



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

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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)

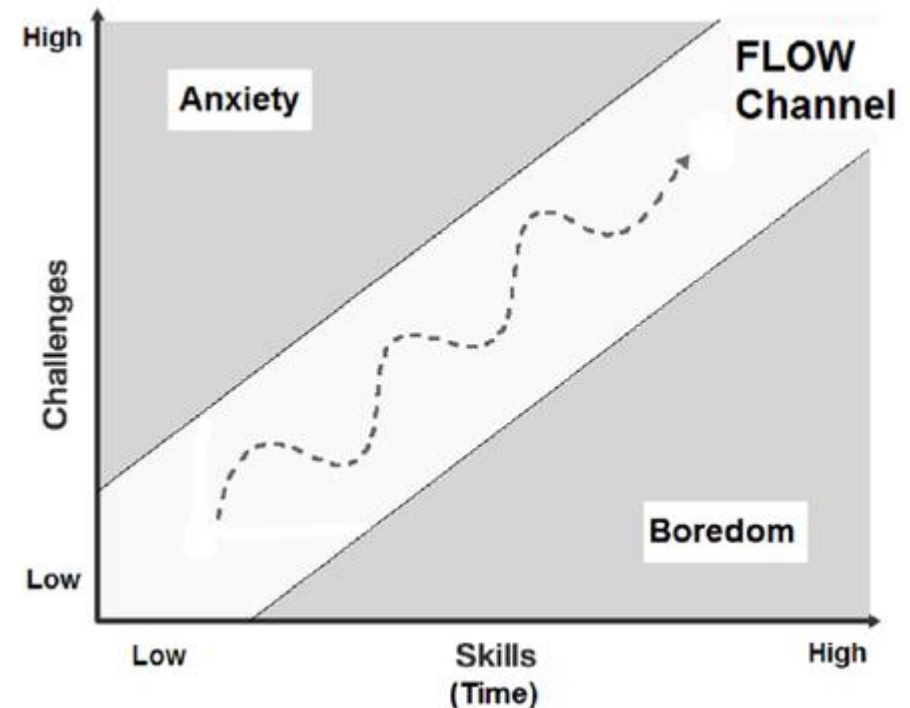
# Identifying barriers to enjoyment in PE

- **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.

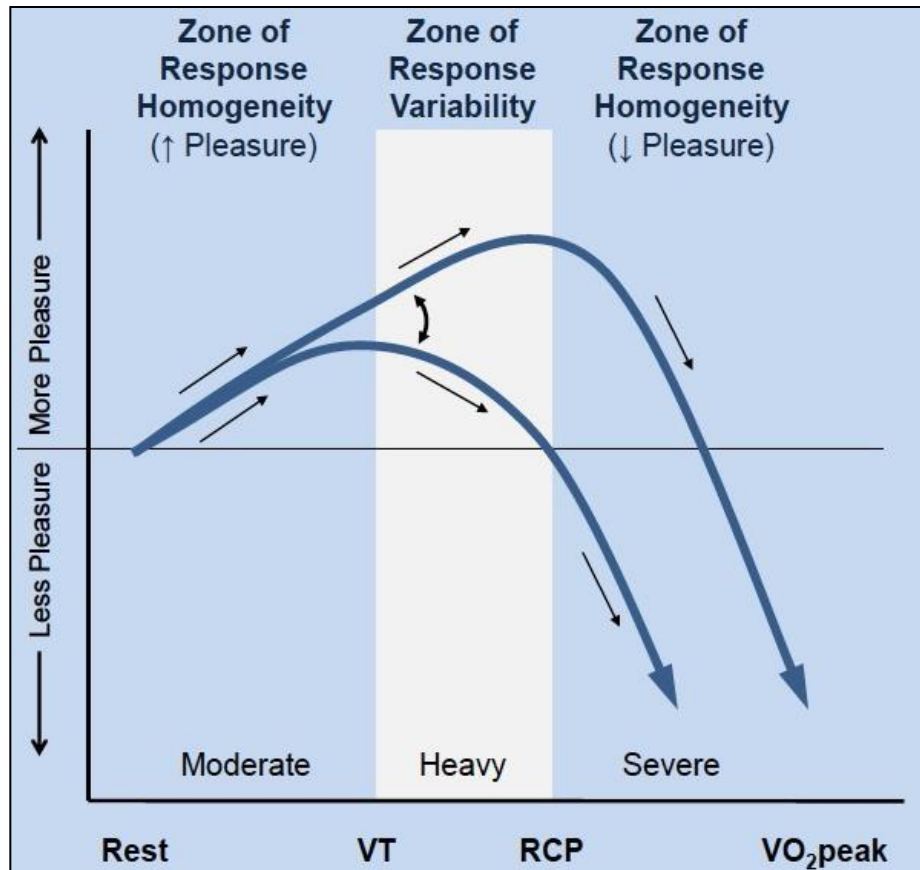
<https://youtu.be/3zIES2A1G0w>

## 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 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 waste of time in PE.	<input type="checkbox"/>	<input type="checkbox"/>

