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**Wintle, Jordan ORCID logoORCID: <https://orcid.org/0000-0002-1195-4964> (2024) Implementing Meaningful Physical Education through Lifestyle Sports. In: Association for Physical Education National Development Day, 11/12/2024, Coventry.**

EPrint URI: <https://eprints.glos.ac.uk/id/eprint/14675>

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# afPE National Development Day

Implementing Meaningful Physical  
Education through Lifestyle Sports

**Jordan Wintle**  
**University of Gloucestershire**

[www.afpe.org.uk](http://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)

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# 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<sup>a</sup>, Tim Fletcher <sup>a</sup>, and Déirdre Ní Chróinín<sup>b</sup>

<sup>a</sup>Department of Kinesiology, Brock University, St. Catharines, Ontario, Canada; <sup>b</sup>Department 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

# MEANINGFUL EXPERIENCES (Beni, et al., 2017)

**SOCIAL  
INTERACTION**

**CHALLENGE**

**MOTOR  
COMPETENCE**

**FUN**

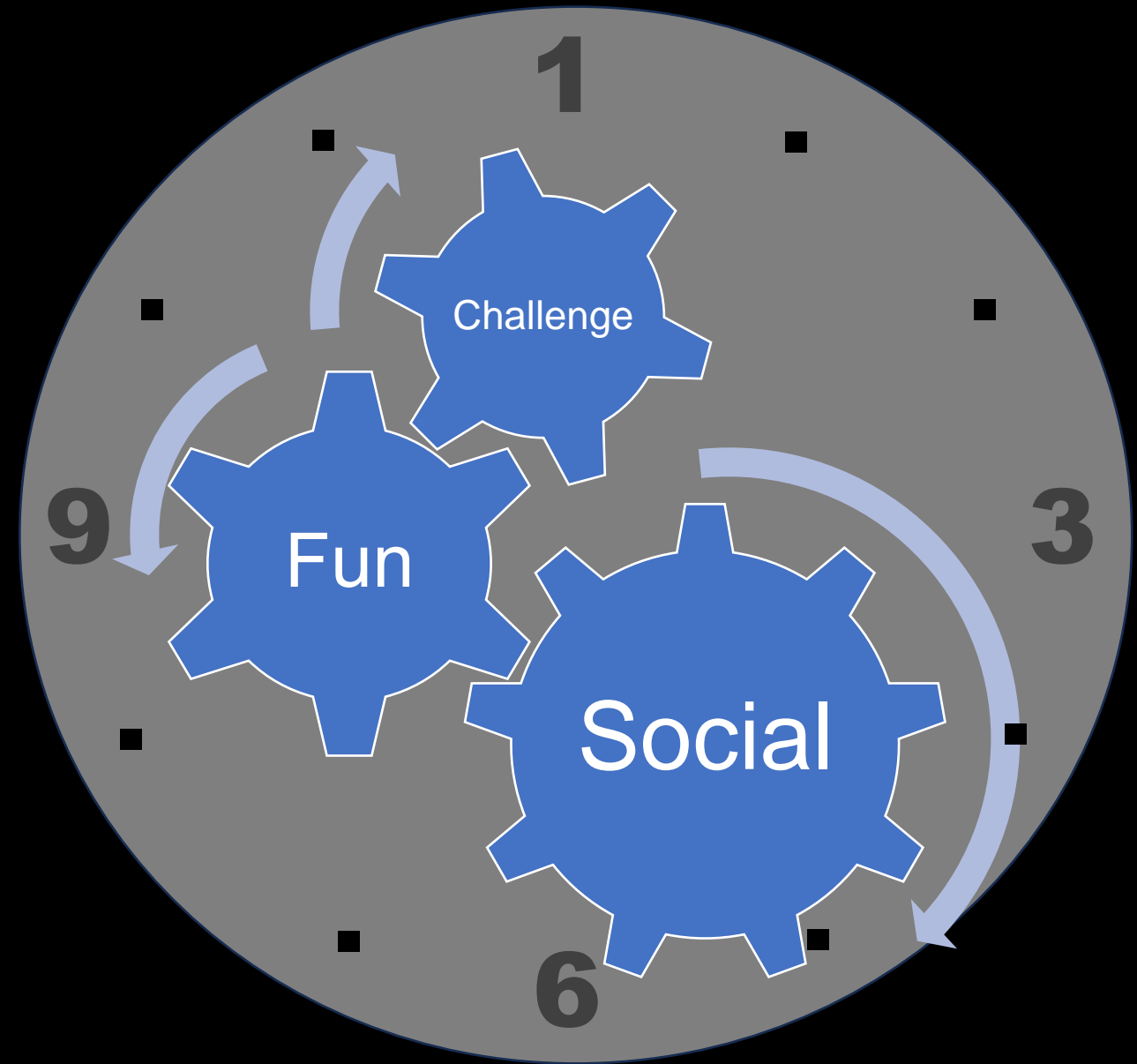
**PERSONAL  
RELEVANCE**

**DELIGHT**

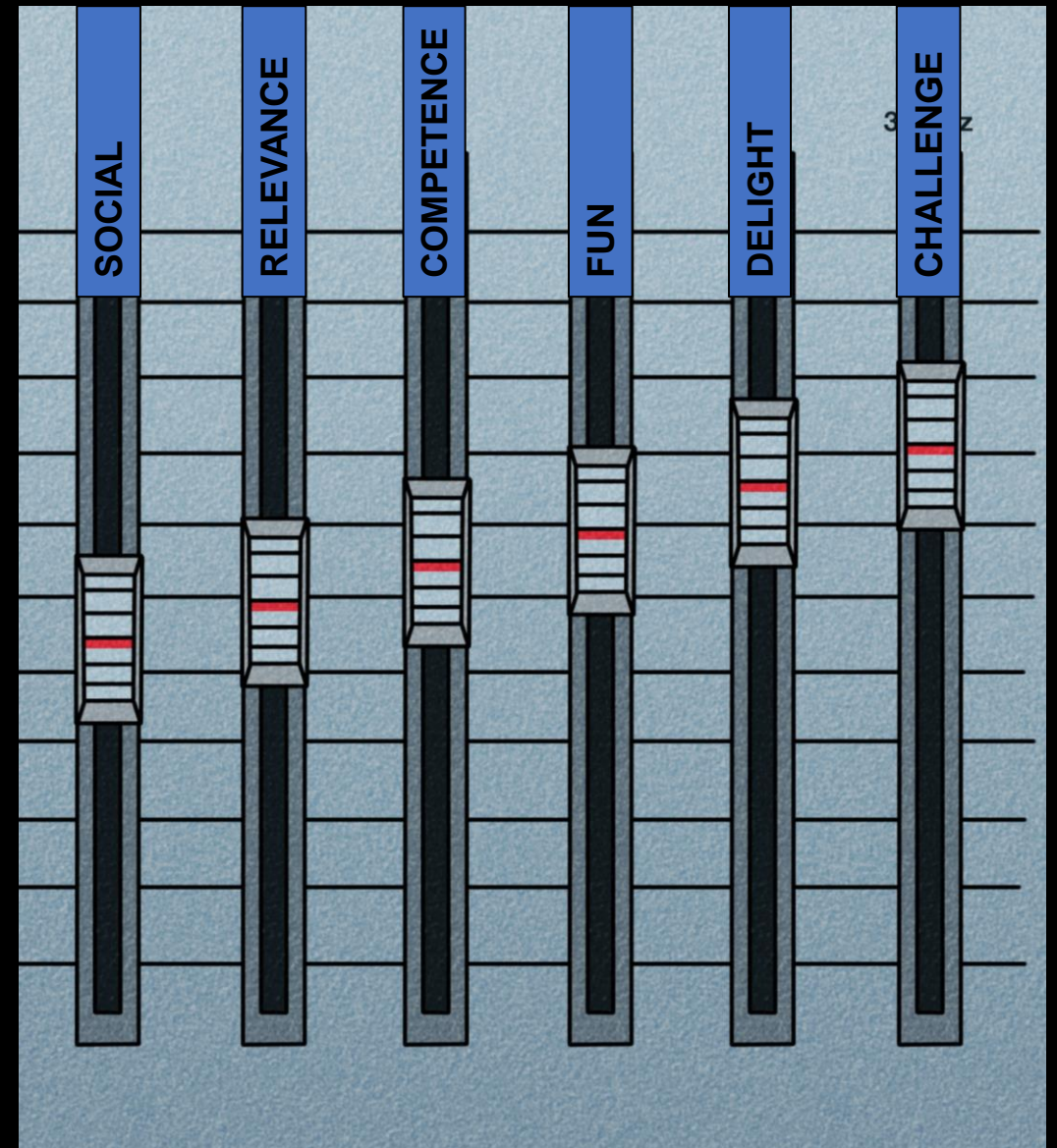
# MEANINGFUL EXPERIENCES - FEATURES

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

# 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?



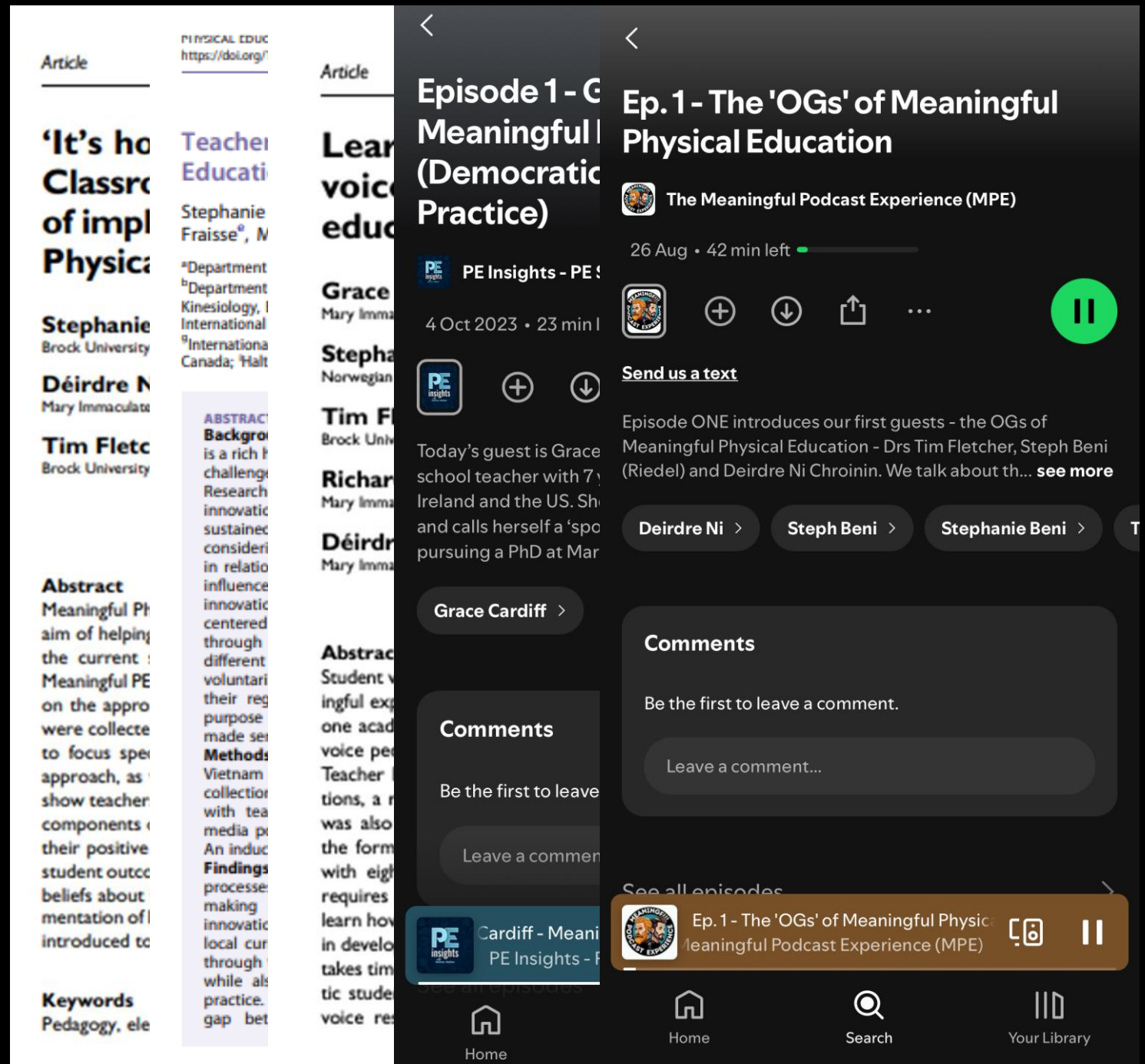
# MEANINGFUL PE IS **REFLECTIVE** AND INVOLVES **GOAL SETTING**



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 two main sections. The top section is a podcast player for 'Ep. 1 - The 'OGs' of Meaningful Physical Education' by The Meaningful Podcast Experience (MPE), dated 26 Aug, with 42 minutes left. It features a play button, a progress bar, and social sharing options. Below the player are buttons for 'Deirdre Ni', 'Steph Beni', and 'Stephanie Beni', and a 'Comments' section with