

PE TEACHERS' HANDBOOK

Co-funded by the
Erasmus+ Programme
of the European Union



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Webinar 1. IMPACT project: The importance of physical activity and school physical education

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Introduction to Webinar 1

- Good afternoon. My name is [your name and affiliation here]
- I would like to welcome you to the IMPACT project. Our purpose today is to introduce you to the first Webinar of the IMPACT project.

An important step for proceeding this webinar

- Please write your full name in the right side of the chat room
- During today's webinar we will see two educational videos in YouTube.
- We will watch now the first video on YouTube and then we will return back to this presentation/BBB.

Please click on this link to see the following video & then return to this presentation

- <https://youtu.be/PUrLrPoeme0>

Project Partners: Six European Universities

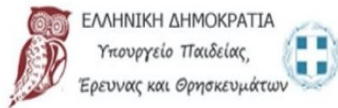


UNIVERSITÀ
DEGLI STUDI
DI PADOVA

UAB
Universitat Autònoma
de Barcelona



Project partners: Two European Ministries of Education and one Policy Institution



Project Partners: Three European Physical Education Associations



IMPACT project aims

- Promote children's and adolescent's participation in 60-minutes of moderate - to vigorous - intensity Physical Activities (PA) daily
- Raise awareness of the value of physical education
- Motivate young people to take part in physical activities throughout their lives
- Develop educational materials for teachers
- Create a network of PE teachers and researchers

Overview of topics to discuss today

- How much exercise or physical activity children need?
 - Why do we need physical activity?
 - What are the benefits of exercise?
 - Do you know how much your students meet the current physical activity recommendations?
- Why physical education is important?
 - How physical education can contribute to help students meet WHO's recommendation?
 - Can we promote physical activity for our students outside of school?

What do you think?

Do you know how many minutes per day each student needs to participate in moderate to vigorous physical activity?

- A. 20'
- B. 30'
- C. 60'
- D. I'm not sure; I don't know

Do you know how many days per week each student needs to participate in moderate to vigorous physical activity?

- A. 3 days
- B. 5 days
- C. 7 days
- D. I'm not sure; I don't know

Can we promote out-of-school physical activity through PE?

- A. YES
- B. NO
- C. I'm not sure; I don't know

Now we will watch the second video on YouTube and then we will return back to the BBB.

Note: It will open in a different tab in your browser

Why physical education is important?

- Students...
 - Have opportunities to be active
 - Can improve physical fitness
 - Can develop their motor skills
 - Develop self-discipline
 - Can develop positive relationships
 - Learn new things and connect knowledge with other subjects (e.g. diet and nutrition, dealing with health issues etc.)

Why physical education is important?

- Important for students' healthy growth and development
- Important for students' mental health (e.g. exercise relieves stress and anxiety)
- Meet with a variety of physical activities and adopt physical activity as a lifetime habit

One more thing:
Physical education is
fun!

Fun is a major
determinant of
physical activity!

What is physical activity?

“Physical activity is defined as any bodily movement produced by skeletal muscles that results in energy expenditure”.

Why do we need physical activity?

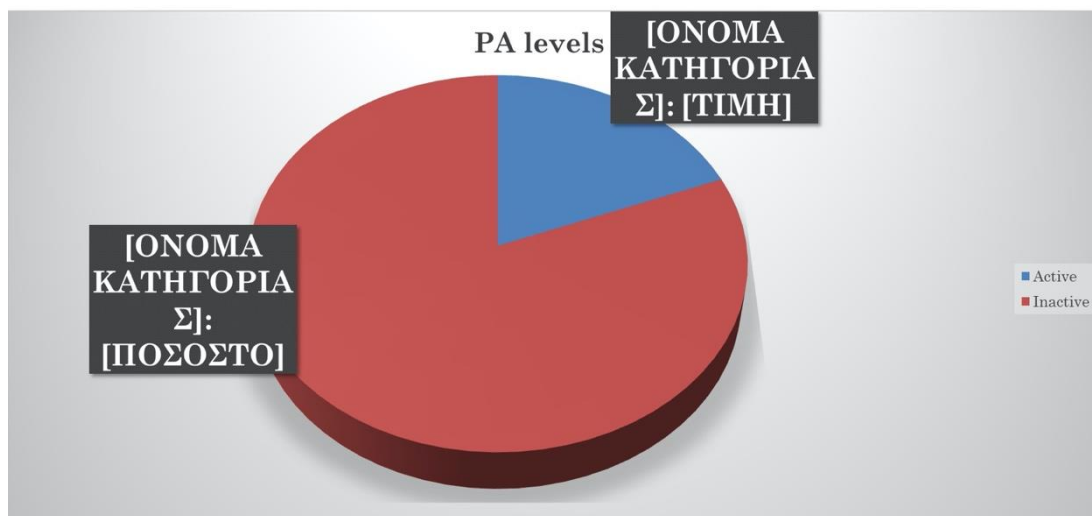
- Improves cognition on the day it is performed
- Improves mood and boosts energy
- Strengthen your bones and muscles
- Promotes better sleep
- Improves your ability with daily activities
- Helps in maintaining our weight in a healthy range
- Reduces the risk of a variety of health conditions and diseases (e.g. risk of cardiovascular disease, type 2 diabetes, a number of cancers, blood pressure etc.)
- Increases chances of living longer and better

Source: ACSM, 2018

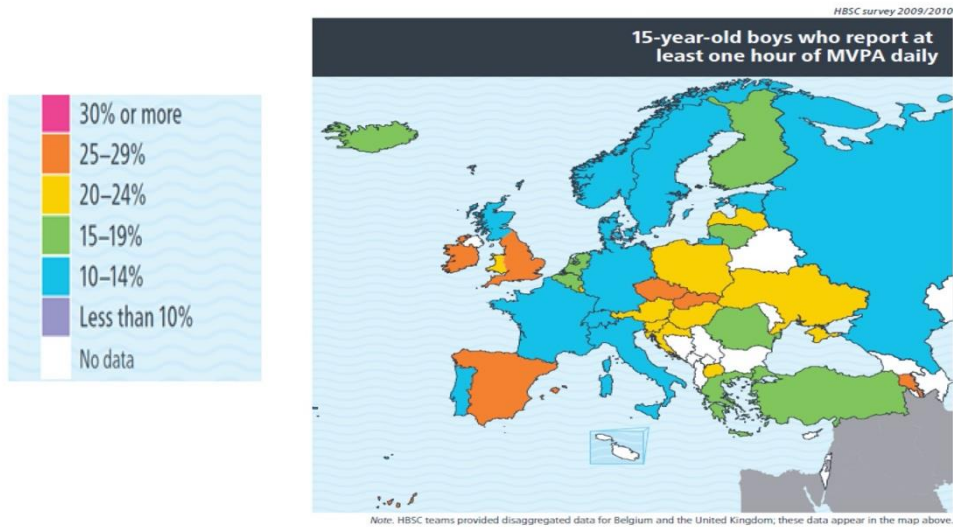
WHO's Recommended PA levels

- Children and youth aged 5–17 should accumulate at least **60 minutes of moderate - to vigorous - intensity physical activity daily**.
- Most of the daily PA should be **aerobic**.
- PA that strengthen muscle and bone should be included in their exercise program for at least **3 times per week**.

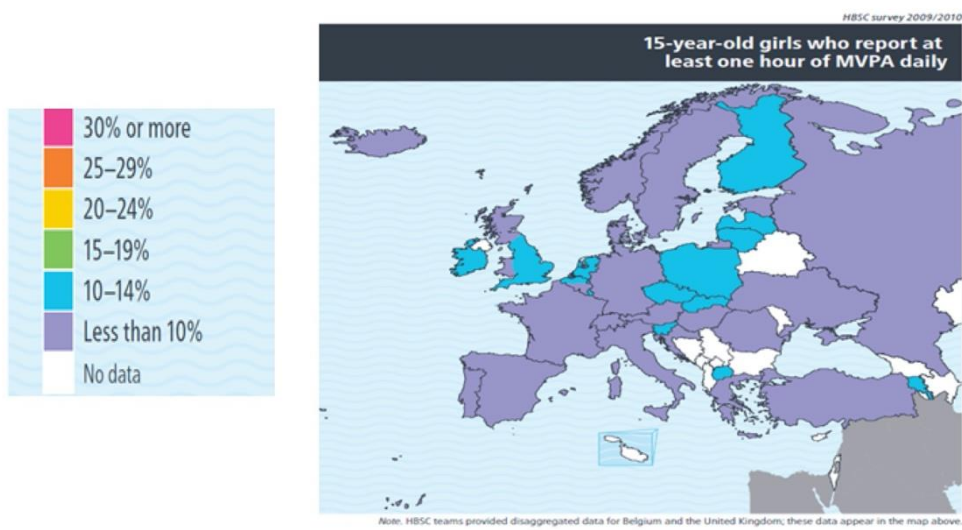
Rates of PA among Children & Adolescents



European boys' PA levels

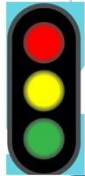


European girls' PA levels



IMPACT preliminary findings from a sample N= 2079 students aged 12-16 from 6 countries (FR, GR, IT, TU, SP, UK)

Days of 60 minutes Physical Activity	BOYS	GIRLS	TOTAL
Less than 3 Days/week	31 %	46 %	39% (N= 799)
3-4.5 Days/week	38 %	35 %	36% (N= 757)
5-7 Days/week	31 %	19 %	25% (N= 523)



Almost 1 every 2 girls, and 1 every 3 boys are characterized as **INACTIVE**

Just 1 every 5 girls and 1 every 3 boys can be characterized as **ACTIVE**

How physical education can contribute to increase students' participation in physical activity?

Enables children and youth to become physically literate through the development of attitudes, behaviors and skills

Physical literacy



The importance of physical literacy

- Physical literacy is the foundation of physical education, it is not a programme but an outcome of any structured physical education provision, which is achieved more readily if learners encounter a range of age and stage appropriate opportunities.

Source: Whitehead (2010)

What does a physically literate person look like?

- Maintain **motivation** and **confidence** in adopting physical activity as an integral part of life
 - Appreciate the intrinsic value of physical activity, as well as its contribution to **health** and **well-being**,
 - Related to others, demonstrate sensitivity in their verbal and non-verbal communication, and develop empathetic **relationships**

Source: Whitehead (2010)

What does a physically literate person look like?

- Demonstrates **physical competence** that enables an individual to participate in a wide range of physical activities and settings
- **Knows and understands** how to be physically active in a variety of physical environments
- **Engages** in physical activities for life

Source: Whitehead (2010)

Becoming physically literate is not an automatic process

- An action plan needed to be planned and implemented.
- PE teachers need to be appropriately educated

The challenges of PE in contributing to students' physical activity

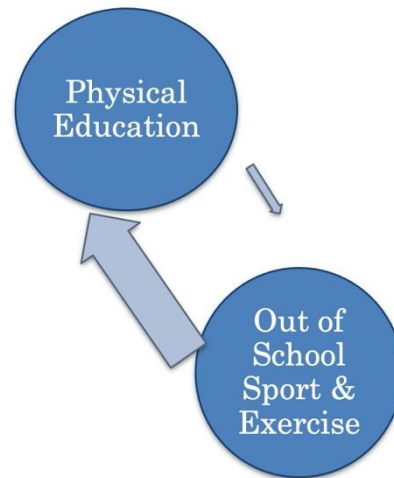
- The PE lesson in most countries is limited to 2 – 3 hours per week
- Thus the PE lesson can not help students to meet World Health Organization's recommendation

The potential of PE in promoting students' physical activity

- The limited time allocated to PE in school makes more important the promotion of PA out of school
- PE teachers can plan and deliver a lesson that may urge students to participate in PA out of school (World Health Organization, 2007).

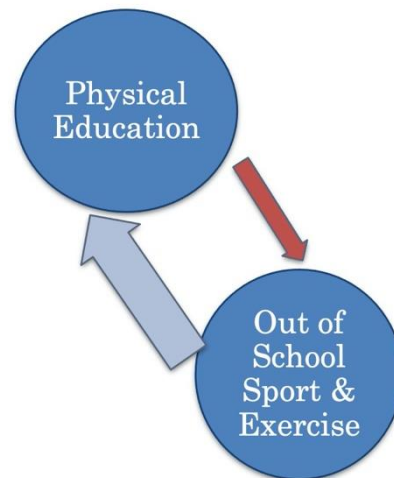
Motivation in School Physical Education is connected with participation Out-of-School Sport & Exercise

Unfortunately, participation in out-of-school Sport and Exercise has **much bigger** impact on Motivation in School Physical Education than the vice-versa



In the IMPACT project we want to make a small change on this

By **increasing the impact** of Motivation in School Physical Education on Participation in out-of-school Sport and Exercise



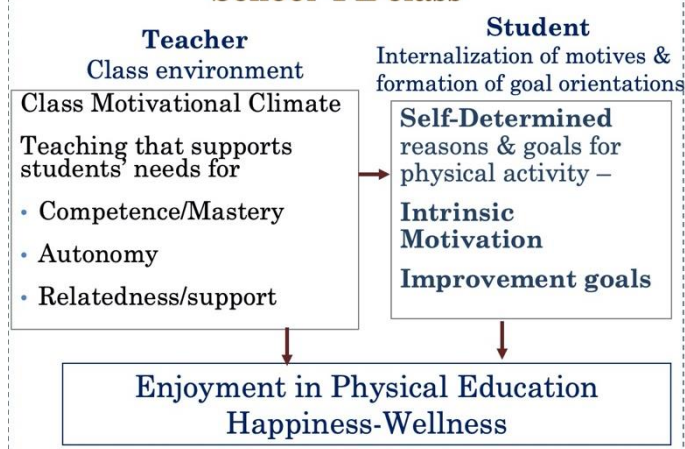
How to increase the impact of motivation in Physical Education

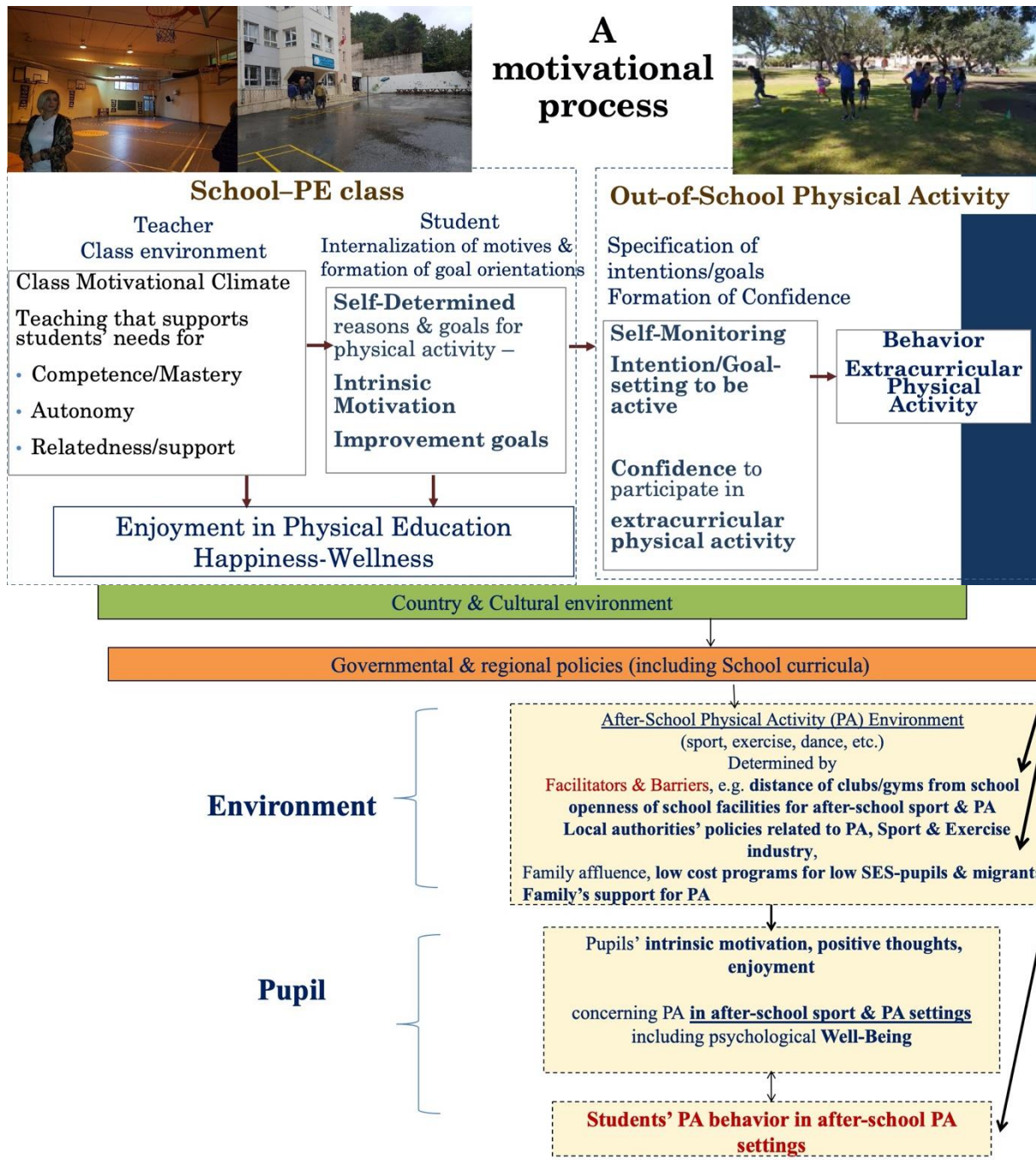
On pupils' participation in out-of-school Physical Activity

