

## STANDARDIZATION OF TEACHING TOPICS AS A METHODOLOGICAL APPROACH IN SUPPORT OF THE QUALITY IN PHYSICAL EDUCATION TEACHING

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### **Abstract;**

The quality of teaching underlies the deontology of the profession of teaching, and for decades it has been represented as a clear normative requirement for educational institutions and teachers. As in any subject, physical education included, the quality of teaching is a constant requirement, which is affected and in some cases challenged by the suitability of its specific conditions and preconditions. In the case of physical education these include; infrastructure, sports logistics, curricula, human resources, traditions and sports vocation of the community etc.

**Objectives of the article;** The paper aims to prove that the planning and implementation of physical education in pre-university education institutions is not based on unified professional standards of teaching. Also, the paper aims to present the idea that the standardization of teaching topics helps students knowing the indicators of the success of their lesson's themes and thus, organizing and improving their performance. In the paper, it is also intended to present a model of professional standardization of teaching topics in physical education.

**The interest of the case;** The development and implementation of professional standards for the teacher will affect the quality of planning and professional realization of teaching, contributing to the full expression of the educational and formative potentials of the subject.

**Methodology;** the article relies on the qualitative method of analysis as well as evaluative and comparative reflection. The following were analysed: publications and models created in relation to professional standards; curriculum documents on the subject of physical education; first and second cycle study programs of our universities that train physical education teachers. Interviews with primary and secondary school teachers were conducted and analysed.

**Outcomes:** Teacher's professional standards, as a unified approach of defining the content of the course and its learning objectives, affect the quality of teaching and its continuous monitoring.

**Keywords;** Quality of Teaching, Standards, Thematic planning, Teaching, Learning.

### **Introduction;**

The quality of the educational service has constantly attracted the attention of researchers and education specialists. It remains one of the most typical topics of debate, study and research. The quality of teaching represents both the purpose, the interest but also the right and responsibility of the persons involved in this process. Quality teaching delivery underlies the deontology of the

teaching profession, but, for decades, it has also been presented as a clear normative requirement for educational institutions and teachers. Naturally, this responsibility is mostly required by institutions and persons, typically teachers, who exercise this responsibility directly to the beneficiaries. In the object of studies and analysis of the quality of educational service, many aspects, factors and resources are ascertained, the good administration of which has been proven to have positive impacts on the quality of service at the system's level and at the school's level.

In the Albanian educational system, the provision of quality educational services is defined as the requirement and responsibility of institutions, bodies, structures and authorities / individuals to exercise duties and functions from the central and local level to the level of the school institution. In the legal framework, drafted over the years in order to address the educational service, it is easily ascertained that the quality of the educational service is defined simultaneously as one of the guiding principles of our educational system, but also as a right and duty for central and local government institutions, local educational institutions, the head of the school institution, as well as the teacher. Specifically, the law on the pre-university education system defines quality education as a right that must be provided to every student. Also, ensuring and supervising the quality of the educational system and the continuous improvement of the quality of service, this law defines it as a task / function of central and subordinate institutions, but also of the basic units of local government, of local educational units, as well as of the principal of the educational institution. As for the teachers, the law on pre-university education describes it as a duty; *"Development of teaching with the aim of mastering basic competencies, based on learning standards and choosing between the best contemporary methods and practices, local and foreign."*

Seen in this context of the status and the relationship that the system conditions with the quality of the educational service in general and that of teaching in particular, it is concluded that, as in any other subject, in physical education, the quality of teaching remains a requirement, and a constant task for the teachers of this subject. Improving the quality of teaching and especially learning, continues to be among the most typical topics of professional debate and publications of academics and researchers in the field of physical education and sports. There are many authors, specialists and methodologists of physical education, who with their publications, arguments and recommendations have contributed to the enrichment and promotion of methods and models of administration of conditions and preconditions considered necessary and influential in/for planning and the qualitative realization of the teaching of the subject of physical education.

