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ARRIVAL ACTIVITY

What influences your decisions around curriculum content in primary PE?

IMPLEMENTING LIFESTYLE SPORTS IN PRIMARY SCHOOLS

Dr Jordan Wintle

UNIVERSITY OF GLOUCESTERSHIRE

WORKSHOP AIMS

- To support participants in evaluating their current curriculum offer and identifying realistic opportunities to broaden activity experiences.
- To strengthen participants' understanding of lifestyle sports and their potential contribution to primary schools' PE and PA offer.
- To explore how lifestyle sports can be integrated purposefully and safely into existing primary PE curricula
- Think - Act - Change

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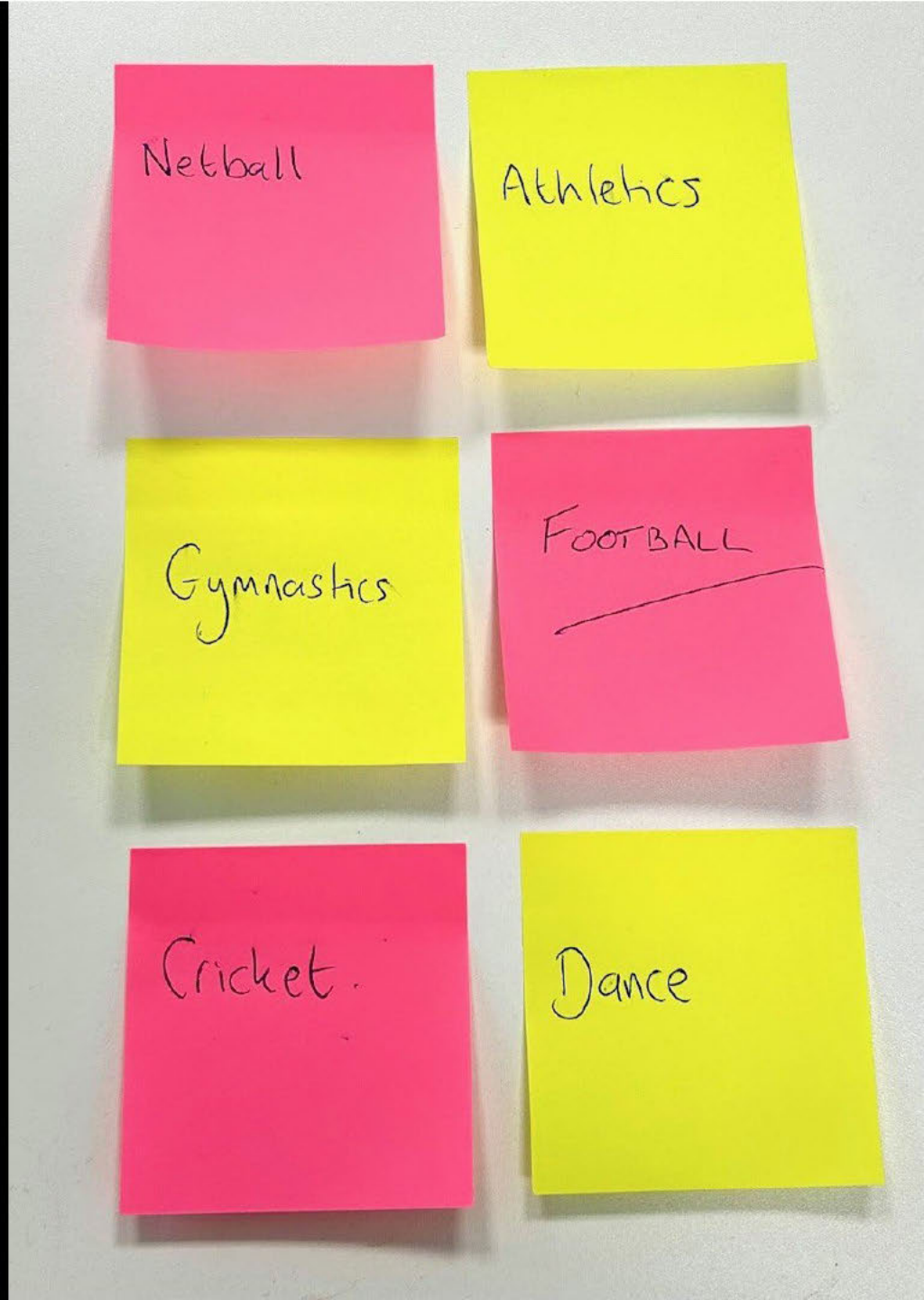
ANALYSING YOUR CURRENT OFFER

