

PRIME PETE LTT #4-5 - Lisbon, Portugal
September 12th-16th 2022



UNI BZ MICROMODULE
**MOTIVATION, MOTIVATIONAL CLIMATE AND
ENJOYMENT IN PHYSICAL EDUCATION**

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THE STRUCTURE OF THE MICROMODULE

1. The Italian education system (... just two slides)
2. The place of intrinsic motivation and enjoyment in the Italian primary school PE curriculum
3. Nurturing children and adolescents' self-determined motivation in PE
4. Two theories (only a few hints, please check the PRIME-PETE dropit for more info)
5. What intrinsic motivation is and the three basic needs (Autonomy, Competence, Relatedness)
6. The motivational climate, task and ego oriented PE
7. Enjoyment in PA and PE
8. A study example: The role of competition in primary PE

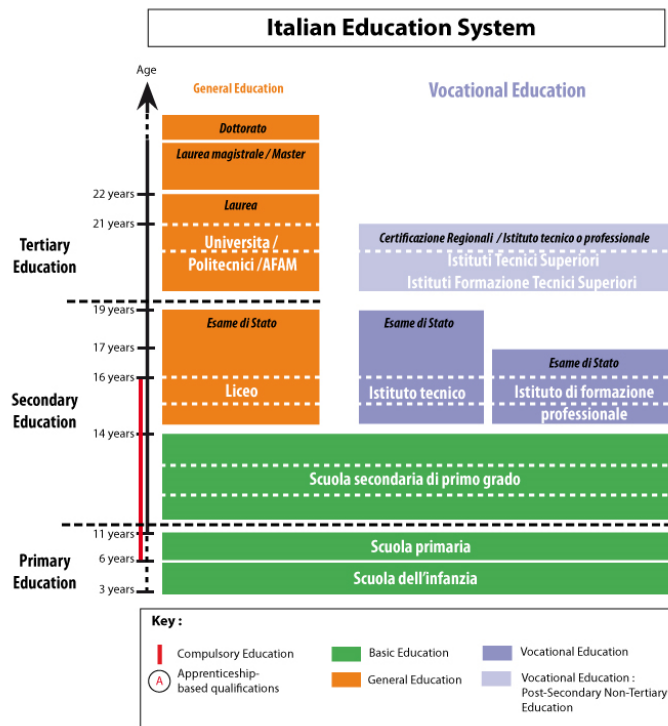


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Primary Teachers Initial Education at UniBz

- Programme Name: *Scienze della Formazione Primaria (SFP)*
Bildungswissenschaften für den Primarbereich (BIWI)
- Single-cycle (5 years) Master Degree to educate Generalist (Classroom) Teachers
- 300 ECTS
- 10 ECTS for Physical Education
 - 5 ECTS at the 2nd year *Didattica del Movimento - Fondamenti* (30 hrs lectures and 20 hrs lab)
 - 5 ECTS at the 3rd year *Didattica del Movimento - Approfondimenti* (30 hrs lectures, 20 hrs lab)



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The National Curricula for Primary school



CENTRALITÀ DELLA PERSONA

Le finalità della scuola devono essere definite a partire dalla persona che apprende, con l'originalità del suo percorso individuale e le aperture offerte dalla rete di relazioni che la legano alla famiglia e agli ambiti sociali. La definizione e la realizzazione delle strategie educative e didattiche devono sempre tener conto della singolarità e complessità di ogni persona, della sua articolata identità, delle sue aspirazioni, capacità e delle sue fragilità, nelle varie fasi di sviluppo e di formazione.

Lo studente è posto al centro dell'azione educativa in tutti i suoi aspetti: cognitivi, affettivi, relazionali, corporei, estetici, etici, spirituali, religiosi. In questa prospettiva, i docenti dovranno pensare e realizzare i loro progetti educativi e didattici non per individui astratti, ma per persone che vivono qui e ora, che sollevano precise domande esistenziali, che vanno alla ricerca di orizzonti di significato.

Sin dai primi anni di scolarizzazione è importante che i docenti definiscano le loro proposte in una relazione costante con i bisogni fondamentali e i desideri dei bambini e degli adolescenti. È altrettanto importante valorizzare simbolicamente i momenti di passaggio che segnano le tappe principali di apprendimento e di crescita di ogni studente. Particolare cura è necessario dedicare alla formazione della classe come gruppo, alla promozione dei legami cooperativi fra i suoi componenti, alla gestione degli inevitabili conflitti indotti dalla socializzazione. La scuola si deve costruire come luogo accogliente, coinvolgendo in questo compito gli studenti stessi. Sono, infatti, importanti le condizioni che favoriscono lo stare bene a scuola, al fine di ottenere la partecipazione più ampia dei bambini e degli adolescenti a un progetto educativo condiviso. La formazione di importanti legami di gruppo non contraddice la scelta di porre la persona al centro dell'azione educativa, ma è al contrario condizione indispensabile per lo sviluppo della personalità di ognuno.

Traguardi per lo sviluppo delle competenze al termine della scuola primaria

L'allievo acquisisce consapevolezza di sé attraverso la percezione del proprio corpo e la padronanza degli schemi motori e posturali nel continuo adattamento alle variabili spaziali e temporali contingenti. Utilizza il linguaggio corporeo e motorio per comunicare ed esprimere i propri stati d'animo, anche attraverso la drammatizzazione e le esperienze ritmico-musicali. Sperimenta una pluralità di esperienze che permettono di conoscere e apprezzare molteplici discipline sportive; sperimenta, in forma progressivamente sempre più complessa, diverse gestualità tecniche. Agisce rispettando i criteri di sicurezza e di prevenzione sia nell'uso degli attrezzi e materiali sportivi che in quello legato alla cura del proprio corpo, a un corretto regime alimentare e alla prevenzione di sostanze che inducono dipendenza. Comprende, all'interno delle varie occasioni di gioco e di sport, il valore delle regole e l'importanza di rispettarle.

EDUCAZIONE FISICA

Nel primo ciclo l'educazione fisica promuove la conoscenza di sé e delle proprie potenzialità nella costante relazione con l'ambiente, gli altri, gli oggetti. Contribuisce, inoltre, alla formazione della personalità dell'allievo attraverso la conoscenza e la consapevolezza della propria identità corporea, nonché del continuo bisogno di movimento come cura costante della propria persona e del proprio benessere.

In particolare, lo stare bene con se stessi richiama l'esigenza che il curricolo dell'educazione al movimento preveda esperienze tese a consolidare stili di vita corretti e salutarì, come presupposto di una cultura personale che valorizzi le esperienze motorie e sportive, anche extrascolastiche, come prevenzione di ipocinesia, sovrappeso e cattive abitudini alimentari, involuzione delle capacità motorie, precoce abbandono della pratica sportiva e utilizzo di sostanze che inducono dipendenza.

