DIFFERENTIATED TEACHING ACCORDING TO WHETHER STUDENTS BELONG TO THE GROUP OF GIRLS OR THE GROUP OF BOYS: THE CASE OF HIGH JUMPING IN FIFTH GRADE AT THE AVOGBANAN GENERAL EDUCATION COLLEGE (BENIN)

ABSTRACT

This article examines the challenges faced by a physical education teacher in a mixed-gender high jump class at the Avogbanan General Education College in Zou, Benin, when students are mixed based on their biological sex. Drawing on a composite theoretical framework that incorporates concepts from the anthropological theory of didactics (Chevallard, 2018) and the theory of joint didactic action (Sensevy, 2007), as well as other concepts (stereotypes and commitment), the approach adopted is a hybrid one, following the logic of triangulation (Amade-Escot and Leutenegger, 2013; Paquay, 2006; Van Der Maren, 1996). Within this framework, two sessions where the teacher separates girls and boys during the practice phase of constructing new knowledge were subjected to instrumental observation. Four of her students were interviewed, and 22 other physical education teachers completed the questionnaire survey.

The data collected indicates that, generally speaking, the teacher, through the overall execution of the high jump, confirms the needs of both girls and boys identified in the diagnostic assessment and encourages the identification and use of the takeoff foot. However, the expected skills differ according to gender, and the lower level of engagement from girls in high jump practice highlights specific elements in the skills offered to girls on the one hand and boys on the other. Adapting the official guidelines to the realities of girls and boys, she simply motivated the girls to jump using their takeoff foot, while she went all the way to clearing the bar with the boys, imposing the minimum required height from the very first session.

Keywords: Girls, boys, engagement, skills, high jump.

INTRODUCTION

The emergence of intellectual talent relies on school and university education, which constitutes a true pillar for a country. To this end, several subjects are included in the timetables of students in schools and at university. They contribute to the formation of a citizen whose profile conforms to the expectations of the socio-political ideologies of each country at a given moment in its history. Among these subjects is Physical Education and Sports (PES), which, according to Hébrard (1986), is linked to the educational system responsible for its teaching in France. In accordance with Decision No. 22/SGG/REL of the Council of Ministers of June 2, 1991, PE teachers in Benin, previously attached to the Ministry of Sports, were placed under the supervision of the Ministry of Education. PE has thus become a fully-fledged subject within the educational system and must therefore contribute to the formation of Beninese citizens, both girls and boys.

PE a standard social practice (Martinand, 1989), it has been reintroduced into schools to be taught to students, both girls and boys, on the same footing as other subjects (Mathematics, English, History and Geography, Philosophy, Life and Earth Sciences, French, Physics, Chemistry and Technology, Economics, Accounting, and others). However, it is clear that it contributes to the entrenchment of social relations between masculine and feminine, strong and weak (Mollard, 2007). Mixed-gender classes, which involve having girls and boys together in the same group, are therefore much more problematic in Physical Education, a subject in which girls experience less success (Davisse, 2010; Oguéboulé, Attiklémè, Agbodjogbé, Kpazaï, and Agbohoui, 2015). To promote greater equity and/or equality in mixed-gender classes, physical education teachers, based on their experience, propose several ways to organize their class groups.

In Benin, increasingly, teachers, faced with this situation, are organizing their classes into two groups, clearly separating the girls and boys of the same class during the practical phase of constructing new knowledge. It is within this perspective that the present research is situated, focusing

on the practice of a teacher working on the high jump in a mixed-gender 5th-grade class (girls and boys together). For the same mixed-gender 5th-grade class at the Collège d'EnseignementGénéral (CEG) in Avogbanan, in the Zou department of central Benin, the research analyzes and compares the didactic interactions between the teacher and her female students, and then between the same teacher and her male students. After comparing the stated content to that actually taught, the elements of genericity and specificity were explained by the stereotypes that boys are stronger and more engaged than girls in learning Physical and Sports Activities (PSA). With input from other teachers interviewed, this didactic research sought to determine whether the intended equity of separating girls and boys in the main part of the practical session fostered the co-construction and advancement of knowledge and skills in each of the two groups.

1- Research Context and Theoretical Framework

1-1 Research Context

In West Africa, Benin is located in the tropical zone, between the equator and the Tropic of Cancer. It is bordered to the north by Niger and Burkina Faso; to the west by Togo; to the east by Nigeria and to the south by the Atlantic Ocean. According to the fourth General Population and Housing Census (RGPH4), it has an area of 114,763 km2 with a population of 9,983,884 inhabitants.

Benin has 5,115,704 women, representing 51.2% of the total population. It comprises 12 departments: Alibori, Atacora, Borgou, Donga, Mono, Couffo, Zou, Colline, Ouémé, Plateau, Atlantique, and Littoral (INSAE, 2014).

Zou department is located in central Benin. It is bordered to the north by the Collines department; to the south by the Atlantique and Ouémé departments; to the east by the Plateau department; and to the west by the Couffo department and then the Republic of Togo. This department covers an area of 5,243 km² and has a population of 599,954. The Zou department includes nine communes: Abomey, Agbangnizoun, Covè, Djidja, Ouinhi, Zagnanado, Za-kpota, Zogbodomé, and Bohicon. The municipality of Bohicon has an estimated population of 170,604, of which 53% are women. It is one of the most densely populated cities in Benin, with 1,227.3 inhabitants per km². Located in this crossroads city is the Avogbanan Secondary School (CEG Avogbanan), just 30 meters from the paved road leading from the well-known MOCAS intersection to northern Benin. The school is headed by a principal, and four women are among the nine members of the administration.

At the time of data collection, this public secondary school had 2,015 students, including 998 girls and 1,017 boys, divided into 32 classes (22 in the lower grades and 10 in the upper grades). The students receive physical education instruction from only five teachers, one of whom is a woman. This reality leads them to prioritize physical education (PE) classes first for exam classes (grades 9 and 12), then for grade 6, and finally for grade 7, one of the few classes retained by the teacher who participated in this research. For this class, with 67 students (30 boys and 37 girls), PE classes take place on Tuesdays from 7:00 a.m. to 10:00 a.m. Two other classes have their PE lessons during the same time slot, using the same unfenced sports facilities. Table 1 provides an overview of the sports infrastructure at CEG Avogbanan.

Table 1: Overview of Sports Infrastructure at CEG Avogbanan

Numbers	Infrastructure
1	high jump
1	Long jump
1	Jump the triple jump
2	Basketball court (a concrete one)
2	Volleyball court (sandy)
1	Football pitch
1	Handball court (sandy)

1	Wrestling area
1	Throwing area
1	Climbing frame

This table presents the various facilities available at the Avogbanan CEG (General Education College). Open, equipped spaces allow for the teaching and learning of running, floor gymnastics, wrestling, and throwing events. It is within this context that investigations were conducted on the teaching of the high jump, taking into account the gendered groups of students.

