

Reviews. The teaching unit as a program in school physical education. A systematic review
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The teaching unit as a program in school physical education. A systematic review

La unidad didáctica como programación en la Educación Física escolar. Una revisión sistemática

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Abstract

The teaching unit as a program allows the teacher to reflect on the content, its interactions and the experiences that are woven with the bodily practices. Therefore, the main purpose of this research was to identify the scientific production in relation to the articulation of the teaching unit in school physical education between the years 2019-2023. A qualitative approach and a systematic review of the literature were used. Regarding the relevant findings, it is highlighted that the didactic unit allows responding to the motivational, psychological and motor needs of the students; moreover, in the awareness of school inclusion and cooperative learning. In short, a route is proposed for the elaboration of a didactic unit that contemplates four blocks: (1) methodological development, (2) motor practice, (3) evaluation and complementary material and (4) pedagogical reflection; given that when the physical education teacher takes up the mentioned blocks, he will orient his pedagogical practice towards the organization and effective sequencing of learning.

Key Words: didactic unit, physical education, class programming, didactic innovation.

Resumen

La unidad didáctica como programación permite que el docente pueda reflexionar sobre el contenido, sus interacciones y las experiencias que se van tejiendo con las prácticas corporales. Por lo tanto, la presente investigación tuvo como propósito central identificar la producción científica con relación a la articulación de la unidad didáctica en la Educación Física escolar entre los años 2019-2023. Se empleó un enfoque cualitativo y una revisión sistemática de la literatura. En cuanto a los hallazgos relevantes, se destaca que la unidad didáctica permite responder a las necesidades motivacionales, psicológicas y motrices de los estudiantes; más aún, en la sensibilización frente la inclusión escolar y el aprendizaje cooperativo. En definitiva, se propone una ruta para la elaboración de una unidad didáctica que contempla cuatro bloques: (1) de desarrollo metodológico, (2) de práctica motriz, (3) de evaluación y material complementario y (4) reflexión pedagógica; dado que cuando el docente de Educación Física retome los bloques mencionados, orientará su práctica pedagógica hacia la organización y secuenciación efectiva de los aprendizajes.

Palabras claves: unidad didáctica, Educación Física, programación de clase, innovación didáctica.

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Introduction

The Physical Education (PE) area in the school context requires being considered and positioned as a field of knowledge that responds to the different training purposes set out by the Ministry of Education in its curricular guidelines, namely: “physical-motor development, organization of time and space, technical training and performance, social interaction, body expression and playful recreation” (Colombia. Ministerio Educación Nacional, 2000, p. 36).

Since the area does not only focus on physical aspects or the improvement of sports actions (Posso-Pacheco et al., 2024), but also seeks to address other training issues in a complementary manner, such as: the stimulation of soft skills (Gaviria-Cortés et al., 2023), teamwork, emotional intelligence and problem solving (Constantino-Murillo & Espada-Mateos, 2021; Hernández-Medrano, 2019). It is necessary to include all of the previous components, and most likely others, all with the aim of gradually improving the teaching and learning process of students.

The training processes in PE teaching have produced a set of pedagogical and didactic experiences focused on the way in which the learning of skills and the set of motor skills evolve in the student. (Coba Vides et al., 2020, p. 26)

For this reason, a new curricular programming or perspective is required to face the challenges that are coming within the area, among which it is possible to mention: alternative sports or new trends (Corvo-García et al., 2023; Hernández-Beltrán et al., 2022, 2023; Pimienta-Sánchez et al., 2023), emotional education (Barranco-Moreno et al., 2022; Cabello & Cardona Linares, 2022; Constantino-Murillo & Espada-Mateos, 2021; Giménez-Meseguer et al., 2022; Murillo & Mateos, 2021), technological mediation with respect to motor commitment (Barahona, 2020; Cabrera, 2020), the approach and pedagogical orientation of fitness and physical activity in school and outside of it (Ivashchenko et al., 2020; Khmara et al., 2021; King et al., 2019), among others.

The foregoing implies that the teacher can contemplate within his pedagogical work the sequencing of the activities, the contents and competencies to be addressed, the learning blocks,

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the distribution of the participants, the materials and times for practice; as well as the spaces provided for the evaluation of the process (Montoya Grisales et al., 2023) and the attention to diversity to make the respective reasonable adjustments according to individual and contextual characteristics (Coba Vides et al., 2020).

This is why the PE teacher is a key player in understanding the motor (Cuervo Zapata & González Palacio, 2024), communicative and socio-affective abilities of each student, because with this diagnosis it is possible to enhance each of them and in this way guide the activities depending on the needs of each student and at a group level in those aspects that converge. Given that, the implementation of systematized programs or activities designed for the comprehensive development of students and their interaction with different materials and spaces allows the teacher to reflect and issue recommendations focused on improving their practice (Cárdenas et al., 2019).

Therefore, it is required to carry out activities with pedagogical sense in the PE class, and it is there where the scientific literature has reported that the didactic unit (DU) is the penultimate step (the last one being the curricular adaptation or the individual reasonable adjustment plan (PIAR)), in which, everything related to the teaching and learning process is specified in the class sessions or the classroom using a proposal or work plan that includes the evaluation, the individual and group needs of the students, and what is established by the curriculum (Díaz Lucea, 1998; Vásquez Cano, 2022). Furthermore, the DU is the tool in charge of “collecting the decisions on the different aspects of teaching (didactic objectives, methodology, contents, learning tasks) that will directly determine the teaching practice, presenting them as a contextualized, viable, coherent, flexible and defined action plan” (Contreras Jordán et al., 2010, p. 20).

