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afPE National Development Day

Implementing Meaningful Physical
Education through Lifestyle Sports

Jordan Wintle
University of Gloucestershire

www.afpe.org.uk |
[@afPE_PE](https://twitter.com/afPE_PE)

**IMPLEMENTING
MEANINGFUL
PHYSICAL
EDUCATION
THROUGH
LIFESTYLE
SPORTS**



UNIVERSITY OF
GLOUCESTERSHIRE

Jordan Wintle – Associate Head of School - Education & Science

INTRODUCTION – JORDAN WINTLE

- Associate Head of School of Education & Science – Uni of Glos
- Course Leader – Physical Education & Sport Coaching Science
- Senior Lecturer in Sport & Exercise
- Researcher – pedagogy and motivational climates
- Head of PE (secondary)
- PE Teacher
- Coach Educator
- Youth Sport Coach
- Consultant – PE & Youth Sport
- Professional Doctorate - in progress



MY **VISION** FOR PHYSICAL EDUCATION

“The only real sustainable aim for physical education is more physical activity.”

(Wintle, 2024 – AfPE Dev. Day, 2024)



WORKSHOP AIMS

- Develop an understanding of the meaningful physical education approach.
- Analyse and evaluate the potential for lifestyle sports within the physical education curricula.
- Review findings from an action research project implementing lifestyle sports in physical education through a meaningful physical approach.
- Think – Act - Change



WHAT DO WE MEAN BY “MEANINGFUL EXPERIENCE”?



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MEANINGFUL

SIGNIFICANT

DEEP

WORTHWHILE

PROFOUND

DEEP

IMPORTANT

EXPERIENCE

EVENT

ACTIVITY

ENCOUNTER

MOMENT

LESSON

UNIT



FINDING YOUR OWN MEANINGFUL EXPERIENCES

Think about a time(s) you have been physically active that has held personal significance and/or created a positive, memorable experience for you.

Be ready to share an overview.



ANALYSING YOUR OWN MEANINGFUL EXPERIENCES

Now consider the features of that experience that made it relevant, positive, and memorable (this takes a bit more thinking).

Note these down on the flip chart paper



ANALYSING YOUR OWN MEANINGFUL EXPERIENCES

- **Social** (with the fam)
- **Personal Relevance** (nature)
- **Challenge** (love to try new runs/tricks)
- **Fun** (adrenaline)
- **Competent(ish)**



HOW DO WE LINK THIS TO PE?

The promotion of meaningfulness in physical education has the potential to encourage a **lifelong pursuit of physical activity.**

(Kretchmer, 2006; Fletcher et al., 2021).

Many students cite **current versions of PE as lacking relevance to their lived experiences.**

(Hemmingway et al., 2023; Ladwig et al., 2018).



MEANINGFUL PHYSICAL EDUCATION

You walk into the best physical education lesson you have ever seen.

Describe the scene.
What are the key features that make this lesson so effective?



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

QUEST
2017, VOL. 69, NO. 3, 291–312
<http://dx.doi.org/10.1080/00336297.2016.1224192>

 **Routledge**
Taylor & Francis Group

 OPEN ACCESS

Meaningful Experiences in Physical Education and Youth Sport: A Review of the Literature

Stephanie Beni^a, Tim Fletcher ^a, and Déirdre Ní Chróinín^b

^aDepartment of Kinesiology, Brock University, St. Catharines, Ontario, Canada; ^bDepartment of Arts Education and Physical Education, Mary Immaculate College, Limerick, Ireland

ABSTRACT

The purpose of this research is to review the literature about young people's meaningful experiences in physical education and youth sport. We reviewed 50 empirical peer-reviewed articles published in English since 1987. Five themes were identified as central influences to young people's meaningful experiences in physical education and sport: social interaction, fun, challenge, motor competence, and personally relevant learning. These themes provide future direction for the design and implementation of meaningful physical education and youth sport experiences. We also highlight the need for the development of pedagogies that facilitate and promote meaningful engagement in physical education and youth sport settings.

KEYWORDS

Curriculum; meaningfulness; pedagogy; social interaction; students



**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

The logo for Routledge Focus, featuring a stylized white 'R' on a dark background with the words 'ROUTLEDGE' and 'FOCUS' stacked vertically to its left.

