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The effect of global and analytical educational methods on learning the motor skill of long jump for students in physical education and sports classes

تأثير الطرق التعليمية الكلية و الجزئية في تعلم المهارة الحركية للقفز الطويل لدى التلاميذ في حصص التربية البدنية و الرياضية

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Abstract

The aim of this study is to identify the best methods analytical and global methods that the teacher uses for motor learning in PSE students. The methods are the two main streams of learning, for this purpose we used the experimental method On a sample made up of two groups of 23 students mixed.Choose in a random manner, after the homogeneity test we submitted the first research group for learning by the analytical method, but the second group is subjected to the global method, in a long jump sessions, for six units for both groups and for data collection , we used an SPSS statistical tool, the standard deviation, the Student's T (T cal) and the (T tab). After collecting the results, we find that there is no significant difference between the two methods, T calculated = (0.71) is less than (T) tabulated at the threshold of 0.05, (T) tabulated = (2.06) so both methods are essential for learning motor, On this basis, the study recommended to combine two methods for learning.

الكلمات المفتاحية:

الطرق التعليمية الشاملة و الجزئية

المهارة الحركية

التربية البدنية و الرياضية.

ملخص

تهدف الدراسة إلى التعرف على مدى تأثير الطرق التعليمية الكلية و الجزئية التي يستخدمها الأستاذ للتعلم الحركي في القفز الطويل لدى التلاميذ في حصص التربية البدنية و الرياضية و هاتان الطريقتان هما المساران الرئيسيان للتعلم الحركي ، ولهذا الغرض استخدمنا المنهج التجريبي على عينة مكونة من مجموعتين من 23 تلميذ من كلا الجنسين، اختيروا بطريقة عشوائية و بعد إجراء التجانس على هاتين المجموعتين،أخضعنا مجموعة البحث الأولى للتعلم الحركي بالطريقة الكلية والمجموعة الثانية للتعلم الحركي بالطريقة الجزئية وهذا خلال ست حصص تعليمية، ولأجل جمع البيانات ، استخدمنا أداة الإحصاء SPSS، والانحراف المعياري ، و ت المحسوبة و ت الجد ولية و بعد جمع النتائج تبين لنا عدم وجود فروق متباينة إحصائيا بين الطريقتين ،بحيث أن ت المحسوبة=(0.71) اقل من ت الجدولية= (2.06) ولهذا استنتجنا أن كلا الطريقتان أساسيتان للتعلم الحركي ، وعلى هذا الأساس أوصت الدراسة بدمج هاتان الطريقتان الكلية و الجزئية من اجل تعلم حركي فعال .

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1-Introduction

Teaching work stems from the entanglement of multiple parameters, among which the multiple forms of prescriptions seem to be decisive in the ways of carrying out the study in the classroom **(Amigues, 2009) (Brière-Guenoun, 2017)** and **(Saujat F. , 2011)**, **(Saujat & al, 2015)**Our study consists of studying the ways in which PSE teachers adjust, conform to or even adapt to school teaching methods, and this by focusing more particularly on the effectiveness of their actions in relation to the motor behavior of students. It is a question here of instructing the links between the professional gestures of teachers and the "technical" acquisitions of pupils which refer to specific dimensions of cultural practices supporting the teaching of EPS. By technical acquisitions, we mean the actions carried out in a learning situation in PSE in connection with their cultural dimension. Among the educational objectives assigned to the school is that of producing a healthy individual, autonomous and capable of adapting to their human and physical intoxication, and above all being able to manage their physical life after school **(Abdeddaim, 2019)**.

According to **(Falco & al, 2012)**, complex situations remain "rarely implemented in EPS". This study is organized around a specific project. It is a question of questioning the conditions of the variability of teaching practices in teaching by complex situations (ESC) **(Lafont, 2019)** Thus, the influence of the nature of the motor skills requested by the APS on the guidance procedures used is observed in a classroom situation. Teaching methods are an essential element of the basic curriculum in the education process, and the teaching method is seen as a means of achieving the goals. Many scholars believe that different teaching methods play a big role in helping students achieve their educational goals and creating positive trends towards the practice of physical education and sport. And by following more effective teaching methods and methods. **(Nacir & al, 2018)**. According to Nacir, A, a good lesson requires a good result and special attention in the choice of the methods to be used to implement it, the precise scope of the choice of the methods to be used ,and the extent to which they are supposed to be carried out, and methods which are seen as an effective way to organize educational experiences in order to learn their relevance to the results. **(Nacir & al, 2018)**