With the efforts of various governments to promote girls' education, the gap between the number of boys and girls enrolled in this level of education has significantly narrowed. Girls enrolled in these programs experience less success than boys, resulting in school dropout due to numerous absences from classes and assessments (Gbénou, 2012). The main cause of girls dropping out of school is sexual harassment within the declining education system in Benin. According to Benabdallah (2010), 43% of girls in secondary education ultimately leave school because of gender-based violence. The number of male teachers is greater than that of female teachers in almost all teaching disciplines. This gap is much more pronounced in Physical Education (PE).

Regarding the PE curriculum content, the study program, in synergy with the two disciplinary competencies, is structured around two Learning Situations (LS). LS1, entitled "Physical and Sporting Activities for Mastering the Body and the Physical Environment," encompasses individual sports. It relates to the first disciplinary competency, which focuses on the individual practice of physical and sporting activities. LS2, entitled "Cooperative and/or Oppositional Physical and Sporting Activities," includes team sports and wrestling. It aims to implement the second disciplinary competency, related to the collective practice of physical and sporting activities. In 7th grade (5ème), LS1 relates to the chronological teaching of shot put, floor gymnastics, and high jump. African wrestling and handball are included in LS2. Each LS consists of 13 three-hour sessions per week. Increasingly, a physical education (PE) lesson includes both purely theoretical and practical components. The end-of-cycle assessment is followed by a debriefing and remedial session.

From sixth grade to twelfth grade, in the SANo2 curriculum, the knowledge content makes no mention of any difference based on student gender. However, this is not the case in the SANo1 curriculum for physical activities such as jumping, throwing, rope climbing, floor gymnastics, and running. In these activities, the performance required of boys is higher than that required of girls in the same grade. This reflects societal realities, present in schools, according to which boys are stronger in physical exercise than girls. The high jump, the physical activity that is the subject of this research, is no exception to this reality.

According to the work of Hubiche and Pradet (2000), the high jump, in its current form, has its origins in very ancient European traditions and was practiced by the Celts. It consisted, primarily for men, of clearing a vertical obstacle using only the resources of the human body. In 1840, it became an official athletic discipline in Great Britain and Germany, where it was initially regulated at the national level. In 1874, the first great high jumper, a man from England named Marshall Brooks, appeared. He raised the record to 1.80 meters with a rudimentary technique. The American, also a man, named Michael Sweeney, perfected the clearing of the bar by using the scissor technique with an inward turn.

He jumped 1.95m in 1895. Another American, also a man, named George Horine, broke the 2m barrier in 1912 with a new style of jump: the California roll. In 1940, American Lesters Steers popularized a new jumping technique, the "front roll," achieving the world's best performance (2.11m). Soviet Valery Brumel, who elevated the front roll to an art form, raised the world record to 2.28m in 1963. Another young American jumper, Dick Fosbury, with yet another new technique, became Olympic champion with a jump of 2.24m in 1968. The "Fosbury Flop" was born and has since broken all world records. It is currently in vogue. The high jump, therefore, has been the preserve of men since its inception. Over time, the sport spread to women. But to this day, men still jump higher than women. Currently, the world record for the high jump is 2.45m for men and 2.10m for women. On the African continent, the best male high jumper has cleared 2.38m, while the best female jumper

has jumped 2.06m. In Benin, the men's record is 2.12m compared to 1.75m for women. The Fosbury Flop requires a minimum of equipment and infrastructure that secondary schools in Benin do not possess.

Faced with this reality, official guidelines are limited to the belly-flop technique. For this purpose, instructors still use a taut elastic rope attached to two graduated wooden blocks that are either movable or fixed to the ground. Exposed to the elements, the landing area is made of sand, which is sometimes difficult for secondary schools to purchase. These are the conditions under which our research examined the challenges of teaching the high jump to a mixed-gender class where the teacher separates girls and boys during the practical phase of learning new skills.

1-2 Theoretical Framework of the Research

For the purposes of this research, the investigations focused on teaching the high jump, a sport traditionally associated with masculinity, in a mixed-gender class structured by the teacher into two groups, separating girls and boys. This involves joint didactic actions (Sensevy, 2007) within a context (Brousseau, 1998) characterized by the presence of gender stereotypes in physical activity. The learning environment co-constructed by the teacher with her female students, on the one hand, and the one co-constructed with her male students in the same class, on the other (Schubauer-Léoni, 2008), for the progression of knowledge and skills over time, has been analyzed from a comparative perspective (Mercier, Schubauer-Léoni, and Sensevy, 2002). Similarities, but also differences stemming from didactic transposition (Chevallard, 2018), can therefore emerge from the didactic interactions and the prescribed knowledge content, taught and then learned, from one environment to the other. The students, whether girls or boys, weak or strong, do not act or are engaged in the same way. They are engaged according to their membership or not in a group of students that facilitates chronogenesis. This is the differential didactic contract (Schubauer-Léoni, 2008). It is social from an anthropological perspective and is implicitly negotiated in a specific situation between the teacher and students or groups of students corresponding to various hierarchies of expectation and engagement levels. It evolves during the teaching activity (Verscheure, 2005). In physical education, for example, in the high jump, students, based on their gender, form groups or categories of students that the instructor must manage. Phenomena similar to the differential didactic contract occur in this case.

The distinctions between girls and boys, and between strong and weak abilities, are constructed during interactions between students and teachers regarding the knowledge taught in physical education (Costes and Amade-Escot, 2005). These forms of interaction fall squarely within the logic of the differentiated didactic contract. This is likely the case for the instructor at CEG Avogbanan who, due to the stereotypes underlying gender-based expectations, separated girls from boys to teach the high jump to students in the same class. We know from the literature review that boys, more than girls, engage in physical activities, particularly the high jump, which is the focus of this research and inspired a composite theoretical framework followed by a problem statement, a research question, and a hypothesis.

2- From Problem Statement to Research Hypothesis

Without focusing on the knowledge and skills being taught, Bodjrènou's (1994) work on gender equity showed that girls, due to their perceived physical limitations, are not motivated to engage in physical education (PE) learning in Benin. Similarly, Gansè's (2008) investigations, using a psychological approach, worked towards the effective participation of girls in PE classes. The results of Oguéboulé, Attiklémè, Agbodjogbé, Kpazaï, and Agbohoui's (2015) work on volleyball demonstrated, in the Beninese context, that students' biological sex can influence the knowledge and skills actually taught. Furthermore, Oguéboulé's (2017) work revealed that the biological sex of those involved in the educational system should not be confused with their gender. They inspired the investigations of Bio-Kao (2018) on basketball, and Dakpo and Oguéboulé (2018) on football, which

showed that physical activity practice induces masculinity in girls. However, they did not examine the content of the knowledge taught. Therefore, they did not demonstrate that gender stereotypes can influence classroom organization, student engagement in learning, and lead to gender-differentiated instruction in physical education.

