

A four level model aiming to guide PE teachers to become key actors in changing youths' lifestyle

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8º Congresso Sociedade Científica de Pedagogia do Desporto
Coimbra, Portugal – October 25-26, 2019



**Obrigado pelo seu
convite para Coimbra**

Introduction

- The present keynote: a kind of personal 'state of the art'
- A synthesis of a reflexive process based on scientific activity and field observations
- Influence of Portugal friendship
 - Vila Reale – May 2014

Promotion of physical activity in schools

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Congresso Ciências do Desporto, Exercício e Saúde
Vila Real, Portugal – May 1-3, 2014

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Introduction

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- A synthesis of a reflexive process based on scientific activity and field observations
- Influence of Portugal friendship
 - Vila Reale – May 2014
 - Lisbon – December 2015

Preparing physically educated citizens in PE Expectations and practices

Prof. Marc CLOES

Department of Sport and Rehabilitation Sciences
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Congresso Sociedade de Pedagogia do Desporto
Lisbon, Portugal – December 4-5, 2015

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Since then ... there were also other elements



On 25/09/15, the United Nations adopted a set of sustainable development goals aimed at eradicating poverty, protecting the planet and ensuring prosperity every day through a new sustainable development agenda. Each specific objective to reach in the next 15 years => mission of society, mission of the school !!!
<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>



KAZAN ACTION PLAN

Worldwide policy!

I.3 Foster quality physical education and active schools

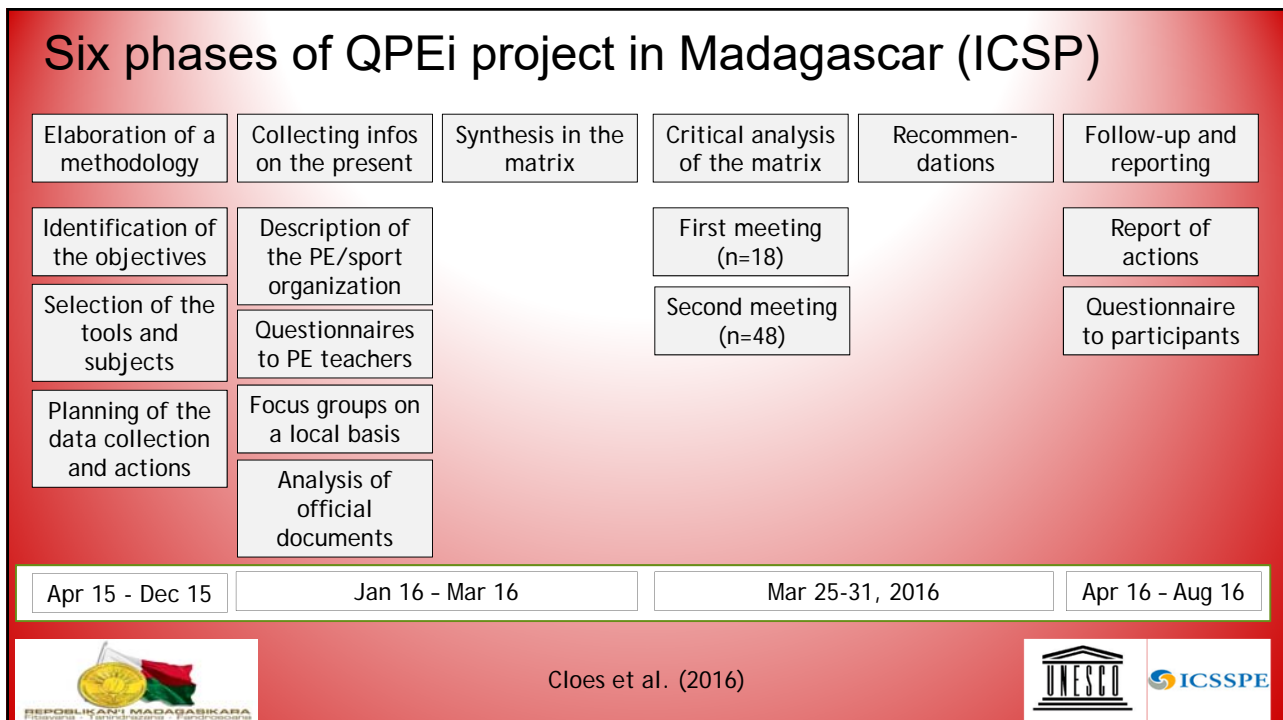
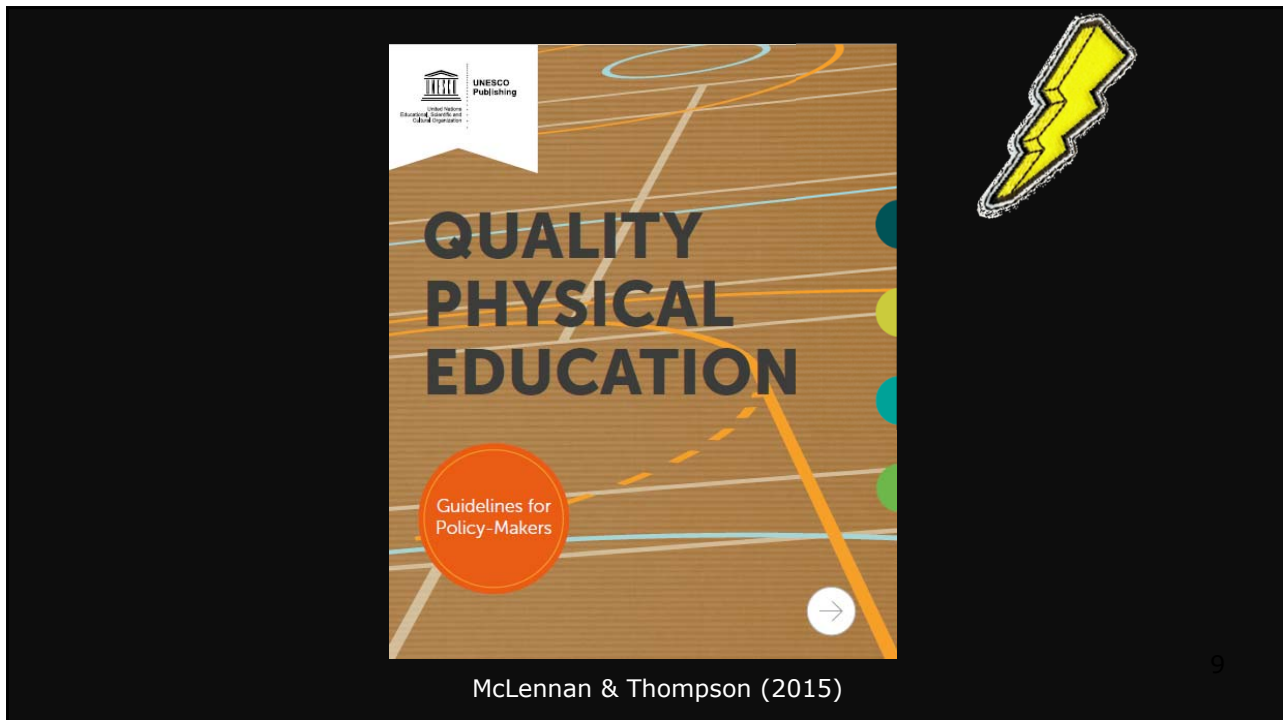
Active schools, in which physical activity is placed at the heart of the school, support the establishment of healthy lifestyles, behaviour and learning. In addition, quality physical education is a necessary component of primary and secondary education. It supports the building of physical skills and fitness, life skills, cognitive, social and emotional skills, and values and attitudes that frame socially responsible citizens. This is most attainable when it is fully resourced, respected and valued for its holistic merits. Fostering quality physical education and active schools needs provision that is varied, frequent, challenging, meaningful and inclusive. Learning experiences in physical education are most effective when they are positive, challenging and developmentally appropriate, to help children and young people acquire the knowledge, skills, attitudes and values necessary to lead a physically active life, now and in the future.