L'attività sportiva promuove il valore del rispetto di regole concordate e condivise e i valori etici che sono alla base della convivenza civile. I docenti sono impegnati a trasmettere e a far vivere ai ragazzi i principi di una cultura sportiva portatrice di rispetto per sé e per l'avversario, di lealtà, di senso di appartenenza e di responsabilità, di controllo dell'aggressività, di negazione di qualunque forma di violenza. L'esperienza motoria deve connotarsi come vissuto positivo, mettendo in risalto la capacità di fare dell'allievo, rendendolo costantemente protagonista e progressivamente consapevole delle competenze motorie via via acquisite.



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The Curricula for Primary school (Bozen-Bolzano Province)



INDICAZIONI PROVINCIALI

per la definizione dei curricula del primo ciclo d'istruzione
della scuola in lingua italiana della Provincia Autonoma di Bolzano

CORPO MOVIMENTO E SPORT

TRAGUARDI PER LO SVILUPPO DELLE COMPETENZE AL TERMINE DELLA SCUOLA PRIMARIA

L'allieva/allievo:

- acquisisce consapevolezza di sé attraverso l'ascolto e l'osservazione del proprio corpo, la padronanza degli schemi motori e posturali, sapendosi adattare alle variabili spaziali e temporali;
- utilizza il linguaggio corporeo e motorio per comunicare ed esprimere i propri stati d'animo, anche attraverso la drammatizzazione e le esperienze ritmico-musicali
- sperimenta una pluralità di esperienze che permettono di conoscere e apprezzare molteplici discipline sportive;
- sperimenta, in forma progressivamente sempre più complessa, diverse gestualità tecniche;
- si muove nell'ambiente di vita e di scuola rispettando alcuni criteri di sicurezza per sé e per gli altri;
- riconosce alcuni essenziali principi relativi al proprio benessere psico-fisico legati alla cura del proprio corpo e a un corretto regime alimentare;
- comprende all'interno delle varie occasioni di gioco e di sport il valore delle regole e l'importanza di rispettarle, nella consapevolezza che la correttezza e il rispetto reciproco sono aspetti irrinunciabili nel vissuto di ogni esperienza ludico-sportiva.



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The Curricula for Primary school (Trento Province)



LINEE GUIDA | PRIMO CICLO DI ISTRUZIONE



PIANI DI STUDIO PROVINCIALI
PRIMO CICLO DI ISTRUZIONE

Linee guida
per l'elaborazione
dei Piani di studio
delle istituzioni
scolastiche

Scienze motorie e sportive

COMPETENZA 3 AL TERMINE DELLA SCUOLA PRIMARIA

Partecipare a giochi di movimento, giochi tradizionali, giochi sportivi di squadra, rispettando le regole, imparando a gestire con equilibrio sia la sconfitta che la vittoria. Gestire i diversi ruoli assunti nel gruppo e i momenti di conflittualità nel rispetto di compagni ed avversari.

Abilità	Conoscenze
<p>L'alunno è in grado di:</p> <ul style="list-style-type: none">- Partecipare con interesse ai diversi tipi di gioco.- Partecipare in modo collaborativo e giusto spirito agonistico alle attività proposte.- Controllare e gestire le proprie emozioni nelle situazioni competitive e di confronto.- Rispettare le regole dei giochi organizzati e delle attività sportive.- Accettare e rispettare le diversità (debolezze e eccellenze) nelle prestazioni sportive dei compagni.- Attribuire il giusto peso a vittorie e sconfitte.	<p>L'alunno conosce:</p> <ul style="list-style-type: none">- Caratteristiche e funzioni di giochi, sport e movimenti finalizzati.- Le regole dei giochi praticati e i conseguenti comportamenti corretti.- Concetti di: lealtà, rispetto, partecipazione, collaborazione, cooperazione.- Le relazioni: da solo, coppia, gruppo, squadra.



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Nurturing children and adolescents' self-determined motivation in PE and Sport

- ✓ What is motivation in PE and Sport practice?
- ✓ Why is **motivation in PE** important for **promoting long-life Physical Activity (PA)**?
- ✓ How **nurturing** children and adolescents' **self-determined (intrinsic) motivation** in PE?



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Teaching Pleasant and Enjoyable Situations in PE classes, What can we do?



What **motivation** is

Motus= movement, impulse that promote a direction of the subject toward an object or goal.

It is the “**why**” of our behaviours.

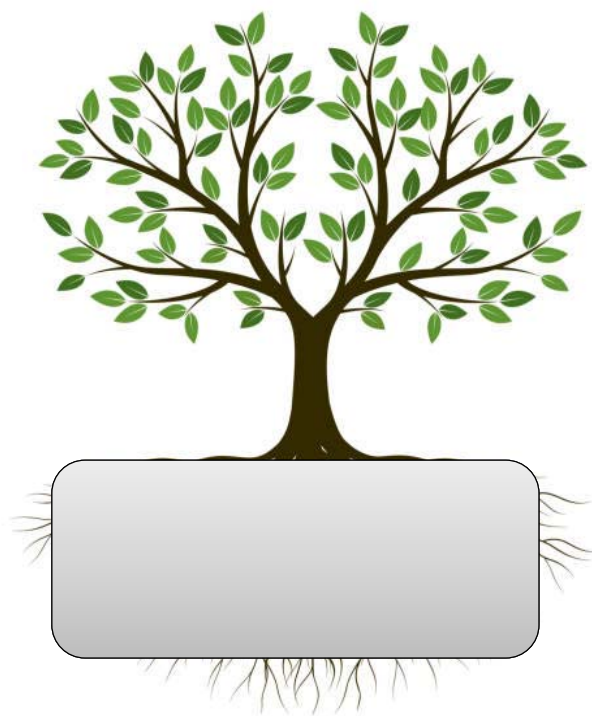
- It should not be considered as a gift or a natural predisposition we cannot work on.
- Student’s motivation, in fact, only partially depends on the student (his/her personality) and it is largely influenced by the **social environment** and the **motivational climate** created by the teacher.

Quantity

How much is the pupil/student motivated?

Is he/she involved?

Good execution/performance?



Quality

Why is the student motivated?

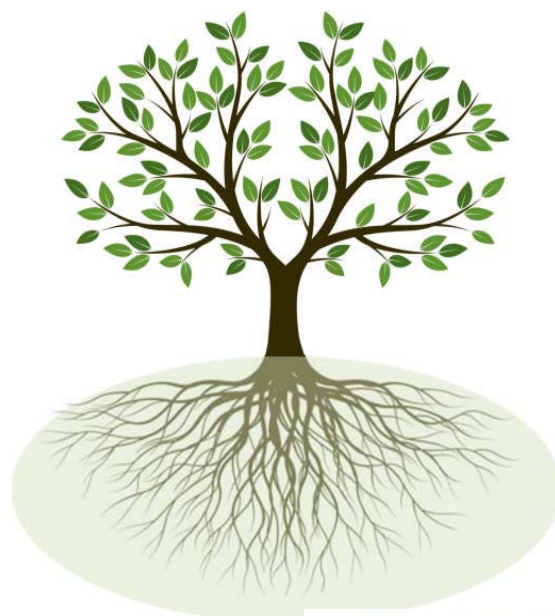
Is the pupil/student enjoying PE?