It was the findings of Kpomahou (2019) on football instruction in mixed-gender 6th grade classes and Oguéboulé (2023) on basketball instruction in mixed-gender 12th grade classes that revealed differentiated didactic interactions based on student gender, resulting in significant discrepancies between the knowledge and skills taught to girls and boys in the same class. Similarly, the findings of Oguéboulé, Atoun, Agbodjogbé, Gnanvé, Attiklémè, and Ackoundoun-N'Guessan (2025) on the end-of-cycle assessment of the first learning situation in mixed-gender 6th-grade classes at the Lycée Béhanzin in Porto-Novo revealed that boys' grades were higher than girls'.

The aforementioned studies confirm the presence of gender-related stereotypes in the intervention settings, which can influence physical education teachers' classroom structure. This is undoubtedly what motivated the teacher under investigation who, in her pursuit of gender equity in her mixed-gender class, separated girls and boys herself when teaching the high jump, a sport known to be associated with boys.

It is within this context that the present investigation was conceived, seeking to determine whether the teacher's interactions with her female students, on the one hand, and her male students, on the other, facilitated the chronogenesis of achieving the equity or equality she so desired by separating the girls and boys in the same class.

This investigation is underpinned by a research question and a hypothesis.

Research Question

Are the learning environments co-constructed by the teacher interacting with her female students, on the one hand, and the environment co-constructed with her male students, on the other, conducive to the development and advancement of knowledge and skills in the high jump in both groups in 5th grade?

Hypothesis

The learning environment co-constructed by the teacher interacting with her male students is more conducive to the development and advancement of knowledge and skills in the high jump in 5th grade than the environment co-constructed with her female students. This difference in transferability is explained by the presence in the teaching environment of the stereotype that boys are stronger and more committed than girls to the practice of high jumping.

To test this hypothesis, a methodological approach was adopted.

3- Methodological Approach

This didactic research focuses on the knowledge and skills taught in the high jump within a mixed-gender class (girls and boys together) structured to separate the two groups of students in the practical learning of this physical activity. Drawing on existing literature and a composite theoretical framework, we adopted an approach that required involving a teacher in a specific context, using appropriate techniques and tools.

3-1 Nature of the research and subjects involved

The aim here is to infer, analyze, and compare teaching practices in a classroom setting, between female students on the one hand and male students on the other, with the same instructor in

the same class. It is therefore an essentially qualitative case study. From this perspective, the subjects of study can only be physical education teachers who have organized their mixed-gender classes into separate groups of girls and boys. In Benin, the high jump is prescribed as a physical activity (APS) in the first year of secondary school (SAN°1), specifically in the 5th grade. During the data collection period, several physical education (PE) teachers agreed to participate in the research. However, most did not organize their classes by separating girls and boys. It was through students from the Didactics of Disciplines Laboratory (LDD) at INJEPS/UAC, who were doing a professional internship in the Zou department, that we learned some PE teachers met the criteria to be included in our research. We met a teacher (Ee) at the Avogbanan CEG (General Education College) in the commune of Bohicon who met the above-mentioned criteria and agreed to participate in the research. She had just completed the first session, dedicated to the initial situation and diagnostic assessment, with her 5th grade M1 class in SAN°1. The sessions we were able to access were therefore dedicated to teaching the high jump, in accordance with her schedule and the plan developed with her students using a participatory approach. With ten years of experience, she is a certified physical education teacher and works at the aforementioned school as a trainee teacher, recruited and paid through a government-run teacher integration program. It was in accordance with official guidelines that she taught the high jump to her 7th-grade students (boys and girls). The students in her class participated in the study, following the three-part structure of the teaching system (Amade-Escot, 2003). Unable to observe and interview all the students simultaneously, we selected four, in agreement with the teacher who knows her students. These four were the two considered strong and the two considered weak, based on the work of Leutenegger (2009). The observation is that the two so-called strong ones are in the boys' group and the two so-called weak ones are in the girls' group.

To ensure greater reliability, and following the approach of Paquay (2006), who transcended the boundaries between research types, a questionnaire was sent to other teachers to test the qualitative data collected at the Avogbanan CEG in Bohicon. During a pedagogical monitoring mission for INJEPS/UAC students on internships in the Zou region, we met with the teachers and explained our objectives. Of the 33 teachers interviewed, 27 acknowledged taking into account the biological sex of their students in classroom management. They were therefore able to offer their opinions on issues related to this topic. Each of these 27 teachers took a questionnaire and promised to provide some answers. At the end of their internship, the LDD students responsible for collecting the questionnaires were able to gather 22.

It is within this framework of combining reasoned and accidental choices that our investigations involved a physical education teacher interacting with her 5th-grade students during the high jump at CEG Avogbanan in the Zou region, 22 other physical education teachers, and 4 students. They were investigated using specific techniques, each requiring appropriate tools.

3-2 Investigation Techniques and Tools

Several techniques were used, based on triangulation (Amade-Escot and Leutenegger, 2013), a method employed in several physical education studies in Benin, including the recent work by Oguéboulé, Atoun, Gnanvè, Agbodjogbé, Attiklémè, Kpazaï, and Ackoundoun-N'guessan (2026) on basketball in 9th grade. Each of these methods required the use of specific tools. These essentially involved the analysis of document content, the instrumented observation of classroom sessions, and questionnaire-based surveys.

3-2-1 The Analysis of Document Content

Before and during the preparation of this article, the analysis consisted of a thorough reading of official documents (guides and curricula, physical activity continuums, decrees, and other relevant texts) and scientific works related to the topic of this research. Following the approach of Leedy and Ormrod (2015), studies on the history of the high jump in relation to the biological sex of the athletes, on the interactions of actors within the educational system based on the biological sex of the participants, and on the knowledge and skills prescribed and taught according to whether students

belong to girls' or boys' groups in physical education were examined. They served as references for inferring the prescriptive knowledge and skills related to the high jump in 5th grade and for constructing the research problem and the discussion of the results.

3-2-2 Instrumented Observations of Classroom Sessions

With reference to the methodological prototypes of Verscheure (2005); Amade-Escot and Leutenegger (2013), borrowed by Atoun, Agbodjogbé, Oguéboulé, Houndayi, and Attiklémè (2025) from football, this involved cumulatively recording audiovisual high jump classroom sessions and interviews.