Take a Post-it note and write one activity per note that is currently in your primary PE curriculum.



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A BROAD & BALANCED CURRICULUM

"Teach a broad and ambitious PE curriculum"

"In the schools where the curriculum is stronger, the most appropriate physical activities and sports to teach are prioritized"

"Some schools have recently introduced new physical activities to the curriculum to align more closely to pupils' interests"

(Ofsted, 2023)

Research and analysis

Levelling the playing field: the physical education subject report

Published 20 September 2023

Ofsted raising standards improving lives

Fundamental Games	Invasion Games	Gymnastics	Dance	Athletics	Net and Wall	Striking and Fielding	Outdoor Adventurous

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Fundamental Games	Dance	Gymnastics	Fundamental Games	Athletics	Fundamental Games
Year 1	Fundamental Games	Dance	Gymnastics	Net and Wall *(game skills)*	Athletics	Striking and Fielding *(games skills)*
Year 2	Fundamental Games	Dance	Gymnastics	Net and Wall *(game skills)*	Athletics	Striking and Fielding *(target games)*
Year 3	Invasion Games *(Handball)*	Dance	Gymnastics	Net and Wall *(Tennis)*	Outdoor Adventurous / Athletics	Striking and Fielding *(Rounders)*
Year 4	Invasion Games *(Basketball)*	Dance	Gymnastics	SWIMMING		
Year 5	SWIMMING			Net and Wall *(Badminton)*	Athletics	Striking and Fielding *(Rounders)*
Year 6	Invasion Games *(Rugby)*	Dance	Gymnastics	Net and Wall *(Tennis)*	Outdoor Adventurous / Athletics	Striking and Fielding *(Cricket)*

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MOVEMENT FORMS (Durden-Myers *et al.*, 2018)