a text input field. The bottom section displays article snippets from 'PE Insights - PE Insights' dated 4 Oct 2023. The first article is 'It's hard to get the classroom of meaningful Physical Education' by Stephanie Fraisse, MEd, with an abstract discussing the challenges of meaningful PE and the role of teacher education. The second article is 'Learn from the voices of educators' by Grace Cardiff, with an abstract about student voices in meaningful PE. The third article is 'Teacher Education' by Stephanie Fraisse, with an abstract about the role of teacher education in meaningful PE. The bottom navigation bar includes 'Home', 'Search', and 'Your Library' icons.

Article  
PHYSICAL EDUCATION  
<https://doi.org/>

Article  
Learn from the voices of educators

Episode 1 - Getting Meaningful Physical Education (Democratic Practice)  
PE Insights - PE Insights  
4 Oct 2023 • 23 min

Article  
Grace Cardiff  
Mary Immaculate

Stephanie Fraisse  
Norwegian

Tim Fletcher  
Brock University

Richard...  
Mary Immaculate

Deirdre Ni  
Mary Immaculate

Abstract  
Background: Meaningful Physical Education is a rich and challenging research area. This research considers innovative and sustained practices in relation to influence on innovative and centered through different voluntarism and their regular purpose-made series. Methods: A Vietnam collection with teacher media presence. An inductive process. Findings: making innovative local curriculum while also practice. gap between

Abstract  
Student voices in meaningful PE: one academic voice per Teacher Education, a research was also the form with eight requires learn how in development takes time. tic student voice res

Comments  
Be the first to leave a comment.  
Leave a comment...

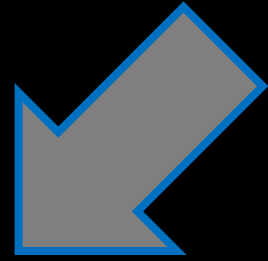
Comments  
Be the first to leave a comment.  
Leave a comment...

Comments  
Be the first to leave a comment.  
Leave a comment...