3-2-2-1 Audiovisual Recordings of Classroom Sessions

Inspired by the pioneers of instrumented observation, this technique allowed for the filming and recording of the teacher (Ee) and her students interacting during two sessions dedicated to teaching the high jump to 5th grade students at the Avogbanan CEG in Bohicon. For each session, two cassette camcorders, each equipped with a camera and a microphone, were used. One camcorder filmed the entire group during the sports initiation with the teacher, while the second, much more mobile, filmed points of interest emerging throughout the session, focusing on the girls' group on the one hand and the boys' group on the other. The two girls considered weak and the two boys considered strong were the focus of attention.

3-2-2-2 Interviews

Three types of interviews were conducted: pre-session interviews, post-session interviews, and post-cycle interviews. Drawing on the work of Erard (2015), these interviews allowed us to analyze the meaning the teacher attributes to her high jump practices with her male and female students, and to highlight the value systems and normative frameworks that guide her practices.

3-2-2-2-1 Pre-session Interviews

At the beginning of each of the two sessions, the teacher (Ee) participated in an interview to situate her session within the class's didactic history (Amade-Escot, 2003). This pre-session interview lasted five minutes. This was an opportunity for (Ee) to reiterate her reasons for separating the girls and boys in the main part of her practical session, and to announce and justify the pedagogical intentions behind her actions for each group of boys and girls.

3-2-2-2-2 Post-Session Interviews

With the primary aim of allowing (Ee) to explain her session, these interviews took place at the end of each of the two sessions and lasted five minutes. Each time, she reviewed her session, providing an immediate assessment, acknowledging the extent to which her objective had been achieved and emphasizing the reasons behind her perspective. This was also an opportunity for her to compare the actions carried out with the girls on the one hand and those carried out with the boys on the other, in order to determine whether, in a real classroom setting, the gender of her students had influenced the knowledge and skills she presented.

3-2-2-2-3 Post-Cycle Interviews

Following the triangulation approach (Van Der Maren, 1996), the four selected students were interviewed after the high jump training cycle. Each interview lasted five minutes. The content of these interviews was compared with the teacher's statements and the realities revealed in the audiovisual recordings of the class sessions. They shared their opinions on the separation of girls and boys in physical education classes, as well as the knowledge and skills provided to them by their teacher.

3-2-3 Questionnaire Survey

Based on Combessie (2007), this survey allowed for a broader exploration of the realities of ordinary classroom situations, first between the girls and the teacher, and then between the boys and the teacher, making the findings more generalizable. Beyond observing the teacher interacting with her students, four of whom were interviewed, the questionnaire survey was used to further test the hypothesis that boys are stronger than girls and more engaged in physical activities, particularly the high jump. The questionnaire, an investigative tool, was sent to 22 physical education teachers selected according to a previously described methodology.

3-3 Data Collection and Processing Procedure

The data collection procedure involved contacting physical education teachers working in schools in the Zou region, and especially in Bohicon, to explain our purpose and select those who met our criteria and agreed to participate in the research. The interview guides, observation grid, and questionnaire were designed and validated at the Laboratory of Didactics of Disciplines (LDD) of the INJEPS/UAC. In accordance with the schedule of the selected teacher, two high jump teaching/learning sessions were filmed, each followed by a pre-session and a post-session interview. The four selected students underwent their interviews separately and simultaneously at the end of the unit.

For the questionnaire survey, the percentage results were calculated using Excel 2016 software, which allowed for the statistical processing of the collected data. The data from the interviews and audiovisual recordings were transcribed. Initially transcribed verbatim, the interviews were subsequently grouped by theme to answer the research question. They were then compared with the information from the audiovisual recordings of the sessions. After several viewings, the video of each session was transcribed into a synopsis, following the methodology of Schneuwly, Dolz, and Ronveaux (2006), as used by Oguéboulé, Atoun, Gnanvè, Agbodjogbé, Attiklémè, Kpazaï, and Ackoundoun-N'guessan (2026). Through video recordings, the actions of female and male students following the teacher's instructions were analyzed to infer and compare the knowledge and skills taught in the two settings. For greater reliability, these analyses were compared with statements from (Ee), responses from the teachers interviewed, information from official documents, and other research, using triangulation techniques inspired by Van Der Maren (1996) and continued by Amade-Escot and Leutenegger (2013). The processed data yielded results.

4-Results and Discussion

In this section, we present and analyze the curriculum expectations regarding knowledge and skills in the high jump for 5th grade in Benin, comparing those taught to girls and boys in the same class by teacher (Ee). The results of the questionnaire survey of the 22 other teachers shed light on the discrepancies and similarities observed between the prescribed knowledge content, that taught to girls, and that taught to boys in situ. These analyses, based on summary tables as needed, are followed by discussions informed by the review of the work.

4-1 Didactic Analysis of the Program Expectations in 5th Grade High Jump According to the Biological Sex of Students

Recently, the Directorate of Pedagogical Inspection, Innovation, and Quality (DIPIQ) instructed the Physical Education (PE) teams in all secondary schools in Benin to progressively dedicate one hour to theory within the three weekly hours allocated to PE. In the absence of official national curriculum for each grade level, the teams of Pedagogical Advisors (CP) and School Facilitators (AE) in each department, under the supervision of the Inspectors, propose content that, for 5th grade, focuses primarily on the high jump, organized around five key areas summarized in Table 2.

Table 2: Summary of theoretically prescribed knowledge and skills for the high jump in 5th grade

