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**CHANGING THE
GAME:
IMPLEMENTING
LIFESTYLE
SPORTS IN
SCHOOLS
THROUGH
MEANINGFUL
PHYSICAL
EDUCATION.**



UNIVERSITY OF
GLOUCESTERSHIRE

Jordan Wintle – Associate Head of School - Education & Science

STUDY RATIONALE

The promotion of meaningfulness in physical education has the potential to encourage a **lifelong pursuit of physical activity** (Kretchmer, 2006).

Many students cite **current versions of PE as lacking relevance to their lived experiences** (Ladwig et al., 2018).



NARRATIVE REVIEW – STUDY RATIONALE

- Schools and physical education are crucial sites for physical activity and habit formation.
- Current issues in physical education – disconnect, boredom, hatred.
- A need to consider both the “what” and the “how” of physical education.
- The growth of lifestyle sports in society is not widely reflected in physical education curricula.
- A meaningful physical education approach offers us an avenue to more positive experiences for young people.

education sciences MDPI

Review Article
Physical Education and Physical Activity Promotion: Lifestyle Sports as Meaningful Experiences
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Abstract: The value of embracing a physically active lifestyle has been well documented in recent times. However, despite this knowledge, physical activity levels in many western societies remain worryingly low in both adult and youth populations. Habit formation in youth is a key indicator of engagement in physical activity as an adult; therefore, maximising opportunities to develop motivation in young people is vitally important to increase the likelihood of maintaining physical activity habits as an adult. A key factor for the development of motivation in school-based physical education. This review considers the current landscape of physical education as a vehicle for physical activity promotion, and suggests that a change of approach that moves away from physical education focusing solely on sport techniques is long overdue. A culturally relevant curriculum that includes lifestyle sports, with a focus on mastery and enjoyment through a meaningful experiences approach, is proposed as a viable update to current practice.

Keywords: physical education; physical activity; motivation; lifestyle sports; youth culture; meaningful experiences

1. Introduction

Participation in physical activity (PA) has been regularly highlighted as a vitally important aspect of health and wellbeing across the globe [1]. In 2018, the World Health Organization (WHO) approved a new Global Action Plan on Physical Activity 2018–2030 [2] and adopted a new voluntary global target to reduce levels of physical inactivity in adults and adolescents by 15% by 2030. In a recent review of the WHO guidelines, Ball et al. [3] suggested that these new guidelines provide clear, evidence-based, recommendations on how PA provides a range of health benefits and on the potential risks of sedentary behaviours. Physical inactivity is considered one of the leading causes of mortality across the globe, leading to an increased risk of a range of cardiovascular diseases and cancers [4,5]. Indeed, physical inactivity has been highlighted as a major cause of premature death across the globe; it is estimated that 5.3 million of the 57 million global deaths in 2008 were associated with physical inactivity [6]. Habit formation in youth has been highlighted as a key predictor of adult PA [7–10]. It is, therefore, imperative that we seek to provide positive experiences for young people that maximise the likelihood that they will see value and enjoyment in continuing to engage in PA as they progress into adulthood.

Physical education (PE) has been repeatedly highlighted as a crucial vehicle for the promotion of a physically active lifestyle [11–14]. As Kingdom from the age of 4–16 years, the effectiveness of current practice in PE and the role of lifestyle has been questioned [15]. The importance of PE in the development of the child is utilized in PE and the importance of the curriculum in the development of the child. This review aims to consider how we can part in physical activity as part of an enriched curriculum. It argues that although it is important that the pedagogies associated with PE and culture experiences are considered in relation to the promotion of a physically active lifestyle, it is also important that the role of PE in the development of the child is considered in relation to the promotion of a physically active lifestyle.

