

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



Generalization



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INTRODUCTION

METHODS

RESULTS

CONCLUSIONS

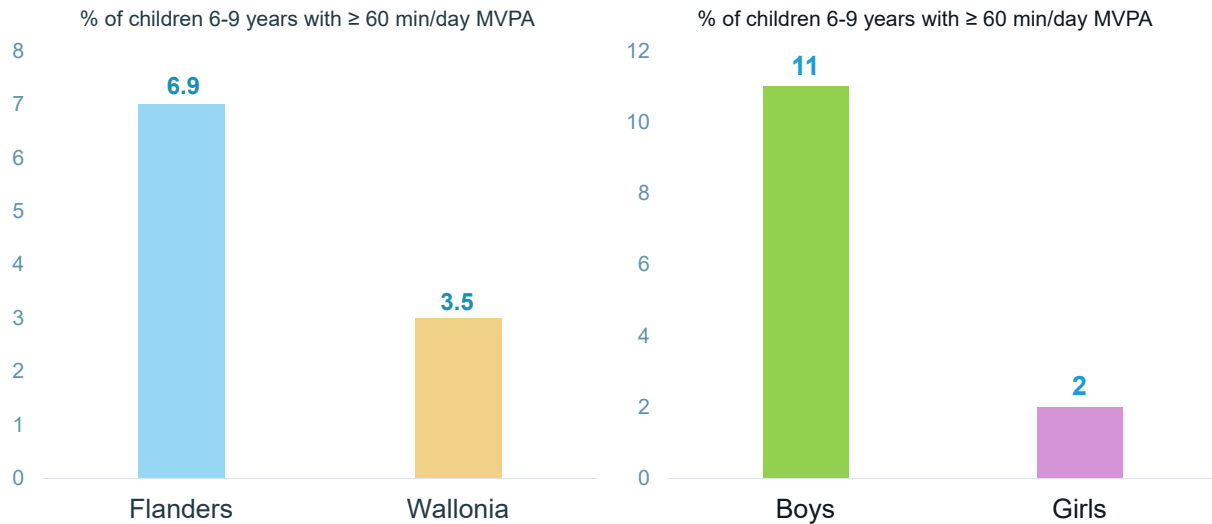
- World Health Organization (WHO) recommends children aged 5-17 to engage in 60 minutes of MVPA per day.



- Only 1/3 of children from 32 countries meet the guideline. (Kalman et al, 2015)
- A cross-national study showed only 21% of girls and 30% of boys aged 11 achieved 60 minutes of MVPA daily. (Inchley et al, 2016)

Proportion(%) of Belgian Children Meeting Predefined benchmarks

(Wijtzes et al, 2016)



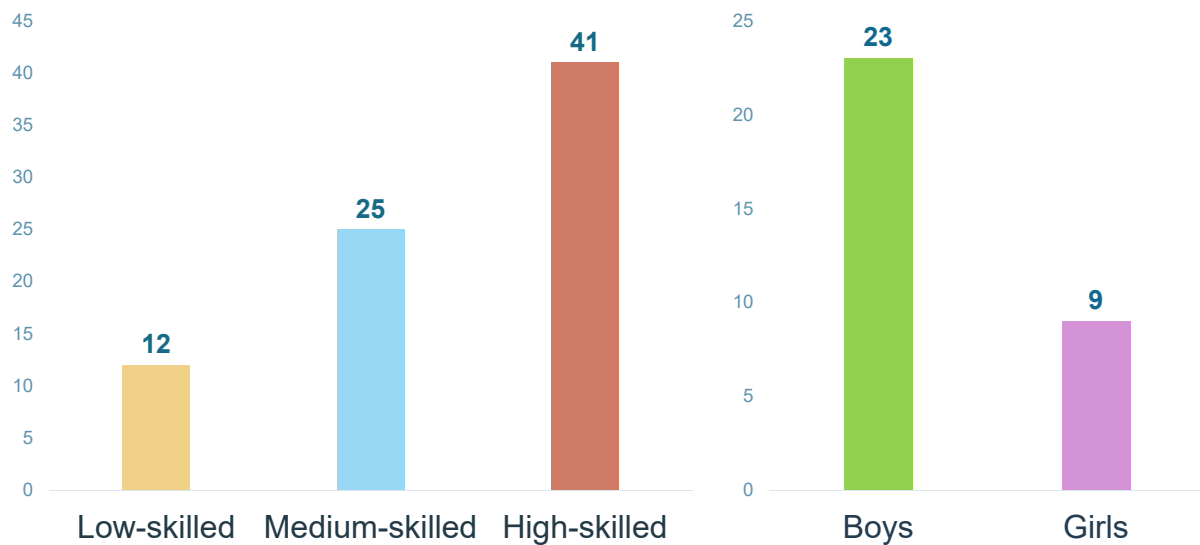
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9-year-old children's MVPA as a function of skill level and gender in US (n=326)

(De Meester et al, 2018)



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Comprehensive School Physical Activity Program (CSPAP)



(Elliot et al., 2013)

- The CSPAP has the potential to contribute to more daily recommended PA levels. (McMullen et al., 2015)
- PE alone cannot help children meet recommended daily MVPA.



