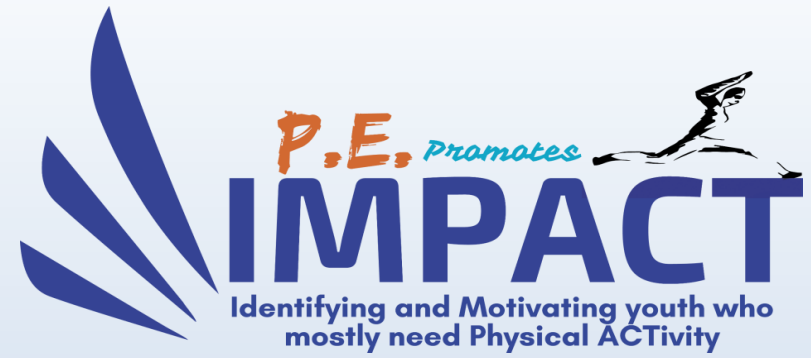


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Identifying and Motivating youth who mostly need Physical ACTivity (IMPACT)

Final Webinar June 2019

We are at the end of an annual effort that we started together for the benefit of our students!

Our goal was:

- To make the lesson of PE more pleasing, more meaningful, and the students more intrinsically motivated in PE,
- To motivate students to improve in PE
- And because of that to be happier in their lives!!
- To increase the percentage of students who are physically active outside of school,
- Especially those students who need it the most!

We made a great effort - Thank you very much!

We had predicted that a large % of our students don't exercise daily

While they should, cause it is an instruction of the World Health Organization

But is it true?

What did we find in the schools that participated in our research?

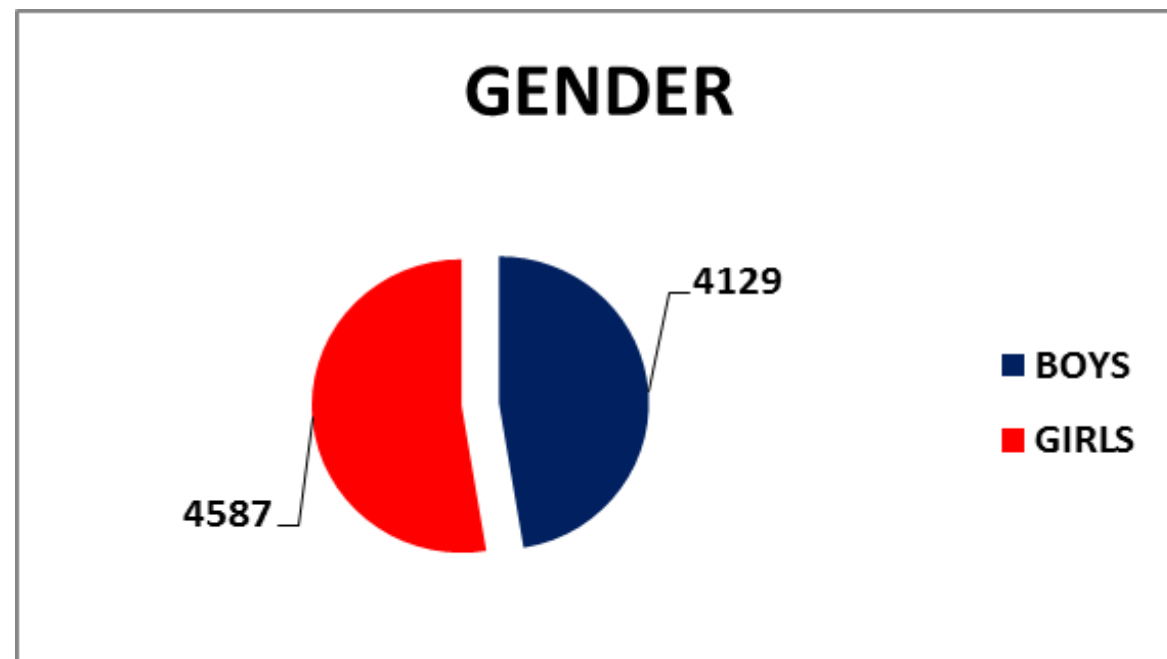
Pupils from 4 countries (n = 8813)

4 countries

country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	France	798	9,1	9,1	9,1
	Greece	2803	31,8	31,8	40,9
	Italy	2199	25,0	25,0	65,8
	Turkey	3013	34,2	34,2	100,0
	Total	8813	100,0	100,0	

Gender



Age

age_y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	382	4,3	4,4	4,4
	11	1459	16,6	16,7	21,0
	12	972	11,0	11,1	32,1
	13	1037	11,8	11,8	43,9
	14	1478	16,8	16,9	60,8
	15	1493	16,9	17,0	77,9
	16	1051	11,9	12,0	89,9
	17	649	7,4	7,4	97,3
	18	240	2,7	2,7	100,0
	Total	8761	99,4	100,0	
Missing	System	52	,6		
Total		8813	100,0		

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Hours per Week in Out of School Physical Activity

	Pupils	%	%	Cumulative	
0 hours/week	1082	12,5	12,5		Extremely low – inactive
0.5 hour/week	906	10,4	22,9		
1 hour/week	1396	16,1	<u>38,9</u>		
2-3 hours/week	2526	29,1	68,0		Moderate – improvement potential
4-6 hours/week	1707	19,6	87,7		
7 hours/week	1072	12,3	100,0		

Hours per Week in Out of School Physical Activity

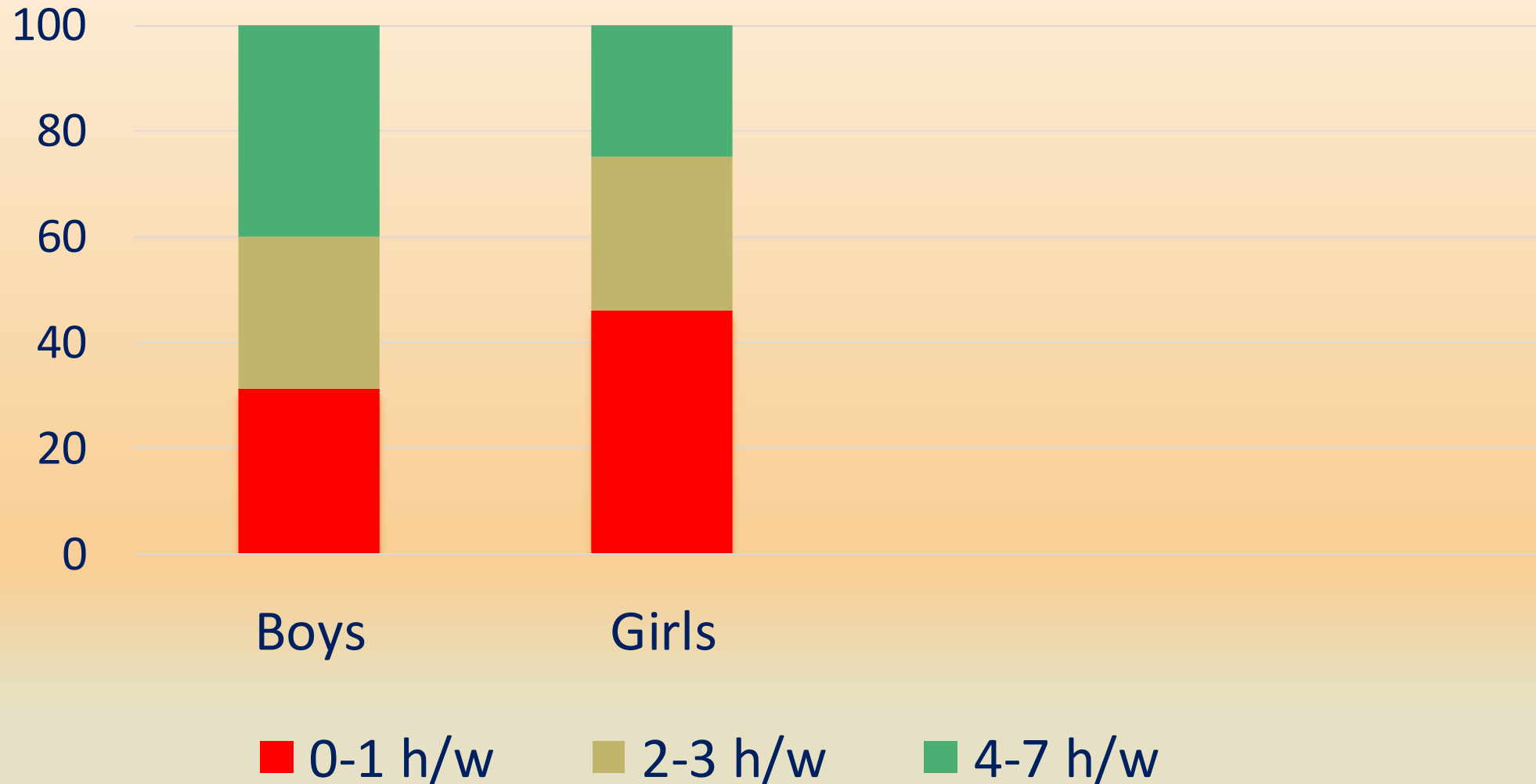
	<u>Greek Pupils</u>	<u>% Cumulative</u>	<u>4 countries Pup.</u>	<u>% Cumulative</u>	
None	124	4,5	1082	12,5	
0.5 hour/week	217	7,8	906	22,9	
1 hour/week	413	<u>27,2</u>	1396	<u>38,9</u>	Extremely Low
2-3 hours/week	861	58,3	2526	68,0	Moderate - more improvement is needed
4-6 hours/week	673	82,7	1707	87,7	
7 hours/week	480	100,0	1072	100,0	

As they become older → they become more inactive

Hours of out of school exercise/ week	Age		
	10-12 %total	13-15 %total	16-18 %total
None	7,0	→ 13,2	→ <u>18,7</u>
0.5 hour/week	16,9	23,9	29,5
1 hour/week	34,5	38,6	<u>46,3</u>
2-3 hours/week.	66,8	67,1	72,0
4-6 hours/week	87,3	87,5	88,7
7 hours/week	100,0	100,0	100,0

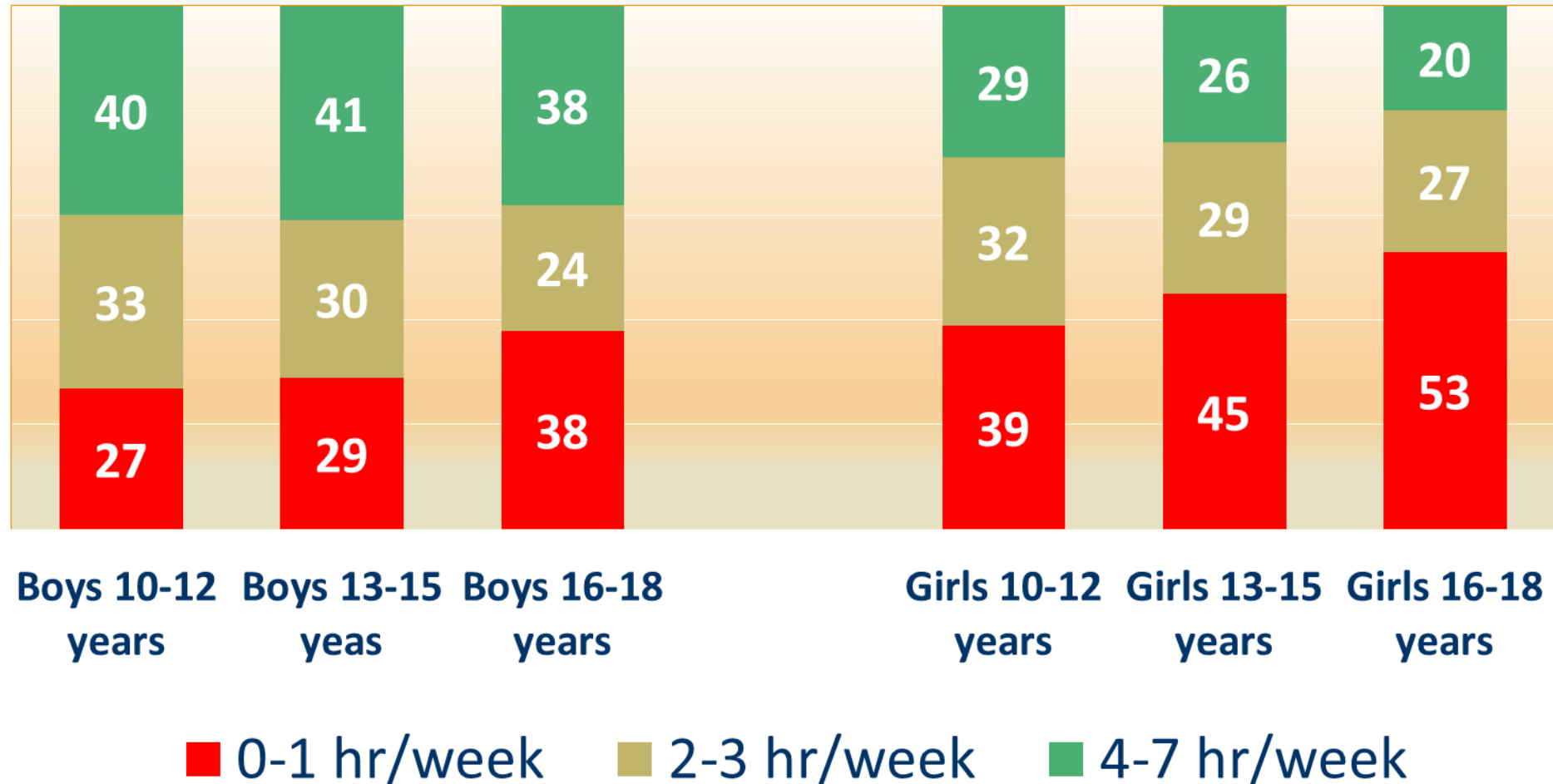
Girls do less out of school Physical Activity