For this reason, it is relevant to place the DU as a level of pedagogical curricular concretion that makes it possible to experience other active methodologies within the PE class, since this allows both the student and the teacher to play an active role in the process, they can interact from a horizontal relationship where communication is essential to verify and adjust the

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activities, and later it becomes an input to disseminate the constructed knowledge; because “currently, PE, recreation and sport situated as a pedagogical discipline must extend the common thread with the curriculum from a multifaceted matrix, in which, relationships of openness to knowledge can be established or developed” (Quiroz Varela et al., 2023, p. 47).

For the reasons stated above, the DU allows the teacher to create spaces for the student to become the protagonist of their teaching-learning process. In addition, good programming of activities increases motivation for learning, providing knowledge to students, while favoring the classroom climate.

Additionally, the DU includes in its basic structure elements of formative evaluation because it links feedback, the collection of information with the use of portfolios, checklists, field diaries, among others (Pimienta-Sánchez et al., 2023), which nurtures the teaching work since it does not focus exclusively on the fulfillment or perfection of a motor task but on improving its teaching and interaction with students in the area, that is, making a good didactic transposition (Montoya Grisales & Arroyave Giraldo, 2021). The above is in line with the approaches where Hernández-Beltrán et al. (2021) it is expressed that “the teacher must be able to produce significant learning in students based on educational situations (intentional by the teacher or arising during the teaching-learning process itself)” (p. 99).

However, the DU in PE allows for innovation in the curriculum, since the teacher can extrapolate the content to the current needs of the students (Guillamón, 2023; Pimienta-Sánchez et al., 2023). In addition, this innovation makes the student have a better predisposition for learning and thus can spontaneously engage in various sports, artistic and recreational activities.

Similarly, the DU creates an inclusive learning environment, helping to increase motivation and adherence to sport, becoming a fundamental tool for teachers given the lack of motivation that can be found in the physical education area due to repetitive or monotonous activities. As indicated by Uria-Valle & Gil-Arias (2022) the DU:

It allows for the creation of learning environments where affiliation and interpersonal relationships are greatly strengthened, in which the PE teacher has the ability to design

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activities tailored to the characteristics and level of the students, thus increasing their levels of motivation. (p. 256)

On the other hand, it is important to keep in mind that the DU can be anchored to two types of educational situations, on the one hand, those that the teacher directs towards the proposed objective of the session and that seeks the student's reflection in its execution, and on the other hand, those that are not directly intended by the teacher but that from unforeseen events he has the ability to make the necessary adjustments and link learning from the unexpected or moments that occur given the interaction between the participants (Camacho Coy, 2003; Delgado Noguera, 1991; Hernández-Beltrán, Gámez-Calvo, et al., 2022; Llanos Muñoz et al., 2022).

For this reason, the main objective of this study was to identify scientific production in relation to the articulation of DU in school PE between the years 2019-2023, and as a secondary objective: to propose a DU route considering the elements established by the academic literature for the guidance of PE teachers.

Methodology

The research was established in a qualitative approach given the interest in reviewing and synthesizing primary documents that allow “expanding the understanding of PE as a field of knowledge, when carried out with rigor” (Soares da Silva et al., 2022, p. 2), likewise, a systematic review of the literature was chosen from the methodology route proposed by Alexander (2020) that contemplates at a theoretical level: the generation of a critical question to do the respective review, the procedure and delimited search parameters, the statement of inclusion and exclusion criteria, the consolidation and exposition of the selected records, and their respective interpretation and communication of the results.

The search was carried out in the databases: Web of Science, Scopus and Dialnet due to the high academic impact of the articles and the link in their publications to the exposed subject. For this, the Boolean operators in Spanish were used: (TITLE-ABS-KEY ("didactic unit ") AND TITLE-ABS-KEY ("education physics")) and in English: (TITLE-ABS-KEY ("Didactic

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unit") AND TITLE-ABS-KEY ("Physical Education") OR TITLE-ABS-KEY ("Active Methodologies")) , with the intention of answering the following questions: What are the characteristics of the articles that are interested in articulating the DU in the PE class? What is the purpose of implementing a DU and in what topics is it possible to include it? What elements stand out in its elaboration? What role do the teacher and the student play in its elaboration and application?

Regarding the inclusion criteria for the articles, they were: (1) it was a research article in a peer-reviewed journal, (2) the study integrates a proposal or DU in the school context (it can be a preschool, primary, secondary-middle school population group), it shows its purpose and relevant findings, (3) it complies with a time range from 2019 to 2023 and (4) they were in English or Spanish. And regarding the exclusion criteria, it was a documentary or bibliometric review study.

Likewise, the research matrix proposed by was used González Palacio (2019)with the selected articles since it allowed a detailed content analysis (Rodríguez et al., 2024)in Microsoft Excel, regarding the aspects of location and reference of the text (database, author, year, country, field or area, among others), intentions and situation addressed, conceptual and methodological elements and most relevant findings. In addition, an analysis of the co-occurrence networks was carried out in Vosviewer to recognize the corpus of terms in the studies, and continued with open coding and the generation of axial categories using Atlas.ti version 9. Figure 1 summarizes the identification, projection, eligibility and inclusion route of the articles in this review.

