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A Pedagogy of Personal Development

Jordan Wintle

Senior Lecturer in Sport & Exercise
University of Gloucestershire



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



UNIVERSITY OF
GLOUCESTERSHIRE



Erasmus+



Introduction

- Senior Lecturer in Sport and Exercise (physical education and youth sport/coaching).
- Secondary PE teacher and HoPE (8 years)
- Current Professional Doctorate student – Lifestyle Sports in Physical Education.



Project Overview

A 3-year EU funded project designed to develop social, emotional and civic competencies in young offenders through active games and sport.



Project Team – University of Gloucestershire

Dr Adeela Shafi

Associate
Professor in
Education



Jordan Wintle

Senior Lecturer in
Sport & Exercise



Sian Templeton

Senior Lecturer
in Education



Dan Clark

Research Assistant



Target group - young people in conflict with the law



There are more than one million children incarcerated worldwide at any one time (UNICEF, 2008).

- Educational attainment is low and school dropout is high (Little, 2015)
- High prevalence of drug and alcohol misuse, mental health problems and learning difficulties (Chitsabesan & Hughes, 2016)
- Emotional and behaviour problems (Abram, 2003; Young et al., 2015).
- Language and communication difficulties (Snow, et al., 2016).
- Complex family and socioeconomic backgrounds.

The potential of active games and sport

- Active citizenship (Banks, 2008)
- Cooperation attitudes (Bailey, 2005)
- Personal qualities, such as emotion regulation (Hellison, 2010)
- Social skills such as teamwork, loyalty, self-sacrifice, ethical behaviour and perseverance to achieve the goals (Rudd & Stoll, 2004).



The potential of active games and sport



Sport plays a crucial role in the acquisition of values of young people because it provides a unique context, where there is a great social interaction between students.

(Côté, et al., 2016; Jacobs, et al., 2013; Morgan, et al., 2020)

The State of the Art Analysis



You can view the full document here

www.activegames4change.org

Part I – an overview of the literature and policy status in the partner countries.

Part II - a theoretical and conceptual evidence base, which indicates the importance of these competencies for the target group

Part III - the methodology for the selection of tools to assess the development of the competencies alongside the contextual challenges of engaging young people within youth justice systems in restrictive environments.

A 'child-friendly' approach to intervention

- Youth justice needs to focus on working with children for them to alter their own behaviours rather than correctional intervention (Goldson, 2014).
- The use of activity and support within youth justice is increasingly being recognised as supporting the development of social and emotional skills and physical activity (Hellison, 2018).
- The development of trusting relationships underpins these interventions (Haines & Case, 2015).



The importance of social & emotional competence

- Social and emotional competence in young people has clear links to positive outcomes and general well-being (Klapp et al., 2017).
- Social and emotional competences are protective factors in managing change and predictors of academic success (Heckman & Kautz, 2012).
- Social and emotional competence can be 'learned' and results in social and physical improvements for the individual (Vaida, 2016).



The social, emotional and civic competencies in AG4C

- Young people in conflict with the law would benefit from the development of these competencies.
- An absence or delay in development has a correlation with poorer academic outcomes, reduced financial stability in adulthood and an increase in the likelihood of engaging in criminal behaviours (Gutman & Schoon, 2013).



The social, emotional and civic competencies in AG4C - CASEL

Competency	Overview
Self management	Ability to manage emotions, thoughts and behaviours effectively in varied situations includes stress management and demonstrating personal agency.
Responsible decision making	Ability to make caring and constructive choices around personal behaviour and social interactions. Evaluate benefits and consequences of your own choices.
Relationship skills	Ability to establish and maintain healthy and supportive relationships and effectively navigate settings with diverse groups and individuals.
Social awareness	Ability to understand the perspective of and empathise with others, including those from diverse backgrounds, cultures and contexts.
Self awareness	Ability to understands ones own emotions, thoughts and values and how they influence behaviour across different contexts.

Assessment Tools

Quantitative:

Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

Qualitative:

2 questions for the participants to answer

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts.
Please tick the box that best describes your experience of each over the last 2 weeks

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)
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Assessment Tools: Qualitative

Rationale:

- Obtain information for our data collection.
- Encourage active reflection on the part of the participants and therefore increase the likelihood of participant engagement in understanding and developing the targeted competencies.

