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Athletics training programme for children studying in sports schools in Poland

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Athletics training programme for children studying in sports schools in Poland

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INTRODUCTION

School education should inevitably be seen as helping students to grow up to be independent. Therefore, the terms “skills” and “information” used in the program should be understood as the name of those qualities of each individual that together determine that he or she sees the sense of taking certain actions and that he or she is able to plan and implement them effectively. To support the development of such properties of students:

- it should give satisfaction to students and be an opportunity to build a positive self-image,
- as students grow up, school activity should take on more and more independent forms.

The resolution of any dilemmas related to the implementation of the curriculum must take into account its objectives: developing the students’ readiness to participate independently in health-motivated, sporting and aesthetically-motivated physical activity and to take health promoting measures.

PROGRAMME ASSUMPTIONS

The modular physical education programme was developed for the first stage of education based on the General Education Core Curriculum of 14 February 2017 [1].

Table 1. A Modular Physical Education Programme for the First Stage of Education

Name of a programme:		
Applies to (name of the school)		
School year	Grade:	
EDUCATIONAL CONTENT AND STUDENT'S ACHIEVEMENTS		
Basic module: the core curriculum of Physical Education		
Achievements in personal hygiene and health	Achievements in motor skills	Achievements in various forms of recreational and sports activities
Additional modules realized in school		
Module:		
Other, at a teacher's choice: Track and Field		
Requirements levels for additional modules		
according to a teacher's decision: A1 (beginners), A2 (intermediate)		

The curriculum prepared by us takes into account the contemporary demands of physical education sciences, in particular:

- repedagogization of physical education (following Maciej Demel),
- balance between PE teaching and physical education (following Henryk Grabowski),
- a real relationship between the content of education and the content of human life (following Andrzej Pawlucki),
- teachers' actual, not verbal, involvement in the students' health (following Andrzej Krawanski),
- developing students' life skills as part of physical education (following Barbara Woynarowska),
- using the educational potential of the "health-related fitness" concept (following Wiesław Osinski).

At the first stage, the programme complements early childhood education programmes, fully respecting the integrated nature of education.

We assume that the most important determinants of the quality of school physical education are:

1. student's participation in classes, measured by the level of attendance,
2. the level of students' activity during classes, related to their individual abilities,
3. the student's educational achievements, as measured by the level and progress of skills and knowledge, established in the programme.

The modular programme of physical education for the first stage of education, in accordance with the Regulation of the Minister of National Education on certifying pre-school education programmes and curricula and on certifying textbooks to school use, specifies:

- specific physical education objectives,
- description of the assumed student's achievements and the resulting educational content,
- ways of achieving physical education goals,
- suggestions for evaluation criteria and methods of checking student performance.

Educational goals (education and upbringing) are treated in our curriculum as a description of the students' characteristics that should be developed through participation in school physical education classes. The source of educational goals in our curriculum is the Core Curriculum of General Education. When interpreting the contents of the curriculum, it should be remembered that the objectives take precedence over the other content.

The educational content provided for in our programme defines all the cultural experience that is made available to students through participation in during school physical education, i.e. what a student can participate in school activities. In the content of education we enumerate acceptable forms of physical activity, e.g: "marching and running..." and the teaching materials used by the teacher, e.g: "exercises equivalent to using instruments up to a height of 1.2 m" [2, 3, 4]. In addition, the content contains a description of the knowledge that a student may encounter during classes, e.g: "the principles of everyday hygiene". Some of the content of education directly results from the assumed student achievements, which are mostly rooted in the specific requirements of the Basic Curriculum of Physical Education. Some of the content, on the other hand, broadens the student's experience in relation to what results from the Core Curriculum. All the contents of education written in the curriculum: e.g., forms of physical activity, exercises, messages, become legal in the ward, classroom or school where the curriculum is in force after entering the curriculum into the school set. If the teacher plans other content at the school, e.g. exercises not provided for in the curriculum, he or she has to write them down using the curriculum label and the fragment "Module additionally implemented at school".

We have written down the student's achievements as tasks that should be dealt with by all normally developing students at the end of the next stage of education. In accordance with the principle adopted in the Core Curriculum, we have also defined the tasks that should be dealt with by the student finishing the first grade. In this way, we indicate what skills, knowledge and behaviour in

connection with physical education can be expected from a child during the first year of education. The low degree of complication of tasks for first-grade pupils clearly indicates that the initial year of schooling should primarily encourage the child's entry into the role of a pupil, as well as a positive attitude towards participation in physical activity organised at school.