% of boys-girls that exercise 0-1 or 2-3 or 4-7 hours/ week



The girls and high school students are more inactive outside of school

% boys/ girls who exercise 0-1 or 2-3 or 4-7 hours/week

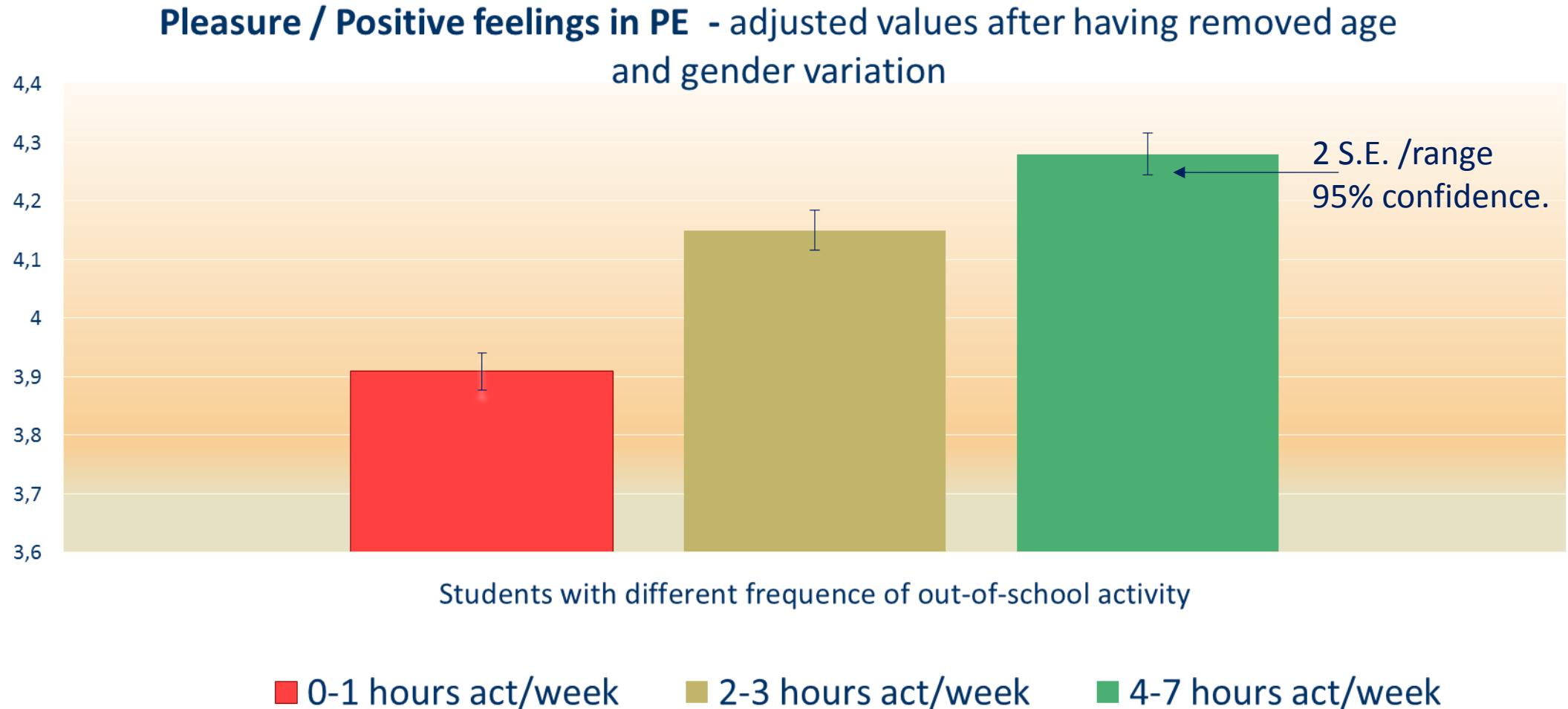


This research confirmed the important role of extracurricular physical activity for the motivation in PE

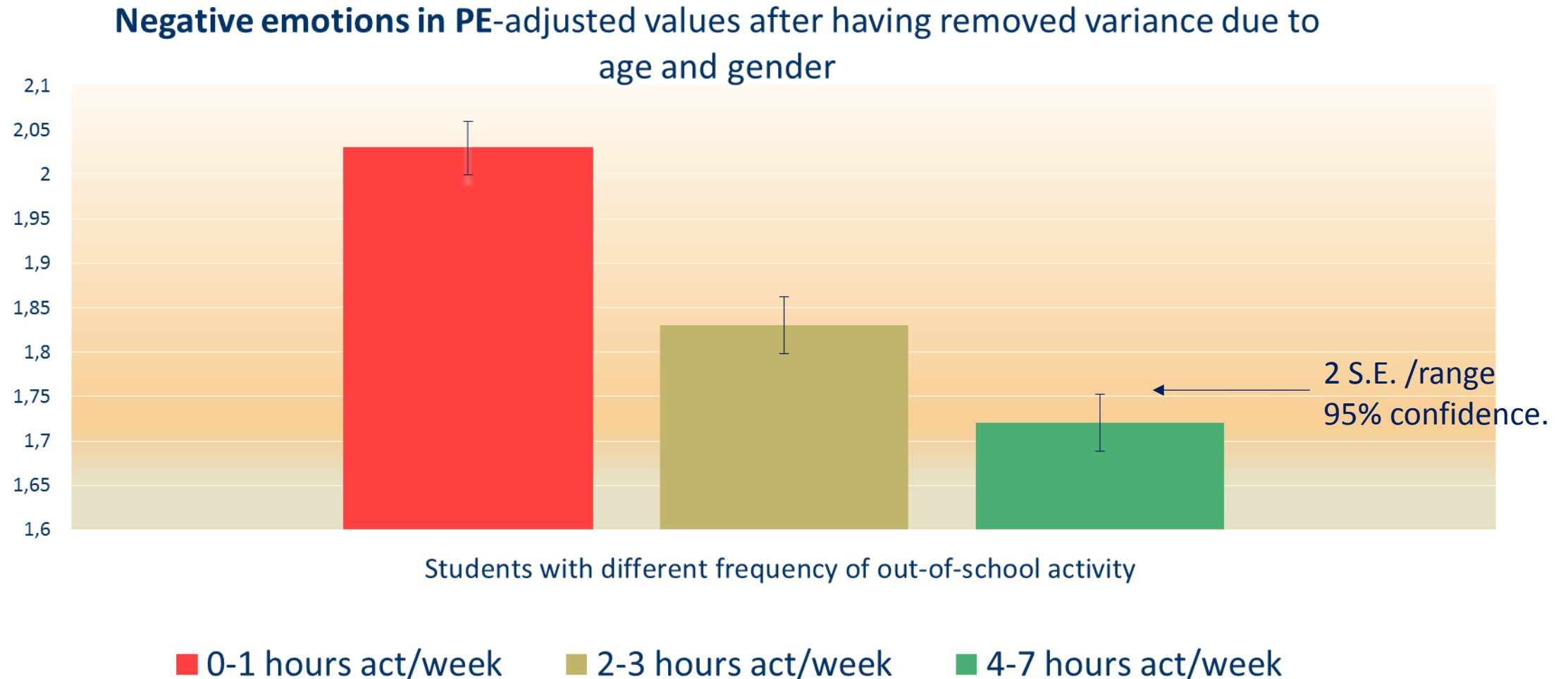
At the 1^o webinar we had mentioned the benefits of regular physical activity for students:

- in health,
- in the quality of life,
- in psychological development,
- In the overall school performance,
- in their pleasure in school and especially in the PE lesson.

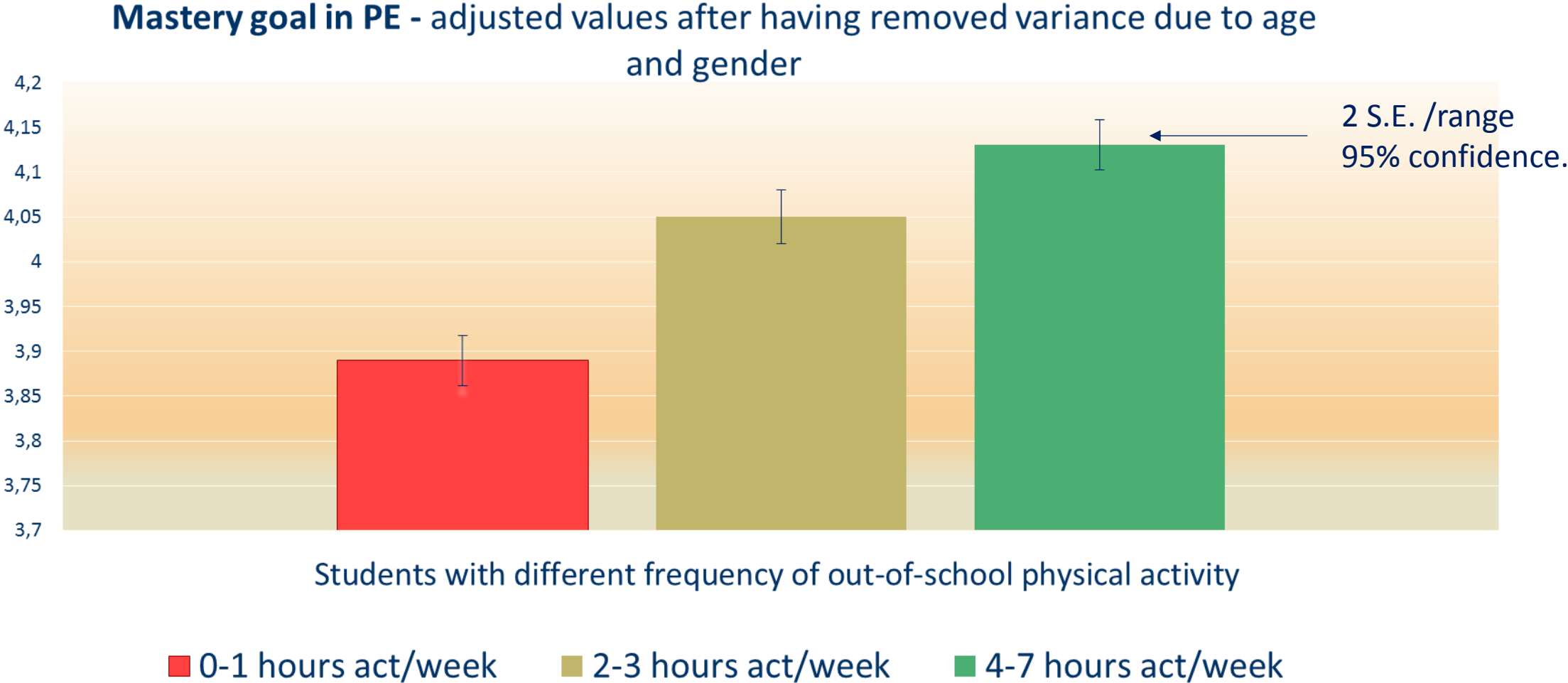
The more students are physical active outside of school, the more they enjoy Physical Education.



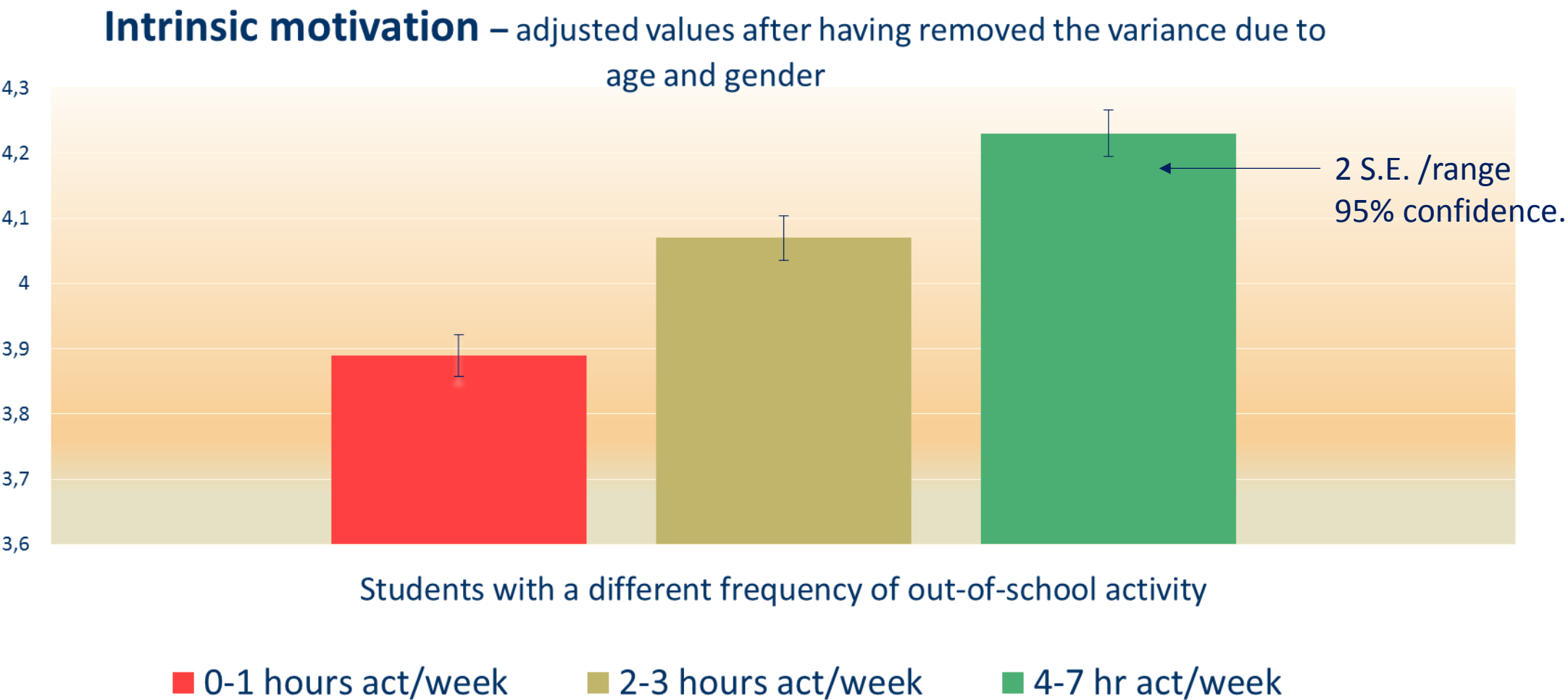
The more students are physically active outside of school, the less negative feelings they have in PE



