

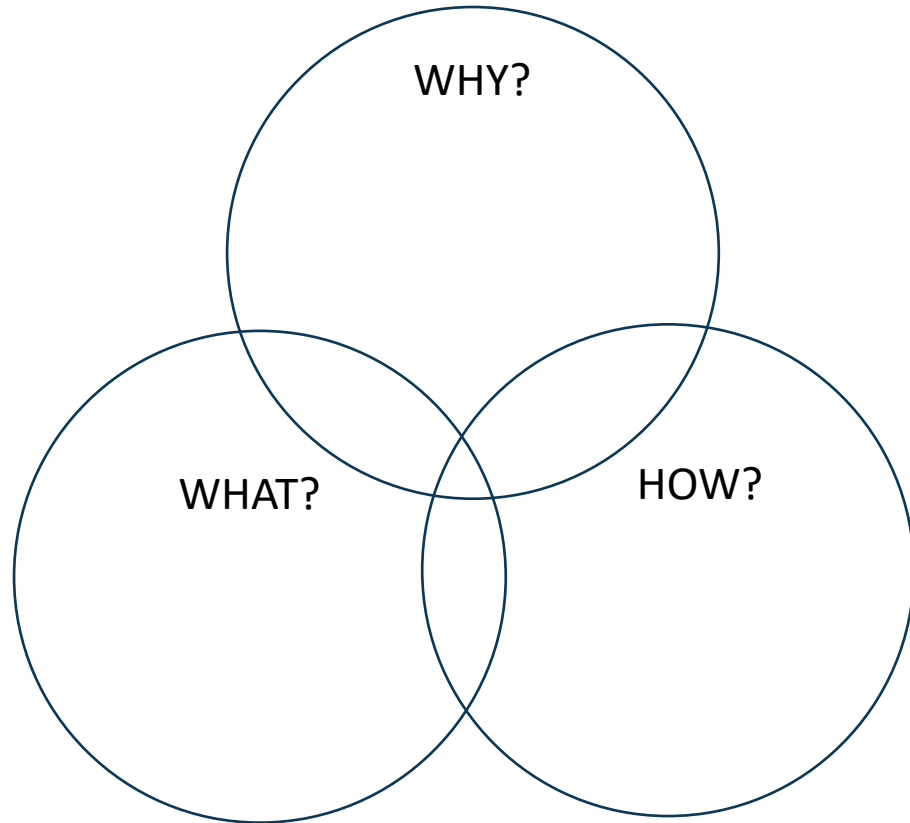
**WELCOME!.**

**1. Please find a seat**

**2. After you have introduced yourselves, please find 1-3 other people (maybe others in your row) and have someone draw a Venn diagram with 3 connecting circles**

**\*\*\*If this is too difficult due to lack of graphic design skills, a document with 3 columns would also work...**





Write down 3 bullet points in each circle for the following:

- Why should students be participating in physical education?
- What should they be experiencing or learning in physical education?
- How are you going to support students in having these experiences?