To promote student learning, the teacher uses, among other things, a pedagogical teaching method in order to make his interventions effective. This method represents an activity, a process, or an approach, most of the time logical and rational, to achieve a goal. According to Branislav A, on didactic competencies Being able to find adequate answers to questions concerning the aims, content, and methods of the teaching process, having to choose strategies, teaching methods, evaluation methods, knowing the plan, make projects his work **(Branislav, 2010)**. Also, the role of the physical education and sports teacher is no less important than that of other teachers in the field of education, but he can sometimes do so exceed due to the nature of the material and its specificities **(Ben Allal, 2018)**. According to Boughalia, F, the more the teacher has the capacity to learn, the more efficient he is, and in order to ensure the success of the learning process, learning can only be done with the help of the teacher (Boughalia, 2020). When this term is associated with teaching, it represents the pedagogical strategies that the teacher uses to develop new knowledge or skills in students (Ben Allal, 2018)The overall quality of education has made the teacher one of the active agents in fulfilling his requirements and ensuring his quality and defining the quality of the performance of the teacher as mastery and improvement. of his performance scientifically, personally ,and socially, and fulfilling to the maximum the educational and pedagogical tasks entrusted to him, in accordance with objective standards in order to achieve Specific Pedagogical Objectives **(Alali Talib, 2015)**. Analytical and comprehensive teaching methods are the two main streams in the field of motor learning.

Indeed, the actions carried out are not superimposed

on the reality of the activity, **(Clot Y. , Travail et pouvoir d'agir, 2008b)** Work and power to act, Contradictions, discordances, contrasts between actions and activity **(Clot Y. , Travail et pouvoir d'agir, 2008b)**Can then be used so that teachers can undo and redo the invariant structures of their experience **(Roger, 2007)**, i.e. their automatisms **(Leplat, 2005)**, their habits **(Clot & Clot, Travail et pouvoir d'agir, (2008a).)**, which they no longer question. In fact, by going through contexts freed from the immediate constraints of class action, they can detach themselves from their experience so that it becomes a means of having other experiences. Within the clinical system, the didactic analysis of professional gestures, by teachers themselves, can help to understand the hidden architecture of the activity and the modalities of its development. Even more, it can become a means of revitalizing the activity of teachers. There are some problems associated with the choice of global and analytical methods. One of the most important difficulties encountered by the teacher is the choice of the effective method to facilitate the learning of the motor skills of the pupils during the PE sessions, To carry out our research which is entitled let us recall it "The" influence of teaching methods global and analytical on the learning of motor skills of pupils in PSE. »We formulated the following general question: *What is the effect of global and analytical educational methods which influences much more on the learning of the motor skills of the pupils in PSE?* And to answer this question, we made these assumptions: - There is a significant deference between the global and analytical teaching method for better learning in PSE is in favor of the global method. -The method chosen by the teacher or educator must combine these two methods. Our objective is to describe the two teaching methods (global and analytical) and to identify their characteristics and arrive at a comparison between the two teaching methods concerning the learning in PSE, also to know the appropriate teaching methods to support physical characteristics while teaching motor skills. Awareness of the importance of choosing the appropriate teaching method. And finally to determine the optimal learning method appropriate to the material and human capacities that exist in our schools that help and contribute to learning of motor skills from high school students).

2.The long jump phases

2.1. The run-up

The athlete has two main concerns during their run-up:

Arrive at optimum speed (not maximum speed) at the moment of the impulse. The race should be evenly accelerated. However, he must remain in control of his speed to produce the best possible momentum, which involves balance, placement ,and duration of the downforce. Get to the take-off board, because the measurement is taken at the leading edge of it, and any take-off that is taken a few inches beforehand would result in an equivalent loss in the measurement of the jump.

2.3. The impulse

Impulse is the transformation of running speed from momentum into propulsive force that will pull up and down. For this, it is necessary to mark a slight flexion on the last supports which will make it possible to approach the call with a more closed leg-thigh angle than during the running race. Thus, the impulse will be longer, the leg fully unfolding, while the knee of the free leg when rising and the arms by their action, will lighten the weight of the body.

2.4. Suspension

or flight The impetus places the athlete in a position of extension that allows them to dive and continue their flight while maximizing their aerodynamics. There are several styles of which the most often used are the following: Extend for a large part of the suspension. Continue with a pedal movement with the legs which will give additional momentum.

