

Methodology to develop the Mini Athletics Didactic Unit in the seventh grade of the Inter-American Bilingual Educational Unit

Metodología para desarrollar la Unidad Didáctica de mini atletismo en el séptimo de básica de la Unidad Educativa Bilingüe Interamericana

Christian Camilo Bravo-Duran¹, David Job Morales-Neira²

¹Lic. Unidad Educativa Bilingüe Interamericana. Ecuador. cbravod2@unemi.edu.ec

²M. Sc. Unidad Educativa Bilingüe Interamericana. Ecuador. dmoralesn@unemi.edu.ec

Date of reception: May 11, 2021.

Date of acceptance: June 29, 2021.

ABSTRACT

The present investigation aims to elaborate a methodology to develop the Mini-Athletics Didactic Unit in the seventh grade of the Inter-American Bilingual Educational Unit. In its development, methods and techniques such as analysis-synthesis, systemic-structural-functional, documentary analysis, survey and interview which made it possible to determine the insufficiencies that originated the infestation, as well as the structure of the proposal to contribute to educational development, as well as the identification of possible talents to athletics, in children and young people of the referred institution.

Keywords: Mini-athletics; methodology; Didactics; Physical education; Educational unit

RESUMEN

La presente investigación tiene como objetivo elaborar una metodología para desarrollar la Unidad Didáctica de mini atletismo en el séptimo de básica de la Unidad Educativa Bilingüe Interamericana. En el desarrollo de la misma se emplearon métodos y técnicas tales como análisis-síntesis, sistémico-estructural-funcional, análisis documental, la encuesta y la entrevista los cuales permitieron determinar las insuficiencias que originaron la infestación, así como la estructura de la propuesta para contribuir al desarrollo educativo, así como la identificación de posibles talentos para el atletismo, en niños y jóvenes de la institución referida.

Palabras clave: Mini atletismo; Metodología; Didáctica; Educación física; Unidad educativa

INTRODUCTION

Contemporary sport demands an initiation that generates solutions in a pleasant sports practice for children and young people, whose center is educational institutions and where the teaching of technical and tactical elements constitute the basis of their participation and competitive training.

The International Athletics Federation (2020), known by its acronym in English IAAF, has developed, year after year, projects where, from physical education, mini programs are developed, which enhance the process of identifying possible sports talents, for the modalities of races, jumps and throws.

The implementation of mini-athletics programs in schools constitutes an excellent opportunity to meet educational, sports and health objectives, in an integrated way; which allows to motivate, instruct and prepare children and young people, from the physical-motor and social perspective. These objectives can be achieved from a playful-athletic approach. There are some experiences of application of mini-athletics in the area of Physical Education Muñiz and Henríquez, (2010) and Saraguro (2016), which demonstrate the feasibility of its practical implementation.

However, the effective development of mini-athletics programs in schools and colleges will be related to the quality of physical education, in which the focus of the training curriculum will have a direct impact on the fulfillment of the objectives of the mini-athletic program to be implemented.

UNESCO (2015) in the document Quality Physical Education: guide for policy makers, defines that:

“Quality Physical Education (EFC) is the planned, progressive and inclusive learning experience that is part of the curriculum in early childhood, primary and secondary education. In this sense, the OBE acts as a starting point for a commitment to physical activity and sport throughout life.

The learning experience offered to children and young people through physical education classes must be appropriate to help them acquire the psychomotor skills, cognitive understanding and social and emotional skills they need to lead a physically active life”. (p. 9)

According to, Gozzoli, Simohamed and Elio (2002), an IAAF working group, contributed the concept of athletics for children. This project, proposes that the child see athletics as an attractive, accessible and instructive activity, with the intention of provoking excitement by playing athletics. Through new athletic events and an innovative organization, it is intended that children discover basic activities, such as: sprinting, endurance, jumping and throwing, in any place or space available, which allows them a sports education and socialization, from a playful perspective, as a basis for participation, development and identification of potential talent.

For Zamora (2016) the practices of athletic games offer children benefits for their health, education and self-realization; However, when carrying it out, it is necessary to bear in mind the rights of children, established by UNESCO (2008), during sports initiation, relating to: enjoy and play in a healthy atmosphere, be treated with dignity, practice sports safely, guided by competent professionals, train according to your pace, carry out competitions adapted to the ages, have time to rest and above all, know that necessarily I don't practice to be a champion.

The objective of the research carried out was to present a sequence of methodological steps that allow the implementation in practice of a mini-athletics project in the Unit Interamerican Bilingual Educational; This project will promote the systematic practice of athletic activities for educational development, as well as the identification of possible talents for athletics in children and young people of the referred institution.

