

POSTER: HOW DAILY ACTIVITIES IN KINDERGARTEN PROMOTE CHILDREN'S PHYSICAL ACTIVITY? A PILOT STUDY

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Objective: To examine how daily activities in kindergarten for 4-year-olds—a new type of kindergarten in Quebec (Canada) intended for socially disadvantaged children—are associated with physical activity and to better understand how preschool teachers perceive their role regarding children's active behaviours. **Method:** In this pilot study, we first measured the physical activity levels of 11 preschoolers (five hours each) during a typical school day using two instruments simultaneously: an Armband system (accelerometer) and the Observational System for Recording Physical Activity – Preschool Version (direct observation). The latter also allowed us to assess the social and non-social factors related to physical activity. We then compared the observation and accelerometry data at sampling epochs of one minute and conducted semi-structured interviews with the two teachers. **Results:** Observation and accelerometry data converged, showing that children mainly engaged in sedentary behaviours (86.8% of the intervals) and in light physical activities (10.5% of the intervals) during a typical preschool day. Among all the observations, the three most common behaviour types in preschoolers were stationary: sitting, standing and lying down. Although rare, some educational contexts, such as outdoor activities, teacher-directed gross motor activities and formal games, were associated with higher levels of physical activity. Teachers' prompts to stimulate PA in the children—while virtually non-existent—were also associated with increased physical activity levels. **Implications:** Even though teachers perceived physical activity as very important for children, rethinking the implementation of some activities in the kindergarten classroom could help to better support preschool children's physical activity.