

Webinar 3

- 1) Goal setting principles
- 2) Support students' autonomy in the goal setting process

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Introduction to Webinar 3

- Good afternoon. My name is Athanasios Papaioannou, professor at the School of Physical Education and Sport Science, University of Thessaly
- Our purpose today is to introduce you to the third Webinar of the IMPACT Project.

Topics to discuss

- How to improve a sense of **Competence, Mastery**
- **How to set goals to improve our Competence**
- **Goal Setting principles** at school PE (in a non-controlling environment and in a personal and group level)
- Applications - examples

Learning Outcomes

- **What is Goal Setting** and **why** is it important to improve students' **self-regulation** and **competence**?
- The **S.M.A.R.T.E.R.** Principles of goal setting
- Goal Setting **Steps**
- **Goal Setting by increasing students' autonomy (without pressure – control)**
- **Goal setting at a group level**

How to increase motivation for PE?

BELONGING

Will to interact, being connected to others, and
experience caring for others

AUTONOMY

*Desire to be the causal
agent of one's own life*



COMPETENCE

*Seek to control the
outcome and
experience mastery*

Students' Competence support need an appropriate teaching structure

The concept of teaching structure comprises **four dimensions**:

1. Design adapted & differentiated learning tasks
2. Give instructions to help students to improve
3. Empowering & positive Feedback
4. Communicate clear goals

Today we will focus on the 4 - goals

Communicate clear goals

Once learning goals are clearly identified, they should be stated in a form that provides clear direction for students, so students are more likely to both understand and be aware of the learning outcomes and what to learn in PE.

Example: *“In the next lesson, we will learn how to measure our heartbeats with two different ways.”*

We just observed an example of **qualitative** goals

To promote physical activity we need to set
quantitative goals too

Example: “*In the next 7 days how many times can you do after-school moderate-intensive physical activities that increase your heart rate, for at least 60 minutes each time?*”

Goals should focus on **personal or group improvement**
Not on competition!

Example of competitive goal structure:

We DON'T SAY: *“In the next 7 days **who** can do most days of 60-minute Moderate-Intensive Physical Activities?”*

We DON'T SAY: *“**Who** have been the most active last week?” or “**Who** can be the most physically active?” or “**Who** can be the best?”*

Goals should focus on **personal or group improvement**
Not on competition!

Example of personal improvement goal structure:

We do SAY: *“Can each of you do one additional day of 60-minutes Moderate-Intensive Physical Activities (MVPA) during the next week?”*

Example of group improvement goal structure:

We do SAY: *“Over the next week, can your group of five students improve by one day or more, your group average of physically active days (60-minutes MVPA)?”*

Goal setting is linked with Self-Monitoring & their adoption implies effective Self-Regulation

You often hear about **self-regulated learners**:

- These are the students adopting in their daily routines the strategies of self-monitoring and good planning.
- Good Planning is essential for learning, progress, effectiveness.
- To plan effectively we need accurate monitoring of our past behaviors.
- Planning includes effective goal-setting strategies.

Goal Setting

Now we will watch the first video on Youtube.
Please click on this link to see the following video
& then return to this presentation

- <https://youtu.be/XzXAlbXn7Iw>

Goal Setting Quiz

Research has shown that goal-setting increases ALL of them:

“Attention, Effort, Persistence, Commitment, Satisfaction, Confidence”

If goal-setting does not increase at least ONE of the above, please select False.

