¿UNIDAD DIDÁCTICA INTERMITENTE DE ACONDICIONAMIENTO FÍSICO ES EFECTIVA PARA TODOS LOS ESTUDIANTES?

IS A PHYSICAL FITNESS INTERMITTENT TEACHING UNIT EFFECTIVE FOR ALL STUDENTS?

Santiago Guijarro Romero¹, Daniel Mayorga Vega², Emilio J. Campos Meirinhos¹, Carolina Casado Robles¹

¹Universidad de Granada, España. E-mail: dmayorgavega@gmail.com.
²Universidad de Jaén, España.

RESUMEN
El objetivo del estudio fue comparar el efecto de una unidad didáctica intermitente de acondicionamiento físico en Educación Física sobre la capacidad cardiorrespiratoria entre estudiantes de Educación Secundaria Obligatoria con un perfil de capacidad cardiorrespiratoria saludable/no saludable. Los resultados mostraron que los estudiantes con un perfil de capacidad cardiorrespiratoria no saludable mejoraron significativamente sus niveles de capacidad cardiorrespiratoria en comparación con los estudiantes del grupo control (p < 0,01). Una unidad didáctica intermitente de acondicionamiento físico durante las clases de Educación Física solo es efectiva para incrementar la capacidad cardiorrespiratoria de los escolares con un perfil de capacidad cardiorrespiratoria no saludable.

PALABRAS CLAVE: unidades didácticas innovadoras, Educación Física, Intervención educativa, nivel inicial, resistencia cardiovascular, adolescentes.

ABSTRACT
The purpose of the study was to compare the effect of a physical education-based physical fitness intermittent teaching unit on cardiorespiratory fitness among compulsory secondary education students with healthy/unhealthy cardiorespiratory fitness level. The results showed that students with unhealthy cardiorespiratory fitness profile significantly improved their cardiorespiratory fitness levels compared to the control group students (p < 0.01). A physical education-based intermittent teaching unit during Physical Education lessons is only effective to increase students’ cardiorespiratory fitness with unhealthy physical fitness profile.

KEYWORDS: innovative teaching units, Physical Education, Educational intervention, baseline, cardiovascular fitness, adolescents.
1. INTRODUCTION

The purpose of the study was to compare the effect of a physical education-based physical fitness intermittent teaching unit on cardiorespiratory fitness among compulsory secondary education students with healthy/unhealthy cardiorespiratory fitness level.

2. MATERIAL AND METHODS

A sample of 80 compulsory secondary education students (32 boys and 48 girls) aged 13-15 years old were randomly assigned (for natural classes) to a control group (2 classes) or an intermittent group (2 classes). After the intervention, according to students’ cardiorespiratory fitness baseline¹, the intermittent group was divided into two subgroups: healthy/unhealthy. During 9 weeks (twice/week), the intermittent group performed a physical fitness-based intermittent teaching unit for the improvement of cardiorespiratory fitness. The control group worked a different content during the same time and with the same frequency, but without emphasizing the improvement of cardiorespiratory fitness. Before and after the teaching unit students performed the 20-meter shuttle run test².

3. RESULTS

The results showed that students with unhealthy cardiorespiratory fitness profile significantly improved their cardiorespiratory fitness levels compared to the control group students ($p < 0.01$). However, there were not found differences statistically significant between students with healthy cardiorespiratory fitness and students of the control group ($p > 0.05$).

4. DISCUSSION AND CONCLUSIONS

A physical education-based intermittent teaching unit during Physical Education lessons is only effective to increase students’ cardiorespiratory fitness with unhealthy

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physical fitness profile.

REFERENCES