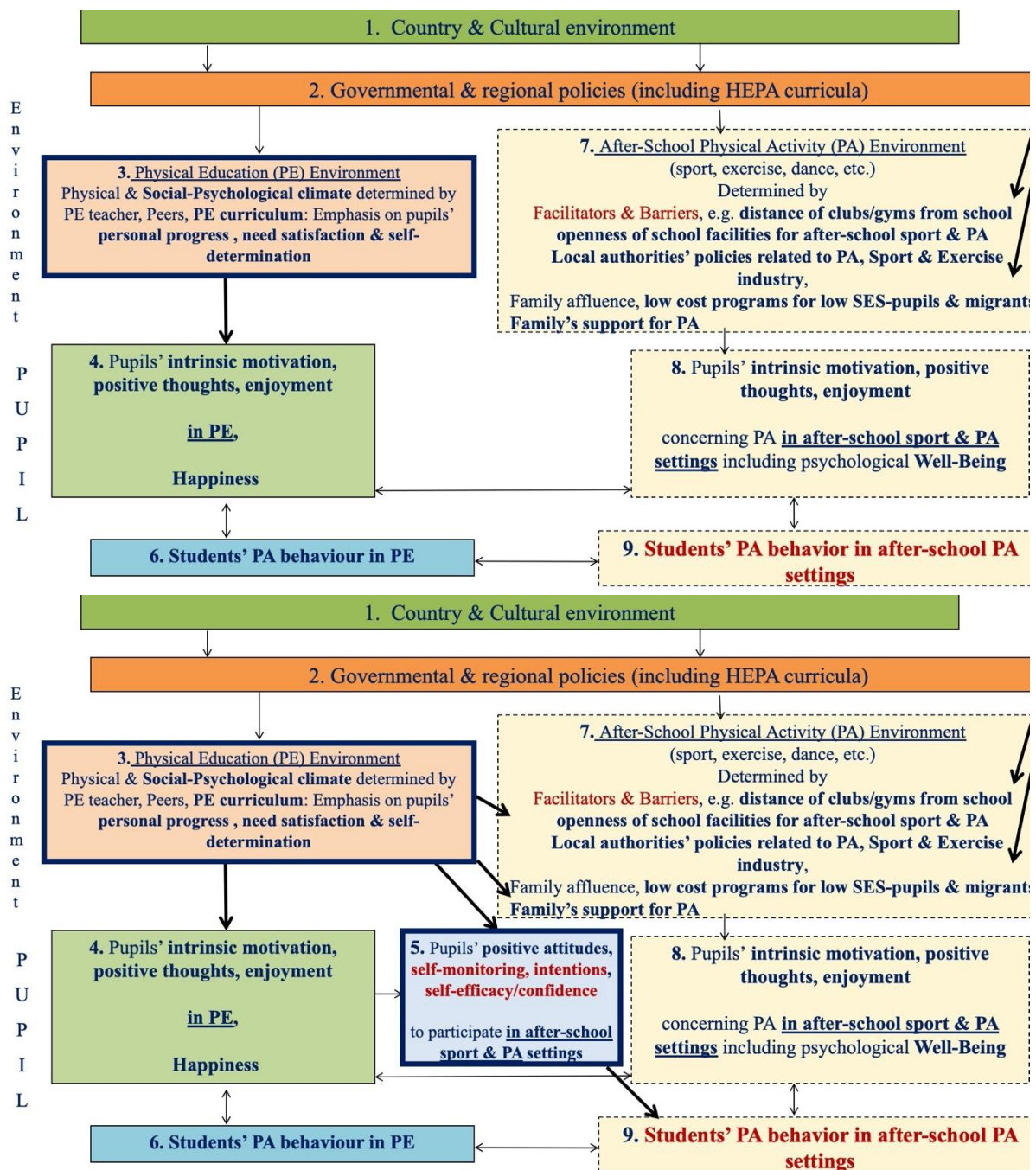


A motivational process

School-PE class







School is the ideal
setting for promoting
students' health

(World Health Organization, 2007)

So, what teachers can
do in order to
promote out-of-school
physical activity?

The IMPACT methodology

What can we do?

PE teachers can help students:

- Learn how to exercise properly
- Experiences a variety of physical activities
- Learn basic principles of exercise and adjust under different conditions
- Learn how to collaborate with others in order to play games and enjoy physical activity

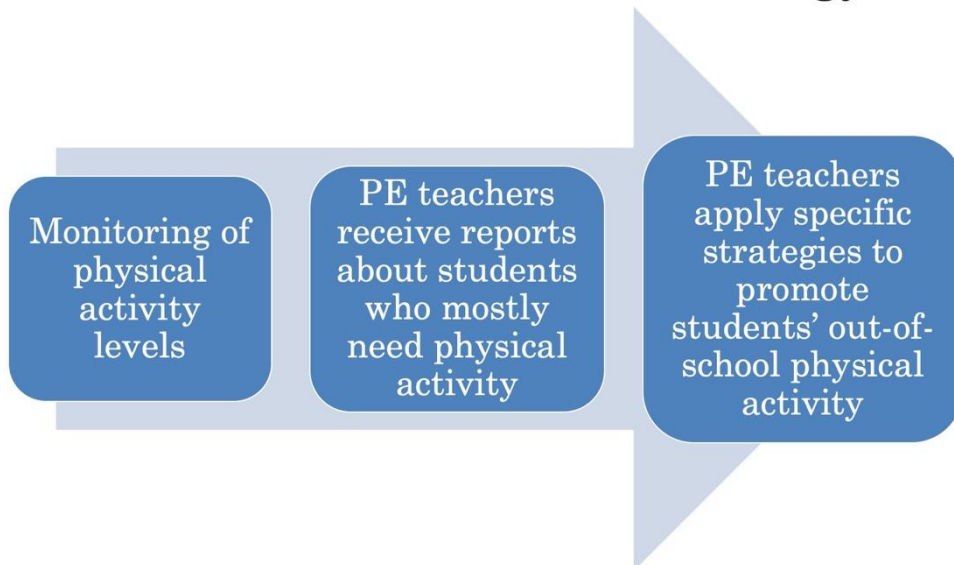
What can we do?

PE teacher can help students learn how to:

- Evaluate their level of fitness
- Measure their progress
- Set goals for themselves and become self-regulated in physical activity

The IMPACT methodology: Strategies that may have an IMPACT on students' physical activity

The IMPACT methodology



Strategies that may have an IMPACT on students' physical activity

- Self-monitoring
- Goal setting
- Action planning

Please click on this link to see the following video & then return to this presentation

- <https://youtu.be/cvjd4BS-RBY>

Self-monitoring our physical activity levels

Emphasis on personal improvement

How to monitor your physical activity?

- Self-evaluate yourself: Can you recall the amount of physical activity that you have done last seven days?

Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
0 days 1 2 3 4 5 6 7 days

Self-monitoring through the use of diary

Record your participation for more that 10 minutes in vigorous to moderate PA next week

Name _____

Date ____/____/____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Evaluating the
intensity of physical
activity based on
heart-rate

Vigorous-intensity physical activity - feel it really hard

The target heart rate should be 70% to 85% of our maximum heart rate.

- For example, for a 15-year-old student, the estimated maximum age-related heart rate would be calculated as $220 - 15 \text{ years} = 205$ beats per minute (bpm).
- The 70% and 85% levels would be:
- 70% level: $205 \times 0.70 = 143 \text{ bpm}$, and
- 85% level: $205 \times 0.85 = 174 \text{ bpm}$

Moderate-intensity physical activity – feel it hard but comfortable

The target heart rate should be 50% to 70% of our maximum heart rate.

- An estimate of a student's maximum age-related heart rate can be obtained by subtracting the student's age from 220.
- For example, for a 15-year-old student, the estimated maximum age-related heart rate would be calculated as $220 - 15 \text{ years} = 205$ beats per minute (bpm).
- The 50% and 70% levels would be:
- 50% level: $205 \times 0.50 = 103 \text{ bpm}$, and
- 70% level: $205 \times 0.70 = 144 \text{ bpm}$

Moderate and vigorous physical activities examples

Physical activities with **moderate** intensity

- Walking briskly (3 miles per hour or faster, but not race-walking)
- Gymnastics
- Recreational swimming
- Bicycling slower than 10 miles per hour in level terrain
- Tennis (doubles)

Physical activities with **vigorous** intensity

- Race walking, jogging, or running
- Playing football, basketball and team sports in general
- Swimming laps
- Tennis (singles)
- Aerobic dancing
- Bicycling 10 miles per hour or faster
- Jumping rope
- Hiking uphill or with a heavy backpack

Try it with your students!

Tasks and ideas to implement for the next 2 weeks

Task 1: Knowledge and understanding

Discuss with your students about:

- WHO's PA recommendations
- What is moderate and vigorous PA with examples
- How to measure their pulse and be able to distinguish between moderate and vigorous PA based on their heart rate
- The benefits of PA

Task 2: Using the “MY IMPACT Journal” to self-monitor physical activity

- Ask students to recall their PA during the previous week using a diary (paper and pencil)
- Motivate your students to record their participation in physical activities by using the weekly diary for the coming week
- After one week, discuss and help them to evaluate physical activities that correspond to moderate and vigorous physical activity accordingly

Self-monitoring through the use of diary

Record your participation for more than 10 minutes in moderate to vigorous PA next week

Name _____

Date ____/____/____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Task 3: Evaluating the level of fitness

Propose your students to select 2-3 from the following PA and help them to evaluate themselves:

- **6-minute walk or run test** (<https://www.topendsports.com/testing/tests/walk-6min.htm>) or (<https://www.topendsports.com/testing/tests/6-minute-run.htm>)
- **Shuttle run** (<https://www.topendsports.com/testing/tests/20mshuttle.htm>)
- **Plank test** (<https://www.topendsports.com/testing/tests/plank.htm>)
- **Sit ups** (<https://www.topendsports.com/testing/tests/sit-up-30seconds.htm>)
- **Push ups** (<https://www.topendsports.com/testing/tests/home-pushup.htm>)
- **Sit and reach** (<https://www.topendsports.com/testing/tests/sit-and-reach.htm>)

Evaluating our fitness levels

Test	Your performance
6-minute walk or run test	
Plank test	
Sit ups	
Push ups	
Sit and reach	

Fitness levels and setting personal goals

Test	Your performance	Set a goal to achieve in the next 2 weeks
6-minute walk or run test		
Plank test		
Sit ups		
Push ups		
Sit and reach		

One last word: Go social if you can!

- Remember the parents! You can organize an informational event to discuss with parents about WHO recommendations and the importance of being active
- E.g., Organize a simple PA event for parents and students together or send an information sheet about WHO's recommendation or create a Facebook group and disseminate information related to physical activity and health

The content of the forthcoming webinars

The next webinars will be about:

- Webinar 2: Fun and motivation in Physical Education and physical activity
- Webinar 3: Self-regulation strategies to increase physical activity
- Webinar 4: An example of an application to promote physical activity through Physical Education
- Webinar 5: Overview and future plans of the network between teachers and researchers

Discussion and exchange of ideas to implement

Discuss in the Big Blue Button with the members of your team the following topics

Group discussion: Based on the suggestions and topics we discussed today...

- How will you plan your teaching, during the following weeks, in order to facilitate students' involvement in PA? For example...
 - What initiatives are you planning to take?
 - How can you emphasize the benefits of exercise with your students?
 - How can you communicate WHO's guidelines for physical activity to your students?
 - How will you use self-monitoring with your students?

Any other ideas or
anything to discuss?

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



How to promote adolescents' physical activity providing fun situations and a motivating climate in physical education

Co-funded by the
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Webinar topics

Proposing fun/enjoyable learning situations in PE

- What fun and enjoyment of PA are
- Why enjoyment in PE is important for leisure time PA
- Three strategies to increase enjoyment during PE lessons
- Testing Enjoyment of your students

Nurturing adolescents' self-determined motivation in PE

- What motivation in PE is
- Why motivation in PE is important for out-of-school PA promotion
- How to nurture adolescents' self-determined motivation in PE

Proposing fun/enjoyable situations in PE

“No pain, no gain”

(Jane Fonda, Aerobic workout videos, 1982)

“One important determinant of physical activity is simply youths’ perceived enjoyment of such activity”

(John Cairney et al., 2012, p. 1)

What is fun/enjoyment in PE?

- **ENJOYMENT** is a core affect embedded in positive emotion, motivation, interest, satisfaction; **enjoyment** does not stand alone, it is about something, it occurs in the form of an experienced property of sensation, objects, actions, people or event.
- **FUN** has not always been considered an appropriate outcome of PE and exercise (remember the motto/mantra “No pain no gain” ...), but it has been reported that children and adolescents reported **fun** as both **the main reason for positive feelings** associated with PE, and **the most critical factor** for making PE enjoyable.

Identifying determinants of enjoyment in PE

- **Age** (enjoyment of Physical activity can decline with age)
- **Gender** (enjoyment can decline following transition, particularly among girls)
- **Perceived competences and skills** (higher perceived athletic competence is associated with higher enjoyment of PE)
- **Kind of activity and variety** (e.g. level of competition, team vs. individual activities, waiting or not in line; teacher's active participation, ...)
- **Motivational climate** (task-oriented climate can promote enjoyment of PA)

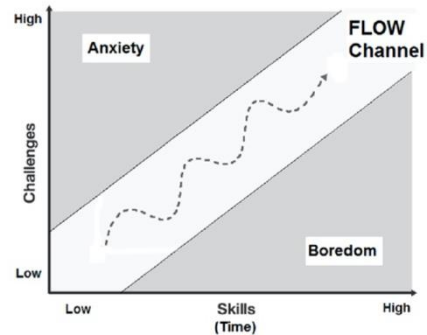
Identifying barriers to enjoyment in PE

- **Barriers at school** (e.g. concerns with body appearance; stereotypes; peers' teasing and bullying; lack of confidence in individual own abilities and skills)
- **Barriers outside of school** (reduced time for experiencing PA)

The *flow* model

Why people invest a lot of time and energy in tasks giving limited external rewards?