Questions:

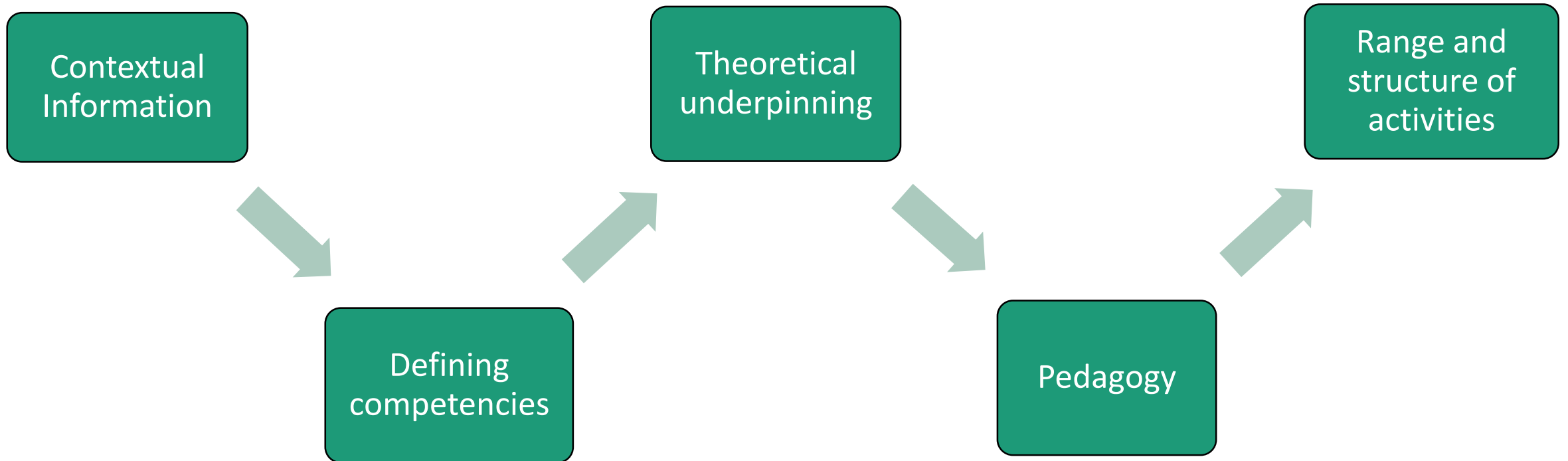
1. How did working with others help you to achieve the end goal of the games?

(Relationship Skills)

2. How did you overcome any difficulties that you felt in achieving the end goal of the games?

(Self-Management, Responsible Decision-Making, Self-Awareness, Relationship Skills, Social Awareness)

The Games Design Process



Teaching Personal & Social Responsibility

Journal of Teaching in Physical Education, 2015, 34, 152-161
<http://dx.doi.org/10.1123/jtpe.2013-0184>
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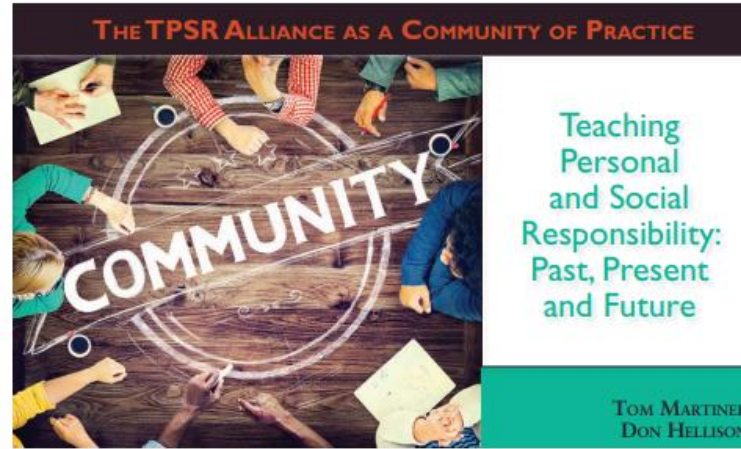
Journal of Teaching in Physical Education
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www.JTPE-Journal.com
RESEARCH NOTE

Teaching Personal and Social Responsibility and Transfer of Learning: Opportunities and Challenges for Teachers and Coaches

Barrie Gordon and Stephanie Doyle
Victoria University

The transfer of learning from the gym to other areas of participants' lives has always been a core component of the Teaching Personal and Social Responsibility Model. The degree to which transfer of learning is successfully facilitated in the reality of Teaching Personal and Social Responsibility Model-based teaching and coaching is, however, uncertain. The research findings are mixed both in the commitment to transfer of learning and the level of success that has been achieved. The interest in transfer of learning is not restricted to the area of the Teaching Personal and Social Responsibility Model or physical education and sport in general, but is an area of strong academic interest with a long history of research and debate. This article draws on the knowledge and understandings of transfer of learning from this wider literature to explore ways in which to help facilitate transfer of learning for practitioners of the Teaching Personal and Social Responsibility Model.