UNESCO (2017). Kazan Action Plan - MINEPS VI. SHS/2017/PI/H/14 REV (pp.7-8).
Available on : <https://unesdoc.unesco.org/ark:/48223/pf0000252725>

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**Just to be
sure**

Additional elements ...



Despite the previous actions ...



Eurobarometer (2017)

Two in five Europeans (40%) exercise or play sport at least once a week, including 7% who do so regularly (at least five times per week). However, almost half of respondents (46%) never exercise or play sport.

Levels of participation have not changed substantially since 2013. However, the proportion of those who never exercise or play sport has increased from 42% to 46%, and this is a continuation of a gradual trend since 2009.

Less than half of respondents (44%) do some form of other physical activity (such as cycling, dancing or gardening) at least once a week, while 35% never do this kind of activity at all (increasing from 30% in 2013).

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Current worldwide educational reforms

- Major change of the education approach for PE
 - ⇒ Growing emphasis on 'Physical activity, wellness, and health'
 - ⇒ Central role of PE
 - ⇒ Example of the current change in French speaking Belgium



(2017)

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Implications for the PE teachers

- From 'physical education and sport' to 'physical education and health'

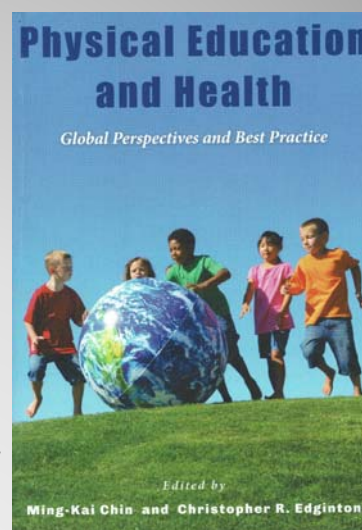


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PHE around the world

- 40 countries
- 23 from Europe

Chin, M.-K. & Edginton, C.R. (2014). *Physical Education and Health Global Perspectives and Best Practice*. Urbana, IL: Sagamore.



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Comparison of the European countries

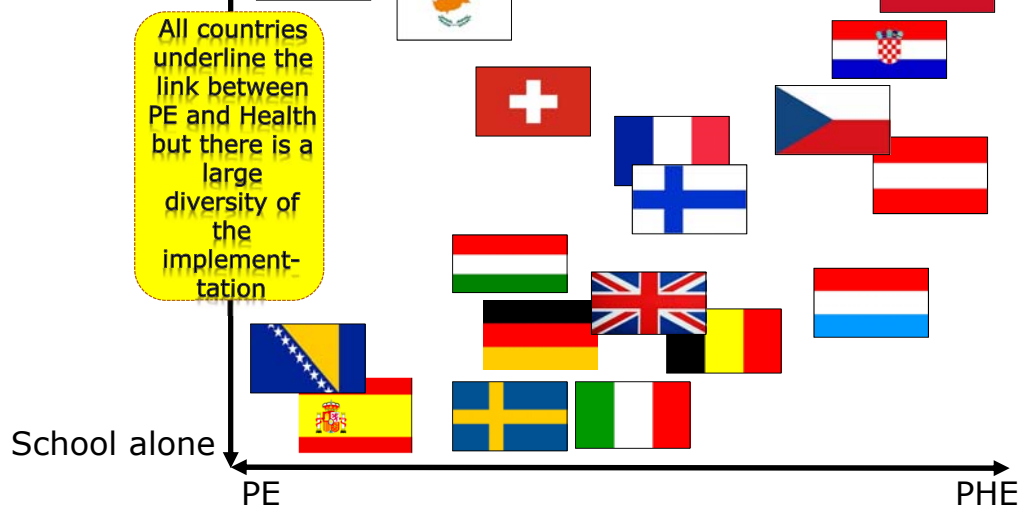
Cloes (2017)