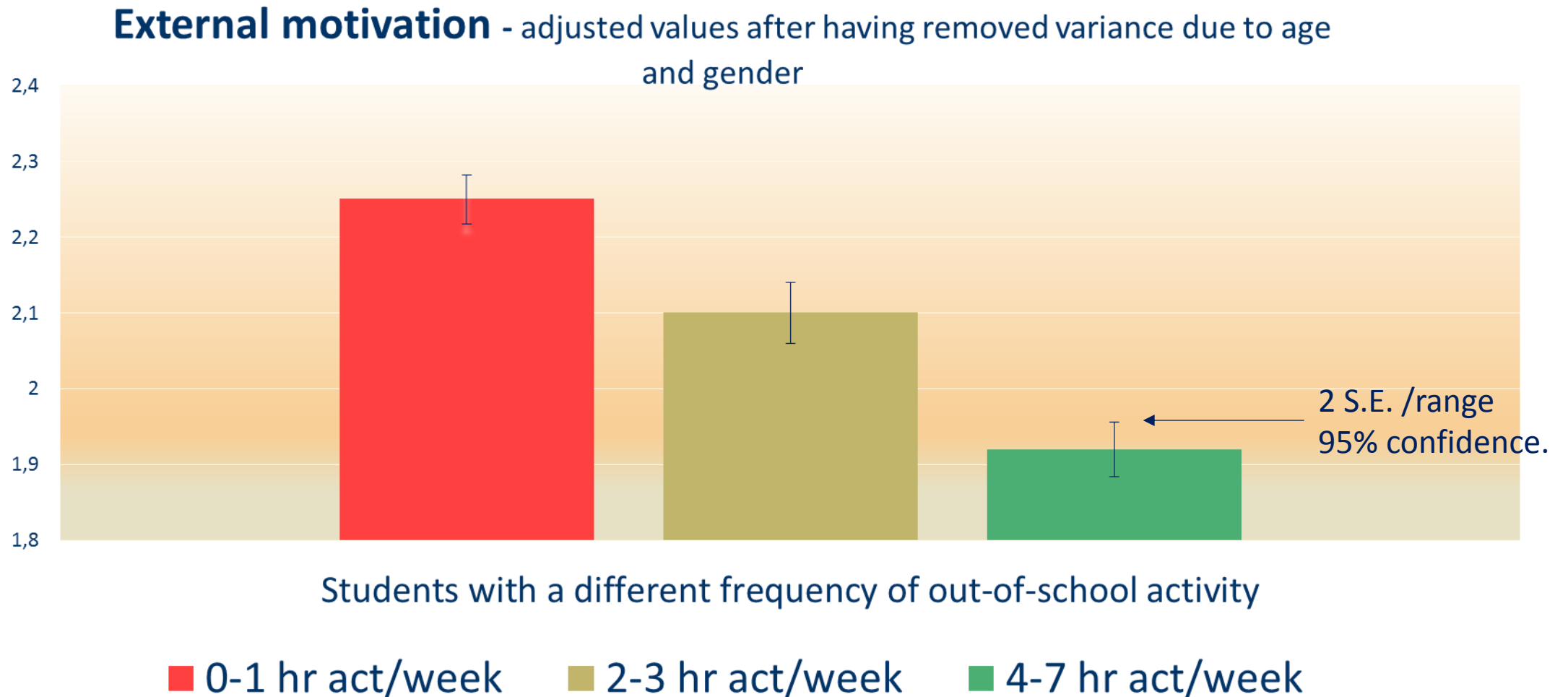
The more students are physically active outside of school, the more goals for learning they set in PE



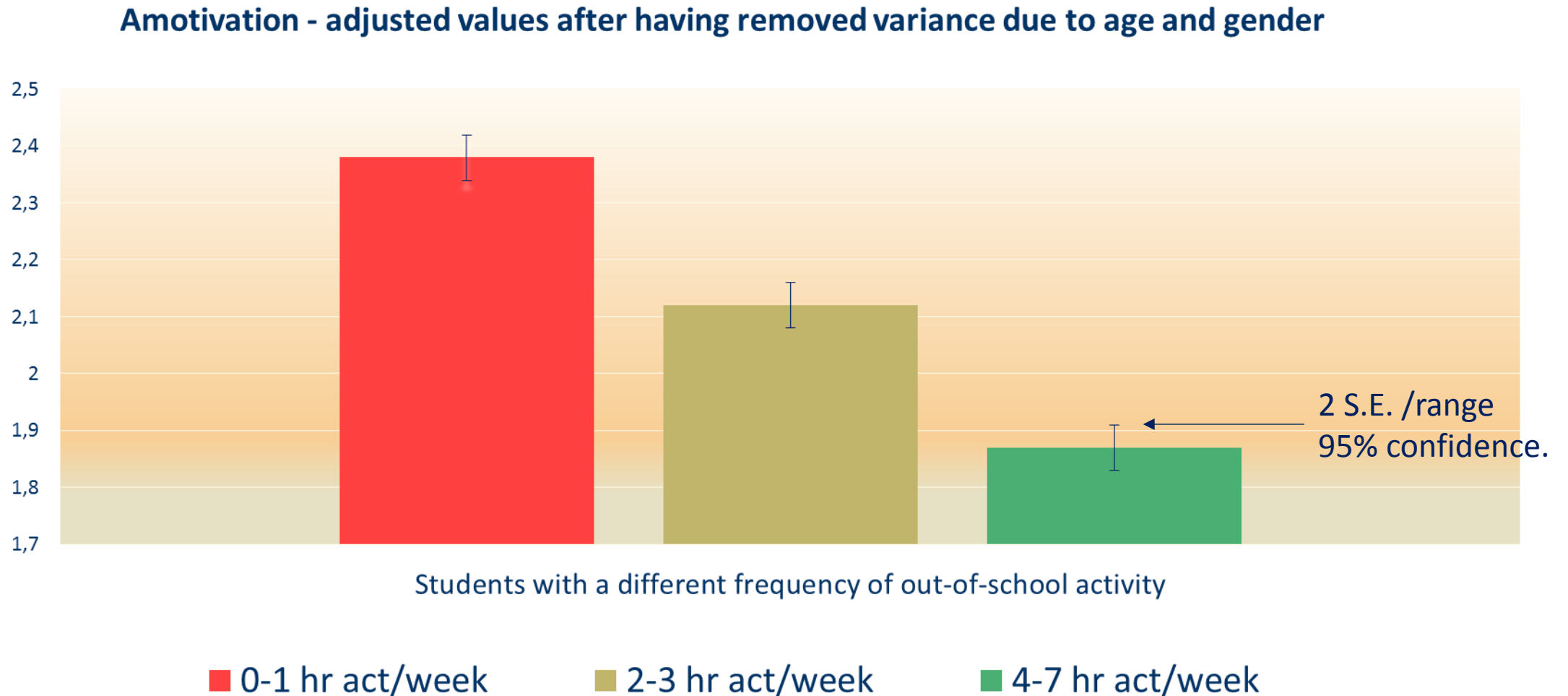
The more students are physically active outside of school, the more intrinsically motivated they are in PE



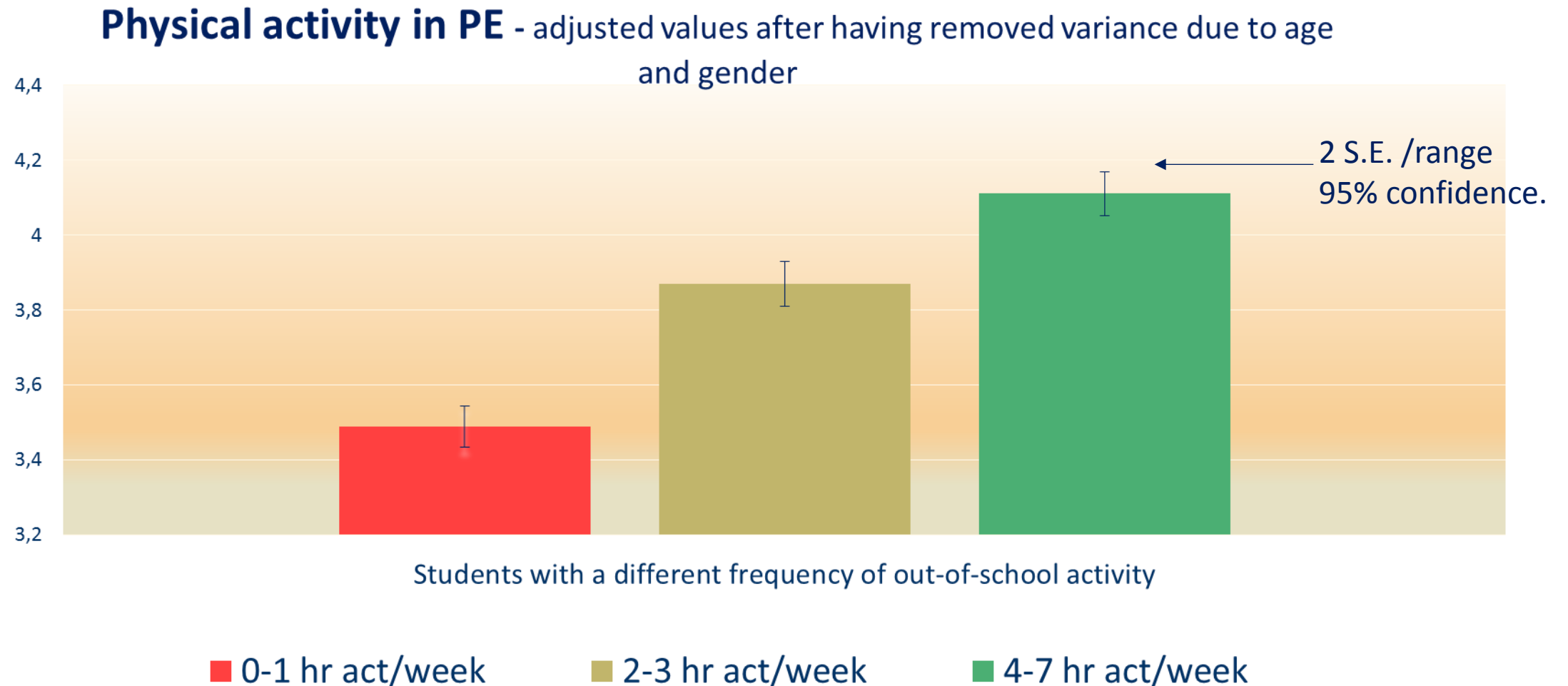
The more students are physically active outside of school, the less extrinsically motivated they are in PE



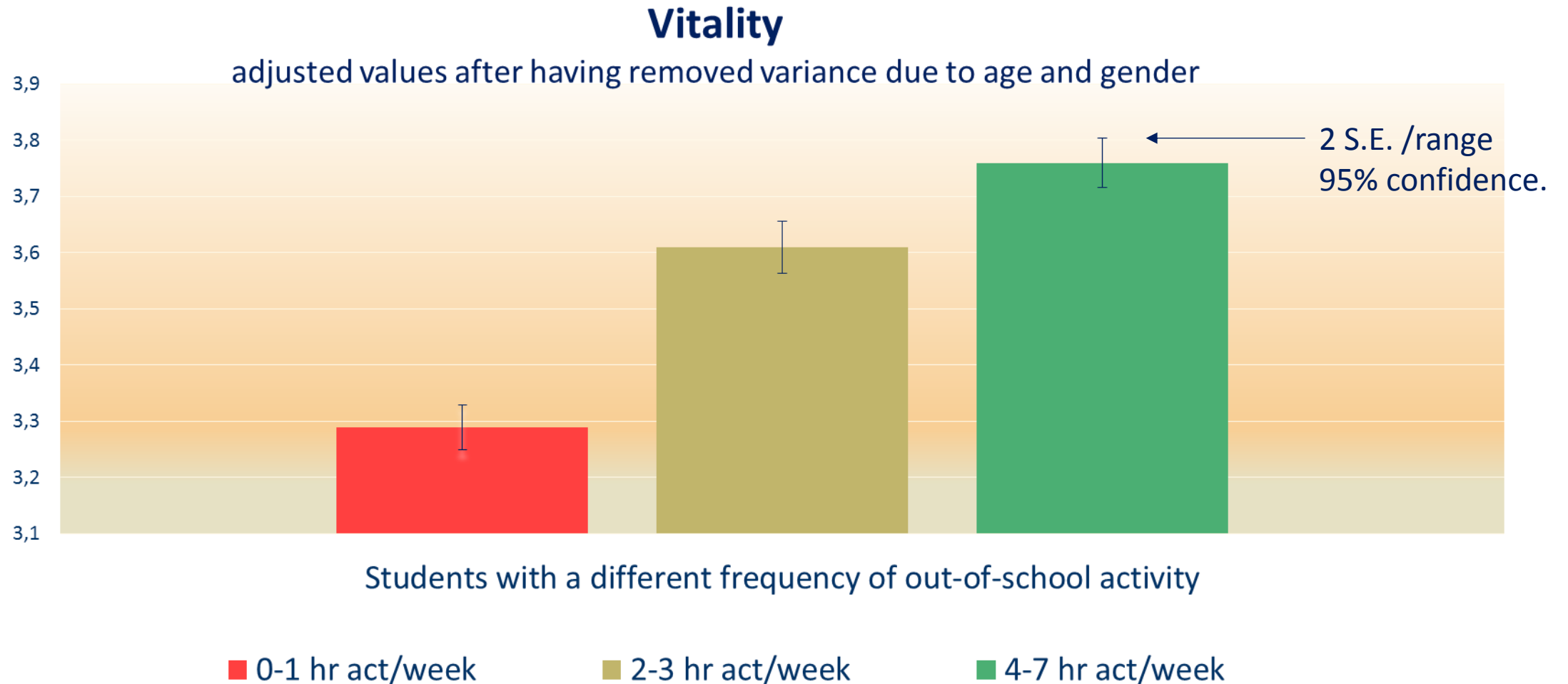
The more students are physically active outside of school, the less amotivation they have in PE