Keywords: personal and social responsibility, physical activity, transfer of learning



During the past decade the field of youth development has grown by leaps and bounds. Numerous initiatives addressing the challenges that many youth face in their community — especially those who are underserved — have emerged with this growth. These initiatives have been guided by a set of curricular models. Individuals who work in youth development models that let them hang onto their passion and which are what motivates them to work with kids. Teachers are guided by national, state and local standards often include responsibility-based experiences in their programs (E America National Standard 4; Society of Health and Physical Educators, 2014). Unlike teachers, after-school and summer leaders have fewer restrictions and enjoy the flexibility of the intermediary space between school physical education and free play (Hellison, 1995/2011). Beyond the technical elements of youth development — especially those that are connected to teaching kids to be personally and socially responsible. This JOPERD feature centers on the community of practice that is grounded in the work of Don Hellison and his teaching personal and social responsibility (TPSR) model. This model guides practitioners in using physical activity to help kids take more responsibility for their well-being and be more sensitive and responsive to the well-being of others (see Table 1). The model is reflected by a diverse collection of professionals who have, in their own way, provided programs that have exposed kids to experiences formed by a common set of core values. Fostering a sense of human decency, putting kids first, believing in holistic development, and embracing a way of being (Nick Forsberg) are the values that underlie the work of these individuals.

In a sense, these individuals form what Lave and Wenger call a community of practice (Lave & Wenger, 1991). The community of practice is a group of people who are committed to a common purpose or goal, who share a common repertoire of resources, including knowledge, experiences, and stories, and who use these resources to negotiate and develop their shared repertoire of resources.

Abstract
The purpose of this study was to conduct a review of research on the Teaching Personal and Social Responsibility model-based programme within physical education. Papers selected for analysis were found through searches of Web of Science, SportDiscus, SCOPUS, and ERIC (ProQuest) databases. The keywords 'responsibility model' and 'physical education' were used in different combinations. The relevant articles were checked for the following criteria: (a) the study is been published in a peer-reviewed international journal; (b) it included Teaching Personal and Social Responsibility model-based programme implementation; (c) programmes were implemented within physical education classes; and (d) the full text was available in English or Spanish. The quality of the selected studies was scored using a quality assessment list. Twenty-two papers satisfied the selection criteria were identified. A practical analysis of these papers to present results placed them into three categories: (a) impact of the Teaching Personal and Social Responsibility model-based programme on teachers; (b) programme implementation features; and (c) outcomes of the Teaching Personal and Social Responsibility-based programme on student participants. Longer studies with follow-up data, quantitative methodological designs, and larger samples would be particularly important for future investigations.

Teaching personal and social responsibility in physical education: A systematic review

Pablo Pozo

Pablo de Olavide University, Sevilla, Spain

Alberto Grao-Cruces

University of Cádiz, Spain

Raquel Pérez-Ordás

Pablo de Olavide University, Sevilla, Spain

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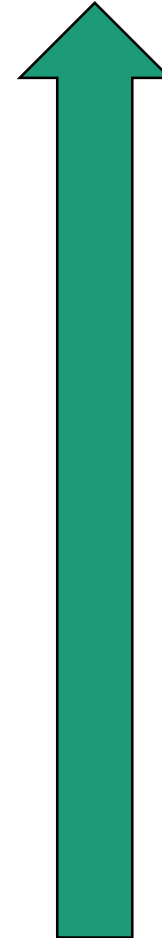
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Teaching Personal Social Responsibility

- Positive relationships
- Gradual empowerment
- Reflection & awareness talks
- Transfer

(Hellison, 2010)



TRANSFER

CARING

SELF DIRECTION

PARTICIPATION

RESPECT

Adventure Pedagogy

- Adventure based learning has been described as a holistic student-centred curricular approach that can enhance personal behaviours and social interaction (Sutherland et al., 2014).
- Key features
 - Sequence of activities
 - Challenge by choice
 - Full value contract
 - Experiential learning and facilitation
 - Debriefing