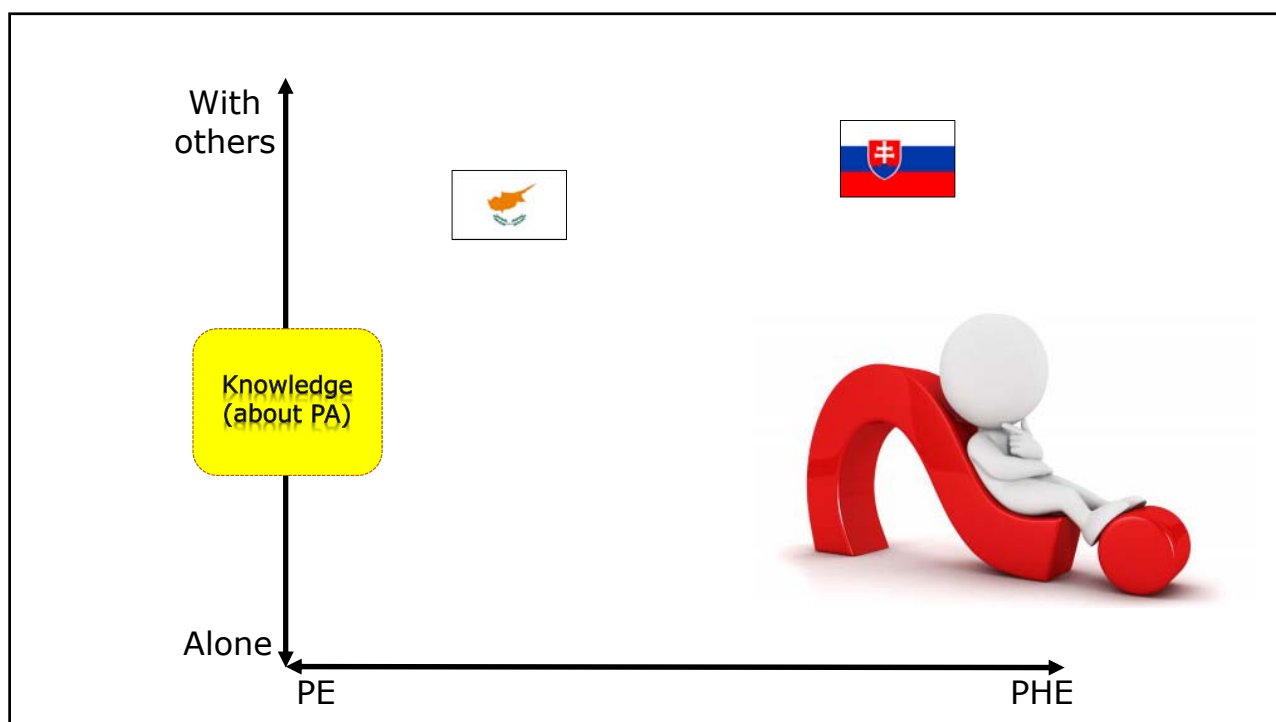


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School with
others

Cloes (2017)





Representations on PA → A priority !!!

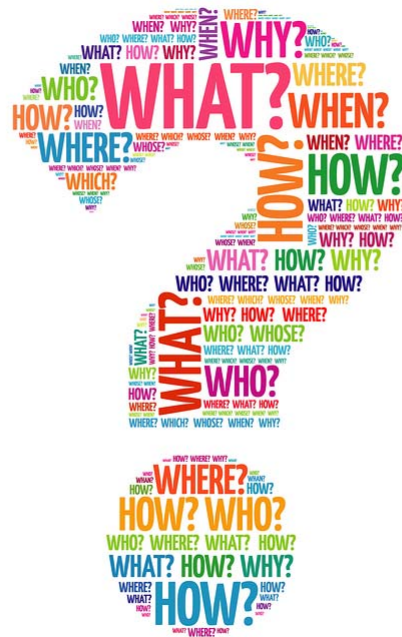


- Starting point
- Aspects/questions to consider – Five questions
 - Definition – What is it?
 - Impact – What's the point?
 - Recommendations – What to do, in fact?
 - Assesement – Do I do the right thing? Am I ready to change? What's stopping me?
 - Possibilities of action and upholding – How to reach the recommended level? How to act to acquire an active lifestyle?

DIRAP

Cloes (2016)

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What questions in this lecture?

- 1) Why PE teachers can be considered as key actors in changing youths' lifestyle?
- 2) How to help them to work in that way?



PE teachers as key actors in PE&H

PE teachers are the specialists of PA at school

JOURNAL OF TEACHING IN PHYSICAL EDUCATION, 2004, 23, 281-299
© 2004 HUMAN KINETICS PUBLISHERS, INC.



Physical Education: A Cornerstone for Physically Active Lifestyles

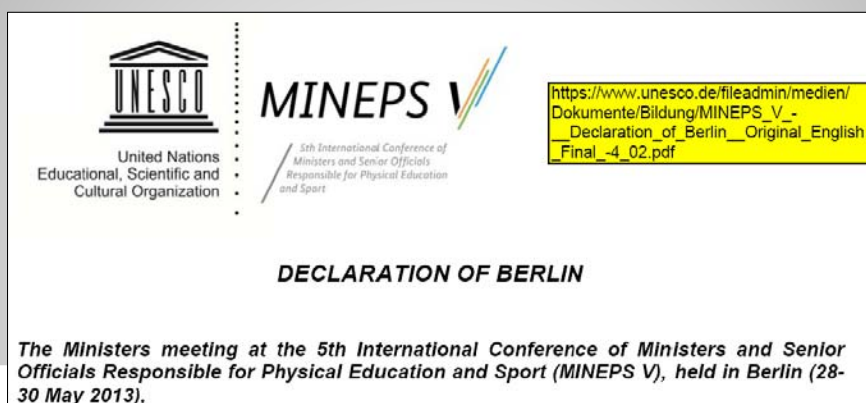
Marlene K. Tappe
Purdue University

Charlene R. Burgeson
National Association for Sport and Physical Education

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An expectation of the society

- "Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society."



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A fundamental assumption ...

- What is the final goal of PE?

To ensure that the students become physically educated citizens

PE teachers

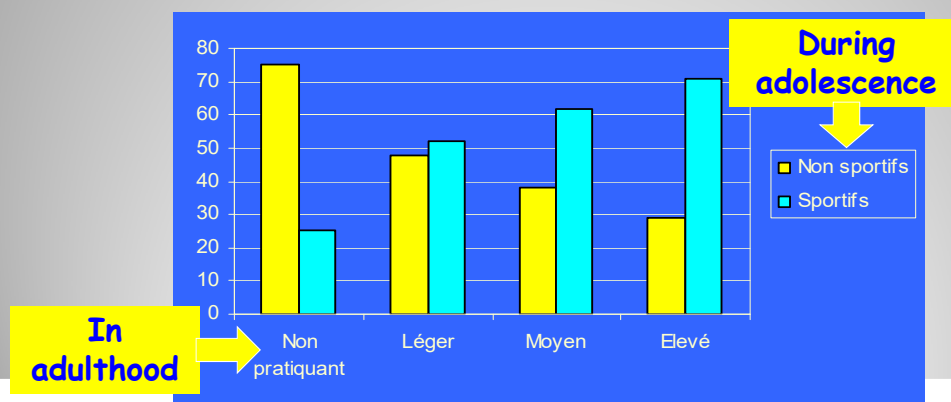


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Why to act as soon as possible ?