2.5. The reception

In the sand, bending the legs will allow the body's weight to continue forwards in order to avoid falling backward which would lose precious centimeters. Figure: the phases of the long jump

Figure1

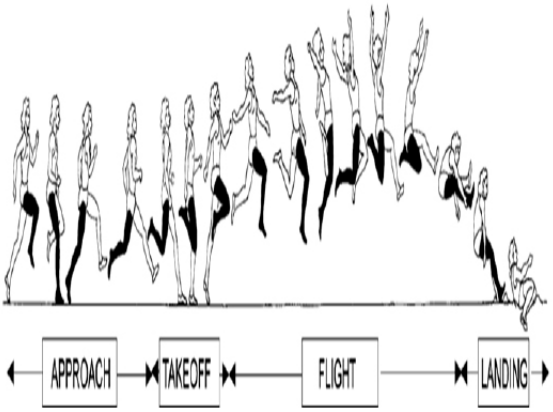

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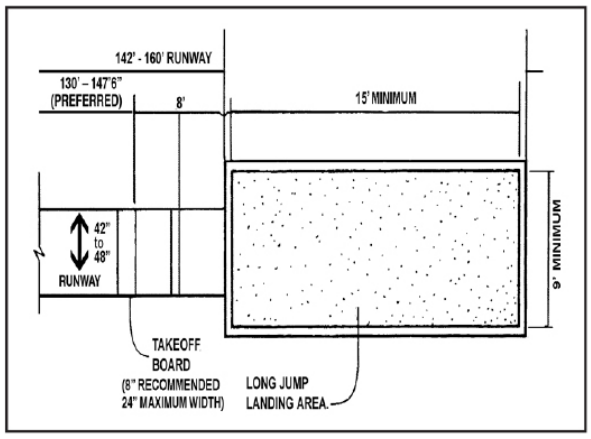
Figure2



Long jump exercises for the sail technique

The technique exercises for the sail jump is easy to learn for the young athlete. The following drills can be done to develop long jump skills:

Bounding/take-off

To reinforce the complete take-off movement jump 3 times on the take-off leg, land on the opposite leg, take one step and take off.

Sail To acquire a good range of movement at take-off and maximum extension of the jumping leg, take a 5-9 strides approach take-off with a good combined leg action and hold the position to the landing.

Hurdle/ball

To maintain the head/trunk/hip alignment during flight and to punch the arm on the take-off side upwards, take a 5-9 strides approach take-off over a low hurdle while hitting the ball above.

Floating

To maintain balance in flight and to acquire a good leg shoot prior to landing take a 5-9 strides approach take-off, holds the free leg in its take-off position - then draws up the take-off leg, extending both legs forward prior to landing on a mattress.

Extend

To acquire a good leg shoot prior to landing take a 5-9 strides approach take-off, hit a ball in flight and extend both legs to clear a sand 'wall' in the sand pit.

3.1 The global method

This method consists in proposing, under favorable conditions or with the engagement of didactic assistance, a movement or a combination of movements in its complete form. The lighting conditions or teaching aids must promote the achievement of the form as a whole from the start of learning. Aid will gradually be reduced in order to bring the student to manage his action in a normal situation.

The success of the action is the criterion determining the development of the learning situation. Evaluating my quality of action and modifying the learning situation requires careful observation from the teacher. The global method has more freedom than the analytical method, both in terms of rhythms and in the student's learning paths. It allows individualized instruction to the extent that it is the abilities of the student that will dictate the adoption of teaching aids and learning situations. The global method favors the teaching of skill as a whole where the gestures and the strategies are proposed in the form of actions, having a tactic (general or specific) as a finality. It is also developed by trial and error.

3.2 The advantages of the global method

The global method demonstrates the following advantages: Learning movement in its entirety, targeting an educational intention affiliated with a tactic and respecting the student's personal style, allows rapid success (motivation) while promoting creativity and autonomy.

-It is considered the most useful in the early stages of learning.

-It is used in the teaching of motor skills that cannot be divided and which represents an integrated unit.

-It helps to create the basics for remembering motor skills.

-She is considered the best in teaching.

-It is an interesting method for the students.

-It is suitable for classes with large numbers of students.

3.3The disadvantages of the Global method

The method, In contrast, the main disadvantages associated with this method are The possibility of acquiring bad gestural habits, the unconsciousness of the student towards what he is specifically developing on a technical level, the learning strategy not seeming to be presented in chronological order, etc. Does not correspond to individual differences between students. The existence of motor skills that are difficult for everyone to learn.

