

ATHLETICS FOR A HEALTHY LIFE

Quarter 2

MODULE 1

Hi. How are you? I'm glad that you have finally decided to continue the race of your studies. Jump high to overcome the challenges of high school life and run fast to reach your goals. Keep it up!

This module will help you acquire knowledge and skills in Athletics and develop behavior that will enable you to maintain good health, live a healthy lifestyle, and understand the role of individual sports as a form of physical activity in ensuring good health.



EXPLORE Your Understanding

In this phase, you will engage in various activities that will reveal your prior knowledge and understanding in athletics. Copy and answer the table below in your journal/notebook.

Activity No. 1

Games! Games! Games!

Below are games that you and your playmates are playing during vacation time, weekends and holidays. Try to play the following games:

1. "Catching Robbers"
2. "Running Races"
3. "Sack Race"
4. "Obstacle Race"

List down the different skills you have manifested in playing these games. Write your answers in your journal/notebook.

In what particular sports do you see such skills like, running, jumping and throwing?

Activity No. 2

Assess Yourself

Directions: Put a check (/) mark in the Column of YES, if you have performed the listed activities and in the NO column if you have not.

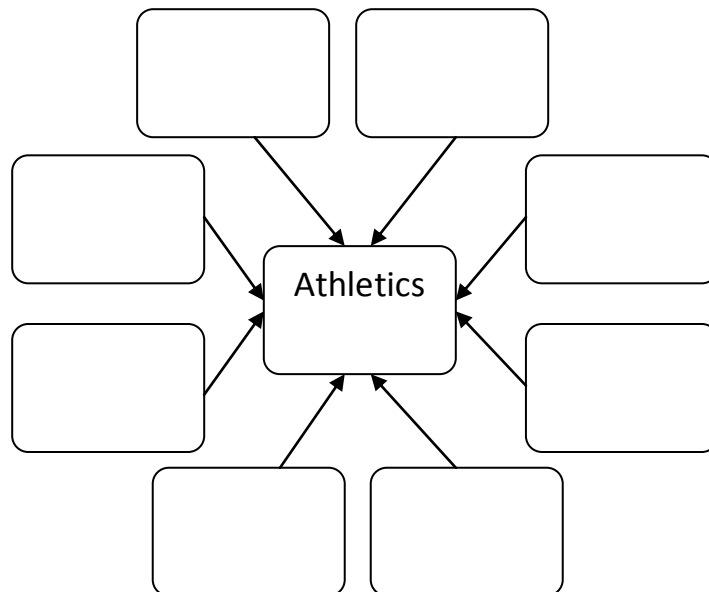
Activities	YES	NO
1. I outran a barking dog running after me.		
2. I outran a catcher in the game "catching robbers".		
3. I have thrown a stone and a stick to a far distance.		
4. I have joined in running races in the community.		
5. I am good at playing luksong tinik or luksong baka .		
6. I have ran, jumped and thrown in fun games.		
7. I enjoyed watching running, jumping and throwing in various competitions.		
8. I had the chance of being a runner, jumper and thrower in my elementary days.		
9. I can run fast without easily getting tired.		
10. I can jump high with ease.		

Having more than five "yes" answers in this activity would mean that you possess athletic skills. All you need to do is to develop and enhance such skills to become a potential athlete.

Activity No. 3

Word Association

Write inside the boxes words that you can associate with athletics. Write your answers in your journal/notebook.



Using the words in the boxes, formulate a statement that will describe Athletics.

The information that you have provided will give you a better idea about athletics. Furthermore, such information will lead you to understand concepts and skills in athletics which you will later on learn and do respectively as you continue your race to finish this module.

Activity No. 4

What do you think?

Read and answer the following questions. Write your answers in your journal/ notebook.

1. How do you think men survived during the primitive days?

2. What were the skills and trainings needed by the gladiators in order to survive in the Roman arena?

3. What activities have you performed that involved running, jumping and throwing?

4. How does one benefit from understanding and learning these skills?

5. Do you find running, jumping and throwing as forms of physical activities and as a sport? Why?

I am very certain you will enjoy and learn more about running, jumping and throwing as you go on to the next phase of this module.



FIRM-UP Your Understanding

In this phase, you will be provided with different activities & resources on individual sports for you to reflect, rethink, clarify and validate your understanding of athletics.

READ and you will UNDERSTAND

The reading materials provided below allow you to better understand the different lessons in Athletics. Sources and references for additional readings in athletics shall be found in Annex A of this module.

Lesson 1

The Background of Athletics

Track and field athletics, commonly known as athletics or track and field, is a collection of sports events that involve running, throwing and jumping. The name "athletics" is derived from the Greek word "athlos" meaning "contest".

Dating back to the Ancient Greeks, athletics was the only competition to be held in the first Olympic Games which took place in Athens in 776 BC. At that time, the single athletic event was known as the 'stade,' a foot race which covered the length of the Athenian Olympic stadium.

In 1896, the first modern Olympic Games were staged. Although initially of limited appeal, the Olympics captured the imagination of athletes and grew steadily, making track and field an international sport for the first time. In 1913, the International Amateur Athletic Federation (IAAF) was formed by representatives from 16 countries. The IAAF was charged with establishing standard rules for the sport, approving world records, and ensuring that the amateur code was adhered to; it continues to carry out these duties today.

Lesson 2

Track Events

Track events often involve a field or a running track, of varying measurements. These events are typically held in a 400 meter track. These include sprints, middle distance events, long distance events, hurdles, relays, road running and race walking.

Sprints are basically racing events involving distances ranging from 100 meters to 400 meters. Middle distance events on the other hand, range from 800 meters to 3000 meters. The standard distances are in multiples of 8--> 800 meters, 1600 meters and 3200 meters. A variation of the middle distance event is the steeplechase which involves overcoming barriers and water jumps along a 3,000 m track. Long distance

events include marathons, or any event covering more than 5,000 meters. The standard distances for long distance sprints are 5000 meters and 10000 meters.

Hurdles are also track events for the simple reason that they done in a track field. Hurdles is an event where participants race to the finish line while leaping over obstacles along the way. The standard distance is 110 meters or 100 meters for women, and 400 meters for men.

Lastly, relays are track events that involve a team of performers, where in teammate A runs to a certain point where teammate B is, who in turn runs to where teammate C is and so on until the last member reaches the finish line. The standard distance and rounds for relays are 4 x 100 (in which 4 is the number of players, and 100 is the number of meters to be run by each player). Two types of relay include the distance medley relay, which is a relay consisting of different distances for each participant in a team. A sprint medley consists of a single 400 m, followed by 2 200 m runs then ending with an 800m run.

Lesson 3

Field Events

Field events are among the most exciting sports in the world of athletics. They combine strength, technique, speed, grace, power, flexibility, and of course, competitiveness.

The field events are divided into two major events, namely, the jumping events and the throwing events. These two events not only differ in skills needed, but also in the physical demands they put on the athletes. Aside from the javelin throw, most throwers in general are heavy-set, with particular strength emphasis on their upper bodies, while those in the jumping events are much leaner, like a runner or marathoner. This can be attributed to the fact that, in order to jump higher and/or longer, it would help to have a lighter body. At the same time, since most throwing events are made from inside a throwing circle, the emphasis is on the strength, power, and technique of the thrower.

Throwing events are divided into four categories: Shot Put, Hammer Throw, Javelin Throw and Discus Throw, respectively.