- ◆ Because the habits of the child are found in adults



from Van Reusel et al. (1990)

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Why to act as soon as possible ?

- Because an active lifestyle begins to develop very early in childhood and the stability of physical activity is moderate to high throughout life, from childhood to adulthood

Tracking of Physical Activity from Early Childhood through Youth into Adulthood

RISTO TELAMA¹, XIAOLIN YANG², ESKO LESKINEN³, ANNA KANKAANPÄÄ², MIRJA HIRVENSAALO¹, TUJJA TAMMELIN², JORMA S. A. VIKARI⁴, and OLLI T. RAITAKARI⁵

¹Department of Sport Sciences, University of Jyväskylä, Jyväskylä, FINLAND; ²LIKES—Research Center for Sport and Health Sciences, Jyväskylä, FINLAND; ³Department of Mathematics and Statistics, University of Jyväskylä, Jyväskylä, FINLAND;

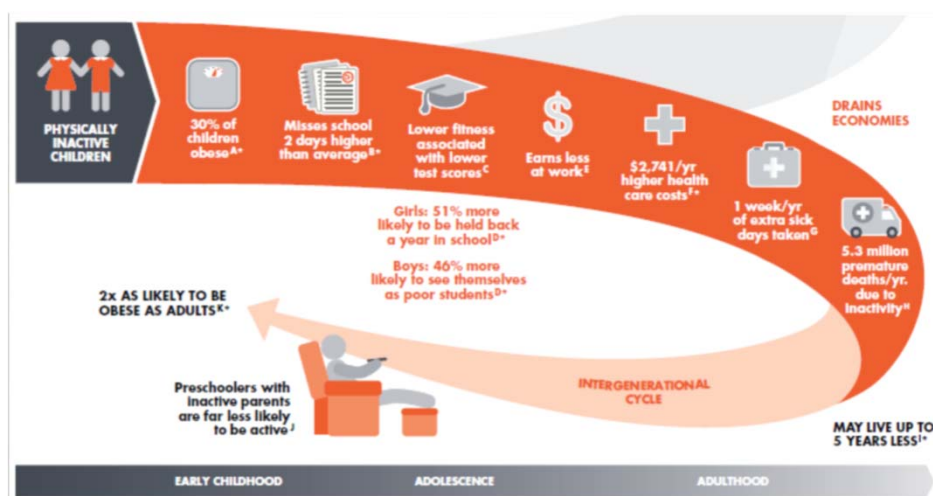
⁴Department of Medicine, University of Turku and Turku University Hospital, Turku, FINLAND; and ⁵Department of Clinical Physiology, Turku University Hospital and Research Centre of Applied and Preventive Cardiovascular Medicine, University of Turku, Turku, FINLAND

Telama et al. (2014)

3596 boys and girls aged 3 to 18 who participated in a study in 1980 were followed in 1986, 1992, 2001, and 2007

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Today's children may live less old than their parents!



www.designedtomove.org (2012)

Act at school because it ...

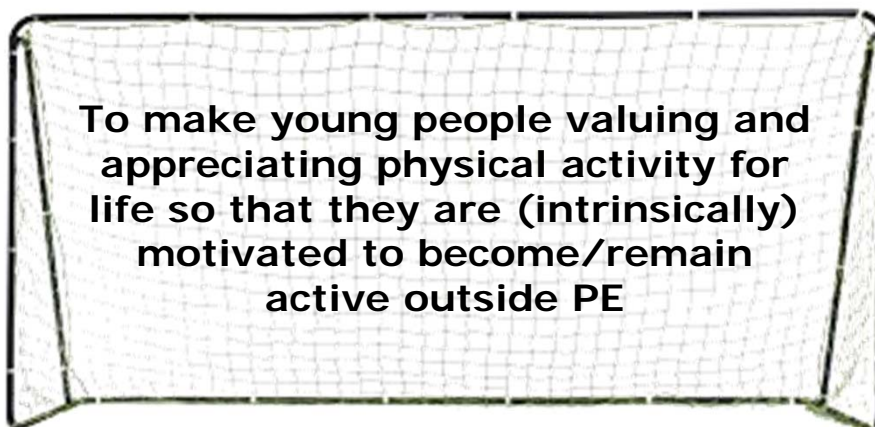
- Applies to all young people
- Has appropriate infrastructure
- Has competent human resources



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And the goal of the PE becomes ...

To make young people valuing and appreciating physical activity for life so that they are (intrinsically) motivated to become/remain active outside PE



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How to support such responsibility ?

A four level model: a maelstrom of concepts



1st level – An active school is the starting point

- PE teachers coordinate the PA promotion at school
- They have to be involved in PE as well as in the other dimensions of PA at school
- They have to collaborate (they are not alone)



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Six dimensions of an active school

(Snyers et al. (2014))

PA school policy

Quality physical
educationExtracurricular
physical activityActive
transportationLife environment
(recesses, spaces)Physical activity
in the classroom

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• The physical education teacher is therefore invited to:

- invest him/her-self in the development of a school project focused on physical activity, well-being and health
- act in his/her classes (quality physical education)
- stimulate para- and extracurricular physical and sport activities
- promote and strengthen active transportation
- initiate changes to the school environment
- foster collaborations in interdisciplinary activities



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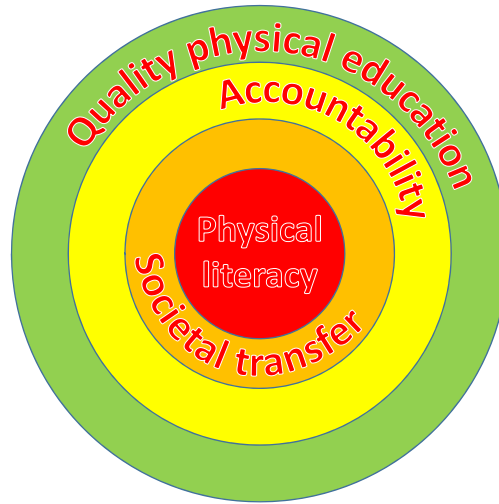
2^d level – Inclusive Quality Physical Education

