RESEÑA DISPARATADA EN LA REVISTA DE DEPORTES COLECTIVOS

RETENCIÓN DE NIVELES DE ACTIVIDAD FÍSICA EN RECREOS TRAS UN PROGRAMA DE SPORT EDUCATION

RETENTION OF PHYSICAL ACTIVITY LEVELS DURING SCHOOL RECESS AFTER A SPORT EDUCATION PROGRAM

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RESUMEN

El objetivo del estudio fue evaluar el efecto de una unidad didáctica irregular en Educación Física siguiendo la metodología del Sport Education Model sobre la retención de los niveles objetivos de actividad física en los recreos en estudiantes de educación secundaria. 31 estudiantes de 2º y 4º curso de educación secundaria obligatoria, de 13-16 años de edad realizaron una unidad didáctica irregular siguiendo la metodología del Sport Education Model durante un total de 12 sesiones de educación física y ocho recreos para llevar a cabo la fase de competiciones del modelo. Los resultados mostraron que los estudiantes mejoraron estadísticamente sus niveles objetivos de actividad física en el recreo durante la aplicación del programa en todas las variables medidas (conducta sedentaria, actividad física ligera, moderada-vigorosa) ($p < 0.001$). Parece que, si los adolescentes vuelven a depender de su voluntad para involucrarse en actividad física durante los recreos, los efectos de un programa de Sport Education a corto plazo (12 sesiones) no influyen en dicha voluntad de participación.

PALABRAS CLAVE: intervención educativa, Sport Education Model, acelerometría, adolescentes, educación secundaria, tiempo extracurricular.

ABSTRACT

The aim of the study was to evaluate the effect of an irregular teaching unit based on the Sport Education Model in Physical Education on the retention of objective physical activity levels in recesses in high school students. 31 students from 2nd–4th grade of compulsory secondary education, aged 13-16 years old, performed an irregular teaching unit based on the Sport Education Model during 12 Physical Education classes and eight recesses to carry out the formal competition phase of the model. The results showed that students statistically improved their objective physical activity levels at recess during the application of the program in all the variables measures (sedentary behavior, light, moderate and vigorous physical activity) ($p < 0.001$). It seems that if adolescents come back to depend on their will to engage in physical activity during recess, the effects of a short-term Sport Education program (only 12 sessions) do not influence this will to participate.

KEYWORDS: School-based program, Sport Education Model, accelerometry, adolescents, secondary education, extracurricular time.

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1. INTRODUCTION

The aim of the study was to evaluate the effect of an irregular teaching unit based on the Sport Education Model in Physical Education on the retention of objective physical activity levels in following recesses post-intervention in high school students.

2. MATERIAL AND METHODS

A sample of 31 students (17 boys and 14 girls) from 2nd-4th grade of compulsory secondary education, aged 13-16 years old, performed an irregular teaching unit based on the Sport Education Model during 12 Physical Education classes and eight recesses to carry out the formal competition phase of the model. An intra-group quasi-experimental design was carried out, with three measures (pre-intervention, competitions and follow-up), in which the students’ objective physical activity levels during school recesses was evaluated by a GT3X accelerometer.

3. RESULTS

The results of the repeated-measured ANOVAs, followed by the pairwise comparisons with the Bonferroni adjustment, showed that students statistically improved their objective physical activity levels at recess during the application of the program in all the variables measures (sedentary behavior, light, moderate and vigorous physical activity) ($p < 0.001$). However, in the follow up measure, statistically decreased their objective physical activity levels during recess ($p < 0.001$) and statistically significant differences were not found with the pre-intervention value ($p > 0.05$).

4. DISCUSSION AND CONCLUSIONS

The adolescents’ physical activity levels in recesses returned to the baseline levels (pre-intervention) after finishing the intervention program. Therefore, it seems that if adolescents come back to depend on their will to engage in physical activity during

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recess, the effects of a short-term Sport Education program (only 12 sessions) do not influence this will to participate.

BIBLIOGRAFÍA