Cardiff - Meaningful Physical Education  
PE Insights - PE Insights

Home Search Your Library

# MEANINGFUL PHYSICAL EDUCATION



## PURPOSE

HELPING

TEACHERS

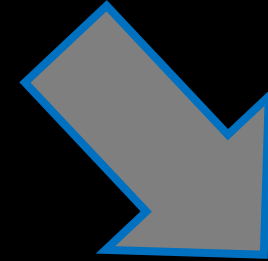
EXPLICITLY

PRIORITISE

MEANINGFUL  
EXPERIENCES

FOR

STUDENTS



## FEATURES

Social interaction

Challenge

Motor Competence

Fun

Personal Relevance

Delight

## PEDAGOGIES

Democratic Approaches

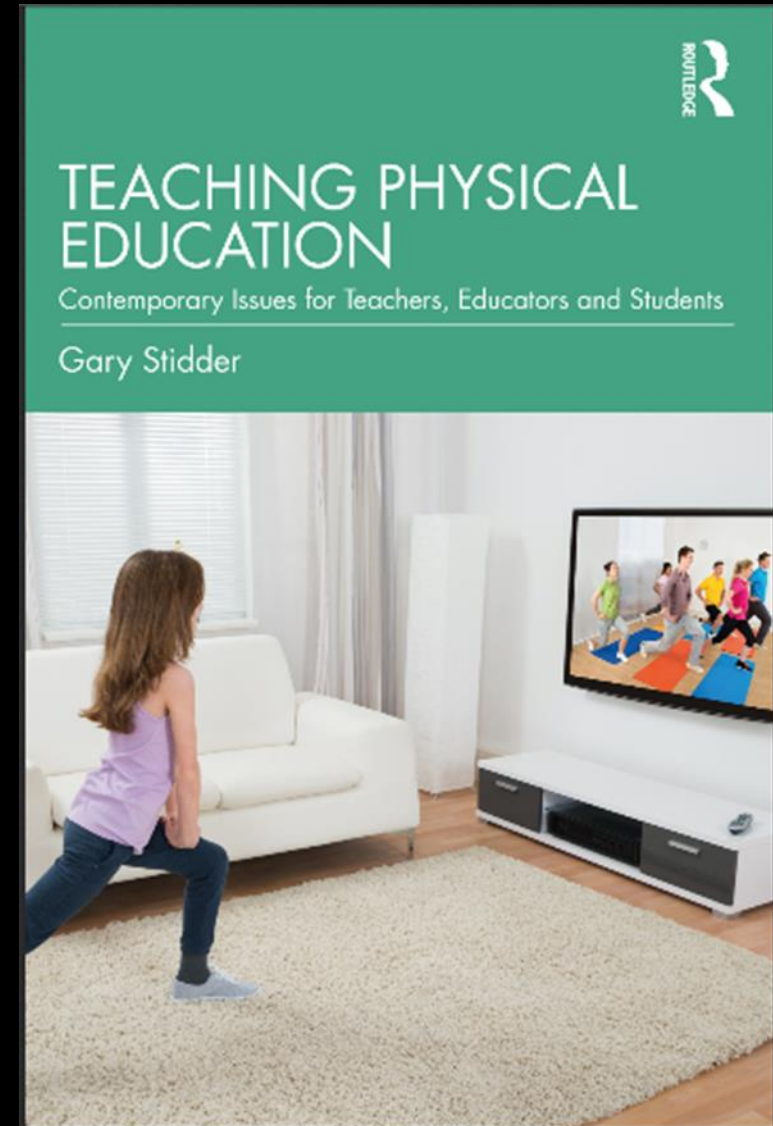
Goal Setting

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 21<sup>st</sup> century” (Hajkovicz *et al.*, 2013. p. 11)

## RESEARCH

“I am going to be more physically active”

K. Janeckova <sup>1</sup>, Z. ...

### Abstract

**Background:** Life long-term commitment to physical activity is comfortable in an environment that encourages participation in life vigorous physical activity. Variables (sex, age, ...)

**Methods:** Data from 2017 was collected by conducting a survey of activities according to the analysis of the association between ...

**Results:** Participation in MVPA and out-of-home physical activity were significantly associated with ...

**Conclusions:** Addressing the needs of multiple subgroups of the adolescent population is essential for ...

**Keywords:** Self-reported physical activity, ...

## Chapter 15

### Lifestyle Sports and Physical Activity

Lee C. Beaumont

### Introduction

There is little doubt that the increasing levels of physical activity and experiences of our young people as physical activity, has ...



Article

### Lifestyle Sports and Physical Activity Development in the Survey Analysis

Thomas M. Leeder <sup>1,\*</sup> and Lee C. Beaumont

- <sup>1</sup> School of Education, University of Exeter, Exeter, UK
- <sup>2</sup> School of Education, University of Exeter, Exeter, UK
- \* Correspondence: t.m.leeder@exeter.ac.uk

**Abstract:** Schools within the United Kingdom and rest of the world have been challenged when determining the needs of their students based on the physical education (PE) curriculum. The delivery of PE to meet the needs of all students is a challenge for physical education practice and research.



**Citation:** Leeder, T.M., Beaumont, L.C. Lifestyle Sports and Physical Activity Development in the United Kingdom: A Qualitative Survey Analysis. *Educ. Sci.* 2023, 13, 1234.



Article

### Most People Hate Physical Education: Curriculum Alternatives

Gerald Griggs <sup>1,\*</sup> and Matthew Fleet

- <sup>1</sup> University of Exeter, Exeter, UK
- <sup>2</sup> Faculty of Education, University of Exeter, Exeter, UK
- \* Correspondence: g.griggs@exeter.ac.uk

**Abstract:** A life-long love of physical education is how it should be. It is essential for all children to have a positive experience of physical education. As I have been exacerbated by the negative attitudes of the subject teacher training with ...