The more students are physically active outside of school, the more physically active (moving and running) they are in PE



The more students are physically active outside of school, the more the greater vitality they feel in their life



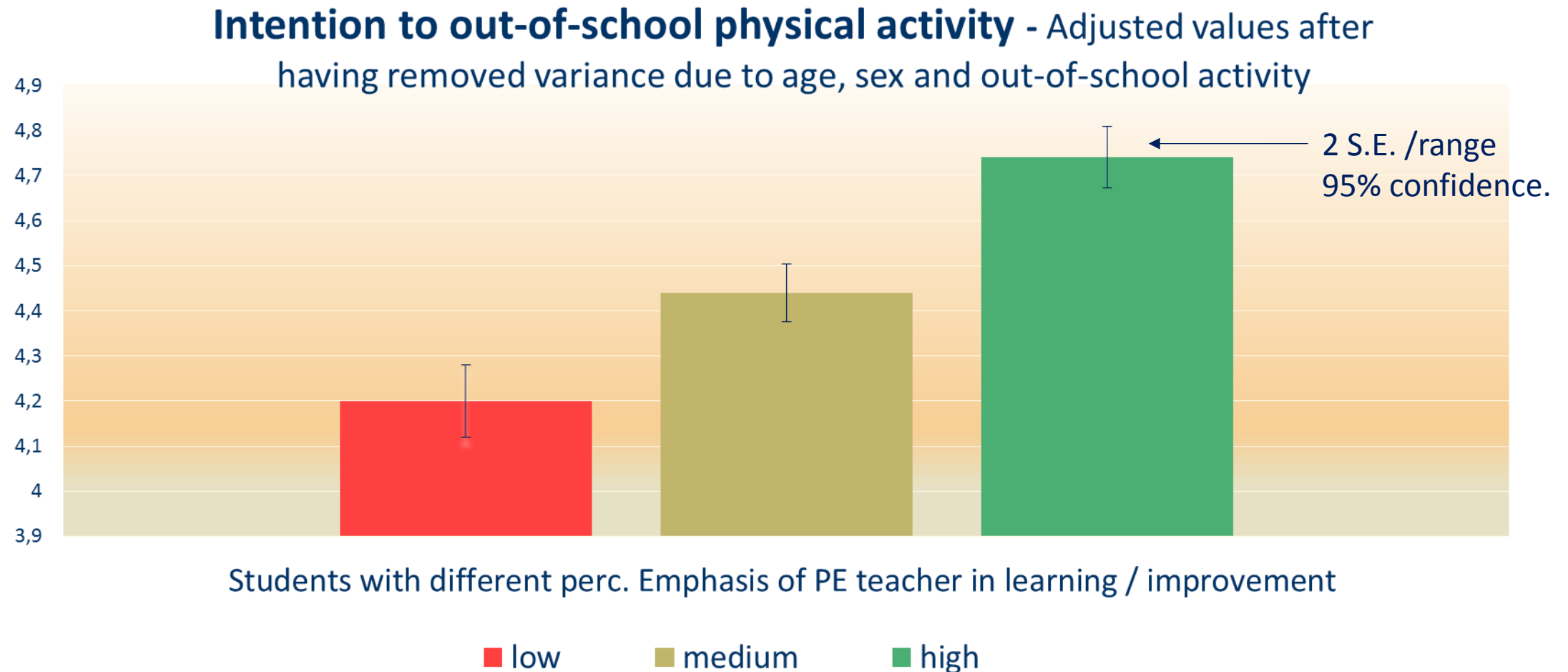
What can we do in the lesson of PE in order to promote out-of-school physical activity?

At the 2nd Webinar we mentioned how we create a positive motivational climate in PE:

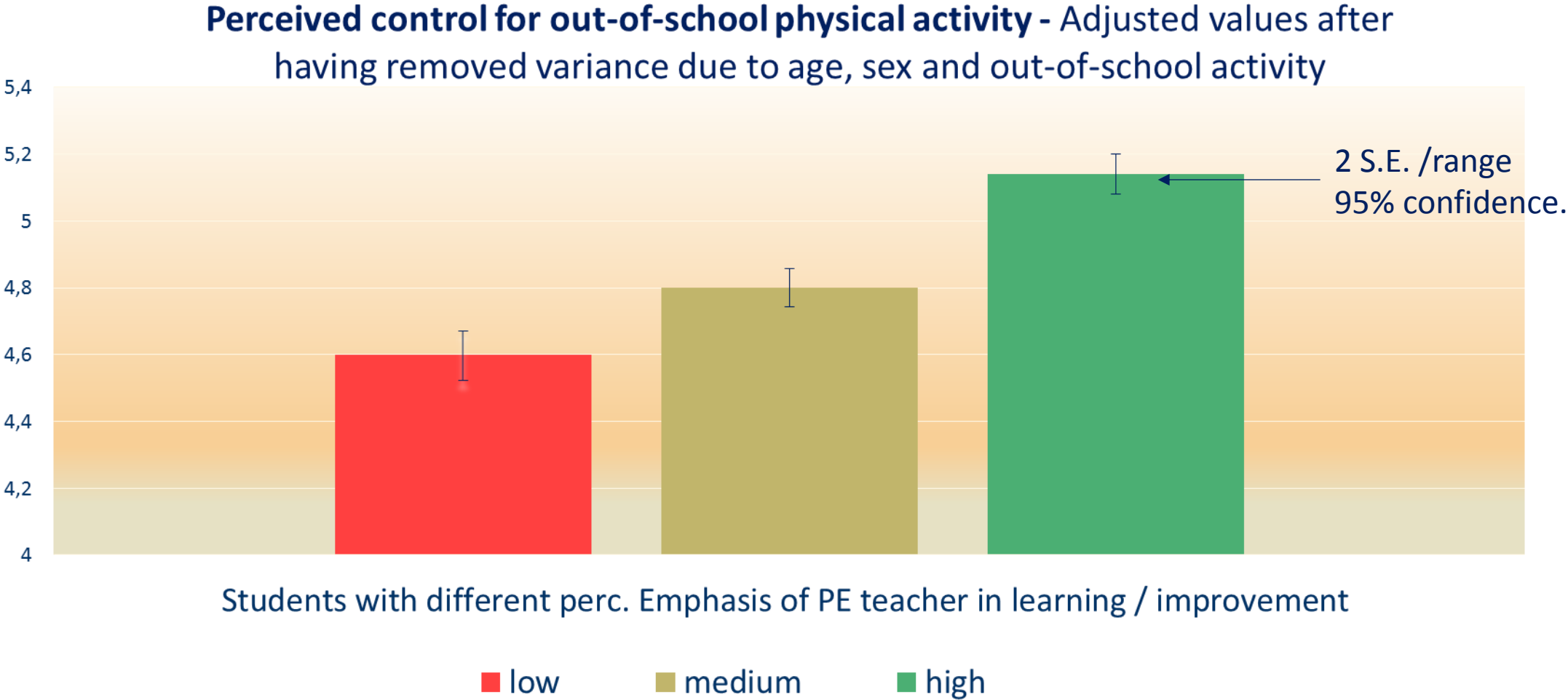
- Emphasizing students' learning-improvement-progress
- Satisfying their needs for autonomy, ability, good relationships with others
- We explained that with a positive motivational climate like the above, then for all students, whether they are athletes or not:
 - We strengthen their intrinsic motivation and enjoyment in the PE lesson.
 - We strengthen their intention to be physically active
 - We help them monitor their progress including how often they exercise.
 - We encourage them to believe that if they want to do sports & physical activities they can overcome obstacles and find ways how, where, when, with whom to get physically active.

The results with your pupils confirm the hypotheses!

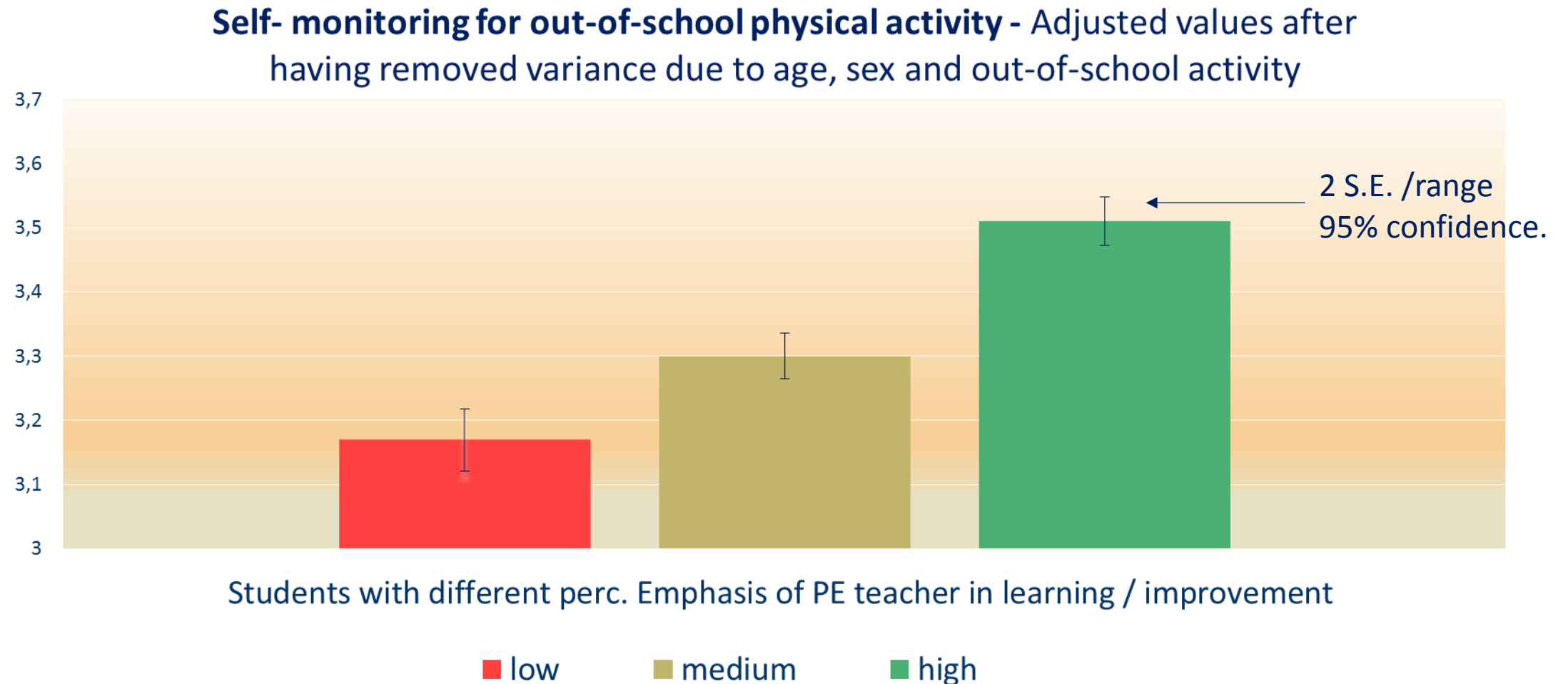
The more students perceive that the PE teacher emphasizes learning / improving, the stronger intention they have to do outside of school physical activity.



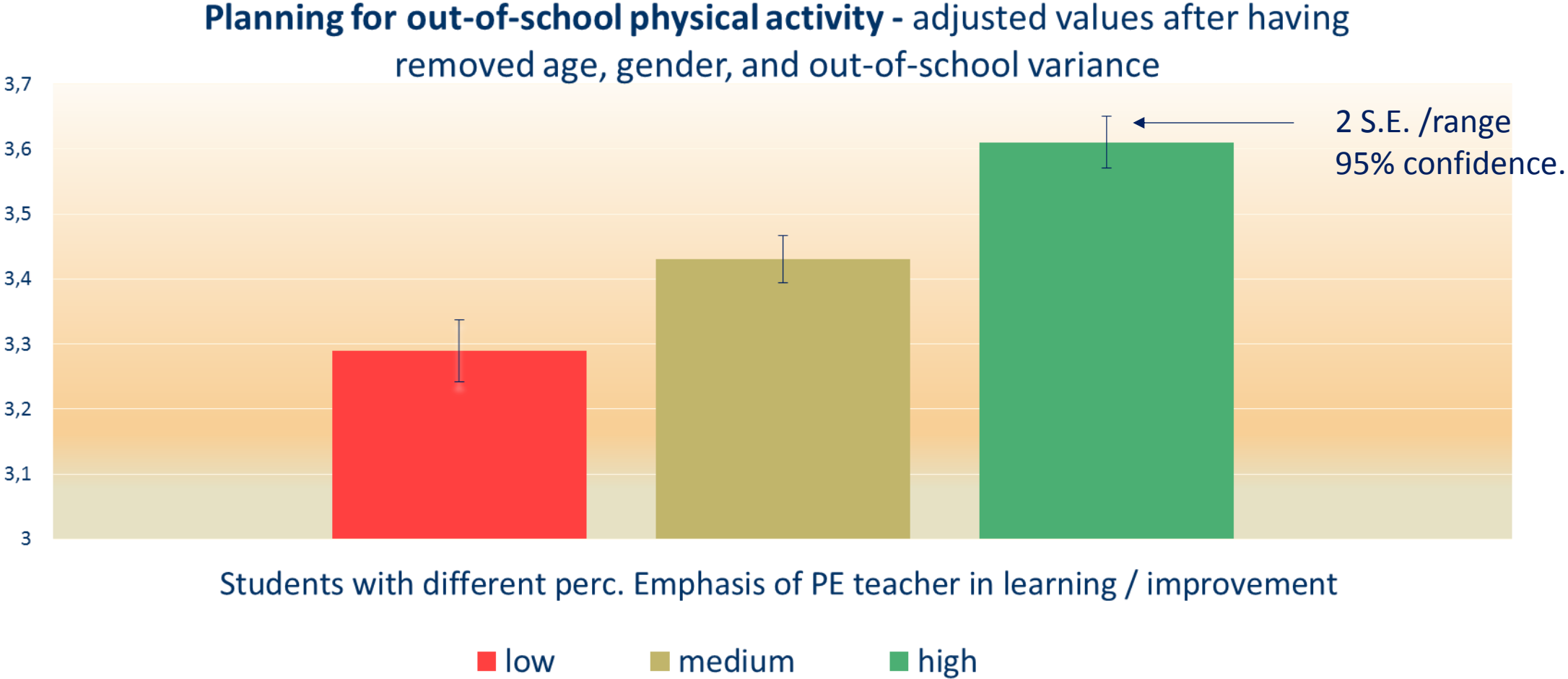
The more students perceive that the PE teacher emphasizes learning / improving, the more they are encouraged and believe that they CAN/ IT'S UP TO THEM to be physically active outside of school.