The bibliographic analysis carried out allows us to assert that to carry out a mini-athletics program and project a methodology for its implementation, it is necessary to take into account the following premises or starting points:

- ✓ The particularities of the demands of sports initiation in athletics for healthy development, education and identification of possible sports talents in children and young people.
- ✓ The school or educational institution as the center of sports athletic work closely related to the quality of physical education and its curricular content, extracurricular and extracurricular, the latter two, as organizational forms of participation and sports competition.

- ✓ The mini-athletics development project established by the IAAF as a reference model for the projection of activities to be developed in educational institutions.
- ✓ The game and the competition as a fundamental method and means to develop the contents of the races, jumps and throws, that generate joy, interest in participating in the activities of mini-athletics, as a way of promoting health, education and the development of the self-realization of children and young people.

What is in harmony with the approach of Motta (2004), stating that *"the game is a pedagogical procedure in itself. The playful methodology exists before knowing that the teacher is going to promote it"*. (p. 23)

Regarding the term methodology, the definition established by de Armas, Marimón, Guelmes, Rodríguez, Rodríguez and Lorences cited by (Alonso, Leyva and Mendoza, 2020), which states that this *"It includes the set of methods, procedures and techniques that respond to one or more sciences in relation to their characteristics and their object of study."* (p. 234)

Finally, in the Physical Education curriculum in force in Ecuador prepared by the MEE in 2016, it is stated that teachers and educational institutions *"have pedagogical and organizational autonomy for the development and realization of the curriculum."* (p.15)

The irregularities determined together with the criteria previously raised constitute the premises that gave rise to the present investigation to elaborate a methodology that allows to develop the Didactic Unit of mini-athletics in the seventh grade of the Inter-American Bilingual Educational Unit.

METHODS

The research carried out is of a mixed type by combining the use of qualitative and quantitative methods. It has a non-experimental-transversal design and is explanatory, proposing and arguing the steps of the methodology.

An intentional non-probabilistic sampling was carried out, when all the seventh grade students of the Educational Unit were selected Bilingual Interamerican, from the city of Cuenca, with a total of 102 (49 males and 53 females). In addition, the sample

included the five physical education teachers from the same educational institution, three of them women and two men.

An analysis of the mini-athletics variables, the school context and the project development sequence was carried out, which allowed its decomposition and subsequent integration into the proposed methodology.

The structure of the methodology for the implementation of the project and the functions of each of its components were identified in such a way that they allow to fulfill the proposed objective.

A study of documents was carried out that allowed examining the current Ecuadorian physical education curriculum, as well as its links with athletic modalities and mini-athletics projects retrieved from the web and applied in diverse contexts to determine the shortcomings that limit to develop the Mini-Athletics Didactic Unit in the seventh grade of the Inter-American Bilingual Educational Unit.

The seventh grade students of the educational unit where the study was carried out were surveyed to find out their opinion in relation to the systematic practice of athletic activities.

Physical education teachers were interviewed to determine the elements that limit the systematic practice of athletic activities for educational development, as well as the identification of possible talents for athletics in children and youth of the educational unit under study.

In relation to the practical elements prior to taking into account in the design of the methodology to develop the Mini-Athletics Didactic Unit in the seventh grade of the Inter-American Bilingual Educational Unit is considered “the massive character in mini-athletics participation”, as well as “*the diversity of age, sex, sexual orientation, physical development, physical abilities, technical development and motivation for athletic activities*” raised by the Ecuador's Ministry of Education (MEE) in 2016.

Another element to consider is what was raised by Pérez, Beleño and Ramírez (2013) in relation to the interrelation that is intentionally manifested between the athletic skills of jumping, running and throwing, the motor habits and the motor experiences of the students, in the development of the mini-athletics programs.

RESULTS

Designing the proposed methodology implies having as a reference the premises identified as a result of the bibliographic review and the previous practical elements, in the empirical conception of the school mini-athletics Didactic Unit. Relevant were the results of the diagnostic study carried out in the context of the Interamerican Bilingual Educational Unit, since it allowed to identify the relationships between the blocks of the content of the curriculum and those of the mini-athletic content; the needs and interests of the students of the school and the opinion of the physical education teachers, in the implementation of the mini-athletics.

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The methodology to develop the Mini-Athletics Didactic Unit in the seventh grade of the Inter-American Bilingual Educational Unit, has the peculiarity that the most active and dynamic character of its components is occupied by the methods. The methods constitute the core of the methodology, the physical education teacher when applying the mini-athletics program, will take into account the diversity of games that are applied in the sports teaching system, so that the technical and tactical learning of the runs, jumps and throws. Likewise, the competition method, with which the various procedures must be used for its application.