A. CORRECT/ TRUE

B. FALSE

C. I’m not sure/ I don’t know it

Goal Setting Quiz

The phrase “*I will do sit ups*” you think is:

A. CORRECT/ TRUE

B. FALSE

C. I’m not sure/ I don’t know it

Goal Setting Quiz

The phrase “*My first performance in sit ups was 20. My personal goal is 25 sit ups for next week*” you think is:

A. CORRECT/ TRUE

B. FALSE

C. I’m not sure/ I don’t know it

Goal Setting Quiz

The phrase “*My PE teacher told me that I have to increase my physical activity levels from 2 days per week to 4 days per week*”
you think is:

A. CORRECT/ TRUE

B. FALSE

C. I’m not sure/ I don’t know it

Goal Setting Quiz

The phrase “*Today I did 25 push ups, most in the class. In the next 7 days I will try to do 30 push ups or more than 30, so I will be the best in PE class next time too*” you think is:

A. CORRECT/ TRUE

B. FALSE

C. I’m not sure/ I don’t know it

Goal Setting Quiz

The phrase “*My personal goal is to increase my participation in out of school physical activities from 2 days per week to 3 days per week*” you think is:

A. CORRECT/ TRUE

B. FALSE

C. I’m not sure/ I don’t know it

Goal Setting Quiz

Teacher's response to the student: *"I see that you are planning to play basketball 2 times next week with you friends, although you also said that you don't like basketball so much. Good, let's try to do it!"* you think is:

A. CORRECT/ TRUE

B. FALSE

C. I'm not sure/ I don't know it

Goal Setting Quiz

The phrase “*From tomorrow, Friday, until next Thursday, every day I will make 2 sets of 10 sit-ups between my first and second homework*” you think is:

A. CORRECT/ TRUE

B. FALSE

C. I’m not sure/ I don’t know it

Goal Setting Quiz

“When a student sets a personal goal, the PE teacher has to record this goal in a goal-setting sheet” this is:

A. CORRECT/ TRUE

B. FALSE

C. I’m not sure/ I don’t know it

Applications and best practice examples

Now we will watch the second video on Youtube.
Please click on this link to see the following video
& then return to this presentation

- <https://youtu.be/NqhfKeoD8bE>

Webinar 1 Tasks

Goal Setting - Task 1

- Please use the Goal-setting card
- Choose a skill or an activity
- Write - set a goal based on SMARTER principles
- Create a weekly plan
- Commit yourself that you will implement it
- One week later monitor your performance or behavior

Name: _____

Select a skill or an activity (e.g., push-ups, or 60 minutes of any MVPA) _____
(MVPA= Moderate-Vigorous Intensity Physical Activity)

Please monitor & record your current Performance or Frequency of behavior in this activity

(e.g., for performance: how many push-ups, or for Frequency of behaviour: how many times did you do 60 minutes MVPA in the past 7 days)

"My personal score in this activity was _____"

Please set a personal, specific, measurable and realistic goal in order to improve this score next week

"My personal goal is _____"

Please plan your practice during the week below

Skill/Activity (examples below)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sit-ups							
Push-ups							
60 minutes of MVPA							

MVPA = Moderate-Vigorous Intensity Physical Activity

Then please commit yourself that you will implement this plan to achieve your goal.

I commit myself YES: ☐ NO: ☐ If NO, it might help you to explain why, what is the barrier that might prohibit you to implement your plan? _____

Can you change something that will enable you to implement your plan and to achieve your goal? YES ☐ NO ☐

If yes, can you commit yourself now that you will implement this plan to achieve your goal? YES ☐ NO ☐

ONE WEEK LATER

Please check the above diary, monitor & record your performance or behavior

My final score in the activity _____ was _____

Goal Setting with Parents Involvement - Task

- In large cities where young students can hardly travel to the gym or to the playground by themselves, students rely on parents' support to be physically active.
- Let's assume that you have asked your students to set a goal to improve their participation in physical activity over the next week.
- Before starting the discussion in groups about **how you can possibly involve parents to help their children' become more physically active** over the next week, check the following example

Goal Setting Example

- Children might set a goal to meet with some friends over the weekend to play/be physically active.
- Assume that they ask their parents to help them to meet with their friends, i.e., by giving them a lift to the gym/ field/ playground.
- Is this a **Realistic** goal?