The more students perceive that the PE teacher emphasizes learning / improving, the more they monitor themselves how often they do out-of-school physical activity.

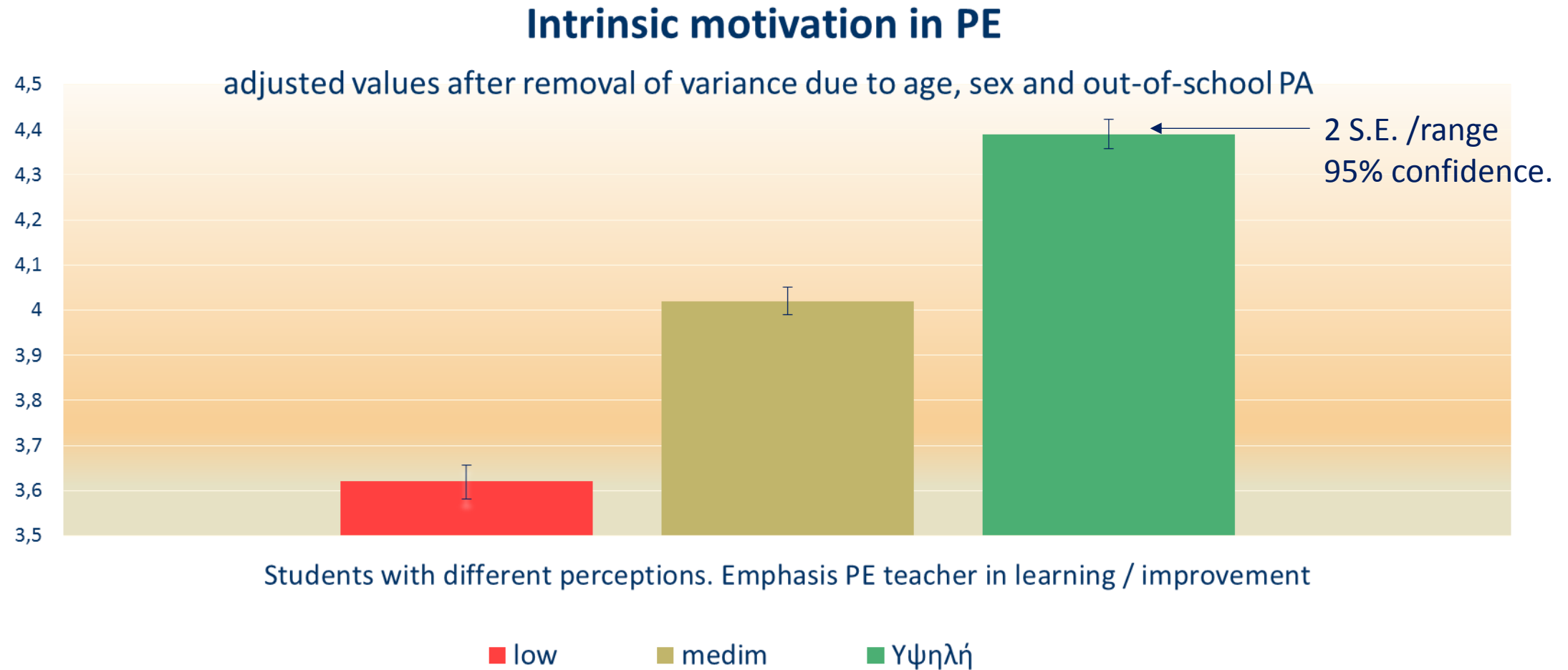


The more students perceive that the PE teacher emphasizes learning / improving, the more they schedule with specific plans (when/where/with who/how/how often) to be out-of-school physically active.

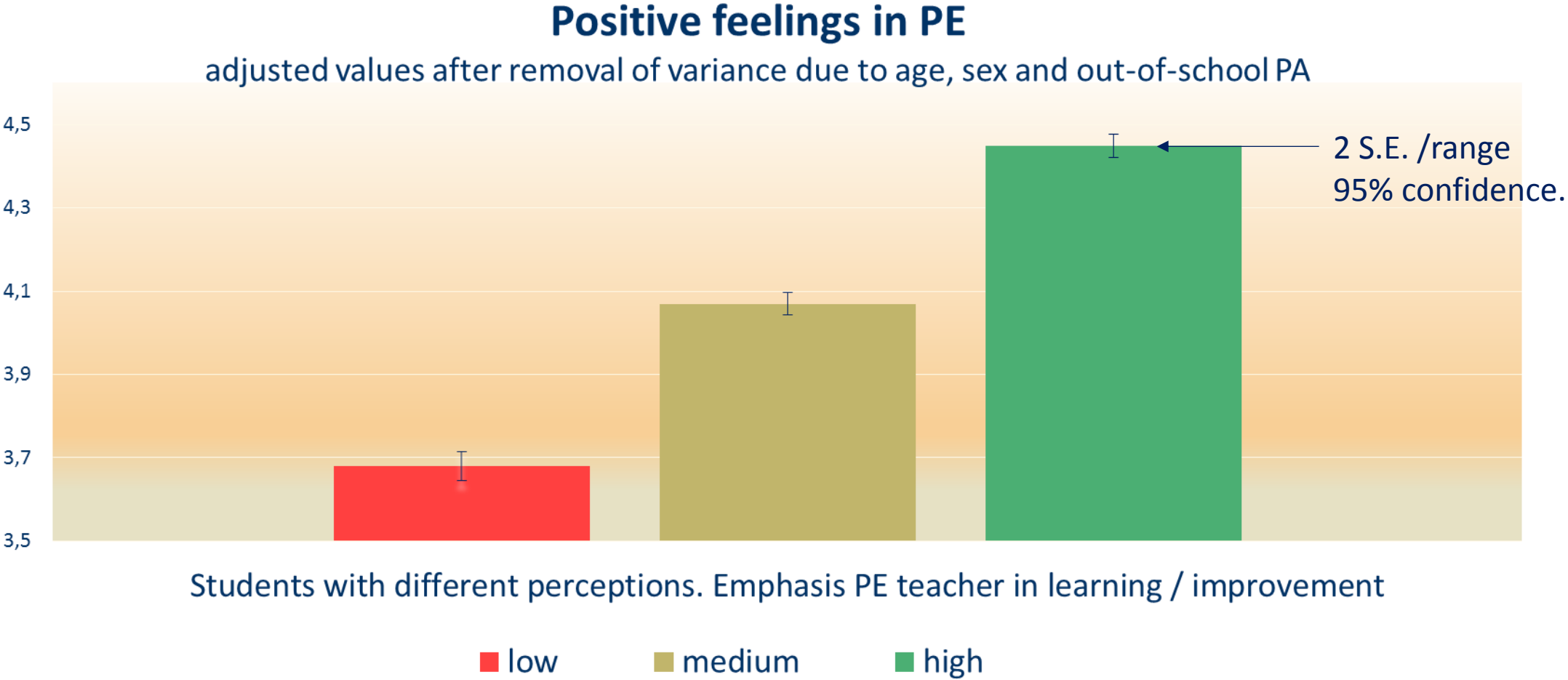


And, of course, emphasis on learning / personal improvement mainly promotes students' Motivation within Physical Education classes

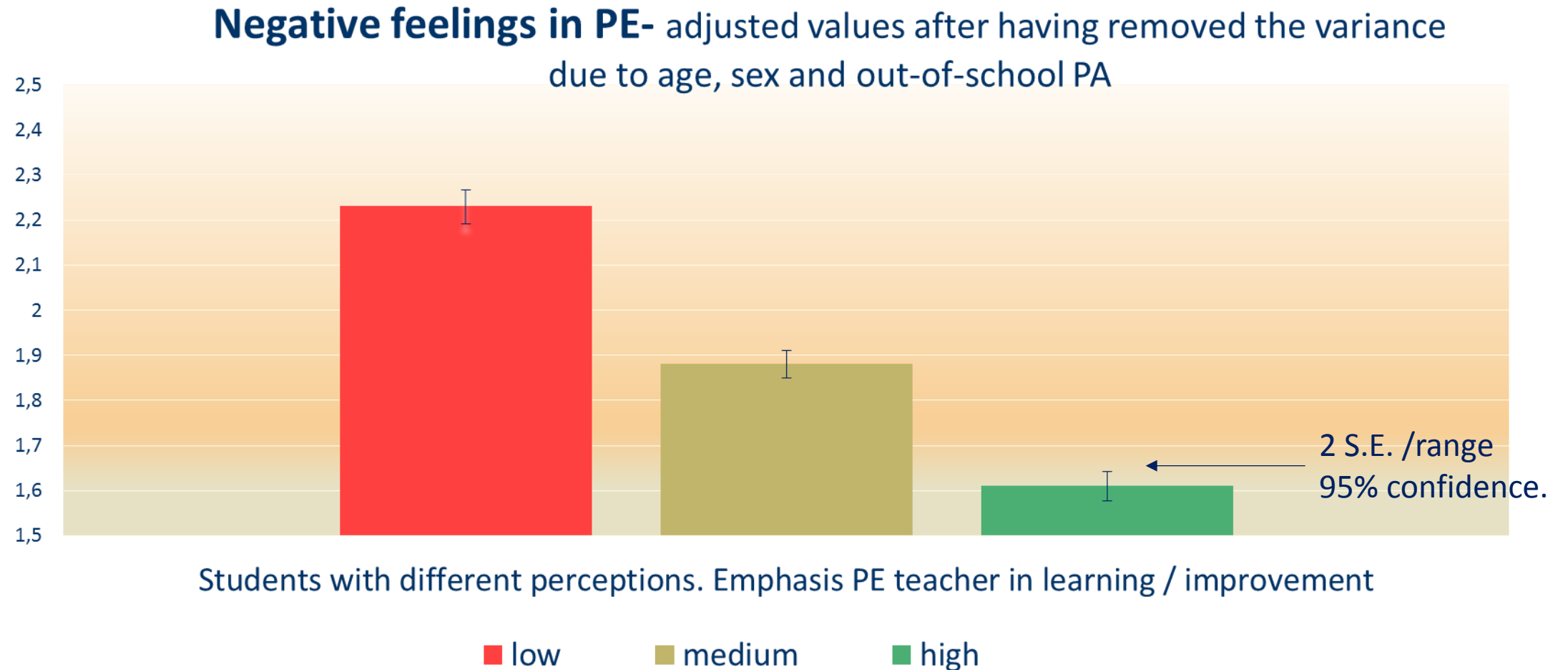
The more students perceive that the PE teacher emphasizes learning / improvement, the stronger their intrinsic motivation in the PE lesson.



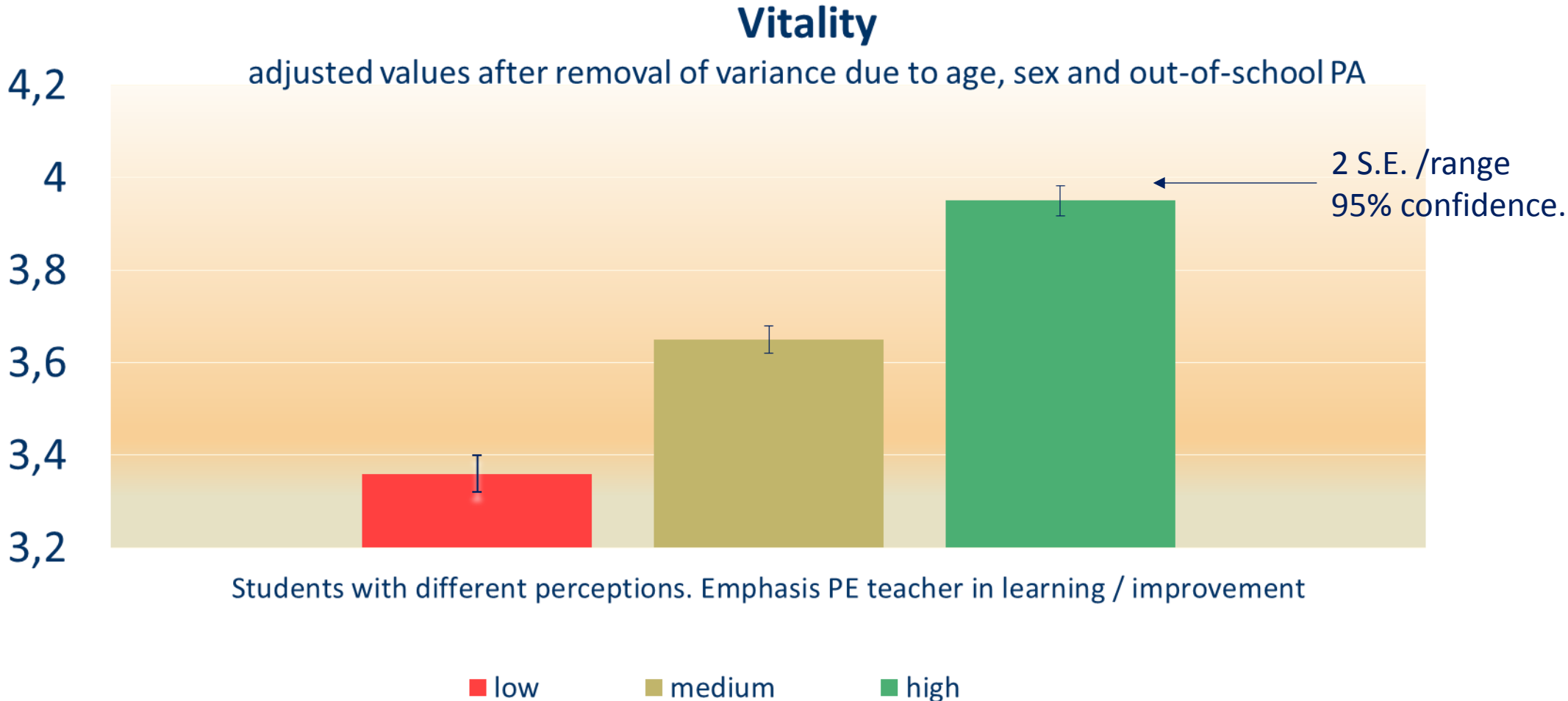
The more students perceive that the PE teacher emphasizes learning / improvement, the more positive emotions & enjoyment they have in PE



The more students perceive that the PE teacher emphasizes learning / improvement, the less negative emotions they have in PE



The more students perceive that the PE teacher emphasizes learning / improvement, the greater the vitality and joy they feel in their life.