Does he/she feel good during PE?

Is he/she motivated to achieve his/her well-being?

Does he/she optimise competences for long term learning?

Would he/she like to continue practicing PA outside of school and in a life-long perspective?



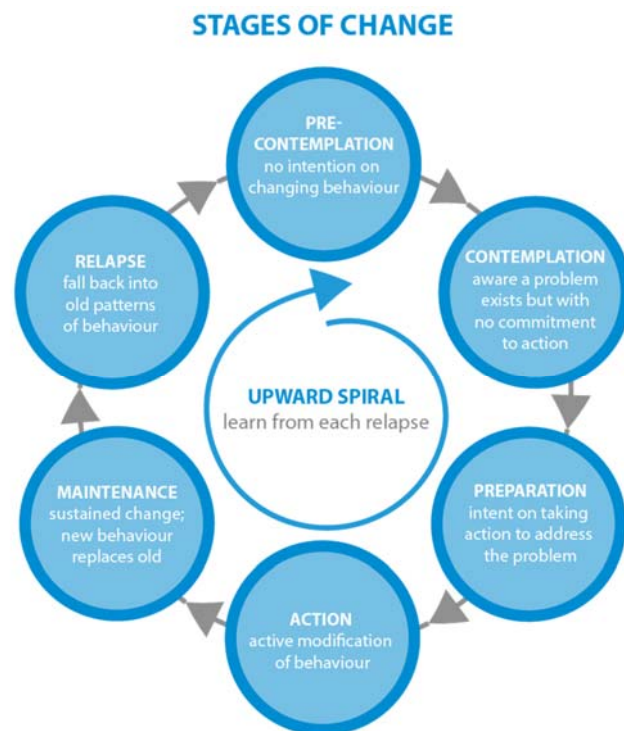
How to Increase Motivation?

- 1) To increase motivation, teachers should find creative ways to create a connection between the learner and the skill to be learned.
- 2) An effective way is to involve the learner in the process of purpose definition.
- 3) The keys to motivation are the personal relevance and a purposeful process.



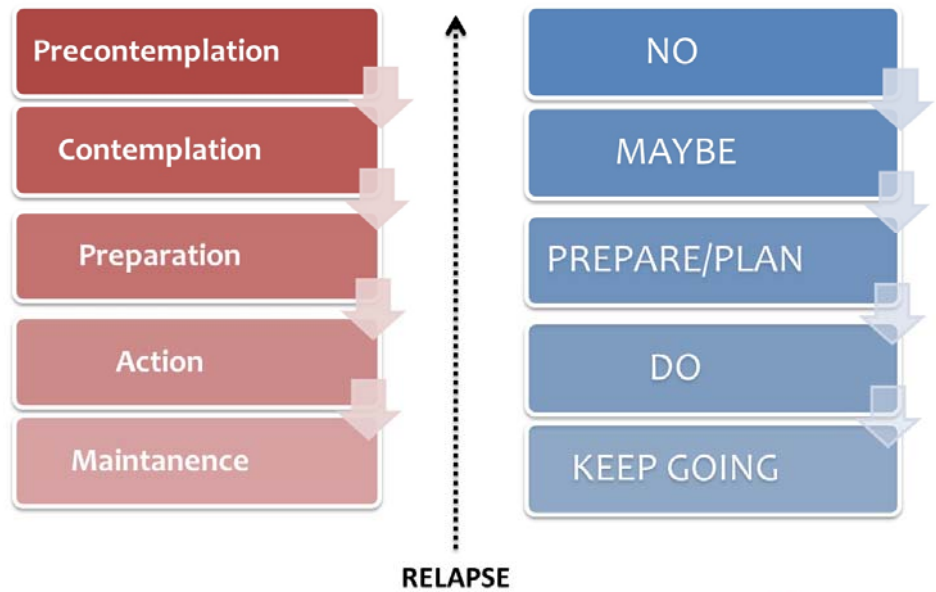
The Stages for Motivational Readiness for Change Model (Transtheoretical Model of Behavioural Changes)

(Prochaska & Di Clemente, 1983; Marcus & Forsyth, 2008)

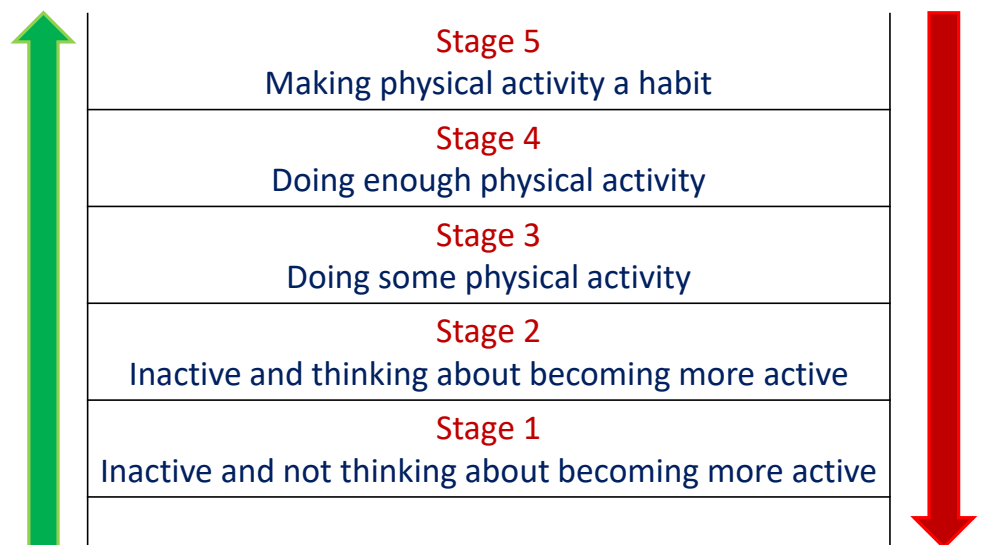


Transtheoretical Model Stages of change

The Stages of
Motivational
Readiness for
Change in PA



The Stages of
Motivational
Readiness for
Change in PA



(Marcus & Forsyth, 2003)