3.4 The analytical method (fractional)

This method consists of building a movement or a combination of movements in progressive stages after having segmented the element to be learned into different parts. Thus the final objective is obtained by a process made up of partial objectives. Each of these partial goals must be met before moving on to the next.

This way of proceeding ensures the quality and success of the end goal. Each partial goal success motivates the student to take the next step. The teacher is very present in this method. It dictates the pace of learning, it assesses the quality of intermediate actions and allows access to the next step. This method offers little freedom and tends to limit individual learning paths.

It also offers the advantage of having permanent control over the development and behavior of each student. It can be useful in teaching fundamentals as well as in elements involving certain risks. It is too often used, as the only method, by novice teachers who find a reassuring structure in it. The analytical approach dissects a student's gesture into several specific parts. These are then practiced step by step (from the particular to general) taking little account of the game situation. Subsequently, they are experienced in the context of competitive reality.

3.5 The advantages of the analytical method

Most of the time, the advantages of using one method equal the disadvantage of using the other. The main advantages of the analytical method are: - The possibility of learning the correct gesture from the start - Follow a chronological order - Emphasize the part of the gesture that the student must work on - Know exactly what needs to be developed - Master basic skills as a priority. - It is best to use it when teaching complex motor skills. - It helps to master the parts of the movement. - It allows you to understand each part of the movement. - It is used if the number of students in the class is small. - It takes into account the individual differences between the pupils.

3.6 The disadvantages of the analytical method

- The mastery of a gesture outside of a real situation. - Discouragement in the face of the complexity of a gesture. - The absence of the tactical aspect associated with the gesture. - Requires a lot of time to master the teaching of motor skills. - This method is free of suspense and fun for the students. - It reduces the motivation of learners towards the learning process.

Methods and tools

Our study is based on long jump tests on 2 groups of 1st-year students of the middle cycle, Our research sample is made up of two homogeneous groups of 23 boys/girls students from the two first-year classes of the Cem Tahiat Ahmed Kherrata.

Table. Gives an overview of the anthropometric qualities of the sample

Measurements	Age (years)	Height (cm)	Weight (kg)
Mean/ StanDevia G1	12,53± 0,48	152,67± 5,72	45,4±5,71
Mean/ StanDevia G2	12,63± 0,4	153,67± 2,7	46,4±3,61

the sample was chosen at random. The sessions carried out on the first group are carried out according to the global method while those of the second group are carried out according to the analytical method. Using the two motor learning methods (analytical and global).

They used specific material, they relied on a set of bibliographic sources related to the research theme. The research sample is made up of two groups of students, each group has 23 1 AM students.

A group is subject to learning under the analytical method,6teaching units. For example, the long jump can be divided into segments: running, pushing, taking off and landing in the sand pit. Each of its sub-tasks can be further divided into teaching units:

Session 1. Learning Objective:

- After a run up, jump as far as possible.

- Determine your take-off foot

Session 2. Learning Objective:

- Take impetus on the go

- Realize a momentum in acceleration

Session 3. Learning Objective:

- Build a momentum race

- Optimize all its resources

Session 4. Learning Objective:

- Make an upward trajectory

Session 5. Learning Objective:

- Build an upward and forward path

Session 6. Learning Objective:

- Build a momentum race

- Optimize your performance

On the other hand, the 2nd group carries out learning under the global method at the same time, that is to say this learning consists in putting the subject in the final situation. The student will perform the entire gesture. The two long jump tests were carried out at the breasts of CEM Tahiat Ahmed Kherrata during the period from: 02/13/2020 to 03/12/2020.

The material used during our tests is as follows:

A decameter, a whistle to give the signal to start the run-up, studs, to mark the runway, and for the safety of the students.

Markers on the saltire, Rakes.

The choice of the research method is of paramount importance, and as the objective of our research is to identify the influence of motor learning methods on the learning of motor skills of students in PSE, we opted for the most suitable method. which is the comparative descriptive method and this in order to conduct our research. To perform all the calculations in our work, we used statistical methods for a mathematical analysis of the data. In this study we used the means of each group of each test, the standard deviation, the Student's T (T cal) and the (T tab). For the diagnostic test comparison and the summative long jump test of each method, we used the student T test for two matched samples and to perform the comparison of the two summative (final) jump tests between the overall method and the method. analytical we used the T student test for two independent samples. To facilitate our work as well as the readability of the results, we used the SPSS software (statistics subscription) version 2019 as a tool.