- The first pillar of an active school



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Inclusive Quality Physical Education



Physical literacy

Physical literacy

- Physical literacy
 - ☞ Concept created in 1993
 - ☞ Margaret Whitehead, Len Almond ...
 - ☞ Profusion of interpretations
 - ☞ *A Design Thinking Approach* AIESEP seminar



Whitehead (2013)



Physical literacy

- Physical literacy is a fundamental and valuable human capability that can be described as a disposition acquired by human individuals encompassing the motivation, confidence, physical competence, knowledge and understanding that establishes purposeful physical pursuits as an integral part of their lifestyle

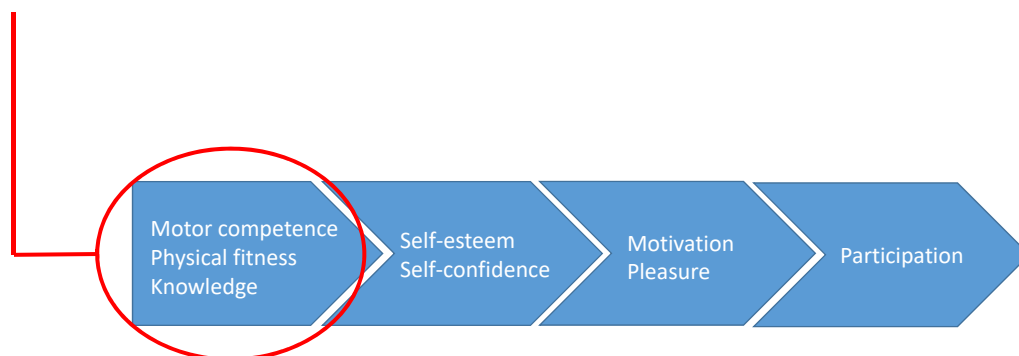


Physical literacy

- Development of the motor skills (running, throwing, catching, jumping, ...) and the fundamental physical qualities (endurance, strength, speed, flexibility) needed by all children
- These motor skills and physical qualities provide to the children the confidence that they need to participate to different physical activities, sports, and games



Physical literacy



Developmental objectives

Domains	Objectives
Motor	Learning and/or mastery of motor and sport skills (laterality, identification of the dominant foot, running technique, tennis serve, breaststroke, ...)
Fitness	Improving of the physical fitness, lifestyle habits, avoiding injuries, acquiring healthy attitudes (warming up, stretching, adapting the workload ...)
Cognitive	Improving the knowledge about sport, its rules and practice
Psychological	Learning to control ones' emotions, stress, developing a sense of competence, improving motivation ...
Social	Learning cooperation in a competitive context, develop character (respect, honesty, fair play, resistance to doping ...)
Health	Developing well-being, guaranteeing the maintenance of the mobility, weight control ...

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Societal transfer

- Approach of teaching PE(H) ensuring that what is learned in the gym lesson can be practically used by students in their everyday life

Cloes (2017)

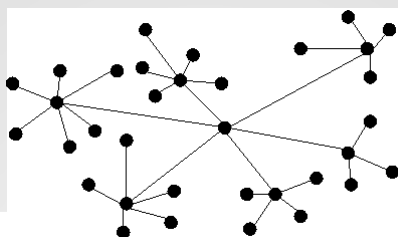


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Societal transfer

Cloes (2017)

- It involves:
 - ☞ Linking learning to students' life contexts
 - ☞ Planning interventions in the short, medium and long term rather than react to opportunities
 - ☞ Promoting students' awareness of the possible concrete applications of what is learnt

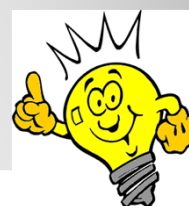


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Societal transfer

Cloes (2017)

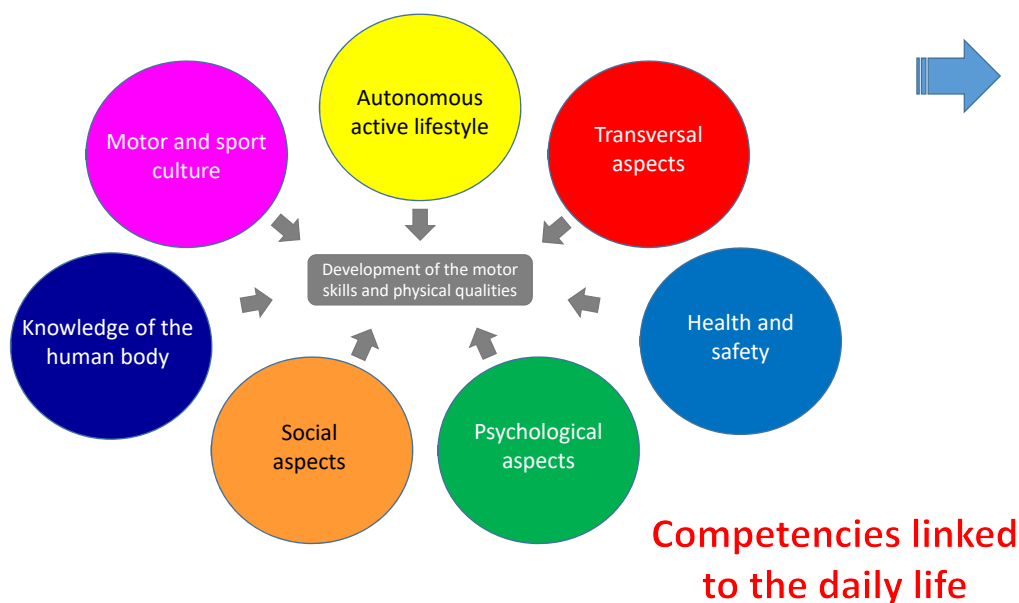
- 5th level of the 'Teaching Personal and Social Responsibility model' (Hellison, 1995)
"Transfers responsible behaviors to life settings outside the gym, personal responsibilities for actions"
- Link to the concept of authentic instruction/connectedness (Newmann & Wehlage, 1993)
- Link with the 'transposition didactique' (Amade-Escot, 2006)



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Societal transfer

Providing concrete learning that will be used outside the 'gym'



Autonomous active lifestyle



- Elements allowing the student to practice any physical activity and / or sport independently and responsibly (e.g. give a training plan for running)



Transversal aspects



- Elements that do not have a direct link with sports practice but can be used in everyday life (ICT, interdisciplinary activities, budget management, organization of an activity, information on geography or history, etc.).) (e.g. proposing notions of the highway code)



Health and safety



- Elements allowing to acquire a better hygiene of life and to adapt oneself to different levels of danger (e.g.: to learn first aid, questions related to hydration during effort ...)