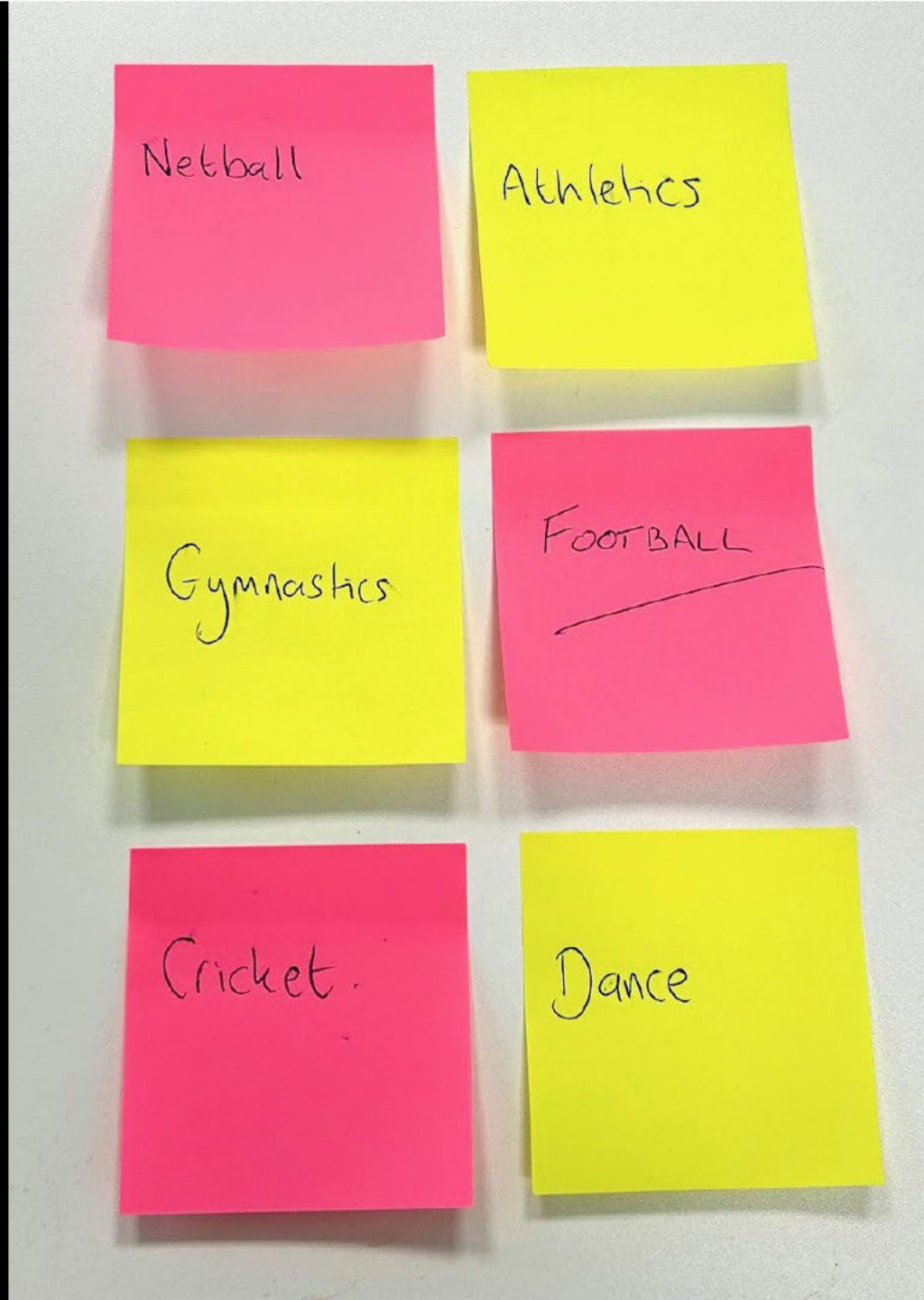
Movement form	Explanation and examples
Adventure	Focus on meeting risk and managing challenges within the natural and often unpredictable environments e.g. navigation, climbing, bushcraft.
Aesthetic and expressive	Activities where the embodied dimension is being used as an expressive instrument within a creative, aesthetic or artistic context e.g. gymnastics, dance, trampolining.
Athletic	Challenges placed on the embodied dimension to reach personal maximum power, distance, speed and accuracy often within the context of competition in a controlled environment e.g. athletics, cross country.
Competitive	Characterised by the outwitting of opponents both singularly and in teams, managing a variety of implements and objects, and coping with changing and challenging conditions and terrain to achieve predetermined goals e.g. football, netball, tennis, cricket, golf.
Fitness and health	Activities where the goal is to increase movement ability through repetition; focus on the 'body' function; gradual quantity change; and gradual quality change e.g. circuit training, gym-based training, yoga.
Interactive or relational	Activities where recognition that taking part in PA can be a social experience, founded on the empathy between people as they move together e.g. parkour, skate sports, cycling (BMX/MTB/Road) surfing, synchronized activities (swimming, diving, trampolining).

ANALYSING YOUR CURRENT OFFER

Now, take the activities you had and put them into the categories from the previous slide.

Let’s look at the balance across these movement forms.

What types of children does your curriculum cater for?