Just as the school in its developments is influenced and reflects the demands of society, so the developments in physical education are influenced by the dynamics of interests and needs that society presents, especially that part of people interested in sports and physical education. In almost all approaches to theoretical and scientific treatments, with the object of research and/or study in physical education curricula, the teacher is considered as one of the determining factors

in success, but also in the failure to implement recommendations for improvement, change and/or teaching remodels throughout this course.

The paper's objectives are to; Present the evaluative perspective that the models created for standardized teaching plans are teacher-centered approaches and not student-centered; Prove that in the experience of schools' institutions so far, planning and teaching in physical education is not supported by a standardized model and/or methodology of lesson/topic- based of planning; Present a structural model of a standardized teaching plan in physical education, based on the planned lesson/topic.

The topic of this paper is of interest to all persons involved in the teaching process, as it focuses on the quality of teaching. In this context, it is of interest; to *teachers*; because, the organization of teaching in a standardized way of each topic/theme of the program, supports the teacher in the realization of teaching in a unified way, both from the pedagogical point of view, as well as in the methodology of learning the act, scheme and motor complex; to *school principals*; From the perspective that the standardization of teaching topics, represents a professional consensus of teaching didactics in the field of physical education, monitoring and evaluation of teacher performance and especially student progress, would be based on clear technical indicators/specific subject language, concrete and measurable, thus enabling an objective assessment of achievements, but also of needs for improvement; to *students*, as direct beneficiaries of the quality of teaching. Knowing the characteristics and requirements of the act, scheme and motor complex, as well as indicators of success, will help them to actively participate and train them for an objective self-assessment in relation to achieving success or their needs for improvement.