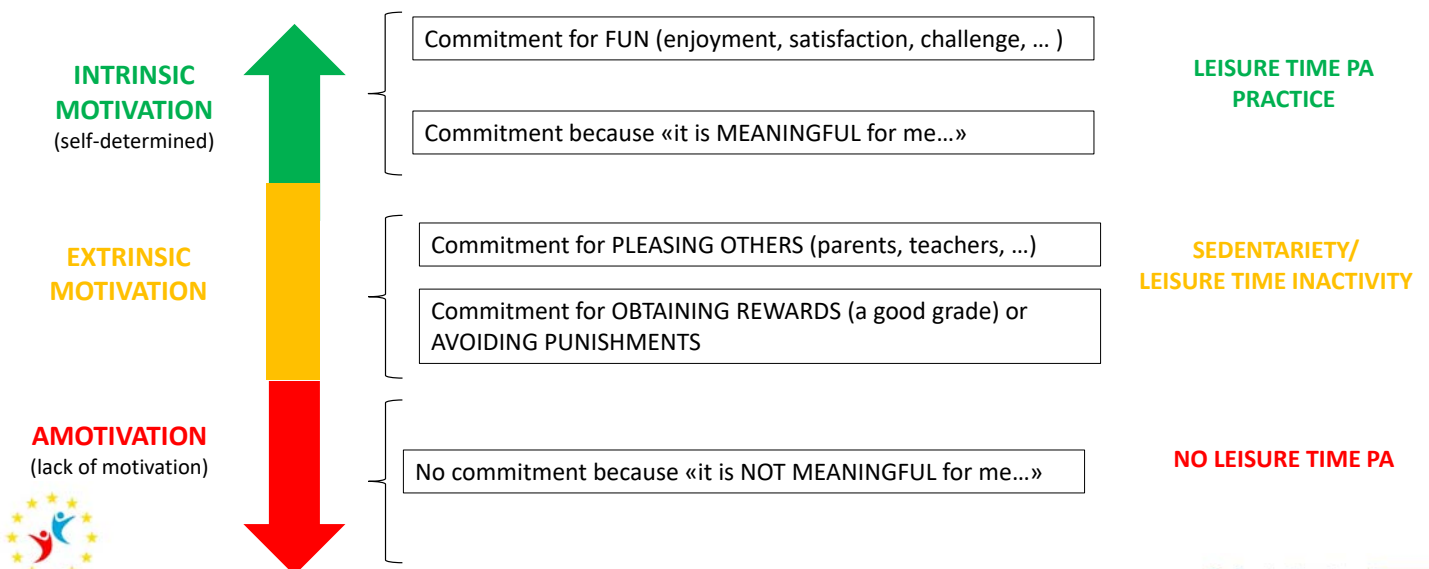
The Stages of Motivational Readiness for Change in PA

Transtheoretical Model of Behavioral Change—Processes of Change		
Stage of Change	Goal	Interventions
Precontemplation	To make inactivity a relevant issue and to start thinking about being active	<ul style="list-style-type: none"> • Provide information about the risks of being inactive and the benefits of being active. • Provide information from multiple sources (e.g., news, posters, pamphlets, general health-promotion material). Information is more effective from multimedia sources than from family and friends. • Make inactivity a relevant issue.
Contemplation	To get involved in some type of activity	<ul style="list-style-type: none"> • Provide opportunities to ask a lot of questions and to express apprehensions. • Provide information about exercise in general. • Provide information about different types of activity options, fitness facilities, programs, and classes. • Provide cues for actions, such as passes to nearby facilities and invitations to facility open houses, tours, or information sessions.
Preparation	Regular physical-activity participation	<ul style="list-style-type: none"> • Provide the opportunity to be active. • Provide a lot of support, feedback, and reinforcement. • Provide clients the opportunity to express their concerns and triumphs. • Introduce different types of exercise activities to find something they enjoy. • Help create support groups of similar people who are also adopting exercise programs.
Action	Maintain regular physical activity	<ul style="list-style-type: none"> • Provide continued support and feedback. • Identify things and events that are potential barriers to adherence. • Identify high-risk individuals and situations. • Educate clients about the likelihood of relapse and things that may trigger relapse. • Teach physical and psychological skills to deal with potential barriers. • Provide continuous opportunities to be active and a plan to maintain activity in the changing seasons, during vacations, and through schedule changes.
Maintenance	Prevent relapse and maintain continued activity	<ul style="list-style-type: none"> • Maintain social support from family and friends and from within the exercise environment. • Provide continued education about barrier identification. • Keep the exercise environment enjoyable and switch it up to fight boredom. • Create reward systems for continued adherence. • Identify early signs of staleness to prevent burnout.

www.acefitness.org

Self Determination Theory (Deci e Ryan 1985, 2000,2002)

Why intrinsic motivation can support participation in leisure time



INTRINSIC MOTIVATION refers to those situations where people voluntarily commit in activities that are interesting, enjoyable and represent learning opportunities, without looking for external rewards.

Intrinsically motivated people commit for their own interest, pleasure, enjoyment, and for the satisfaction coming from participation.

(e.g., for a waterpolo player: «I play because I like it»)



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EXTRINSIC MOTIVATION is a second type of motivation, people commit in an activity because they value the outcomes associated with it. These outcomes may include various types of rewards, public recognition, appreciation or, on the other hand, avoiding possible punishments.

(e.g., «I train hard because the coach will let me play as a regular this Sunday» or «I train hard because otherwise the coach will oblige me to push-up»).

Incentives and rewards can activate extrinsic motivation and lead to good results when people have to perform non-attracting tasks. However, extrinsic motivation is not long-lasting and it is necessary to identify intrinsic motivational support strategies.



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Lack of self-regulation is associated with AMOTIVATION, this is a psychological state where people do not experience self-efficacy nor feeling of control over their desired goals.

(e.g., «I do not train, because the coach will never let me play as a regular»)

In this case, people have an external *locus of control* and do not feel capable to regulate themselves and their own behaviours.

BENEFITS OF INTRINSIC MOTIVATION IN PE

It improves:

- Students' enjoyment and fun at school;
- Motivation to learn;
- Empathy and care for the others,
- Teamwork skills;
- Willingness to participate in PA in the future.

How to enhance intrinsic motivation in PE?

Self Determination Theory (Deci e Ryan 1985, 2000,02)

AUTONOMY

Feeling able to make decisions, to commit in activities chosen according to one's own will and not determined by others

COMPETENCE

Feeling competent in mastering the environment and perform to one's own capabilities

In every person there are **three basic needs**

The more these needs will be satisfied, the more the person will experience self-determined motivation

RELATEDNESS

The will to interact, to stay connected and to care for others



Just when the **environment promotes the person's self-determination** (and provides him/her with the possibility to satisfy basic needs), then the person will have the possibility to enhance his/her motivation and develop an unitary and integrated sense of self.

How can teachers **support these three basic needs** in their students?

How to support student's **AUTONOMY**?

Providing **autonomy support** means to offer a “long-lasting and consistent relationship, where people are able to understand each other, are respectful of others’ initiatives, and welcome and encourage the expression of feelings, emotions, and suggestions during an activity”.

(Deci et al., 1981 ; Reeve, 2009)



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AUTONOMY SUPPORT

1

Recognising and accepting negative feelings

The teacher understands that his/her demands can have some negative effects, can face resistance or generate conflicts. He/she is aware that negative feelings are possible and are related to the assigned task, and should therefore be accepted.