Among the four events, the javelin throw is the only event that requires the competitor to run in order to build momentum. The other three are made from within a throwing circle.

Jumping events are divided into four categories, excluding the events which are considered uncommon. These four events are the: High Jump, Long Jump, Triple Jump and Pole Vault, respectively.

The high jump resembles the pole vault in the sense that the athletes compete to achieve the greatest height, while the long jump and triple jump both measure the longest horizontal distance achieved. Among the four events, the pole vault is the only one that makes use of an external instrument (the pole) in order to help the athlete achieve his goal.

Lesson 4

Running Skills

Body Position

The head, trunk, and pelvis should be positioned along a vertical line, which is perpendicular to the ground; this helps to insure that the pelvis is in the most efficient position. It should be obvious that the erect position better enables you to lift your knees, which, in turn, will increase stride length.

Your head should be up, with eyes focused 20 - 30 yards ahead; runners who have a tendency to look at the ground a short distance in front of their feet usually have short, choppy stride as a result.

Arm and Shoulder Carriage

It is necessary to have arm and shoulder movement during running so that torque produced by the driving of the legs is more easily absorbed. Your shoulder must move in coordination with the arms. The combined action is quiet one and shoulder just be vigorous enough to balance out the effects of the leg drive.

It is advisable for you to keep the hands, arms, and shoulders as relaxed as possible, for tense muscles not only required a greater oxygen consumption but also are prone to cramp. Most runners cup the hands or maintain a light pressure between the thumb and fist finger on each hand; this tends to prevent the arms and shoulders form tensing.

The position of the arms should probably approach a right angle during the forward movement but the exact position is not critical. However, you must not carry your arms excessively high for this can be very fatiguing. During the forward swing your arms should not cross the imaginary mid-line which divides the body. Runners who do this "cross-body" action cause the trunk to rotate unnecessarily.

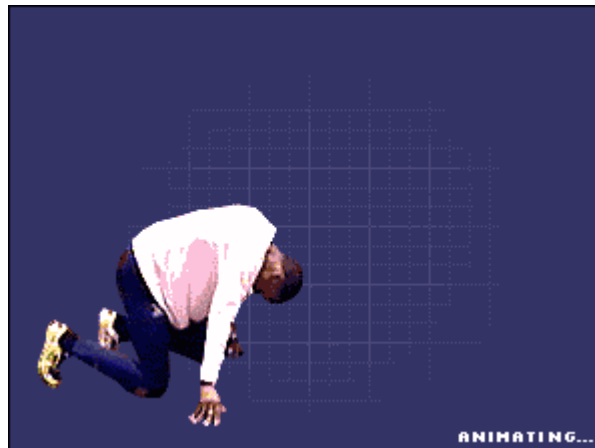
Action of the Legs

There are two parts of leg action these are: (1) the recovery phase, and (2) the driving phase. In the recovery phase the rear foot leaves the ground and the driving phase the lead foot touches the ground.

Running speed is the combination of the stride length and frequency of the stride. Stride length and body lean will increase as one increases speed.

Foot Action

A male runner has a landing touch with a "heel-ball" action, which is where the heel hits the ground first. The weight is then transferred to the ball of the foot in a rocking chair fashion. Among female runners the "heel-ball" and "ball-heel-ball" is about the same. In the "ball-heel-ball", the runner initially settles on the ball of the foot, then momentarily transfers the body's weight to the heel, and then rolls forward again to the ball for the driving phase. The "heel-ball" landing touch is more suited to be more efficient over long distances because there is less strain put on the muscles of the calf.



- a. Master the sprint start.
- b. Starting a sprint race is all about explosion of speed and power.
- c. But you do need to keep it under control.
- d. Being relaxed helps your body run efficiently and quickly at any distance.
- e. Try to breathe gently and await those starter's commands.

ON YOUR MARKS



- a. Crouch on one knee and form a high bridge with your fingers just behind the line.
- b. Your hands should be placed slightly wider than your shoulder width.
- c. If you feel cramped, you are probably positioned too close to the start line.
- d. Don't get distracted by anything or anybody.
- e. Keeping your eyes focused on the ground ahead of you will help your balance, focus and relaxation.

SET



- a. Raise your hips to a level just above your shoulders.
- b. Your head shouldn't be dropped towards the ground but don't 'crick' your neck by trying to look up the track.
- c. Lean your body as far forward as you can and aim to begin running without stumbling.
- d. Wait for that starting signal.

GO



- a. When the gun goes off, breathe out hard and pump those arms and legs.
- b. Try not to travel too far with each stride to start with.
- c. Thrust your elbows as high as possible with each backward swing and drive your legs with a high knee action.
- d. Keeping your body low in your opening strides will thrust you forward.

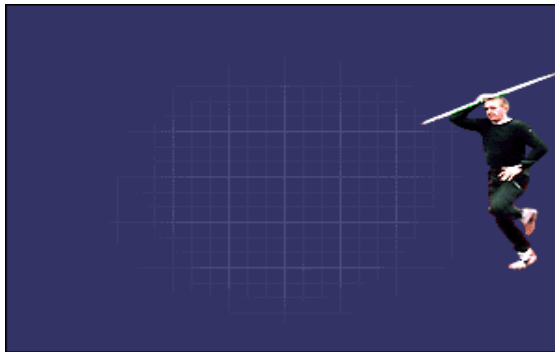
Lesson 5

THROWING SKILLS

Event: Javelin

The javelin is about optimum power, speed and rhythm. And it's a brilliantly fun event to do too.

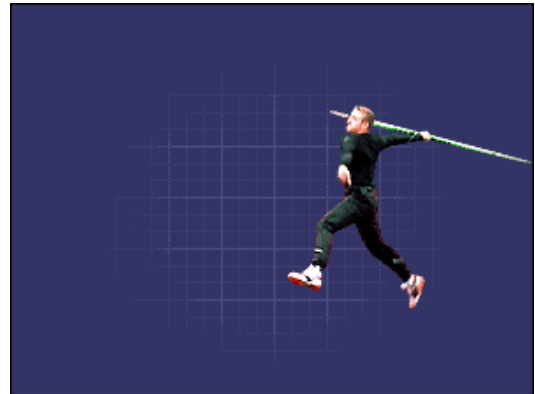
STEP ONE



- a. The javelin should be held horizontally.
- b. Maintaining your control as you accelerate towards the throwing line is the key to a good, long throw.
- c. Your legs will provide the speed to obtain the necessary power.

STEP TWO

- a. As you approach the line, pull the javelin back with a straight arm.
- b. Staying upright with good running contacts will give you the power you need behind the throw.
- c. Keep your eyes focused straight ahead.



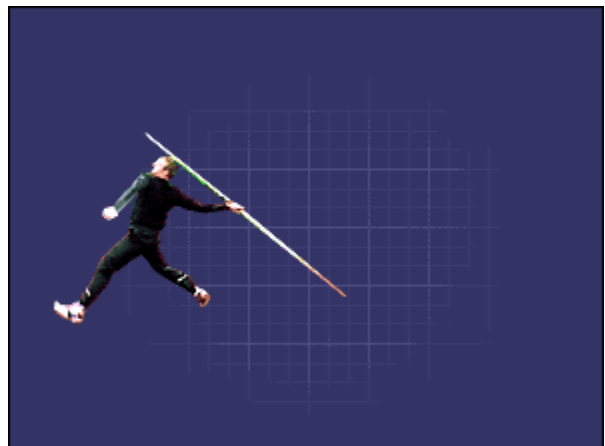
STEP THREE



- a. The javelin should be pulled through strongly after the left leg is firmly planted before the line.
- b. It is important to keep your throwing elbow high and over the shoulder line.