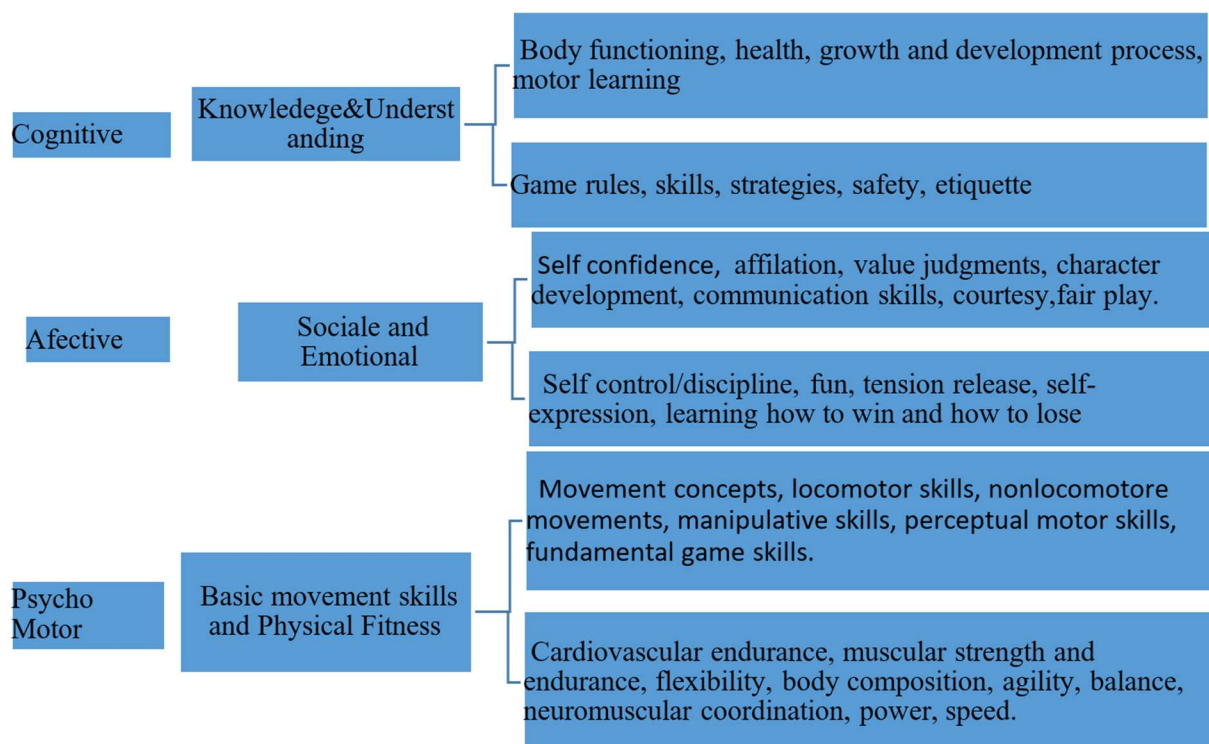
### **Methodology:**

The paper relies on the qualitative method as well as evaluative and comparative analysis of the literature created on this topic. The following have been studied and analysed:

- Publications and theoretical treatments of the concepts, features and advantages of teaching plans based on standards;
- Curricular documents of the subject of physical education of pre university level.
- Another important source of literature researched and referred to, is the review and analysis of normative documents drafted and approved in Albania, but also by professional organizations of different countries and regions, which promote the models of planning and implementation of teaching on the basis of standards.
- Study programs of the first and second cycle of Albanian universities that train physical education teachers.
- Interviews were conducted and analysed with teachers of primary and secondary education (Annex 1), of which the aim was to gather information on the recognition and role of standards in planning and in particular in the implementation of teaching in the subject of physical

education. A total of 40 interviews were conducted with teachers, who represent a sample of approximately 11% of physical education teachers currently working in the local pre university education unit of Tirana. Physical education teachers who are currently teaching in upper secondary education and who agreed to be interviewed are 25 and 15 teachers in primary education school.

**Findings;** From the analysis of the theoretical context of this case; Teaching physical education, in terms of planning and methodology of realization, has created its history and experience over the years. In different times and contexts of the development of the society, the subject, through its community, has reorganized and adopted the development of the *form* and *content* of its profile, such as; its values, principles, functions, curricula where we underline; the purpose, objectives, content, methods and techniques of teaching, assessment, reconceptualization of infrastructure and sports logistics, etc., the purpose of which has been the quality of service provided by this course. Quality Physical Education (QPE) is the topic of discussion today, research and recommendations of specialists and researchers in the field, which have concluded in the definitions of this term. According to Mc Lennan, N., & Thompson, J. (2015), “*Quality Physical Education is a planned, progressive and inclusive curriculum that is implemented from the first years of life and in all three cycles of school education and that forms the basis of exercising with physical education and sports throughout life*”. The learning experience in school should develop students in the psychomotor, cognitive and socio-emotional fields. According to the International Association des Ecoles Supérieures d'Education Physique (AIESEP), quality physical education is described as a subject that deals with the physical, emotional, social and cognitive development of young people, exposing them to positive individual and collective experiences of learning, where they develop the knowledge, skills and aptitudes that allow them to be informed and responsible decision-makers about engaging in physical activity and sport in their lives. Whereas, according to SHAPE America (2015), quality physical education physically develops the educated individual through intentional and well-organized practice, which allow the acquisition of skills in a learning climate focused on mastery. Physical education addresses three areas of learning, fig.1 Cendali, R. (1998) cognitive or mental skills related to knowledge of movement; affective, (see fig.1) which treats the increase in feelings or attitudes; and the psychomotor field, which is related to manual or physical abilities related to movement.



**Fig.1** Cognitive, affective, and psychological factors in improvement of body mechanism

Currently, based on the models and experiences created and in order to increase the effectiveness of physical education and sports in educating and training students, but also citizens, the professional community in this field, found and promoted the approach of *standardization* of resources and aspects that are included in this course. Standards are defined as statements and/or statements that describe what students need to know and be able to do at the end of a curriculum, usually at a minimum level. They are also defined as; as a uniform criterion or as minimum essential elements for quality measurement. Since the 1990s, standardization models have been introduced to the teaching community, first in the USA and then in Europe, which continue to evolve and at the same time replicate with a tendency to revise and continuously improve them. The concept and approaches to the need to develop standards in education quickly became central topics of professional discussion for teachers and subject specialists, but they also became part of educational policies and reforms undertaken in various countries. A. Lumpkin (1998) defines the demand and tendency of this period for standards and evaluation in education as "movement" in the field of education. The professional community of physical education, involved in these developments, managed to create the first approaches and models of standards, which, as we said above, were reflected in all aspects of planning and providing the course to students. Thus, the professional discussions were approached almost in a professional consensus regarding the setting and description of standards for all three typical aspects, such as;