Pedagogy Overview

ACTIVE GAMES FOR CHANGE A PEDAGOGY OF PERSONAL DEVELOPMENT

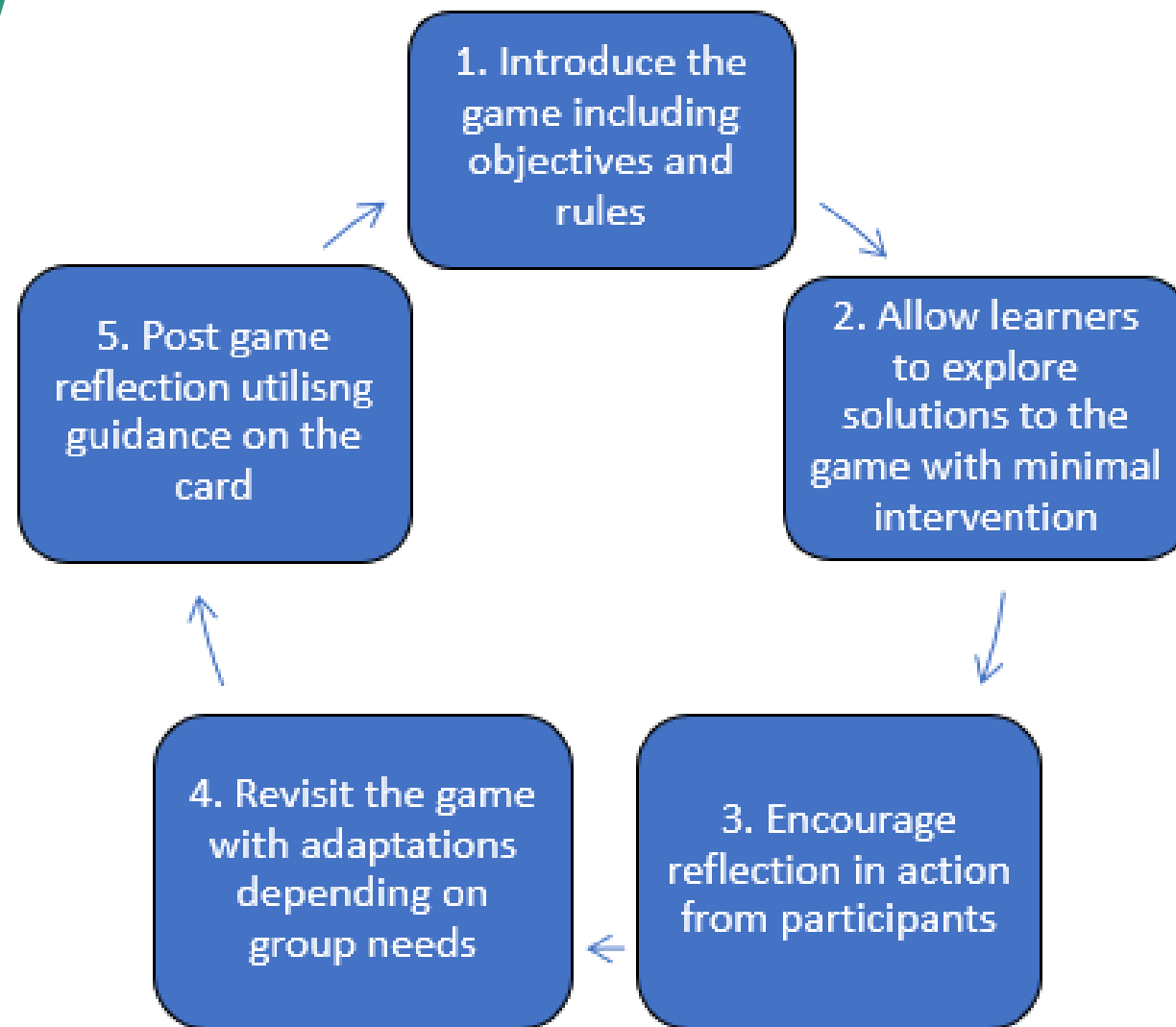
Physical education, sport and physical activity have a long history of being beneficial for the personal development of young people (Morgan, Parker, Meek & Cryer, 2020; Côté, Turnridge, Vierimaa, 2016; Bailey, 2006). Active Games for Change (AG4C) is an Erasmus Key Action 3 project that aims to support young people in conflict with the law in the acquisition and usage of key competences to facilitate inclusion, education and employability, by developing an innovative framework of active games that seek to develop a range of social and emotional competencies in our target population. This overarching aim is achieved through the creation and implementation of active games delivered through a hybrid pedagogical model to maximise personal growth. The project, led by the University of Gloucestershire, has ten European

Turkey, Spain, Portugal and Italy. Partners include two universities, a ministry of justice and non-government organisations (NGOs), all of which are involved in researching or working as practitioners with young people who have come into contact with youth justice systems in their respective countries. The overarching aim of the project is to influence EU policy to adopt physical education and sport as key areas of rehabilitation and personal development of young offenders (or those at risk of offending). The key areas of development are outlined in Table 1.