2

Providing logical and meaningful explanations

The teacher provides explanations to the students in order to help them transform (or interiorise) something that, in their opinion, it is not worth to be done, in something that it is worth and deserves their time, commitment and attention.

3

Taking into considerations students' perspective and allowing them to choose

The teacher is aware of students' desires, needs, and priorities. He/she provides them with flexible alternatives and help them find ways to adapt the activity in the classroom according to didactical goals and to personal and motivational resources.



AUTONOMY SUPPORT

4 Showing patience and allowing students to take the initiative

The teacher calmly waits for students' will and initiative to emerge, and gives them the time and space they need for learning, experimenting and trying to follow their direction and their pace.

5 Adopting an informal, uncontrolled and informative language

The teacher uses verbal and non-verbal communication in order to minimise pressure



This video shows an example of how teachers can **support autonomy** in their students in an activity aimed to improve general coordination



How to support students' **COMPETENCE?**

Teaching structure

With **teaching structure** we refer to the quantity and clarity of information that a teacher provides to his/her students with regards to what and how to do, with the aim to develop the desired abilities and obtain relevant outcomes.

(Reeve & Cheon, 2014)



COMPETENCE SUPPORT

1

Communicating clear goals

Once learning goals have been clearly defined, these should be communicated with clarity to the students. This in order to give them the possibility to know and understand expected learning outcomes and what to learn/acquire during PE classes.

2

Providing instructions to help the students improve

The teacher provides enough cues and instructions step-by-step and respects students' learning times.

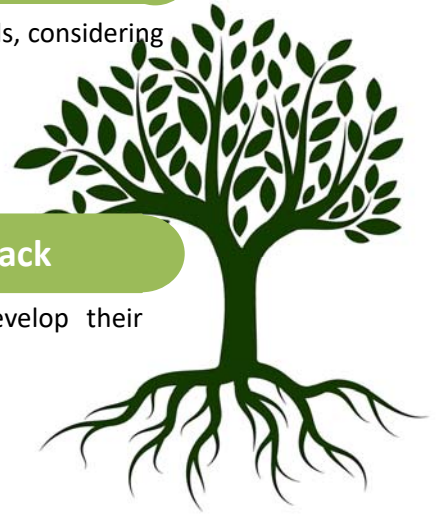


COMPETENCE SUPPORT

3

Planning adapted and individualised learning tasks

The teacher plans learning tasks adapted to the students' diverse ability levels, considering different needs, and encompassing a variety of learning styles .



4

Giving responsibility and providing constructive feedback

The teacher provides constructive feedback and help the students develop their capabilities and competence, as well as their self-evaluation.



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This video shows an example of a team sport (**Baskin**, Basket Inclusive) aiming at including all the students in the same game

<https://www.youtube.com/watch?v=VhZs7Y0LSv4>



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How to support Climate care

Care is defined as “an ensemble of relational practices favouring mutual recognition, accomplishment, development, protection, and emancipation and fostering collectivity, culture and possibilities»

(Gordon et al., 1996)



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RELATEDNESS SUPPORT

1

Developing a student-centred approach

The teacher demonstrates carefulness and spends time and effort for listening, helping, and supporting his/her students.

2

Creating a safe learning environment

The teacher is empathetic towards his/her students and recognise and respect them in order to transfer important values.

3

Speaking openly

Being a model for the students and establishing positive relationships with them, for example by using humour in certain cases and have a dialogue about life situations.



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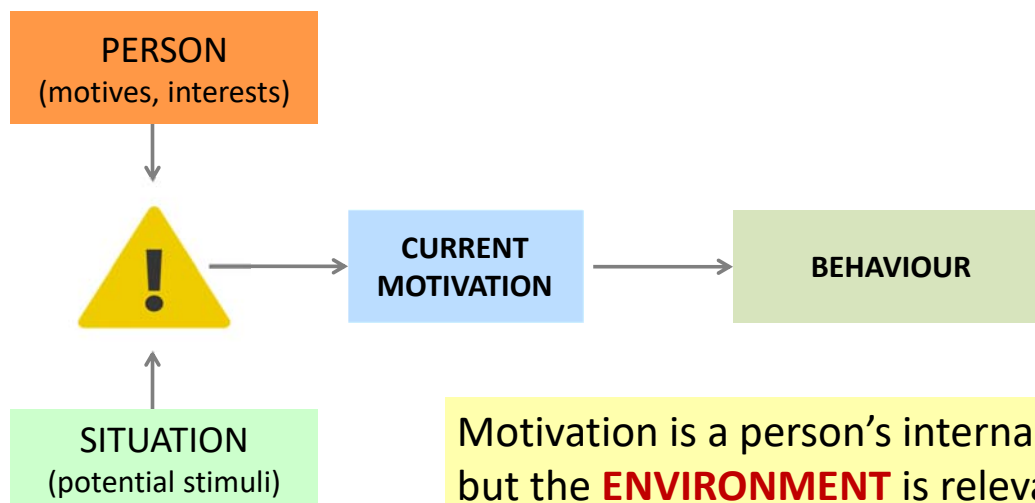
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In this video, it is shown an example of teacher' **relatedness support** to his/her students



To resume: Motivation can be seen as an *intersection* between the person and the environment



(Carraro, 2018, adapted from Rheinberg, 2002)

Motivation is a person's internal process, but the **ENVIRONMENT** is relevant as it "impacts" on personal evaluations.

Motivational climate

(Nicholls, 1992; Ames, 1992)

The motivational climate is **determined by attitudes and behaviours of relevant adults**

Task-oriented

- Focus on personal improvement and skill acquisition
- Consideration of the person's commitment
- Consideration of the person's progress
- Importance of collaboration with classmates

Ego or Performance-oriented

- Focus on competition
- Blaming for mistakes or poor performances
- Attention to more skillfull students



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Impact of motivational climate

(Nicholls, 1992; Ames, 1992)



Task-oriented

- More enjoyment and satisfaction
- Less pressure and stress
- Intrinsic motivation
- Belief that commitment is a determinant of success

(Liujjonen, Telama & Biddle, 1998; Pensgaard & Roberts, 2000)



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Motivation & Enjoyment



Some authors support the idea of a strong link between *enjoyment* and *intrinsic motivation*, as if these are two associated or even interchangeable constructs.

The keyword



E N J O Y M E N T

The construct of enjoyment

Enjoyment can be view as a synonym of “amusement”, “entertainment”, “pleasure” and it is often associated with “fun”, another word with a similar meaning, but this approche is not completely correct.



The construct of **enjoyment** refers to a positive emotional state associated with pleasant feelings, joy and amusement.
(Robert et al., 2001)

What are fun and enjoyment in PE?

- **ENJOYMENT** is influenced by positive emotions, intrinsic motivation, interest and satisfaction. Enjoyment is not an end in itself, is not simple amusement, but comes as a life experience with related feelings, objects, actions, people and events.
- **FUN** has not always been considered as an appropriate outcome of PE and physical exercise, but it has been observed how children, adolescents, adults and elderly persons mention **fun** as the **main reason of positive feelings** relating to PA and the **most relevant factor** for making pleasant an activity.