The objective component of the methodology is determined from the goals set at the different levels of athletic development by age and which have as a reference the mini-athletics programs established by the IAAF, as well as the connections with the curricular contents of physical education.

The content of the methodology is structured by the modalities of jumps, races and throws and they are graduated from the defined objectives and the characteristics of the subjects and the educational context. The contents are streamlined with the methodological approach used by the teacher, from recreational and competitive activity, to the conversion of athletic physical exercises into athletic games.

The evaluation in the proposed methodology is based on the different tests established for the mini-athletic content, which will allow the teacher to establish levels of development of the practitioners, the latter, as an important factor in the identification of possible sports talents. The evaluation in the methodology has a

systematic and continuous character. It diversifies with the use of mini-athletic competition as a reference for the development of tactics in students.

The goals of the mini-athletics program to develop in the Didactic Unit of the seventh grade of the Inter-American Bilingual Educational Unit, they will be aimed at:

- Enhance the self-development and personal self-realization of the participants, through athletic practice with a recreational, playful and competitive approach.
- Execute recreational and competitive mini-athletics activities to promote the development of values and appropriate behaviors, on and off the field and the track.
- Develop general dynamic coordination, particularly between the legs and arms, as the basis for technical-athletic growth.
- To form hygienic habits that serve as the basis for technical-athletic development, through proper posture and breathing exercises.
- Raise the level of development of the capacity for physical performance and physical efficiency of the participants in the program, from the playful integration of basic motor skills, athletic and motor skills.
- Develop habits of systematic practice of physical activity for the good of the health and quality of life of students.
- Enhance the participatory, competitive, inclusive and athletic spirit of the program participants, as one of the bases for the development of the student's social activity.

DISCUSSION

The proposed methodology constitutes a tool for develop the Mini-Athletics Didactic Unit in the seventh grade of the Inter-American Bilingual Educational Unit as it contains the necessary indications and guidelines for its preparation and implementation. In the elaboration process, the criteria of various authors were taken into account, which constituted the theoretical support of the proposed methodology and contributed to its fulfillment of the proposed objective.

Among the criteria analyzed, the definition of Quality Physical Education proposed by UNESCO in 2015 is assumed which contributes to establishing a basic relationship between the curricular content of psychomotor skills and the content of the mini-athletic programs; In this sense, the athletic training of children can be promoted from

the curricular, extracurricular and extracurricular aspects, which constitutes a powerful educational influence, whose essence is athletic-sports socialization. The school sports projects offer an ideal space, in the Ecuadorian educational context, for the development of the aforementioned athletic programs.

On the other hand, the concept of athletics for children contributed by the IAAF working group indicated by Gozzoli, Simohamed and Elio (2002) in which sand differentiate their goals with the adult athletic model.

It also agrees with Zamora (2016) regarding the benefits that the practice of athletic games offers to the health of children, as well as for their education and self-realization. In addition, it agrees on the need to take into account the rights of the child established by UNESCO in 2008, which regulates the aspects to be taken into account during the sports initiation process.

The premises declared in this research clearly reveal how to carry out a mini-athletics program and the projection of a methodology for its application, coinciding with Motta (2004) regarding the fact that the game constitutes a pedagogical procedure by itself. The definition of methodology cited by Alonso, Leyva and Mendoza (2020) in which the components that comprise it are defined to fulfill the planned objective. What's more, the methodology facilitates the efficient use of techniques and procedures for a better study of the object of study.

Another fundamental element for the elaboration of this proposal was the Physical Education curriculum in force in Ecuador prepared by the MEE in 2016 in which teachers and schools are granted the autonomy to develop and specify the curricula, which offers the possibility of concretion, through the curricular path of the Didactic Unit of mini-athletics, taking advantage of the potential of the blocks of content available, in particular the blocks of Sports Practices and Playful Practices, which offer a relevant space to develop mini athletic units, with all the possible didactic resources to be developed and in correspondence with the year, grade, or academic level. Similarly, the current curricular conception allows the mini-athletic content to be graded by modality, in relation to the objectives established for Basic General Education and the Unified General Baccalaureate.

After conducting the research, it can be concluded that the premises identified as a result of the bibliographic review and the previous practical elements constitute the

pillars on which the proposed methodology is based. The results of the application of the techniques to the research sample together with the documentary study carried out evidenced the need to elaborate a methodology to develop the Mini-Athletics Didactic Unit in the seventh grade of the Inter-American Bilingual Educational Unit. Which it is made up of four essential components, the objectives, content, methods and evaluation.

The methods, essentially the game and the competition, determine the way to proceed in the achievement of the objectives and energize the methodology. On the other hand, the evaluation prints an important value in the identification of possible talents for athletics and the determination of the participation of the students.

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