4.Analysis and discution of the results

Test 1 from the long jump to the diagnostic evaluation was carried out on 02/13/2020 on the 1st group of 1st year average. -The long jump test 2 at the summative (final) evaluation was carried out after 6 learning units on 03/12/2020 on the same group1.

1.1.Results of group 1 having submitted to learning by the global method.

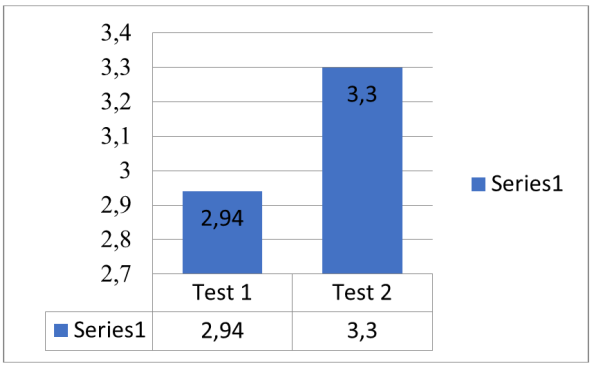
Table N ° 1: Results of the diagnostic test Test 1 and of the summative test Test 2 (final) for the long jump of group 1 having subjected to the global method.

Sample G1	N	Mean	Stan Devi	T calc	T tab	significance level
Test 1	23	2.94	0.79	5.62	2.06	0.05
Test 2	23	3,3	0,7			

The results clearly indicate the existence of a significant difference between the 2 tests of the long jump tests carried out on group 1 according to the global method (standard deviation of 0.79) for the first test and 0.70 for the second test).

Regarding the calculated T (5.62), we notice that it is clearly greater than the tabulated T (2.06), which means that there is a significant difference between the two tests of jump at the significance level (0.05) .

Graph 1: Histogram of the mean of the 2 tests of the long jump of group 1. (Global method)



The results of the Student test for two paired samples carried out between the diagnostic test and the summative (final) long jump test of group 1 having subjected to the global method indicates that the global method has an advantageous influence on the students of 1st year average .

1.2. Results of group 2 having submitted to the analytical method

Test 1 of the long jump at the diagnostic evaluation was carried out on Thursday 13/02/2020 on the 2nd group of 3rd year average.

-The long jump test 2 at the summative evaluation (final) was carried out after 5 learning units on Thursday 12/03/2020 in the same group2.

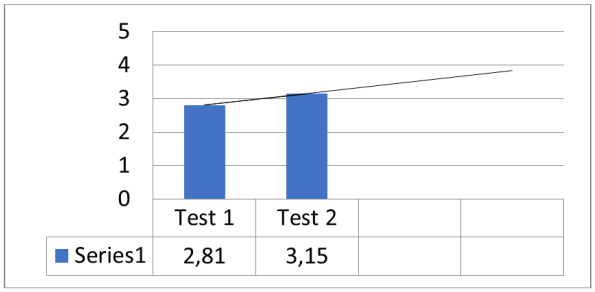
1.3. Comparison and discussion of the long jump results of the two long jump tests (analytical method):

Table N2: Comparison of the performances of the group 2 long jump.

Sample G2	N	Mean	Stan Devi	T calc	T tab	significance level
Test 1	23	2.81	0.75	5.10	2.06	0.05
Test2	23	3,15	0,69			

It is noted that according to the analytical method, there is also a significant difference between the 2 long jump tests of the long jump tests carried out on group 2 (standard deviation of 0.75 for the first test and 0.69 for the second test). Regarding the calculated T (5.10), we notice that it is significantly higher than the tabulated T (2.06), which means that there is a significant difference between the two tests at the significance level (0.05).

Graph 2: Histogram of the mean of the 2 long jump tests in group 2. (Analytical method)

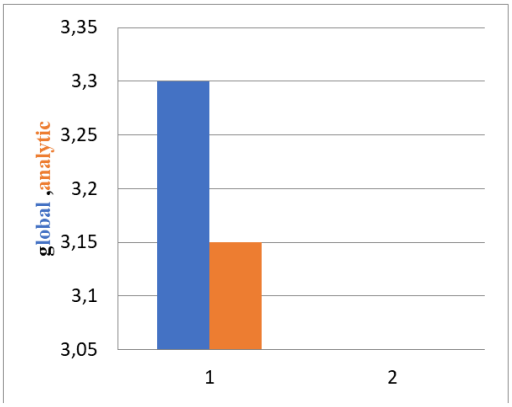


As in the overall method, only the Student test results were seen between the diagnostic test and the summative (final) group 2 long jump test.

