

# **PHYSICAL EDUCATION LESSON IN THE STRUCTURE OF ALLDAY PHYSICAL ACTIVITY OF 15-17 YEAR OLD YOUTH**

## **Abstract**

The doctoral dissertation aims to determine the impact of physical education lessons on the structure of all-day physical activity of adolescents aged 15-17, including the individual components of the day (time before school, time spent at school, break time, time after school). The level of volume and intensity of physical activity was estimated, taking into account the days with and without physical education lesson in the lesson plan. The study used the ActiTainer accelerometer with a heart rate monitor, pedometer and data sheets on the values obtained from research tools and forms of active and passive physical activity. The research conducted in the years 2014-2017, involved 398 students of Silesian schools aged 15-17.

The results indicate that the physical education lesson plays a significant role in all-day physical activity. Participation in physical education lessons increases the level of physical activity expressed in the number of steps taken, the frequency of heart contractions, as well as increases the percentage of respondents who realize daily physical activity recommendations in terms of the number of steps taken and efforts of moderate to high intensity. People participating in physical education classes are also characterized by a higher level of physical activity during and after school classes. In the pre-school period, those who are more active are the students who do not participate in the class on the day in question. Moreover, it has been observed that people participating in physical education classes participate in physical activity related to team games and individual sports for a longer period of time and in a passive activity for a shorter period of time-related, among others, to watching TV.

**Keywords:** school physical activity, accelerometer, IPAQ, steps, MET, recommendation.