Definition – Brief historical overview – Institutional organization	Equipment – Infrastructure – Materials	Regulations	Technical components	Vocabulary specific to the high jump
A- Definition The high jump is a physical activity and sport. An athletic event, taught, learned, and assessed, it consists of clearing a bar or elastic band as high as possible, placed between two poles, after taking off on one leg. **B- Historical Overview** The high jump first appeared in the 8th century BC during the Celtic games. It involved reaching the top of a wall using only the strength and power of the calves. This tradition, later adopted by the Vikings, was considered too rough as it left too many marks on the skin. It disappeared during the Middle Ages. A revival began in the 14th century with somersaults, codified sporting activities in the second half of the 19th century. The high jump has evolved through several styles, each contributing to the development of the discipline: the scissor jump, the side roll, and the straddle roll. Today, jumpers clear the bar using the Fosbury Flop. This technique originated with its inventor, Richard Fosbury, nicknamed Dick (USA), who in 1968 won the high jump competition at the Mexico City Olympics, clearing the bar with a back-to-front landing rather than a front-to-front landing. The men's high jump had been part of the Olympic athletics program since 1896. The women's event was added in 1928. The world records for the high jump are currently held by Cuban Javier Sotomayor, who cleared 2.45 m on July 27, 1993, at the Salamanca meet in Spain, and by Bulgarian Stefka Kostadinova, credited with 2.09 m on August 30, 1987, at the World Championships in Rome, Italy. **C- Institutional Organization**	**A- Equipment** Generally, and in accordance with World Athletics technical regulations, all athletes must wear their delegation's official uniform. Any athlete not wearing their team's official uniform may be disqualified. Competitors must wear their race number, secured with safety pins, on their back. However, for Physical Education classes, each student should only wear their headband, shorts, the t-shirt they wear to school, and optionally, a pair of shoes (either flat or spiked). **B- Facilities** The appropriate facilities for the high jump consist of: - a runway at least 16 meters long, and - a landing zone (a sand pit or mat) with two poles separated by a distance of at least 4 meters. **C- Equipment** Among the essential equipment	To succeed in your attempt, it is essential to follow these rules: - Do not touch the posts; - Do not touch the bungee cord or knock down the bar; - Do not take off on two feet; - Do not go under the bungee cord or the bar; - Do not perform a somersault.	The high jump unfolds in four main phases. - The approach run: This consists of: ✓ the start of the run; ✓ acceleration; ✓ the transition from the run to the takeoff. - The takeoff: This includes: ✓ the placement of the takeoff leg; ✓ the raising of the knee of the free leg; ✓ the full extension of the takeoff leg. - The clearance: This is the timely avoidance of the bungee cord or bar. - The landing: This is the touchdown on the mat or in the sand pit. It is specific to the style of jump used and must be safe.	To facilitate understanding and learning for students, certain terms should be known, the main ones being: - Takeoff foot: In athletics, particularly in jumping events, the takeoff foot, or supporting foot, is the foot that provides the final push-off, determining the jump. It is the foot that makes the last contact with the ground. Generally, the takeoff foot is the opposite of the dominant hand, i.e., the right foot for left-handed athletes or the left foot for right-handed athletes. - Takeoff leg: This is the leg that propels the body into the air during the jump. It is also the last leg to leave the ground. - Takeoff zone: This is the area closest to the bar or bungee cord where the jumper takes off. - Free leg: The leg that propels itself into the air first, opposite the foot that pushes off the ground, also known as the takeoff foot. - Approach run: Progressively accelerating strides before a jump (or javelin throw) where the athlete gains speed and prepares their takeoff position. - Bar clearance: The movement of dodging the bungee cord or bar. - Attempt: An athlete's turn to perform. - Successful jump: A jump

The governing bodies of this sport include: - At the global level: World Athletics (WA), responsible for organizing the World Athletics Championships, and the International Olympic Committee (IOC), whose primary function is organizing the Olympic Games. - At the continental level: the Confederation of African Athletics (CAA), which organizes the African Athletics Championships. - At the national level: the Benin Athletics Federation (FBA) is the governing body for this sport in Benin. It organizes the national athletics championship each year.	for the teaching, learning, and evaluation process of the high jump during physical education classes, we can mention: - an elastic band or a jump bar; - a measuring tape or a decameter; - cones, ash, or lime.			that, according to the rules and technical requirements, is correct and therefore validated. - Missed jump: A jump that, according to the rules and technical requirements, is incorrect and therefore invalid. - Flexion-Extension: Any movement that involves bending one part of a limb over the other is called flexion. Any movement that allows two parts of a limb or body to be placed in line with each other is called an extension movement. - Performance: This is the maximum numerical value of the height cleared by the athlete. In 5th grade and depending on the level of skill expected in this activity, the minimum performance required is 90 cm for girls and 1m for boys.

Analysis of this table reveals that, regardless of biological sex, the first axis relates to the definition and history of the high jump. The second axis addresses equipment, gear, and the regulatory and adapted infrastructure for high jump practice. The third axis concerns the rules of the high jump. The fourth axis discusses the technical aspects of the high jump, and the fifth provides information on the specific vocabulary of the high jump.

Regarding the technical aspects, the approach run and takeoff were the focus, without the imposition of a specific clearance technique. The essential point is to successfully complete the jump or attempt with a minimum performance, the requirement for which is higher for boys (100 cm) than for girls (90 cm). The specific vocabulary includes the concepts of takeoff foot, takeoff leg, takeoff zone, free leg, approach run, and clearance. This knowledge must now be integrated into the cognitive framework of both girls and boys learning the theory of the high jump in 5th grade in Benin.

An analysis of the content of documents published by the DIPIQ for the 2024-2025 school year, as well as the physical education (PE) curriculum and guidance documents, resulted in a summary table (Table 3) of the knowledge and skills prescribed for the practical application of the high jump in 5th grade.

Table 3: Summary of the knowledge and skills prescribed for the practical application of the high jump in 5th grade.

Expected skill level at the end of the cycle	Four-session cycle planning	Knowledge and techniques
The student will be able to jump at least 90 cm for girls and at least 100 cm for boys after a free run-up under regulation conditions.	- Overall jump shape -Transition between approach run and takeoff -Transition between approach run and takeoff -Integration	- Approach run - Take-off foot - Transition from run to take-off - Free jump

Analysis of Table 3 reveals that the knowledge and skills required for the high jump in 5th grade do not prescribe any of the techniques known to students. After the overall execution of the jump in the first session, the connection between the approach run and the takeoff is covered in two sessions, and the fourth is dedicated to consolidating acquired skills. By the end of the cycle, students, regardless of gender, should be able to properly take off after a free approach run. However, as intended for theoretical instruction, the performance—the numerical value of the height cleared by 5th-grade students—is linked to biological sex. The minimum required for boys is 100 cm, while that required for girls in the same grade is 90 cm. Therefore, in practice, the official guidelines are more demanding for boys than for girls with regard to the minimum performance expected based on whether students belong to the girls' or boys' group. The cognitive universe of those who design the physical education curriculum is characterized by the stereotype that girls are less involved than boys in high jump practice.

From this perspective, it is important to analyze the teacher's actions in the classroom with her female students on the one hand and male students on the other.

4-2 Didactic Analysis of the Teacher's (Ee) Interactions with the Students in Her 5th Grade Class Organized into Girls' Groups and Boys' Groups

For the two observed sessions, (Ee) conducted the theoretical part and the warm-up with her girls and boys together. It was during the main part of her session, dedicated to the construction of new knowledge, that the boys were clearly separated from the girls. One group was participating in a sports initiation activity with (Ee) present. It was to this group that she taught the high jump. The second group was participating in a sports activity and was self-directed in floor gymnastics using a triangular tournament. After half the time, the two groups switch workshops.

In the pre-session interview for the first session, she maintained that "girls engage better in the activity when they are together because there are no boys behind whom they can hide." It is therefore her awareness of the girls' weakness that leads her to separate the two groups of students. After the session dedicated to diagnostic assessment, her objective for the first session devoted to practicing the high jump is, a priori, in line with the official guidelines, which, without distinction of sex, state that "the student will learn to perform the overall form of the high jump."