Psychological aspects



- Elements allowing personal development (e.g. learning refereeing to develop self-confidence ...)



Social aspects

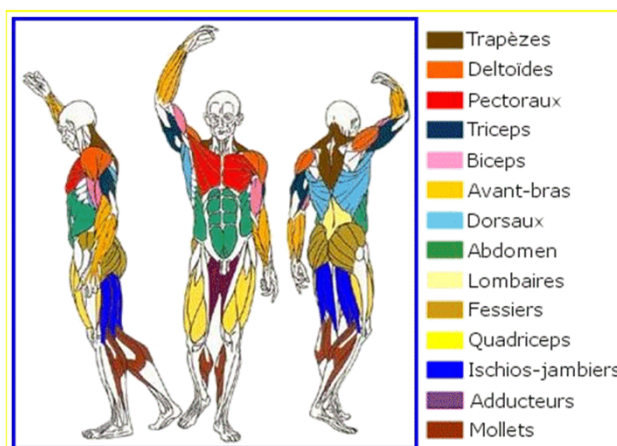


- Elements for improving social life and integration in society (e.g. working blind, collective challenges ...)



Knowledge of the human body

- Elements allowing to understand the functioning of the human body (e.g. to explain to the students the stretched muscles ...)



Motor and sports culture



- Elements enabling the student to understand the field of physical and sporting activities (e.g. talking about famous athletes, the history of sport, its organization ...)



POINTS VERTS



Accountability

- Production of concrete changes by the pupils/students = Impact of the teaching
- Direct link with the objectives
 - ☞ Motor, physical, cognitive, psychological, emotional, and social dimensions
 - ☞ Adoption of a healthy lifestyle

Pate et al. (2011)



Accountability

- Change of the philosophy of the teachers' work → *'Does my teaching bring real changes in pupils/students' life?'*
 - ☞ Implementation of the social transfer goals
 - ☞ Real planning with a strategy
 - ☞ Regular follow up
 - ☞ Use of a panoply of tools (questionnaires, personal diaries, tables of discussion ...)

The PE teacher as a PA&H counselor



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, the systemic barrier has been removed. The inequity was addressed because the supports were removed.

Inclusive Quality Physical Education

Quality physical education
Accountability
Physical literacy
Societal transfer

Inclusive quality physical education (UNESCO)

McLennan & Thompson (2015)

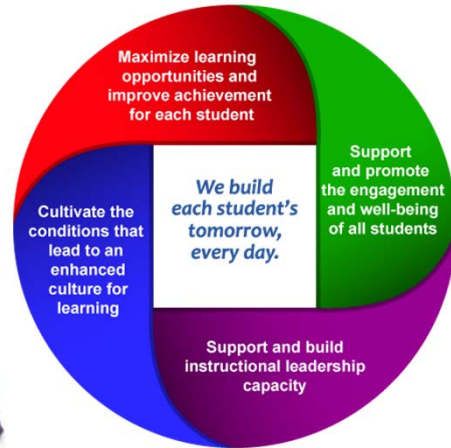
- This teaching philosophy of physical education brings a planned, progressive, and inclusive learning
- It acts as the foundation for a lifelong engagement in physical activity and sport
- It aims the acquisition by the students the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life



Inclusive Quality Physical Education

- For each pupil/student

- ☞ Individualizing
- ☞ Integration
- ☞ Inclusion



3rd level – The PAMIA Principles

Cloes (2017)

- A way to plan, teach and reflect PE(H)



The Self-Determination Theory



Deci & Ryan (2000)
 Reeve et al. (2004)
 Sarrazin et al. (2006)
 Cox et al., (2008)
 Gillet et al. (2010)
 Haerens et al. (2011)
 Harens (2013)