MEANINGFUL EXPERIENCES (Beni, et al., 2017)

SOCIAL INTERACTION

CHALLENGE

MOTOR COMPETENCE

FUN

PERSONAL RELEVANCE

DELIGHT

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" (Hajkowicz *et al.*, 2013. p. 11)

RESEARCH

"I am gc
physical

K. Janeckova, Z.

Abstract

Background: Life
long-term commi
comfortable in ar
participation in lif
vigorous physical
variables (sex, age
Methods: Data fr
collected in 2017
was selected by c
activities accordin
analyse the assoc
Results: Participa
(MVPA and out-ol
sport. No significa
Conclusions: Adc
doing multiple su
sport activities. As
adolescent popul

Keywords: Self-o

Chapter 15

Lifestyle s
and physic

Lee C. Beaumon

Introduction

There is little doubt that
global concern due to ris
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Article

Lifestyle Sports and
Development in the
Survey Analysis

Thomas M. Leeder [1,*] and Lee C. I

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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

education sciences

Article

Most People Hate
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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:

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social sciences

Article

Developmental Outcome
Informal and Lifestyle Sp
Literature, 2000–2020

Reidar Säfvenbom [1], Anna-Maria Strittmatt

1 Department of Te
0863 Oslo, Norwa
2 Department of Sp
3 Department of Re
1478 Lørenskog, N
* Correspondence:

Abstract: The aim o
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Citation: Säfvenbom, Reidar, Anna-Maria Strittmatter, and Guro Pauck Bernhardsen. 2023.