4-2-1 Didactic Analysis of the First (Ee) Session with the High Jump Students

4-2-1-1 Didactic Analysis of the First (Ee) Session with the Boys' Group

In this first session, the boys' group was introduced to the high jump before the girls. Table 4 is a condensed synopsis of the teacher's actions with her male students.

Table 4: Condensed synopsis of (Ee)'s interactions with the group of boys during the first session

N°	Sequence of tasks	Duration	Didactic intention
1	Overall performance of the high jump	06min	Confirm the students' prerequisites
2	Calling and receiving on the same footing	05min	Identifying and using the take-off foot
3	Take-off and landing in the pit on the other foot while crossing the elastic rope	05min	Teaching the crossing while using the same and only take-off foot
4	Overall performance of the high jump	17min	

Analysis of this table reveals that the instructor gave the boys six minutes to practice the high jump in its entirety to confirm the prerequisites identified in the diagnostic assessment. Without hesitation, the boys performed the high jump in its entirety, implicitly placing the responsibility on the teacher to contribute to the development and progression of their knowledge (chronogenesis). In the post-session interview, she stated, "Since all the boys had performed the high jump in its entirety several times, I couldn't wait any longer. We had to progress, even though the plan only called for practicing the overall execution." It was with this in mind that she taught the boys how to identify and use their takeoff foot for the high jump. This is what the excerpt below illustrates.

Tdp3-P: Boys, everyone's doing the high jump. That's good. But there are things we need to correct to do better. For example, some get confused and change their takeoff foot from one jump to the next. Isn't that right?

Tdp4-E: Yes, ma'am.

Tdp4-P: What do we call that foot?

Tdp5-E: The takeoff foot.

Tdp5-E: Very good, now you have to jump without changing your takeoff foot.

After this verbal interaction, the students resumed jumping, instructed to use the same takeoff foot. Because some boys continued to struggle, she introduced task number two, which involved taking off and landing on the same foot. She then taught the rope clearance before putting the boys back in a position to perform the high jump as a whole. Towards the end, she raised the rope to a height of 100 cm and encouraged the boys to clear it through a competition. Some boys initially used the rolling technique, which the teacher carefully avoided mentioning. After 33 minutes of practice, the 27 boys present, motivated and fully engaged with the teacher, were eager to continue. However, it was time to allow the group of girls to join the teacher and also experience the high jump in a learning context. 4-2-

1-2 Didactic Analysis of the First Session with the Girls' Group

After the gymnastics session, the group of 36 girls present joined the sports instructor for the first practical session of learning the high jump. Table 5 is a condensed synopsis of the instructor's actions with her female students.

Table 5: Condensed Synopsis of the Interactions of the Instructor with the Girls' Group During the First Session

N°	Sequence of tasks	Duration	Didactic intention
1	Overall performance of the high jump	15 min	Confirm the students' prerequisites
2	Calling and receiving on the same footing	07 min	Identifying the takeoff foot
3	Overall performance of the high jump	15 min	Allow girls to jump using the same take-off foot if possible

In accordance with its stated objective beforehand, the program was intended to allow the girls to practice the high jump and give the teacher an opportunity to review their progress and confirm her lesson plan. Unfortunately, even running and jumping proved difficult for the girls, who, far from showing any commitment, seemed afraid of the rope. The teacher was forced to motivate, negotiate, and sometimes even single out the girl who would jump. This is confirmed by the excerpt below.

Tdp3-P: Girls, I can see you're afraid to jump. Is that right?
Tdp4-E: Silence for a moment, then "Yes, ma'am" (mostly timidly).
Tdp4-P: But why?
Tdp5-E: We'll fall and get hurt.
Tdp4-P: No, girls. On the contrary, you'll become stronger. We're going to give a gift to those who jump, even if the bungee cord gets touched, it doesn't matter. It's for your own good. Who are the ones who are going to jump now?
Tdp5-E: Three girls timidly raise their hands.
Tdp4-P: Yes: Albertine, Merveille, and Rose are going to jump. A bang for them!
Tdp5-E: Applause
Tdp4-P: And after them, all the other girls will jump. Let's go!

It is therefore easy to understand the need to spend more time (15 minutes) on the first task, resulting in the collaborative creation of a less time-consuming environment. Convinced of the challenges ahead, she took advantage of the difficult overall exercise to briefly discuss identifying the takeoff foot without emphasizing its use. The second task was hampered by the girls' lack of engagement, with most expressing fatigue while attempting the "jump and landing on the same foot." The teacher was forced to return to the free and unconstrained overall exercise to ensure the girls' active participation. In this final task with the girls, she set the rope at a height of 70 cm, which is lower than the minimum expected height for a 5th-grade girl at the end of the high jump cycle. A few girls cleared this height and requested that the rope be set at 90 cm, as discussed in the theory lesson. The debriefing and review phase, dedicated to summarizing the session's learning outcomes, was conducted with mixed-gender participation. Both groups, along with their teacher, acknowledged the boys' commitment and progress. In fact, it was one of the more advanced boys who demonstrated the key practical skills learned during the session. The girls were encouraged to follow the boys' example by becoming more involved, and all the students were urged to continue learning at home before returning for the next lesson.

In the post-session interview, (Ee) acknowledged exceeding her expectations with the boys, saying, "With the boys, I did a good job on the overall execution and I was able to quickly move on to teaching them about detection and the use of the take-off foot. But the girls couldn't even jump to allow me to assess their level. That's what they did in the diagnostic assessment. I thought it would be better today, but it's the same. It's like I have to hold their hands before they commit." Her satisfaction with the boys' group and her bitterness with the girls' group are evident in her comments.

Regarding the first session, we can conclude that the environment co-created by the teacher with the boys' group is more conducive to chronogenesis than the one co-created with the girls' group.

She adapted the instructions to the boys' realities, going beyond the weekly plan from the very first session by implementing internal didactic transpositions. The second session was also analyzed.

4-2-2 Didactic Analysis of the Second Session (Ee) with the High Jump Students

4-2-2-1 Didactic Analysis of the Second Session (Ee) with the Girls' Group

In the second session, the girls' group was introduced to the high jump before the boys. The pre-session interview revealed that the teacher had lowered her expectations for the girls despite her determination to help them progress in developing their skills. She stated, "I'm going to motivate them to do the high jump as a whole to encourage them before seeing if I can at least focus on identifying and using the takeoff foot. This time, they need to learn to do something in addition to the overall jump." Table 6 is a condensed synopsis of the teacher's actions with her female students.