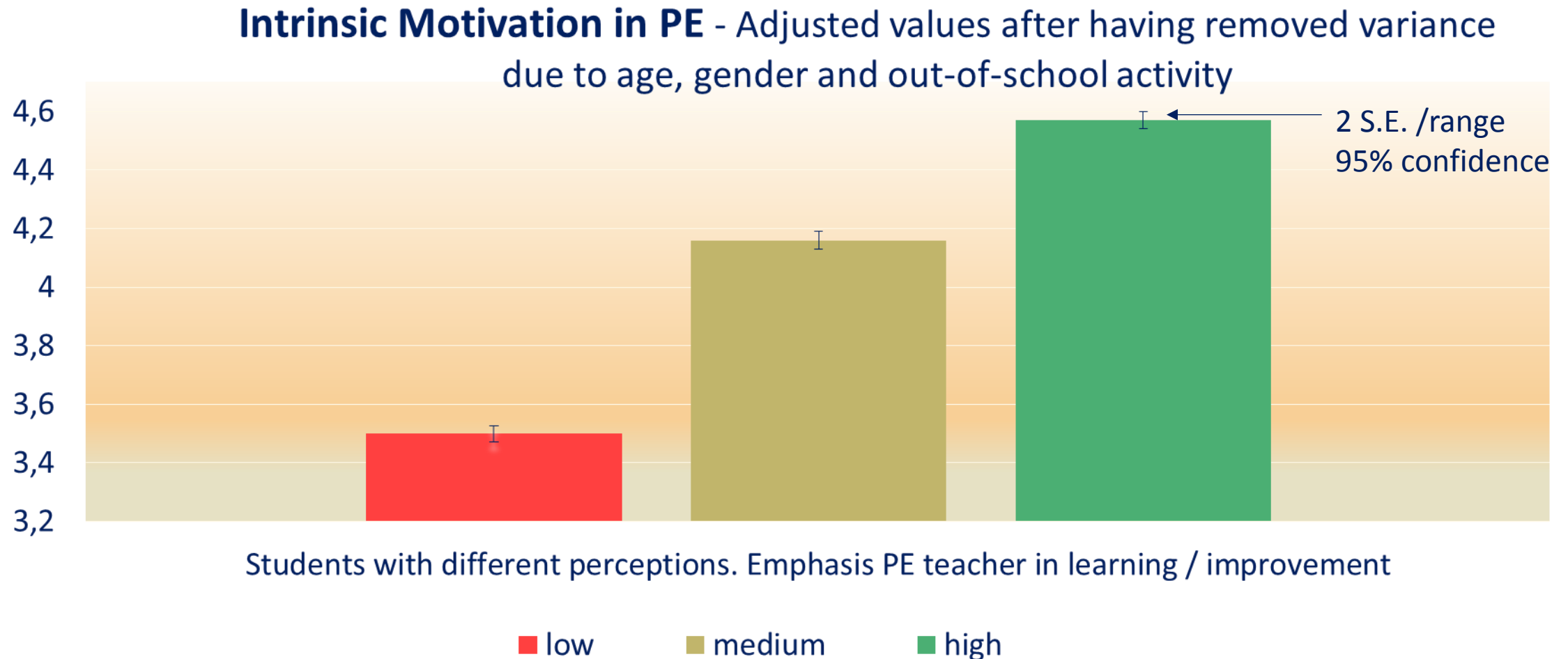


Similarly, the more pupils perceive that their PE teacher satisfy their basic needs for

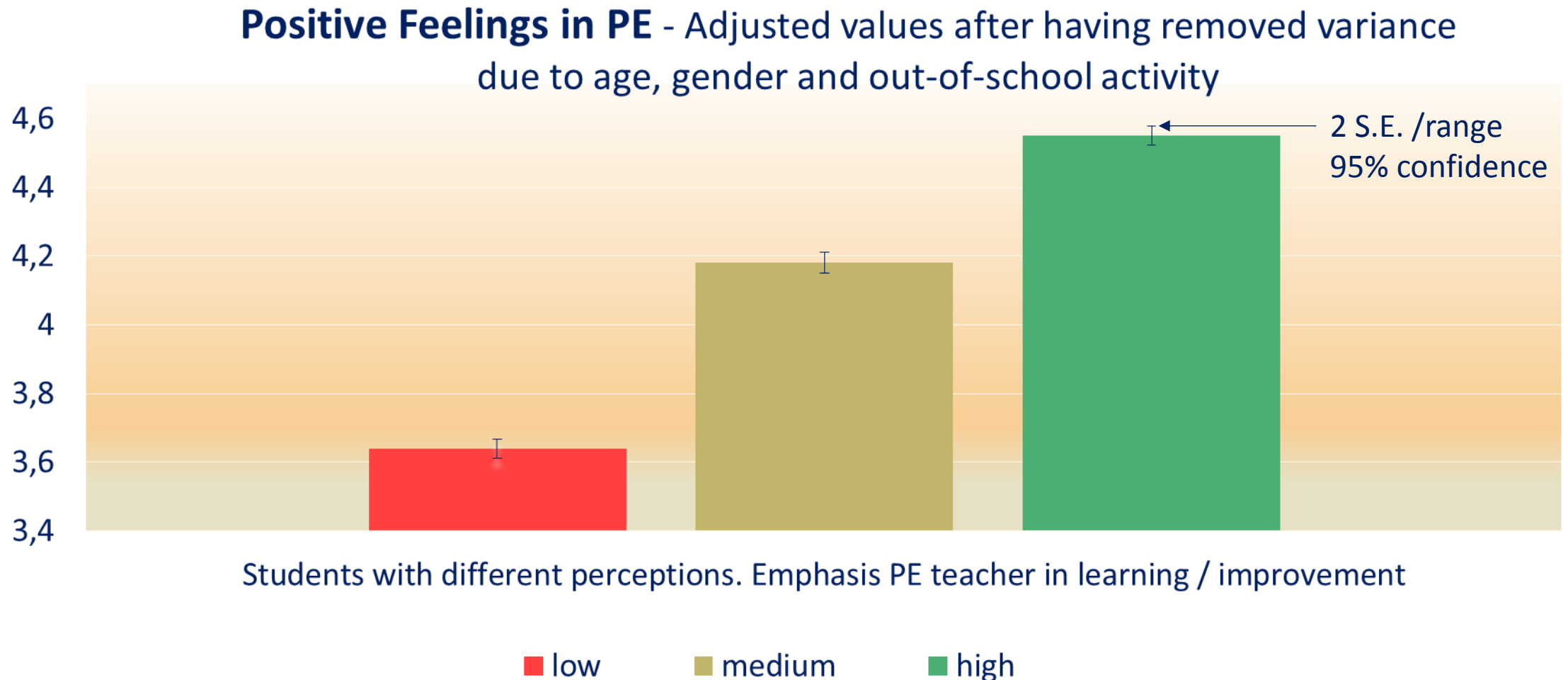
- Autonomy
- Competence
- Relatedness

The more...

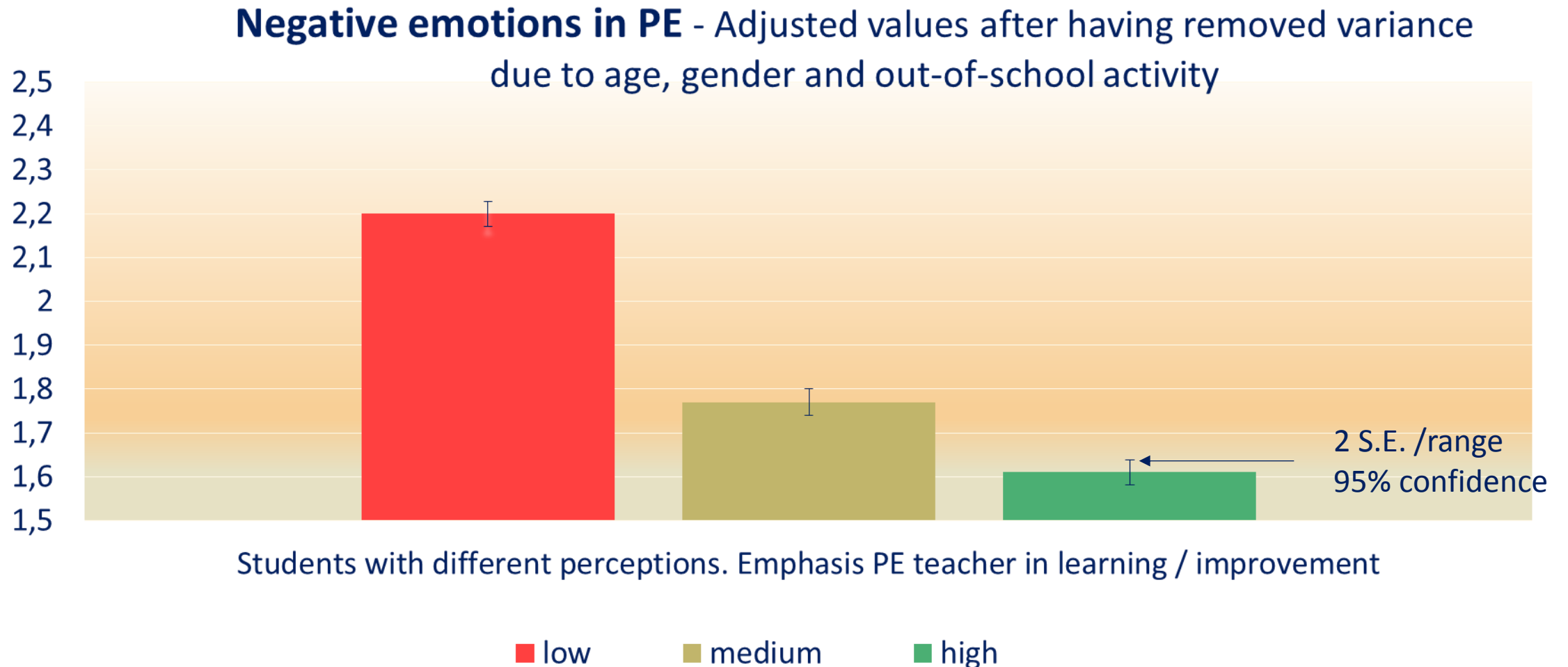
The more students perceive that the PE teacher satisfies their basic needs for Autonomy / competence / relatedness, the stronger their intrinsic motivation in PE



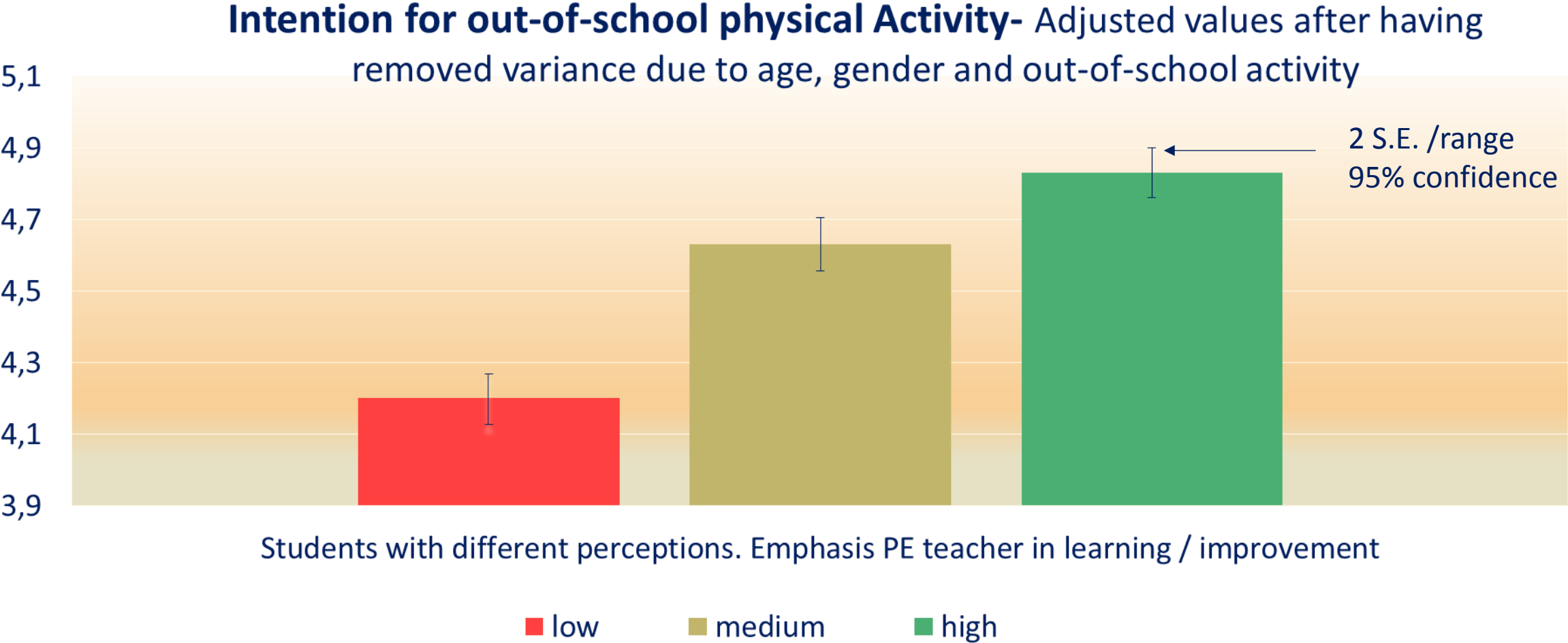
The more students perceive that the PE teacher satisfies the basic needs for Autonomy / competence / relatedness, the more positive feelings they have in PE