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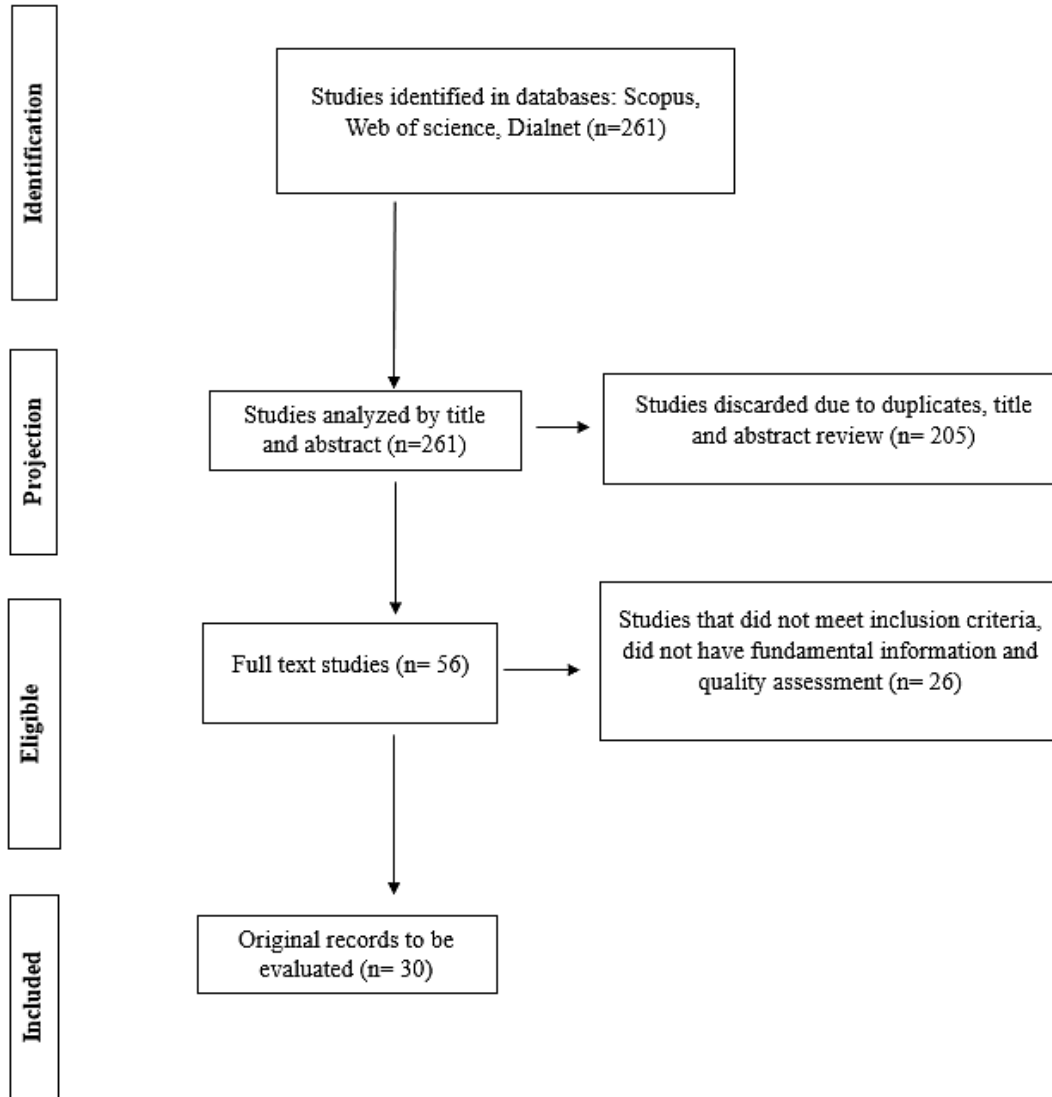


Figure No. 1. Flowchart for searching and selecting articles.

In the flow chart, it can be observed that in the first phase of identification, 261 research articles were located in the three databases with the descriptors and Booleans used, then, in the second phase of projection, 205 records were discarded because they were duplicated in the databases and both the title and the abstract did not account for a proposal or DU in the area of PE; therefore, a total of 56 full-text studies were taken into account for their respective analysis

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of inclusion criteria, the quality assessment of the journal and its structure; where a total of 26 more studies were filtered because they lacked information related to the field of PE or only an active methodological strategy for the class was observed, but not a construction of a unit, sequence or didactic program. Therefore, a total of 30 investigations were included for the present systematic review.

Results

Regarding the articulation of DU in school PE, a peak in academic production was seen in 2022 (36.7%), followed by 2021 (23.3%) and 2023 (20%), which shows the interest of researchers to innovate and improve teaching-learning processes in the area. Regarding databases, articles were found in Dialnet (43.3%), followed by Web of Science (36.7%) and Scopus (20%), in Spanish (90%) and English (10%) respectively.

On the other hand, the country where the most studies have been found is Spain (83.3%), which shows the acceptance that the incorporation of DU in PE classes has had in this country. On the contrary, in Latin America only Colombia (10%), Brazil and Mexico (3.3%) were found. The following journals stood out in the publication of the selected articles: RETOS (30%), Emásf (Digital Journal of Physical Education) (23.3%), Emotion (Journal of Education, Motricity and Research) and Physical Education, Sport and Logistics each with (10%). In addition, the authors who made the greatest contributions were José M. Gamonales - Doctor in Physical Activity and Sport Sciences, and Víctor Hernández Beltrán - Graduate in Teaching with a mention in PE and PhD student in Sport Sciences; both from the University of Extremadura, Faculty of Sport Sciences (Cáceres, Spain), where they contributed (26.6%) of the articles analyzed.

The results are presented below, where the articles are in chronological order related to the DU in the field of PE; exposing the author and year of publication, methodology, elements used and others that arise from the researchers, description of the study (distribution, theme and purpose of the DU) and relevant findings (table 1).

Table No. 1. Review of selected articles.