YES

NO

- In the next 5 minutes, discuss in groups what other ways you could involve parents to help their children become more physically active next week

Create Autonomy Supportive Climate

Avoid Controlling instruction

Now it's time to watch the third video on Youtube. Please click on this link to see the following video & then return to this presentation

- <https://www.youtube.com/watch?v=lLgRUyca0nY&t=171s>

Webinar Tasks

Positive Feedback - 1st Task

- A student made a basketball drizzle in the wrong way
- Please try to create an example of a **Positive - Empowering feedback**

Autonomy Supportive Climate Quiz

The phrase “*Now, you have to do two sets of 10 sit ups*” is:

- A. CONTROLLING
- B. AUTONOMY SUPPORTIVE CLIMATE
- C. I’m not sure/ I don’t know it

Autonomy Supportive Climate Quiz

The phrase “*Which exercise would you like to choose to start warm-up? Running, tag or playing soccer?*” you think is:

- A. CONTROLLING
- B. AUTONOMY SUPPORTIVE CLIMATE
- C. I’m not sure/ I don’t know it

Goal Setting in your PE classes - Task

- Ask your students to **choose** a skill
- Based on **SMARTER** principles & goal setting **steps**
- Try to **implement** a goal setting task **during your PE** class until **next webinar**
- Make preparations to help students adopt goal-setting in an **autonomous-oriented** way. What can you do?

Set Joint - Group goals in PE class

How the PE teacher starts

- Divide the class in groups of 5 students/group that are heterogeneous in terms of physical activity

Student Name	Days of Physical activity in past week	Group
Bill	0	1
Mary	0	2
John	1	1
Helen	1	2
Nik	1	1
George	2	2
Joanna	2	1
Emma	2	2
Paul	3	1
Sally	3	2

Explain why heterogeneity is important

- To promote physical activity among people with different experiences.
- Explain the importance to understand the position, experiences and emotions of others and learn how to care for them!

Calculate group's frequency of out-of-school physical activity over the past week

- Simply take the **average** days of 60 minutes Moderate Vigorous Physical Activity in out-of-school settings over the last week, from all individuals of the group.
- E.g., Group1: Bill = 0, Mary = 1, Nik = 2, John = 3, Helen = 4
- Group1 Physical Activity is 10×60 minutes = 600 minutes/week

Based on this, in each group students discuss and decide to set a challenging but realistic group goal

- E.g., Group1 decides to do 700 minutes/week

Next students discuss how to achieve this goal!

- Teachers can provide ideas with alternative options to increase students' autonomy!

1st Example - Option

- Each member of the group proposes how he, or she, can contribute to achieve their group goal.

E.g., Group1:

- Bill = from 0 to 1 day,
- Mary = from 1 to 2 days,
- Nik = from 2 to 3 days,
- John = from 3 to 3 days,
- Helen = from 4 to 4 days
- Group1 goal is 13 days X 60 minutes = 780 minutes

2nd Example - Option

- The group as a whole, or most members of the group, decide to set a common day, time and place where they can meet each other and play/exercise together for at least one hour.
- Then they discuss how they can help each other so that all of them go, or even go together (e.g., a schoolmate with his parent and his parent's car pick another schoolmate from his house and go together to the meeting place).
- They also discuss what to play together so that all of them enjoy it!
- They are advised to select a physical activity that it is not their major sport so that they can practice & increase their competence in something relatively new!

Teachers emphasize that :

- Students should not press each other to increase physical activity but to encourage and support each other as good friends!
- It is somewhat more difficult for those who are already very active to increase physical activity even further.
- But it is easier for the group to support all members of the group, including the less active, to increase just a little bit their physical activity!

Remind the enjoyable nature of group goals

- How funny it is
- Being together and play together
- Support each other
- Develop social relationships and friendships

Goal Setting - Task

- Based on **SMARTER** principles & goal setting **steps**
- Try to write a scenario of goal setting choosing a fitness skill (e.g. sit ups, or plank, or running, or bicycle) for your students for the next week.
- It may be an personal or group goal. Choose that you prefer!

Ευχαριστούμε πολύ!
Merci beaucoup!
Grazie mille!
Çok teşekkür ederim!

**THANK
YOU
VERY
MUCH!**