Active Games 4 Change introduction

The AG4C programme contains 18 active games pitched at three different levels (six at each level). Level one games require less-complex social and emotional competencies whilst level three requires

“Physical education, sport and physical activity have a long history of being beneficial for the personal development of young people.”



Full text at www.activegames4change.org

Games Overview – suggested delivery order

		Competency Rating				
		Self- awareness	Self- management	Responsible Decision making	Relationship Skills	Social Awareness
Level 1	Tarp Turnover	★	★	★★	★★★	★
	Over the River	★★	★★	★	★★	★★
	Scatterball	★★	★★	★★	★★	★★
	Team Challenges	★★	★★	★★★	★★★	★★★
	Get Over That	★★★	★★	★★★	★★★	★★★
	Gutter Ball	★★★	★★	★★★	★★★★	★★★
Level 2	4- Way Volleyball	★★	★★★	★★★	★★★★	★★
	Cross the Swamp	★★	★★★	★★★★	★★★★	★★
	Corner Ball	★★	★★★	★★★★	★★★★	★★★
	Rob the Nest	★	★★	★★★★	★★★★	★★★★
	Spiders Web	★★★	★★	★★★★	★★★★	★★
	Leaky Bucket	★★	★★	★★★	★★★★	★★★
Level 3	Retrieval Challenge	★	★★	★★★★	★★★★	★★★★
	Invasion	★★★	★★★	★★★★★	★★★★★	★★
	Tower of Hanoi	★★	★★★★★	★★★★★	★★★★	★★
	Shelter Build	★★★	★★★★★	★★★★★	★★★★	★★★★★
	Games Design	★★★★	★★★★★	★★★★★	★★★★	★★★★★
	Escape Route	★★★★★	★★★★★	★★★★★	★★★★★	★★★★★

Retrieval Challenge Level 3

Game Overview



Set Up

Create a circle approximately 5m in diameter out of the cones. In the centre of the circle place a water bottle on an upturned box.

Challenge

Using the equipment provided retrieve the bottle without touching inside the circle. The bottle must not touch the ground until it is outside the circle. If the rules are broken the game must re-start.

Set-Up



Competences



Self-awareness	★
Self-management	★ ★
Responsible decision making	★ ★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★ ★ ★

Detailed information on competencies, indicators and levels on the back

Equipment



- 8 cones
- 6-8 lengths of rope (approximately 2m in length each). Skipping ropes can work well.
- 1 small box
- 1 water bottle
- Blindfolds (for progression)
- Coat hanger (for regression)

Adaptations



To simplify

Tape a coat hanger to the bottle to create an easier shape to hook. Alternatively, provide the group with a longer length of rope or make the circle smaller.

To Progress

Blindfold half of the participants, only blindfolded participants can touch the rope. Alternatively, increase the size of the circle or only allow participants to use one hand through the challenge

Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

Retrieval Challenge Competencies

Competencies Defined

Self-awareness	Self-awareness is the thinking skill that focuses on an individual's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others.
Self-management	Self-management refers to the ability of a person to regulate their own activity with little or no intervention with others. This will include staying on task even when distractions are present and making good choices in terms of actions and behaviour.
Responsible decision making	Responsible decision making involves being able to demonstrate making a reasoned decision that considers the views of various stakeholders (other people) with a clear rationale behind the decision-making process. This may involve seeking the views of others or experts.
Relationship skills	Relationship skills refers to the skills, tools, knowledge and understanding to create, communicate, evolve, grow, trust and maintain a relationship. This involves being able to work effectively with a broad range of individuals from different backgrounds.
Social awareness	Social awareness is the ability to know and feel the people around you and the ability to interact with them in the most efficient and proper manner. This includes being to empathise with various viewpoints and consider how your own actions may be interpreted by others.