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No	Author and year of publication	Research methodology	Elements used in the proposal or DU							Description of the study (Distribution, theme and purpose of the DU)	Relevant findings	
			J S	O B	D L	A E	O D	A T	E V			OTHER
1	(Falo Sanjuán et al., 2019)	<ul style="list-style-type: none"> a. Qualitative. b. Boys and girls in Primary School. c. Construction of a climbing wall. d. DU proposal in climbing. 	✓	✓	✓	✓	✓	✓	✓	Assessment templates: role of teacher and climber.	They built a climbing DU with 8 class sessions, each lasting 45 minutes, with the purpose of encouraging activities in the natural environment.	To counteract the limited infrastructure and material available for the PE area, the construction of the climbing wall and the DU proposal favored the autonomy of the student in the initiation to the sport and the transfer of knowledge by the teacher.
2	(Tudela Esparza, 2019)	<ul style="list-style-type: none"> a. Quantitative- quasi-experiment. b. High school students. c. DU proposal. Self-control questionnaire. 	✓	✓		✓	✓	✓	✓	N/A	They propose a self-defense DU with 4 class sessions, each lasting 120 minutes, as an independent variable to compare the results of the pre-posttest self-control questionnaire.	The proposed DU linking scheduled activities from martial arts increased students' self-control, and they reported that it became a useful resource since beyond the motor results, it provides benefits at a pedagogical level.
3	(Ferrer Alonso et al., 2020)	<ul style="list-style-type: none"> a. Qualitative. b. Fifth grade. c. DU proposal. 	✓	✓	✓	✓	✓	✓	✓	Curricular Adaptations (attention to diversity) Interdisciplinarity	They presented a DU in track athletics with 6 class sessions, each lasting 50 minutes, to improve sports initiation in an inclusive way.	In addition to the curricular content of the area, the DU allows for the improvement of basic motor skills and encourages sports practice, avoiding merely competitive work. They suggest checking the level of student satisfaction after implementing the DU.

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4	(Sales Fernandez, 2020)	a. Qualitative. b. Secondary Education. c. DU proposal.	✓	✓	✓	✓	✓	✓	✓	N/A	They held a just dance DU, with 13 class sessions, each lasting 50 minutes, to stimulate body expression and creative potential.	The UD facilitates divergent thinking and the creation of new dance steps by students. At the curricular level, organizing the DU promotes artistic and civic competence in terms of social skills.
5	(Carrillo Lopez, 2021)	a. Qualitative. b. Sixth grade (55 students). c. DU proposal.	✓	✓	✓	✓	✓	✓	✓	Curricular Adaptations (attention to diversity)	They created a Canarian dance DU with 5 class sessions, each lasting 55 minutes, to improve communication and structure the personality of the students.	They argue that the DU must be integrated into the annual program and the Institutional Educational Project. They also highlighted its relevance for the progression of activities, the recovery of prior knowledge, motor literacy, body expression, motivation and self-esteem.
6	(Constantino-Murillo & Espada-Mateos, 2021)	a. Quantitative – quasi-experimental. b. 1st and 2nd year of secondary school (86 students). c. Questionnaire on emotional development and intelligence. d. DU proposal.	✓	✓		✓	✓		✓	N/A	They proposed a DU in mindfulness and biodance with 4 class sessions, changing the order of the teaching styles: problem solving (PS) and direct command (DC) to verify their effects on emotional intelligence.	The UD allowed students to better express their emotions, since the different activities in dance and meditation involved stimulation in movement. The order of the teaching styles is relevant to emotional intelligence, RP-MD suggests.
7	(Gómez-Criado & Valverde-Esteve, 2021)	a. Quantitative. b. Secondary Education (66 students)	✓	✓		✓	✓	✓	✓	N/A	They created a volleyball DU, using non-linear pedagogy with 4 class sessions, each lasting 60 minutes, to improve the technique and tactics of the sport.	They present the relevance of including non-linear pedagogies and teaching styles such as guided discovery and problem solving in the PE class since it favors students' autonomy and decision-making.

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		c. DU proposal. d. Evaluation rubric.										
8	(Hernández-Beltrán et al., 2021)	a. Qualitative. b. Secondary Education. c. DU proposal.	✓	✓	✓	✓	✓	✓	✓	Curricular Adaptations (attention to diversity)	They proposed a circus arts DU with 8 class sessions, to stimulate the creativity and initiative of students in the PE class.	In PE classes, it is important to stimulate expressive-corporal competence, given that in secondary education the acquisition of this competence that helps in basic motor skills and coordination capacities is limited.
9	(Hernández-Beltrán, Gámez-Calvo, et al., 2021b)	a. Qualitative. b. Secondary Education. c. DU proposal.	✓	✓	✓	✓	✓	✓	✓	Curricular Adaptations (attention to diversity)	They propose a DU in the teaching of adapted sports for visually impaired people with 9 class sessions, with the aim of raising students' awareness of respect for others.	The proposed DU helps students to participate in a reflective and purposeful manner (autonomy), for which it is necessary for the teacher to generate a variety of activities, as well as feedback and formative evaluation of them.
10	(Hernández-Martín et al., 2021)	a. Qualitative. b. Second year of primary education. c. DU proposal.	✓	✓	✓	✓	✓	✓	✓	Space safety and measures against COVID-19	They establish a DU through games with 8 class sessions, to promote body awareness and basic motor skills.	They express the importance of working on DU through learning blocks because it helps in student motivation, the acquisition of healthy habits, problem solving and self-esteem.
11	(Ramírez Arrabal et al., 2021)	a. Qualitative. b. Sixth grade of primary school. c. DU proposal.	✓	✓	✓	✓	✓	✓	✓	Space safety and measures against COVID-19	They proposed a DU with physical-sports activities with 8 class sessions, each lasting 55 minutes, to improve perceptual-motor skills, health and body expression.	They stated that the activities organised at the DU encouraged students' motivation and their adherence to sports practice in the educational setting. In addition, the variety of activities such as circuits and the appropriate choice of material is necessary for these ages.