ROUTLEDGE

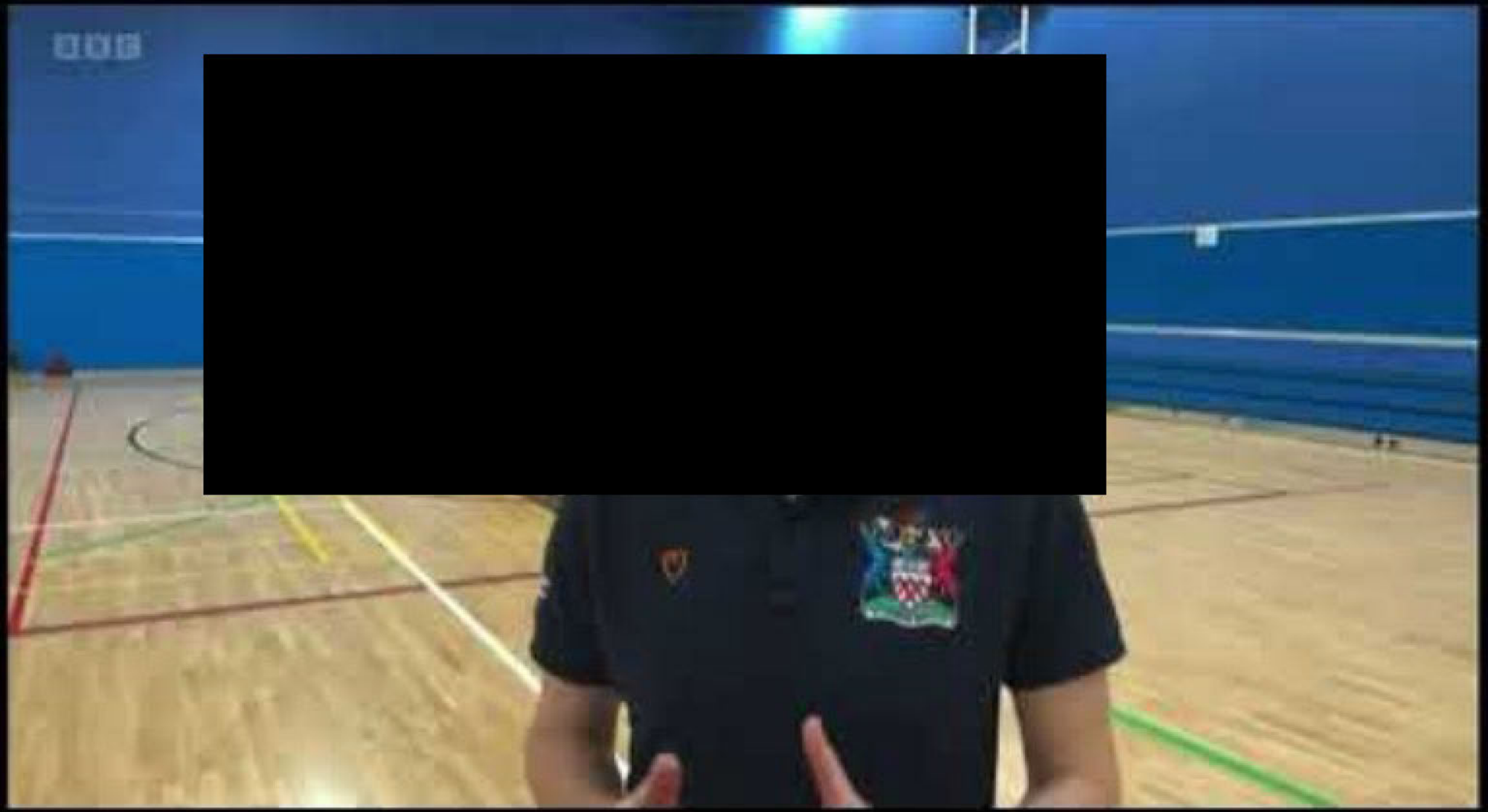
Teaching and Coaching Lifestyle Sports

Research and Practice

Edited by Thomas M. Leeder and Lee C. Beaumont

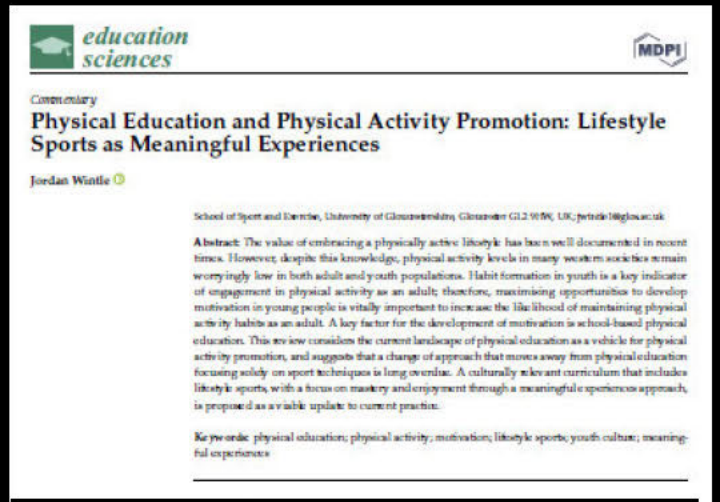
[redacted]

PARKOUR IN PRIMARY PE



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.


education sciences
MDPI
Commentary

Physical Education and Physical Activity Promotion: Lifestyle Sports as Meaningful Experiences

Jordan Wintle

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 is 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