PE



Recess

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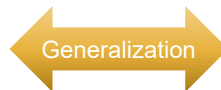
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Generalization from PE to recess



PE



Parkour recess



Regular recess

- Generalization is said to have occurred if children engage in other physical activity (e.g., recess) by using skills learned from PE.

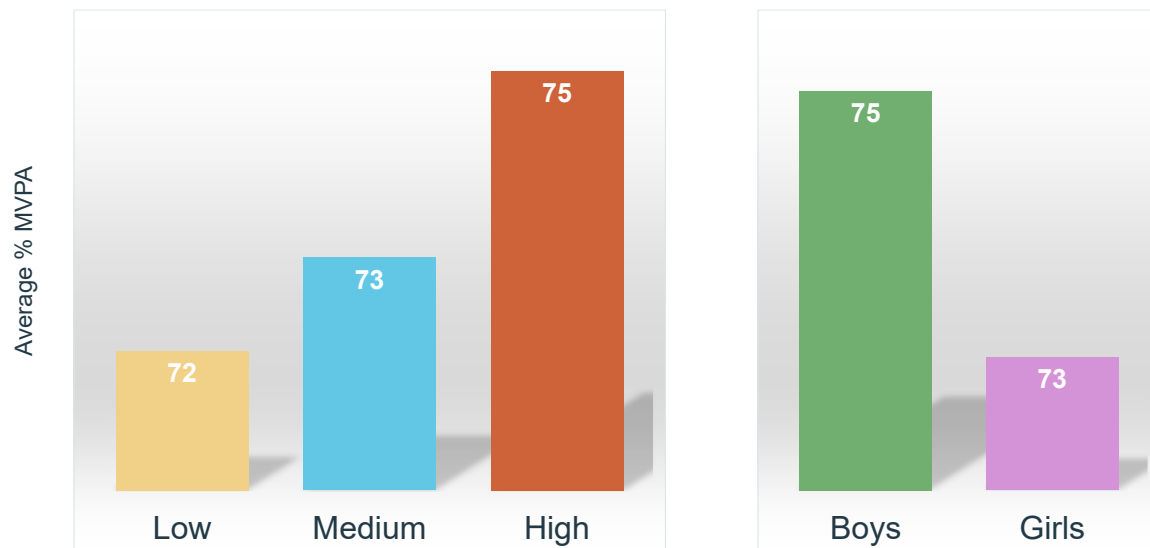
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MVPA as a function of skill level in parkour recess (%) (n=50)

(Coolkens et al, 2018)



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• Participants

- 7 elementary schools in Flanders
- 143 children of 3rd grade (79 boys and 64 girls)
- 7 PE teachers (3 females and 4 males)

• Settings

- A 12-lesson Sport Education parkour season for elementary school children was implemented in PE (50 minutes). Children can voluntarily participate in 20-min parkour recess and regular recess.
- Systematic observation (SOCARP) was used to analyze children's MVPA.
- MVPA was assessed in PE, parkour recess and regular recess.

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PE

- 6 PE lessons were coded.
- All children participated in the gym (50 minutes).
- PE teachers set up equipment and taught the 12-lesson SE season.



Parkour recess

- 5 parkour recess were coded.
- Children participated voluntarily in the gym (20 minutes)
- PE teachers set up equipment and organized parkour-related games.



Regular recess

- 3 regular recess were coded.
- Children were on their playground after lunch (20 minutes).
- Teachers just guaranteed children's safety.

Variables

- Independent variables
 - Gender
 - Skill level
- Dependent variables
 - Voluntary participation in parkour recess
 - MVPA

Data collection

- Using **systematic observation** tool (SOCARP) to observe children's MVPA in PE and recess settings.
- A random sample of high-, medium-, and low-skilled boys and girls (6 per lesson) was analyzed, **169 hours** were coded in all three settings totally.
- **Reliability:** Interobserver agreement was executed for 33% of all observations, video and live coding between observers was more than 75%.