- **Autotelic** (i.e. self-goal or self-purpose oriented) activities.
- Prominence of **intrinsic factors**.
- Enjoyment seems highest when the challenge is matched by **individual skills**.
- This matching leads to a state of **flow** (i.e. great enjoyment and engagement in the task).
- A mismatch can lead to either **anxiety** or **boredom**.



Two photos Here:
One case of anxiety in PE
One case of boredom in PE



Pleasant situations in PE can stimulate

PA participation during
extra-school time



and can impact lifelong
healthy behaviours and
wellbeing



Three strategies to increase enjoyment in PE

- 1) Starting teaching using **easy learning tasks**, before challenging tasks, to favour success and instant pleasure.
- 2) Designing task **to trigger situational interest** and pleasure.
- 3) Increasing affective response to PA, combining the **different types of pleasure**.

1) Starting teaching using **easy learning tasks, before challenging tasks, to favour success and instant pleasure.**

- **Individual challenging task** is a key-condition for improving students' learning.
- For beginners the challenge of undertaking even a **basic task** may exceed their level of **ability**.
- Individuals **compare** their **results** to the **goal pursued**. When a **discrepancy** is perceived, the individual will try to reduce it.
- This **persistence** in the pursuit of the goal depend on the **quantity of progress**. If the progress is perceived as too low, the student will probably drop out.
- **Confidence** is also important, increasing confidence individuals rise their satisfaction as well as their persistence.

With beginning students, start with easy tasks
before challenging tasks.

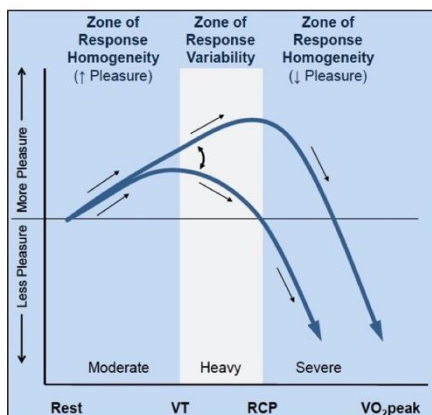
<https://youtu.be/3zIES2A1G0w>

2) Designing task to **trigger situational interest/pleasure**

- Situational interest is triggered or activated by features that give the learner a sense of **novelty** and **challenge**, demands **high attention** and **exploration** intention, and generates **instant enjoyment** during the person-task interaction.
- Such an interesting task will trigger arousal, attention and positive affect which together **prompt the student to engage in that situation**.

3) Increasing affective response to PA combining the different types of pleasure: **sensory and non-sensory pleasures**

- **Sensory pleasures:** body sensations, physiological relaxation.



The sensory pleasure is more positive when the intensity is **close to ventilatory threshold** (the point during training at which pulmonary ventilation becomes disproportionately high with respect to oxygen consumption).

Thus, the **“no-pain no-gain”** motto can be counter-productive in terms of PA engagement, particularly with beginners.

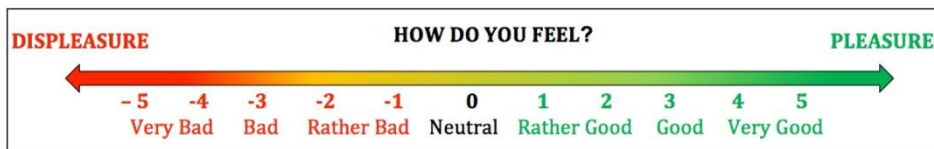
The non-sensory pleasure is more positive when the intensity is **self-selected by the individual**.



Non-sensory pleasure create
autonomy and self-regulation

VIDEO ENDURANCE RUNNING
<https://youtu.be/w9rUQOiNNKY>

Test strategies to promote funny and enjoyable PE with your students (1)



Test strategies to promote pleasant PE with your students (2)

- You can also use the **Physical Activity Enjoyment Scale (PACES)** to assess the degree of enjoyment of your students toward PE, for example at the end of a lesson or at the end of a specific cycle of lessons.

Physical Activity Enjoyment Scale

When I am active ... (1) Disagree a lot ... (5) Agree a lot

1. I enjoy it
2. I feel bored
3. I dislike it
4. I find it pleasurable
5. It's no fun at all
6. It gives me energy
7. It makes me depressed
8. It's very pleasant
9. My body feels good
10. I get something out of it
11. It's very exciting
12. It frustrates me
13. It's not at all interesting
14. It gives me a strong feeling of success
15. It feels good
16. I feel as though I would rather be doing something else

Quiz time

Fun/Enjoyment Quiz

	CORRECT	FALSE
Proposing very easy situations that all students can achieve at first try is a loose of time in PE.	<input type="checkbox"/>	<input type="checkbox"/>

Fun/Enjoyment Quiz

	CORRECT	FALSE
PE teachers should variate the sports/exercises proposed in PE as much as possible in order to increase the novelty and then instant pleasure.	<input type="checkbox"/>	<input type="checkbox"/>

Fun/Enjoyment Quiz

	CORRECT	FALSE
In endurance, when PE teachers provide students with individual challenges in function of their ventilator threshold, it is displeasing for most of students.	<input type="checkbox"/>	<input type="checkbox"/>

Fun/Enjoyment Quiz

	CORRECT	FALSE
Using regularly the “feeling scale” or specific questionnaires is a good way to take into account students’ pleasure.	<input type="checkbox"/>	<input type="checkbox"/>

Motivation in PE:
nurturing adolescents’ self-
determined motivation in PE

What is Motivation?



It is the "**why**" of our behaviours

- Motivation is not a gift or a natural predisposition on which we cannot act.
- Student's motivation depend only partially on him/herself, it is also influenced by the **social environment** - the **motivational climate** - created by the teacher.

QUANTITY
How much
motivation?



- PERFORMING OK?
- SEEMS "INTO IT"?

QUALITY
Why is the
student
motivated?



- Enjoys PE?
- Feels good about him or herself in PE?
- PE promotes wellbeing?
- Maximizing skills for long-term accomplishment?
- Student would like to continue participating to PA out of school?

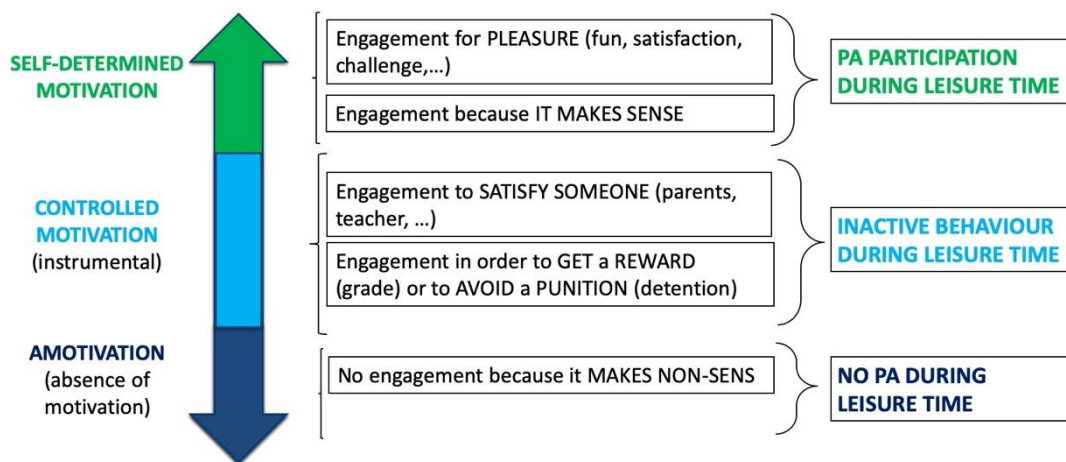
QUALITY
Why is the
student
motivated?



Benefits of nurturing inner motivational resources in PE

- Students' motivation to learn
- Empathy and prosocial behaviour (i.e. helping others)
- Development of teamwork skills
- Greater desire for PA participation in the future.

Why self-determined motivation for PE is important for leisure time PA promotion?



How to increase motivation for PE?

AUTONOMY

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



COMPETENCE

Seek to control the outcome and experience mastery

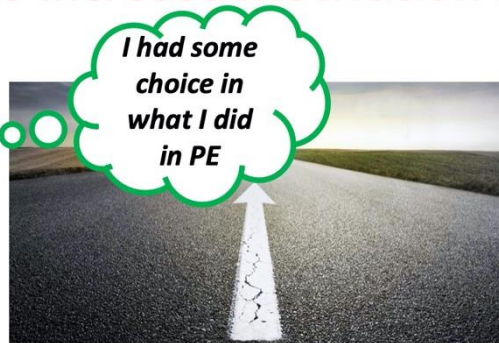
BELONGING

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

How to increase motivation for PE?

AUTONOMY

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



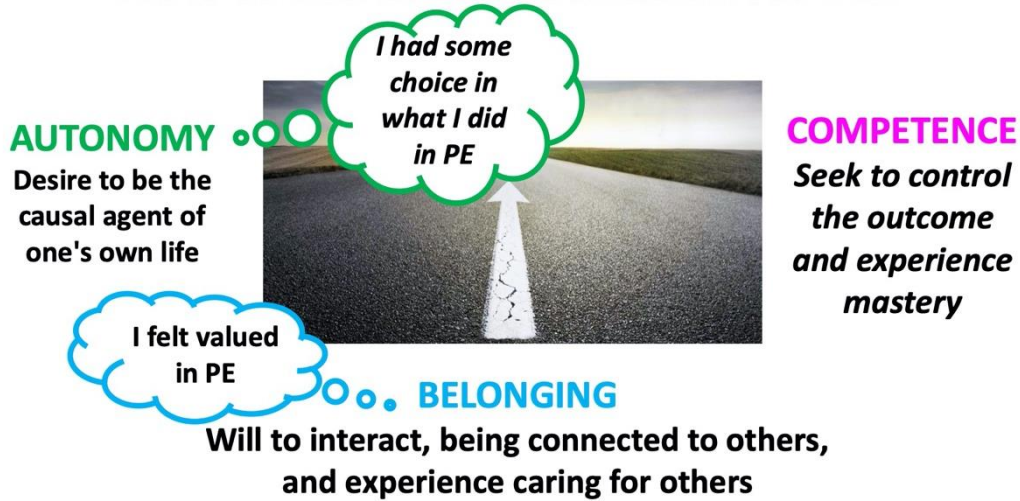
COMPETENCE

Seek to control the outcome and experience mastery

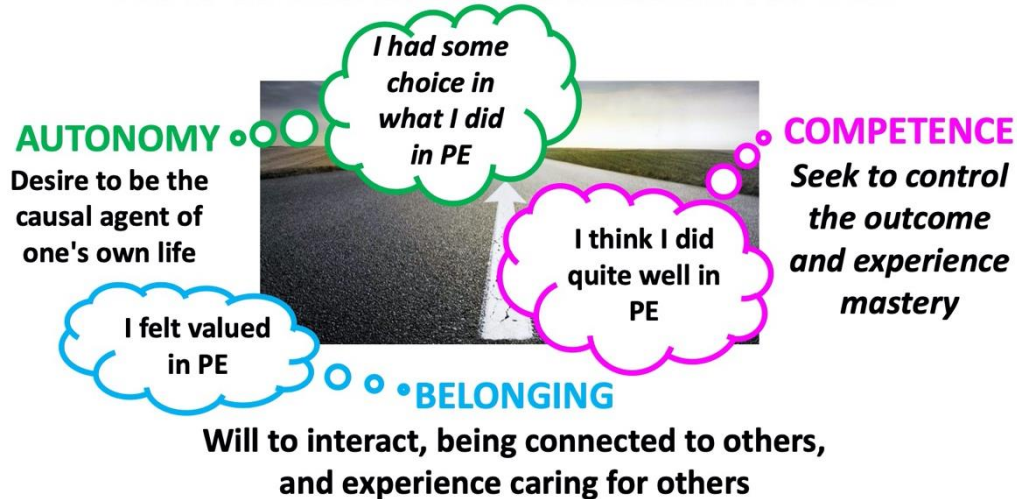
BELONGING

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

How to increase motivation for PE?



How to increase motivation for PE?



How can teacher support students' autonomy?

- **Autonomy support** is “an enduring and consistent relationship in which one person adopts the other’s perspective, is highly respectful of the other’s initiatives, and welcomes, encourages, and invites the other’s thoughts, feelings, initiatives, and suggestions into the flow of an activity” (Deci et al., 1981 ; Reeve, 2009).

The concept of autonomy support comprises **five dimensions** :

- Acknowledging & Accepting negative feelings
- Providing explanatory-meaningful rationales
- Taking the students' perspective & offering meaningful choices
- Displaying patience and letting the students taking initiatives
- Using non-controlling & informational language

Acknowledging & Accepting negative feeling

Teacher acknowledges that his/her request may generate some negative affects, resistance, or conflict and knows these negative feelings are potentially valid and legitimate reactions to the request.

Providing explanatory-meaningful rationales

Explanations to help students transform (i.e., internalize) *something not worth doing* into *something worth doing*—something worth their time, attention, and effort.

Taking the students' perspective & offering meaningful choice

The teacher is mindful of students’ wants, needs, and priorities and conveying choice and flexibility to help students find ways to align their classroom activity with both the teacher’s instructional goals and their own inner motivational resources.

Displaying patience and let the students taking initiatives

Calmly waiting for students' input, initiative, and willingness. Giving students the time and space they need during learning activities to learn, to experiment, try go in their own direction, to work at their own pace, and to rely on their own natural rhythm (pace).

Using non-controlling & informational language

Verbal and nonverbal communications that minimize pressure (absence of "should," "must," "have to", and "got to")

How can teachers support the students' competence? The teaching structure

The structure "refers to the amount and clarity of information that teachers provide to students regarding what to do and how to do it so as to develop desired skills and to achieve valued outcomes" (Reeve & Cheon, 2014).

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

- Communicating clear goals
- Giving instructions to help students to improve
- Designing tasks for students with different ability levels
- Providing empowering & positive Feedback

Communicating clear goals

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

Giving instructions to help students to improve

The teacher offers appropriate guidance during lessons, by providing step-by-step directions, following the pace of the learners.

Designing tasks for students with different ability levels

Designing adapted and differentiated learning tasks for students with different ability levels, addressing different needs; incorporating various learning styles in the teaching.

Providing Empowering & positive Feedback

Giving positive and constructive (formative) feedback to help students build on their skills and sense of competence.

How can teachers support the students' belongingness? The caring climate

Caring has been defined as “a set of relational practices that foster mutual recognition and realization, growth, development, protection, empowerment, and human community, culture, and possibility” (Gordon et al., 1996).

The concept of caring comprises **three dimensions**:

- Empathy: the ability to understand, share and respect the feelings of another
- Affection: a feeling of liking and caring for someone or something, involves the one-caring putting energy into helping the cared-for achieve their needs
- Warmth: the caring relation is characterized by familiarity

Developing a child-centered approach

The teacher displays attention and invests time and energy in listening, helping and supporting students, dedicating time to dialogue and being sensitive to students' needs and interest; being fair in every situation (i.e. fair evaluation); using non-verbal feedback in a caring way

Providing a safe learning environment

The teacher expresses affection, acknowledgment and respect to instill important values.

Using open communication

Being a caring role model relating in a positive way with students, for example using humor to improve positive relations, greeting students or finding out what was going on in their life

Brainstorming

Discuss in the Big Blue Button with the members of your team the following themes

Scenario 1: How to support students' autonomy?

How can you encourage students' autonomy in proposing enjoyable and worth-doing activities during school PE? Which strategies could you use to stimulate students' initiatives taking in PE?

Scenario 2: How to include all the students in the class?

A student doesn't want to take part in the warm-up session of the lesson, what would you do? What behavior would you adopt? Which strategies could you use?

Scenario 3: How can you encourage peer relatedness?