STEP FOUR

- a. Aim to release the javelin over your front foot.
- b. Having the throwing hand as high as possible on release will really improve your distance.



Event: Shot Put

This event is all about transferring huge strength through the legs, arms and fingers to throw the shot. There are two techniques for delivery. The first is the rotational technique while the other one is the linear method which is more popular.

STEP ONE



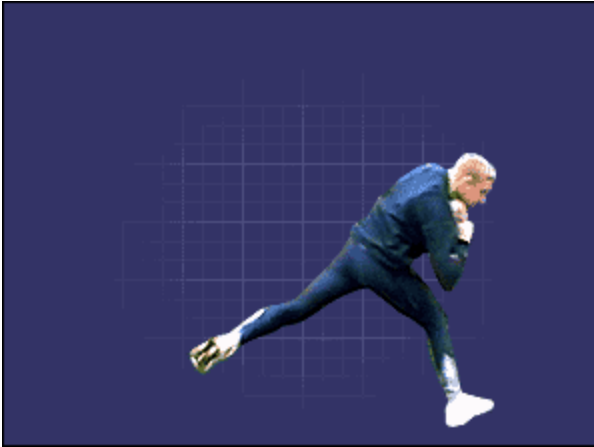
- a. Rest the shot on the base of your fingers and push it against your neck.
- b. Adopt a back-facing stance at the back of the circle, with your weight mainly on the right leg (if you are right handed).

STEP TWO



- a. To build the power needed to throw, lower your weight onto your right leg and form a low and closed crouching position.
- b. And prepare to launch your body.

STEP THREE



- a. To begin your launch, drive your right leg downward and then powerfully thrust your left leg towards the toe board.
- b. The power you generate here is crucial to a good throw.

STEP FOUR



- a. With a side-on stance, transfer the power up through the legs, body and throwing arm.
- b. And with a high elbow, release the shot by punching your arm to the sky and flipping the wrist.
- c. The shot can easily fall away from the neck during the throw so make sure it is fully pressed hard against your neck until the final release.

Event: Discus

The discus requires power, great speed and lots of spinning.

STEP ONE

- a. The discus should be held by the pads of your fingers with the thumb resting against the side of it.
- b. Face away from the direction you are throwing and prepare to spin.



STEP TWO

- a. Think of yourself as being coiled like a spring.
- b. So your body is twisting with the legs and upper body.
- c. Right-handed throwers should rotate to the right and then unwind back towards the left.



STEP THREE

- a. To generate speed and power, try to move on the balls of your feet.
- b. As you uncoil, your weight is shifted to the left with your right foot being swept around to the middle of the circle.
- c. And then the discus will trail behind you.



STEP FOUR

- a. After rotating one and three-quarter times, your feet should be in position at the front of the ring.
- b. The discus should then be released with the chest, hip, knees and toes facing the front.
- c. And hopefully it will be a long throw.



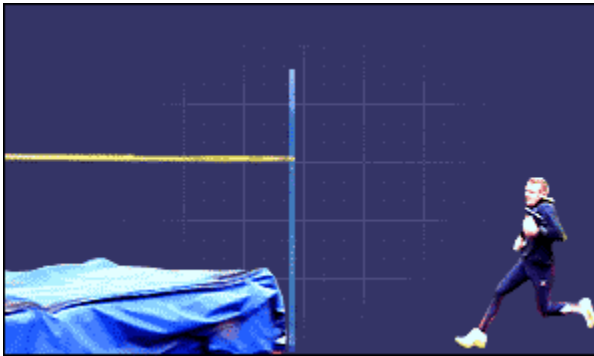
Lesson 6

Jumping Skills

Event: High Jump

A good high jumper will have explosive speed and a smooth technique to get over the bar. The most commonly used method is the Fosbury Flop.

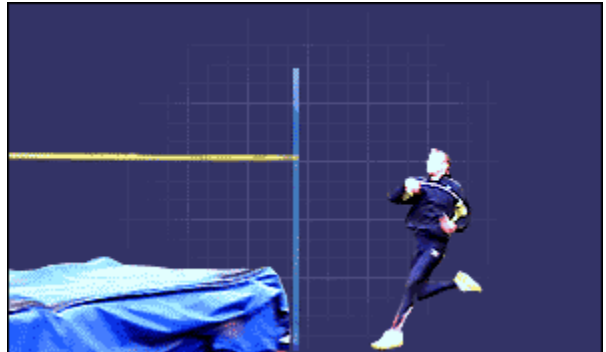
STEP ONE



- a. An aggressive sprint approaching the bar is the key to a good jump.
- b. The run-in should be curved in towards the bar to give your body the angle and speed to launch.

STEP TWO

- a. You should take off from the foot furthest from the bar.
- b. This will be the right foot if you come in from the left.
- c. Aim to drive yourself upwards, using your arms to power yourself over the bar.

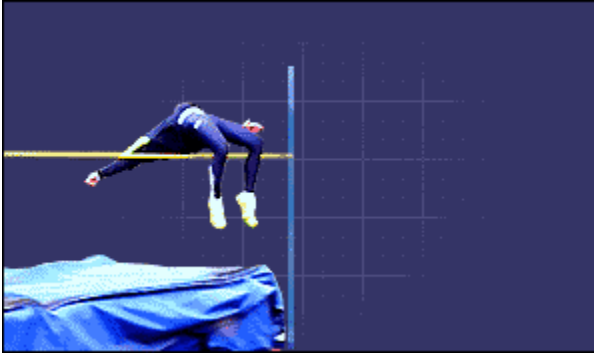


STEP THREE



- a. Use your leading leg to twist your body over the bar and aim to lay back.
- b. These three things will help you clear the bar: (arms to your side, arch your back and lift your hips)

STEP FOUR

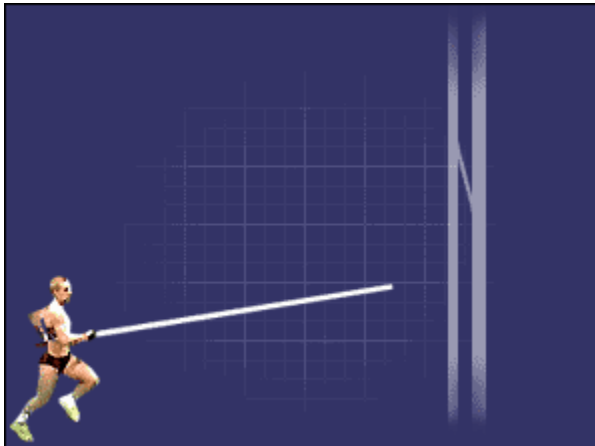


- a. Even after your bottom has cleared the bar, make sure you lift your head and feet to complete the clearance.
- b. Jumping too high too early and over-arching your back are common mistakes which lead to knocking the bar off.

Event: Pole Vaulting

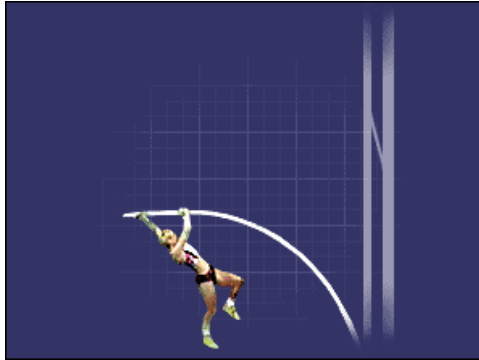
Pole vaulting is described as an adrenaline-fuelled extreme sport and is one of the most exciting events in athletics.