1- *Student / individual standards*, which is assessed as "physically educated". In 1992, in the USA, The National Association for Sport and Physical Education (NASPE) described a physically educated person as: - learning the skills needed to perform a variety of physical activities, - recognizing the implications and benefits of/from involvement in physical activities, - participates regularly in physical activity, - is physically healthy, - evaluates physical activity and its contribution to a healthy life. Whereas according to Fisher Richard., Repond R & Diniz Jose (2011), a physically educated person, exhibits these characteristics; a) responsible and able to choose appropriate activities, get involved in good practices and help others, b) informed about physical education and sports and has a rich repertoire of skills and abilities, c) responsible for health and adapts to an active way of life and able to assess the progress of self and others.

2- *Standards Based Curriculum* J. Lund & D. Tannehill (2005). There are several definitions for curricula, which are described from the context and perspectives of the analysis of the teaching and learning process. Bilbao et al., (2008), defines the curriculum as "the learning experience of the individual not only in school but also in society". Another definition describes the curriculum as a program that summarizes and sets out the knowledge, principles, values and skills aimed at formal education Levin, (1981). The contextual factors of society that inspire the conception of curricula, but also determine the profile of their orientation, are factors such as; social, cultural, gender, economic, political, philosophical, technological, etc. The relationship of these factors has created the types and categorizations of curricula, known as; Curricula with academic, cognitive, social, humanistic orientation, those with technological orientation. Portelli (1987) categorizes curriculum definitions into three typologies; 1. Curricula as content, 2 curricula as plan and 3. Curricula as experience. Whereas, Marzooghi R (2016), identifies 215 types of curricula and based on conceptual, theoretical and terminological similarities, categorizes them into 16 categories. In the perspective and experience of curriculum design in physical education, there are two typologies of their definition, 1) Content/knowledge oriented curricula and 2) student achievement oriented curricula. The types of physical and/or sports activities, as well as the goals and objectives that are formulated in the curricula, determine the profile of these curricula, known by teachers as; *sport-oriented curricula*, *value-oriented curricula* (Siedentop D, et al 1994). Beyond the differences in definitions for curricula, from the perspective of education in general, they are described as the document that includes the knowledge, skills and learning experiences that are offered to students through the curriculum. Whereas, standard-based curricula emphasize the requirement/task and competence that the student should realize, displaying two key features in their design; 1- the choice of the content, the concrete definition of the types of movement and sports activity and 2- the determination of the activity /exercise or the motor complex that should be realized, which at the same time determines the criterion of distinguishing the two categories of the Standard Curriculum Typology (SCT); 1. curricula based on content standards and 2. curricula based on performance standards. The National Association for Sport and Physical Education describes these standards as;

| Content Standards                                                                                                      | Performance standards                                                                                     |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Demonstrates competencies in many forms of movement and skills in several forms of movement.                           | Set content standards and learning outcomes.                                                              |
| Applies concepts of movement and principles in learning and developing motor skills.                                   | Criteria for evaluating student performance.                                                              |
| Shows a physically active lifestyle Achieves and maintains a high level of physical health and fitness.                | Design curricula that ensure that students achieve content standards and learning outcomes.               |
| Demonstrates responsible personal and social behaviour in physical activities.                                         | Planning and providing instruction that ensures that all students achieve learning standards and outcomes |
| Show respect and understanding for people.                                                                             |                                                                                                           |
| Understands that physical education creates opportunities for fun, challenges, social interaction and self-expression. |                                                                                                           |