Think about a classroom in which boys and girls are not collaborating well and try to find a good practice to encourage peer relatedness.

Quiz time

Motivation Quiz

	CORRECT/YES	FALSE/NO
A PE teacher provides students with opportunities to participate in the decision-making for choosing lesson activities. Does the teacher support the autonomy of his/her students?	<input type="checkbox"/>	<input type="checkbox"/>

Motivation Quiz

	CORRECT/YES	FALSE/NO
A PE teacher asks a question to the whole class (e.g., how to send the shuttlecock at the back of the field?). 3 or 4 students give an answer, and the teacher deliver a feedback to the student who gave the correct answer (i.e., that's correct Tom). Does the teacher support the competence of his students?	<input type="checkbox"/>	<input type="checkbox"/>

Motivation Quiz

Which are the elements representing a caring relation?
a) Motivation and action
b) Autonomy, competence, and belongingness
c) Empathy, affection, and warmth
d) Collaboration, competence, and sympathy

Try it with your students!

Webinar tasks for the next ... weeks

In the next weeks, try to offer **enjoyable contents and support inner motivational resources** of your students. Keep notes on a diary about the following issues after each of your classes:

1. Can I state at least one thing all students (i.e. girls and boys) enjoyed a lot in my lesson? Why?
2. Did I support autonomy, competence and belongingness of my students? When and how?
3. Is there something I should have done differently in this lesson to support inner motivational resources of my students? Which and Why?

*Someone could argue that teachers are very often too busy to keep a formal reflective diary. However, the idea behind is the importance of reflecting on your own teaching, even less formally. Sometimes, **a small chat with your students is enough to let you know how well or how bad you teach, and simultaneously to contribute creating a caring climate.***

Remember: perhaps the reflection time helps make your teaching more effective and thus make teachers less busy!

***Thank you very much
for your kind
participation!***

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>



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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!



ATHLOS

A tool to urge students
to be physically active
outside PE classes

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What have we done so far?

We talked about:

- The importance of Daily Physical Activity - PA (WHO)
- The role of Physical Education in identifying and motivating pupils who do not engage in regular exercise and sports, and in promoting their PA
- The principles of motivation: Emphasis on autonomy, competence and relatedness
- Goal Setting based on the principles of motivation: Setting goals with autonomy, for personal improvement, team goals

IT'S TIME TO TEST THEM. WHO; EVERYONE WHO WISH TO IMPLEMENT!

WE, with autonomy, exclusively for our improvement and for our pupils! To enjoy cooperation/ communication/ mutual support between us!

The current proposal is our own adaptation, the proposal we developed as a European research team

- The goal is to see it as an idea, and those who want to adapt it, or change it completely, or to co-shape it with your colleagues and / or with us.
- Today we are going to talk about this proposal for implementation in school practice for the next 8-9 weeks.
- After 3 or 4 weeks, THOSE WHO WANT we can meet each other again to exchange experiences and see what we have accomplished by then.

Do you want to meet us again?

- After 3 or 4 weeks, those WHO WANT, to exchange experiences and see what we have achieved so far?

Choose from:

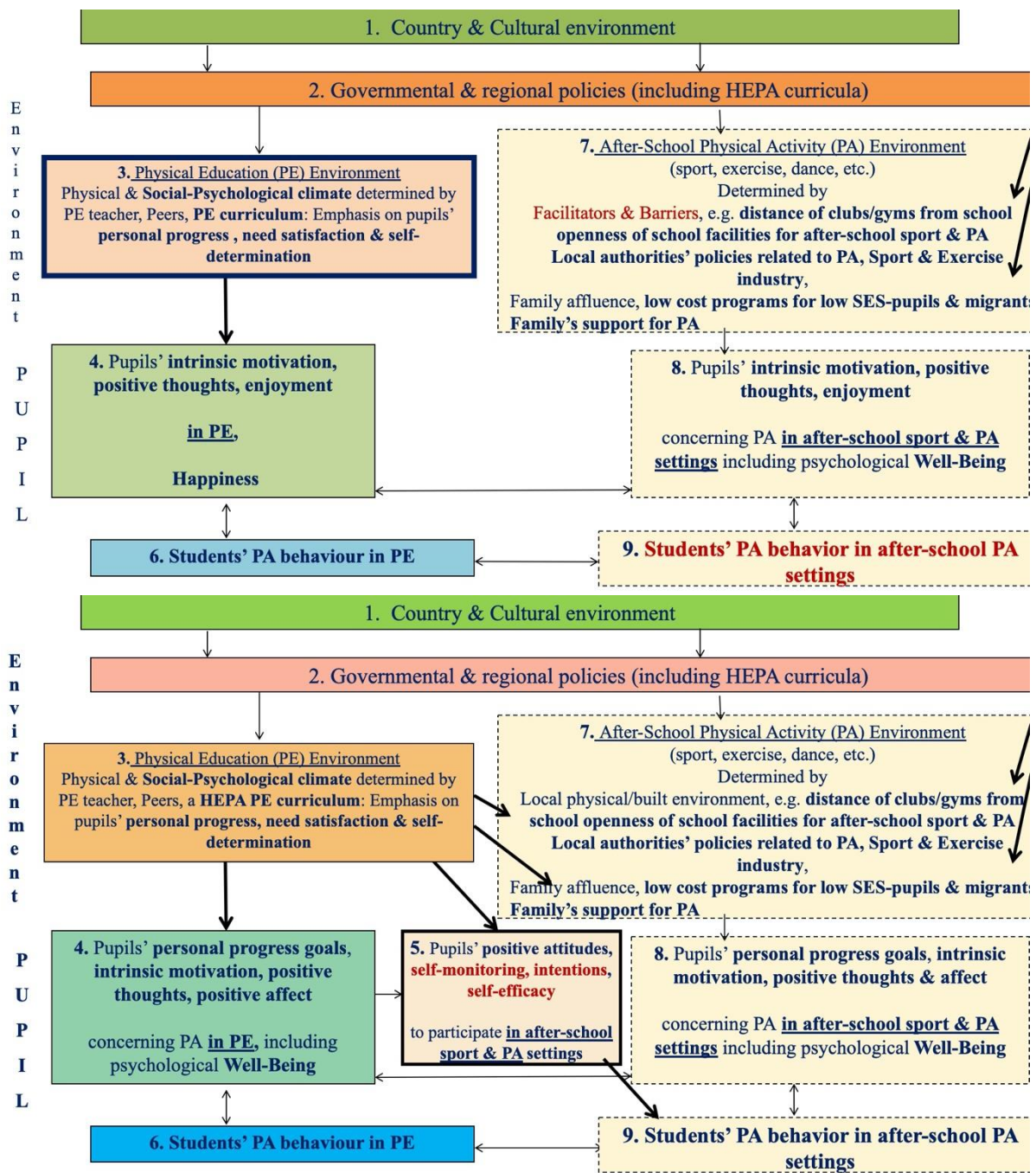
- A. Meet each other in 3 weeks
- B. Meet each other in 4 weeks
- C. Do not meet again. Once at the end of the program

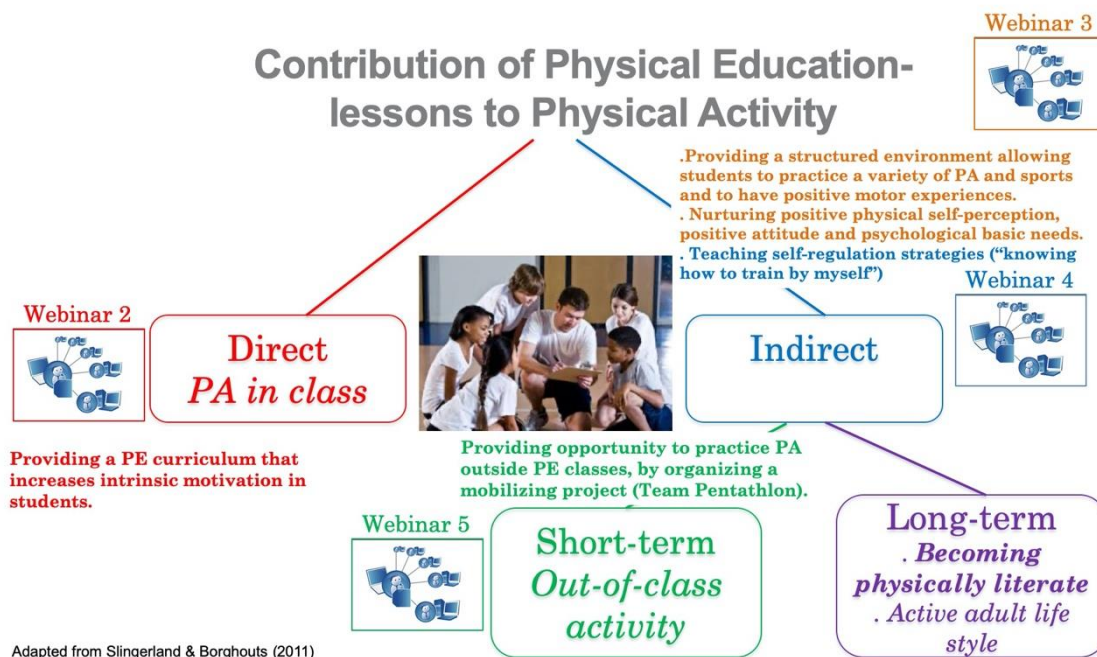
Do you want to communicate each other?

- Yesterday we sent you an additional online communication system / exchange of experiences and ideas. Why;
- Our goal is to develop a stable network of Physical Education teachers and researchers interested in promoting Physical Activity through Physical Education.
- Our goal is to develop an online communication between you and us. That is how we will get to know each other better.

Choose whether to contribute by depositing experiences in online communication:

- A. Once a week I will submit my experience
- B. Once in 2 weeks I will submit my experience
- C. I am not getting past my experience.





Overview of topics to discuss

1. Overview of the **ATHLOS Program**
2. **ATHLOS**, an effective combination of motivational and self-regulation strategies
3. The **ATHLOS** step by step

1. Overview of the ATHLOS Program

ATHLOS Program

Objective: to help teachers to teach their students how “to adopt an active and healthy lifestyle”.

To develop this competency, students are expected:

- To analyse the impact of lifestyles on one’s health
- To plan a course of action in order to modify some of their life habits
- To implement this course of action
- To make an assessment of it

The basis of the project

- **To develop knowledge about:**
 - Students' usual physical activity
 - The need to consider PA in terms of duration, intensity and frequency.
 - Physical activity guidelines (i.e., the ideal threshold of physical activity to maximize benefits)
- **To mobilize and develop students' self-regulation skills**
 - To set goals according to the SMARTER principles
 - To monitor PA
 - To revise the goals
- **To experiment several types of PA to identify potentially the funniest**
- **To encourage mutual support and emulation to achieve PA goal**

ATHLOS has 3 main strengths

- It proposes a combination of motivational and self-regulation strategies
- It is adapted to the PE context as built collaboratively by sport pedagogy researchers and PE teachers



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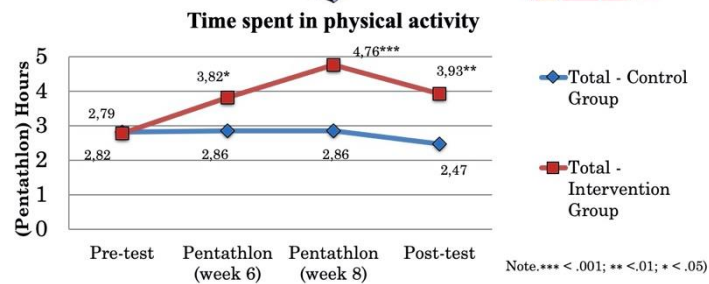


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- It proved its efficiency

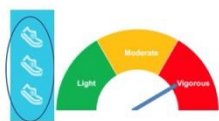
Michaud et al., 2012, The effect of team pentathlon on ten-to eleven-year-old childrens' engagement in physical activity



WHO's Recommended PA levels

- Children and youth aged 5–17 should accumulate at least **60 minutes of moderate - to vigorous - intensity physical activity daily**.
- Most of the daily PA should be **aerobic**.
- PA that strengthen muscle and bone should be included in their exercise program for at least **3 times per week**.

Their are 3 intensity levels of physical activity



Vigorous PA: On the verge of becoming uncomfortable - difficult to speak while doing the PA



Moderate PA: Breathing more heavily – can carry on a conversation while doing the PA but it requires more effort



Light PA: Breathing not changed or easy to breath and carry on a conversation while doing the PA

Examples of Light, Moderate and Vigorous Physical Activities

Light PA – Active Transportation	Moderate to Vigorous PA
<ul style="list-style-type: none"> • Walking • Stretching • Gardening <p>When it is at low speed-intensity:</p> <ul style="list-style-type: none"> • Bicycle • Traditional Dance • Skateboard • Yoga • Pilates 	<ul style="list-style-type: none"> • Running • Jumping rope • Swimming • Tennis • Team sports (soccer, basketball, water-polo, handball, volleyball, rugby etc.) • Martial arts (Karate, wrestling, Tae Kwon Do etc.) • Strength Training - Gym (weight lifting, Cross fit, Aerobic) • Gymnastics

Basic Structure of ATHLOS

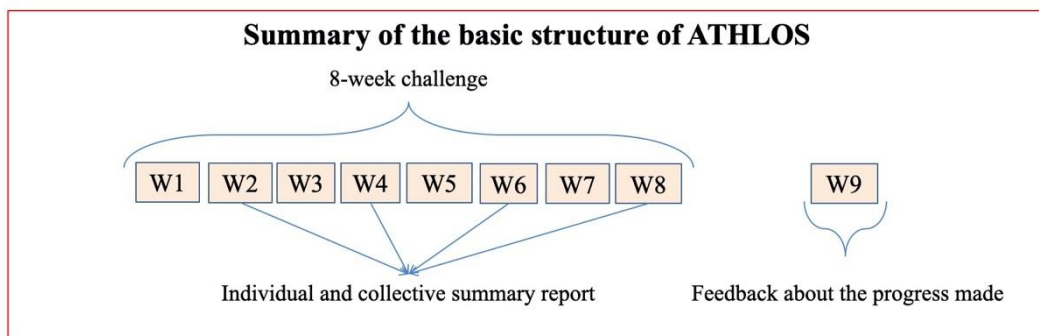
- A collective challenge that lasts over a **6 to 8-week period**
- Students objectives:
 - ✓ in teams of five (to pursue **group and individual goals**)
 - ✓ **Individual goal:** Each student should be able to collect at least **420** minutes (points) per week
 - ✓ **Team goal:** Each team of 5 people will score at least **2100** minutes (points) per week (correspondingly the goal is adjusted if we have a smaller group)
 - ✓ To participate in several PA and get in touch with different sporting experiences

Individual and Team Goals per week

- **Individual goal:** 60 minutes (points) of Physical Activity X 7 days = **420** minutes (points)
- **Team goal:** 420 minutes (points) of Physical Activity X 5 persons = **2100** minutes (points) per week

Basic Structure of ATHLOS

- Every two weeks, the teacher provides the students with a summary report of PA performed by students and teams. It is an opportunity for students to see where they stand and set goals for the following week
- At the end of the 8-week challenge, teacher gives feedback about the progress made during the program (all 8 weeks)



Insert footages (without the sound) illustrating the steps of the team Pentathlon: Showing the teachers delivering the summary reports

2. Team Pentathlon, an effective combination of motivational and self-regulation strategies

Strategy A: Pleasure & motivational strategies

- ATHLOS takes the shape of a individual challenge linked to the achievement of individual and team. Students are encourage to try unknown PA. ✓ Challenge and Novelty
- In ATHLOS explanatory-meaningful rationales for PA participation are provided. Furthermore, students have the choice among several sports/ PA. ✓ Autonomy support

- Accumulating a given number of weekly hours of PA represents a meaningful challenge, a mastery goal. In addition, PE teachers will regularly provide encouragements, and periodical feedbacks given by the summary reports.