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PAMIA

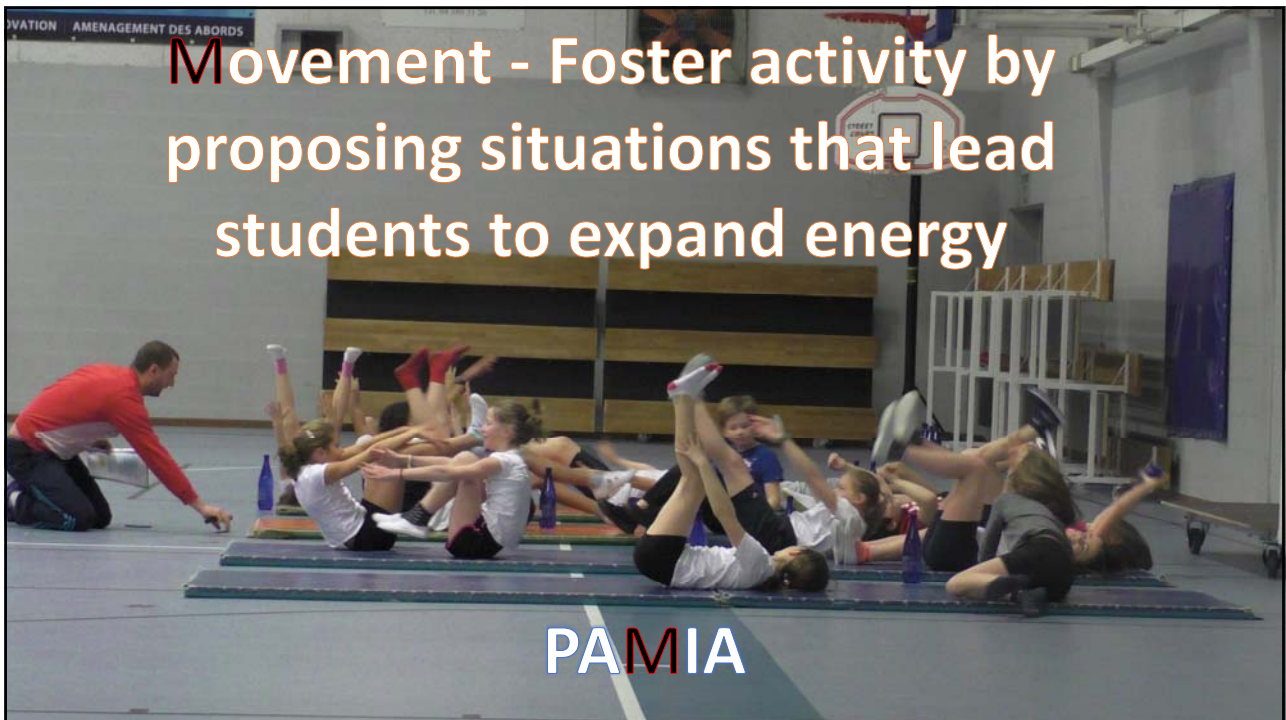
2017, *Retos*, 31, 245-251

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Preparing physically educated citizens in physical education. Expectations and practices
Preparar ciudadanos físicamente bien educados en Educación Física. Expectativas y prácticas

Marc Cloes
 University of Liege (Belgium)





Autonomy – Foster learners' opportunities to make decisions

PAMI^A



A questionnaire has been developed to analyze students/teachers' perceptions

Au cours de la séance ...

• J'ai eu des opportunités de pratique.	0	1	2	3	4	5
• Je me suis amusé(e).	0	1	2	3	4	5
• J'ai eu l'occasion de choisir mes objectifs d'apprentissage.	0	1	2	3	4	5
• J'ai appris des nouvelles connaissances sur la discipline.	0	1	2	3	4	5
• J'ai trouvé qu'il y a eu une bonne ambiance.	0	1	2	3	4	5
• J'ai eu l'occasion d'interagir avec l'assistant.	0	1	2	3	4	5
• Je me suis engagé(e) dans la séance.	0	1	2	3	4	5
• J'ai pu faire des autocorrections.	0	1	2	3	4	5
• J'ai eu l'occasion d'interagir avec les autres élèves.	0	1	2	3	4	5
• J'ai progressé au niveau des habiletés.	0	1	2	3	4	5

Before the lesson: the PE teacher can determine if what is planned respects the principles
 After the lesson: the PE teacher can determine if what was taught respects the principles
 the students can explain how they perceive their experience

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First results

- Gymnastic unit to PE students
 - ☞ Principles used to plan the sessions
 - ☞ PAMIA questionnaires + interviews
 - ☞ Confirmation of the interest

Theunissen et al. (2020)

- Participation of overweight adolescents to PA a program
 - ☞ Principles used to plan the sessions
 - ☞ PAMIA questionnaires + interviews
 - ☞ Confirmation of the interest

Rompen et al. (2020)



4th level – The 3Ps' questions and the loops

- The very last concept



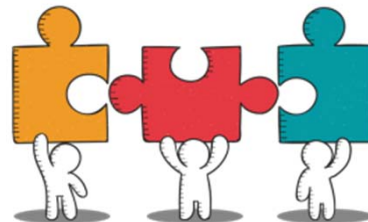
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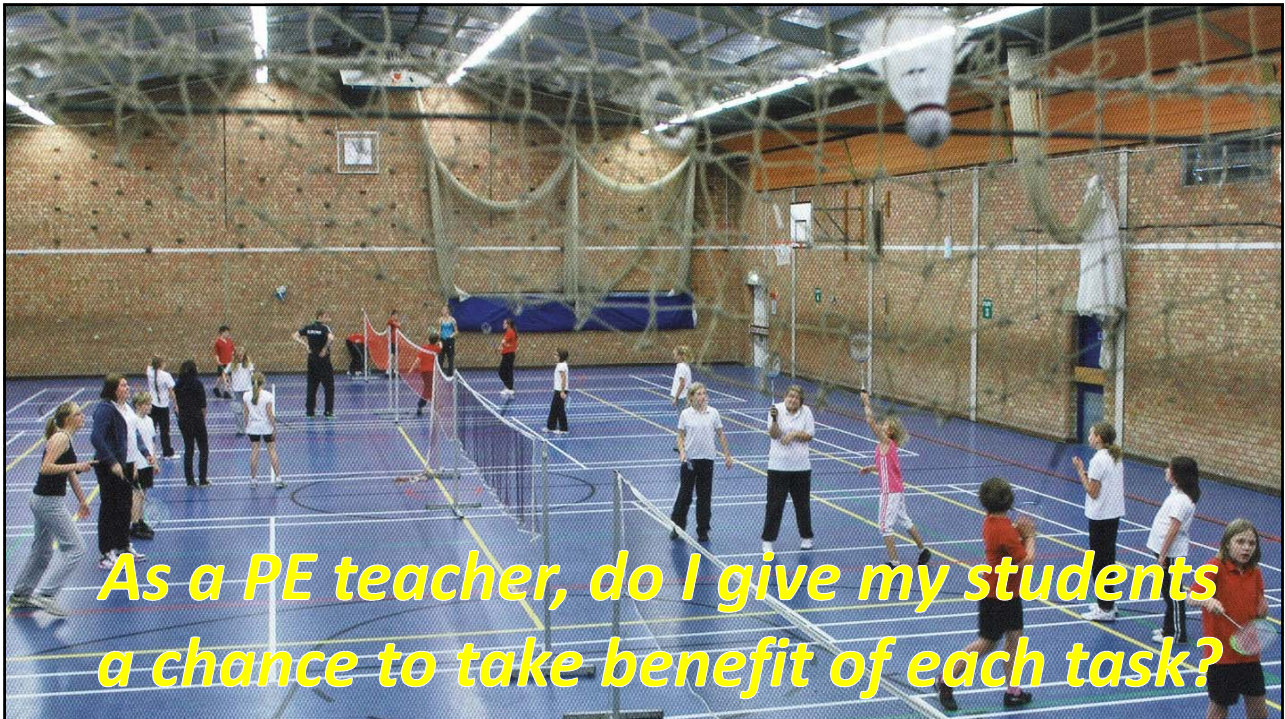
Learning tasks

- A task corresponds to any activity that the teacher proposes to reach the objectives
- But does the learner know 'the name of the game' ?
- If not, how to expect her/his involvement?