3- *Teacher standards*; which address the initial training of physical education teachers, but also those who practice the profession of teacher in schools. The process of initial training of physical education teachers in a standardized approach, has created a history of its own development and continues to appear as a professional as well as administrative process, expressing this with the current experience of teacher certification. The process of initial training of physical education teachers is considered standardized, relying mainly on three main approaches to the design of study programs for teacher training; 1. Pedagogical skills, 2. Scientific skills and 3. Classroom performance. Also, the concept of standardization of initial teacher training is manifested through procedures of a normative nature, such as; *Accreditation* procedure of study/training programs and *Licensing of teachers*, practices that are already applied in many countries and recently including

Albania as well. From this point of view, the intended standards for the professional image of the teacher are fundamental both in the process of teacher training and for the one who practices the profession as such. The initial training of teachers is considered to be of particular importance in the success of the implementation of the physical education programs in the school. NASPE (1995) evidenced standards categorized in areas such as; - knowledge of the content, - growth and development of children, - student diversity, - management and motivation, - communication, - planning and teaching, - student evaluation, - reflection and collaboration. Through professional debate, scientific research and increasing the accountability of institutions and the demand for quality service, these areas were further developed by creating models such as; "Teacher education/training based on competencies" and "Initial training standards"

The model of teacher training based on competencies, presents 5 of them;

1. Understands the scientific and philosophical foundations of physical education and sports,
2. Develops comprehensive knowledge of motion analysis,
3. Develops a variety of motor skills,
4. Studies the specifics of the learning / learning process in physical education and
5. Competent in planning, organizing, administering, monitoring, evaluating and interpreting the implementation of a physical education program.

Among the most representative models of physical education teachers' initial training standards are those of the Society of Health & Physical Educator, published in 2017 in the US, which contain; Basic knowledge and content, Health skills and fitness, Planning and implementation, Teaching methodology and management, Student assessment and Professional responsibility. From the chronology analysis of the development of standardized approaches, two main panels are distinguished where these standards have been developed; a) the general training of the teacher and his specialization (based on the subject), or as defined by prof. Lee Shulman (2016) in Knowing and Doing "What Teachers Need to Know and Do" by the National Board for Professional Teaching Standards, USA. This paper presents an integrated version of key teacher profile features. (see box.2) as well as the standards of the subject of physical education,

Box.2

| Characteristics of the teacher profile;                                                                                                                                                                                               | Standards of the subject of Physical Education                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Teacher; • engages the student and his / her learning.</p> <ul style="list-style-type: none"> <li>• Knows the subject and skills of learning for students.</li> <li>• Responsible for managing and monitoring learning.</li> </ul> | <p>Standards;</p> <ul style="list-style-type: none"> <li>• Student knowledge.</li> <li>• Subject knowledge</li> <li>• Content selection</li> <li>• Welfare in Physical Education</li> </ul> |



|                                                                                                                                                                                |                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Systematically reflects on practice and learns from experiences</li> <li>• Is a member of the teaching/learning community?</li> </ul> | <ul style="list-style-type: none"> <li>• Learning environment</li> <li>• Diversity and inclusion</li> <li>• Teaching methodology/practice</li> <li>• Evaluation</li> <li>• Reflection</li> <li>• Cooperation</li> <li>• Professional development</li> <li>• Advocacy / promotion</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Whereas, in the model of Physical Education Standards for Teacher Certification, approved by State Board for Educator Certification, in 2003, in Texas, USA, a total of 10 teacher standards are evidenced and that each standard is structured and elaborated in two main aspects; 1. *Teacher knowledge* (what the teacher should know) and 2. *Application* (What the teacher should do). In addition to the experiences of standardization of the aspects addressed above, the literature shows that other aspects, with a complementary impact on the quality of the teaching process, are treated in a standardized perspective, such as: - Number of students per class; - teacher-student ratio; - Learning environment: -security, adaptability and positive atmosphere of the environment; - Evaluation; type of assessment, methods, techniques, frequency, self-assessment ability and - reference to local / national standards.