Why enjoyment and PE?



PE is essential for people's psychological and physical development, as it allows to achieve fundamental goals through students' active involvement and participation.

Designing and implementing enjoyable learning situations should be a must in PE (Carraro, 2020)



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“No pain, no gain”

Jane Fonda, Aerobic workout videos, 1982



<https://www.teatroera.it/evento/palermoteatro-biondocivillerilo-siccoeducazione-fisica-fondazione-pontedera-teatro/>



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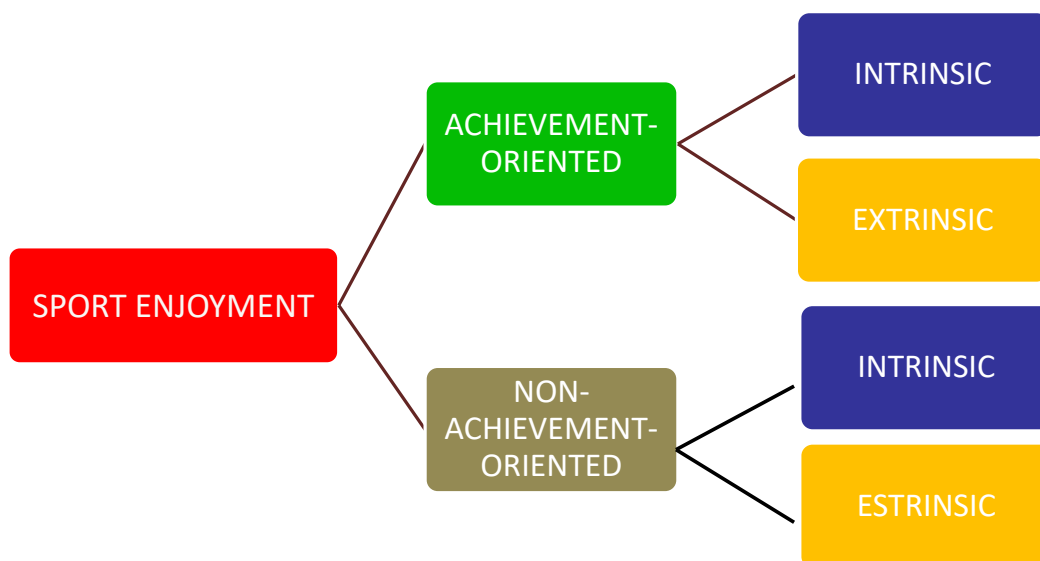
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“An essential determinant of physical activity is simply the enjoyment of that activity as perceived by young people”

(Cairney et al., 2012)

Scanlan & Lewthwaite's model of sport enjoyment



	INTRINSIC	EXTRINSIC
ACHIEVEMENT-ORIENTED	Perception of high competence, control, and skills.	Perception of competence and control determined by other people (positive social recognition).
NOT-ACHIEVEMENT-ORIENTED	Perception of movements and physical activity, feelings, muscular tensions, arousal, pleasure for competition.	Aspects not related to performance, relatedness with peers, positive relationships with the coach and other adults.

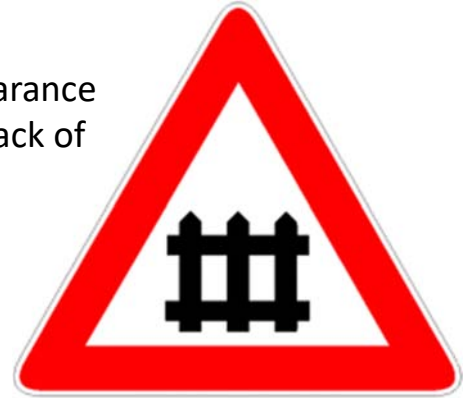
IDENTIFYING DETERMINANTS OF ENJOYMENT IN PE

- **Age** (enjoyment in PA practice may decrease with age)
- **Gender** (adolescent girls shows a stronger decrease in enjoyment when compared with boys)
- **Perceived competence and skills** (greater perceived motor competence is associated with greater pleasure when practicing PE)
- **Type of activity and variety** (for example, competitive level, team-based or individual activity, inactive times, teacher's participation, ...)
- **Motivational climate** (a task-oriented climate, rather than a performance-oriented climate, may favour enjoyment in practicing PA)



IDENTIFYING BARRIERS OF ENJOYMENT IN PE

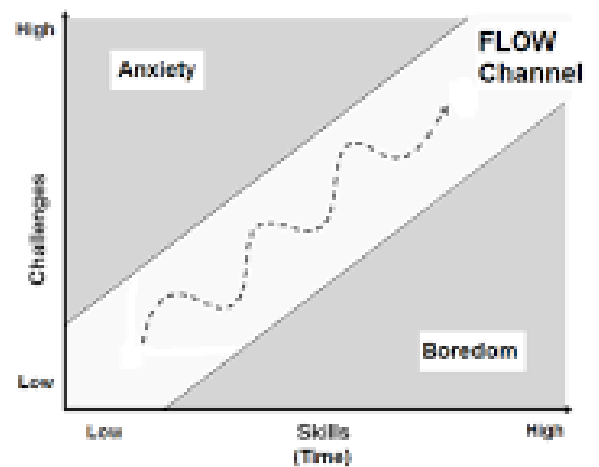
- **Barriers at school** (e.g. concerns related physical appearance and body shape, stereotypes, provocations, bullying, lack of self-confidence)
- **Barriers outside of school** (e.g. limited spare time for practicing PA, lack or distance of sport facilities)



The flow model

Why are people spending time and effort in tasks providing limited external rewards?

- **Autotelic** activities (i.e., self-goal or self-purpose oriented activities).
- Importance of **intrinsic factors**.
- Motivation is higher when **individual skills** seem to balance challenges.
- This balance leads to a **flow** state characterised by enjoyment and involvement towards the task.
- An imbalance may lead to **boredom** or **anxiety**.



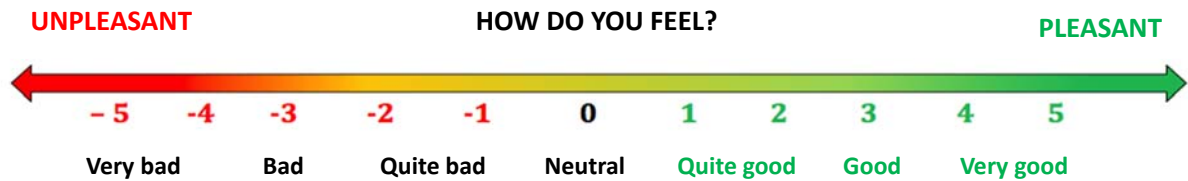
Two situations of possible **anxiety** and **boredom** during PE classes



This video shows three strategies
for **promoting enjoyment** during PE classes



Assessing the effectiveness of strategies for promoting enjoyable and pleasant activities in PE (1)



Assessing the effectiveness of strategies for promoting enjoyment in PE (2)

To assess the degree of enjoyment experienced by your pupils in PE, for example after a class or at the end of a cycle of lessons, you can use the **Physical Activity Enjoyment Scale (PACES)**.

