IPE3111 TRACK & FIELD

COURSE DESCRIPTION

This course is designed to impart the necessary skills and knowledge to student teachers to teach Athletics (track and field events) to youths in a primary school setting.

Student teachers will be introduced to developmentally appropriate teaching approaches. Relevant sport science knowledge, assessment tools, and the use of information technology will be incorporated.

COURSE OBJECTIVES

At the completion of this course, student teachers will be able to:

1. Possess the competencies to provide opportunities for experimenting and exploring the basic movements of running, jumping and throwing through informal play or planned activities.
2. Possess the competencies in the selected Track & Field events to effectively demonstrate and teach the various concepts, and techniques and skills associated with them, bearing in mind the use of age and developmentally appropriate activities and teaching tools.
3. Be able to design developmentally appropriate lesson plans that incorporate the relevant teaching approaches, facilitate progressions in the learning process, and optimise the opportunities for students' participation and learning.
4. Be able to understand and apply sport science knowledge to support the teaching techniques and skills associated with the various track & field events.
5. Be able to employ appropriate formative and summative assessment tools.

COURSE CONTENT

1. RUN: Running Fast – Sprints & Starts I. Concepts: Basic rules of running events (running in lane/in straight line); speed, cadence, stride length, reaction time, agility, power, running posture. Skills development activities and teaching progressions related to running at high speed and acceleration, and starts without blocks.
2. RUN: Running Fast – Sprints & Starts II. Concepts: As in Week 1; with focus on acceleration, coordination, energy systems, and starts. Skills development activities and teaching progressions related to running at high speed and acceleration, finishing and starts with blocks.
3. RUN: Running Fast as a Team - Sprints & Relays. Concepts: Maintaining speed (individually and as a team), energy systems, strength, endurance, running as a relay team, Relay Exchange Zone – attaining top speed. Skills development activities and teaching progressions related to maintaining speed in relay.
4. RUN: Running Fast over Barriers – Hurdling. Concepts: Rhythm, minimal flight time, low centre of gravity, flexibility, fixed versus alternate leg

clearance. . Skills development activities and teaching progressions related to rhythm (various stride rhythm) in running, flexibility, lead-leg, trail leg, combination and coordination of lead-leg and trail-leg.

5. RUN: Running Fast over Long & Middle Distance - Distance Running. Concepts: Pace, rhythm, efficiency “running economy”, posture “relaxed”, stride length/cadence/deceleration, energy systems. . Skills development activities and teaching progressions related to mechanics of running, pace judgement, strategies for distance running.
6. THROW: Linear Throws – Javelin. Concepts: Generating and transferring force, speed of movement and force generation, kinetic chain, coordination of body movements in relation to implement, timing, stability, parabolic trajectory, power position, shape of implement & air resistance. Skills development activities and teaching progressions related to overhead throw and the javelin throw.
7. THROW: Rotational Throws – Discus. Concepts: Scaffolding concepts mentioned in Week 6 and focusing on the following - linear vs rotational movements, centrifugal force, timing of release, exit-point of release. Skills development activities and teaching progressions related to the release of the implement, rotational throw (e.g., different turning actions), and the discus throw.
8. THROW: Linear & Rotational (advance level) Throws – Shot Put. Concepts: Generating and transferring force, speed of movement and force generation, kinetic chain, coordination of body movements in relation to implement, timing, stability, parabolic trajectory, power position. Skills development activities and teaching progressions related to the gliding action, putting action, and the shot put throw.
9. JUMPS: Jumping over the Bar – High Jump. Concepts: rhythm of approach, generating momentum, ways of clearing bar, curved vs straight approach, centrifugal force, raising centre of gravity. Skills development activities and teaching progressions related to straight and curved approaches, the Scissors and Fosbury Flop.
10. JUMPS: Jumping Far – Long Jump. Concepts: parabolic flight; optimizing hang-time; speed, rhythm and balance; landing stability. Skills development activities and teaching progressions related to bounding, jumping (e.g., two-legged, one-legged), landing, taking off, and the long jump Sail technique..
11. JUMPS: Jumping Far – Triple Jump. Concepts: coordination, speed, rhythm and balance; landing stability. Skills development activities and teaching progressions related to the hop-step-jump technique, rhythm, and consecutive jumping actions (bound, hops, steps).
12. Assessment

COURSE ASSESSMENT

	Component weightage
Practical Assessment	60 %
Assignments	30 %
Professional Qualities	10%

COURSE REFERENCES

Recommended Text(s)

1. Thompson, P. J. L. (2009). *Introduction to coaching: The Official IAAF guide to coaching athletics*. Lincolnshire: The International Association of Athletics Federations.
2. Thompson, P. J. L. (2009). *Run! Jump! Throw!: The Official IAAF guide to teaching athletics*. Lincolnshire: The International Association of Athletics Federations.

Additional References

1. Dick, F.W. (1994). *But first… : basic work for coaches and teachers of beginner athletes.* London: British Amateur Athletics Board.
2. Dunn, Jr. G.D. and McGill K. (1991). The Throws Manual. CA: Tafnews Press.
3. International Association of Athletics Federations - http://www.iaaf.org/index.html