MEANINGFUL EXPERIENCES (Beni, et al., 2017)

**SOCIAL
INTERACTION**

CHALLENGE

**MOTOR
COMPETENCE**

FUN

**PERSONAL
RELEVANCE**

DELIGHT

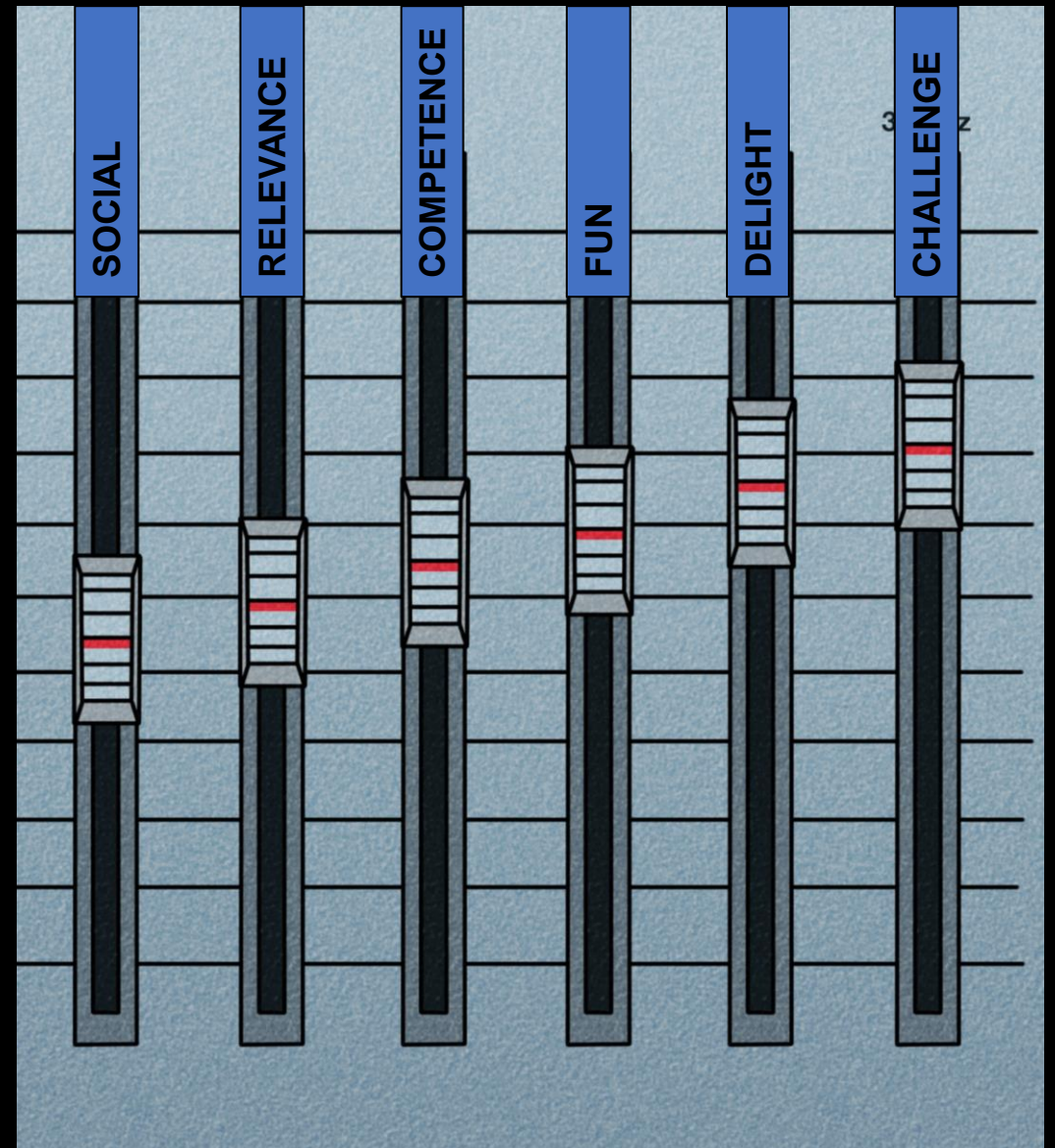
MEANINGFUL EXPERIENCES - FEATURES

Key feature	Explanation
Social interaction	<ul style="list-style-type: none">• Positive interaction with others, including friends, peers, teachers• Feelings of isolation or being left out contributed to a lack of meaning• Groups formed by both student choice and considered teacher selection can generate feelings of meaning
Fun	<ul style="list-style-type: none">• Perceptions of fun vary so practitioners need to understand how this concept is perceived by pupils• Challenge, novelty and avoiding boredom, alongside pupil-centred pedagogies appear to have a positive impact on the notion of fun.
Challenge	<ul style="list-style-type: none">• Engagement in activities that provide an appropriate challenge for participants – (Goldilocks)• Task difficulty is key to appropriate challenge, allow pupils to complete tasks that are optimally challenging• Be careful with competition
Motor competence	<ul style="list-style-type: none">• Experiences in PE were more positive when students' perceptions of their competence were high.• Pitching activities at the right level and utilising praise and encouragement as well as creating a supportive social climate were identified as important
Personally relevant	<ul style="list-style-type: none">• Participants can recognise the importance of what they are learning (reflective practices and task rationales)• Make explicit connections between their current PE experiences and future aspects of daily living outside of the school or community.
Delight	<ul style="list-style-type: none">• Delight is more enduring than fun and grounded in powerful intrinsic satisfactions• To experience delight, one must achieve a close tie with something that is desirable but often lies at a distance or is typically out of reach – sense of achievement.