Likert scale: 1-5 (1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree)

	SD	D	N	A	SA
	1	2	3	4	5
When I am physically active:					
1. I enjoy it	1	2	3	4	5
2. I feel bored	1	2	3	4	5
3. I dislike it	1	2	3	4	5
4. I find it pleasurable	1	2	3	4	5
5. It's no fun at all	1	2	3	4	5
6. It gives me energy	1	2	3	4	5
7. It makes me sad	1	2	3	4	5
8. It's very pleasant	1	2	3	4	5
9. My body feels good	1	2	3	4	5
10. I get something out of it	1	2	3	4	5
11. It's very exciting	1	2	3	4	5
12. It frustrates me	1	2	3	4	5
13. It's not at all interesting	1	2	3	4	5
14. It gives me a strong feeling of success.	1	2	3	4	5
15. It feels good	1	2	3	4	5
16. I feel as though I would rather be doing something else	1	2	3	4	5

Note: Questions 2, 3, 5, 7, 12, 13, and 16 should be scored in reverse order –
 1 = 5 points 2 = 4 points 3 = 3 points 4 = 2 points 5 = 1 point
 Total scores will range from 16 to 80 points.

Figure 5. The Physical Activity Enjoyment Scale.



Assessing enjoyment in PA

The Physical Activity Enjoyment Scale (PACES; Kendzierski & DeCarlo 1991; Motl, Dishman, Saunders, Dowda, Felton & Pate 2001; Carraro et al., 2008, 2012) is one of the most used instruments for the assessment of enjoyment in motor activities.

The PACES consists of two sub-scales: positive (**pros**) [item 1, 4, 6, 8, 9, 10, 11, 14, 15] and negative feelings (**cons**) [2, 3, 5, 7, 12, 13, 16].

Scores can be computed considering the two sub-scales as interdependent or considering a total score. In the second case, it is necessary to reverse negative items.

A version of the PACES has been validated for use with children (PACES-C).

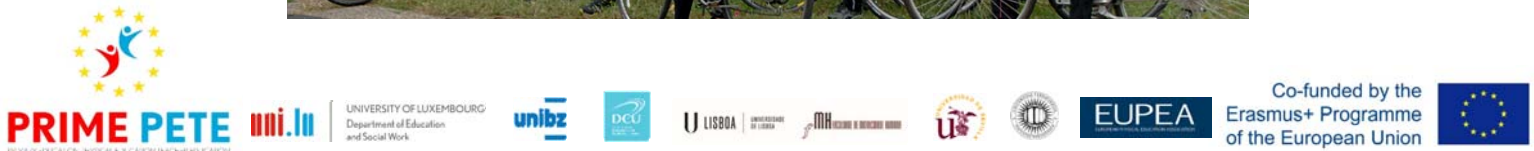
Moreover, short versions of the PACES and the PACES-C have been developed and validated.



ENJOYMENT, the LIFE-LONG PERSPECTIVE

It is not surprising that people who say they **enjoy physical activity** are those who are and remain **most physically active**.

Although enjoyment of PA is not directly linked to any specific theory, it is consistently related to the decision to practice PA (even in adults), states of change and adherence to structured exercise programs.



OUR RECENT STUDIES ON COMPETITION IN PRIMARY PE

Including competitive activities within PE classes can lead to enjoyment and increased motivation for pupils.

Some findings about how competition in PE is perceived by teachers:

- When compared with teachers, university students believe competitive activities in PE are more risky for pupils;
- Having NO-experience of teaching PE lead to an higher perception of possible risks for pupils;
- Men have a higher perception of benefits of competition than women;
- Participants with experience in competitive sports perceive both more benefits and less risks than participants with no-experience (Carraro, Romanato and Santi, in preparation).



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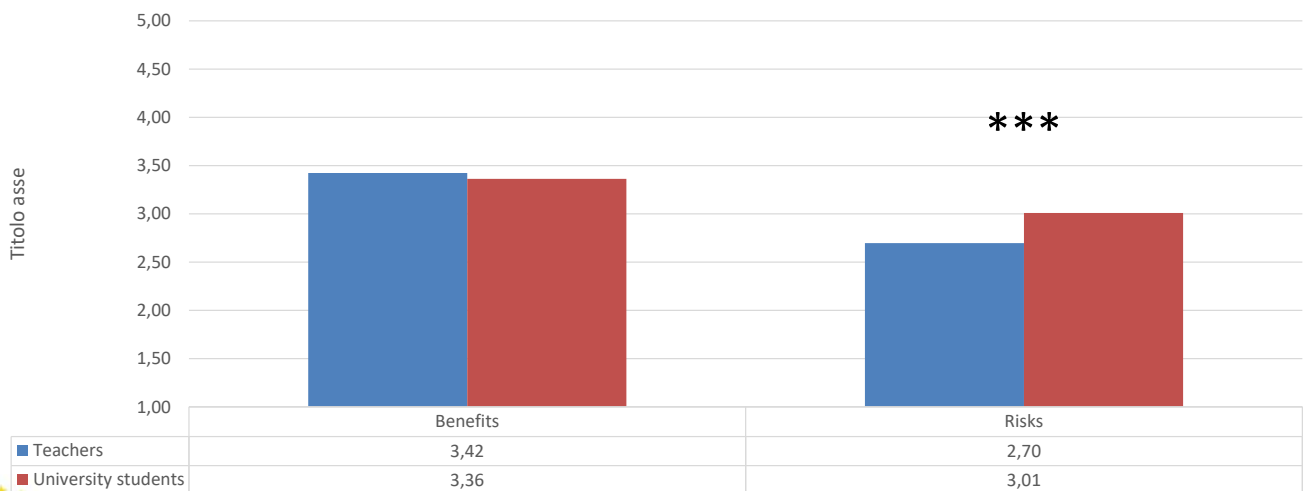


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Differences between teachers' and university students' beliefs