✓ Competence support

- Contributing to one's team success is likely to enhance students' feeling of relatedness.

✓ Relatedness support

Strategy B: Self-regulation strategies

- ATHLOS makes provision for several regulation check points where students reflect on their recent PA in light of objectives pursued, discuss with team-members a plan of action for the coming days in order to keep making PA part of their daily life.

✓ Monitoring,
goal setting &
planning

3. ATHLOS Program step by step

1-2 weeks before the beginning of ATHLOS program

- Inform or remind parents of the beginning of the ATHLOS program
- Inform or remind teachers responsible for school sports of the ATHLOS program

One example of letter

Dear Parents,

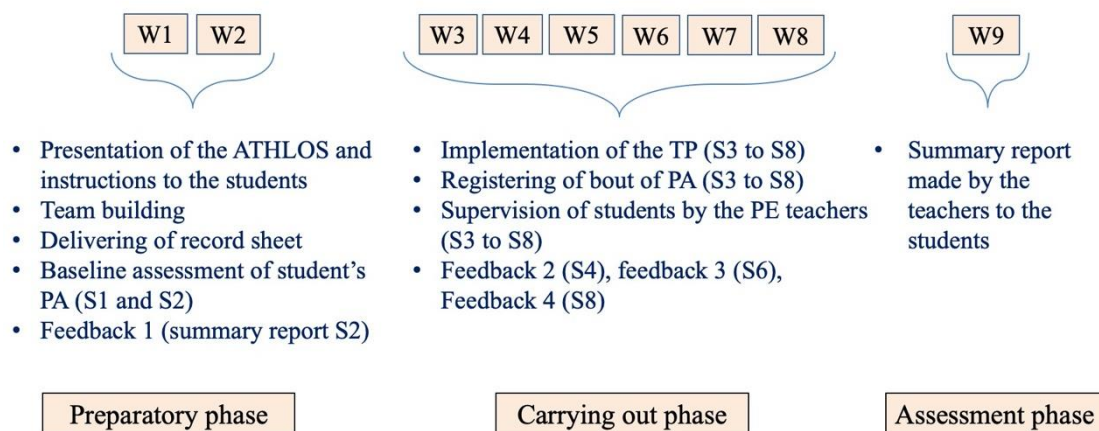
I want to remind you of the beginning of the ATHLOS program in two weeks. The aim of this program is to encourage students to engage in physical activities out of school. The long term purpose is to help them to adopt a physically active lifestyle to prevent chronic diseases.

This program will last 8 weeks. Students are in team of 5. Your child was instructed to participate to as many physical activities as possible, during this period. His/her goal was to practice a diversity of physical activities, and to accumulate hours of physical activities. At the end of the week he/she have to report time spent in physical activities and to specify the physical activities practiced.

If you have any question, do not hesitate to contact me.

Regards,

The ATHLOS is implemented in 3 phases



Preparatory phase

- Week 1 (first day of the challenge): the first PA plan**

Key points for the presentation of the ATHLOS and instructions to the students:

- Present the aim of the program: to increase PA out of school and try several sports/ PA in order “to adopt an active and healthy lifestyle”.
- Its duration: 6 to 8 weeks
- Present **Individual and Team goals** for students (420 minutes per week at individual level and 2100 minutes per week for a 5-member group)
- Specify that active transportation is also taken into account but not PE.
- Insist on the fact that this is **NOT** a **CONTEST!**

Insist on the fact that this is **NOT a CONTEST!**

Everyone at individual level and every team are
trying to do their best!

Realistic expectations

A student who increases his/ her PA from 100 minutes
per week of PA to 200 has 100% improvement

A student who increases his/ her PA from 500
minutes per week to 500 has 25% improvement

Each step, every minute counts for the Individual and for the Team itself

Depending on the way of life and other factors that often do not depend on the students, there might be a significant deviation within each group

Everyone does the best he/ she can and contributes to the team goal

WE DO NOT CARE TO COMPARE THE PERFORMANCE OF OUR TEAM WITH THE OTHERS?

Preparatory phase

- **Week 1 (first day of the challenge)**

Key points for team building:

- Students can decide who is part of their team or you can build team
- Give feedback on the relevance of their choices
- Ideally, each team is composed of sporty and less sporty students
(heterogeneous teams)

Preparatory phase

To do during PE class

- Week 1 (first day of the challenge): the first PA plan



ATHLOS Challenge

STUDENT PHYSICAL ACTIVITY

REPORT

My name is:

My teammates are:

My PE teacher is:

School:

Class:

Preparatory phase: During PE class

- Week 1 (first day of the challenge): the first PA plan

Student's Weekly Physical Activity

ATHLOS: MY IMPACT JOURNAL - 1st WEEK

1. Be active!

How much do I need to be active every day?

According to World Health Organization, children and adolescents should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity (MVPA) daily, or 420 minutes per week.

Examples of moderate to vigorous intensity physical activities

Moderate physical activity refers to activities equivalent in intensity to brisk walking, tennis, volleyball, folk dancing, or easy bicycling (not exhausting).

Vigorous physical activity produces large increases in breathing or heart rate (hearts beat rapidly), such as jogging, soccer, basketball, handball, cross-country skiing, judo, vigorous swimming, aerobic dance or long distance bicycling.

2. Set goals for yourself!

How can I use this diary?

How much time do you participate in moderate- to vigorous-intensity physical activity (MVPA) during your free time (out of school)? Each box below represents a 10 minutes consecutive bout of MVPA. Please check with an X the number of boxes you believe you were doing MVPA each day. At the end of the week, please sum the total score of the boxes you have checked for every day.

		1 st WEEK														DATE: from		/ 2019 to		/ 2019									
Previous 7 days		Light Physical Activity (e.g. walking)														Moderate or/ and Vigorous Physical Activity													
		10'	20'	30'	40'	50'	60'	70'	80'	90'	100'	110'	120'	TOT	10'	20'	30'	40'	50'	60'	70'	80'	90'	100'	110'	120'	TOT		
MONDAY																													
TUESDAY																													
WEDNESDAY																													
THURSDAY																													
FRIDAY																													
SATURDAY																													
SUNDAY																													
		Total number of minutes the last 7 days:														Total number of minutes the last 7 days:													
Next 7 days		My personal GOAL to participate in MVPA for the next 7 days is:														My personal GOAL to participate in MVPA for the next 7 days is:													

3. Be a leader!

Am I helping others to increase their physical activity?

Take the first step to call or invite your friends or family to be physically active. Check every day that you were the leader or the inspiration of exercise and/or physical activity for your loved ones.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Preparatory phase

To do during PE class

- Week 1 (first day of the challenge): the first PA plan

Key points for delivering of physical activity planning notebook:

- Give each member of the teams his/her own PA planning notebook
- Help them for the first plan: each student will complete their first PA plan individually during the PE class. They can record what they usually do and what they want to do next week. A table with examples of PA is included in their notebook. They can use it if needed.
- They will plan their PA every week, during the PE class.

Preparatory phase: During PE class

- 1ST WEEK (First day of the program)

2. Set goals for yourself!

How can I use this diary?

How much time do you participate in moderate- to vigorous-intensity physical activity (MVPA) during your free time (out of school)?

Each box below represents a 10 minutes consecutive bout of MVPA. Please check with an X the number of boxes you believe you were doing MVPA each day. At the end of the week, please sum the total score of the boxes you have checked for every day.

	10'	20'	30'	40'	50'	60'	70'	80'	90'	100'	110'	120'	SUM
MONDAY	x	x	x										30
TUESDAY	x	x	x	x	x								60
WEDNESDAY	x	x											20
THURSDAY													0
FRIDAY	x	x	x										30
SATURDAY	x	x	x	x	x	x	x						70
SUNDAY	x	x	x	x	x	x							60
Total number of minutes this week:													270
My personal GOAL to participate in MVPA for the next week is:													300

3. Be a leader!

Am I helping others to increase their physical activity?

Take the first step to call or invite your friends or family to be physically active. Check every day that you were the leader or the inspiration of exercise and/or physical activity for your loved ones.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Preparatory phase: At school

• 2nd WEEK (7 days after completing the first plan/ diary)

Key points when delivering the PA plan/ diary:

- Give to each STUDENT of each group a PA TEAM RECORD PLAN/ DIARY
- Help them on the first plan/ diary
- Tell them they have to record what they actually did last week
- Each student completes his/ her name and next to (on the same line) records:
- The minutes of his/ her PA made the PREVIOUS week and
- The PA Goal he/ she has put for the NEXT week.
- Explain that this will happen every week.

EXAMPLE OF A TEAM SHEET - DIARY

TEAM NAME: _____

1st WEEK DATE: from ____ / ____ / 2019 to ____ / ____ / 2019

STUDENT NAMES	PHYSICAL ACTIVITY DURING PREVIOUS 1 st WEEK (MINUTES)		INDIVIDUAL GOAL FOR NEXT WEEK (MINUTES)	
	Light PA (e.g. walking)	Moderate/ Vigorous	Light PA (e.g. walking)	Moderate/ Vigorous
1.				
2.				
3.				
4.				
5.				
TEAM TOTAL				

1. Check yourself!
How well am I doing?

0-700 minutes per week	701-1400 minutes per week	1401-2100 minutes per week	More than 2101 minutes per week
Really? You are not moving very much. You need to increase your physical activity. Select an activity that you like and plan to exercise. Go out and play!	That's something! You have a medium level of physical activity. However, you need to increase your physical activity to get higher benefits for your health.	So far, so good! You are close in achieving the WHO recommendations for physical activity. However, you still need to increase your physical activity to maximize benefits.	Excellent! You are an achiever! Daily physical activity at that level makes you feel better every day. Can you keep it for life?

How well am I doing? (5 members)

0-700 minutes per week	701-1400 minutes per week	1401-2100 minutes per week	More than 2101 minutes per week
Really? You are not moving very much. You need to increase your physical activity. Select an activity that you like and plan to exercise. Go out and play!	That's something! You have a medium level of physical activity. However, you need to increase your physical activity to get higher benefits for your health.	So far, so good! You are close in achieving the WHO recommendations for physical activity. However, you still need to increase your physical activity to maximize benefits.	Excellent! You are an achiever! Daily physical activity at that level makes you feel better every day. Can you keep it for life?

How well am I doing? (4 members)

0-560 minutes per week	561-1120 minutes per week	1121-1680 minutes per week	More than 1681 minutes per week
Really? You are not moving very much. You need to increase your physical activity. Select an activity that you like and plan to exercise. Go out and play!	That's something! You have a medium level of physical activity. However, you need to increase your physical activity to get higher benefits for your health.	So far, so good! You are close in achieving the WHO recommendations for physical activity. However, you still need to increase your physical activity to maximize benefits.	Excellent! You are an achiever! Daily physical activity at that level makes you feel better every day. Can you keep it for life?

EXAMPLE OF A TEAM SHEET DIARY

IMPORTANT!

Key points for delivering of record sheet:

- It is important to record what they really did to help them to know if they are active or not sufficiently active regarding the WHO recommendations
- Insisted on the fact that there is no need to cheat or lie

Carrying out phase

- Periodic assessment in weeks 2-4-6-8

Central Question: What are the ways to increase their PA levels?

- Dedicate 15 minutes during the PA lesson to discuss with them ...
 - The average time they spent in PA
 - The increase of PA they had in 8 weeks
 - The issues they face and ways to overcome barriers
 - Explain that they will discuss with each other (team-level) to find the best way to collectively raise their PA levels
 - You can help them to find solutions according to the specificities of their team
-
- **Discussion group 1:**
How to explain to students how to use the weighted score (related to intensity) to improve their global score
 - **Discussion group 2:**
In a team one student is way below his/her partners' scores. How can you help this team to improve their score?
 - **Discussion group 3:**
In a team one student is way above his/her partners' scores. How can you help this team to improve their score?
 - **Discussion group 4:**
In a team, all students are very active. However they only practice one kind of activity and they do not have time for another PA (they reached the 420 points goal, each week). What can you do to help them to engage in another kind of activity and to urge them to further increase their AP time.
 - **Discussion group 5:**
In a team, all students are very inactive. What can you do to urge they to be more active?

Assessment phase: Week 9

- For each team, presented their progression regarding:
 - Their score for each week
 - The mean time spend in PA
 - The increase of PA they had in 8 weeks
 - The barriers they faced and their experience in participating in the ATLOS program in general

Discuss with your students

Ask them if they think they can do better or continue to be physically active

Ask them what they liked in this program, what new activity they tried and what they would like to do again

Before we end up this webinar let's start talking about the European Social network in The Identification and Motivation of inAcTivE children (ESTIMATE)

ESTIMATE

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

ESTIMATE Network

- **Who are they;** We / you and colleagues in Europe have begun this endeavor.
- **What is it?** The constant exchange of different forms of experience between us (e.g., from these years as new things/ projects that we will be implement in the future), so that **the identification, motivation and promotion of PA of non-active pupils** can be done.
- Who leads it? We, and you, will elect a steering committee.
- **When;** Let's see first how we go, who has appetite/ time, and decide at the next meeting.
- **On a virtual or real;** We start as **virtual** and, depending on the evolution, we can organize **regional meetings**, e.g., **November-December in Athens at the IMPACT FINAL EVENT.**
- **Will we create an official statute?** We will discuss it, depending on your interest.
- **We will have a forum/website/newsletter/journal;** We start now with IMPACT PE Project Forum <https://www.impactpe.eu/forum/>

How we continue?

At <https://www.impactpe.eu/forum/> we have:

- (1) Posted the educational material, for example, the students' PA book and the present webinar (PowerPoint presentation).
- (2) In relation to what we have mentioned today, we have set you a goal to implement it until 31/1/2019. You can customize it to suit your needs. It is entirely up to you how you answer, how you respond.
- (3) For more, please register with one step (1 minute) at <https://www.impactpe.eu/forum/> and check the above.

The screenshot displays the ImpactPE Project Forum interface. At the top, there's a blue header with the forum name and a search bar. Below this, a light blue banner welcomes users and includes a note about the maximum upload file size (5MB). A user profile bar shows the registration date (Tue Jan 15, 2019 9:58 pm), user ID (62), and counts for posts (9) and topics (9). The main content area features a table with columns for category, topics, posts, and the last post. The categories listed are Discussion and Files.

	TOPICS	POSTS	LAST POST
Discussion	3	3	Περιγράψτε την... by APapaioannou I Wed Jan 16, 2019
Files	2	2	Κόπρες για μεθ... by APapaioannou I Wed Jan 16, 2019

	TOPICS	POSTS	LAST POST
Discussion	1	1	Create ESTIMATI... by APapaioannou I Tue Jan 15, 2019 1
Files	0	0	No posts

	TOPICS	POSTS	LAST POST
Discussion	1	1	Create ESTIMATI... by APapaioannou I Tue Jan 15, 2019 1

1. Do you think you can implement ATHLOS Program in your class?
2. What do you think are the obstacles/difficulties for the implementation of this program? How do you plan to overcome them?

Try it with your students!

Tasks for the next ... weeks

Try to exchange experiences
& ideas with your colleagues
& future friends!