WORKING WITH THE FEATURES OF MEANINGFUL PHYSICAL EDUCATION



WORKING WITH THE FEATURES OF MEANINGFUL PHYSICAL EDUCATION



THE EQUALISER APPROACH
(Beckey, 2021)

MPE FEATURES BECOME OUR PRIORITY FILTER FOR DECISION MAKING

SOCIAL
INTERACTION

CHALLENGE

MOTOR
COMPETENCE



FUN

PERSONAL
RELEVANCE

DELIGHT



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MEANINGFUL PHYSICAL EDUCATION PEDAGOGIES

Create a shared language around meaningfulness within both staff and pupils.

Retrospective and personal characteristics of meaningfulness point to the value of **REFLECTIVE** and **DEMOCRATIC** pedagogies as central to meaningful physical education



MEANINGFUL PHYSICAL EDUCATION IS DEMOCRATIC

Teachers and pupils working together to set goals and agree on activities within a flexible curriculum



Where can we provide pupils an opportunity for choice and voice both on a macro and micro scale?



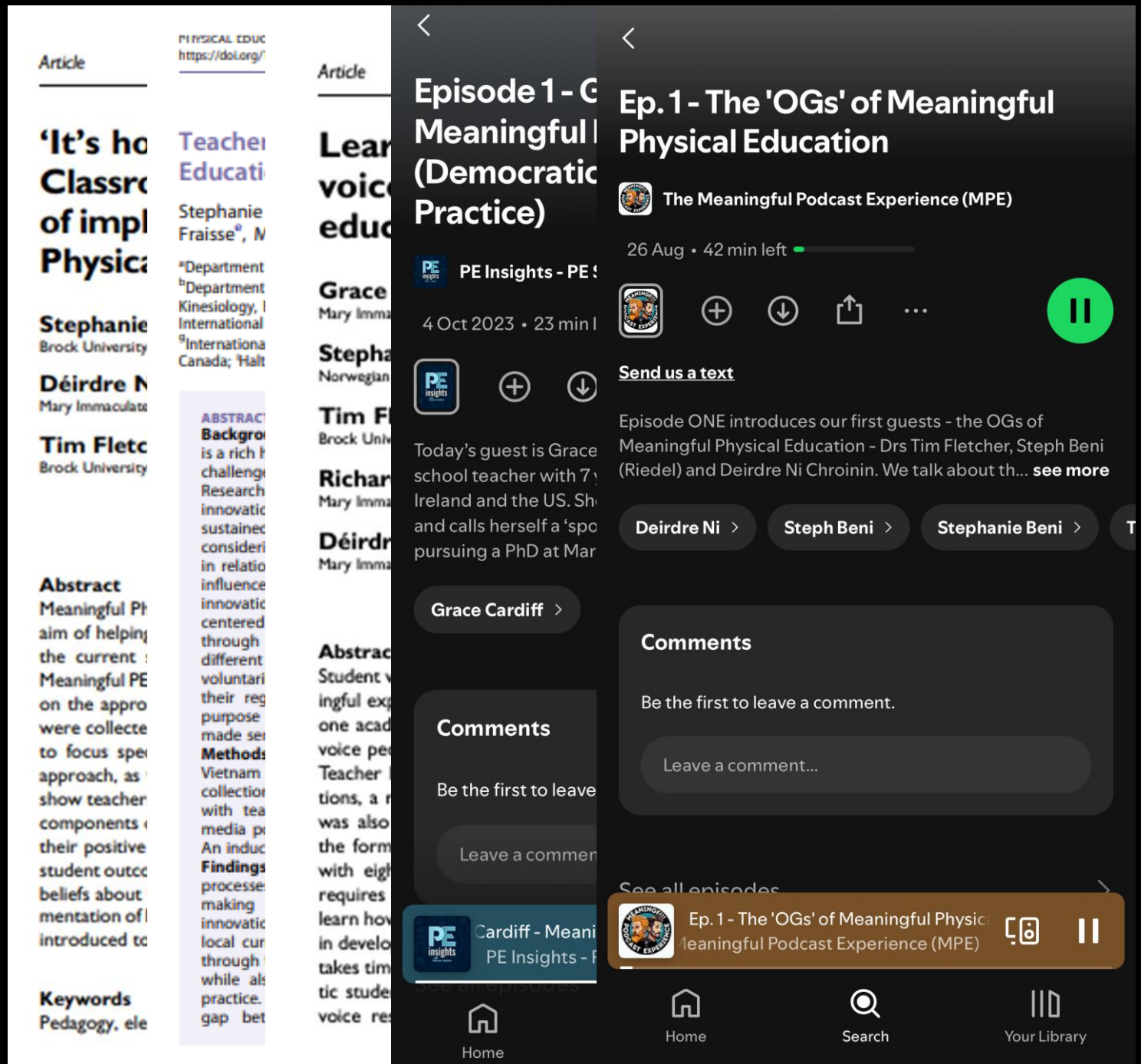
MEANINGFUL PE IS **REFLECTIVE** AND INVOLVES **GOAL SETTING**



Opportunities to set goals and to reflect on their achievement is central to identification of experiences as meaningful.



DOES MEANINGFUL PHYSICAL EDUCATION WORK?



The image shows a mobile application interface with a dark theme. On the left, there are two vertical panels of article snippets. The top panel shows an article titled "It's hard to get the most out of your classroom of implementation of meaningful physical education" by Stephanie Fraisse, MEd, with a date of 4 Oct 2023 and a duration of 23 