Competency Ratings – Retrieval Challenge

	Emerging	Developing	Established
Self-awareness	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
Self-management	Struggles to maintain - concentration on the task throughout with frequent intervention needed from others.	Maintains good concentration on the task throughout with some intervention from others.	Maintains full concentration on the task throughout with no intervention from others.
Responsible decision making	Rarely seeks others views before deciding on a strategy to solve the problem.	Sometimes seeks others views before deciding on a strategy to solve the problem.	Seeks others views before deciding on a strategy to solve the problem.
Relationship skills	Little communication with others often working alone.	Communicates effectively throughout most of the task offering frequent contributions.	Communicates effectively throughout the task and is able to lead effectively.
Social awareness	Is often unaware of their impact on others and the task. Finds it difficult to understand others views.	Shows empathy at times during the task and is able to understand most ideas from a range of viewpoints.	Shows empathy throughout the task and is able to synthesise ideas from a range of viewpoints.



AG4C- Games Design

1 view • 1 week ago



AG4C - Scatterball

5 views • 1 week ago



AG4C - Rob The Nest

17 views • 1 week ago



AG4C- Tower Of Hanoi

6 views • 2 weeks ago



AG4C- 4 Way Volleyball

9 views • 2 weeks ago



AG4C - Get Over That

5 views • 2 weeks ago



AG4C - Retrieval Challenge

28 views • 3 weeks ago



AG4C - Invasion

19 views • 3 weeks ago



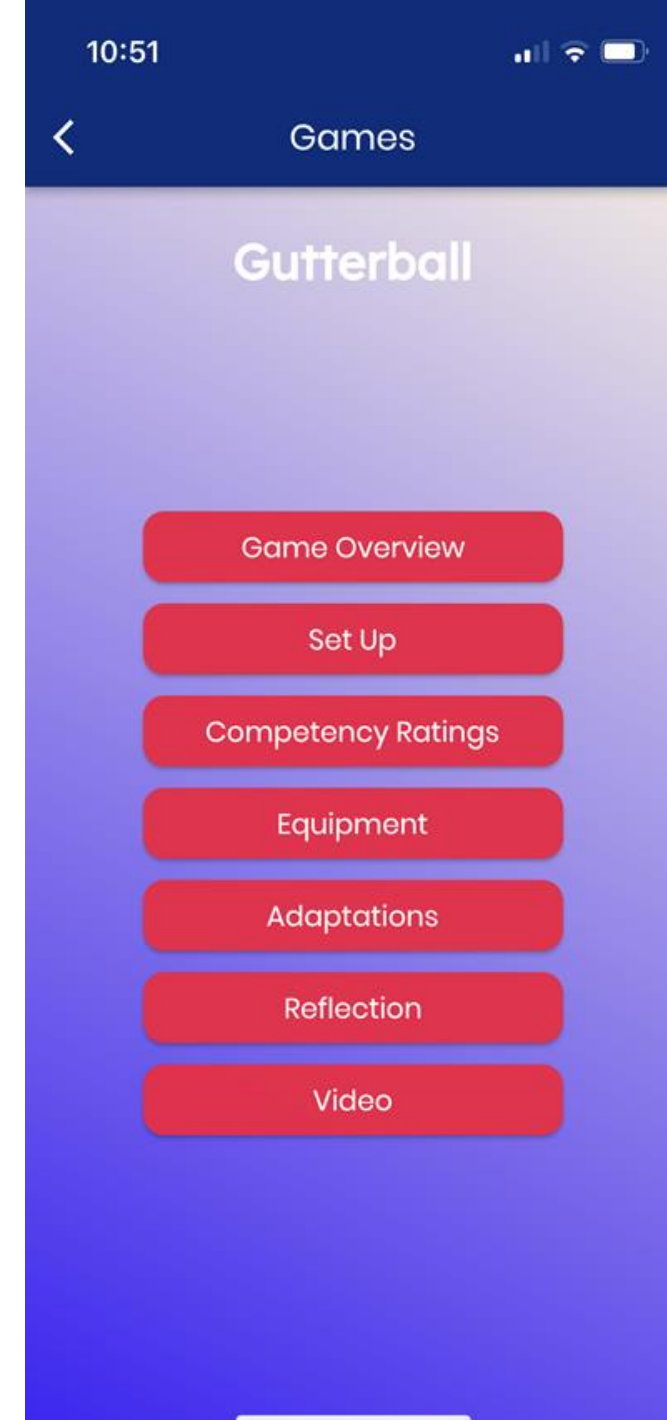
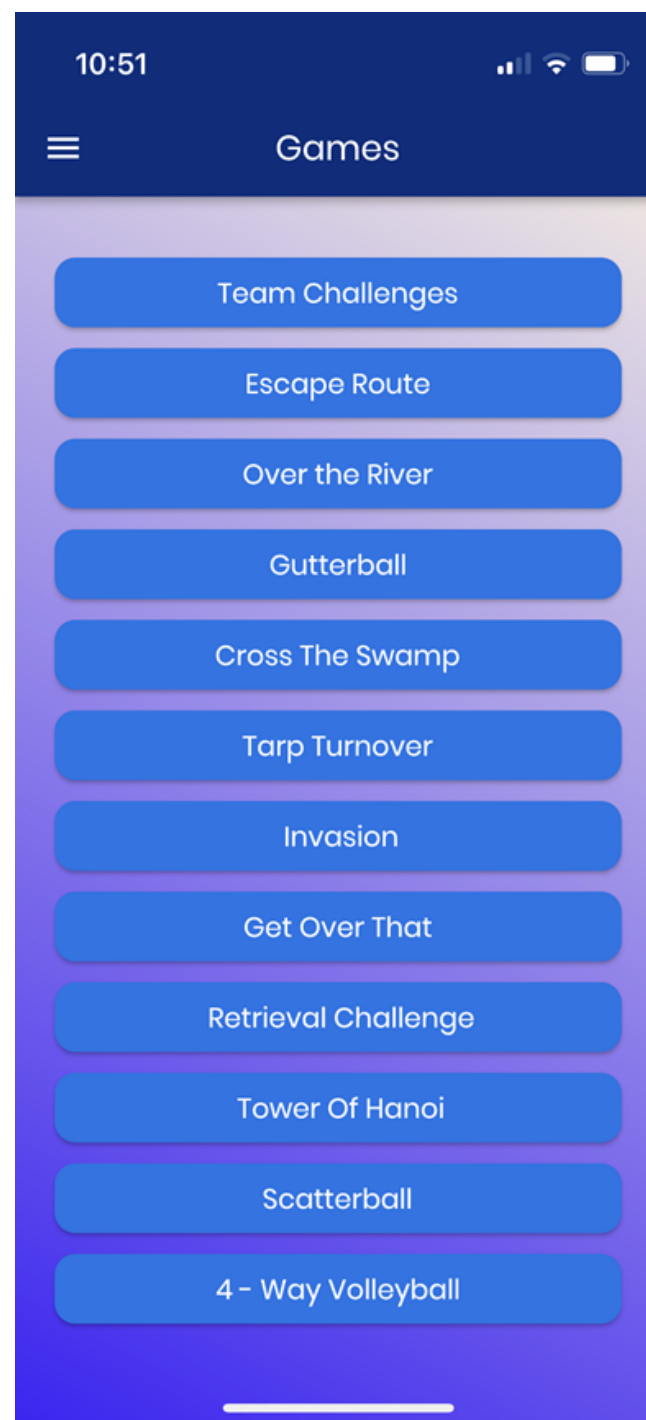
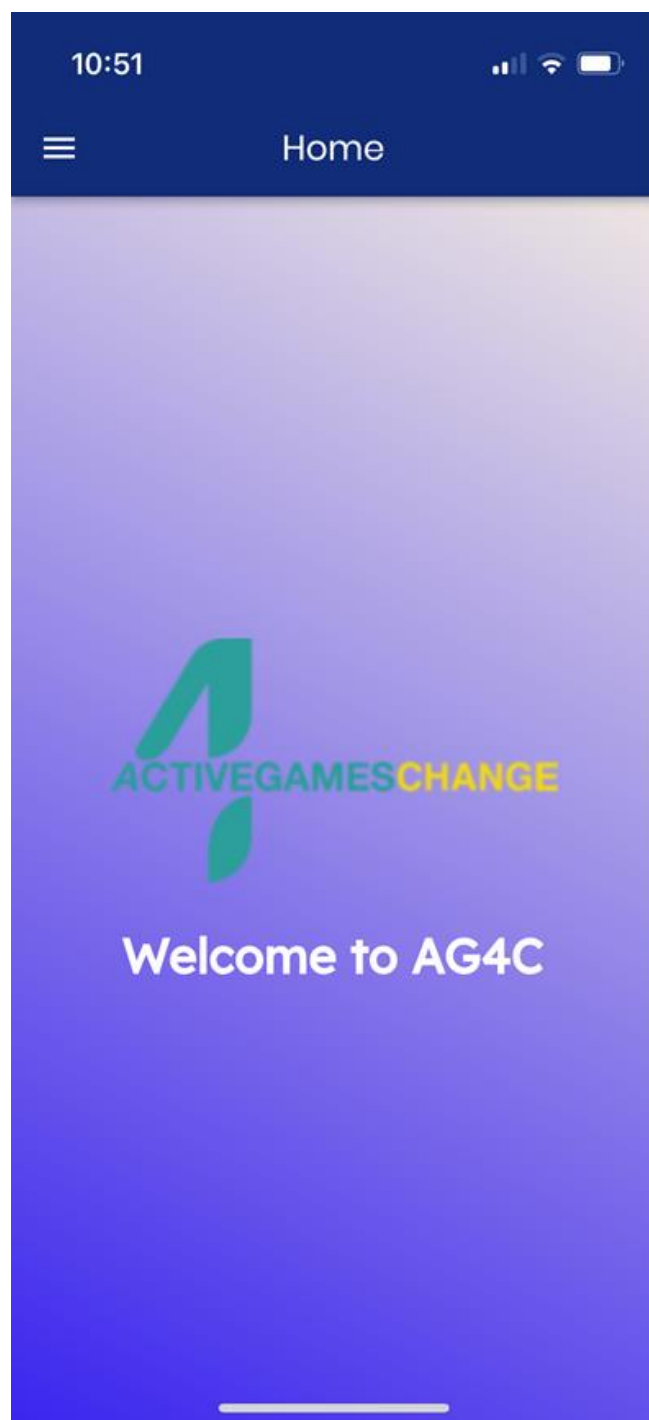
AG4C - Cross The Swamp