PHASE 1: RUN-UP



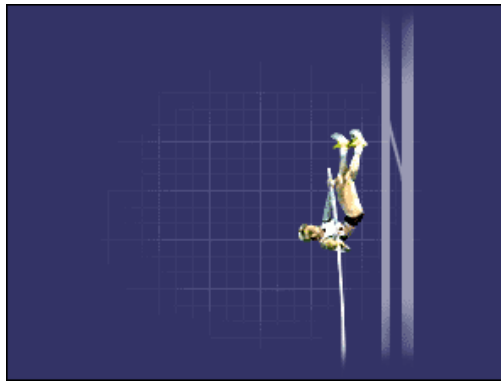
- a. As you stand at the top of the runway your aim is to have the pole nice and high.
- b. Start with a slow, progressive and rhythmic run-up increasing in pace as you get closer to take-off point.
- c. You need to run tall with high knees and your last two steps being your fastest.
- d. You're then looking to lower the pole gradually to slide it into the box.

PHASE 2: THE PLANT and TAKE-OFF



- a. After lowering the pole into the box you should be taking-off with your body as tall as possible.
- b. The angle between the ground and pole should be as high as possible.
- c. You need to get right up on the toes of your take-off leg and push right up on the top hand.
- d. Also drive through the pole and try to jump out of the back of the pit like you would in a long jump take-off.

PHASE 3: THE SWING and EXTENSION

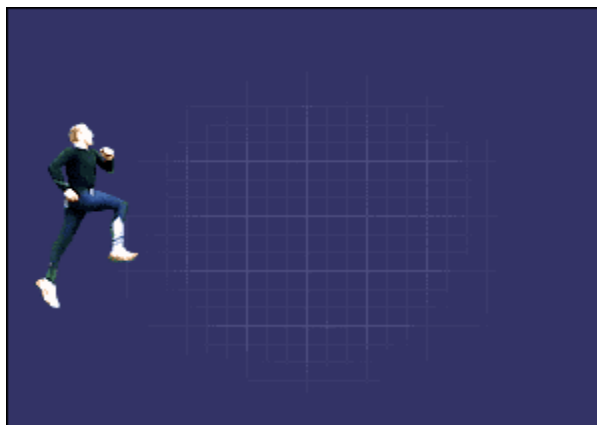


- a. Swing your trail leg through long and deep and you end up in an upside down position that we call the 'rock-back'.
- b. This is where your feet and hips are above your head.
- c. Drive your feet and hips up towards the bar and half turn to go over.
- d. And if all goes well, the bar will still be sitting in the same place.

Event: Long Jump

Lightning speed, an accurate take-off and an explosive spring is the secret to great long jumping.

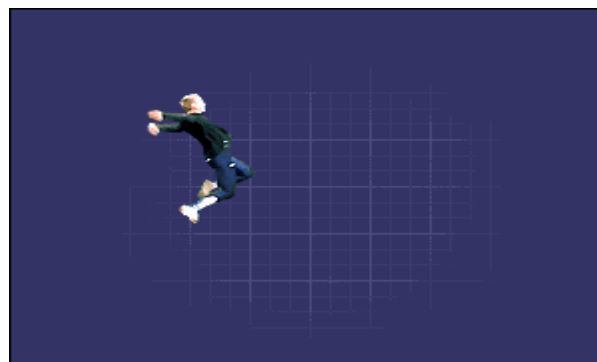
STEP ONE



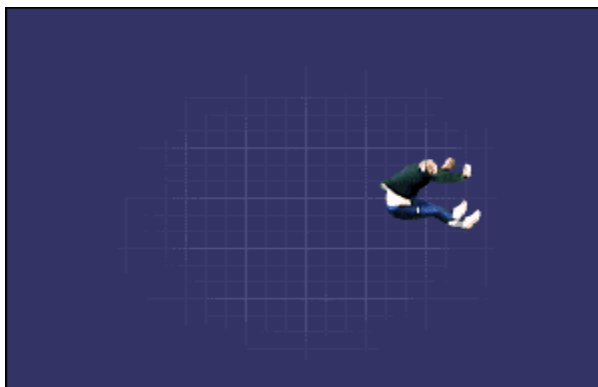
- a. The first half of your run-up should be rhythmic and relaxed.
- b. About halfway down, pump those arms and legs to get maximum speed and hit the board in top gear.
- c. Your speed will give you the momentum needed to achieve a good 'flight' and long jump.
- d. On take-off, power yourself by driving your leading leg upward.

STEP TWO

- a. It is important to help force your body through the air by circling your arms.
- b. They should first go downward, then backward, upward and finally forward.



STEP THREE



- a. To delay landing too early, thrust both legs outward in their extended position, and drive your hands down.
- b. This will thrust your shoulders and head forward.

STEP FOUR



- a. On landing, bend your knees and move your upper body forward as you hit the sand.
- b. To get a longer jump and prevent yourself from falling backwards, lean to one side as you land, using one elbow for balance.
- c. After landing, remember walking back through the sand pit will get you disqualified in a competition.

Lesson 7

Basic Rules in Athletics

Objective: The object of athletics is to reach the finish line first. Where Olympic and other major races are extremely close, computer-aided replays determine to the tenth of a second which runner crossed the line first. Athletics is a main Olympic event. It is an umbrella term used to describe all forms of sprinting, running, and other track and field-based activities.

MORE COMPLEX RULES

In all athletics races, the competitors (in Olympic competition there are usually eight) line up at the starting line. For races up to and including distances of 400 metres, the official will start the race with a call of 'on your marks, set,' then will fire a starting pistol.

Races longer than 400 metres are not run as fast, so the starting position is standing instead of the crouch used for shorter races. As such, the call is different, usually consisting of just the starting pistol. As with other sports, any obstruction of the other competitors is against the rules.

Distances

Sprints	Middle	Long
50 metres (indoors only)	800 metres	3000 metres
60 metres	1500 metres	5000 metres
100 metres	2000 metres	10,000 metres
200 metres		
400 metres		

The distances given above are for standard running. For junior competitions, the distances are usually reduced. For example, the 5000m is dispensed with, and the 3000m is cut back to 2000m. Distances given above may vary worldwide, although the Olympic Games will contain the full distances given above.

When the race is run around the track once or more, in other words, races including a bend in the track, the starting positions are staggered, as are the finishing positions. This ensures that each athlete runs the same distance.

Runners must stay within their own lane throughout the race, and the race is won by the first runner whose body crosses the finish line - hands, head, etc do not count.

There are variations on standard racing, such as steeplechase, relay, and hurdles. In all running events, the competitors run anti-clockwise.

Steeplechase

There are three main distances that the steeplechase includes.

1500 metres
2000 metres
3000 metres

The steeplechase is a race run around the track as a normal long distance race,

but there are barriers and water jumps.

For the 1500 metres, there are 13 barriers, and 3 water jumps.

For the 2000 metres, there are 18 barriers, and 5 water jumps.

For the 3000 metres, there are 28 barriers, and 7 water jumps.