min. The bottom panel shows an article snippet by Tim Fletcher. The right panel displays a podcast player for "Ep. 1 - The 'OGs' of Meaningful Physical Education" by The Meaningful Podcast Experience (MPE), dated 26 Aug and 42 min long. Below the player are social sharing options and a list of guest names: Deirdre Ni, Steph Beni, and Stephanie Beni. At the bottom, there is a navigation bar with icons for Home, Search, and Your Library.

Article
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Episode 1 - G
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(Democratic
Practice)

PE Insights - PE I

4 Oct 2023 • 23 min l

PE insights

Today's guest is Grace
school teacher with 7
Ireland and the US. Sh
and calls herself a 'spo
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Grace Cardiff >

Comments
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Leave a commen

Cardiff - Mean
PE Insights - F

Ep. 1 - The 'OGs' of Meaningful
Physical Education
The Meaningful Podcast Experience (MPE)

26 Aug • 42 min left

Send us a text

Episode ONE introduces our first guests - the OGs of
Meaningful Physical Education - Drs Tim Fletcher, Steph Beni
(Riedel) and Deirdre Ni Chroinin. We talk about th... **see more**

Deirdre Ni > Steph Beni > Stephanie Beni >

Comments
Be the first to leave a comment.

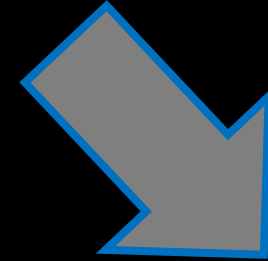
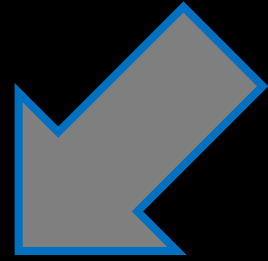
Leave a comment...

See all episodes

Ep. 1 - The 'OGs' of Meaningful Physical Education
The Meaningful Podcast Experience (MPE)