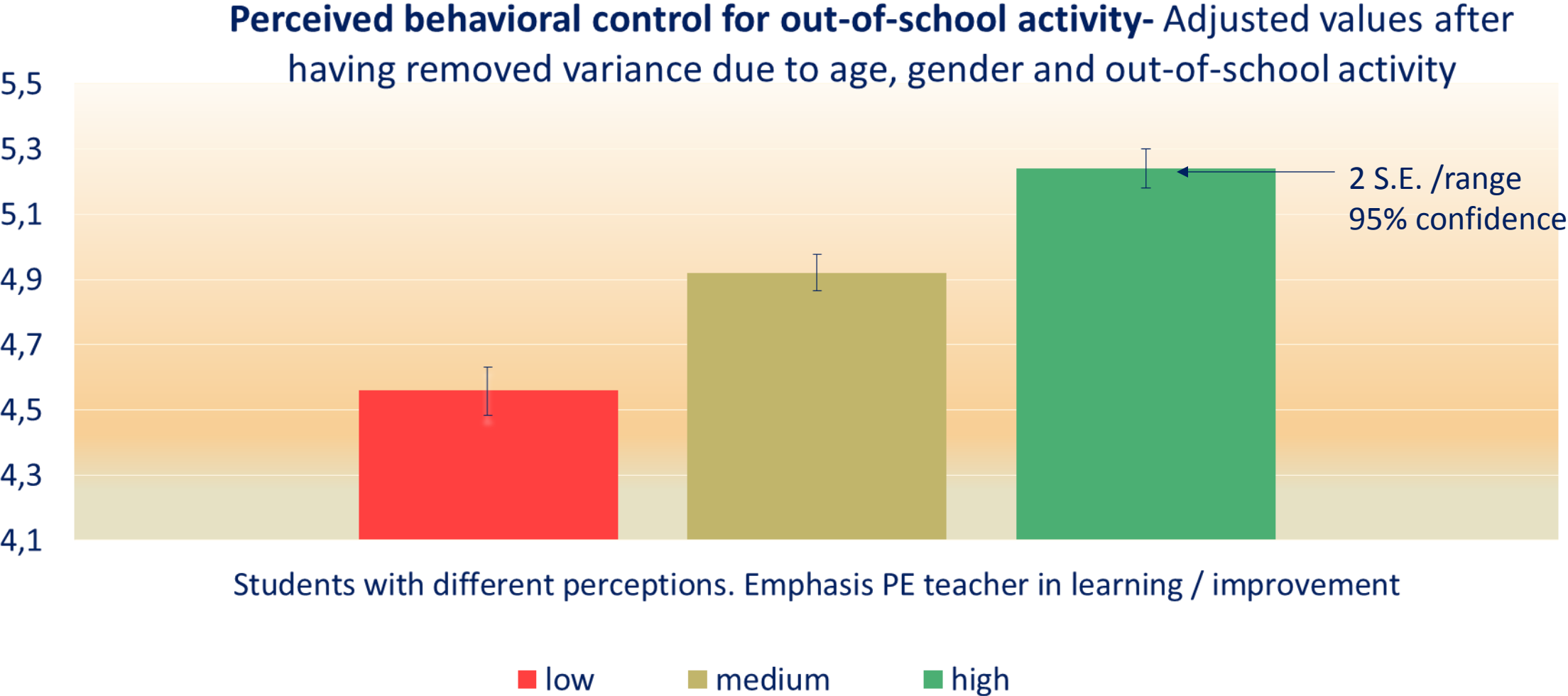
The more students perceive that the PE teacher satisfies the basic needs for Autonomy / competence / relatedness, the less negative feelings they have in PE



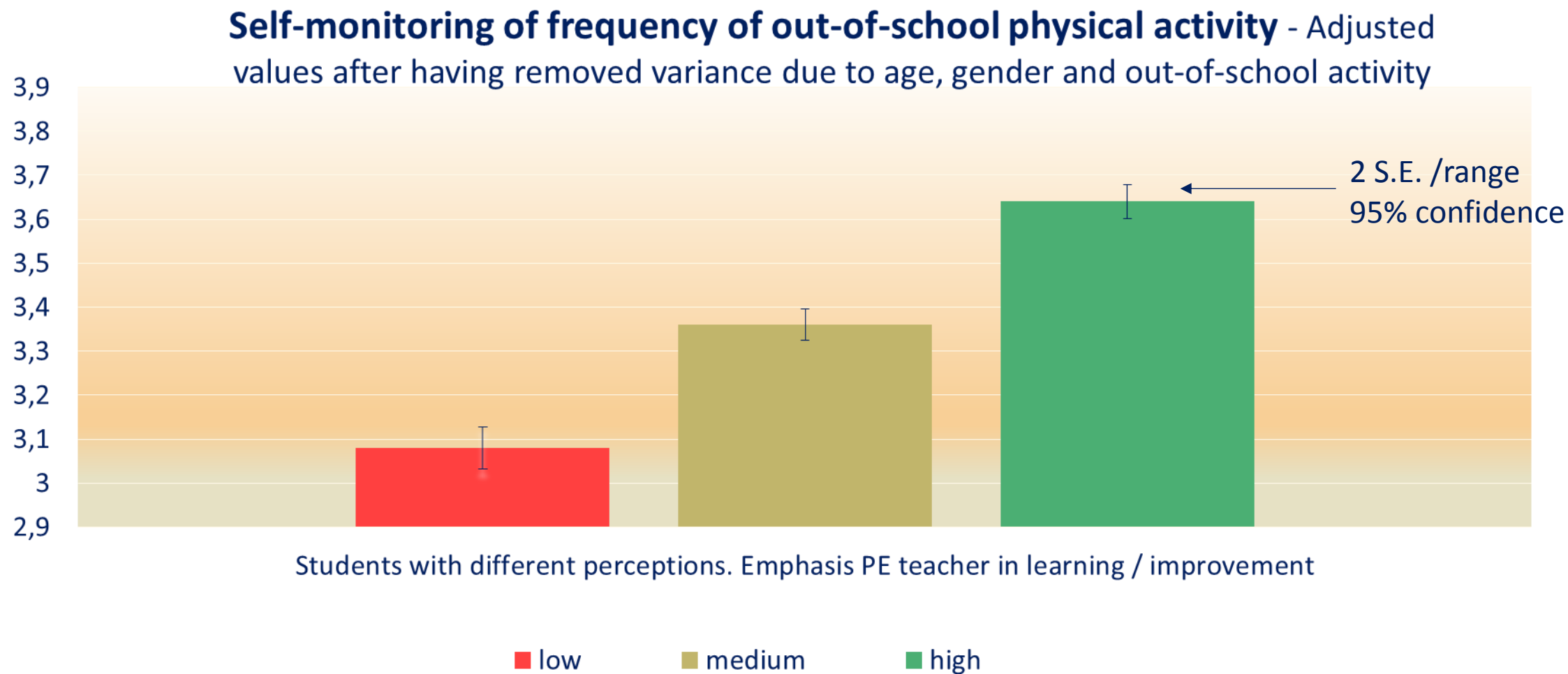
The more students perceive that the PE teacher satisfies the basic needs for Autonomy / competence / relatedness, the greater intention they have to be physically active outside of school



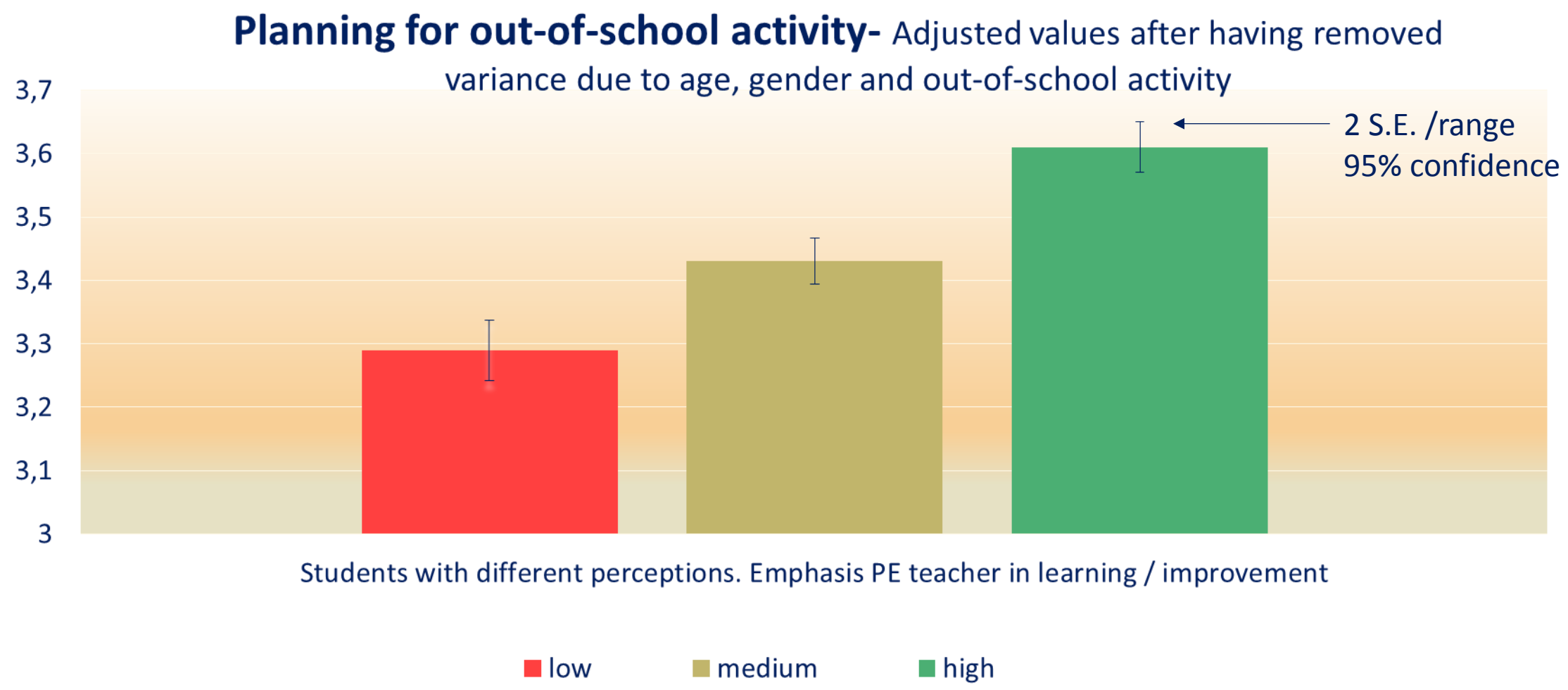
The more students perceive that the PE teacher satisfies the basic needs for Autonomy / competence / relatedness, the more are encouraged and believe that they CAN/IT'S UP TO THEM to be physically active outside of school.



The more students perceive that the PE teacher satisfies the basic needs for Autonomy / competence / relatedness, the more they monitor themselves about frequency of their out-of-school physical activity.



The more students perceive that the PE teacher satisfies their basic needs for Autonomy / competence/ relatedness, the more they get organized with specific plans (when / where / with whom / how / how often) to be physically active outside of school.



In order to have immediate outcomes in promoting out-of-school PA.

- The positive motivation climate that we create needs to aim:
 - (1) in developing students' cognitive abilities regarding their ability to self-regulate their behavior and physical activity.
 - (2) In gaining positive experiences from out-of-school physical activity.
- In the third webinar we focused on how the students can (self)monitor themselves as to whether they regularly exercise and how to set goals in order to improve the frequency of out-of-school PA.

In other words, to develop high-level self-regulated students in sports.

