

Implemented project Wanting to be conform to the European Qualification Framework (EQF) by installing a National Qualification Framework (NQF) basing on competences, outcomes and Long Term Athlete development (LTAD), ENEPS has reformed its instruction system concerning about all the methodology and the philosophy and not the contents. All our instructors had followed an 80 hours formation with the goal being able to implement the new structure. That's why we met Marc Schryburt, responsible at the Canadian Coach Association (CAC), knowing they have set up a new approach engaging more the future coaches. Indeed, this coach education is based on experience, application and theory (EAT), using the modular approach by an interactive learning methodology. Coach candidates are deeply involved in their own formation by applying experiences in workbooks and sometimes consulting reference books, they share experiences and answers with peers and upgrade their answers, may be also after listening to key messages of the LFs (Learning Facilitators). At the same time, LTAD is the main theme for general and specific physical preparation of the students of the new "Sportlycée" (Ministry of National Education) which, in collaboration with ENEPS, is guiding them to school and sport excellence (dual career). Most of our Federations have designed LTAD being the ideal pathway to reach international excellence.

Conclusions As we started with the new program in January 2014 we can't give great conclusions. Nevertheless, we see that coach candidates are more involved and quite taken by this way of learning and doing. This approach makes coaches responsible of their own professional development.

Keywords LTAD; Outcomes; Dual career

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S3-5

Extracurricular school-based sports participation and the relationship with physical activity and motivation towards sports



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Introduction The purposes of this study were to evaluate whether students, who participate in extracurricular school sports compared to those who do not, (1) are more autonomously or controlled motivated, or amotivated to participate in sports; (2) participate more or less in organized sports and; (3) are more or less physically active in daily life.

Methods One thousand forty-nine children (53.7% boys; M age = 11.02 years) from 30 elementary schools and 1526 adolescents (48.0% boys; M age = 15.34 years) from 32 secondary schools, completed validated questionnaires to assess physical activity and extracurricular school sports participation [1]; and motivation towards sports [2]. The concept of motivation was approached from the perspective of Self-Determination Theory [3].

Results Seventy-six percent of elementary school children and 28% of secondary school adolescents reported to participate in extracurricular school sports during the current school year. Most elementary school children (64.91%) not participating in community sports and 19.7% of the adolescents not participating in community sports, stated to participate in extracurricular school sports. Within the entire sample, participants were significantly more physically active than non-participants ($\beta = 153.48$). Elementary school boys engaging in extracurricular school sports but not in community sports were furthermore significantly more autonomously

motivated towards sports than boys not engaging in community or extracurricular school sports ($\beta = 0.58$). Adolescents participating in extracurricular school sports reported overall higher levels of autonomous motivation than their peers ($\beta = 0.18$).

Conclusions If extracurricular school sports are offered at school, the vast majority of children and a small minority of adolescents participates. As participants of all ages are more physically active than their non-participating counterparts, extracurricular school sports participation can be considered to contribute to an active lifestyle. Furthermore, for a considerable amount of students, extracurricular school sport participation is positively related to autonomous motivation towards sports.

Keywords Extracurricular school sports; Physical activity; Motivation

Disclosure of interest The authors have not supplied their declaration of conflict of interest.

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S3-6

An inverse approach to validate the importance of motor ability and sport on purposeful play and lifelong vigorous physical activity



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Introduction Identifying an appropriate physical education (PE) curriculum that will enable children to embrace lifelong vigorous physical activity (LVPA) is often discussed among practitioners. Although there exists no centralized pedagogical approach, many PE models follow a (1) «physical fitness» approach with an emphasis on «fitness-related» activities or; (2) a skill-based, motor competence approach attached to the concept of Long Term Athlete Development (LTAD). Although the number of longitudinal investigations that support a motor competence approach to LVPA are sparse, there is support that acquired motor ability empowers children and adolescents with the confidence to move frequently in a variety of movement settings [1–3]. In contrast, longitudinal studies that tie the «physical fitness» approach to LVPA are nearly non-existent.

Experience Longitudinal studies require time thus, an «inverse approach» to identify particular motor or sport skills among adults may help to further validate and expedite the notion that acquired motor ability is a critical curricular component for children in the school setting. The purpose of this project is to qualitatively identify the use of a specific «motor vocabulary» in the context of a purposeful play environment among adult (male and female university students) participants. Qualitative identification of motor abilities in combination with a participant survey of LVPA patterns and PE experience will be assessed.

Critical analysis Established motor competence and confidence among adolescents and adults has been identified as an indicator for participation in LVPA, and potentially enhance various fitness parameters [3]. Further research is needed to validate the relationship between adult motor ability and LVPA. This inverse observational