15 views • 3 weeks ago



AG4C- Tarp Turnover

14 views • 3 weeks ago



Training and Piloting

Masters
trainers
trained

- 2 master trainers in each country

Training of
tutors in YOI

- Up to 10 tutors trained in each country

Execute
games
programme

- 40 young people in each county minimum

Data
collection

- Pre, during and post programme

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Key Data

Data point description	When?
1. Educator Survey	Post training
2. WEMHWBS scale with young people	Pre-pilot
3. Rating SEC of young people	After each level of games
4. Game observation grid	After each game
5. WEMHWBS scale with young people	Post-pilot
6. Qualitative questions with young people	Post-pilot
7. Educator Survey post piloting	Post-pilot
8. Testimonials and case studies from educators	Post pilot
9. Testimonials and case studies from young people	Post pilot

Early Results

Training of Master Trainers and Tutors

- Saw value in the programme
- Can see it working with their young people.
- Comprehensive training – felt well prepared.
- Support materials helpful.

Feedback on Piloting

- Enjoyment factor is high
- Good variety in the games
- Improved cooperation and teamwork.
- Young people asking to revisit games they found hard.
- No major logistical issues.

Early Results/Feedback

“We have been inundated by young people asking us to reinstate this! 6 of them have written letters to the Head and I am requesting that we reignite learning of this format, highlighting how beneficial they found it. Really very good. We are making this a permanent fixture on their timetables and will be ready to roll with a fresh batch of AG4C shortly.”

(Deputy Head of Education, Secure Children's Home in South West England , 2021)

Early Results/Feedback

“The games focus on team work and interpersonal skills which can easily be transferred to scenarios on the outside world. I think this really helps to emphasise what the scheme is about and drive the message across to the lads.... I was really surprised by the engagement of the participants, particularly in the reflections and even reading some of the qualitative answers they gave ... I feel this is a reflection on how the scheme appropriately addresses the social and emotional competencies of the young people”

(PE/PT Staff Member, HMP in the north of England, 2022)

Early Results/Feedback

“The project work has inspired all of us. The team provided a versatile, unique, theoretically underpinned approach to the programme design that will benefit some of the hardest to reach people in society.”

(Daiana Huber, Center for Promoting Lifelong Learning, a Romanian NGO, 2020)

Early Results/Feedback

The activities created by the team have been prized by Italian stakeholders as being of great quality and tailored to support the development of socio-emotional competences of young offenders in different EU contexts.”

(Cloé Saint-Nom, CESIE, 2020)

My Key Takeaways

TEAMWORK

FLEXIBILITY

PATIENCE

DEVELOPMENT



www.activegames4change.org



jwintle1@glos.ac.uk



[@jordanwintlePE](https://twitter.com/jordanwintlePE)

Jordan Wintle

Senior Lecturer in Sport & Exercise
University of Gloucestershire



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