Benefits and risks of competition in PE



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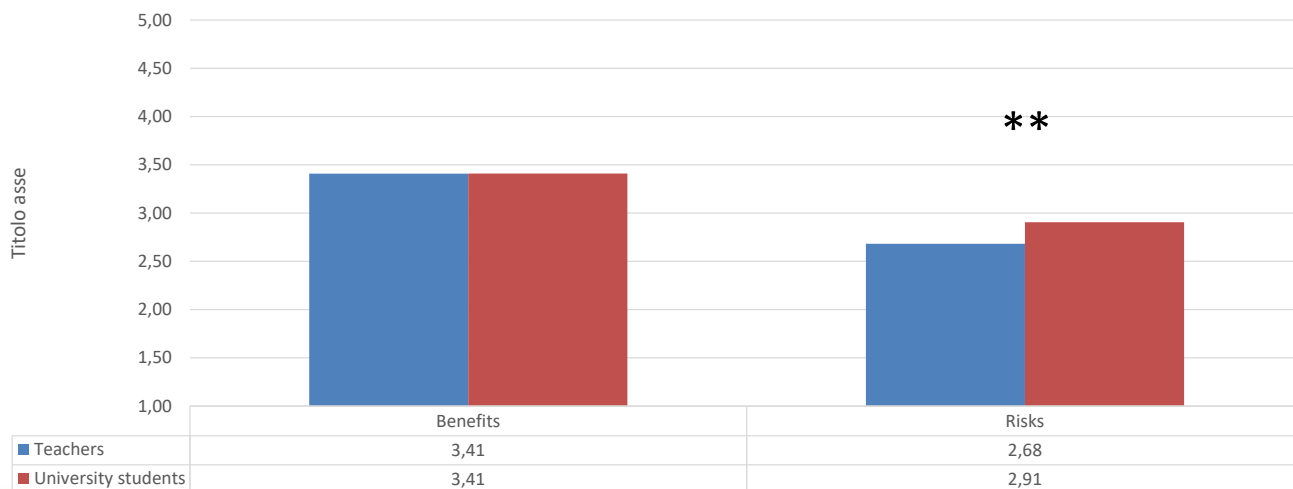


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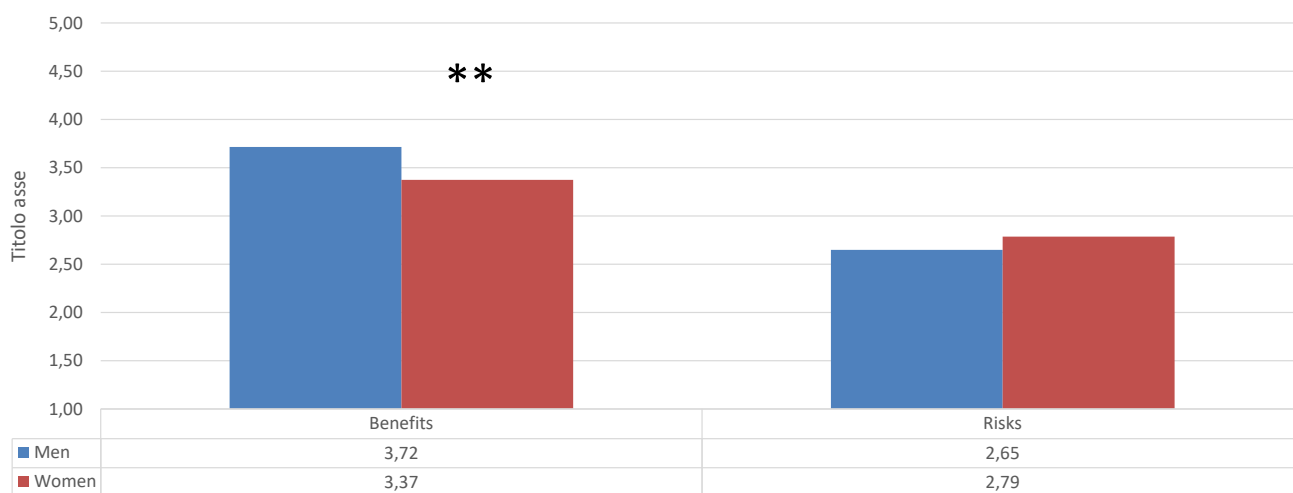
Differences based on experience in teaching PE

Benefits and risks of competition in PE



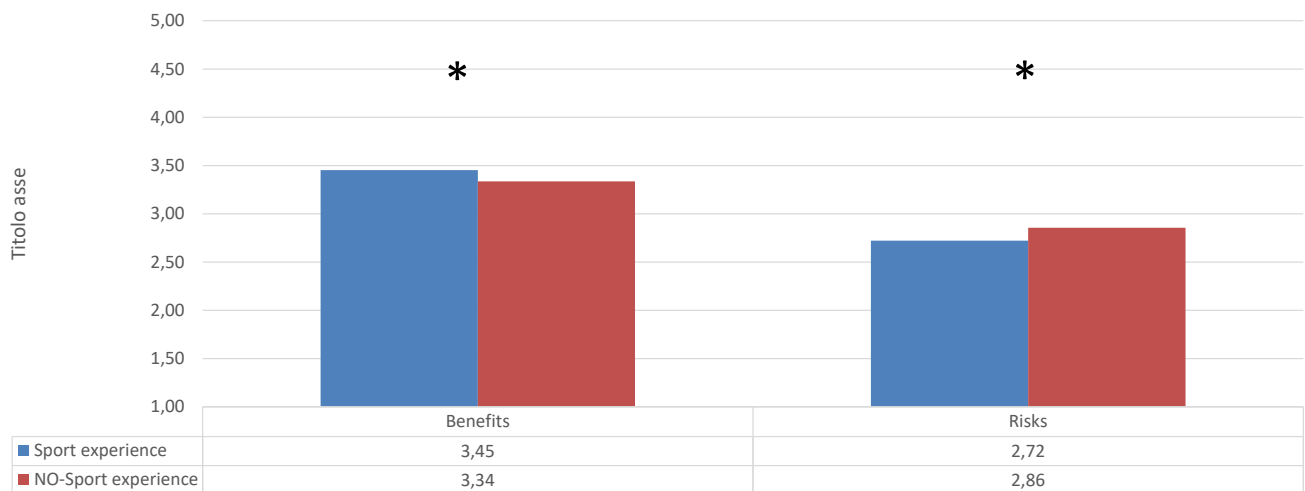
Differences between men and women beliefs

Benefits and risks of competition in PE



Differences based on experience in competitive sports (yes/no)

Benefits and risks of competition in PE



- These findings are related to the personal perception of competitive activities in PE, and they are an evidence of how one's personal experience influence our beliefs.
- **Other factors influence teacher ability to create a positive motivational climate.**
- Does the teacher perceive her/himself able to create a positive motivational climate? (teacher SE)
- **Is the teacher able to develop autonomy, competence and relatedness?**

A short story and some personal considerations

A personal experience about competence...

The concept is: sometimes being skilled at something leads to the perception of others being unskilled, and to the frustration of seeing pupils not so good as we expect.

When we perceive ourselves as incredibly good at something, how does it affect our ability to transfer this perception to other situations? (e.g., what if I was incredibly good at basketball and I try to teach dancing?)



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AND NOW IT'S YOUR TIME!

- With your team create and propose to the other PRIME-PETE participants an *enjoyment-based* activity;
- Reference age is 6 to 11, 1st to 5th grade of Italian Primary school;
- 45 minutes to prepare the activity, 20 minutes to propose, 20 minutes for final feedback.



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