# Fun/Enjoyment Quiz

	CORRECT	FALSE
PE teachers should vary 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?*



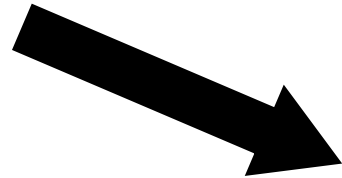
- PERFORMING OK?
- SEEMS “INTO IT”?

**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?

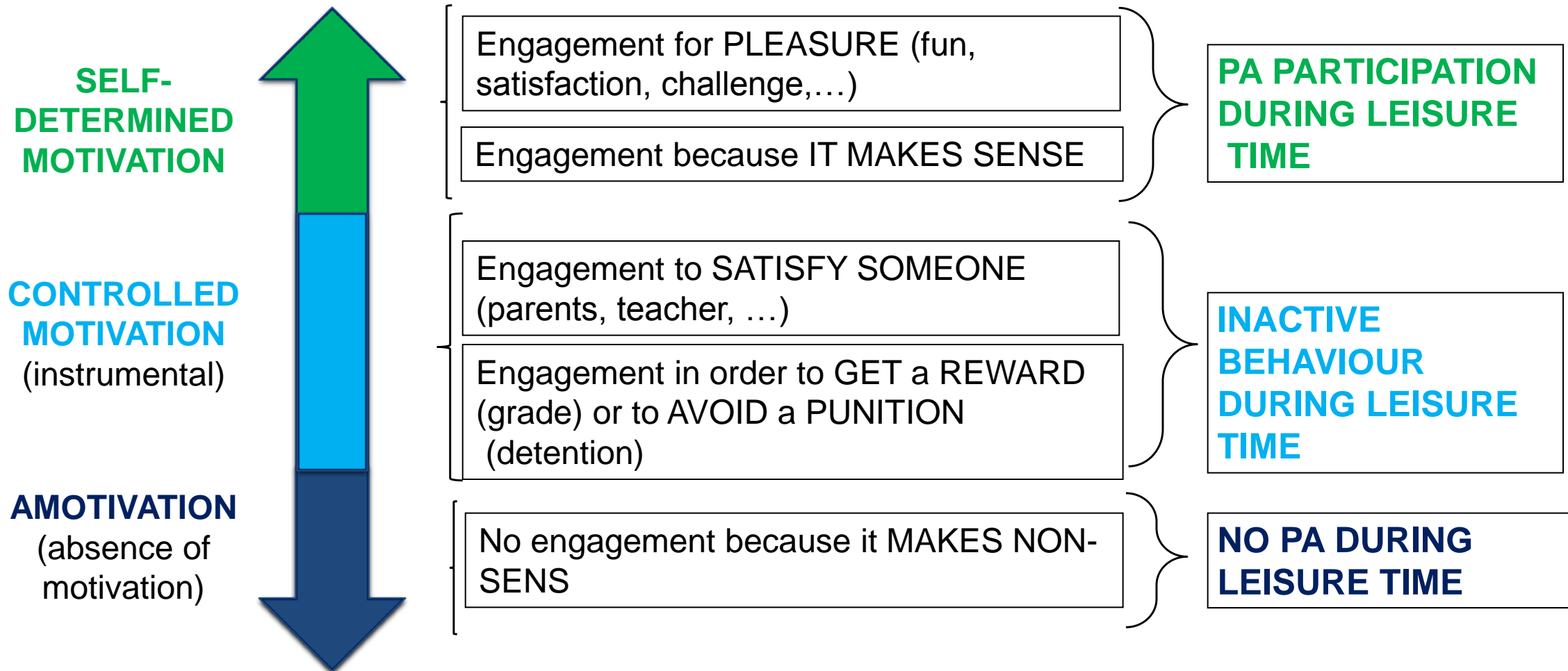
**QUALITY**  
*Why is the  
student  
motivated?*