Table 6: Condensed synopsis of (Ee)'s interactions with the group of girls during the second session

N°	Sequence of tasks	Duration	Didactic intention
1	Overall performance of the high jump	21 min	Give the girls the opportunity to jump several times to build their confidence
2	Calling and receiving on the same footing	12 min	Identifying the takeoff foot
3	Overall performance of the high jump	17 min	Allow the girls to jump multiple times using the same take-off foot

With some slight adjustments to her teaching approach, she repeated the tasks from the first session. Here, the overall execution of the high jump allowed her to build the girls' confidence to practice it through repetitive exercises, without fear or fatigue. This first task took the form of a triangular tournament and motivated all the girls to participate and help their respective teams win. The rope height was 80 cm for most and 90 cm for just three girls. It was therefore reasonable to dedicate a significant amount of time to it (21 minutes). Once the girls were fully engaged, she explained the importance of identifying and correctly using their takeoff foot to jump higher and help their team win. This is the key takeaway from the following excerpt.

Tdp7-P: Girls, you see that the high jump is interesting and that you're capable of it?
Tdp9-E: Yes, ma'am (with increased enthusiasm overall)
Tdp8-P: There you go! Now that we're capable, we're going to learn to do better, like the boys. Right ?
Tdp5-E: Yes, ma'am
Tdp9-P: Okay. So we're going back to learn how to jump better. Do you agree?
Tdp6-E: Yes, ma'am
Tdp10-P: In that case, we're going to identify each girl's takeoff foot and learn how to use it.
The teacher and the girls return to the high jump station for task No. 2.

With a bit more commitment and success than in the first session, the girls set to work identifying their takeoff foot. The teacher devoted more time to this (12 minutes) because she herself was motivated by a slight increase in the girls' success rate. But to prevent boredom, fatigue, and doubt from setting in, she returned to the overall execution of the high jump to conclude the high jump introduction with the girls on a positive note, maintaining the height at 0.80 cm for the majority.

4-2-2-2 Didactic Analysis of the Second Session (Ee) with the Boys' Group

Impressed by the boys' success during the previous session, she stated in the pre-session interview that "the objective with the boys is to learn the transition between run-up and takeoff and to clear the minimum required height." Table 7 is a condensed synopsis of the teacher's actions with her male students.

Table 7: Condensed synopsis of (Ee)'s interactions with the group of boys in the second session

N°	Sequence of tasks	Duration	Didactic intention
1	Overall performance of the high jump	09min	Activation of prior skills (use of the lead foot, crossing)
2	Gradually accelerated running and upward impulse	10min	Teaching the run-call link
3	Take-off and landing in the pit on the other foot while crossing the elastic rope	07min	Teaching the crossing and integration of previous learning
4	Overall performance of the high jump	11min	

With the boys working on the first task of the second session, the overall execution of the high jump (100 cm) allowed the teacher to activate the skills acquired in the first session, making it easy to integrate the skills planned for the day's session. In this context, almost all the boys jumped several times using the same takeoff foot. After nine minutes, she gathered the boys together to explain the running-takeoff transition, as shown in the following excerpt.

Tdp21-P: Now that almost everyone is using their takeoff foot, you're going to practice the run-up transition. As we discussed in the classroom, this involves running faster and faster until you reach the takeoff zone marked by the ash. In this zone, you must push off with your already familiar takeoff foot without slowing down to move upwards. Is that clear?

Tdp30-E: Yes, ma'am.

Tdp22-P: This is the run-up transition. This is what you'll do now once we return to the high jump area.

The boys head towards the area and begin following the teacher's instructions.

After several attempts to complete the 10-minute run-up-take-off sequence, some boys landed in the pit on the same foot they had used for takeoff. Without leading them to the assembly area, the teacher intervened: "You must land in the pit by placing your free foot down first, the one you didn't use for takeoff." In doing so, she began teaching the basic skills for clearing the rope without emphasizing any of the techniques previously mentioned. This is, in fact, what is included in the curriculum for the 5th grade high jump. After 7 minutes, all the boys landed in the pit on their free foot for takeoff, some with their backs to the pit and others facing it. The teacher realized she could use competition to motivate the boys to improve. She did this by organizing a triangular tournament between the three teams in the boys' group. In this 11-minute tournament, one boy cleared 90 cm and two cleared 100 cm. The other boys cleared more than 100 cm, each using their own technique.

At the end of the session, the teacher was pleased that the boys had progressed more than expected, but regretted the girls' lack of progress despite her efforts. She added, "It was precisely for their development that I put them together. I wonder if I did the right thing by doing it this way. In any case, they can't jump like the boys." During this second session, as with the first, the girls did not engage in the high jump as readily as the teacher had hoped by putting them together. The environment created jointly by the teacher and her male students proved more conducive to the development and advancement of knowledge and skills than the environment created jointly by the same teacher and her female students in the same class. The actors in the educational system (teacher and students) acknowledged this during the debriefing and review, drawing attention to the positive

example set by the few girls who cleared the minimum required height. The few boys who performed less well were presented as examples not to be followed. In fact, they were seen as a source of shame for the boys.

4-3 Cross-analysis of interview and questionnaire results with (Ee) practices in ordinary classroom settings

After these two sessions, the four selected students were interviewed. Their comments were compared with the responses of the 22 teachers interviewed to provide context and further develop the teacher's practices observed in the classroom.

The two girls and the two boys acknowledged that the boys are stronger than the girls and more engaged in physical education classes, as was the case in the high jump in the 5th grade M1 class at the Avogbanan CEG in Bohicon, Zou Department, Benin. According to their statements, confirmed by the 22 teachers investigated through the questionnaire survey, this stereotype leads PE teachers to treat the two groups of students differently, sometimes structuring the class according to expectations differentiated by the biological sex of the students.

The two female students wanted the boys present to help them progress, while the boys, while not rejecting the girls' presence, felt that the teacher would take them into account, resulting in slower progress for them. These mixed responses from the four students interviewed after the cycle were also observed among the 22 teachers surveyed. Regarding the question about separating girls and boys, 9 out of 22 teachers (40.90%) believed they should always be separated to provide each group with solutions to its specific problems, while 5 out of 22 (22.72%) thought it was better to keep them together and allow them to interact differently based on their biological sex. The remaining eight (8 out of 22, or 36.36%) held a more nuanced view. According to them, separating and regrouping them in the same session depends on the specific physical activities being taught and the circumstances. These responses align with the practices of (Ee), who, in the same session, brings the two groups of students together for theoretical lessons, warm-up, and debriefing and projection, then systematically separates them for the practical phase of knowledge construction. Faced with the girls' reduced engagement with each other, the teacher questioned whether she had truly done the right thing by systematically separating them for the practical phase of knowledge construction.

We can conclude that the comments of the four students interviewed after the cycle and the responses of the 22 teachers questioned are consistent with the practices and comments of the single teacher observed in situ.