Home Search Your Library

MEANINGFUL PHYSICAL EDUCATION



PURPOSE

HELPING

TEACHERS

EXPLICITLY

PRIORITISE

MEANINGFUL
EXPERIENCES

FOR

STUDENTS

FEATURES

Social interaction

Challenge

Motor Competence

Fun

Personal Relevance

Delight

PEDAGOGIES

Democratic Approaches

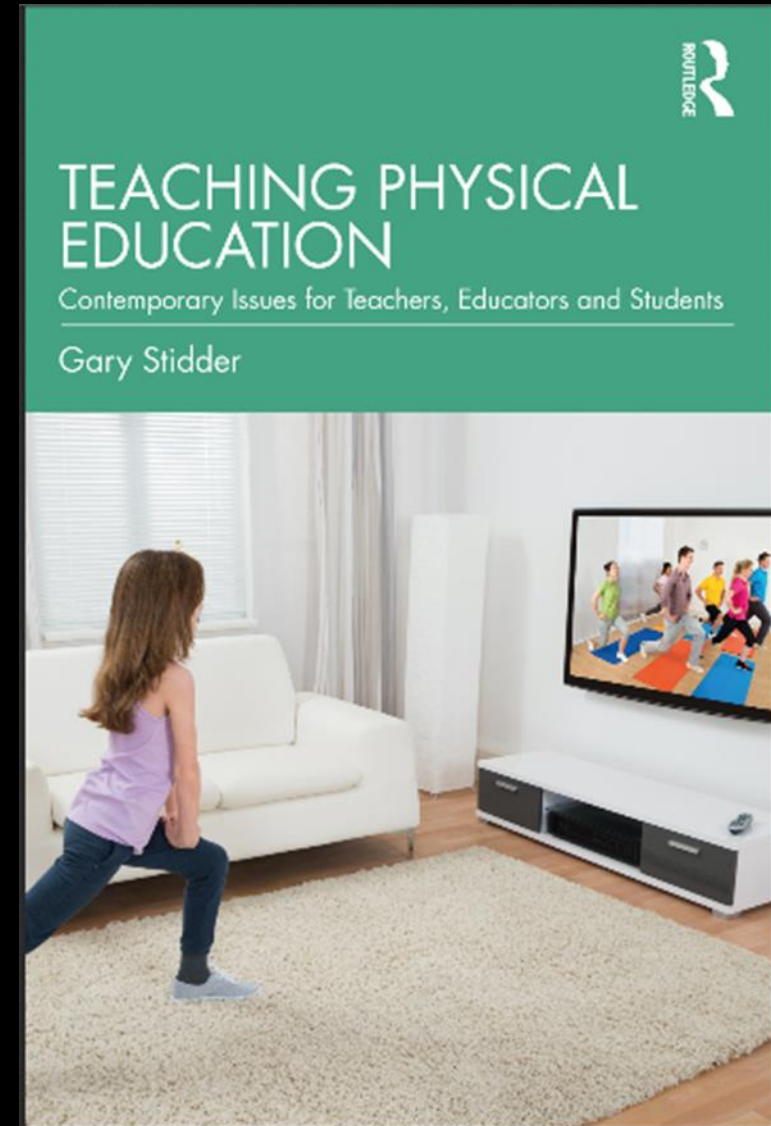
Goal Setting

Reflection

MODERNISATION OF PHYSICAL EDUCATION

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

(Stidder, 2023. p.154)



LIFESTYLE SPORTS – THE WHAT & THE WHY

““ An umbrella term that refers to a range of participatory, informal and thrill-seeking urban and rural sporting activities that are qualitatively different to traditional, rule-bound, competitive and institutionalised sport. They are characterised by their challenge to the dominant Western ‘achievement sport’ culture and values.””

(Gilchrist & Wheaton, 2017. Notes)

LIFESTYLE SPORTS – THE WHAT & THE WHY



Key features:

- Challenge to mainstream sport culture
- Embrace risk
- Self-organised
- High commitment, low regulation
- Strong social elements
- Identity and culture
- Strong ties with place and space



LIFESTYLE SPORTS – THE WHAT & THE WHY

“A megatrend of the 21st century” (Hajkovicz *et al.*, 2013. p. 11)

RESEARCH

“I am gc
physical

K. Janeckova ¹, Z.

Abstract

Background: Life long-term commi comfortable in an participation in lifi vigorous physical variables (sex, age

Methods: Data fr collected in 2017 was selected by c activities accordin analyse the associ

Results: Participat (MVPA and out-of sport. No significa

Conclusions: Adc doing multiple su sport activities. As adolescent popul

Keywords: Self-oi

Chapter 15

Lifestyle s and physic

Lee C. Beaumon

Introduction

There is little doubt that global concern due to ris ing levels of physical act if we are to offset and experiences of our your as physical activity, has



Article

Lifestyle Sports and Development in the Survey Analysis

Thomas M. Leeder ^{1,*} and Lee C. l

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Citation: Leeder, T.M.; Beaumont, L.C. Lifestyle Sports and Physical Education Teachers' Professional Development in the United Kingdom: A Qualitative Survey Analysis. *Educ.*



Article

Most People Hate Out of Physical Ac Curriculum Altern

Gerald Griggs ^{1,*} and Matthew F

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Citation: Griggs, G.; Fleet, M. Most People Hate Physical Education and Most Drop Out of Physical Activity:

12



Article

THE MOD EDUCATIO Developmental Outcome Informal and Lifestyle Sp Literature, 2000–2020

Reidar Säfvenbom ¹, Anna-Maria Strittmatt

The previous chapter to understand t identify the variou: gether all the piece realized that there would not be an ov subject in schools, E ten years, but partic the second decade c to his or her counte third decade? Read ers of physical educ their specialist subj education. As I hav been exacerbated b sought to act in the tations of the subje teacher training w



Citation: Säfvenbom, Reidar, Anna-Maria Strittmatter, and Guro Pauck Bernhardsen. 2023.