Mediating process paradigm
Socio constructivism





When a pupil/student has to do a task ...

- He/She should be able to answer to three questions

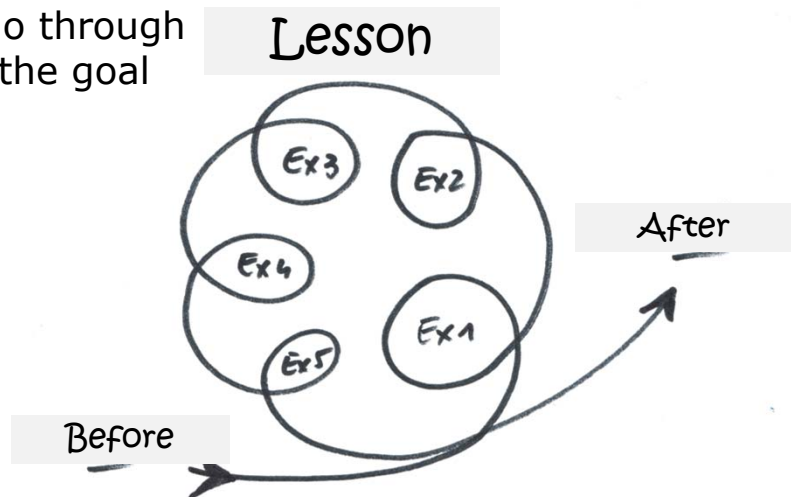
Performance: *What should I do to do well?*

Process: *What should I do to do well what I have to do?*

Product: *Did I do well what I had to do?*

When a pupil/student follows a lesson ...

- He/She should go through a logical way to the goal



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3Ps questions and the loops

- Why ?

Meaningfulness
Self-esteem
Relevance
Involvement

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3Ps questions and the loops

- Is it a new concept?

**No, but it seems that
it is often forgotten**

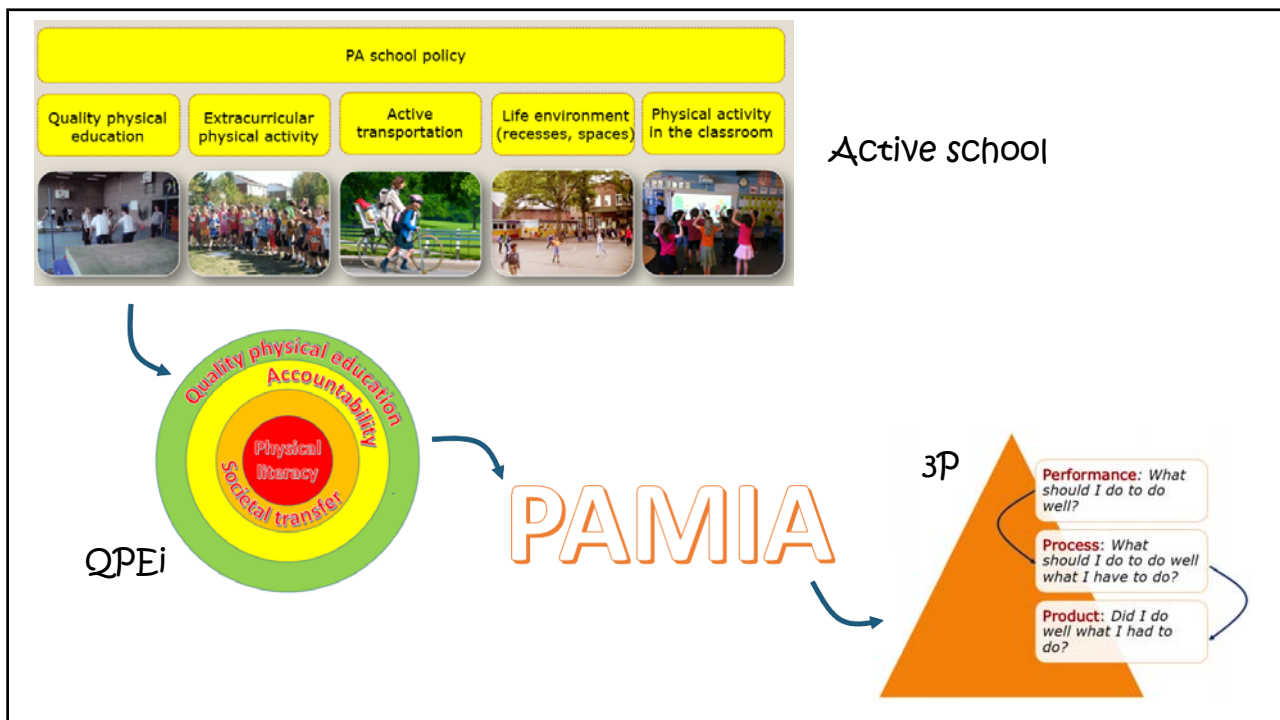


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**Take
home message*

Now we can do



Four key messages for PETE

- Presenting the model to PE students can help them to structure their approach of teaching
- In inservice training, teachers explain that the model allowed them to confirm their field observations
- Stakeholders and parents say that such vision of PE would have changed their own experience
- That is finally not a revolution but the realization that usual PE teaching can easily become a agent of change

C'était un professeur, un simple professeur
 Qui pensait que savoir était un grand trésor
 Que tous les moins que rien n'avaient pour s'en sortir
 Que l'école et le droit qu'à chacun de s'instruire

Il y mettait du temps, du talent et du cœur
 Ainsi passait sa vie au milieu de nos heures
 Et loin des beaux discours, des grandes théories
 A sa tâche chaque jour, on pouvait dire de lui
 Il changeait la vie

He was a teacher, a simple teacher
 Who thought that knowing was a great treasure
 That all the second class people had to get away
 That school and the right of everyone to learn

He put time, talent and heart into it
 So spent his life in the middle of our hours
 And far from the rhetoric, the great theories
 To his task every day, one could say of him
 He changed the life

JJ Goldman

Three key messages for researchers

- Promising findings about the effectiveness of the principles' model should be confirmed
- Studies focusing on their implementations by the practitioners are needed
- Theoretical support should be reinforced

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Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has

Margaret Mead

Just find/be these persons!



Personal Message



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2020, Hong Kong, HK - June 17-20 2020
AIESEP 2021, Banff, Alberta - June 9-12 2021

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