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12	(Ramos-Perez et al., 2021)	<p>a. Qualitative.</p> <p>b. Secondary Education.</p> <p>c. DU proposal.</p>	✓	✓		✓	✓	✓	✓	N/A	They conducted a dunk game DU with 13 class sessions, to improve perception and decision-making in sports practice.	DU promotes cognitive processes in students, especially attention and memory, since the teacher progressively plans each class, encouraging participation.
13	(Solaguren-Beascoa Merino & Romero da Cruz, 2021)	<p>a. Quantitative.</p> <p>b. First year of secondary school (30 students).</p> <p>c. BPNES Questionnaire.</p> <p>d. DU proposal.</p>	✓	✓		✓	✓	✓	✓	N/A	They proposed an inclusive PE DU, resuming cooperative play-acrosport, with 7 class sessions, to improve basic psychological needs.	They explain that an inclusive teaching proposal helps to increase motivational processes in the area (self-determination theory), since by proposing activities that involve problem solving and challenges in physical abilities, there is greater adherence to learning.
14	(Barranco-Moreno et al., 2022)	<p>a. Qualitative.</p> <p>b. Second Cycle of Primary Education.</p> <p>c. DU proposal in emotional education.</p>	✓	✓	✓	✓	✓	✓	✓	Interdisciplinarity	They developed an Emotional Education DU with 10 sessions (7 PE, 2 artistic and 1 language) lasting 1 hour and a half each, where students worked on recognizing and controlling emotions.	DU's proposal is to evaluate the process at the beginning, continuously and at the end. They recommend doing a self-assessment in each session to reflect on the practice and improve the proposed activities.
15	(Bolaños Papenfort & Lafuente Fernández, 2022)	<p>a. Qualitative.</p> <p>b. Third grade.</p> <p>c. DU proposal.</p>	✓	✓	✓	✓	✓	✓	✓	Interculturality	They established a dance DU complemented by Disney films covering the five continents, with 8 class sessions, each lasting 60 minutes, to improve the rhythm and expression of the students.	They suggest that the DU contributes to strengthening interculturality, motivation and inclusion of foreign students in learning. They recommended the importance of having different types of evaluation: checklist, rubric, teacher's diary.

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16	(Gomez-Jarel, 2022)	<p>a. Qualitative.</p> <p>b. Second and fourth year of high school.</p> <p>d. DU proposal.</p>	✓	✓	✓	✓	✓	✓	✓	Attention to diversity	They propose a basketball DU with 16 class sessions, each lasting 50 minutes, to improve the motor skills and socialization of the class participants.	They present that the DU allows the teacher to shape his class from a more innovative and emotional approach for each student, in addition, ethical values, sports practice habits can be considered both within the school and extracurricularly.
17	(Hernandez-Beltran, Gamez-Calvo, et al., 2022)	<p>a. Qualitative.</p> <p>b. Goalball DU proposal.</p>	✓	✓	✓	✓	✓	✓	✓	Curricular Adaptations (attention to diversity) Interdisciplinarity	They carried out a Goalball DU (sport for people with visual impairments or blindness) with 7 class sessions to promote inclusion and motor skills of students.	The DU makes it possible to address the diversity of students with learning difficulties, late integration into school, those who present exceptional talents and educational needs, given that the teacher at the DU can make the content and objectives more flexible.
18	(Hernández-Beltrán, González-Coto, et al., 2022)	<p>a. Qualitative.</p> <p>b. Fifth grade.</p> <p>c. DU proposal.</p>	✓	✓		✓	✓	✓		N/A	They created a 16-session game DU to improve basic motor skills and cognitive abilities.	The DU is an important strategy as a contribution to the area of PE, seeking to improve the educational quality, motor development and critical thinking of students.
19	(Hernández-Beltrán et al., 2022)	<p>a. Qualitative.</p> <p>b. Secondary Education.</p> <p>c. DU proposal.</p>	✓	✓	✓	✓	✓	✓	✓	Curricular Adaptations (attention to diversity)	They organized a sports-oriented DU as inclusion with students with ADHD, with 10 class sessions, to reduce stress and increase academic performance and basic skills in the area.	A DU designed with inclusion in mind encourages sporting values among participants and also makes it possible to raise awareness about caring for the environment. They recommend implementing self-control activities and active breaks to complement the DU.

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20	(Núñez Cruz et al., 2022)	a. Qualitative, action research. b. Second Primary (36 children) c. Inclusive teaching proposal.	✓	✓	✓	✓	✓	✓	✓	N/A	They propose an inclusive teaching approach with 7 class sessions, using different teaching styles such as: guided discovery, peer learning and problem situations.	It is important to give meaning to the competencies in the physical education rea, since these respond to the motor, axiological and bodily expression. Through the didactic proposal, students' weaknesses and strengths are recognized.
21	(Orta Rodríguez & Cardona Linares, 2022)	a. Qualitative. b. Secondary Education. c. DU proposal.	✓	✓	✓	✓	✓	✓	✓	Curricular Adaptations (attention to diversity)	They propose a DU of body expression anchored to hearing impairment, with 5 class sessions, to facilitate integration in the classroom and control of emotions.	It is important to organize inclusion activities in the school context, and the DU allows raising awareness about disabilities, which favors the teaching-learning process mediated by play and creativity.
22	(Pablos Sarabia & Franco Alvarez, 2022)	a. Qualitative. b. Sixth grade of primary school. c. DU proposal.	✓	✓		✓	✓	✓	✓	N/A	They created a DU of traditional games with 5 sessions to promote self-esteem, recognition of games and ethical values.	They mentioned that the inclusion of challenge-based learning in the PE area can increase student motivation, as well as intergenerational relationships thanks to feedback from each class.
23	(Perez Hernandez et al., 2022)	a. Qualitative. b. First year of primary education. c. DU proposal.	✓	✓	✓	✓	✓	✓	✓	Skills assessment scale.	They propose a DU using a playful method with 16 sessions to improve basic motor skills of locomotion.	They explain that the teacher plays a fundamental role in organizing learning situations with pedagogical intent, which helps to incorporate all the elements of the curriculum into the planning, including alternative assessment strategies.
	(Servilha de Lucca et	a. Qualitative. b. Secondary school									They created a sports education DU in handball with 22 class sessions, each lasting 50 minutes,	The DU has made it possible to raise awareness among students about the handball learning process, since it adapts