<https://www.impactpe.eu/forum/>



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)

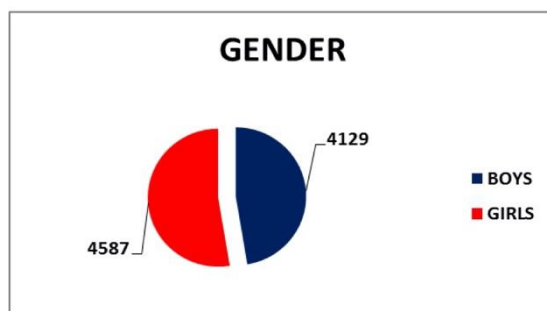
4 countries

		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	

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	Sy stem	52	,6		
	Total	8813	100,0		

Gender



Co-funded by the
Erasmus+ Programme
of the European Union



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

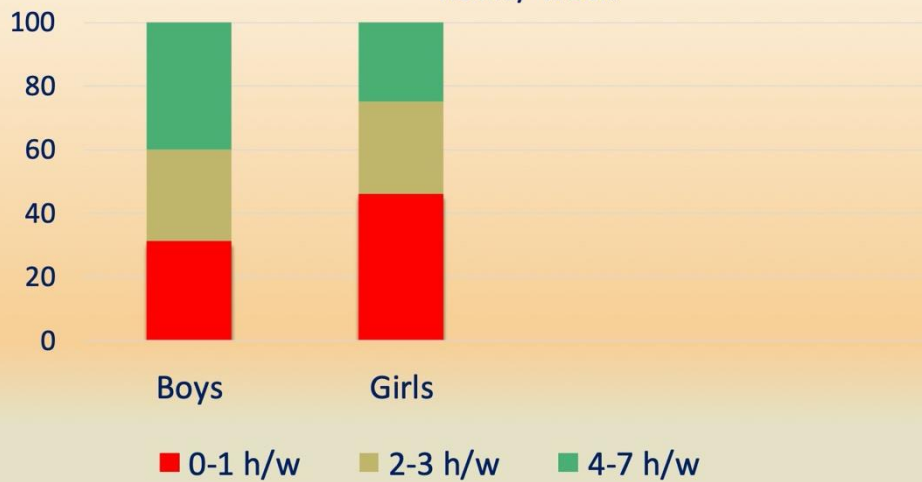
	Greek Pupils	% Cumulative	4 countries Pup.	% Cumulative	
None	124	4,5	1082	12,5	
0.5 hour/week	217	7,8	906	22,9	
1 hour/week	413	<u>27,2</u>	1396	<u>38,9</u>	Extremely Low
2-3 hours/week	861	58,3	2526	68,0	Moderate - more improvement is needed
4-6 hours/week	673	82,7	1707	87,7	
7 hours/week	480	100,0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

As they become older → they become more inactive

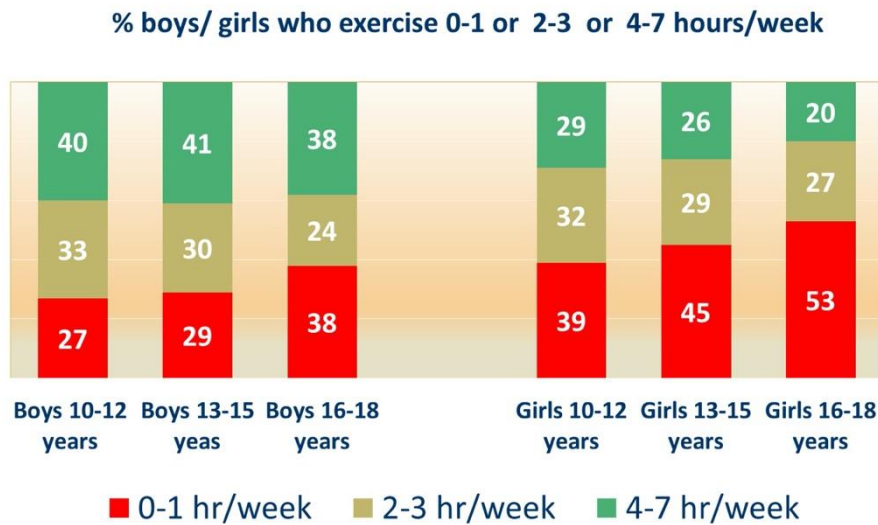
Hours of out of school exercise/ week	Age		
	10-12 %total	13-15 %total	16-18 %total
None	7,0	→ 13,2	→ <u>18,7</u>
0.5 hour/week	16,9	23,9	29,5
1 hour/week	34,5	38,6	<u>46,3</u>
2-3 hours/week.	66,8	67,1	72,0
4-6 hours/week	87,3	87,5	88,7
7 hours/week	100,0	100,0	100,0

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

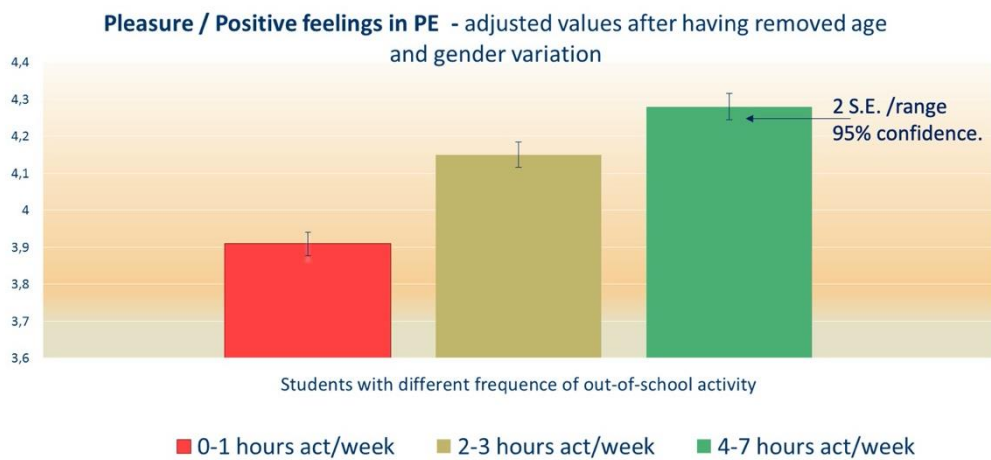


This research confirmed the important role of extracurricular physical activity for the motivation in PE

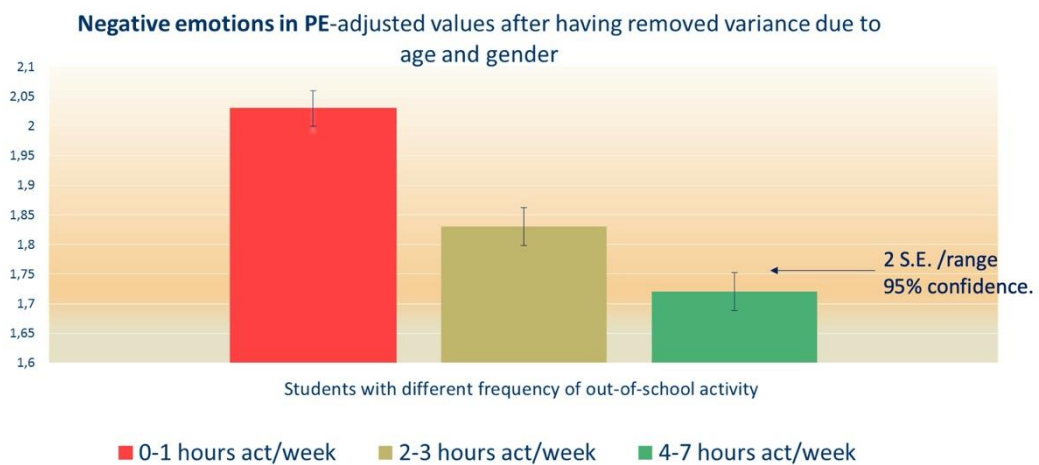
At the 1º webinar we had mentioned the benefits of regular physical activity for students:

- 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.

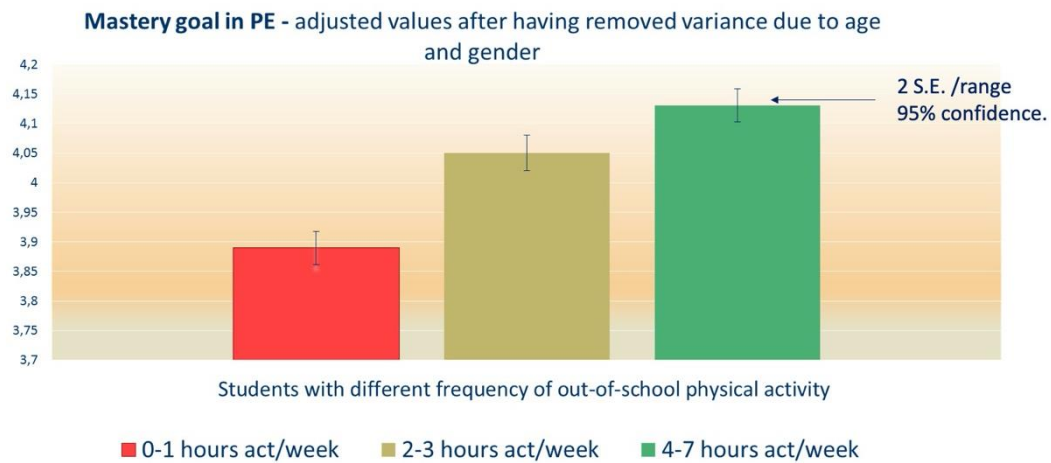
The more students are physical active outside of school, the more they enjoy Physical Education.



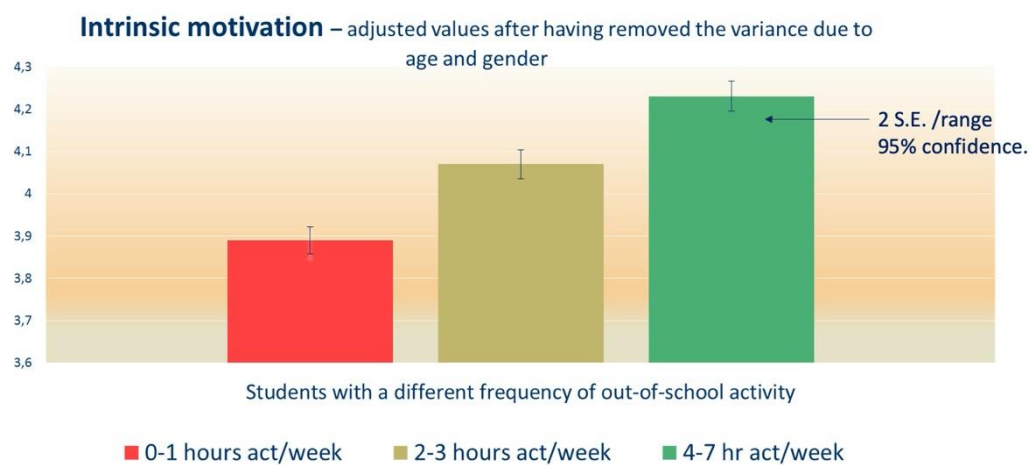
The more students are physically active outside of school, the less negative feelings they have in PE



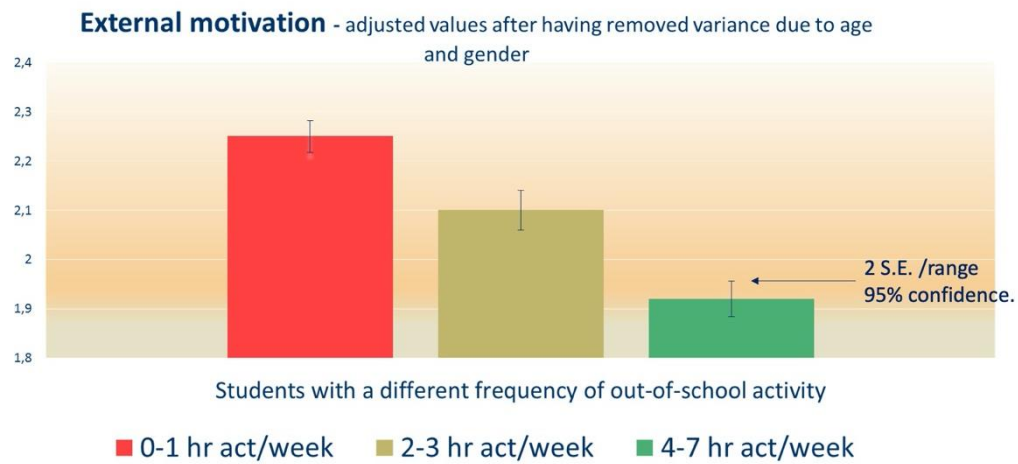
The more students are physically active outside of school, the more goals for learning they set in PE



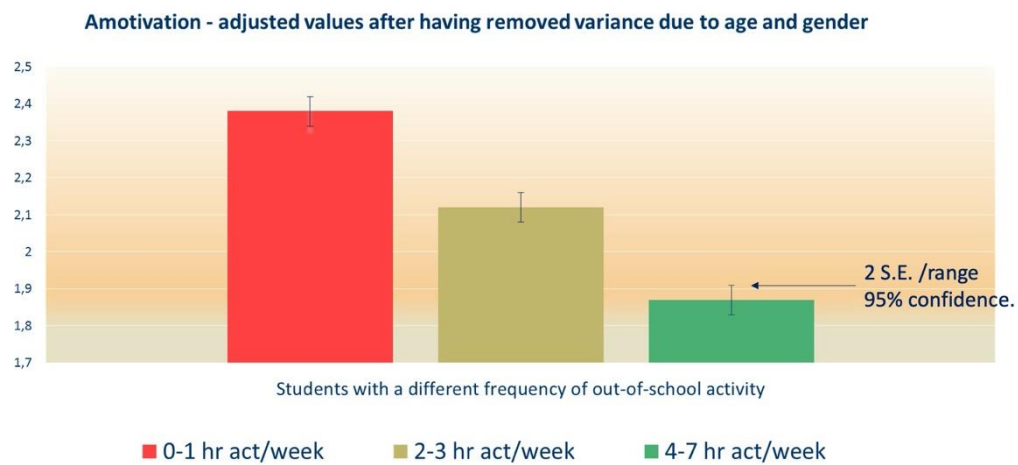
The more students are physically active outside of school, the more intrinsically motivated they are in PE



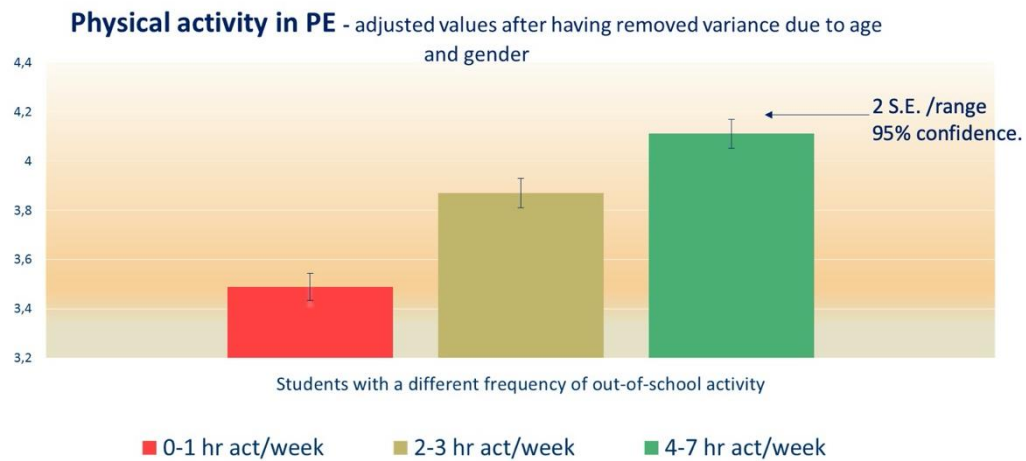
The more students are physically active outside of school, the less extrinsically motivated they are in PE



