El objetivo del presente estudio fue comparar el efecto de dos unidades didácticas alternadas dentro-fuera de acondicionamiento físico y deportes en Educación Física sobre la motivación hacia la actividad física en estudiantes Educación Secundaria Obligatoria. Los resultados mostraron que el grupo alternado mejoró significativamente su motivación autónoma hacia la actividad física en comparación con el grupo control \((p < 0.05)\) y disminuyó su desmotivación en comparación con el grupo tradicional \((p < 0.01)\). Incluir unidades didácticas alternadas en la programación de Educación Física podría contribuir al incremento de los niveles de actividad física de los escolares.

**PALABRAS CLAVE:** unidades didácticas innovadoras, intervención educativa, actividad física, escolares.

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The aim of the present study was to compare the effect two indoor-outdoor alternated teaching units of physical fitness and sports in Physical Education on motivation toward physical activity in Compulsory Secondary Education students. The results showed that the alternated group significantly improved its autonomous motivation toward physical activity compared to the control group \((p < 0.05)\) and decreased its amotivation in comparison with the traditional group \((p < 0.01)\). Including alternated teaching units in Physical Education programming may contribute to the increment of schoolchildren’s physical activity levels.

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

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1. INTRODUCTION

The aim of the present study was to compare the effect two indoor-outdoor alternated teaching units of physical fitness and sports in Physical Education on motivation toward physical activity in Compulsory Secondary Education students.

2. MATERIAL AND METHODS

A sample of 263 compulsory secondary education students (133 males and 130 females) aged 13-15 years old were randomly assigned (for natural classes) into control group (3 classes, \( n = 84 \)), traditional group (3 classes, \( n = 88 \)), or alternated group (3 classes, \( n = 91 \)). During four weeks (twice/week), the alternated group performed a physical fitness and sports alternated teaching unit\(^1\) alternating one lesson indoor and another outdoor the school center. Regarding the traditional group, it also performed a physical fitness and sports teaching unit with the same frequency and duration as the alternated group, but only with indoor lessons. The control group worked a different content during the same time and with the same frequency as the alternated and traditional groups. Before and after the teaching unit students filled out the Spanish version of the Behavioral Regulation in Exercise Questionnaire (BREQ-3)\(^2\).

3. RESULTS

The results showed that the alternated group significantly improved its autonomous motivation toward physical activity compared to the control group (\( p < 0.05 \)) and decreased its amotivation in comparison with the traditional group (\( p < 0.01 \)).

4. DISCUSSION AND CONCLUSIONS

A physical fitness and sports teaching unit with Physical Education lessons inside and outside the school center favors students’ motivation toward physical activity. Therefore, including alternated teaching units in Physical Education programming may contribute to the increment of schoolchildren’s physical activity levels.

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REFERENCES
