Using the features of meaningful experiences to guide elementary physical education practice

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Review of Literature

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

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\textbf{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.

\textbf{KEYWORDS}

Curriculum; meaningfulness; pedagogy; social interaction; students
Features of Meaningful Experiences

- Social Interaction
- Fun
- Challenge
- Motor Competence
- Personally Relevant Learning
- Delight

(Kretchmar, 2006; Beni et al., 2017)
Purpose

Using the features to guide planning and teaching decisions

Lesson 5
Cricket with Kicking

Planning for meaning:

Social Interaction:
- Emphasize communicating with teammates when making tactical decisions
- Cycling through roles
- Working together in small groups

Fun:
- Watching a “video”
- Novel game/activity
- Game-like skill development activities

Challenge:
- Use of modifications
- Choosing challenge in skill development activities

Motor Competence:
- Use of skill development activities relative to game
- This is particularly important in this lesson as it is likely that many students will be unfamiliar with cricket (however skills to be used are highly modified)

Delight:

Personally Relevant Learning:
- Use of multi-media (video) to give an understanding of what cricket is and why it matters
Research Question

What are my experiences of enacting pedagogies designed to foster meaningful experiences in physical education?
Context

- Elementary physical education
- Grades 2 through 8
Research Design

- Self-Study
- Five Foci Framework (Samaras, 2011)
Methods

- 16 lessons
- Features of Meaningful Experiences
- Teaching Games for Understanding
- Sport Education
## Data Sources

<table>
<thead>
<tr>
<th>Source</th>
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<td>Personal Reflections</td>
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Role of Reflection

Experiencing features in the short and long term
Role of Reflection

Meaningful experiences rarely ‘just happened’

Role of planning

Role of reflection

Reflection in and on action (Schön, 1983)
Reflection on action

Post-lesson

Adjust future plans
Reflection on action

Social Interaction
Fun
Motor Competence
Social Interaction:
- Working in partners & groups
- Providing opportunities for decisions to be made as a group
- Drawing attention to the need to hear others and be heard by sharing one’s own perspectives
- Self-assessment of social objectives

Fun:
- Play-based activities

Motor Competence:
- Skill development activities
Reflection in action

Prioritizing meaningful experiences. For one, though I plan for each of the 6 criteria, I often find this “checklist” type planning to be unrealistic. I find the adjustments I’m making throughout the lesson to be often more valuable than the plans I made in the first place (not that I devalue planning ahead of time). Second, this leads me to the conclusion that, in order to teach toward meaning, a good understanding
Integrated Nature of Features

Motor Competence + Challenge = Fun

P1: Yeah it does because I think it would be more fun to do because now you can have more fun because you know how to play it and you have the right level of challenge.
Reflection in action

Challenge

Delight

Personally Relevant Learning
Role of Reflection

Reflection in action

Reflection on action
Experiencing the features in the short and long term
Meaningfulness

Unrealistic expectations

Feeling positive

Meaningful in the long term
whether is not in the spirit of "Miss Ann is..."
me."
I'm not sure. In some ways I feel like "working it out together" might end up being beneficial though it doesn't feel positive in the moment. Not sure if that makes sense (even to
P2: I think it is working together because when you get into a team you’re working together of course, and it is hard because some people have different opinions than others, but I really liked working together.
Delight tends to be a high-demand subjective state. We do not, strictly speaking, plan for delight. When we look harder at it, it may even conceal itself more completely. In a way, delight sprung from the ground like an unexpected wild mushroom. We can lay the groundwork and otherwise prepare ourselves for it. To make the arrival of delight more likely, we may need to practice at length, train faithfully, better focus our attention, or simply work longer and harder. Fun, on the other hand, usually resides out in the open and requires relatively little or any preparation. It has a somewhat different nature.
Delight

Goal setting

**OUR TEAM PLAN**

We will improve our striking by:
1. 
2. 
3. 

We will improve our fielding by:

**MY GOALS**

**TODAY I WAS ABLE TO**
1. 
2. 

**NEXT CLASS I WOULD LIKE TO**
1. 
2.
Goal Setting

It feels really good when you set a goal for yourself and accomplish it.” Screamed when she made a goal play related to one of her goals. I would
Towards meaningfulness. Rather than, “It was meaningful,” we could say, “It’s toward that way.” Maybe that might help them.
In Summary

Reflection in and on action

Experiencing the features in the short and long term
Conclusion

Need for frameworks and strategies

Using the features to guide prioritization on meaningfulness

Limitations
Conclusion

Educative curriculum. Developing new approaches that are effective and can be implemented in complex physical education settings is one of the next great tasks for our teacher–scholar partnerships.

(Ennis, 2013, p. 120)
THANK YOU

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