The barriers are 91.4 centimetres (3 feet) high and made of heavy timber. They are too heavy to be knocked down, but also strong enough for an athlete to put their feet on it to aid their jump, although many athletes clear the barrier completely when there is no water jump.

If there is a water jump, it starts from right behind the barrier, and extends for 3 metres. There is no penalty for going into the water, in fact many athletes do step in the water jump as they jump over the barrier.

Note:

3000 metres is the standard distance for steeplechases. The 3000m is not exactly seven and a half laps, as the water jump has to be counted as part of the track or not, so the lap is slightly more or slightly less than 400 metres.

Relay

Relay racing is run as a sprint, but instead of one runner completing the entire distance, there are teams. One runner will run some of the distance, passing the baton to the next runner so that the next runner completes the next set of the track.

There are two major different lengths of tracks that relay races take place on.

4 x 100 metres

4 x 400 metres

The less usual distances:

4 x 200

4 x 800

4 x 1500

And 'medley' events with different distances for each part of the relay:

200m, 200m, 400, and 800m

100m, 200m, 300m, 400m

Each 100 metre section of the track is marked into 20 metre segments either side of the 100 metre mark. There is a further 10 metre zone either side of the 20 metre zone, called the 'acceleration zone'.

The runner who is to collect the baton may stand in the area defined by the lines. Usually the receiving runner will start running before the baton is exchanged. The baton may not be exchanged until the runners are in the 20 metre zone.

Hurdles

Hurdle races are run as sprints. Runners jump over ten hurdles in the specified distance.

Mainly, there are two different lengths of tracks that hurdles races take place on.

100/110 metres
400 metres

Adult men run 110 metres, women run 100 metres. Both sexes run 400 metres. Again, in different competitions, the size of the hurdles, number of hurdles, and distance may differ, although the rules given are major official international regulations.

Marathon

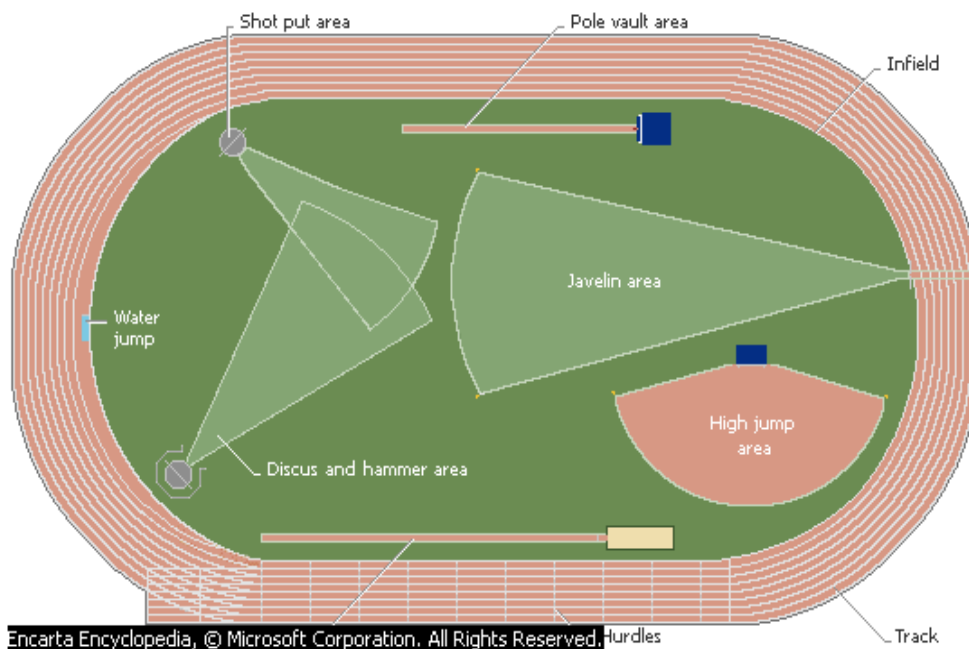
The marathon is not run on a track, except often at the start and finish. Marathon courses often take place through designated urban areas. A marathon is 42.195 kilometres (26 miles 385 yards) long.

False starts

A false start occurs if one or more runners step over the starting line before the race has started. If this happens, all runners must return to their starting positions, even if they were not at fault, or they have started running.

If one athlete commits two false starts in one race, they are disqualified. For combination events such as triathlon, three false starts are permitted (throughout the entire competition). For Olympic events, one false start is permitted.

The track



The track consists of eight lanes, each 1.22 metres (4 feet) wide. The length of the oval track from end to end is 157.4 metres (172 yards) in total. The width of the track oval is 73 metres (80 yards). The radius of the curve (distance around the curve) is 36.5 metres (39.9 yards).

The lanes are numbered from 1 to 8 from the inside out.

Batons



A baton.

A baton is a metal cylinder which weighs about 50 grams (1.76 ounces). It is usually 28-30 centimetres (11-12 inches) in length, and 12-13 centimetres (4-5 inches) around.

Hurdles



A hurdle.

Hurdles are adjustable. The height can usually be set from 1.067 metres (3.5 feet) down to 0.762 metres (2.5 feet). They have a maximum width of 1.20 metres (3.9 feet), as they must fit onto one line of the track.

Hurdles weigh a total of 10 kilograms (22 pounds) and have adjustable counterweights on the base so that a force of at least 3.6 kilograms (7.9 pounds) would be required to knock them down.

While the hurdles are frequently knocked down when athletes clip them as they jump over, the weights prevent the wind or anything similar from knocking them down.

FIELD ATHLETICS

OVERVIEW

Objective: Field athletics is a contest, or series of contests, to find out which competitor can jump the highest or furthest, or throw the furthest.

Athletics is a main Olympic event. It is an umbrella term used to describe all forms of sprinting, running, and other track and field-based activities.

In many competitions, competitors are allowed between three and six individual trials in an order of competition decided by the organisers, with their best times being used for the awarding of points and determining who is the winner. This generally applies to all events except the high jump and pole vault, where competitors have three attempts at each height, and are disqualified after three consecutive failures.

Field athletics can be grouped into two main categories - jumping and throwing.

Jumping	Throwing
High Jump	Discus
Long Jump	Hammer
Pole Vault	Javelin
Triple Jump	Shot put

MORE COMPLEX RULES

High Jump

This event is to see who can jump the highest. A bar is placed between two upright poles, and the competitors attempt to jump over it, without knocking the bar down, landing on the padding on the other side.

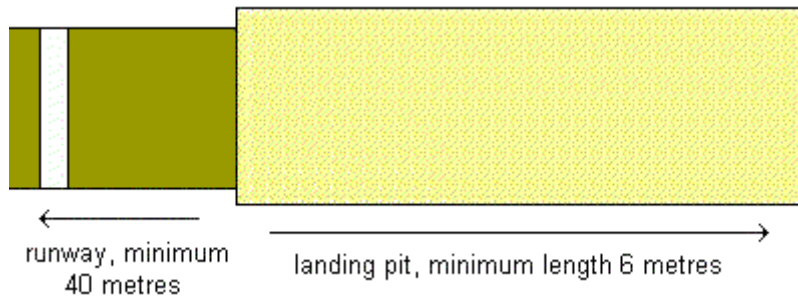
The starting height will be set, and the bar will be raised by a set increment at the end of every round (after each competitor has jumped), until everyone is eliminated. Then, the highest jumps are counted to determine the winner.