Teaching planning based on standards, has created experience in Albania. In the early 2000s, an approach to content standards and physical education subject achievement was introduced to the physical education teacher and specialist community. According to Subashi. G and Daci. J, (2004), the content standards in physical education, clearly express the general purpose of the course, through which teachers and students are clearly oriented to the knowledge they will acquire during the school years. At the same time, the standards express in a concrete way what the students should achieve in the main lines of the subject. Whereas, in 2013, the “General Teacher Standards” were introduced as the normative document which should refer to the teaching planning by teachers, including physical education teachers. The planning and especially, the realization of teaching according to the standardized approach, marked a new reality of the planning experience and at the same time it turned into a professional source theme of reflection, debate and professional development of the teaching staff. The general standards describe the three-dimensional focus of the teacher's profile; a) What he should know, b) What he should do and c) ethical and behavioural values, which are concretized with the standards: 1. Scientific preparation, 2. Basic competencies, 3. Professional development, 4. Recognition and implementation of

educational documentation, 5. Teaching and learning, 6. Caring for students with learning difficulties, 7. Assessment of learning and 8. Teacher as an active member of organizations in the institution.

In 2020, in our pre-university education system, the normative document "Professional standards of general and subject training of teachers" was introduced, which presents in an integrated way two categories of these standards; 1. standards of "general education" of the teacher, a total of 8 standards; Recognition and implementation of educational documents, Scientific preparation, Curriculum and development of key competencies, Teaching, learning and all inclusion, Assessment of learning, Professional and personal development, Collaboration with colleagues and Communication and Collaboration with the community, and the "professional standards" of teachers of each subject developed in pre-university education. Referring to this document, the planning of teaching in physical education, will be based on the "Professional standards of teachers of physical education, sports and health", specifically in; Standard 1: Scientific and theoretical knowledge on physical education, sports and health Standard 2: Physical performance and fitness based skills Standard 3: Pedagogical knowledge and skills related to the subject of physical education, sports and health Standard 4: The role and function of the subject of physical education, sports and health in different social contexts Standard 5: Safety and rapid assistance in physical education, sports and health From the review of the *Curricular Documents* of the subject of physical education; Physical education curricula constitute the typical physical education curriculum document applicable to pre-university education. They are drafted by specialists in the field and approved by the ministry responsible for education and are mandatory for implementation by teachers in the school. The curriculum (s) are the official source for teaching physical education at the school level. Teachers in the framework of the annual subject planning for each grade of primary education, lower secondary education and upper secondary education, based on the (official) curriculum, compile the annual subject curriculum, which contains topics that should be part of the approved curriculum. From the analysis of the rubrics of the subject program, it results that the program is structured in special sections of the typology of movement and movement action and in models of topics and lessons that are suggested to the teacher for the annual planning.

From the *analysis of Study Programs* (SP) for the initial training of teachers; It turns out that teaching planning is a topic that is addressed in the programs of the second cycle of studies, through a special module, with the same title. In the aims of this module, it is underlined; Students' mastery of the basic concepts of the term "planning" and "learning process planning". While from the analysis of the topics that are treated and transferred to students through this module, it results that teaching planning is described as a distribution of topics defined by the curriculum, in relation to the fund of classes, weekly / monthly / year that this course is available in pre-university education. Knowledge of the theoretical concepts of standards, the characteristics of typologies or

models of standards of content and student achievement, and their role in planning the teaching of the subject, are not specifically addressed.

From the analysis of *Interviews* with teachers; results that teachers, in their teaching planning process, rely only on the formal/official curriculum of the subject. Teachers claim to have information about the standards. 85% of them know only the "Content Standards", while the "Achievement Standards" of students are known only by about 15% of them. All teachers, in their answers, state that the "Professional standards of general education and subject training", are considered as sources of their professional development and not as a source where they can support their activity for teaching planning. Also, teachers, in 95% of their answers, claim that the standardization of teaching methodology on a thematic basis, would have a positive impact on student participation and achievement in the subject and on the development of stable student relationships with physical activity practitioners and sports even outside of school.