The student's achievements serve as indicators of the specific requirements provided in the core curriculum of general education. Specific requirement indicators, as far as possible, precisely define the expected verbal and motoric behaviour of the learner, which indicates that he/she has acquired skills and knowledge resulting from the Core Curriculum. The skills and knowledge acquired by the student in the first stage of education are also a necessary preparation for satisfactory participation in physical education in the fourth and subsequent years. In order to facilitate orientation in this regard, in the Modular Physical Education Programme, we have placed a table, in which we present the relationship between the specific physical education requirements for students in the first and second stage of education.

The essential part of the assumed student's achievements written in our curriculum results directly from the detailed requirements written in the Core Curriculum (Basic Module). They are complemented by achievements beyond the Core Curriculum (additional modules implemented at school). When choosing the levels of requirements within the additional modules, the teacher must decide not only what content he or she will enrich the classes with, but above all what skills and knowledge the students will acquire. Choosing the level of requirements within additional modules is tantamount to the teacher's declaration that he or she will manage, in the time and the conditions available to him or her, to direct the educational process in such a way that most of his or her students will develop the skills and knowledge provided at this level. Due to the close relationship between the content of the education and the assumed achievements of the student, we have written them down in common tables in the programme.

The information on how to achieve the objectives of education and upbringing, written in the Modular Physical Education Programme, relates to the following:

- the organizational model of obligatory physical education classes,
- the way of choosing the content of education,
- especially recommended methods to support the development of students' skills and knowledge,
- materials and methodological sources to help implement the programme.

Due to the specific nature of physical education, in accordance with the Regulation of the Minister of National Education on the conditions and method of grading, classifying and promoting students and pupils, as well as conducting tests and exams in public schools [5], and in accordance with the indications of modern didactics, the assessment of a student should be formulated as follows:

- the student's effort should be taken into account to a greater extent than the level of skills or knowledge, the activity should be more exposed than its effects,
- the student should be given an opportunity to self-assess his/her activity and achievements.

The methods of testing students' achievements provided for in the programme expose the shaping function of assessment. They support the learning process, but most of all they stimulate the student's physical activity during classes – the essence of school physical education.

As intended by the authors of the Programme:

- implementation of the programme should make students learn, above all, the health and recreation significance of physical activity;
- the means of stimulating motor development should be selected in such a way that they concern the manifestations of fitness which are significantly related to human health.

Teaching new and improving already existing motor skills is only justified if they increase the possibility for the student to engage in activities that develop individual health resources or serve the purpose of active recreation.

The programme takes into account the obligation of each school to develop its own curriculum offer in the field of physical education. The aforementioned additional modules serve this purpose. When preparing the final version of the physical education program, the teacher, using the program label, should determine which modules of the educational content and achievements of the student in his school will be used and what level of requirements will apply.

In case of additional modules, the record of the assumed student's achievements and educational content is cumulative. This means that if a higher level of requirements is chosen in the curriculum than the beginner's level of requirements, then the physical education classes in the ward, classroom or school also apply to the student's achievements and educational content from lower levels.

The curriculum we have prepared can be used in any school where three hours of physical education per week are available for compulsory physical education classes. The ability to select additional modules of student content and achievement, as well as a model for organizing physical education, encourages flexibility in program implementation. The implementation of the part of the programme resulting from the specific requirements of the General Education Core Curriculum is possible in schools which have basic facilities for physical education: a sports hall (of any size) or a room adapted to the needs of physical education and a pitch or other area enabling safe physical activity (park, meadow, clearing in the forest, etc.). Implementation of additional modules may require access to specialized facilities or sports equipment.

The physical education program we have prepared is intended for use in classes where the number of hours of compulsory physical education classes has been extended or for work with students with special physical abilities.

CRITERIA FOR SELECTING STUDENTS FOR TRAINING IN ATHLETICS

Criteria for selecting students include:

1. good health, confirmed by medical examinations,
2. Adequate somatic composition,
3. display of sports interests,
4. written consent of parents.

