflect on the quality of athletics practice, as well as actively participate in it.

### 2. PROGRAMME

#### 2.1 Introduction - presentation of the modality

- Historical evolution of athletics.
- Athletics institutional organization – IAAF, FPA, Associations and clubs.
- General competition regulations, General organization of competitions.
- Athletics in the context of contemporary sports practice, Global Athletics Characteristics.

#### 2.2 Learning and mastering fundamental technical exercises

- Circular structure of running movement.
- Special exercises for learning Running Technique (TC)

#### 2.3 Sprints Races:

- Stages of the sprint race, Match, Acceleration, Maximum speed, Speed maintenance (resistance speed)

#### 2.4 Relay race

- Types of relay races, Technical Regulation, Transmission techniques, Tactics

#### 2.5 Hurdle race and Steeplechase

- Hurdle racing as a sprint test, Acquisition of the notion of steeplechase, The rhythmic unit of 3 strides and 4 supports (run-transposition-run), The transposition and stages of the race with hurdles and steeplechase, Exercises for the development of the technique for crossing hurdles and steeplechase, Exercises for developing the pace of the hurdle race, Technical regulations for hurdles and steeplechase races

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## 2.6 Middle Distance and Long Distance

### 2.6.1 Means and Training Methods (Continuous Running, Fartlek, Extensive Interval Training and Intensive Interval Training, Ramps)

## 2.7 Long Jump

- General Fundamentals, Stages of the long jump, Swing Race, Call, Flight, Fall, Technical determinants of the jump, Long jump regulation

## 3 COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

Direct relationship between the contents taught and the objectives made possible through contexts of theoretical learning and practical experimentation. Thus, the contents are consistent with the objectives of the course unit, as the transmission and learning of the planned contents allow the student to acquire technical-scientific knowledge, as well as the ability to reflect the practice in order to acquire skills at the level of a deep theoretical and practical knowledge of the technical contents of the modalities, of the planning, intervention and control process related to the modality and also a knowledge of the evolutionary trends of the same. Furthermore, the course unit favors practical experiences with the aim of improving technical gestures, in order to consolidate the quality of the pedagogical intervention.

- Another important aspect is to encourage the development of a reflective, proactive and socially responsible attitude of professionals, combined with cognitive skills and the ability to transmit and process information in the specialty area.
- This course unit was structured with content in order to contribute to the understanding, by the student, of the importance of modalities, bearing in mind the growing relevance of technical and scientific instruments necessary for the improvement and improvement of their intervention as a technician.

## 4 MAIN BIBLIOGRAPHY

- Bompa, T.O. (2005). Entrenamiento para jóvenes deportistas. Editorial Hispano Europea.
- Bravo, J., Martínez, J., Durán, J., Campos, J. (1998) "Atletismo (III) Lanzamientos", Ed. Comité Olímpico Español.
- Cometti, G. (2008). El Entrenamiento de la Velocidad. Editorial Paidotribo, 2ª Edición.
- Dossier do Professor. (2012). Fundamentos Correr, Saltar, Lançar. Federação Portuguesa de Atletismo, Europress, Lda
- Francisco, C. M. (2011). Desporto Individuais - Atletismo. Edições IPG.
- Jeffreys, I. (2013). Developing Speed. NSCA -National Strength & Conditioning Association (NSCA), Human Knetics.
- Sant, J. R. (2009). "Metodología Y Técnicas de Atletismo". Editorial Paidotribo..
- Schmolinsky, G. (2006). Track and Field-The East German Textbook of Athletics. Sport Book Publisher (Can)

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## 5 TEACHING METHODOLOGIES (INCLUDING EVALUATION)

The training process foresees the realization of theoretical and theoretical-practical sessions where, after the theoretical exposition of the contents, the students consolidate their knowledge through exercises, methodological progressions, simulated practices of training sessions and competition.

For reflection and consolidation of learning, students are encouraged to create documents on the topics covered in class and to carry out small research work on teaching and training in the sport.

**Continuous assessment without final exam** - The assessment has the following components:

- i) **Practical Assessment** – carried out through continuous assessment of the practical component – 60% of the final grade, referring to the modules: Sprint Races, Relay Races, Hurdles Races and steeplechase, Middle and Long Distance Races and Long Jump (5 modules-12% each);
- ii) **Theoretical Assessment** – carried out through a written test on scheduled dates – 40% of the final assessment. The final classification of Athletics I results from the average grade of each of the modalities that comprise it. Students must obtain a minimum score of 9.5 in each practical component assessed, as well as in the theoretical assessment (9.5) to be considered approved.

## 6 COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The achievement of the learning objectives presented involves the transmission of scientific-technical content that seeks to consolidate through practical experiences with the aim of learning and improving technical gestures, in order to consolidate the quality of the student's pedagogical intervention.

Based on questioned questions, as a strategy to lead students in directed research in accordance with the objectives of the curricular unit, which aim to enrich specific knowledge in individual sports, domains of its fundamentals in order to develop skills of knowing, being, being and do.

In summary, this course unit was structured with content in order to contribute to the understanding, by the student, of the importance of modalities, bearing in mind the growing relevance of technical and scientific instruments necessary for the improvement and improvement of their intervention as a technician

## 7 ATTENDANCE

According to the ESECD Regulation.

## 8 CONTACTS AND OFFICE HOURS

[fabermartins@ipg.pt](mailto:fabermartins@ipg.pt) – Monday: 15:30-17:30; Tuesday: 15:00-18:00

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**DATE**

**18 de setembro de 2023**

Professor

(signature)

Area/Group Coordinator

(signature)