Teaching and Coaching Lifestyle Sports

Research and Practice

Edited by Thomas M. Leeder and Lee C. Beaumont



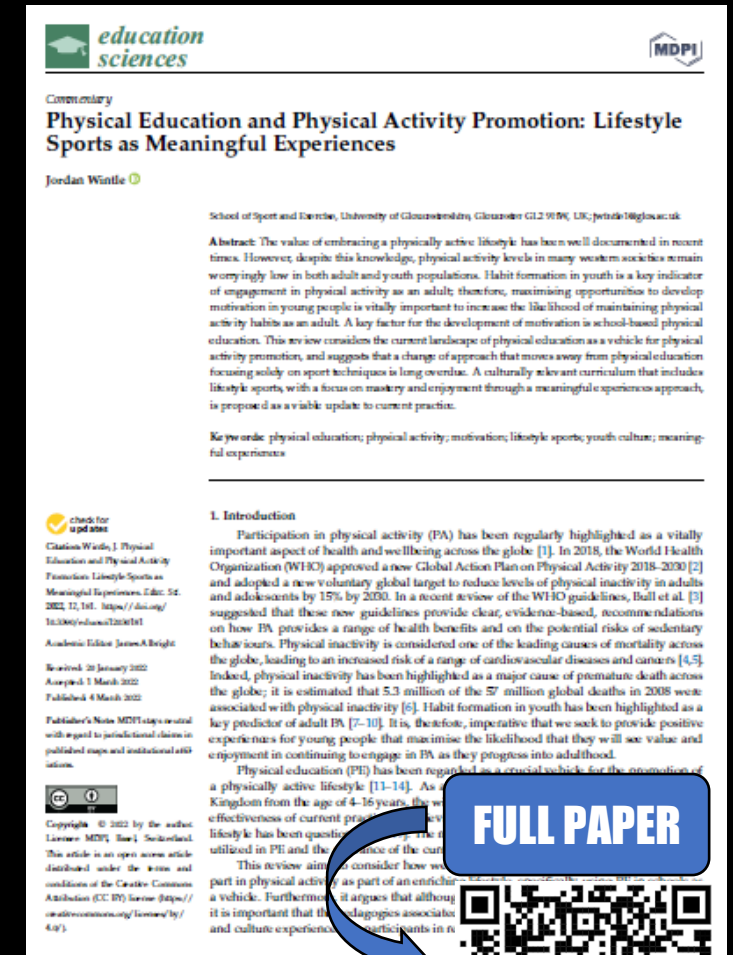
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- * Correspondence: :

Abstract: The aim o with regard to the d review applies a rel criteria are based on the associations be outcomes: mental, research on inform contexts may affect suggest that perfor Furthermore, posit such as climbing, s joy, happiness, free as gender equality, outcomes such as ic performed indicate



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, unbalanced curricula.
- 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.



(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)