At this point, we are not without reason quoting the content of the Manifesto of the International Federation of Sports Medicine regarding the principles of training for children and young people:

- a) The child must undergo a thorough medical examination before practicing competitive sport, which should guarantee that the sport would not cause any damage to his or her health. Thorough and regular medical check-ups are also needed to prevent injuries from overload to which young athletes are exposed due to the growth process to which their body is subjected.
- b) The trainer bears full responsibility for the present and future of the child entrusted to him/her, not only in terms of achieving his/her sports goals. He or she should have the appropriate range of knowledge about the specifics of a given period and be able to use it in practice.
- c) Children's training under medical supervision and conducted in accordance with the above guidelines can bring positive values to the child's development process. However, if it takes the form of training for maximum achievement at all costs, it must meet with criticism on both medical and ethical grounds.
- d) The child's individuality (his/her predisposition and developmental capabilities) must be identified by the trainer and treated as the main criterion governing the organisation of the training process. The responsibility for the whole development of the child must take precedence over the requirements of training and competitions.
- e) Children must be familiarised with a wide range of sporting activities so that they can choose a sport that suits their mental needs, interests, as well as requirements for body composition and physical abilities. This will increase the likelihood of sporting success and reduce the number of people giving up sport.
- f) The classification of participants in the competition, especially in the so-called collision sports, should also be based on the criteria of maturity, body size, mental fitness and gender, not only on the chronological age.

SPECIFIC EDUCATION AND UPBRINGING OBJECTIVES FOR THE FIRST STAGE OF EDUCATION

The aim of physical education at the first stage of education is:

- 1) to support students in their comprehensive development with particular attention to the needs of physical and emotional development:
 - motor and sensory development, creating the ability to act and communicate effectively;
 - supporting health behaviour;
 - developing the ability to respect the rules of games and movement games;
 - developing the ability to organise safe motor games and activities and to move around in public places;
 - developing the ability to recognize, understand, control and express one's emotions and feelings and to call them;
 - developing the ability to recognise, understand and name other people's emotions and feelings.
- 2) to stimulate students' physical activity, which is beneficial as for:
 - multiplying health potential and increasing resistance to fatigue,
 - harmonious physical development and the correct course of the body posture formation process,
 - motor development, including visual, auditory and motor coordination,
 - a positive attitude to an active and healthy lifestyle,
 - relieving emotional tensions,

- social development, including the ability to cooperate and compete,
- relaxing after a mental job.

3) to support the development of the skills and knowledge needed for a child to know and understand himself and the world, to cope with everyday situations and to continue physical education in grades IV-VI of primary school,

4) to develop independence and responsibility for oneself and one's immediate surroundings.

Table 2. Assumed student's achievements and related educational content at the first stage of education

1. ACHIEVEMENTS IN PERSONAL HYGIENE AND HEALTH	
EXPECTED ACHIEVEMENTS	EDUCATIONAL CONTENT
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • washes hands before eating and after using the toilet, <p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • discusses the basic principles of personal cleanliness, • washes hands before eating and after using the toilet, • changes underwear daily, • brushes teeth at least twice a day, • washes the whole body daily, • changes clothes for intense physical exercise, • keeps clothes clean and tidy. 	<ul style="list-style-type: none"> • the relationship between compliance with hygienic rules and health, • daily cleaning rules, • hygiene rules related to physical activity.
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • performs simple shaping exercises, including those modelled on the strength tests of the abdominal muscles and the flexibility of the lower spine, <p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • performs a test of the strength of the abdominal muscles, • performs a test of the flexibility of the lower spine. 	<ul style="list-style-type: none"> • flexibility shaping exercises, • strength shaping exercises with the use of own body weight and with a weight tool adapted to the student's abilities, • health-related physical fitness tests: The "Fitness and health card", Eurofit test, YMCA test, "Physical fitness index" Zuchory, Cooper test, • sets of exercises that can be done during breaks during learning, • warm-up before general developmental training, • health-related physical fitness standards, • self-assessment of physical fitness.
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • knows that some foods are harmful to health, lists examples of foods rich in sugar, fat and salt, <p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • indicates out of food pairs the one that is more beneficial for health reasons: <ul style="list-style-type: none"> - dark bread – light bread, - fruit cocktail – ice cream, - natural yoghurt – fruit yoghurt, - honey – sugar, - tomatoes – ketchup - cooked meat – fried meat - mineral water – sweetened drinks - dried fruit - chocolate bar • knows that in order to develop well and be fit a person needs a lot of physical activity. 	<ul style="list-style-type: none"> • components of a healthy lifestyle, • relationships between physical activity and health, • relationships between nutrition and health, • „health pyramid“ and principles of nutrition, • principles of creating all-day menus.
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • knows that diseases are a threat to health and that they can be prevented by: protective vaccinations, proper nutrition, physical activity, hygiene, • knows that he cannot use chemicals, including medicines, cleaning products and plant protection products himself, <p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • behaves properly in a situation of disease: follows the decisions of doctors and carers, adjusts the activity to the state of health, • lists ways of preventing diseases (prevention methods): protective vaccinations, proper nutrition, physical activity, observance of hygiene rules, • on the basis of the label is able to determine the purpose of the chemicals present at home: food products, cleaning products, medicines, plant protection products. 	<ul style="list-style-type: none"> • ways of preventing disease, • treatment of disease, • use of household chemicals, • principles of safe use of medicines, cleaning products, plant protection products.