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

## 12



Article

### THE MODERN EDUCATIONAL DEVELOPMENTAL OUTCOMES OF INFORMAL AND LIFESTYLE SPORT LITERATURE, 2000–2020

Reidar Säfvenbom <sup>1</sup>, Anna-Maria Strittmatter

- <sup>1</sup> Department of Teacher Education, University of Oslo, Oslo, Norway
- <sup>2</sup> Department of Sport Science, University of Oslo, Oslo, Norway
- <sup>3</sup> Department of Research, University of Oslo, 1478 Lørenskog, Norway
- \* Correspondence: reidar.safvenbom@iuh.uio.no

**Abstract:** The aim of this review is to explore the developmental outcomes of informal and lifestyle sports research on informal and lifestyle sports. The review applies a relational criteria based on the associations between the outcomes: mental, physical, and social. Furthermore, positive outcomes such as joy, happiness, freedom, and well-being, as well as gender equality, and social outcomes such as inclusion and participation are performed indicators.



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

### Teaching and Coaching Lifestyle Sports

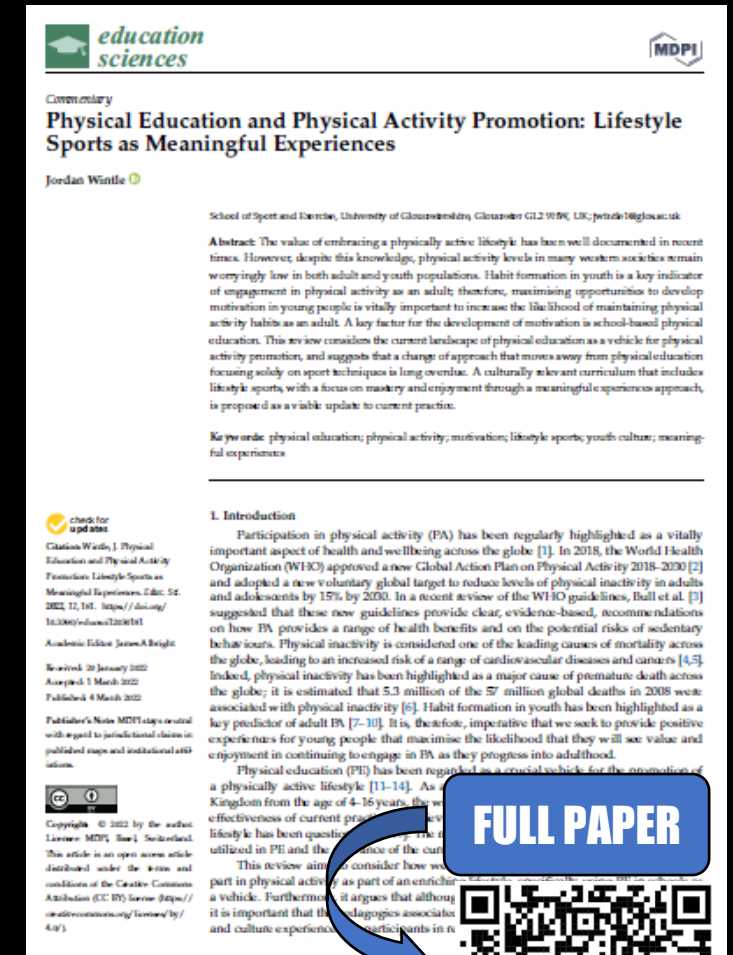
Research and Practice

Edited by Thomas M. Leeder and Lee C. Beaumont



# 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	

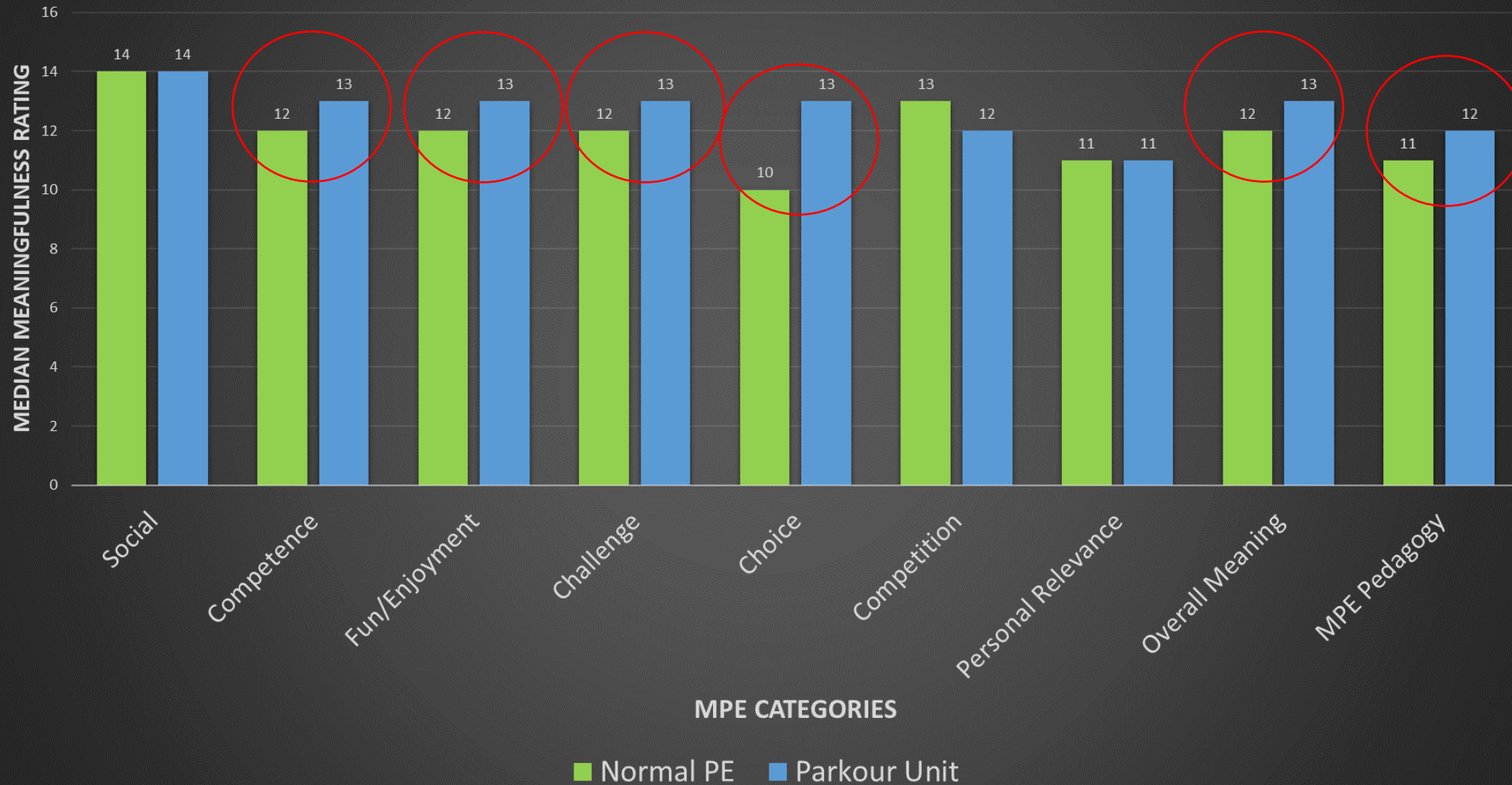
