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# AN INTRODUCTION TO **PARKOUR** IN PRIMARY PHYSICAL EDUCATION



 UNIVERSITY OF  
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**Jordan Wintle** – Senior Lecturer in Sport & Exercise

# TODAY

- Understand key attributes of Parkour and how they relate the ethos of non-traditional activities.
- Begin to develop a bank of teaching ideas for Parkour based activities to deliver in primary schools.
- Link the delivery of Parkour to the key features and pedagogies of meaningful physical education.

# WHAT IS PARKOUR?

Overcome barriers in the environment in the most efficient manner by jumping or scaling an obstacle, which is often done with a high degree acrobatic skill; these actions are related to preventing energy expenditure, gaining time, and overcoming obstacles in a dynamic and fluid action (Barrington, 2007; Miller & Domoiny, 2011; Marchetti et al, 2012)



# KEY ATTRIBUTES OF PARKOUR



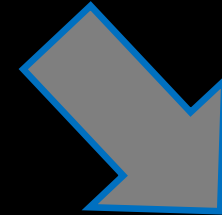
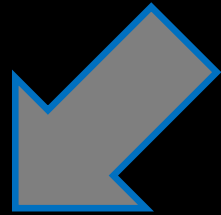
- Functional strength & fitness
- Fluency and efficiency of movement
- Body control
- Spatial awareness
- Coordination
- Balance
- Agility
- Precision of movement
- Creative vision



# KEY CONTENT IN PARKOUR

- Landings & break rolls
- Jumps – distance, height, precision
- Vaulting
- Dynamic balance
- Muscle ups
- Hanging and swinging
- Tic-tac movements
- Parkour courses

# MEANINGFUL PHYSICAL EDUCATION



## PURPOSE

HELPING

TEACHERS

EXPLICITLY

PRIORITISE

MEANINGFUL

EXPERIENCES

FOR

STUDENTS

## FEATURES

Social interaction

Challenge

Motor Competence

Fun

Personal Relevance

Delight

## PEDAGOGIES

Democratic Approaches

Goal Setting

Reflection

# MANAGING RISK IN PARKOUR



- Actual risk vs. perceived risk
- Preparation, planning & progression
- Equipment, environment and kit
- Matting policy
- Behaviour policy
- Teacher qualifications/competence



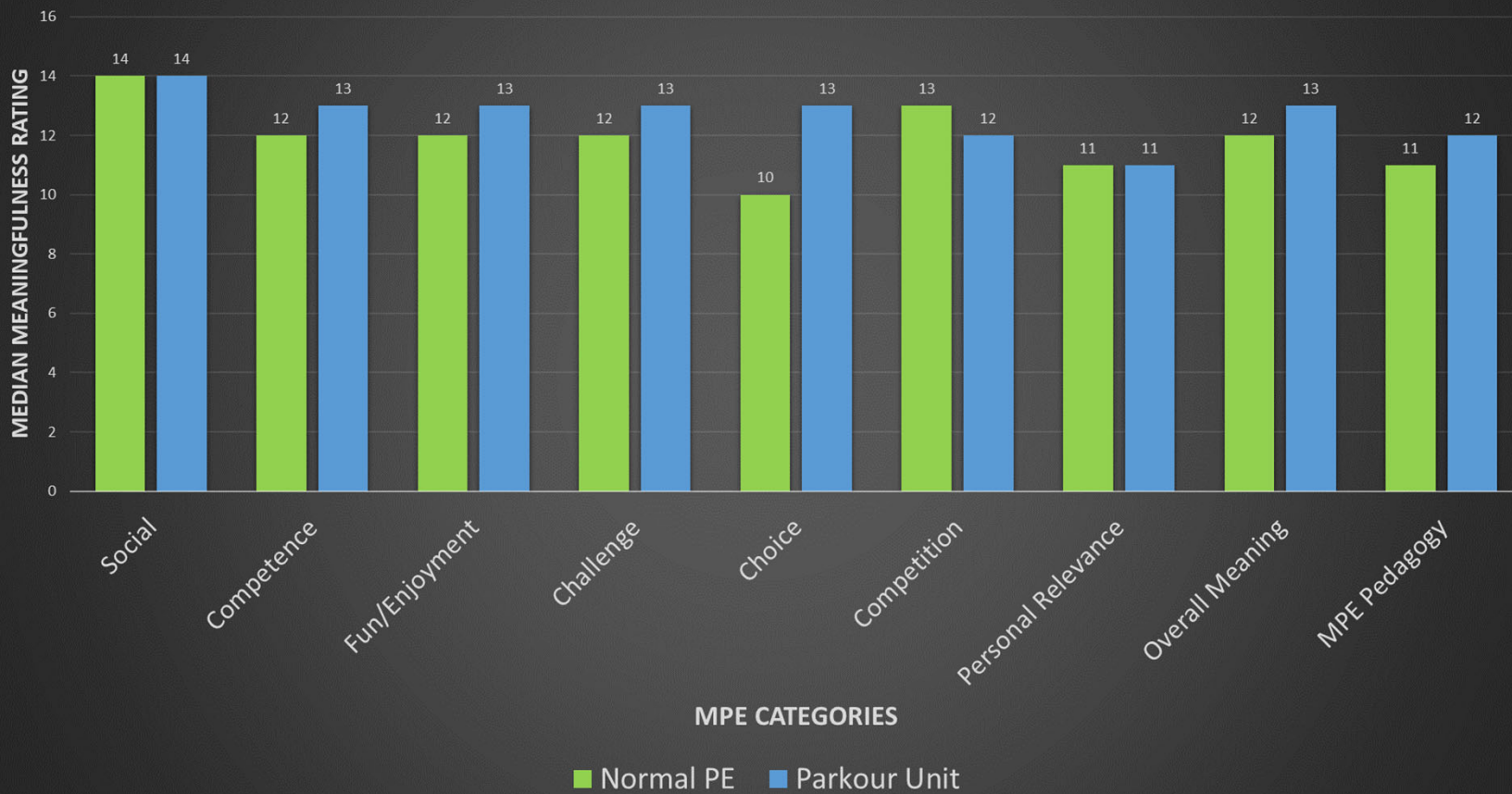
# WHY PARKOUR IN PHYSICAL EDUCATION?