2. ACHIEVEMENTS IN IN TERMS OF MOTOR SKILLS

EXPECTED ACHIEVEMENTS	EDUCATIONAL CONTENT
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • responds adequately to the teacher's visual and auditory signals, • takes the starting positions for the exercises: standing up, supported squat, crosslegged sit, straight sit, lie back, lie down in front, • stands: in line, in a row, in pairs, along the circumference of the circle <p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • takes the starting positions for exercises: standing on one leg, straight kneel, kneel supported, tucked, L-sit, V-sit, knee-jumping, candle, inverted pike, • stands in two rows, • safely falls back in place and in motion, • performs a forward roll from a sit or half-sitting, • performs a mini system consisting of at least 8 starting positions for exercises individually or in a team, • performs the system of exercises "Salute to the Sun". 	<ul style="list-style-type: none"> • exercises for responding to visual and auditory signals, • starting positions for exercises, • shaping exercises, • exercises using the Developing Movement Method of Veronica Sherborne, • simple relaxation techniques, including children's little massages, • safe fall exercises, • agility and acrobatics exercises, including forwards and backwards turns from different starting positions, • exercises in overhangs and supports, • pyramid exercises, • combining gymnastic exercises in a system, • ways of self-reinsurance during the exercises, including gymnastic exercises, • obstacle courses containing gymnastic exercises, built according to the ideas of the teacher and students, • composing "figures" individually and in groups.
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • during games and exercises, overcomes natural and artificial obstacles with a height adapted to their capabilities. <p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • performs a standing long jump, • performs a running long jump, • performs a standing turn-back jump or from marching over an obstacle not less than knee-high, • performs a high jump in a natural in-run over a rubber (rope) held at a height not less than knee-high, • performs a series of at least 10 jumps through the skipping rope by any means ("bicycle", both feet, on one foot). • takes part in running games, • runs behind the leader at a pace adapted to his/her capabilities for at least 10 minutes, • performs a run/walk for at least 15 minutes at a pace adapted to his/her capabilities. 	<ul style="list-style-type: none"> • gymnastic jumping exercises, • jumps: long jump from a place, long jump from in-run, high-jump from in-run, multiple jumps, • jumps over a skipping rope or a rope, individually and in a group, • obstacle courses containing elements of the run, jump and throw, built according to the ideas of the teacher and students, • measurement of the jump length movement games, • marching and running, as well as other available long-term and cyclical forms of physical activity at a rate adapted to the capabilities of the student without and with competition, • exercises shaping endurance and muscle strength, • running at various distances, including off-road running, individual and relay running, • influence of physical effort on the functions of the cardiovascular and respiratory systems, • heart rate measurement at rest and after physical effort, • games and exercises in the field, including on snow and ice. • warm-up before endurance training.
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • performs a balance walk along a line drawn on the ground, • performs a balance stand on one leg • walks on a bench on all fours. <p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • performs a balance stand on one leg at a height not less than that up to the knee, • during the balance walk on the bench, performs a full turn and sit down, • during the balance walk on the bench, performs a mini system of at least 3 exercises with equipment according to the teacher's or own idea. 	<ul style="list-style-type: none"> • balance exercises without equipment and with equipment, • balance exercises using tools up to 1.2 m height, • combining balance exercises in systems, • obstacle courses containing balance exercises composed according to the idea of the teacher and students, • exercises using Paul Dennison's method, • aesthetic movement exercises with or without tools.