# QUICK REFLECTION TASKS

## 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)



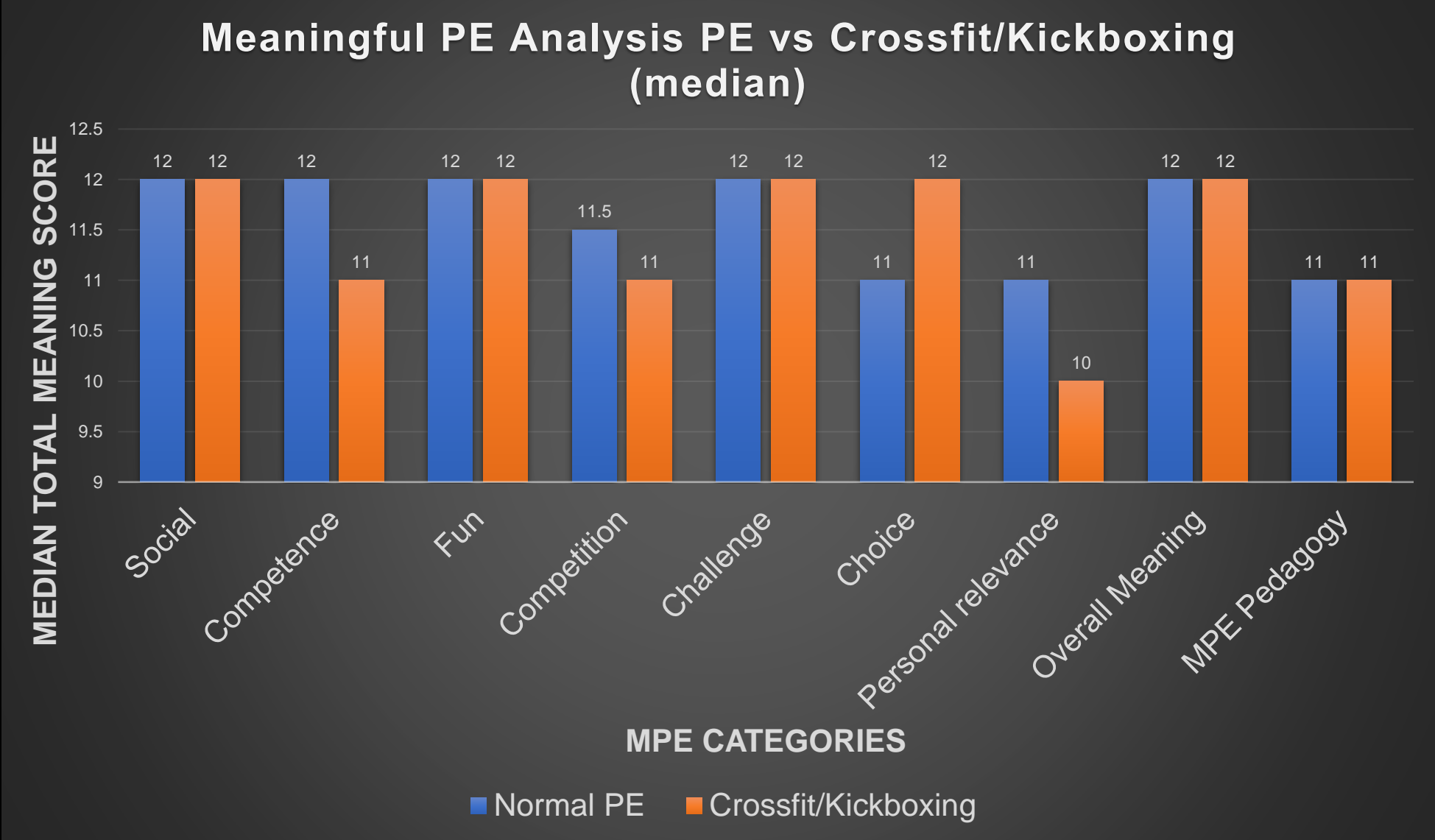
## KICKBOXING & CROSS-FIT – PUPIL DESIGNED WOD INSTRUCTIONS

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

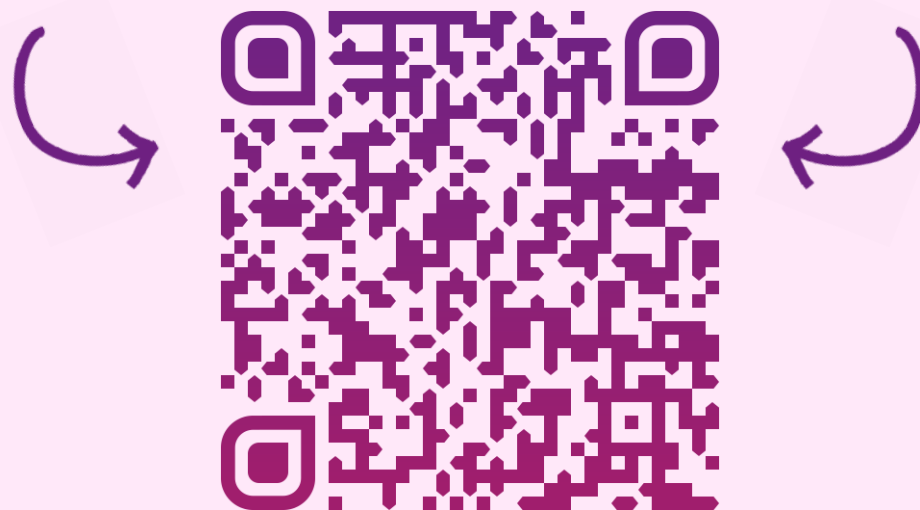
What aspects of your current physical education provision already align with the principles of Meaningful PE, and how could you build on these to provide more meaningful experiences for your pupils?

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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# MEET EVERY AMBITION

X @jordanwintlePE

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