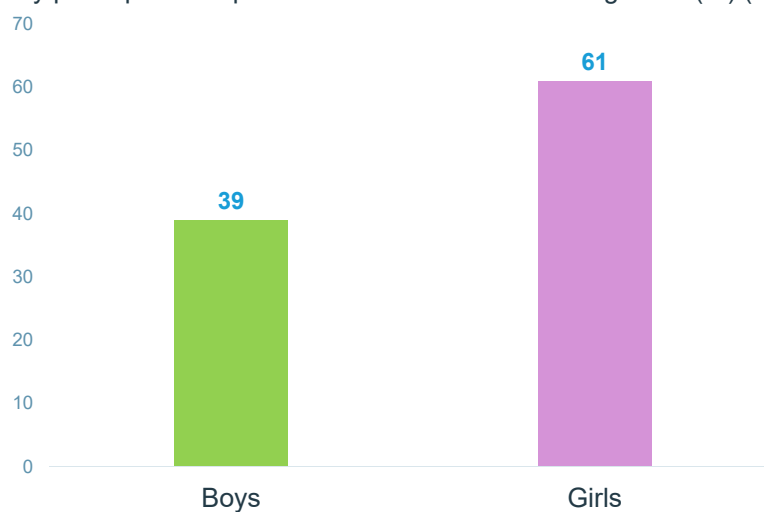
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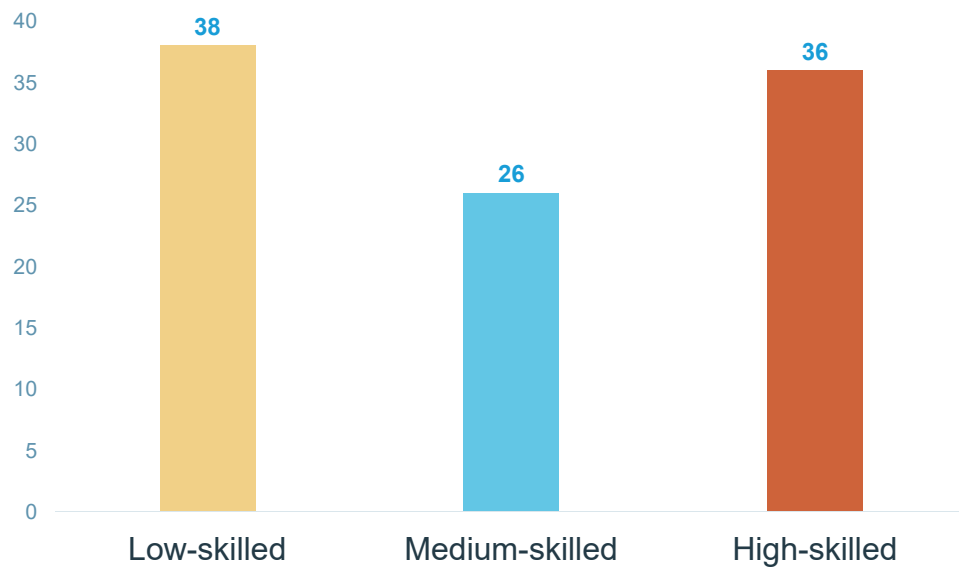
RESULTS
(Preliminary)

CONCLUSIONS

Voluntary participation in parkour recess as a function of gender (%) (n=121)



Voluntary participation in parkour recess as a function of skill level(%) (n=121)