4-4 Discussion of Results

By now establishing theory and practice during physical education classes, the official guidelines are in line with Chevallard's (1999) praxeological perspective, which argues that all effective practice is underpinned by a technology designed based on a theory. Students, both girls and boys, must internalize the theories that underpin their physical education practices; a discipline in which the practical skills expected of boys are more demanding than those expected of girls in certain physical activities, particularly individual sports, as revealed by the work of Oguéboulé, Atoun, Agbodjogbé, Gnanvè, Attiklémè, and Ackoundoun-N'guessan (2025) on the grades obtained by girls and boys. This difference in expected skills linked to the student's biological sex confirms the presence in schools of the stereotype mentioned by Engel (1994) that boys engage in and succeed more than girls in physical activities. This was the case for the students of (Ee), who nevertheless separated the two groups of students in practice for learning the high jump. Despite its efforts to promote equal opportunities for success, it treats girls and boys differently, following the logic of a differential didactic contract described by Uchan and Amade-Escot (2004). These results confirm those of Davisse (2010), who argue that physical activity is the preserve of boys. They are similar to those of Oguéboulé, Attiklémè, Agbodjogbé, Kpazaï, and Agbohoui (2015) on volleyball instruction in Benin

by an instructor in two different first-year classes, one composed entirely of girls and the other entirely of boys; those of Kpomahou (2019) on football in sixth grade with both girls and boys present; and those of Costes and Amade-Escot (2005) on football in France. those of Oguéboulé (2023) on the teaching of basketball in a first-grade class with the presence of girls and boys interacting with their teacher.

To justify this difference in engagement between girls and boys, the teacher (Ee) cites the morphological differences that favor boys and confirms the findings of Cogérino (2007) and Oguéboulé (2017), which showed that boys' physical development facilitates their participation in physical activities. These realities lead teachers to adapt official guidelines to their specific contexts by transposing the prescribed knowledge, that taught to girls, and that taught to boys in physical education. The four students interviewed, the 22 teachers questioned, and the observed teacher acknowledged this and, following the logic of Délpart (1994) and Mollard (2007), maintain that it is from the home that education predisposes boys more than girls to engage in physical activities. It was Bodjrènou's (1994) work on a psychosociological approach to the behavior of girls in mixed-gender physical education groups that revealed links between girls' home upbringing and their behavior during physical education classes in Benin.

However, the success of a few girls and the lesser success of a few boys contrast with the stereotype linked to biological sex in physical activity and draw attention to gender. Gender is the amount of masculinity and/or femininity in an individual, linked to upbringing and the way the body is accustomed to, independently of biological sex (Constantinople, 1973). Girls can therefore have commitments expected of boys, and boys can have commitments expected of girls, as revealed by the results of Dakpo and Oguéboulé's (2018) study of female secondary school soccer players.

CONCLUSION

This research was initiated to describe, analyze, compare, and explain the classroom practices of a physical education teacher who, during the learning phase of the high jump, separates the boys and girls in her 5th-grade class at the Avogbanan CEG (General Education College) in the Zou department of central Benin.

To this end, a composite theoretical framework was used, drawing on concepts from the anthropological theory of didactics (Chevallard, 2018) and the theory of joint didactic action (Sensevy, 2007), expanded to include other concepts such as stereotypes and commitment. In line with this theoretical framework, the mixed-methods approach, employing a triangulation approach (Van Der Maren, 1996; Paquay, 2006), combined data collected through content analysis of documents, instrumented observation (audiovisual recording, two pre-session interviews and two post-session interviews with the teacher) of two sessions dedicated to teaching/learning the high jump, interviews with four students at the end of the unit (one per student), and a questionnaire survey conducted with 22 physical education teachers (Leutenegger, 2009; Costes and Amade-Escot, 2005).

The results obtained indicate that a physical education lesson now includes a theoretical component and a practical component, during which teachers tend to separate girls and boys if class size allows. In the case of the high jump, a physical activity historically associated with men and intended as an object and means of teaching in 5th grade, four three-hour sessions per week are planned.

The knowledge and techniques relate to the approach run, the takeoff foot, the transition from run-up to takeoff, and free jumping without the imposition of a specific jumping technique. The expected skill for students at the end of the high jump cycle is stated as follows: "The student will be able to jump at least 90 cm for girls and at least 100 cm for boys after a free approach run under regulation conditions." The expectations of the official high jump regulations are differentiated according to the students' biological sex. In line with gender stereotypes in physical activity participation, the school itself has planned for boys to jump more than girls. The classroom

organization and the teacher's interactions with her students have therefore undoubtedly been influenced by these gender-based requirements.

In general, in both class groups, she began the first session with a general high jump exercise to confirm the students' prior knowledge, both girls and boys, as assessed during the diagnostic evaluation. However, specifically, with the boys, she taught them how to identify and use their takeoff foot, while with the girls, she only taught them how to identify their takeoff foot. Towards the end of the first session, she taught the boys how to clear the jump by placing the rope at the minimum expected height, whereas with the girls, she focused solely on identifying their takeoff foot by placing the rope at a height lower than the minimum expected. Only four girls successfully cleared the jump, while only three boys had difficulty clearing the minimum height. While her objective before the first session was not related to whether the students belonged to the boys' or girls' group, this was not the case for the second session. Having observed that the boys were more engaged and learned more than the girls, she planned to revisit the overall high jump routine with the girls to further motivate them to jump by identifying and using their takeoff foot. With the boys, she planned to proceed directly to the high jump itself, having them compete to clear greater heights. Analysis of the session videos and student feedback showed that the boys, more than the girls, were indeed more engaged and jumped higher in the second session as well. The environment co-created by the teacher and her male students was therefore more conducive to learning than the one she co-created with her female students, who had wanted the boys present to progress. Following this same line of reasoning, the teacher questioned whether she had truly been right to separate the girls from the boys. She had wanted to avoid the egalitarian illusion of mixed-gender physical education discussed by Artus (1999), but she realized that her objective had not been achieved. This reality encountered by the teacher is reinforced by the responses of the teachers surveyed, according to whom, even among themselves, girls always need additional motivation before engaging in the practice of physical activities.

This conclusion is perfectly consistent with our research hypothesis. It draws attention to the differences between the skills expected of boys and girls by official school curricula, which are the source of differentiated treatment of students by teachers depending on whether they belong to the girls' group or the boys' group. The inequalities in achievement favoring men, observed and denounced in society, are simply a consequence of what the family and school have shaped. In the specific case of this research, the school and its stakeholders have conditioned boys to jump more than girls.

Compliance with ethical standards:-

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Disclosure of conflict of interest:-

All the authors acknowledge that there is no conflict of interest. They all agree with what is written in this article.Inaccordance with the requirements of transparency and scientific integrity, we, the authors of this study, declare that wehave no conflict of interest, whether financial, commercial or otherwise, that could influence the results orinterpretations of our research on initiation rites in Benin, thus guaranteeing the independence and objectivity of ourwork and ensuring the credibility of our conclusions

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