

# **Generalization of engagement in Parkour from PE to regular and parkour recess during an elementary Sport Education season**

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## **Introduction and objectives**

The World Health Organization (WHO) recommends that children engage in at least 60 minutes of moderate-to-vigorous physical activity (MVPA) daily (WHO, 2011). Comprehensive school physical activity programs that connect the content of PE with recess programs can contribute to the increase of elementary school children's MVPA (Coolkens et al., 2018). In this study, we focused on investigating the effect of generalization of engagement in parkour from physical education (PE) to regular and parkour recess on voluntary participation and physical activity of girls and boys with different skill levels.

## **Methodology**

Nine schools constituting 189 (83 girls, 106 boys) 3<sup>rd</sup> grade elementary school children received a standardized 12-lesson parkour Sport Education season in PE. Moderate-to-vigorous physical activity (MVPA) was collected using systematic observation in PE and two generalization settings: parkour recess and regular recess. Regular recess consisted of children's time on the playground after lunch. Parkour recess was held in the school's gym and children could participate voluntarily for 20 minutes.

## **Results and discussion**

On average 62% of girls and 40% of boys participated in parkour recess. A similar proportion of low-and high-skilled students participated (59% and 56%). Girls achieved consistently lower MVPA values than boys in PE (37% vs 47%), regular (39% vs 56%) and parkour recess (62% vs 69%).

## **Conclusions and perspectives**

Generalization of engagement in PE content through organized recess programs seems a promising strategy to increase children's daily MVPA. Both boys and girls generated higher MVPA during parkour recess than PE and regular recess. Recess interventions are highly beneficial for girls of all skill levels.

## **References**

World Health Organization. (2010). *Global recommendations on physical activity for health*. WHO press, 1-60.

Coolkens, R., Ward, P., Seghers, J., & Iserbyt, P. (2018). Effects of generalization of engagement in parkour from physical education to recess on physical activity. *Research Quarterly for Exercise and Sport*, 89:4, 429-439.