1.4. Comparison and discussion of the test results of the 2 groups having submitted to the 2 methods: global and analytical

Sample G1et G2	N	Mean	Stan Devi	T cal	T tab	significance level
Test2 Méthode glob	23	3.30	0.70	0.71	2.06	0.05
Test 2 Méthode Analy	23	3.15	0.69			

Graph 3: Comparison of the mean between tests 2 of the global method and the analytical method.

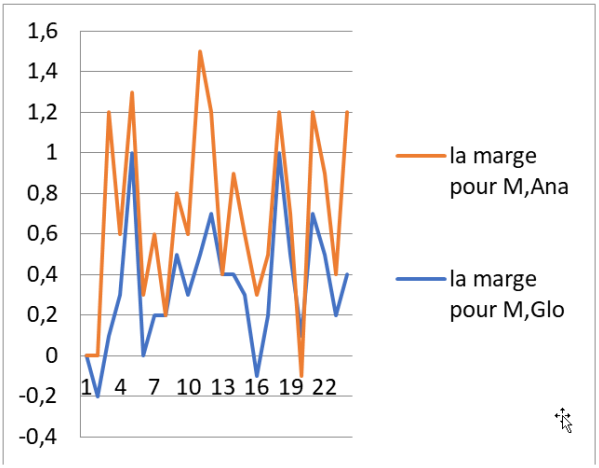


According to the table and the graph above, it was found that the average of the 2nd jump test for the global method (3.30) is greater than the average of the 2nd jump test for the analytical method (3.15) but this difference is not really obvious, to note that the standard deviation is equal (0.70) for the total method and 0.69 for the analytical method). It is also mentioned that the calculated T which is equal to 0.71 and less than the tabulated T which is equal to 2.06.

This is a significant indication that there is not a significant difference at the threshold of 0.05 between the 2 teaching methods applied to a long jump event.

For the development of learning in this motor skill, we note that there is not a significant difference between the two methods.

Graph 4: represents the difference in the evolution of learning in the two global and analytical methods.



According to the results of the Student test carried out between the summative (final) long jump test of groups 1 and 2 who submitted to the 2 methods: global and analytical, indicate that there is no significant difference between the 2 methods. Both methods have an advantageous influence on the motor learning of 1st year average students.

We have achieved, through our study, the extent to which instructional methods influence the learning of motor skills of students. Towards the lesson of physical and sports education to many conclusions in theory and in practice, the theory considers two motor learning methods having methodological criteria to increase the level of motor performance of students and learn them in the required form. This is because each student has a specific level that differs from the others, in relation to each student's motor skills learning.

As for the results of the statistical analysis that we carried out, there are no significant differences between the two methods of teaching comprehensive and analytical teaching.

This indicates that the two motor learning methods have a positive influence on the learning of motor skills of 1st grade students in physical education and sports. This leads to giving the learners of the physical education and sports session the same opportunities to acquire specific knowledge, and to develop motor skills in different activities and to perform it in a correct way, and there was also statistically significant differences between the two jumping tests carried out with the global method on the levels of the performance of the motor skills of the pupils of 1st year average. And also There are statistical differences significant between the two jump tests carried out with the analytical method. In general, the results obtained in our research allowed us to affirm our first research hypothesis and to say that there are no significant statistical differences between the two motor learning methods also, it allows us to confirm our second hypothesis which indicates the method chosen by the teacher or educator must combine these two motor learning methods, the PE teacher will have to juggle in his planning with the global and the analytical. The global method keeps the student motivated while the analytic tends to demotivate through repetitions Also, an improvement in the shooting technique with both feet and heading the ball was observed, since a higher score was obtained in the test performed at the end of the 40 training sessions compared to the initial test. As mentioned previously, the comparison of results obtained in the pre-test and post-test reveals a positive impact of the analytical and global training programs on all the skills tested. These results are consistent with other researchers developed in the scope of soccer **(Chirosa & al, 2003)**. In our study, all technical skills were improved by both methodologies, contrary to the study by **(Sánchez & al, 2012)**, who found that one model improved some technical skills in greater extent than others. These authors demonstrated a

development in dribbling, running with the ball in a straight line and changing direction, shooting the ball with a domi-nant foot and heading, because of soccer practice regardless the methodology. However, there was not a progress in the non-dominant foot shooting test in the global method.