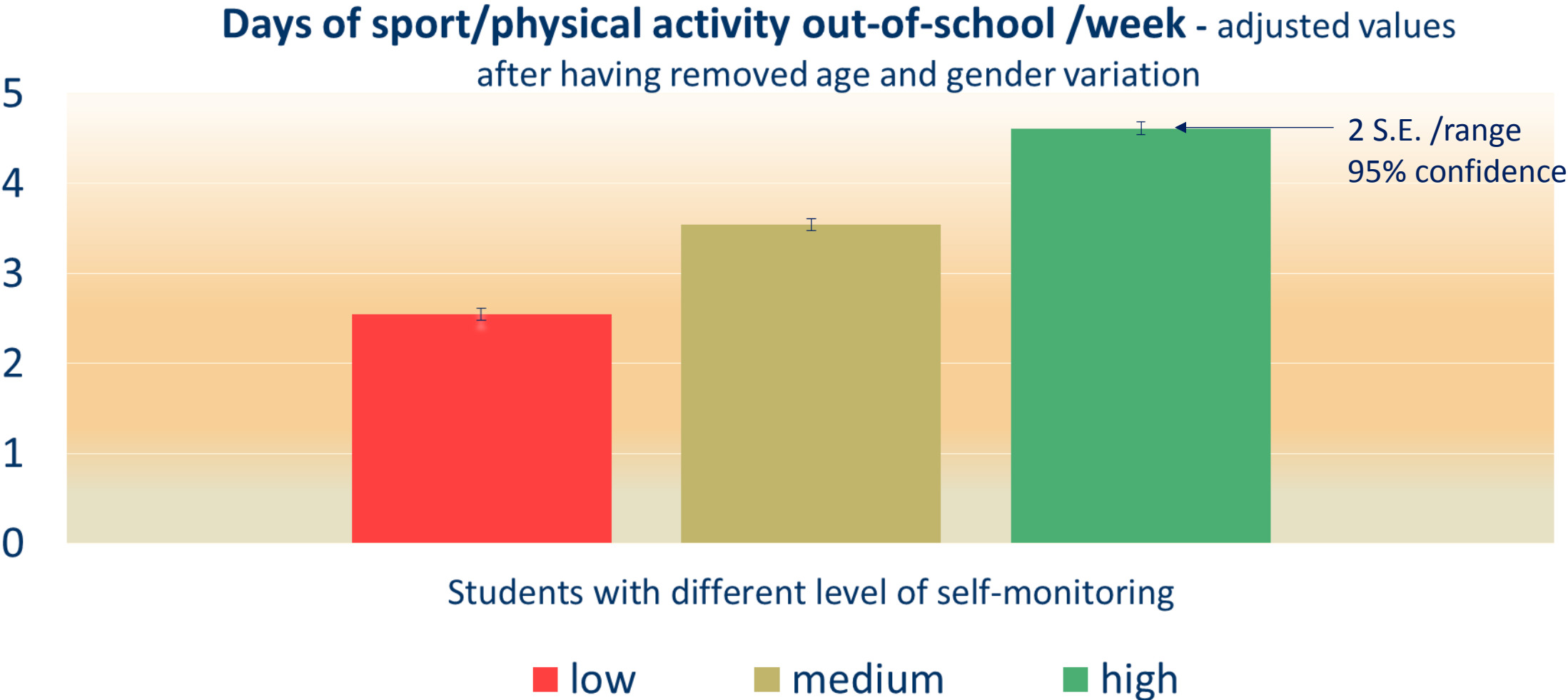
The results with your students have confirmed that this kind of students are much more physically active.

Number of pupils in different levels of self-monitoring in terms of Exercise Frequency

Level of pupils' self-monitoring in terms of Exercise Frequency

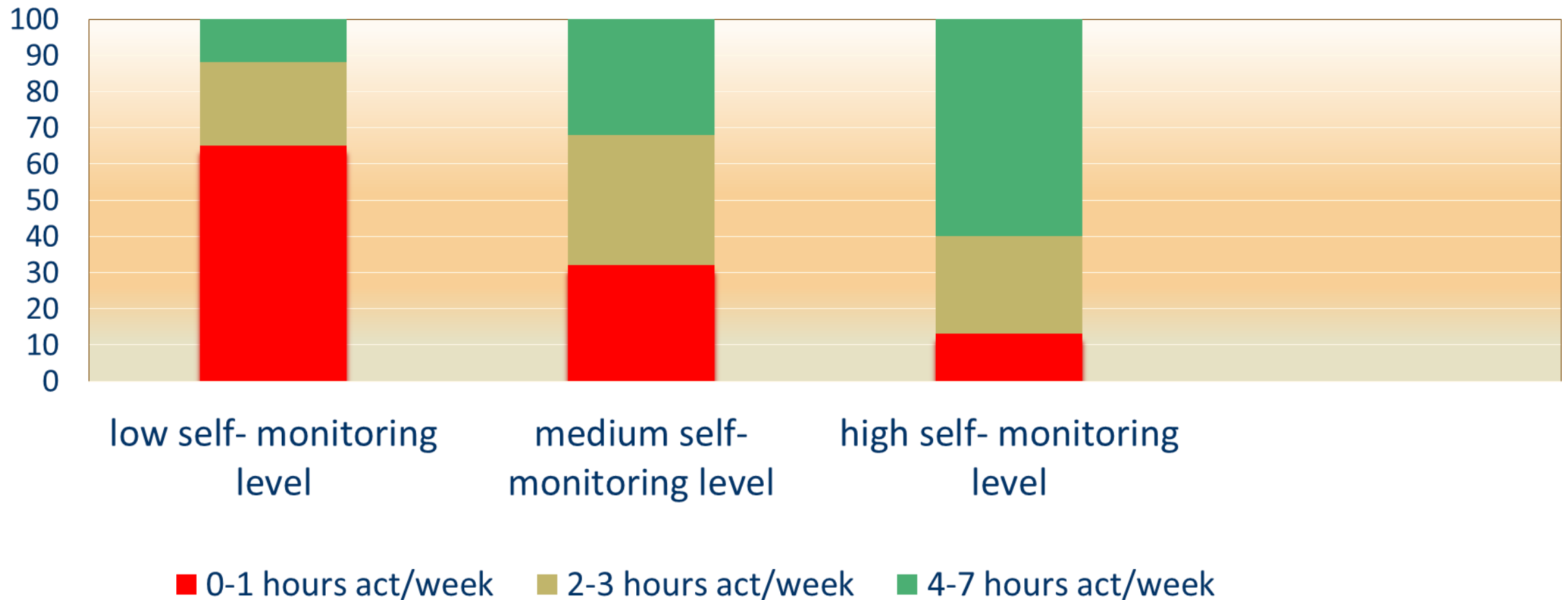
Age	Low	Moderate	High	TOTAL
10	85	139	120	344
11	257	558	461	1276
12	235	359	252	846
13	313	367	227	907
14	479	520	316	1315
15	457	539	298	1294
16	364	349	191	904
17	234	215	128	577
18	94	74	48	216
Total	2518	3120	2041	7679

The higher the level of self-monitoring of the student's frequency of physical activity, the more days they are physically active outside of school



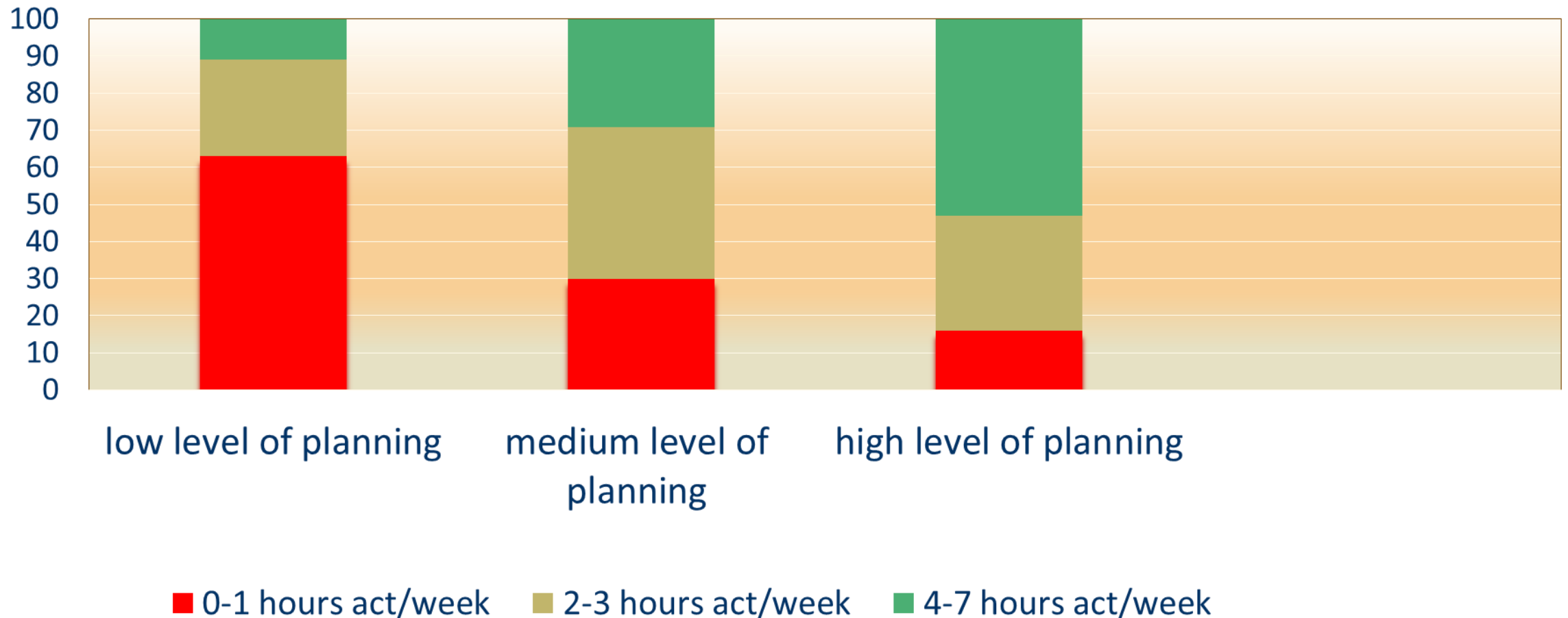
% of students' physical activity hours per week depending on their self-monitoring level

% of students who exercise 0-1 or 2-3 or 4-7 hours per week



% of students' physical activity hours per week depending on their level of planning for out-of-school PA

% of students who exercise 0-1 or 2-3 or 4-7 hours per week



For these reasons in the 3rd & 4th webinars, we focused on increasing student's self-monitoring ability & planning/goal-setting

Teaching them how to monitor their past 7-day physical activity & adopt a goal-setting program in order to increase frequency of PA

We also suggested to set both individual and group goals, motivating students to help/motivate each other to increase their physical activity.

Of course applying these strategies within a positive motivational climate!

We have not completed yet data collection and analyses regarding the effects of this intervention.

Our future goals

- How can we develop the self-regulation / self-monitoring / self-determination, cooperation skills of our pupils in terms of PA participation
- How can we develop a study program in PE class designed to develop the above abilities
- Because, for example, with a simple application of a goal-setting program, pupils simply know how to set goals, but they do not develop stable self-regulation skills

European Social network in The Identification and Motivation of inAcTivE children (ESTIMATE network)

How can we sustain this network of PE teachers and researchers interested in the promotion of physical activity through PE ?

(focused particularly to those students who mostly need physical activity!)

A little later we would like your suggestions

Next year, IMPACT will be re-introduced to the colleagues of the control group

Which of you are interested in participating again, applying once again the IMPACT-ATHLOS to get even better results for your pupils, and to improve IMPACT / ATHLOS?

- YES I'm interested
- YES and NO
- NO I'm no interested

ESTIMATE network goal on IMPACT II

- We want to improve it & apply it better based on our experiences

Goals and content of webinars

Web1: WHO Recommendations, exercise benefits, role of PE in Promoting PA

Web2: Importance of pleasure, motivational climate that emphasizes on learning and satisfaction of the basic psychological needs of autonomy, competence & relatedness

Web3: Goal setting principles (SMARTER) with autonomy & individual - group goals

Web4: ATHLOS Program

What would you add & what would you advance to them for the benefit of:

(i) the training of the PE teachers?

(ii) better implementation at school?

(iii) the promotion of PA?

Please also feel free to write your opinions on these issues in the text!

Our European partners asked if any of you would like to collaborate with them & us

Requirements:

- Your intrinsic motivation to promote students' physical activity
- You are able to communicate effectively (both speaking and writing) in English in future European meetings

Is any of you available? (you might also send us an email)

A. Final Questionnaire with closed questions for
IMPACT PE teachers on experimental group

B. Certificates of Participation

- A. Answers to closed questions. Goal: Quantitative IMPACT assessment, attitudes / intentions regarding IMPACT. Duration 30 minutes.
- Until 20 June
- Certificates of Participation from University of Thessaly will be sent individually to you by 30th of June.
- The Greek Institute of Educational Policy will send it to you later.

IMPACT Final Meeting

- Organized by the Greek Institute of Educational Policy: Athens 28-29 November 2019
- Physical or online participation: ALL
- We would be pleased if some of you would like to make a brief presentation of your experiences / application in your school
- Live / on-site presentation, or online
- Because it will be broadcast at European level as a priority we would like to have speakers who can present in English language (if there is a colleague outside Athens we will look at how to cover travel expenses)

Presentation of IMPACT on September 2019 at Larissa. How many of you can be there?

European Social network in The Identification and Motivation of inAcTivE children (ESTIMATE network)

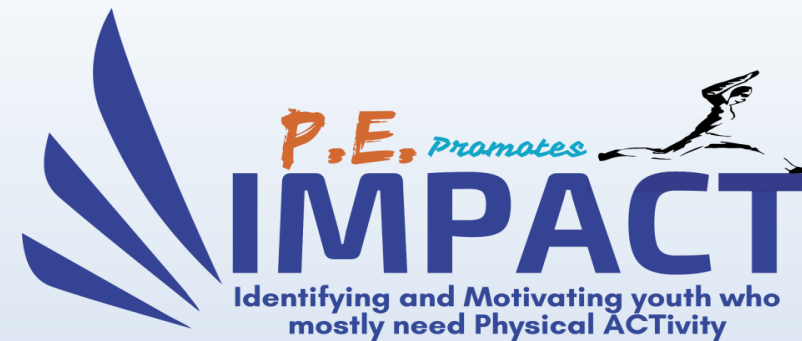
How can we sustain this network of PE teachers and researchers interested in the promotion of physical activity through PE ?

(focused particularly to those students who mostly need physical activity!)

Any suggestions?

Please feel free to write your suggestions briefly in the text!

Ευχαριστούμε πολύ!
Merci beaucoup!
Grazie mille!
Muchas gracias!
Çok teşekkür ederim!
Vielen Dank!
Thank you very much!



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