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(Beaumont & Warburton, 2019; Beni et al., 2017; Durden-Myers & Whitehead, 2018; Engell et al., 2023; Fletcher, & Ní Chróinín, 2022; Hemingway, 2023; Hortigüela-Alcalá et al., 2021; Griggs & Fleet, 2021; Kirk, 2012; Ladwig et al., 2018; Lewis, 2014; Spencer-Cavaliere et al., 2012; Sullivan, 2021; Wintle, 2022)

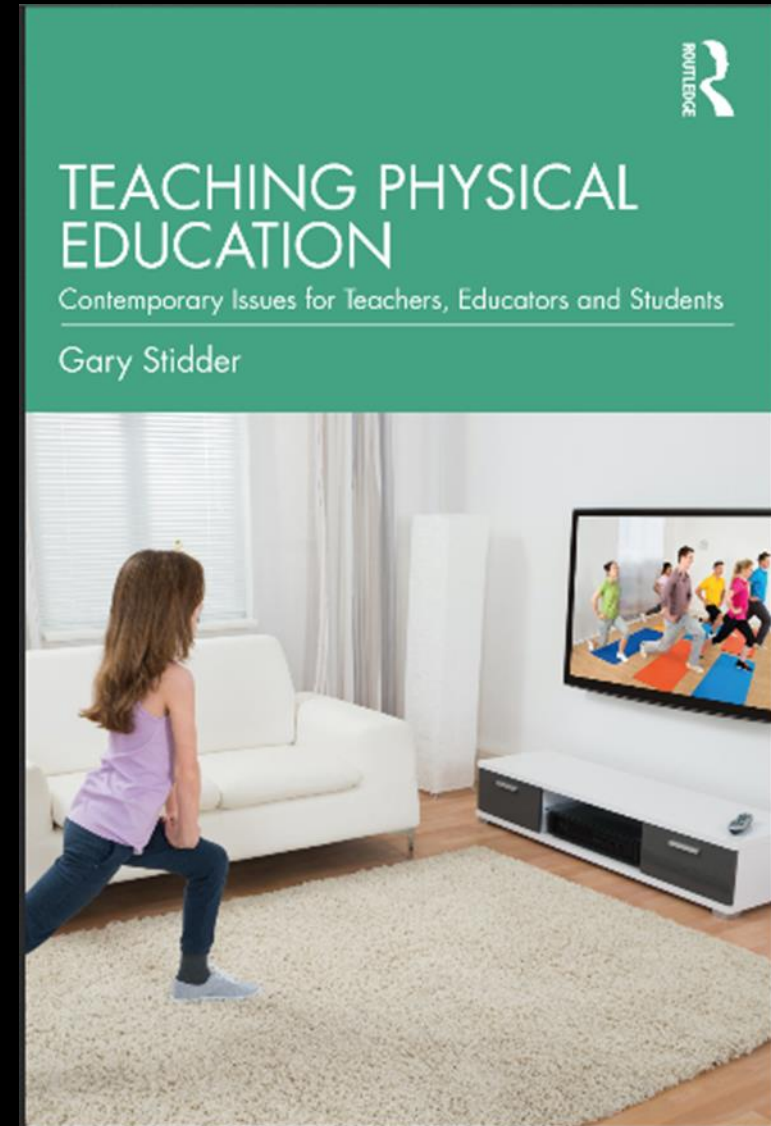
MODERNISATION OF PHYSICAL EDUCATION

- Overwhelming need for the modernisation of the subject
- The values and beliefs of current teachers will determine the teaching and learning experience for pupils
- The harsh truth is that physical education has to modernise in order to survive
- Separate PE and school sport – two different entities

**“Those who do not learn from history
are destined to repeat it.”**

(p.154)

(Stidder, 2023)



MEANINGFUL EXPERIENCES



“One of the greatest things about physical activity and play is that they **make our lives go better**, not just longer.”