3. ACHIEVEMENTS IN VARIOUS FORMS OF RECREATION AND SPORTS

EXPECTED ACHIEVEMENTS	EDUCATIONAL CONTENT
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • during games or exercises, rolls, grabs, passes and dribbles the ball, • during games or exercises, throws the ball at a distance and at a fixed target <p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • dribbles the ball in place, on the march and on the run, • from a distance not less than 1.5 m he throws the ball against the wall and grabs it with both hands, 	<ul style="list-style-type: none"> • movement games including elements of the technique of playing mini handball, mini basketball, mini volleyball, mini football, floorball, mini rugby, • posture and movement exercises with and without the ball in mini handball, mini basketball, mini volleyball, mini soccer, floorball, mini rugby, • holding the floorball stick, • pass and take exercises in place and on the move in mini handball, mini basketball, mini volleyball, mini football, mini rugby,

EXPECTED ACHIEVEMENTS

- throws the ball at a moving target,
- passes the ball with one hand and with both hands,
- bounces a balloon or a ball of low weight with both hands in an upper way above each other,
- leads the ball with his leg on march,
- passes the ball on the ground with the inner part of his foot or with an instep

EDUCATIONAL CONTENT

- pass and take exercises in place and on the move in mini football and floorball,
- bounce exercises for balls of different sizes and weights in place and on the move with both upper and lower two ways, including the reception of the ball after play,
- dribbling ball exercises in place and in motion in mini basketball and mini handball,
- exercises of throws and shots at a fixed and moving target from different distances with balls of different size and weight,
- exercises of throws at the goal in place and in motion with balls of different size and weight,
- exercises of throwing at a basket suspended at different heights in place and in motion with balls of different sizes and weights,
- exercises of shooting at a goal in place and in motion in mini-soccer and floorball,
- exercises of serving with the bottom way and playing tennis with balls of different sizes and weights and from different distances,
- goalkeeper's game exercises in mini handball, mini football, floorball,
- referee's throw exercises in mini handball, mini basketball, mini volleyball, mini football, floorball,
- from the out throw exercises in mini football,
- obstacle courses with the use of technical elements from mini games,
- station circuits with the use of technical elements from mini games,
- excerpts from games, simplified games, school games and mini games,
- rules of mini games,
- matches, tournaments and games in mini games,
- rules of organization of matches, tournaments and games in mini games.

In the first grade a student:

- crosses the carriageway or track at a place designated for that purpose,
- crosses the carriageway or track exclusively at green lights,
- if there is no place designated for the crossing, does not cross at a place with limited road visibility,
- stops at an edge, looks left, right and again left before entering the carriageway, making sure that the road is clear,
- does not run across the carriageway or track, and does not stop during crossing,
- does not enter the carriageway immediately in front of a moving vehicle, including at a pedestrian crossing,
- does not cross the track when the dams are lowered,
- does not pass through the carriageway or track where the safety devices separate the carriageway or track from the rest of the road, specifically
 - crosses the carriageway or track at a place designated for that purpose,
 - crosses the carriageway or track exclusively at green lights,
 - if there is no place designated for the crossing, does not cross at a place with limited road visibility,
 - stops at an edge, looks left, right and again left before entering the carriageway, making sure, that the road is clear,
- does not cross the carriageway or track, and does not stop during crossing,
- does not enter the carriageway immediately in front of a moving vehicle, including a pedestrian crossing,
- does not cross the track when the dams are lowered,
- does not pass through the carriageway or track where the safety devices separate the carriageway or track from the rest of the road.

- safe way to school
- cycling exercises,
- rollerskating and rollerblading exercises,
- obstacle courses using bikes, rollerblades and skates,
- safe rules related to the participation of pedestrians and cyclists in road traffic,
- road traffic regulations.