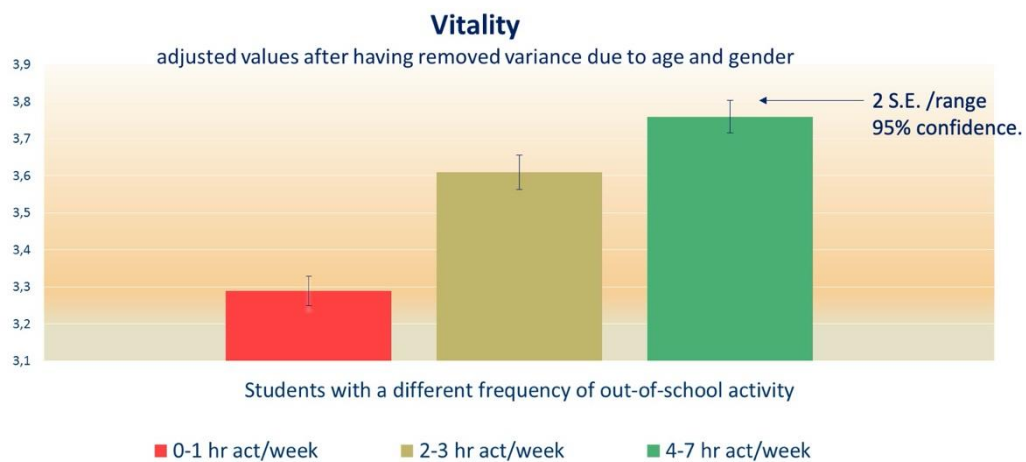
The more students are physically active outside of school, the less amotivation they have in PE



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



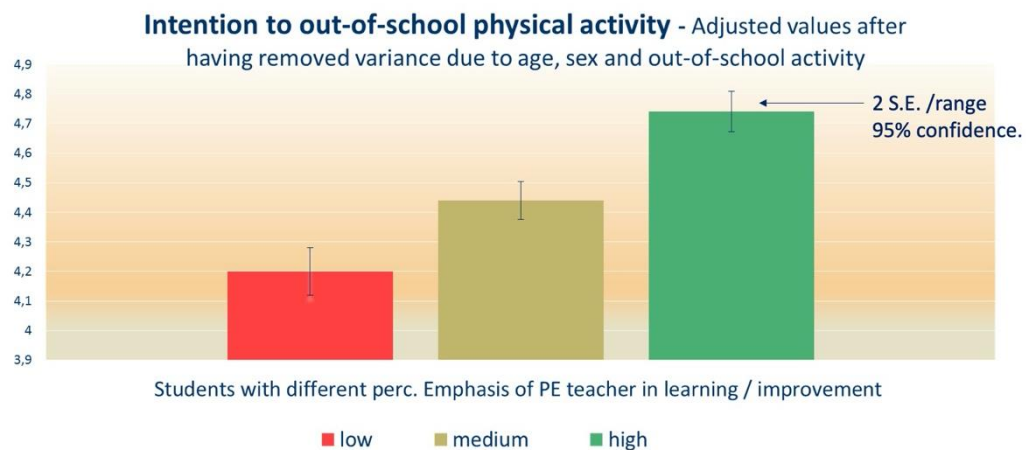
What can we do in the lesson of PE in order to promote out-of-school physical activity?

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

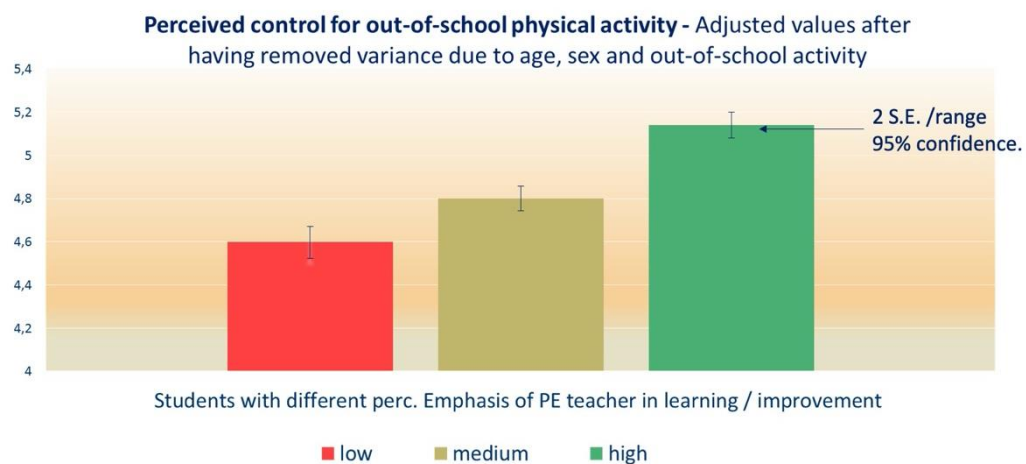
- Emphasizing students' learning-improvement-progress
- Satisfying their needs for autonomy, ability, good relationships with others
- We explained that with a positive motivational climate like the above, then for all students, whether they are athletes or not:
 - We strengthen their intrinsic motivation 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!

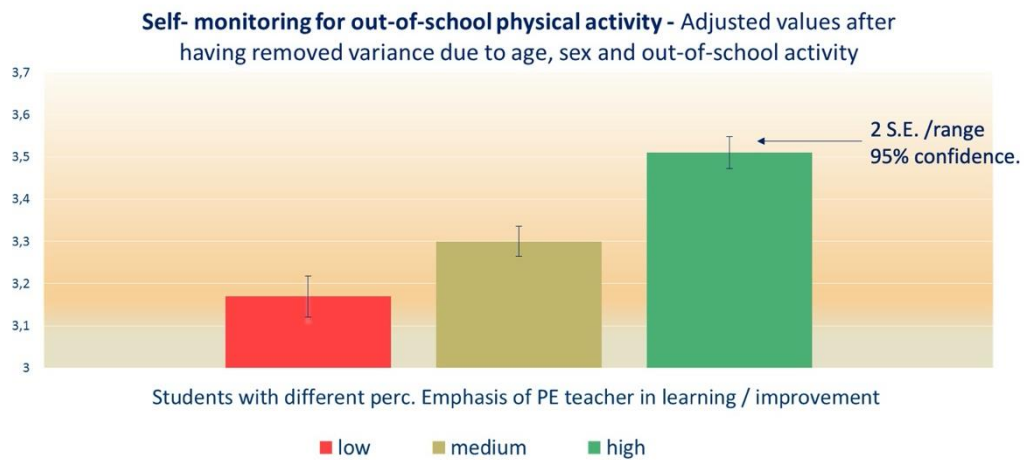
The more students perceive that the PE teacher emphasizes learning / improving, the stronger intention they have to do outside of school physical activity.



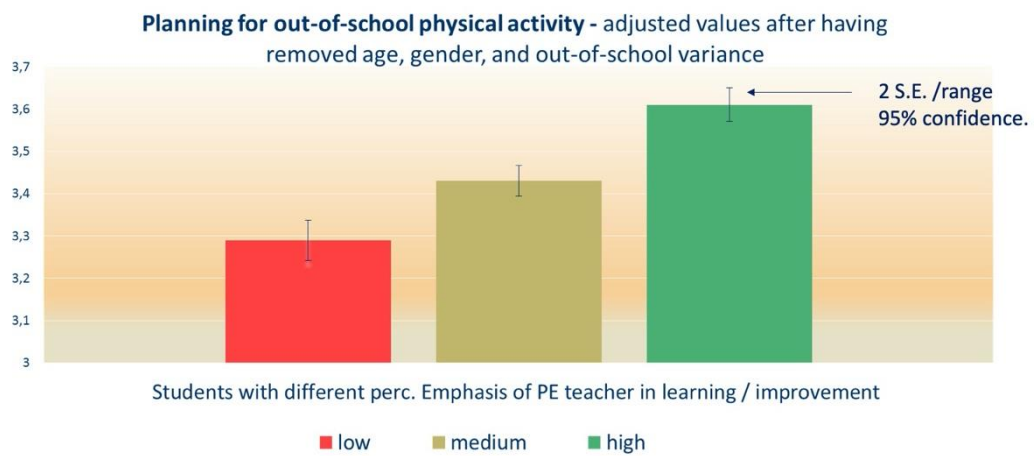
The more students perceive that the PE teacher emphasizes learning / improving, the more they are encouraged and believe that they CAN/ IT'S UP TO THEM to be physically active outside of school.



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.

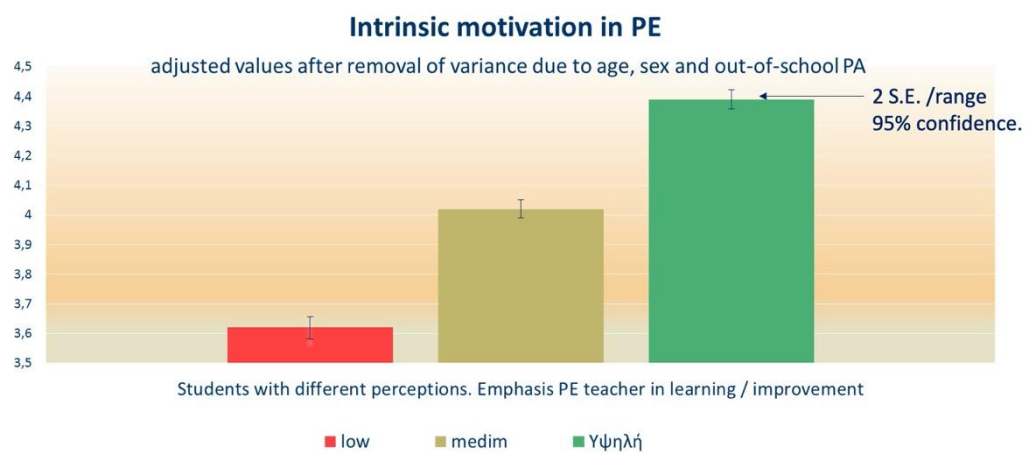


The more students perceive that the PE teacher emphasizes learning / improving, the more they schedule with specific plans (when/where/with who/how/how often) to be out-of-school physically active.

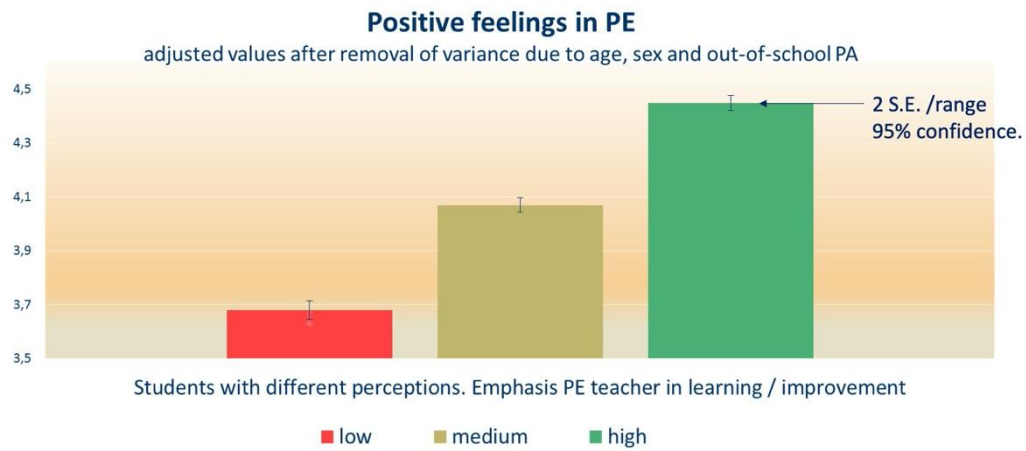


And, of course, emphasis on learning / personal improvement mainly promotes students' Motivation within Physical Education classes

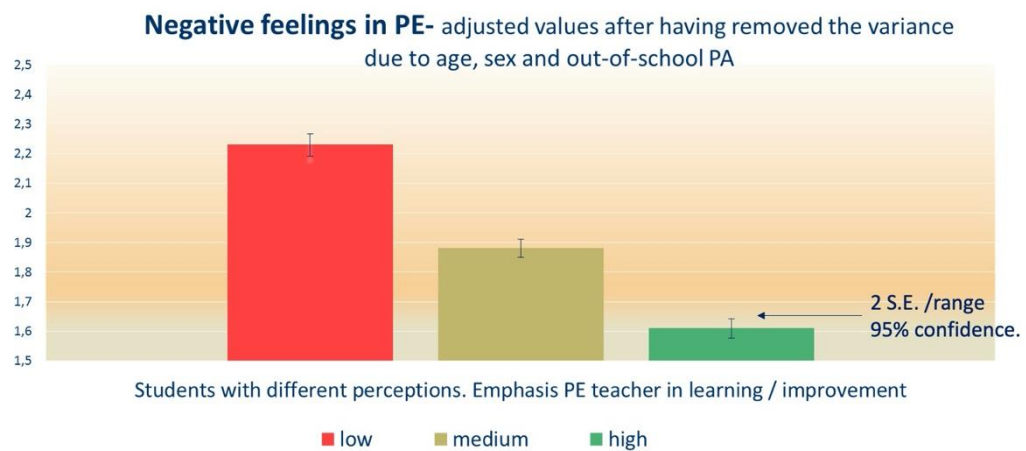
The more students perceive that the PE teacher emphasizes learning / improvement, the stronger their intrinsic motivation in the PE lesson.



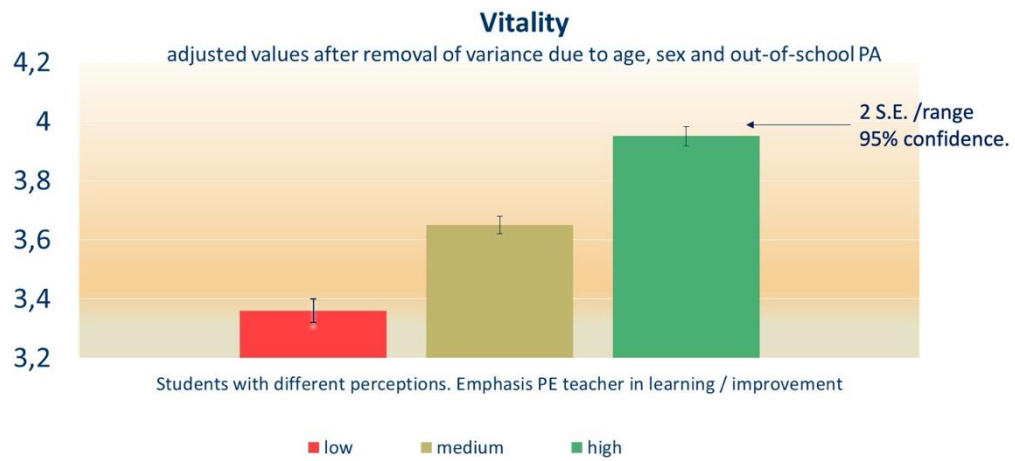
The more students perceive that the PE teacher emphasizes learning / improvement, the more positive emotions & enjoyment they have in PE



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.