(Kretchmar, 2006, p.6)

**KEY WORK ON
MEANINGFUL
EXPERIENCES IN
PHYSICAL
EDUCATION**

ROUTLEDGE FOCUS

MEANINGFUL PHYSICAL
EDUCATION

An Approach for Teaching and Learning

Edited by
Tim Fletcher, Déirdre Ní Chróinín,
Douglas Gleddie and Stephanie Beni

ROUTLEDGE
Focus

LIFESTYLE SPORTS IN PHYSICAL EDUCATION STUDY

- Pragmatism – mixed methods action research
- Parkour and a cross-fit/kickboxing hybrid units
- Meaningful physical education pedagogies
- 2 schools – ~8 lessons per school
- 52 pupils (mixed gender), two teachers, one teacher-researcher

Data sources:

1. Pre and post-unit pupil questionnaire
2. Teacher observations
3. Reflective journal
4. Pupil focus groups
5. Teacher interview



(Alder et al., 2019; Braun & Clarke, 2022; Casey et al., 2018; Clarke & Visser, 2019; Creswell & Plano Clark, 2018; Knott et al., 2022; Lin, 2016; Liamputtong, 2016; McNiff, 2017; Mertler, 2020; Proudfoot 2022; Rolfe, 2002; Siedman, 2006; Stenhouse, 1975; Vors & Bourcier, 2021)

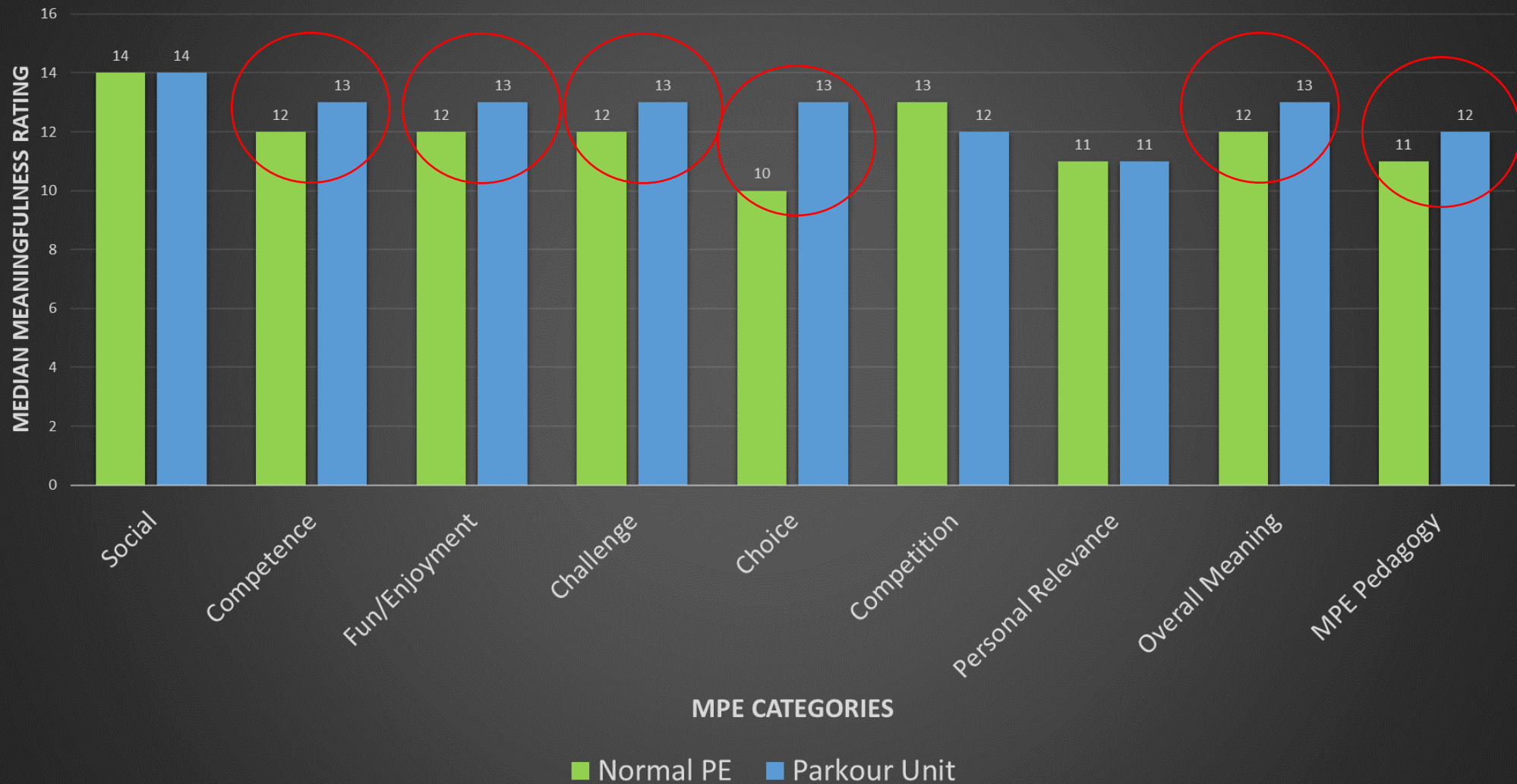
MEANINGFUL PE SURVEY (PRE & POST)