Competitors do not have to attempt every height, and they do not have to take all three attempts at a particular height. They cannot go back down a height, and also, they cannot attempt a jump at a particular height once they have said they will pass.

The jump must be made from one foot. If a competitor hits the bar while jumping, the bar may wobble, as long as it does not fall. The competitor must not touch the ground between making the jump and going over the bar.

Long Jump

This event is to see who can jump the furthest from a single jump. The competitors may take a run-up of unlimited length, as long as they jump before they reach the **scratch line**. This is a line in front of the landing area, usually a plank of wood pressed into the ground. If the competitor touches the ground beyond this point before jumping, the jump does not count.



The landing area for long jump, as opposed to being a padded area, is a long sand pit. The jump is measured at the last point that the competitors' body touches the sand. So, if a competitor lands in the sand, and puts their hands back to steady themselves, then the jump is counted from the point where the hands are. The sand is raked flat between each jump to ensure that jumps can be seen clearly.

The competitor will leave the pit from the front to avoid reducing their jump distance.

Pole Vault

This event is to see who can jump the highest by using a pole to propel themselves across the bar.

The starting height will be set, and the bar will be raised by a set increment at the end of every round (after each competitor has jumped), until everyone is eliminated. Then, the highest jumps are counted to determine the winner.

Competitors do not have to attempt every height, and they do not have to take all three attempts at a particular height. They cannot go back down a height, and also, they cannot attempt a jump at a particular height once they have said they will pass.

The run-up can be any length. When vaulting, the pole is placed into a sunken box just at the end of the run-up to prevent it from slipping. The pole vaulter is not allowed to climb up the pole, although once they have jumped, swinging to a handstand or similar maneuver is allowed.

Triple Jump

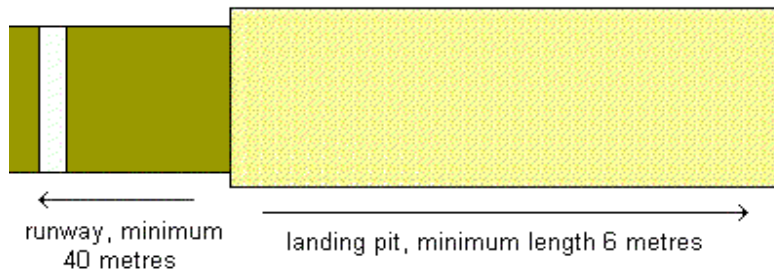
This event is to see who can jump the furthest with three movements. The movements must be continuous and carried out in the following order.

Hop - the landing must be made on the same foot as was used for take-off

Step - the opposite foot must then be used for landing as was used for take-off

Jump - any controlled form of landing is acceptable

The competitors may take a run-up of unlimited length, as long as they jump before they reach the scratch line.

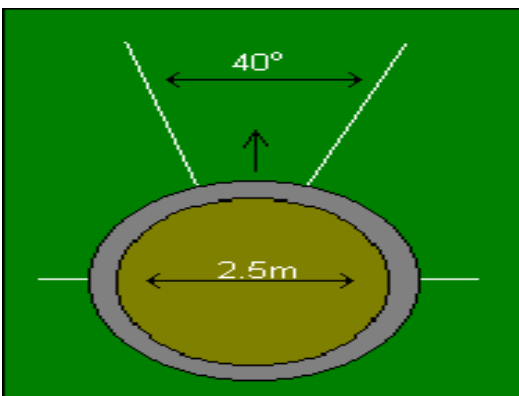


Discus

A discus is shaped like two plates put together face to face. It is made from plastic and wood, and usually edged with metal.



The competitor stands in a concrete circle which measures 2.5 metres (8 feet) across. There is a 40 degree sector of field marked alongside the circle which marks the area that the discus must be thrown into. The lines start at the circle and widen across the entire field of competition.



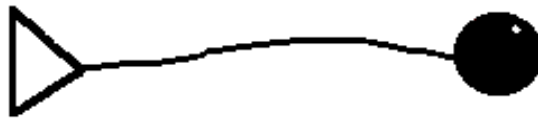
This is the circle where competitors will stand to throw the discus. The arrow marks where the item is to be thrown into.

After the discus has landed, the competitor will step out of the back half of the circle. There are no specific rules about how the discus must be thrown, unlike the javelin and shot putt.

The competitor may rotate up to four times, and must not leave the circle until the discus has landed.

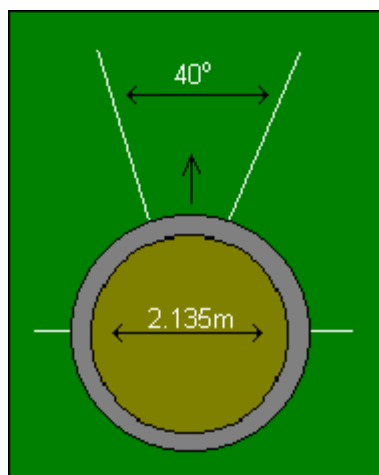
Hammer

The hammer is a heavy metal ball, like the shot, on the end of a wire. There is a swivel attaching the wire to the ball, and a triangular handle at the other end of the wire.



The circle is 2.135 metres (7 feet) across (diameter), and the sector into which the hammer must be thrown is 40 degrees. As with the shot and discus, the circle is surrounded by a metal rim. Stepping onto the metal rim also counts as outside the circle.

The competitor may rotate up to four times, and must not leave the circle until the hammer has landed.



The competitor may wear gloves to protect the hands, but these and the hammer are subject to strict rules. This is because a long distance between the shoulders and the hammer-head makes for an advantage to the thrower, due to greater leverage. The length of the hammer is measured from the inside of the handle, to the tip of the ball.

The hammer can be thrown with any style or method, and it is released over the shoulder. The hammer may touch the ground during the swinging, this is not a foul as long as the competitor keeps moving. If the hammer does not touch the ground when the thrower is rotating, they may stop, if they wish, and restart the throw.

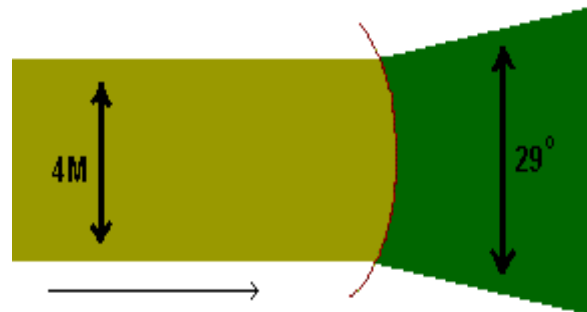
The competitor must not leave the circle until after the hammer has landed. When they do leave the circle it must be in a controlled manner.

Javelin

The javelin is a little like a spear. It made of metal alloy, and has a sharp point, a shaft, and a cord grip for when it is held prior to throwing.

The thrower runs along a run-up track and must throw the javelin before reaching the scratch line, (red line on the diagram below) releasing the javelin into the specified area of field.

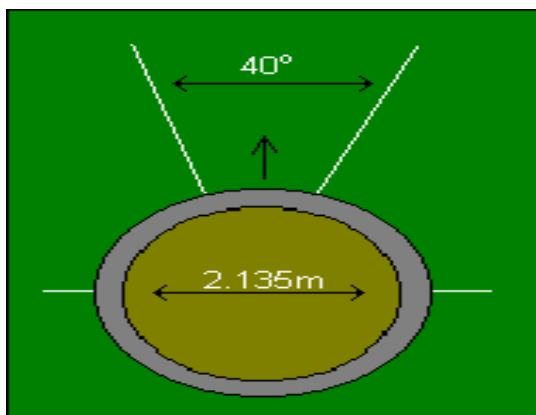
The width of the run-up track is four metres (13 feet). The sector that the javelin must be thrown into is 29 degrees. The scratch line extends 75 centimetres (29.5 inches) beyond either side of the run-up track.



