

## On Their Own: Preparing Students for a Lifetime

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## Overview

- Who Will Be Active?
- The Power of Early Experiences
- Content for a Lifetime!
- On Their Own...





## Who Will Be Active?

- Institute of Youth Sport (Biddle, 1999)
- Psychological & Self-report Activity questionnaires
- 2500, 11-14 yr. old boys and girls
- Identified robust profiles for predicting continued physical activity participation





## Group A (13%)

- Youth scored high on all motivational variables
- Currently physically active
- Very high physical self-worth
- Group consisted of more boys (66.8%) than girls (33.2%), spread equally across age group
- Positive early physical activity experiences
- Able-bodied with access to school & community PA



## Group B (31%)

- Positive motivational responses
  - ◆ Defined their success through self-improvement
  - ◆ Believed that their sport ability could improve
  - ◆ High perceived skill competence
  - ◆ Intrinsically motivated
- Currently, very physically active
- High physical self-worth
- Equal numbers of boys and girls across ages 11-14





## On Their Own...


- The young adolescents in Groups A & B are ready to be on their own.
- Enjoy physical activity
- Personal history of experiences they deemed successful
- They believe they are skillful and can learn new skills through deliberate practice
- Find satisfaction in physical accomplishments
- "Easy to teach"
- A lot like "us!"





### Group C (26%)




- Externally motivated
  - ◆ Defined success through winning
  - ◆ Strong belief that sport ability is fixed
- Currently, moderately active
- Average physical self-worth
- Equal numbers of boys and girls spread equally across age groups




### Do You Know Teens in Gr. C?




- Participate to win...
- Not good practice players – but are great in games: “Money-players”
- Expend effort when others are present to praise
- Prefer to exercise with others; respond in social environments
- Skillful in one or two sports/ activities
- Fragile profile for long-term physical activity
  - ◆ Intermittent exercisers; on/off
  - ◆ Easily find excuses (injuries, work, etc.)
- May not actively participate in physical activity when they are “On Their Own....”



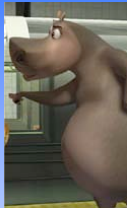
### Group D (16%)




- Not motivated in physical education/activity
- Low scores on most motivational variables
- Typically, not physically active
- Fairly low physical self-worth
- More girls (67%) than boys (32.5%) spread evenly across age groups



### Group E (14%)





- Low scores in both task and ego orientations
- Believe sport ability is fixed and that they have little ability
- Low perceived competence
- Low physical self-worth
- Group has more girls (67%) than boys (33%)
- Predominately from the older end of the age group



### Groups C, D, & E

- Predict low or no continued participation
- 56% of sample of 11-14 yr olds
- More girls than boys
- More older teens
- Low income
- People of color
- Disabled

### Who Succeeds On Their Own?



- Groups A & B enjoy physical education and participate wholeheartedly – regardless of the activity, the group to which they are assigned, etc.
- Groups C, D, & E have not learned to value physical education/activity
- Often due to their early physical education/ activity experiences



## Early Experiences



- Parents who didn't have time or didn't support the value of physical activity
- Family is the primary support group for children's early experiences
- Family is the primary means for children's socialization
- Had fewer and less satisfying early physical activity/education experiences



## Traditional Physical Education



- Multi-activity sport-based physical education
- Short units of activity < 4-6 lessons
- Unit begins with skill drills with little emphasis on skill mastery or skill transfer to games;
- Exclusive use of direct "teaching as telling" teaching styles
- Little or no simple-to-complex instructional progressions
- Majority of unit - Large sided games; few opportunities for quality practice
- Little emphasis on understanding how the game is played or how concepts are important in life...



## Traditional Physical Education



Not meeting the needs of the nation.

Adult participation data:

- Only a relatively small number of adults participate in activities learned in traditional physical education
- Introduction of health-related physical activity since the 1980s has had a limited impact on adult physical activity
- Very little transfer of skills, knowledge, or motivation to be physically active from physical education to adult life



## Physical Education Curriculum



Currently, 3 major curricular emphases in physical education:

- **Recreational** – playing and having a good time; exposure to many different physical activities
- **Public Health** – prevention & remediation; to deliver an appropriate dose of physical activity; form habits
- **Educational** – students learn knowledge and skills necessary to value and enjoy physical activity



## Early Learning Experiences



In physical education taught:

- Within a learning-oriented educational curriculum
- By qualified, energetic, caring, and engaged teachers
- Both outside and in a gymnasium or other indoor space that is allocated to physical education throughout the school day
- Daily or at least 3 times a week for a minimum of 150 min/week (elem.) and 225 min/week (sec.)
- Teaching for lifetime transfer!