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	

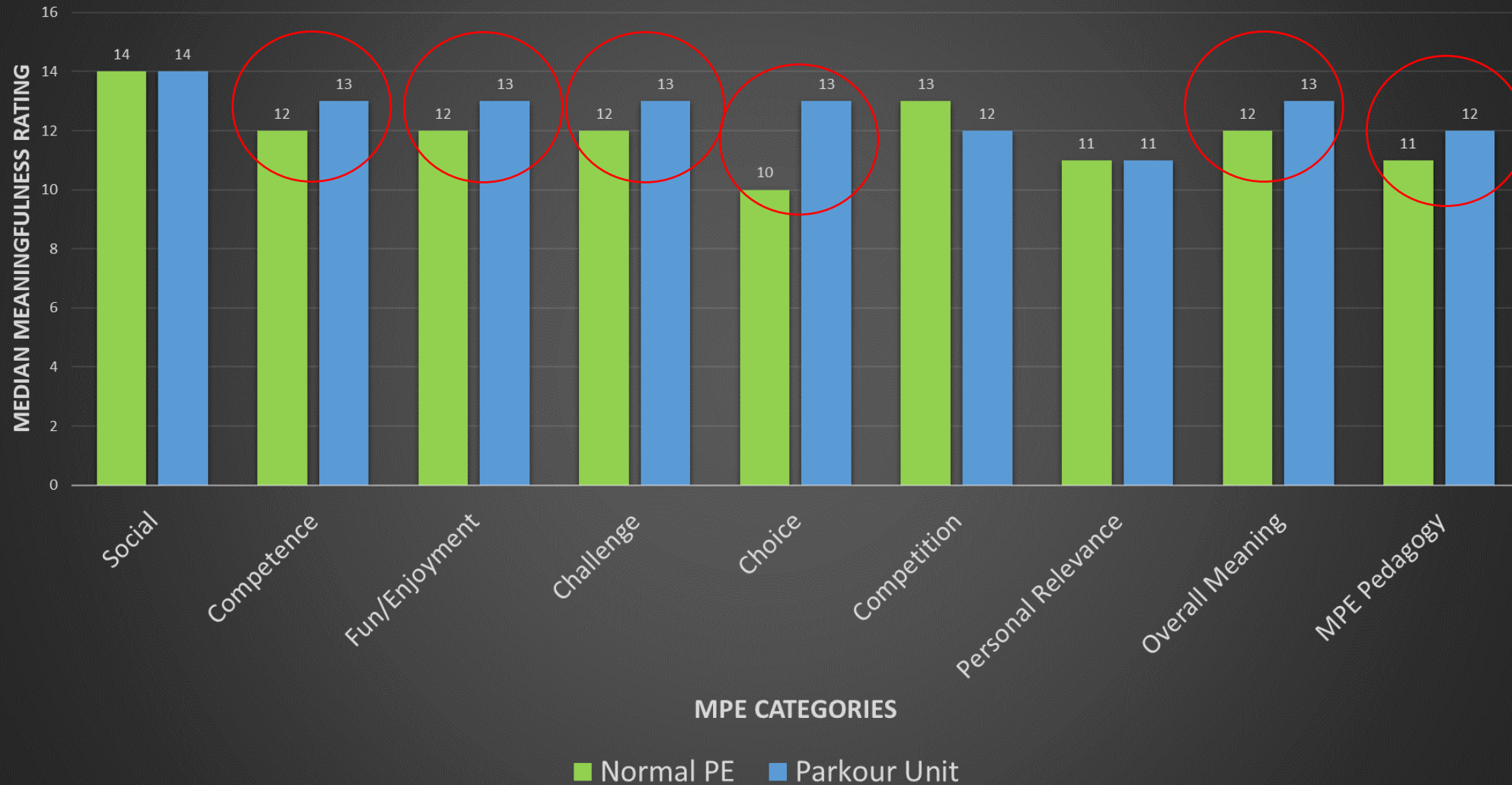
QUICK REFLECTION TASKS

MEANINGFUL PE

- CHOICE III
- SOCIAL III + III | 7 | I
- COMPETENCE
- CHALLENGE III III
- FUN III IV III III
- PERSONAL RELEVANCE I

PARKOUR IN PHYSICAL EDUCATION STUDY

Meaningful PE Analysis Pre vs Post Parkour Unit (Median)