# 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



*I had  
some  
choice in  
what I did  
in PE*

## COMPETENCE

*Seek to  
control the  
outcome and  
experience  
mastery*

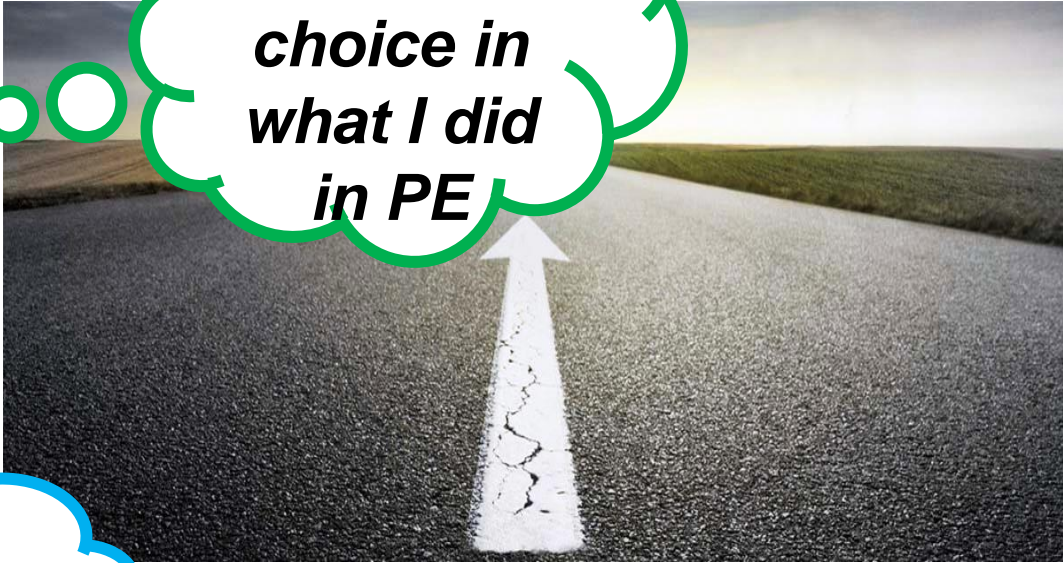
## BELONGING

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



*I had some choice in what I did in PE*

I felt valued in PE

## BELONGING

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

## COMPETENCE

Seek to control the outcome and experience mastery

# How to increase motivation for PE?

## AUTONOMY

Desire to be the causal agent of one's

I felt valued in PE

I had some choice in what I did in PE

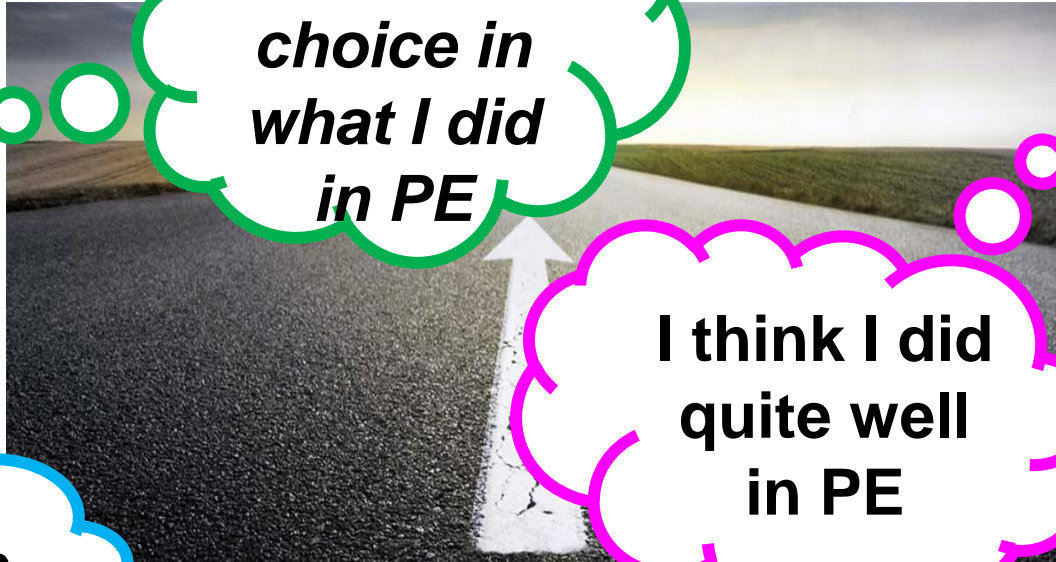
I think I did quite well in PE

## BELONGING

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

## COMPETENCE

Seek to control the outcome and experience mastery



# 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 data-bbox="1633 715 1809 811" type="checkbox"/>	<input data-bbox="2007 715 2183 811" 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!***