FULL PAPER

(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

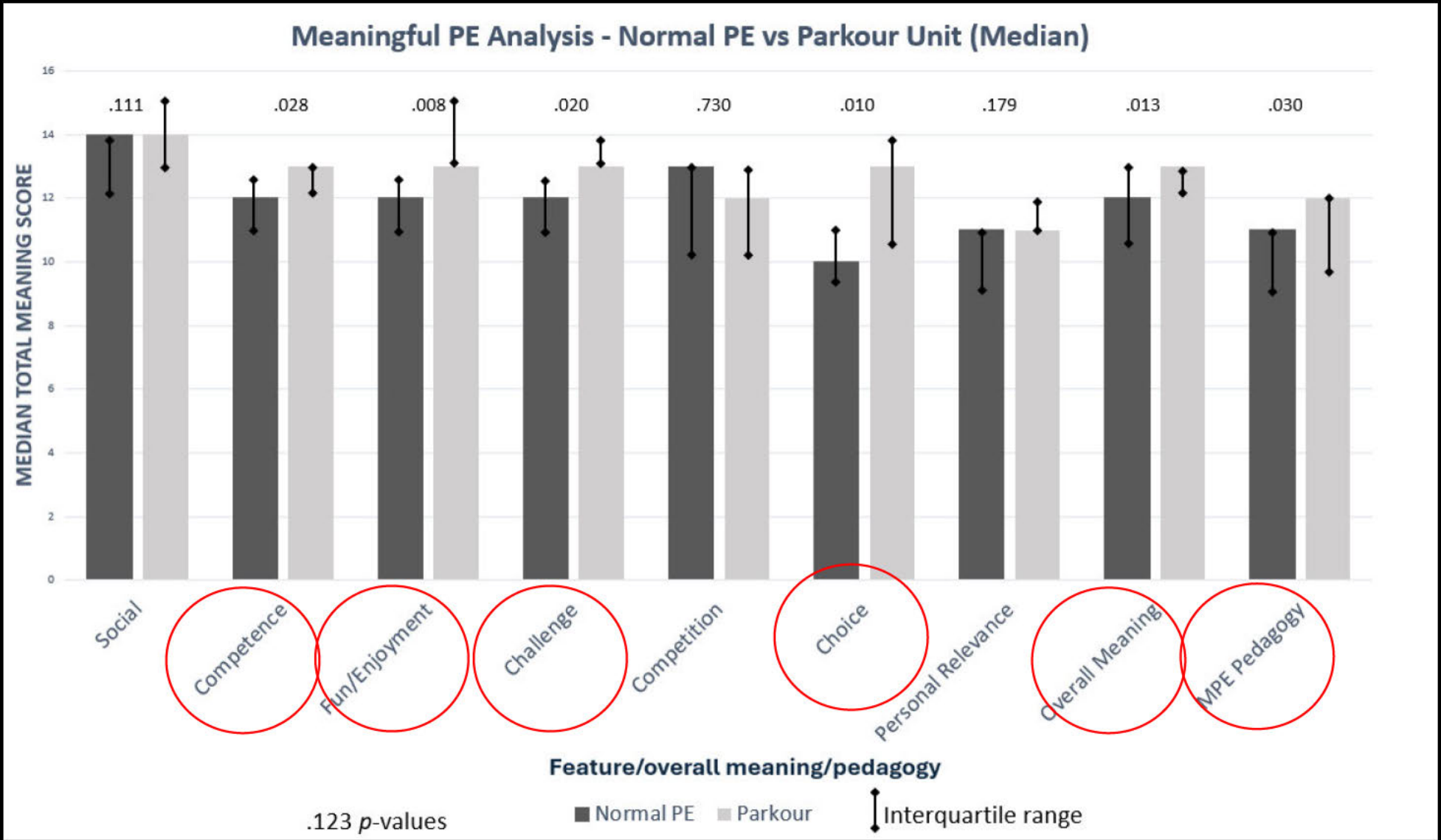
- Pragmatism – mixed methods action research
- Parkour and a cross-fit/kickboxing hybrid units
- Meaningful physical education pedagogies
- 2 schools – ~8 lessons per school
- 52 pupils (mixed gender), two teachers, one teacher-researcher

Data sources:

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

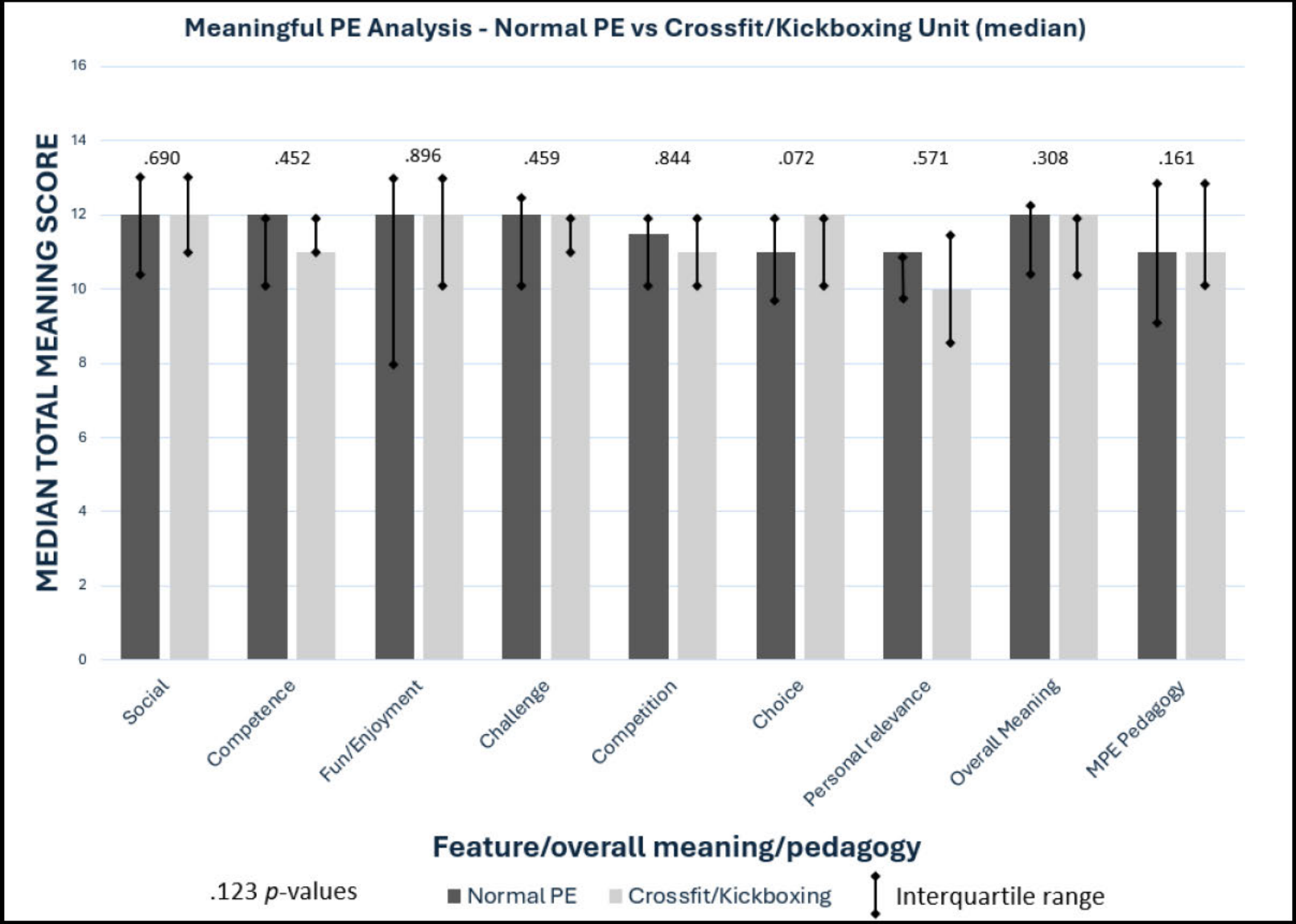
(Alder et al., 2019; Braun & Clarke, 2022; Casey et al., 2018; Clarke & Visser, 2019; Creswell & Plano Clark, 2018; Knott et al., 2022; Lin, 2016; Liamputtong, 2016; McNiff, 2017; Mertler, 2020; Proudfoot 2022; Rolfe, 2002; Siedman, 2006; Stenhouse, 1975; Vors & Bourcier, 2021)

PARKOUR IN PHYSICAL EDUCATION STUDY



INSIDE THE CROSSFIT/KICKBOXING UNIT

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, entertai fresh sport haven't lear and fun t

We had the freedom like there ity to do like the e usually you it was like a, reat, in a way

NOVELTY

A new feature of meaningful PE?