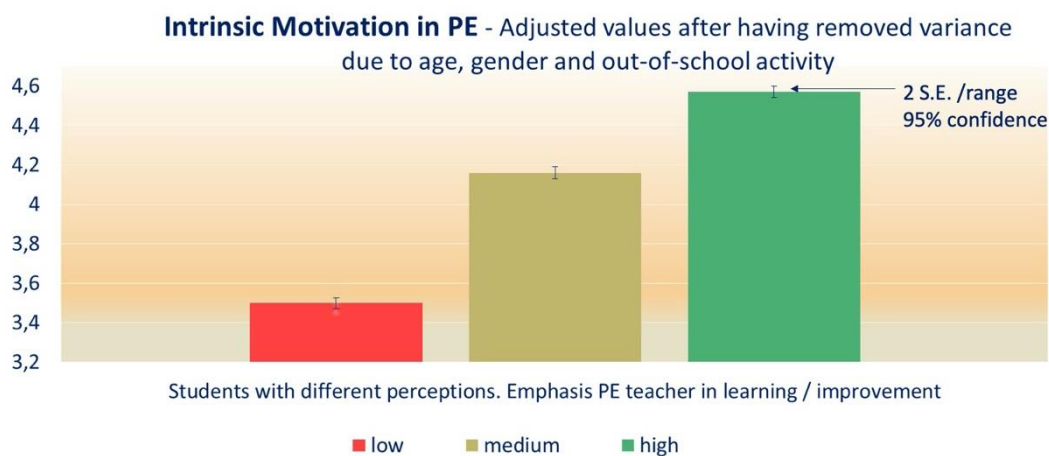


Similarly, the more pupils perceive that their PE teacher satisfy their basic needs for

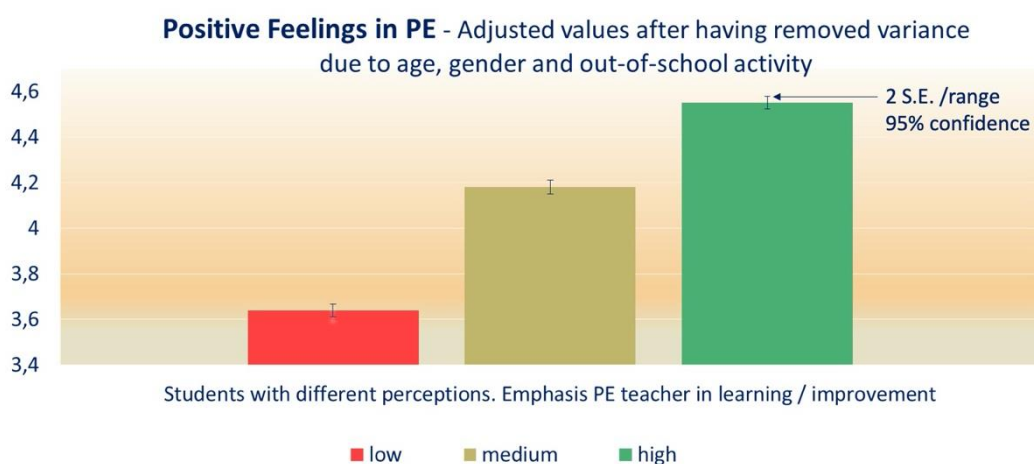
- Autonomy
- Competence
- Relatedness

The more...

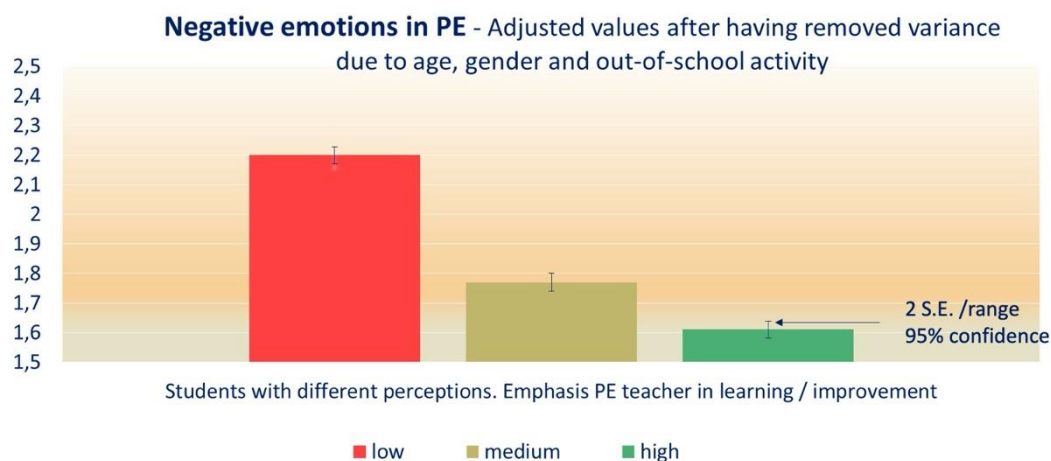
The more students perceive that the PE teacher satisfies their basic needs for Autonomy / competence / relatedness, the stronger their intrinsic motivation in PE



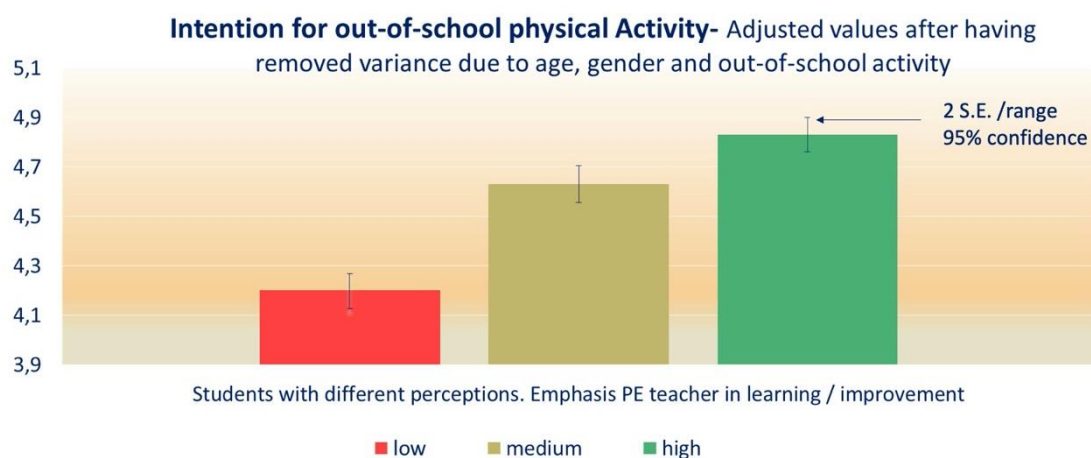
The more students perceive that the PE teacher satisfies the basic needs for Autonomy / competence / relatedness, the more positive feelings they have in PE



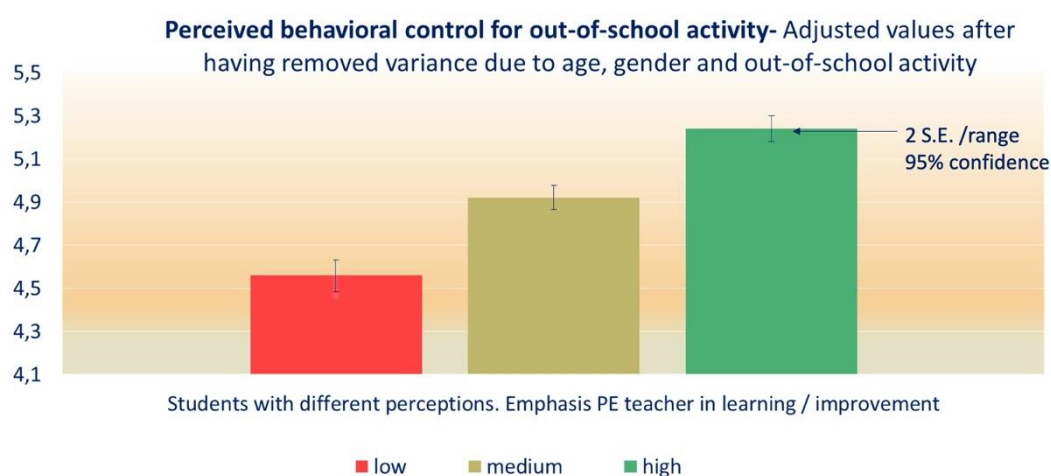
The more students perceive that the PE teacher satisfies the basic needs for Autonomy / competence / relatedness, the less negative feelings they have in PE



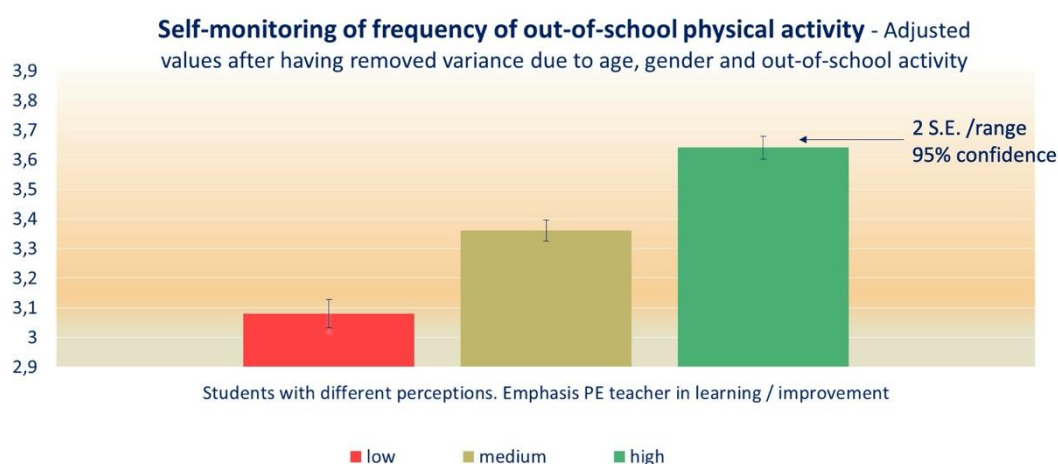
The more students perceive that the PE teacher satisfies the basic needs for Autonomy / competence / relatedness, the greater intention they have to be physically active outside of school



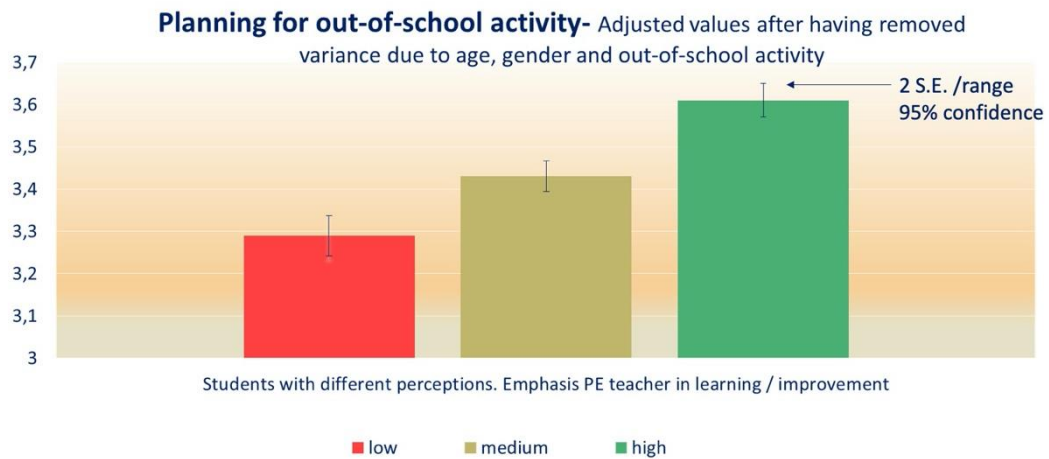
The more students perceive that the PE teacher satisfies the basic needs for Autonomy / competence / relatedness, the more are encouraged and believe that they CAN/IT'S UP TO THEM to be physically active outside of school.



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.

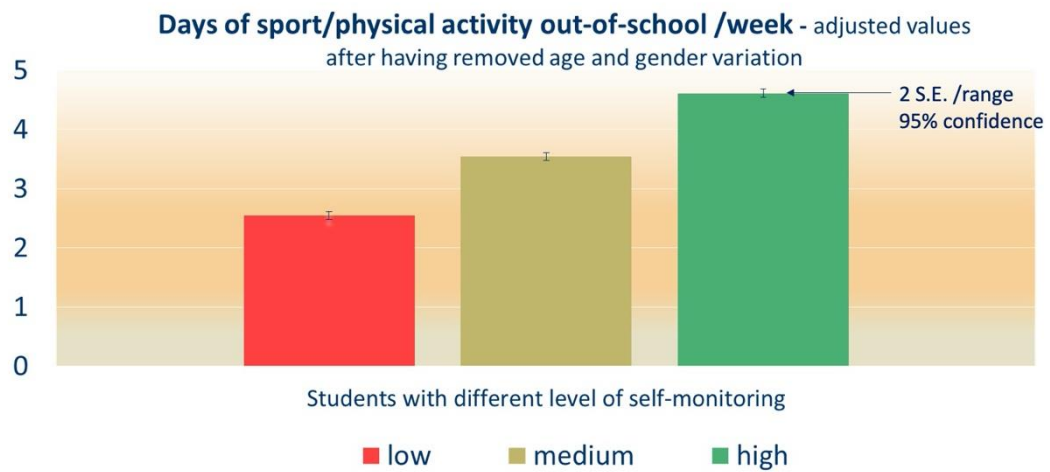
The results with your students have confirmed that this kind of students are much more physically active.

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

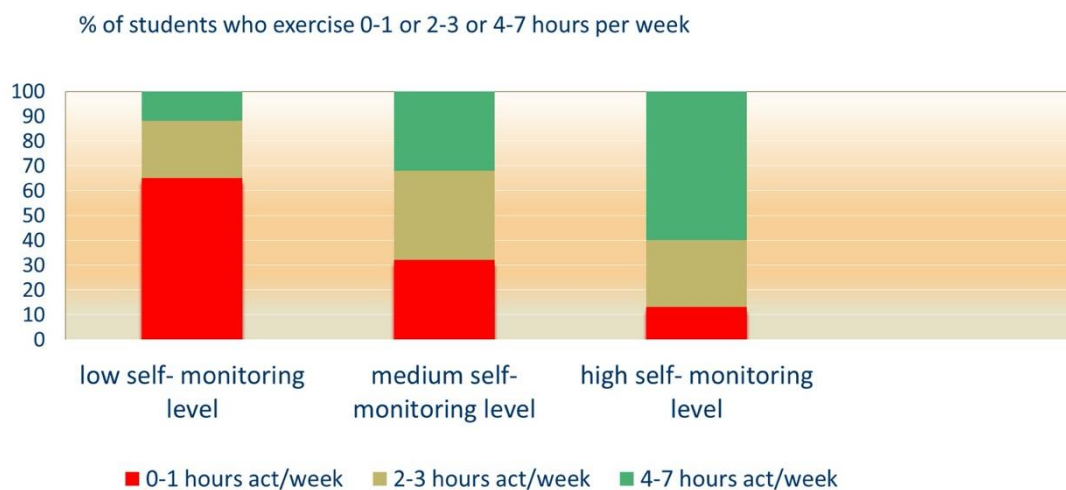
Level of pupils' self-monitoring in terms of Exercise Frequency

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

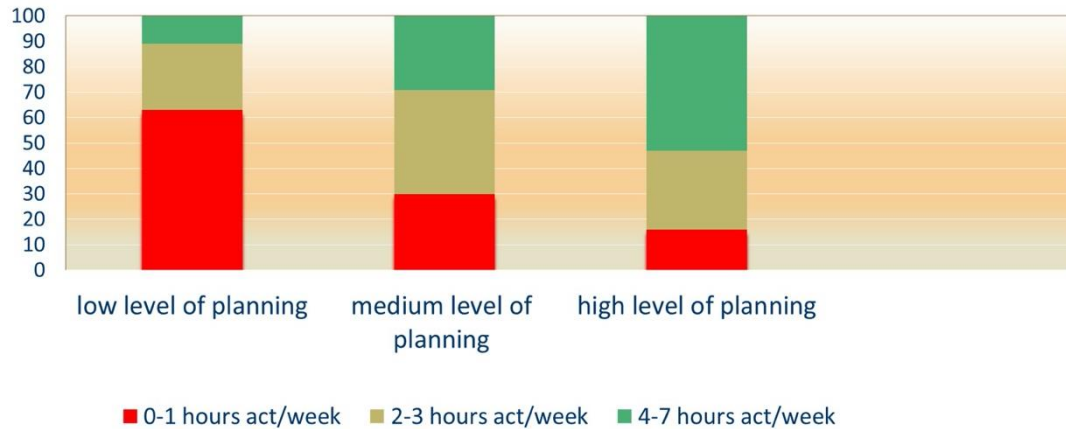


% of students' physical activity hours per week depending on their self-monitoring level



% of students' 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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