- Engaging those groups of children who traditionally do not engage
- Non-competitive
- Develop only the natural abilities and talents
- It does not prescribe a certain way of moving – solving movement problems
- Development across all learning domains (physical, social, affective, cognitive)

# PARKOUR IN PHYSICAL EDUCATION STUDY

Meaningful PE Analysis Pre vs Post Parkour Unit (Median)



# PARKOUR IN PHYSICAL EDUCATION STUDY

## Pupil feedback during focus groups

There's like a set standard in PE that you always have to achieve, but in parkour you do what you can do to your own ability.


I preferred the fun, enjoyment and the challenge aspects of parkour. I found it fun, and I also wanted to go a step further to challenge myself in the vault. I tried not to use my hands or legs to jump over it.

I really liked making our own parkour courses and deciding what we could do in the lesson.

# FURTHER INFO AND NEXT STEPS

Commentary

## Physical Education and Physical Activity Promotion: Lifestyle Sports as Meaningful Experiences

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**Abstract:** The value of embracing a physically active lifestyle has been well documented in recent times. However, despite this knowledge, physical activity levels in many western societies remain worryingly low in both adult and youth populations. Habit formation in youth is a key indicator of engagement in physical activity as an adult; therefore, maximising opportunities to develop motivation in young people is vitally important to increase the likelihood of maintaining physical activity habits as an adult. A key factor for the development of motivation is school-based physical education. This review considers the current landscape of physical education as a vehicle for physical activity promotion, and suggests that a change of approach that moves away from physical education focusing solely on sport techniques is long overdue. A culturally relevant curriculum that includes lifestyle sports, with a focus on mastery and enjoyment through a meaningful experiences approach, is proposed as a viable update to current practice.

**Keywords:** physical education; physical activity; motivation; lifestyle sports; youth culture; meaningful experiences

## IMPLEMENTING ALTERNATIVE ACTIVITIES TO CREATE MEANINGFUL PHYSICAL EDUCATION

Jordan Wintle *[Business Associate]*

In recent times there has been growing concern surrounding young people's health and physical activity. Recent figures from the NHS (2022) show that one in three Year 6 children measured overweight or obese (a rise from one in five in Reception), with the most recent Sport England Active Lives Survey (2019) indicating that only 48 per cent of children are meeting current guidelines for daily physical activity, with 29 per cent gaining less than half of the recommended 60 minutes of activity per day. Whilst it is by no means the sole responsibility of school physical education to engage young people in physical activity within and beyond the school gates, there is a feeling that we could do more. Tinning and Fitzhugh (1992; 2012) present the view that physical education could be described as a subject in crisis and that children are bored and disaffected in lessons. This is supported more recently by Petrie (2024) who argues that physical education is still being presented in very traditional ways and is progressively getting more narrowly focused on traditional sports but shouldn't be constrained by the antecedents of traditional practices.

suggest that physical education needs to focus on giving students the knowledge and skills to participate in a lifetime of physical activity. Earlier work by Harrems *et al* (2010) proposed that young people with greater levels of self-determined motivation in early adulthood reported being more active at secondary school. With this in mind, the suggestions from scholars such as Laakso (2008) and Green (2024), that physical education should be a crucial vehicle for promoting young people's engagement with physical activity, are worthy of reflection.

In recent times there has been wide concern over the dominance of traditional activities within physical education curricula, most notably competitive team games (Slidder and Blinney, 2011; Green, 2024). Reflecting on the occupational socialisation of physical education teachers might provide

some clarity as to why change seems to be slow in this area. Lawson (1983) suggested a three-stage process that provides a useful tool to analyse the development of physical education teachers (Table 1).

If we are to see change of a more rapid nature in the design of our physical education curricula, we need to challenge the status quo. We may question what we see in front of us on a day-to-day basis and reflect more critically on why we do what we do: is physical education in its current form fit for purpose? There have been calls for curricula to better reflect the interests of youth culture and include a broader range of activities. Blinney and Smart (2012) suggest that physical education should mirror the changing trends within society and youth culture, with a need to review what is currently being taught within many schools.

Table 1: Occupational socialisation of physical education teachers

Acculturation	
	<ul style="list-style-type: none"><li>• Your own school/PE/physical activity experiences</li><li>• Influenced by your own sporting habits, parents, coaches, teachers etc.</li><li>• Often the most potent form of socialisation</li></ul>
	<ul style="list-style-type: none"><li>• University and teacher training experience</li></ul>

# FURTHER INFO AND NEXT STEPS



## CPD FOR TEACHERS



# MEET EVERY AMBITION



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