EXPECTED ACHIEVEMENTS	EDUCATIONAL CONTENT
<p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • goes over an obstacle course prepared by the teacher on his bike or roller skates, • explains why he cannot ride a bike on the road and in what situation he can ride a bike on the pavement, • recognizes road signs important for pedestrians. 	
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • participates in classes developing physical fitness, in accordance with the rules set by the teacher and is subject to his or her decisions. <p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • takes part in class or school sports competitions, • applies familiar rules, rules and regulations in games, movement games and sports competitions, • helps others when they need it, • agrees in a dispute, • lists the characteristics of a good colleague, • knows the best students-athletes from his school. 	<ul style="list-style-type: none"> • games and movement games in the hall and in the field, with particular emphasis on games and plays popular in the region and most willingly undertaken by children as part of recreational activities, • "backyard" games, • games for children from different parts of the world, • games with the use of typical and unusual tools, • exercises developing skills needed to participate in games of recreational value, • games and plays of recreational value, • rules of games and movement and recreational games, • rules of sports and sports competitions, • class, school and inter-school competitions, • rhythm and singing games, dances, • exercises using Rudolf Laban's method, • exercises using Carl Orff's method, • exercises using the method of Maria and Alfred Knies, • elements of folk, national, ballroom, disco and modern dances, • rules of behaviour during dance parties, • school concerts, performances and performances, • dance competitions.
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • takes part in competitive motor games, • knows that children with disabilities are in a difficult situation and helps them as much as possible. <p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • during games and movement games and during sports competition respects the applicable regulations and is subject to the decisions of the referee, • describes examples of behaviour of colleagues showing particular respect for their rivals, • before, during and after the competition does not humiliate (does not mock) those who achieve weaker results, • after the competition is over, thanks colleagues for the competition, congratulates the winners, accepts thanks and, if necessary, congratulations on the success. 	<ul style="list-style-type: none"> • rules of conduct in a situation of victory and defeat, • examples of sporting events illustrating the display of mutual respect by athletes, • examples of conduct of athletes in a situation of victory and defeat.
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • sits properly at a desk or at a table. <p>In the subsequent grades:</p> <ul style="list-style-type: none"> • knows the rules of simple holding oneself straight. • makes self-correction of body posture in standing, sitting and lying. 	<ul style="list-style-type: none"> • exercises shaping correct body posture, • postural muscles exercises on a stable and unstable ground, • compensatory and corrective exercises, • features of correct posture, • assessment and self-assessment of body posture, • causes and ways of preventing posture defects, • ergonomic lifting and carrying of objects of various weights and sizes, • measurement of height and weight, • standards of physical development.
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • lists the places where he cannot play, including: on the road or track, on the construction site, near working machines and equipment and without adult supervision of water. <p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • indicates a safe place to play, play and exercise in the school or home area. 	<ul style="list-style-type: none"> • places, objects and devices intended for physical activity

EXPECTED ACHIEVEMENTS	EDUCATIONAL CONTENT
<p>In the first grade a student:</p> <ul style="list-style-type: none"> • knows that adults, especially parents and teachers, can be asked for help, <p>In the subsequent grades a student:</p> <ul style="list-style-type: none"> • lists the emergency services that a person should notify in the event of an accident; provides basic emergency numbers • discusses the rules for notifying the emergency services in case of an accident (i.e.: introduce yourself, give the phone number from which you are calling, give your location as precisely as possible, give an approximate description of the incident, make sure that you have been thoroughly understood, do not hang up the phone first). 	<ul style="list-style-type: none"> • persons and institutions from which help can be requested in situations of safety, health and life threatening, • rules for calling for help, • emergency numbers of emergency services, • ways of preventing injuries and providing first aid.

Table 3. Assumed student's achievements and related educational content in terms of additional modules implemented in the school at the first stage of education

MODULE: TRACK AND FIELD (based on the assumptions of the Athletics for Everyone programme for grades I-III)	
EXPECTED ACHIEVEMENTS	EDUCATIONAL CONTENT
<p>A student:</p> <ul style="list-style-type: none"> • during games and exercises, overcomes natural and artificial obstacles with a height adjusted to his/her capabilities • performs a standing and running long jump • performs a standing turnover jump from place or march over an obstacle with a height not less than to the knees • performs a jump up from the natural inrun over a rubber (rope) held at a height not less than to the knees • performs a series of jumps on a skipping rope in any way ("bicycle", double-legged, single-legged) • takes part in running games • performs a fast run from the start from different positions • performs a run behind the leader at a pace adjusted to his/her capabilities for at least 10 minutes, • performs a march for at least 15 minutes at a pace adjusted to his/her capabilities • during games and exercises throws with various equipment adapted to his/her abilities 	<ul style="list-style-type: none"> • exercises developing skills needed to participate in athletic games • exercises developing speed, endurance, through games, running exercises and running on different sections at a variable pace, from different starting positions, cross-country skiing • exercises, jumping games, jumps, long, high, combined and other, jumps on soft ground jumping over obstacles with equipment • exercises and throwing games, throwing at a distance, up, left, right, to a fixed, movable target, with various weighting instruments, moving objects • exercises and games with combining various activities, obstacle courses • exercise of basic athletic skills concerning running, jumping, throwing • rules of athletic games • rules of athletic competitions • class, school and inter-school competitions