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24	al., 2022)	(40 students) c. DU proposal. d. Field diary and focus group.	✓	✓		✓	✓	✓	✓	N/A	to facilitate understanding of the game.	game situations to facilitate the understanding of tactics. Teachers, for their part, can innovate and transform teaching practices with these initiatives.
25	(Uria-Valle & Gil-Arias, 2022)	a. Mixed. b. Secondary education (41 students) c. Proposal by DU. d. Self-Determination Theory Questionnaire.	✓	✓		✓	✓	✓	✓	N/A	They implemented a hybrid DU of sports education and comprehensive sports teaching with 15 sessions lasting 50 minutes each, to review variables related to self-determination theory.	The proposed DU increased students' motivation to subsequently engage in sports practice, interpersonal relationships and an inclusive environment where everyone participated, and feedback allowed for the recognition of the progress and individual development of each participant.
26	(Barranca-Martinez et al., 2023)	a. Qualitative. b. DU proposal for Jail-Survival sports modality .	✓	✓		✓	✓			Adaptations (attention to diversity)	They proposed a Jail-Survival DU (alternative sports modality) with 6 class sessions to improve basic motor skills and inclusion among participants.	To improve the teaching-learning process, alternative sports class sessions are required, taking into account the diversity of the classroom and making the necessary curricular adjustments to the environment, methodology and rules of the game.
27	(Corvo-Garcia et al., 2023)	a. Qualitative. b. Fifth and Sixth Grade of Primary Education. c. DU proposal.	✓	✓	✓	✓	✓	✓	✓	Curricular Adaptations (attention to diversity) Interdisciplinarity	They proposed a DU related to hunting and nature with 3 class sessions to promote basic motor skills, recognition of the nature of their surroundings and reinforcement of values.	Structuring DU from these non-conventional sports modalities allows students to acquire healthy habits, motivation for physical-sports activity and good nutrition. In addition, it captures the attention and stimulates the creativity of students.

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28	(Hernández-Beltrán et al., 2023)	<p>a. Qualitative.</p> <p>b. Fourth year of Secondary Education.</p> <p>c. DU proposal.</p>	✓	✓	✓	✓	✓	✓	✓	<p>Curricular Adaptations (attention to diversity)</p> <p>Interdisciplinarity</p>	<p>They designed a DU in alternative sport (inclusive Quidditch) that has 7 sessions to promote the motor skills and social values of all participants.</p>	<p>It is necessary for teachers to be able to include new teaching methodologies and learning styles in the PE class that promote cooperative learning and motivation towards sports practice.</p>
29	(Pimienta-Sanchez et al., 2023)	<p>a. Qualitative.</p> <p>b. Fourth year of Secondary Education</p> <p>c. DU proposal.</p>	✓	✓	✓	✓	✓	✓	✓	<p>Curricular Adaptations (attention to diversity)</p> <p>Interdisciplinarity</p>	<p>They structured an inline skating DU with 8 class sessions to improve coordination skills and body expression.</p>	<p>It is important to create teaching units to transform the contents of the curriculum, that is, to bring them closer to the needs of the students and the context, because the DU can improve the predisposition to learning and social values in acceptance of people with disabilities.</p>
30	(Quiroz Varela et al., 2023)	<p>a. Quantitative-quasi-experimental</p> <p>b. Primary Basic (64 mixed students)</p> <p>c. DU proposal</p> <p>d. Basic Motor Skills Battery.</p>		✓		✓	✓	✓	✓	N/A	<p>They used a traditional games DU with 12 class sessions (1 hour each) as an intervention to improve locomotion motor skills.</p>	<p>In the posttest, improvements were evident in the experimental group in the skills of running, walking and total summation after the application of the DU.</p>

Legend: JS: Justification, OB: Objective - content, DL: Legal document - competencies, AE: Expected learning or performance indicator, OD: Didactic Orientation (material, teaching styles, teacher explanation, methodology, timing), AT: Activities to be carried out or learning tasks (includes class phases), EV: Evaluation, UD: teaching unit, N/A: Not applicable.

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In the previous description of the selected articles, a predominance of the qualitative approach (80%) was evident given the interest in including in PE classes different DU of adapted sports (Goalball, Quidditch), conventional sports (athletics, basketball, handball, skating), alternative sports, mediated by technology and contact with nature (Jail Survival, sports orientation, hunting and nature). Likewise, the immersion of proposals for body expression, emotional education and dance that complemented the pedagogical knowledge of the content of the teacher who guides the PE (Montoya Grisales et al., 2023), to the extent that it allows the reflection of the learning outlined when intervening with the groups.

Furthermore, they highlighted the importance of these DUs in responding to the motivational, psychological and motor needs of students; moreover, in raising awareness about school inclusion and cooperative learning; as can be seen in the semantic network of co-occurrence, made with scientific articles hosted in Web of Science and Scopus (see figure no. 2), which highlights the DU in PE as a pillar for improving intrinsic motivation, inclusion and the development of motor skills.