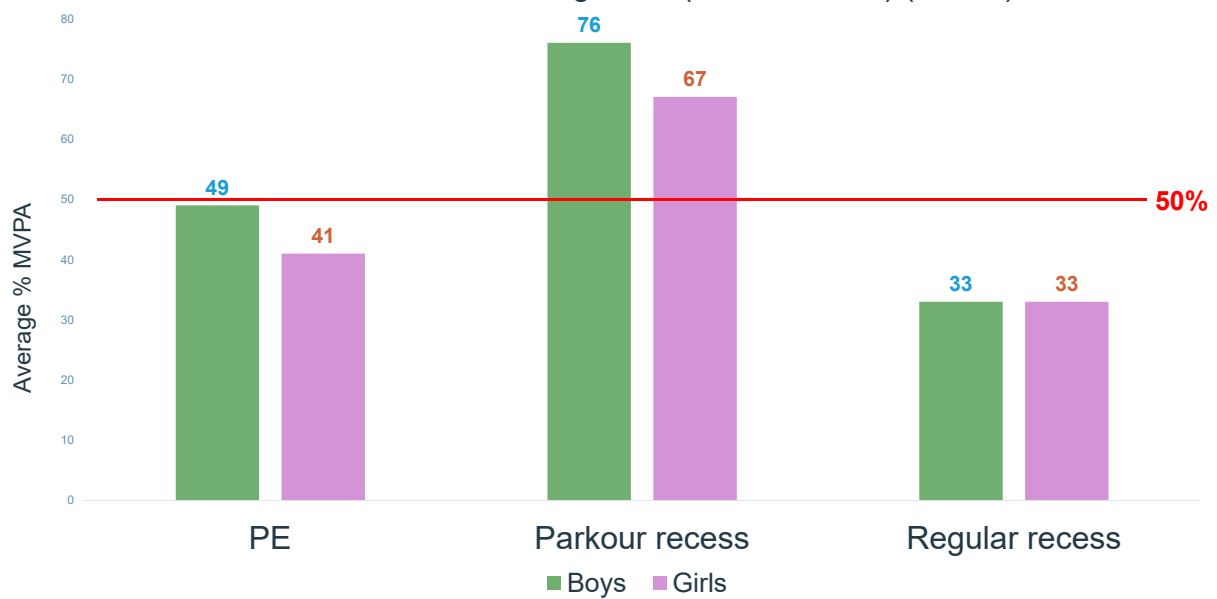


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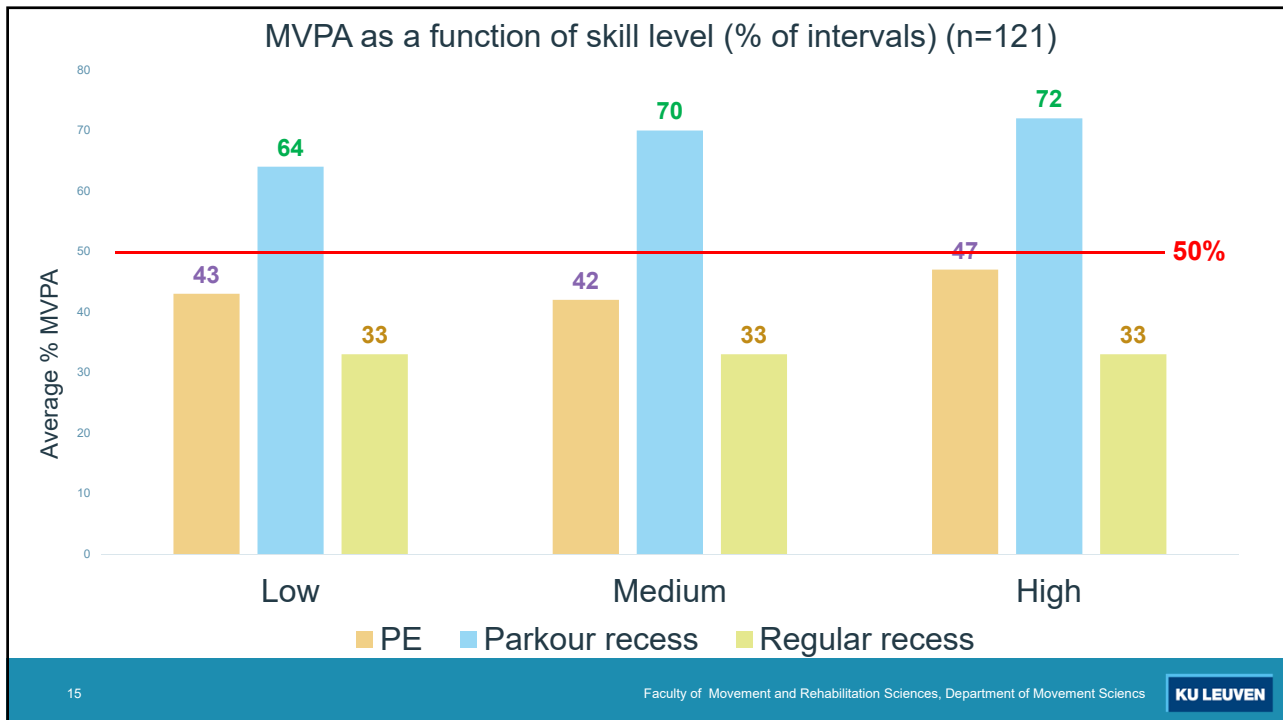
MVPA as a function of gender (% of intervals) (n=121)



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INTRODUCTION METHODS RESULTS CONCLUSIONS

- 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.

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Thanks

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