WAYS OF ACHIEVING PHYSICAL EDUCATION GOALS

ORGANISATION OF TRAINING

Compulsory classes for students

Physical education at school is provided in the form of compulsory and non-compulsory classes:

- obligatory classes for the student:
- optional activities for the student:
- classes resulting from art. 42 section 2 point 2 of the Teacher's Charter Act,
- other optional activities for the student available at school.

Optional activities for the student

Hours of physical education classes resulting from art. 42 section 2 point 2 shall be devoted to the realization of content satisfying students' special educational needs. They may be used as part of additional classes:

- with particularly talented students,
- with students requiring additional educational support due to temporarily reduced activity or lower than average abilities.

Classes of this kind are an additional link of school physical education, which is conducive to the realization of the objectives of education and upbringing, taking into account the possibility of individualisation of educational influences depending on the students' needs and abilities. Other, non-mandatory physical education classes are carried out within the organizational and financial possibilities of the school with the principle that the contents of all school physical education classes is included in the curriculum of the subject in force in the department, class or school.

SELECTION OF EDUCATIONAL CONTENT

The main part of the curriculum content – the basic module of the curriculum content – is the material directly resulting from the specific requirements of the General Education Core Curriculum, grouped into blocks.

When giving the final shape to one's own curriculum, one must not omit any of the above thematic blocks. In the Modular Curriculum of Physical Education, in each thematic block, we have assigned the content of the curriculum in such a way that students can meet the requirements of the Core Curriculum. In addition, we have expanded the content so that educational influences can be individualized to meet students' subjective and objective needs.

INTEGRATION OF EDUCATION

The obligation to create a school curriculum offer as an extension of the content of the General Education Core Curriculum forces the teachers of physical education to decide what content of physical education, in addition to that resulting from the Core Curriculum, will fulfil the curriculum. The Modular Physical Education Programme Metric serves, among other things, to determine the final scope of a student's educational achievements and related educational content. Other additional modules may be included in the curriculum.

It is also possible to plan further modules, using the scheme specified in the curriculum metric (Module D), and the way to describe the assumed educational achievements of the student and the related educational content. The possibility of extending the content of physical education by teachers using our programme should help to adapt it to local needs. The choice of additional modules or the planning of one's own modules of classes should be considered:

- school traditions,
- students' needs,
- teachers' preferences.

PROPOSALS FOR ASSESSMENT CRITERIA AND METHODS FOR TESTING STUDENT PERFORMANCE

Evaluation of a student's educational achievements in the Modular Physical Education Programme is formative. This means that the activities included in the assessment process not only measure the didactic performance, but also support the learning process. Therefore, the assessed student should receive feedback:

- What did he do well?
- What should he improve?
- How can he improve his performance?

Since one of the most important effects of physical education is high student activity during classes, it is particularly important that the assessment of

activity stimulates and sustains. According to the Regulation of the Minister of National Education on the conditions and method of grading, classifying and promoting students and conducting tests and exams in public schools, the subject of assessment of a student in physical education should be, in particular, the effort put by the student in the performance of obligations arising from the specificity of these classes. Moreover, according to the Regulation, the subject of assessment may be:

- the level and progress of skills resulting from the implemented physical education programme,
- the level and progress of messages resulting from the implemented physical education programme.

The catalogue of student properties that can be subject to school assessment in the Regulation... is closed, i.e. it lists what can be assessed. There is no reference in the Regulation... to the formulation of school assessment based on the level or progress of endurance, strength, etc. It follows from the above that it is not permissible to determine current and classification assessments of physical education on the basis of the results of general fitness tests, e.g. speed, strength, endurance and flexibility. It should also be remembered that according to the Regulation (...) on the conditions and method of assessment, classification (...) assessment of behaviour does not affect the assessment of a student's educational achievements.