	A	B	D	E	F	G	H	I	J	K	L
	Participant	gender	Pre-Social Q1	Q6	Q9	Total Social Pre	Post-social Q1	Q6	Q9	Total Social Post	
	1	M	4	4	3	11	5	4	4	13	
	2	M	4	4	4	12					
	3	F	5	3	4	12	5	5	4	14	
	4	F	5	5	4	14	5	4	4	13	
	5	M	5	5	4	14	5	5	4	14	
	6	F	4	4	4	12	5	4	4	13	
	7	M	4	4	4	12					
	8	F	5	4	5	14	5	5	5	15	
	9	M	4	5	5	14	4	5	4	13	

INSIDE THE PARKOUR UNIT

PARKOUR IN PHYSICAL EDUCATION STUDY

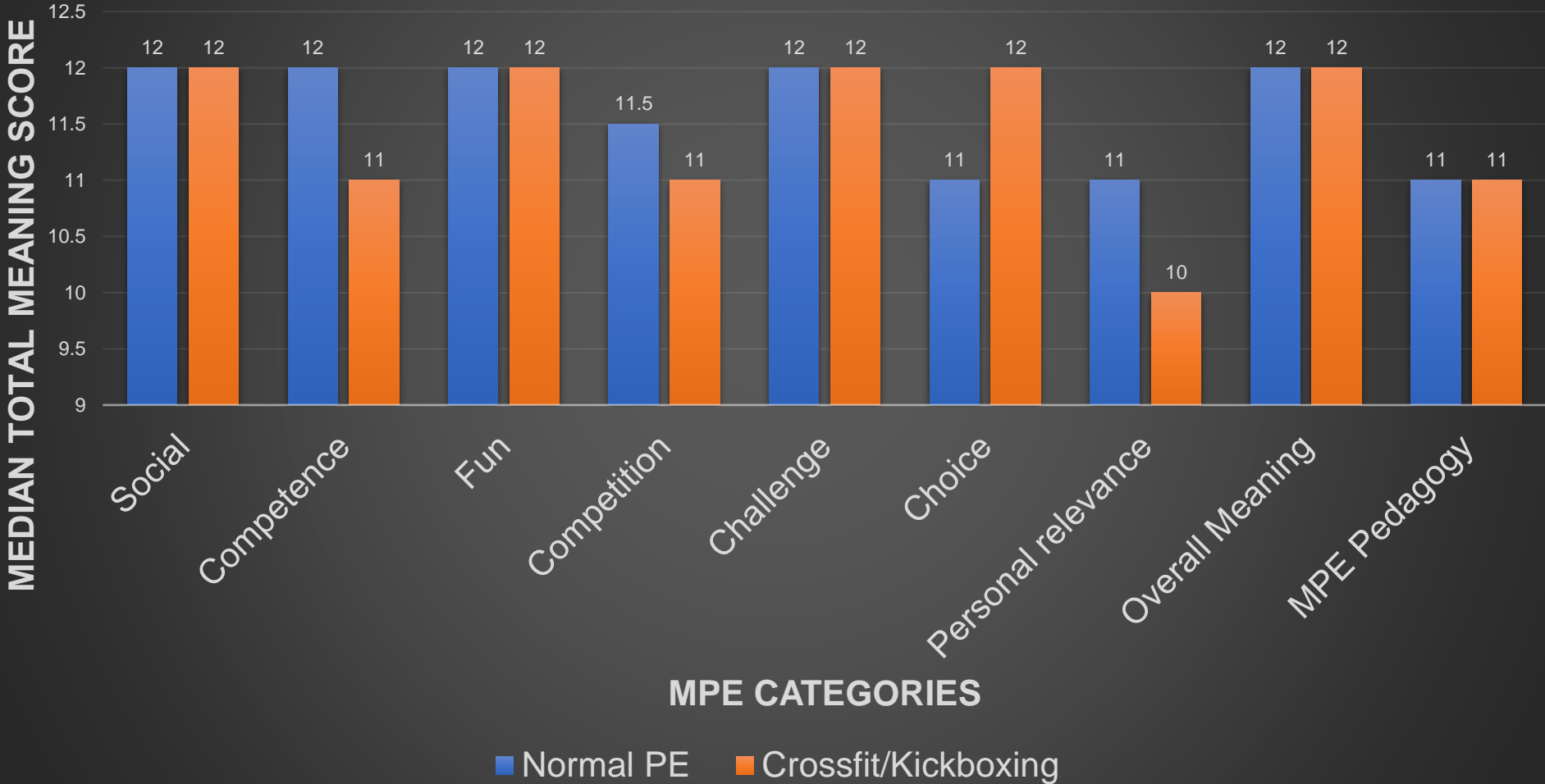
Meaningful PE Analysis Pre vs Post Parkour Unit (Median)