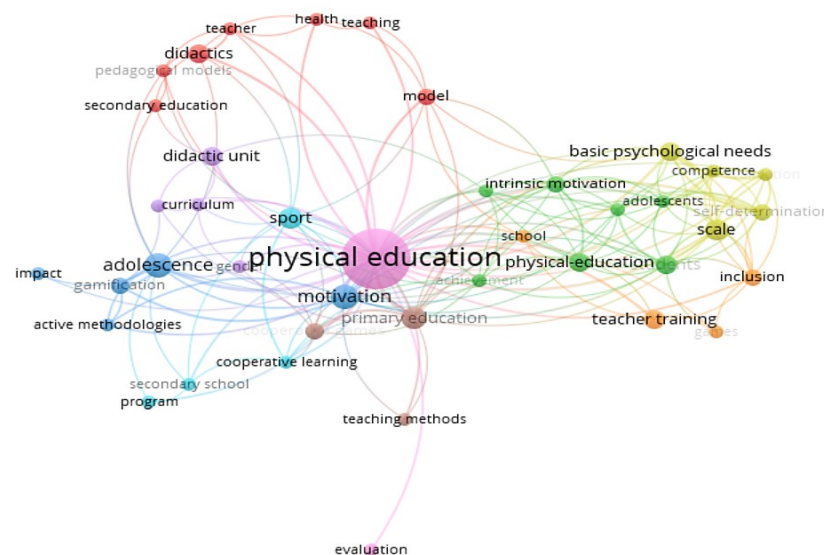


Figure No. 2. Co-occurrence network of DU in the school context.

Source: Network created in Vosviewer software.

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However, quantitative and mixed studies were also highlighted, where the DU was located as an independent variable (intervention) to verify the impact of the proposal by the teacher, seeking to improve basic motor skills of locomotion, self-control, emotional intelligence, technique and tactics in sport, basic psychological needs and the analysis of the self-determination theory (Constantino-Murillo & Espada-Mateos, 2021; Gómez-Criado & Valverde-Esteve, 2021; Solaguren-Beascoa Merino & Romero da Cruz, 2021; Tudela Esparza, 2019; Uria-Valle & Gil-Arias, 2022); which shows the wide range of possibilities offered by the DU as a programming strategy in the PE area.

Another point of analysis is that the DU has been applied both in basic primary and secondary grades, which shows that it is a flexible strategy at the curricular level, since it allows the teacher to make the adjustments he considers necessary according to the population group, their interests and the motor literacy they have at the time. On the other hand, it is suggested that the DU be used in preschool education to monitor and stimulate the body dimension, which is key to the formation of the being, the construction of knowledge, mental and emotional skills (Umbarila Pinzón et al., 2018).

On the other hand, as regards the elements that the authors use in their DU, they highlight in common the writing of an initial justification, a central objective anchored to a thematic axis or content, the expected learning or performance indicator and the didactic orientation that includes issues such as: distribution of material, teaching styles, the teacher's explanation, reflection on the activities carried out and the activities distributed by phases or learning tasks. However, there is a lack of connection between the DU and the legal documentation that governs the area, which makes it difficult to understand a logical criterion for applying the thematic axes.

Similarly, there are differential elements in some studies when proposing a DU, because they include curricular adaptations to provide attention to the diversity existing in educational environments (Carrillo López, 2021; Ferrer Alonso et al., 2020; Hernández-Beltrán et al., 2021; Hernández-Beltrán et al., 2021b), likewise, they expose the interdisciplinarity and interculturality that the DU admits to improve academic concepts and the fabric of interpersonal relationships (Barranco-Moreno et al., 2022; Bolaños

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Papenfort & Lafuente Fernández, 2022; Pimienta-Sánchez, Hernández-Beltrán, Barranca-Martínez, et al., 2023). Consequently, a DU route or proposal is presented that embraces the pedagogical principles and common elements that the scientific literature exposes (identification of the context and population group, content, legal documents, contents or thematic axes, performance indicators, objectives, teaching styles), at the same time, that it brings together components arising from the interactions, motivations and needs that the teacher observes in the classroom such as: gender perspective and attention to diversity - inclusion.

Additionally, after making the general characterization of the central components of the DU, it is proposed that each class session contains didactic guidelines for the teacher and four specific blocks; (1) Methodological development block that considers the distribution of participants, the gender perspective where respect for the partner is reinforced, the limits in physical interactions and treatment towards others (inclusive and equitable environment) and attention to diversity, (2) Motor practice block, where the contextualization or initial phases are taken into account, the motor commitment or theoretical deepening and application or closing of the session that makes learning sequential and the time is destined to achieve the objectives set (3) Evaluation and complementary material block, where it is detailed from a formative perspective and (4) Pedagogical reflection block, which involves expressing the aspects, difficulties or achievements reached with the group and on a personal level (table no. 2).

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Table No. 2. Route for the development of a DU according to academic literature

ROUTE: PREPARATION OF A TEACHING UNIT			
GENERAL ASPECTS			
Degree:	Duration:	Area:	
Period:	Ages:	School:	
Teachers:	Gender:	Day:	
Supporting legal documentation			
Transversal skills	Perceptual-motor skills	Physical-motor skills	Socio-motor skills
Problem-solving or guiding questions			
Basic contents		Performance indicators/Expected learning	
<ul style="list-style-type: none"> • Conceptual • Procedural • Attitudinal 	Knowing to know	Knowing to do	Knowing to be
Objective			
Teaching style(s) employed		<ul style="list-style-type: none"> - Direct command - Guided discovery. - Styles that encourage creativity (ecological awareness). - Reciprocal teaching. - Small group teaching. 	
Classroom session sequences		<ol style="list-style-type: none"> 1. 2. 3. n. 	