## Content for a Lifetime




- Skillfulness (Movement Literacy)
- Fitness Knowledge
  - Understand effects of exercise on their bodies
- Positive perception of physical competence; and a strong physical self-concept
- Accept physical challenges and solve movement problems
- Find Joy in Moving...Everyday!




## Skillfulness

- “In a quality program of physical education, children [and teens] learn the fundamental motor skills that enable them to develop the competence that creates confidence leading to safe and successful participation in a wide range of sports and physical activities as adults.”




Graham, G., Holt/Hale, S.A., & Parker, M. (2010). *Children moving*. New York: McGraw-Hill,xxvi).



## Skillfulness


- Competence to engage in physical activities that enable children to know:
  - *About* movement
  - *Through* movement
  - *Because of* movement
- Expansive, holistic approach to learning



Kental, J. A., & Dobson, T. M. (2007). Beyond myopic visions of education: Revisiting movement literacy. *Physical Education and Sport Pedagogy, 12*(2), 145-162.




## Fitness Knowledge

- ...more than physical activity
- Concepts and principles of health and science (life & physical) form natural connections to school content
- Contribute to academic mission of the school through integration of reading, writing, calculating.
- Develop a kinesthetic understanding of academic principles, e.g., body systems, energy production, nutrition, fatigue, FITT, overload, progression, specificity
- Successful “principles” e.g., meta-cognitive strategies goal setting, self-regulation, healthy pride in accomplishments; care for others





## Science, PE & Me! Curriculum

- Constructivist focus: Active, in-depth engagement with a few key concepts
- 3 units: 10 lessons/ unit/ grade: 90 total
- Goal to engage students in the scientific inquiry process in physical education
  - To conduct experiments to examine health-related science concepts
  - To analyze the effects of exercise on their bodies


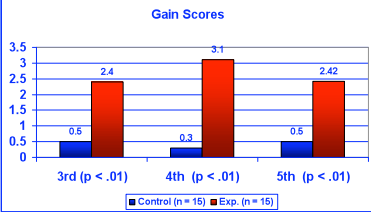




## Family Science Activity Night

- Evening event
- Child leads family members through 9 SPEM experiments
- Family members enter “data” in Lab Notebook
- Increases the perceived relevance and value of the curriculum

## Science, PE, & Me!

Grade	Control (n=15)	Exp. (n=15)
3rd (p < .01)	0.5	2.4
4th (p < .01)	0.3	3.1
5th (p < .01)	0.5	2.42

Dr. Love's Healthy Heart

## Perceived Competence



- Directly affects motivation
- Until about age 10, children equate effort and ability ("You can be successful if you try hard!").
- ~ Ages 8-12, recognize ability may be limited regardless of effort
- By age 11 children's motivation profiles, perceptions of competence, physical self-concept, & dispositions toward activity are well on the way to being formed

e.g., Lee, A., Carter, J., & Solmon, M.A. (1995). Children's conceptions of ability in physical education. *Journal of Teaching in Physical Education*, 14, 384-393.

## Mastering the Task

Teachers can:

- Describe success in terms of accomplishing the task
- Set reasonable tasks and teach children how to perform the task
- Help students establish realistic goals
- Reinforce persistence: "Keep trying!"
- Give effort: "Work hard!"
- Encourage a task focus: "I caught it, I did 12..."
- Discourage social comparisons (Not, "I am better than, faster, the best, (not) as good as...")
- Peer & teacher support as a class expectation



## Joy of Movement

In physical education:

- Accomplish realistic goals
- Participate with friends
- Teacher support and encouragement
- Improvement of physical skill



Dishman, at al. (2005). Enjoyment mediates effects of school-based physical activity intervention. *Medicine and Science in Sport and Exercise*, 37(3), 478-487.



## Joy of Movement

- Expand choice of activities
- Deemphasize competition; minimize elimination games
- Emphasize small group tasks
- Moderate to vigorous physical activity



Dishman, at al. (2005). Enjoyment mediates effects of school-based physical activity intervention. *Medicine and Science in Sport and Exercise*, 37(3), 478-487.



## On Their Own...

- Developing a commitment to physical activity:
  - Pointing out the usefulness
  - Providing information
  - Creating enjoyment....plan for fun!
- Preparing students to participate for a lifetime requires a change from traditional physical education



## On Their Own...

- In Physical Education we must Aim Higher
- Create Outstanding Early Physical Activity Experiences:
- Find the time, focus the curriculum, and expect skillfulness
- Find meaning by capturing and intriguing students with an understanding of their own bodies - personalized, challenging, novel.
- Skillfulness and Knowledge leading to perceptions of competence and high physical self-worth
- Pleasure, fun, enjoyment: Leads students to want to return to move again and again



SCIENCE, P.E. and ME

Thank you!

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