INSIDE THE CROSSFIT/KICKBOXING UNIT

CROSSFIT/KICKBOXING IN PHYSICAL EDUCATION STUDY

Meaningful PE Analysis PE vs Crossfit/Kickboxing (median)



KEY THEMES FROM PUPIL FOCUS GROUPS

The marmite of
“normal” PE

Meaningful physical
education

Diversification of the
curriculum

Transition in approach

PARKOUR IN PHYSICAL EDUCATION

Pupil feedback during focus groups

There's like a set standard in PE that you always have to achieve, but in parkour you do what you can do to your own ability.

I preferred the fun, enjoyment and the challenge aspects of parkour. I found it fun, and I also wanted to go a step further to challenge myself in the vault. I tried not to use my hands or legs to jump over it.

I really liked making our own parkour courses and deciding what we could do in the lesson.

CROSSFIT/KICKBOXING IN PHYSICAL EDUCATION

Pupil feedback during focus groups

I would say it's, like, new, and, like, entertaining. Just like new, fresh sport that you probably haven't learnt. It was enjoyable and fun to do through the lessons

In normal PE, we don't really get to have freedom. So, like this is like nice to have that freedom, yeah

We had the freedom like there was an opportunity to do like the right stuff, because usually you wouldn't have it, so it was like a, would you call it a treat, in a way

I would say meaningful because, erm, it's way better than [normal] PE!

THE TEACHERS' VIEWS

Potential for lifestyle sports

Barriers & enablers

Linking the activity with the approach

“I think it comes down to, erm, what you want to achieve as a department, and also moving with the times in that sense... and being open to trying it.”
(Robert – interview)

“Some don't take to traditional sports at all, they don't like them, they don't really want to do them. Doing something like that [parkour] offers them a way of being physically active... brings more enjoyment and probably, they view it as something that maybe they do more in their spare time”.
(Poppy – interview)

MEET EVERY AMBITION

X @jordanwintlePE

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