The thrower must not cross the scratch line, or the line extensions on either side, at any time, before, during or after the throw. When the javelin is thrown, it does not have to stick into the ground, or make a mark, but it does have to land point first.

The throw itself must be over the shoulder, using one arm. No spinning while throwing, or any other technique is allowed.

Shot Put



The shot is a heavy metal ball which is putt (thrown, hence the name) from the concrete circle. It is held between one shoulder and the chin, and is thrown with one arm only. It cannot be held behind the line of the shoulders. The competitor must start the throw from a still position.

The competitor may rotate up to four times, and must not leave the circle until the shot has landed. They can enter the circle from any direction, but must leave it from the back half.

Activity No. 1

Loop a Word

Directions: Encircle the group of letters that form a word associated with athletics. The letters are arranged either vertically, horizontally and diagonally. There are ten (10) words in the puzzle. Write your answers in your journal/notebook.

d	h	i	g	h	j	u	m	p	m	e	p
a	i	f	g	k	n	l	v	c	s	s	o
a	d	s	c	z	b	m	n	t	r	d	l
s	q	n	c	e	d	f	o	o	j	f	e
a	p	x	i	u	c	h	u	n	d	e	v
e	t	r	p	l	s	f	i	e	l	g	a
b	m	g	i	h	e	u	o	s	o	c	u
a	i	a	s	n	u	v	b	m	n	o	l
h	x	a	e	i	t	o	a	e	g	t	t
s	h	a	m	m	e	r	p	j	j	o	b
h	u	r	d	l	e	s	m	e	u	t	r
d	g	t	p	p	l	e	s	o	m	f	j
t	r	i	p	l	e	j	u	m	p	u	a
h	x	a	e	i	t	o	a	e	g	t	t

Activity No. 2

Identification

Below are list of words/choices that you can choose from to answer the following questions. Please write your answers in your journal/notebook.

Discus Throw	Hurdles	Sprints	Relay
Track and Field	High Jump	Javelin Throw	Shot put
Athletics	Pole Vault	Triple Jump	Track

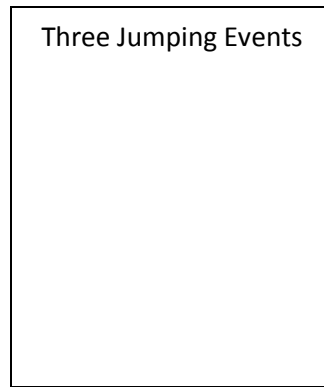
- _____ 1. These are basically racing events involving distances ranging from 100 meters to 400 meters.
- _____ 2. Track events that involve a team of performers Sprints are basically racing events involving distances ranging from.
- _____ 3. This event is all about transferring huge strength through the legs, arms and fingers to throw the shot. The implement is like an iron ball.
- _____ 4. This jump resembles the pole vault in the sense that the athletes compete to achieve the greatest height.
- _____ 5. Among the four jumping events, this is the only one that makes use of an external instrument in order to help the athlete achieve his goal.
- _____ 6. It is an event where participants race to the finish line while leaping over obstacles along the way.
- _____ 7. Among the four events, this throw is the only event that requires the competitor to run in order to build momentum.
- _____ 8. These are events that are typically held in a 400 meter track.
- _____ 9. It is an implement in athletics that resembles a dish.
- _____ 10. It is commonly known as athletics or track and field.

Note: Key answers to activity 2 and 3 are found in Annex B of this module.

Activity No. 3

Athletic Events

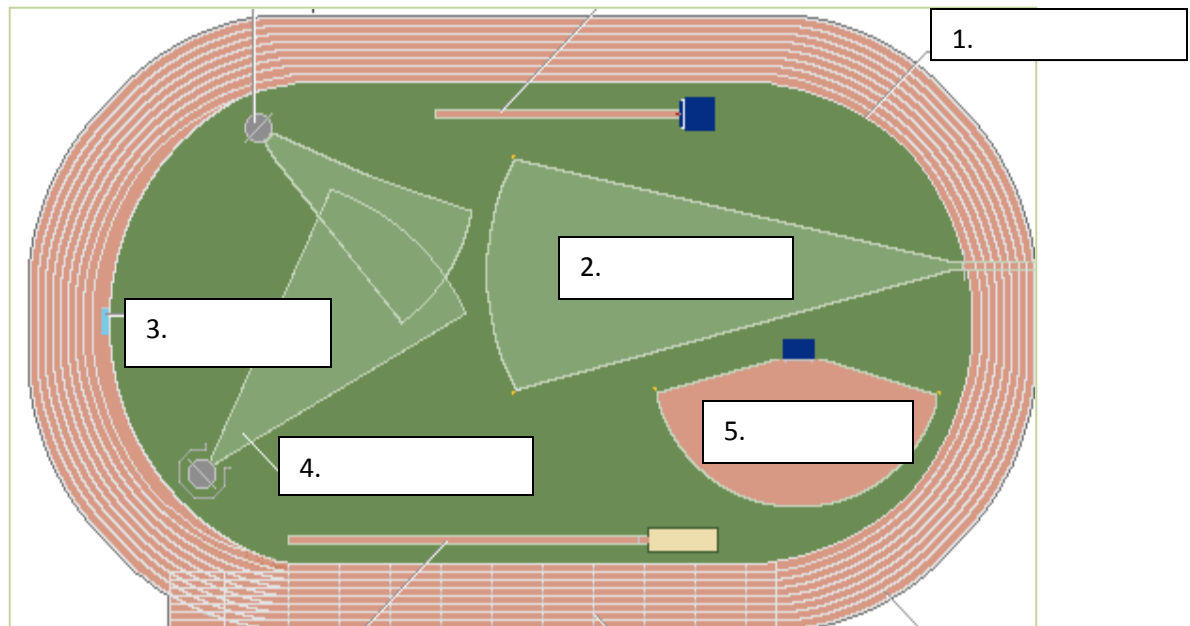
Enumerate the different track and field events inside the figures below. Write your answers in your journal/notebook.



Activity No. 4

The Track Oval

Identify the event (running, throwing or jumping) being played in each area.



Activity No. 5 Consider This!

List down and describe at least five character traits you need in further developing and enhancing your knowledge and skills in athletics. Remember that the answers you will provide in this activity will help you out in achieving good health and a positive outlook in life.

Character Trait	Description
1.	
2.	
3.	
4.	
5.	

After firming up your understanding on individual sports specifically athletics, you will now be provided with meaningful activities that will deepen your understanding by going to the next phase of this module.



DEEPEN Your Understanding

In this phase, you shall be exposed to various actual games or recorded games to further enrich your understanding of the different individual sports. Likewise, you will experience performing the different athletic skills at the actual playing venues. You will be given the opportunity to express your understanding which your teacher shall assess at the end of this module.

Activity No. 1

Oval Visit

Visit an athletic oval near your area. In case you don't have one in the locality where you live, be resourceful enough to look for posters in your school if not, browse the

internet and make a research about it. Consider the following when you visit the track oval.