ASSESSMENT OF PHYSICAL FITNESS AND SELECTION

All sports training systems must take into account the conditions resulting from the sports championship model and the biological and psychological properties of the human body. The specificity of the performed sports functions requires a deliberate selection of candidates promising to meet the qualitative and quantitative features of the championship model in the future and an appropriate duration of the training process [6-12].

The sporting championship requires appropriate somatic structure, physical fitness, mental properties, technical and tactical skills, as well as theoretical knowledge [6, 13, 14]. Some of these factors are to a large extent genetically determined and their level as well as development opportunities should be recognized already at the selection stage when making decisions about competitive sports [6, 10].

A system of sports training can be considered an orderly set of elements consisting of the bodies and training means used within its framework [7]. The authorities and training means constitute a set of elements together with the relations between these elements and between their characteristics. These components are used in different ways at different levels of sports training.

Ważny [7] has identified and structured the factors that influence the effectiveness of sports training. Each of these factors alone creates a complex system. In the process of training, there are complex relations between these systems, the optimisation of which is important for the results of the training itself. The effectiveness of a sports training system largely depends on the selection of the right candidates for a specific sport and the efficiency of the system.

The nature of guided selection depends on the stage of training. The majority of specialists advocate the advisability of dividing the whole selection process into three stages taking into account age, qualifications and sensory periods

(most conducive to the development of physical characteristics). The main content of all selection stages is therefore forecasting the athlete's sports abilities (prospective possibilities) using special tests and objective indicators. The selection stages cover the whole process of long-term training, and each of the selection levels coincides with the appropriate stage of the athlete's long-term preparation (comprehensive, targeted and special). Thus, preliminary, appropriate and specialist selection was distinguished as selection levels for sport [7, 8, 9, 15, 16, 17, 18].

The task of pre-selection is to direct children with sporting abilities (without a choice of specialization) to comprehensive training. The pre-selection should include tests of health condition, motor abilities and physical fitness. Anatomical and morphological, psychophysical and physiological indicators are used. After completion of the comprehensive training stage, the next stage of proper selection and selection of the most talented individuals with special fitness, morphological and functional predispositions for particular disciplines or groups of competitors follows. The proper selection should take place after 2–4 years of comprehensive training, opening the stage of targeted training. The qualification test for further training should be supplemented by an assessment of progress during the comprehensive training, assessment of body structure, mental aptitude and sports interests. At this stage, special attention is paid to physiological indicators in cyclical disciplines.

One of the directions of modern trends in sport is diagnosing talented individuals. The issue of selection of young athletes (searching for talented players) becomes particularly important in the conditions of modern sport. Its successful solution, with the use of scientific foundations, should be conducive to increasing the effectiveness of sports training.

Currently, we already have the tools to scientifically determine various aspects of motor potential [10, 11, 13, 18], as well as methodological solutions for research on particular issues of sports selection and orientation [8, 10, 16].

Selection in sport does not only consist in determining a young person's suitability for a given sport discipline, but also in detecting his/her potential capabilities and determining the ways of revealing his/her talent during subsequent years of training. In general, sports selection is treated as a systematic, multi-stage process carried out during many years of training. Such an approach to the organization of selection results from the relatively low accuracy of long-term result forecasts made on the basis of sports achievements recorded in early childhood [10].

According to the views of Polish authors, such as Raczek [8], Szopa [17, 18] and Osiński [13], particular types of motor skills are distinguished by a specific factor related to the biological background (predispositions), or to the type of motor effects (the essence of motor acts, muscle work parameters, effort duration and intensity, etc.). Within the energy-bearing capacity, strength, speed and endurance capabilities are distinguished. The presented factors (motor abilities) are always of hybrid character, and therefore contain different types of predispositions (structural and functional features).

The most frequently used selection criterion is the test of motor skills and measurement of height and weight. Individuals who mature earlier are taller, heavier and have greater weight in relation to height, which gives them an advantage in most of the motor tests compared to average and late maturing individuals.

Moreover, the Act of 14 December 2016 The Educational Law [19] specifies the necessity to obtain a positive result of physical fitness tests, under the conditions set by the Polish sports association appropriate for a given sport, in which sports training is conducted in a given school or division, to use selected tests from the International Physical Fitness Test for recruitment.

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