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CLASS SESSIONS

Teaching guidelines for teachers		
Session #	Date:	Duration:
Material/ Resources:	Space/place:	Main theme:
Block 1: Methodological development		
Distribution of participants	Gender perspective	Attention to diversity - inclusion
Block 2: Motor practice		
Phase 1: Contextualization/Initial	Phase 2: Engine/Central Commitment	Phase 3: Application/Closure
Time:	Time:	Time:
Block 3: Evaluation/Supplementary material		
Block 4: Reflection on pedagogical practice		

As a final consideration, it is necessary to clarify that, although the route or proposal offered for the elaboration of a DU (Table No. 2), obeys a thorough analysis of the specialized literature, this is susceptible to being modified or adapted according to the position of the teachers, the needs of the students and the characteristics of the contexts where it is planned to apply, it would even be counterproductive or ridiculous to express a unique position, because in fact, what the analyzed studies have shown is that although

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there are common aspects, variety, diversity and dynamism are fundamental aspect of the pedagogical work, therefore, being a teacher and attending the educational act is a task that becomes a challenge, since it demands preparation, creativity, commitment and responsibility on the part of the one who is in front of the class.

Discussion

This systematic review of the literature showed the conceptual and methodological possibilities that the DU has, since it is not established as a fixed or hermetic structure, on the contrary, it constantly allows feedback on the activities that were carried out, previous knowledge, difficulties and progress that students are acquiring both at a psychomotor and relational level (Camacho Coy, 2003; Contreras Jordán et al., 2010; Díaz Barriga, 2009; Díaz Lucea, 1998; Lleixá Arribas, 2017; Medina Rivilla & Salvador Mata, 2009). This agrees with Miraflores Gómez & Martín Fernández (2021) when they express that the DU “can converge objectives and contents determined in a general way in the programming and that are made visible and palpable in this structure, in which they come together to give meaning to the teaching-learning process” (p. 135).

On the other hand, it was found that the DU presents a level of curricular concreteness that implies a work articulated with the universal design of learning (UDL), this goes hand in hand with the approaches that Brasó Rius et al. (2023) establish that the DU encourages motivation, initiative, representation, expression and exploration of creative movements of all students, while learning. In other words, executive functions are addressed, becoming a strategic support at a didactic level for the PE area (Bolaños Papenfort & Lafuente Fernández, 2022; Posso-Pacheco et al., 2022; Quiroz Varela et al., 2023).

Similarly, the DU is very useful in the area of PE, as it favors the progressive development of tasks or learning experiences both in school sports (Díaz Frígola et al., 2024; Mahedero et al., 2022) and in motor literacy, given that it has been shown that when class sessions are scheduled covering the different components of didactics there is a higher motor commitment and therefore the PE teacher must consider in their programming

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various games that aim to promote communicative codes, prior knowledge and learning styles (Posso-Pacheco et al., 2024; Ramírez- Arrabal et al., 2024).

Therefore, the DU is consolidated as a tool to plan and constantly evaluate the acquired knowledge of the students (Chaverra-Fernández & Hernández-Álvarez, 2019), allowing at any time to make the contents, moments of the class, games and motor tasks previously thought by the teacher more flexible. Secondly, the DU is considered as an active methodology or curricular concretion of intervention (Founaud-Cabeza & Santolaya-del Val, 2021; Sevilla-Sanchez et al., 2023), where it is important to keep in mind that it is based on an annual plan or programming and the curricular mesh of the EF area; where in its creation it is sought that it contains blocks of motor actions and active life management, key competencies of the area added to the transversal ones such as mathematics, natural sciences, social sciences, technology, civics and entrepreneurship; evaluation criteria, learning standards, timing, procedures and implementation that implies organization of the groups, establishment of norms and sequence of topics. It is necessary to mention in this sense the importance of its incorporation from a transdisciplinary perspective (Bolaños Papenfort & Lafuente Fernández, 2022).

Finally, the DU is established as a space to reveal proposals that guide the teacher in achieving the objectives or competencies of the area because it delves into the “essence of PE, that is, its meaning and purpose in education. Besides, it allows the teacher to know the status and level of the class group” (Brasó Rius et al., 2023, p. 416). The implementation of the didactic unit in physical education is reflected, for example, in the curricular guidelines for basic primary, secondary and middle school levels, by stating that “at the beginning of each didactic unit, in general and in the class in particular, it is recommended to make known to the student the evaluation criteria, or the expected learning, in general terms how it will be evaluated” (Colombia. Ministerio Educación Nacional, 2022, p. 119), which demonstrates the support for its use in the school environment.

Conclusions

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Programming in school Physical Education constitutes the backbone through which interactions, encounters and learning are built, since the teacher has a follow-up of the process carried out in each class, and with this information can guide to (other) bodily possibilities where students enrich not only their motor skills, but also their cognitive, social and emotional repertoire.

Hence, by adopting the teaching unit as an alternative to school programming, the teacher can authentically create each class session according to his or her own context and stamp, creating a common thread with the learning objectives. At the same time, it strengthens the autonomy of the students, since it values the initial motivation and the initiative on the part of these actors, providing opportunities for expression, favoring communicative competence and executive functions given the actions and challenges they carry out in each task.

Therefore, a route is proposed for the development of a DU that includes four blocks: (1) methodological development, (2) motor practice, (3) evaluation and complementary material and (4) pedagogical reflection; since when the PE teacher resumes the mentioned blocks, he/she will direct his/her pedagogical practice towards the effective organization and sequencing of learning, the adaptation of students to the space, with their meeting partners and with the base content, and he/she is also capable of articulating a formative evaluation that helps to assess continuous improvement and curricular innovation.

Finally, given the limitations of the study, which is that the search was carried out in three databases, it would be interesting to expand the research to other sources, including the Portuguese language, among others, using didactic innovation in physical education as the search term. In addition, review terms that are associated in other research with the didactic unit such as didactic sequence, classroom classes and curricular programming, for a better understanding by the teacher.

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