### **Discussion and conclusions;**

From the analysis of the literature and documents consulted and described above, we consider that the approaches and documents related to the standardization of teaching planning, constitute a professional as well as ethical experience, as they are guided by the values of responsibility and purpose for improving the quality of teaching in this subject. However, referring to the content of the curricula of the initial teacher training programs and the content of the standard models, described above, we estimate that this experience focuses on the Teacher and not the Student. They express the professional agreement of the community of teachers and researchers of physical education, on "What", the teacher should know and do, which is a prerequisite for determining quality.

But, in the meantime, considering that the quality of teaching is intended and should be achieved in each unit (lesson), it is necessary that research and professional debate develop approaches to "How" quality teaching is realized in each unit. The teaching of each lesson's topic is a unique pedagogical situation, exposed to the technical requirements of the teaching topic, but also of psycho-pedagogical factors that affect and challenge the quality of teaching, which must be managed by the teacher through the skills, competencies and his skills. The quality planning of the educational service provided through the subject of physical education, should not be designed only on teaching approaches, but on learning, structuring each topic or learning unit on concrete technical and methodological indicators, clear, known and especially measurable and (self) assessable, not only by the teacher, but also by the student and the school administrators. From this perspective, and based on the good experience created with standardized planning approaches, WE believe that the development of "Thematic Standards" of the course, would be an important contribution in supporting teachers to achieve the quality of teaching that is intended to be achieved. The structural conception of thematic standards, I suggest to focus on the unified / standardized description of the requirements related to the technical elements and methodological

stages of learning the act, exercise and / or mobile complex of the learning topic. In the following, in annex 2, we present a descriptive structure / model of standardized thematic planning of teaching in physical education.

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### Annex 1. Interview Questions with Physical Education Teachers.

1. For the annual planning of teaching in physical education, what do you rely on?
2. Are you familiar with the "Professional standards of general education and subject training"?
3. Do you think that "Professional standards of general training and subject training" help in planning teaching, or in your professional development?

4. Do you think that standards help in Planning or Realization of teaching?:
5. Do you think that standardization of teaching topics would help the teacher in quality teaching?

## Annex 2. Descriptive model/structure of Standardized Thematic Planning of Teaching in Physical Education

Discipline/Chapter or Line; Athletics

Theme/topic; Long Jump

Grade; 7

The objective of the lesson: Learning the technique of Long Jump.

| Teacher/Student                                                 | Activity/ies                                                                                                             | Pedagogical aspect                                           | Indicators of monitoration                       | Indicators of evaluation                                                                                    |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Preparation<br><br>Warm up                                      | General and specific physical activity/ies                                                                               | Communication to group and individual student                | Motivation,<br><br>Pro-active                    | Fully<br><br>Partial                                                                                        |
| Task and requirement of the theme                               | Technical description<br><br>Demonstration<br>Technical clarification for the complex and each fragment of motor scheme. | Oral description<br><br>Illustration,<br><br>Demonstration   | Attention<br><br>Understanding<br><br>Question/s | Full understanding of the motor scheme<br>Partial understanding of the motor scheme                         |
| Exercise on the technique of specific parts of the motor scheme | Technical aspects for each episode of the motor scheme of Long Jump.<br>Body position, Technique of running, etc         | Exercise & repetition of specific parts of the motor scheme. | Technique of exercise                            | Determine the correctly realized fragments<br><br><br><br>Determine the fragment/s that need to be improved |

|                         |                                               |                                    |                                                      |                                                                                                                         |
|-------------------------|-----------------------------------------------|------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Exercise and Repetition | Exercise all of the motor scheme of Long Jump | Repetition, correction, repetition | Technical accuracy in each part of the motor scheme. | Full technical accuracy in realisation of motor scheme<br><br>Partial technical accuracy in realisation of motor scheme |
| Assessment              | Achievement                                   |                                    |                                                      |                                                                                                                         |