5-Conclusion

From the result obtained in our study we conclude that there is no significant difference between the two methods, analytical and global The lessons of the program applied to the students affected the development of all stages of the long jump, the approach distance run, the ascent and the flight, and even the fall, and the improvement of all these steps led to an improvement as a result of the sample long jump they are essential for an efficient and sustainable motor learning, because through the analytical method the student undergone information which will be memorized in his memory (feedback) which gives a lasting learning and also through the global method the student assimilates a motor skill in a harmonious way. So we recommend that teachers constantly juggle these two methods. Undoubtedly a combination of its methods is advantageous for effective learning in EPS.

Conflict of Interest

The authors declare that they have no conflict of interest.

List of annexes

Objective of session 1

- After a run up, jump as far as possible.

- Determine your take-off foot

1. Activation

Have the students walk around the yard five times without stopping. The goal is not to run fast but not to stop.

Let a student take charge of warming up the joints: neck, shoulders, elbows, wrists, pelvis, hip, knees, ankles.

2. Baseline situation: performance.

15 min.

Explain the situation to the students and the safety rules.

Conditions for success:

- Achieve the best possible performance

Organization:

Device allowing 3 students to jump simultaneously

-The students are in groups of 3. One jumper, two observers 1 for precision

of the call and the other to indicate the affected area

-A run-up area

-A call zone (40 cm)

-Only launch when the jumper is empty or at the signal for all 3

- Exit the saltire on the sides

-Do not cross the run-up of the next one

3. The right foot

20 mins

Purpose: -To determine your footing

Organization:

-Device allowing 3 students to jump simultaneously

-A run-up area

-A call zone (40 cm)

-Only launch when the jumper is empty or at the signal for all 3

- Exit the saltire on the sides

-Do not cross the run-up of the next one

Success criterion:

-Cross the river

-Know which is his right or left call foot after several passages

on each foot

Modality of execution:

-Call on the “right foot” without trampling

Evolution: -1 Start the momentum with the takeoff in front, take its

push off on that foot and put that same foot in the

take-off area

Objective session 2

- Take impetus on the go

- Realize a momentum in acceleration

1. Activation

Have the students walk around the yard five times without stopping. The goal is not to run fast but not to stop.

Let a student take charge of warming up the joints: neck, shoulders, elbows, wrists, pelvis, hip, knees, ankles.

Duration 50 minutes (4 phases)

1. Activation

10 minutes

Have the students walk around the yard five times without stopping. The goal is not to run fast but not to stop.

Let a student take charge of warming up the joints: neck, shoulders, elbows, wrists, pelvis, hip, knees, ankles.

2. The right foot

10 minutes. | reinvestment

Purpose: -To determine your footing

Organization:

-Device allowing 3 students to jump simultaneously

-A run-up area

-A call zone (40 cm)

-Only launch when the jumper is empty or at the signal for all 3

- Exit the saltire on the sides

-Do not cross the run-up of the next one

Success criterion:

-Cross the river

-Know which is his right or left call foot after several passages

on each foot

Execution procedure: -Call on the "right foot" without trampling

Evolution: -1 Start the swing with the takeoff in front, gain momentum on that foot and put that same foot in the takeoff zone

3. The right distance

25 mins

To optimize your run-up to gain momentum in the zone

call

Success criterion:

-Reach the most remote area possible

-Take a call in the area

Organization:

- Same as above (situation 1)

- Each lane corresponds to a distance (12m, 10m and 8m)

-Pupils are in groups of 3. A jumper, two observers 1 for the accuracy of the call and the other to indicate the area reached

- Go through the 3 corridors

Modality of execution:

-Run fast while accelerating.

Evolution :

-After choosing the lane that provides the best speed, practice it and measure performance (individual or team)

Objective session 3

- Build a momentum race

- Optimize all its resources

Duration

50 minutes (4 phases)

1. Activation

10 minutes. | training

Have the students walk around the yard five times without stopping. The goal is not to run fast but not to stop.

Let a student take charge of warming up the joints: neck, shoulders, elbows, wrists, pelvis, hip, knees, ankles.

