El objetivo del estudio fue comparar el efecto de una unidad didáctica de expresión corporal con una unidad didáctica de expresión corporal-mantenimiento de la condición física sobre el aprendizaje conceptual y procedimental de expresión corporal en estudiantes de educación secundaria en el contexto de la educación física. Una muestra de 107 alumnos (55 varones y 53 mujeres) de 1º-2º curso de educación secundaria fueron asignados aleatoriamente (por clases naturales) al grupo control (1 clase), expresión corporal (2 clases) y expresión corporal-condición física (2 clases). Los grupos de expresión corporal y expresión corporal-condición física tenían un mejor aprendizaje conceptual que el grupo control ($p < 0.01$). En cambio, entre los grupos de expresión corporal y expresión corporal-condición física no se encontraron diferencias estadísticamente significativas ($p > 0.01$). Un programa de mantenimiento de la condición física en educación física no impide desarrollar simultáneamente el aprendizaje conceptual sobre el contenido de expresión corporal.

**PALABRAS CLAVE:** expresión corporal, educación física, condición física relacionada con la salud, adolescentes, intervención educativa.

**RESUMEN**

**ABSTRACT**

The purpose of the study was to compare the effect of a body expression teaching unit with a teaching unit of body expression and maintenance of physical fitness on conceptual and procedural body expression learning in secondary education students in the Physical Education setting. A sample of 107 students (55 males and 53 females) of 1st-2nd grade of secondary education were randomly assigned (by natural classes) to control group (1 class), body expression group (2 classes) and body expression-physical fitness group (2 classes). The body expression and body expression-physical fitness groups had a better conceptual learning than the control group ($p < 0.01$). However, statistically significant differences between body expression and body expression-physical fitness groups were not found ($p > 0.01$). A maintenance physical fitness program in Physical Education do not affect negatively to the simultaneous development of the conceptual learning of the body expression content.

**KEYWORDS:** body expression, physical education, health-related physical fitness, adolescents, educational intervention.
1. INTRODUCTION

The purpose of the study was to compare the effect of a body expression teaching unit with a teaching unit of body expression and maintenance of physical fitness on conceptual and procedural body expression learning in secondary education students in the Physical Education setting.

2. MATERIAL AND METHODS

A sample of 107 students (55 males and 53 females) of 1st-2nd grade of secondary education were randomly assigned (by natural classes) to control group (1 class), body expression group (2 classes) and body expression-physical fitness group (2 classes). During 3 weeks, 2 sessions/ week, the body expression-physical fitness group performed a maintenance physical fitness program through body expression. The body expression group performed a body expression teaching unit with the same duration and frequency, but without emphasizing the maintenance of physical fitness. Conceptual and procedural learning about the body expression content was assessed by a ad hoc multiple choice written test and a questionnaire with the coordination and sport competence dimensions of the Spanish version of Physical Self-Description Questionnaire (PSDQ) adapted to body expression setting, respectively.

3. RESULTS

The body expression and body expression-physical fitness groups had a better conceptual learning than the control group ($p < 0.01$). However, statistically significant differences between body expression and body expression-physical fitness groups were not found ($p > 0.01$).

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4. DISCUSSION AND CONCLUSIONS

A maintenance physical fitness program in Physical Education do not affect negatively to the simultaneous development of the conceptual learning of the body expression content.

BIBLIOGRAFÍA