In normal P have freedom nice to have that freedom, yeah

meaningful m, 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, it brings more enjoyment, they view it as something that they do more in their spare time".
(Poppy – interview)

CPD & RESOURCES

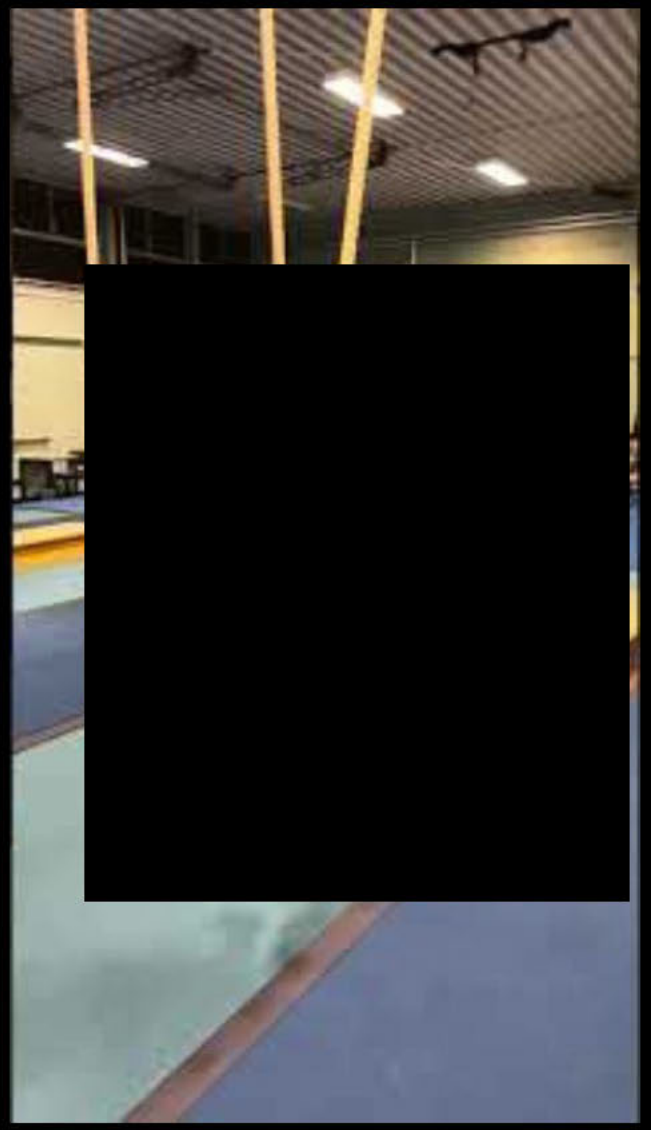
1st 4 sport Qualifications | parkouruk | ACCESS PARKOUR

1st 4 Sport Introductory CPD Award In Teaching Parkour & Freerunning

[redacted]

Teacher's Course Booklet
(Primary focus)

This booklet was co-designed with John Hall - Access Parkour - www.accessparkour.com



New

Year 6

Parkour: developing confidence and creative movement

Oak National Academy

Download (.zip 15 MB)

Share | Save

Lessons (6)

1 Travelling over equipment: vaulting

I can perform and link fundamental vaults over low obstacles with control and fluidity.

2 Quizzes

2 Controlling the body: jumps and landings

I can perform take-offs and landings accurately and perform a variety of jumps with good technique.

2 Quizzes

3 Controlling the body: balance and control

I can perform both static and dynamic balances on rails and benches showing accuracy, control and coordination.

2 Quizzes

CASE STUDY - CYCLING

REFLECTIONS & QUESTION

- One opportunity I see for lifestyle sports in my curriculum is…
- To enable this, I need to…
- One barrier…
- and one possible solution…