2. Calibrate your run-up

25 min. | discovery

-Choose your starting mark to take your call in the area

Success criterion:

-Take his call as close as possible to the edge of the area

Organization:

- Same as above (situation 1)

-Pupils are in groups of 3. A jumper, two observers 1 for the accuracy of the call and the other to indicate the area reached

-Start of the "around 12 m" run-up. 5 studs located 50 cm apart on either side of the line

-After arriving regularly in the call zone, locate the starting point of the race (measure the length to show your run-up)

Modality of execution:

-Run while maintaining the acceleration

-Do not trample

Evolution :

-1 After choosing the start that allows the take-off on the board, practice it and measure performance

3. Baseline situation: performance.

10 minutes. Evaluation

-After a run up, jump as far as possible.

Conditions for success:

- Achieve the best possible performance

Organization:

Device allowing 3 students to jump simultaneously

-The students are in groups of 3. One jumper, two observers 1 for precision

of the call and the other to indicate the affected area

-A run-up area

-A call zone (40 cm)

-Only launch when the jumper is empty or at the signal for all 3

- Exit the saltire on the sides

-Do not cross the run-up of the next one

Objective of session 4

- Make an upward trajectory

Duration

50 minutes (3 phases)

1. Activation

10 minutes.

Have the students walk around the yard five times without stopping. The goal is not to run fast but not to stop.

Let a student take charge of warming up the joints: neck, shoulders, elbows, wrists, pelvis, hip, knees, ankles.

2. The right height

35 mins

-Run and jump over the elastic

Success criteria:

-Jump as far as possible

Organization:

- Same as above (situation 1)

-Pupils are in groups of 3. A jumper, two observers 1 for the accuracy of the call and the other to indicate the area reached

-The plots from the previous situation remain so that everyone keeps their starting mark

-Elastic stretched between two posts (height 30 cm on one side 50 cm from the other) 50 cm from the take-off area

-Try the 3 lanes (different heights) and identify the path that allows you to jump as far as possible.

Evolutions:

- 1 Move the elastic back to 80 cm

- 2 Remove the elastic and measure the performance

3. Calm down 5 min.

Ask students to verbalize what has been asked of them. Explain under what conditions they feel they have been most successful.

Objective session 5

- Build an upward and forward path

Duration

50 minutes (3 phases)

1. Activation

10 minutes.

Have the students walk around the yard five times without stopping. The goal is not to run fast but not to stop.

Let a student take charge of warming up the joints: neck, shoulders, elbows, wrists, pelvis, hip, knees, ankles.

2. Forward

35 mins

-Run and jump over the elastic

Success criteria:

- Jump as far as possible

Organization:

- Same as above (situation 1)

-Pupils are in groups of 3. A jumper, two observers 1 for the accuracy of the call and the other to indicate the area reached

-The plots from the previous situation remain so that everyone keeps their starting mark

-Elastic stretched between two posts (on one side 50 cm from the take-off area and the other 80 cm)

-Try the 3 lanes (different widths) and identify the path that allows you to jump as far as possible.

Evolution :

- Remove the elastic and measure the performance

Objective of session 6

- Build a momentum race

- Optimize your performance

1. Activation

Duration

50 minutes (4 phases)

1. Activation

10 minutes.

Have the students walk around the yard five times without stopping. The goal is not to run fast but not to stop.

Let a student take charge of warming up the joints: neck, shoulders, elbows, wrists, pelvis, hip, knees, ankles.

2. Calibrate your run-up

15 min.

-Choose your starting mark to take your call in the area

Success criterion:

-Take his call as close as possible to the edge of the area

Organization:

- Same as above (situation 1)

-Pupils are in groups of 3. A jumper, two observers 1 for the accuracy of the call and the other to indicate the area reached

-Start of the “around 12 m” run-up. 5 studs located 50 cm apart on either side of the line

-After arriving regularly in the call zone, locate the starting point of the race (measure the length to show your run-up)

Modality of execution:

-Run while maintaining the acceleration

-Do not trample

3. Baseline situation: performance.

20 mins

-After a run up, jump as far as possible.

Conditions for success:

- Achieve the best possible performance

Organization:

Device allowing 3 students to jump simultaneously

-The students are in groups of 3. One jumper, two observers 1 for precision

of the call and the other to indicate the affected area

-A run-up area

-A call zone (40 cm)

-Only launch when the jumper is empty or at the signal for all 3

- Exit the saltire on the sides

-Do not cross the run-up of the next one

4. Calm down

5 min.

Ask students to verbalize what has been asked of them. Explain under what conditions they feel they have been most successful.

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