1. Compare the actual oval with the illustration you have in this module.
2. Observe whether the oval near your place has all the playing venues for field events and complete track lanes.
3. Roam around and have a feel of what it's like to be an athlete in the oval.

Activity No. 2

Run! Throw! And Jump!

Running

Review the mechanics of running. Take into consideration the proper attire and safety precautions for this activity. Perform warm-up exercises first before intending to try doing the running event of your choice. You may record your time in order to keep track of your performance. Remember, this is not a one-time deal activity. It takes time and effort to improve your performance. Assess your performance by making use of the rubric below:

REMINDER: All outputs should be written/placed in your journal/notebook.

1. Schedule a visit to an oval. In the absence of an oval, find a space where running is possible. Make sure that you are conscious of the distance that you are running.
2. Try running at different distances. Again, this is not a one-shot deal.
3. Assess your performance in terms of speed (expressed in time) and the starting position. You may use the sample Sprint Start Rubric and the matrices for the different distances as bases of your self-assessment.

CRITERIA	4	3	2	1
1. "On Your Mark" Both hands are on the ground shoulder width apart, arms supporting the body and knee of the rear leg rests on the ground.				
2. "Set" Arms support the body, shoulders are above and slightly ahead of the hands, front knee is at angle of 90 degrees higher than the shoulder level.				
3. "Go" Front leg was driven forward and hands were lifted from the ground at the same time. Knee and hip are fully extended on completion of drive.				

4 – Above Standard; 3 – at Standard; 2 – Below Standard; 1- Needs Improvement.

Short Distance

Event	Very Good	Good	Fair	Needs Improvement
	<13 sec.	<15 sec.	<17 sec.	<20 sec.
100				
	<27 sec.	<29 sec.	<30 sec.	<32 sec.
200				
	<1.05 min.	<1.15 min.	<1.25 min.	<1.35 min.
400				

Middle Distance

Event	Very Good	Good	Fair	Needs Improvement
	<2.20 min.	<2.40 min.	<3.00 min.	<3.10 min.
800				
	<5.10 min.	<5.20 min.	<5.30 min.	<5.50 min.
1500				

Long Distance

Event	Very Good	Good	Fair	Needs Improvement
	<12 min.	<14 min.	<16 min.	<18 min.
3000				
	<18 min.	<20 min.	<22 min.	<24 min.
5000				

The lesser time you have in the different distances would mean that you have better chances of becoming a potential athlete.

Throwing

Directions: Review the mechanics of throwing. Take into consideration the proper attire and safety precautions in doing this activity. Perform warm-up exercises first before intending to try doing the throwing. You may record the distance of your throws in order to keep track of your performance. Remember, this is not a one-time deal activity. It takes time and effort to improve your performance. Assess your level of proficiency using rubrics:

Shot Put

Level of proficiency.

Very Proficient	Proficient	Needs Improvement
Completed all of the following:	Completed 3 of the following:	Completed 2 of the following:
The shot is gripped properly.	The shot is gripped properly.	The shot is gripped properly.
The body is twisted and the knees are bent.	The body is twisted and the knees are bent.	The body is twisted and the knees are bent.
The body is straightened fast and unwind before the throw.	The body is straightened fast and unwind before the throw.	The body is straightened fast and unwind before the throw.
The throw is done correctly and properly.	The throw is done correctly and properly.	The throw is done correctly and properly.

Discus

Level of proficiency.

Very Satisfactory	Satisfactory	Fair
Satisfied all of the following:	Satisfied 2 of the following:	Satisfied 1 of the following:
Stands on left foot forward, legs slightly bent and trunk is leaning forward a little.	Stands on left foot forward, legs slightly bent and trunk is leaning forward a little.	Stands on left foot forward, legs slightly bent and trunk is leaning forward a little.
Swings the arm from back to front.	Swings the arm from back to front.	Swings the arm from back to front.
Spins the discus in the air when thrown.	Spins the discus in the air when thrown.	Spins the discus in the air when thrown.

Since this activity needs the use of certain equipment or implements, you may borrow these materials from your MAPEH teacher. In case, you cannot avail then, you may improvise these throwing implements. Continue performing these skills using your improvised materials until such time that you would be able to make use of the actual throwing implements. And for the meantime, master the mechanics in throwing.

Jumping

Levels of Performance

CRITERIA	AP	PP	PPP
1. Jumps on the take-off leg and landing on the opposite foot.			
2. Accelerates with four running steps between take-off and landing.			
3. Lifts body and drives upwards during the take-off.			
4. Brings both legs together and lands on both feet.			

AP – Advanced Performance, PP – Proficient Performance, PPP – Partially Proficient Performance. Put a check mark opposite each criterion.

Activity No. 3 Watching Actual Games or Recorded Games

Watch and observe actual athletic games and competitions. Observe the following: Write your observations in your journal/notebook.

1. How the competition or game takes place from start to finish

2. How competitors perform in the competition, and

3. How the rules are applied in the games

You may write down all the observations you will have and later on confer with your MAPEH teacher for questions and clarifications.

Activity No. 4 A Simple Community Sports Program

Make a simple sports program on how you can improve the athletic program in your community. Incorporate the following:

1. Title
2. Objectives
3. Time Frame
4. Mechanics (Steps, Procedures in carrying out the program)
5. Budget

Activity No. 5 Checking Your Understanding

Answer the following in your journal/notebook:

1. Why is active participation in individual sports important to your life?

2. How can you benefit from participating actively in individual sports?

3. Complete the sentence below:

The benefits of individual sports can be realized by

Activity No. 6 Watching Movies and Documentary Films

Watch movies and documentary films on sports, specifically on athletics. Make a mini reaction paper about it. Please be guided by the following questions:

Suggested movies: Gladiator, Spartacus, Forrest Gump,

1. What is the story all about?
2. How was athletic ability shown in the movie/film?
3. What preparations were made to elicit athletic ability?
4. Were you motivated/inspired by the film to be an athlete?



TRANSFER Your Understanding

In this phase, you will perform athletics as individual sports to promote your physical fitness.

Get Into Sports!

Perform the given activities below to get yourself involved in sports.

1. Ask your MAPEH teacher to involve you in athletics competition in your school (e.g. intramural, fun games, home and away games, etc.) or actively participate in athletic activities organized by the barangay government, community leaders, organizations or associations (include marathon, fun runs, amateur competitions).
2. Always keep a record of your performances in all your participation in athletic events.
3. Confer with your MAPEH teacher. Update him/her with your performances and involvement in athletic sports and let him/her assess your performances.
4. Your performance will be assessed using the following criteria: Appropriateness, execution of skills, proficiency, mastery and behavior during performance.

Note: Submit all requirements you are asked in this module and by your MAPEH teacher.

CONGRATULATIONS!

References:

Honing Your Skills Through MAPEH I

MAPEH SKILLS I

Distance Learning Modules (P.E. and Health)

2010 Teaching Guides (P.E. and Health)

I.A.A.F Rules Manual

Web Based Resources:

www.ask.com

www.allabout.com

www.google.com

www.yahoo.com

www.athletics.com

ANNEX A – ANSWER KEY

Activity 2 Loop a Word

Pole vault
Triple jump
Long jump
Relay
Hurdles
High jump
Shot put
Discus
Javelin
Track

Activity 3 Answers

Sprints
Relays
Shot Put
High Jump
Pole Vault
Hurdles
Javelin
Track
Discus
Athletics