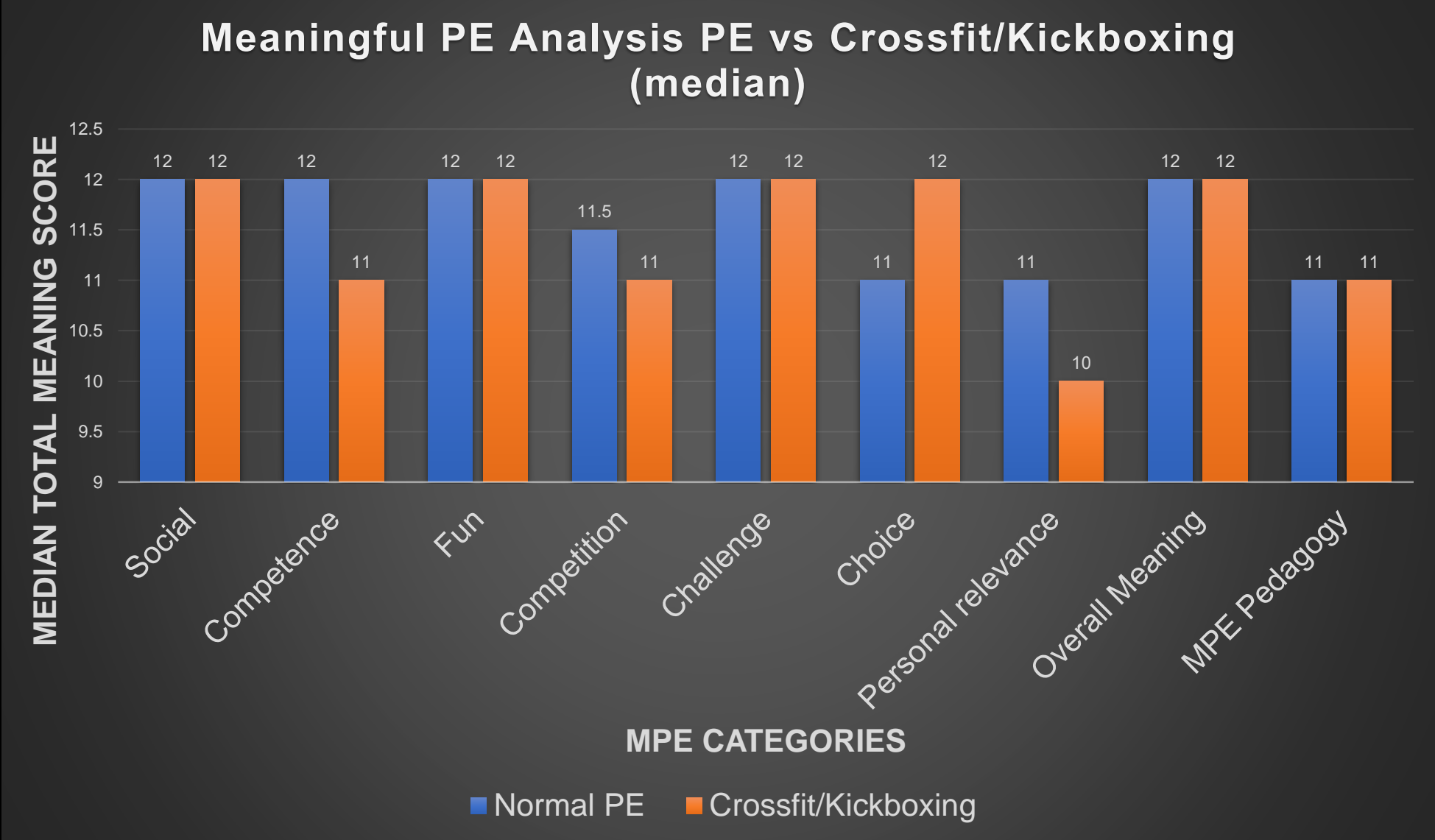
KICKBOXING & CROSS-FIT – PUPIL DESIGNED WOD INSTRUCTIONS

1. Get into groups of 4-6 pupils
2. Choose 2 pupils to lead a warm up that consists of jogging (1-2 mins) followed by at least 4 dynamic stretches (20secs on each) try and target all body areas.
3. In your envelope select 4 kickboxing exercises (in black) and 4 cross-fit exercises (in blue). This will give you a total of 8 exercises to form your WOD.
4. Decide how long you will spend on each exercise (25, 30, or 35 secs) and what order you will do them in. Try and order them so you vary which muscle groups/skills are targeted.
5. Rest between exercises is set at 30 secs max.
6. You can complete the WOD all together (all doing the same exercise at the same time) or in pairs (decide this before you start) and select at least one person to lead.
7. Complete your workout as a group, helping each other with technique
8. Staff will offer help where needed, we are aiming for efficient use of time

GOOD LUCK!

**DEMOCRATIC
APPROACHES**

CROSSFIT/KICKBOXING IN PHYSICAL EDUCATION STUDY



CROSSFIT/KICKBOXING IN PHYSICAL EDUCATION STUDY

Feature/Pedagogy/ Overall Meaning	Number of pupils who reported higher scores (out of 27 pupils)	Number of Females with positive change (out of 15)	Female Only Wilcoxon (statistically significant $P = <$ 0.05^*) Pre vs Post
Social	10	8	0.051
Competence	6	5	0.131
Fun/Enjoyment	11	9	0.198
Challenge	13	8	0.098
Competition	12	7	0.195
Choice	14	10	0.003*
Personal Relevance	10	7	0.200
Overall Meaning	6	5	0.333
MPE Pedagogy	16	11	0.003*

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)

WHAT IS NEXT FOR YOU? DISCUSSION Q'S

What aspects of your current physical education provision already align with the principles of Meaningful PE, and how could you build on these to provide more meaningful experiences for your pupils?

How might you involve your students in identifying what makes physical education meaningful for them, and how could their input shape your planning and delivery?

If you were to implement lifestyle sports in your curriculum, what steps would you need to go through to make this a reality? What barriers exist? How can you overcome them?

Are you already delivering lifestyle sports as part of your curriculum – what is the impact? How do you know?




**Could you please share your
feedback on the workshop, we
would love to hear your thoughts!**



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