# GETTING STARTED WITH MEANINGFUL PE

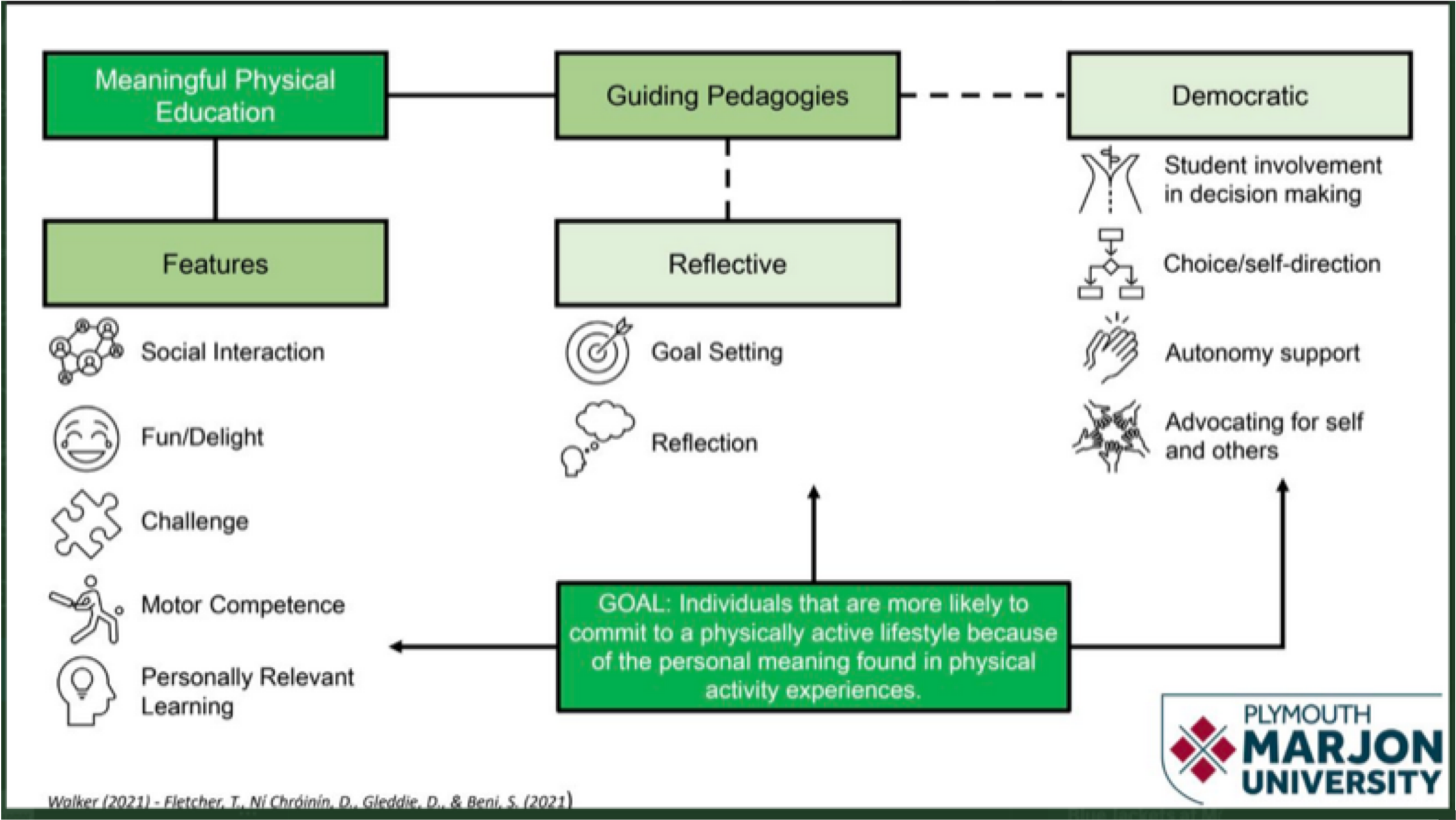
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TIM FLETCHER, DÉIRDRE NÍ CHRÓINÍN, DOUG  
GLEDDIE, STEPHANIE BENI, GRACE CARDIFF, TY  
RIDDICK, SPENCER BRIGGS

# WHAT IS MEANINGFUL PE?

- An approach to physical education where the facilitation of meaningful experiences is the prioritized filter for teachers' pedagogical decision-making
- Designed to help teachers support students in coming to value physical education through experiencing meaningfulness and recognizing ways participation enhances the quality of





Walker (2021) - Fletcher, T., Ní Chróinín, D., Gleddie, D., & Beni, S. (2021)

# GETTING STARTED WITH MEANINGFUL PE

1. Vision for teaching PE
2. Engaging with the features of Meaningful PE
3. Engaging with the pedagogies of Meaningful PE

# VISION (Why?)

“... a comprehensive set of principles and images of practice that guide a teacher”

(Kosnik & Beck, 2009, p.108)

What is your vision for teaching PE?

- What are the key points/ideas that guide your practice?



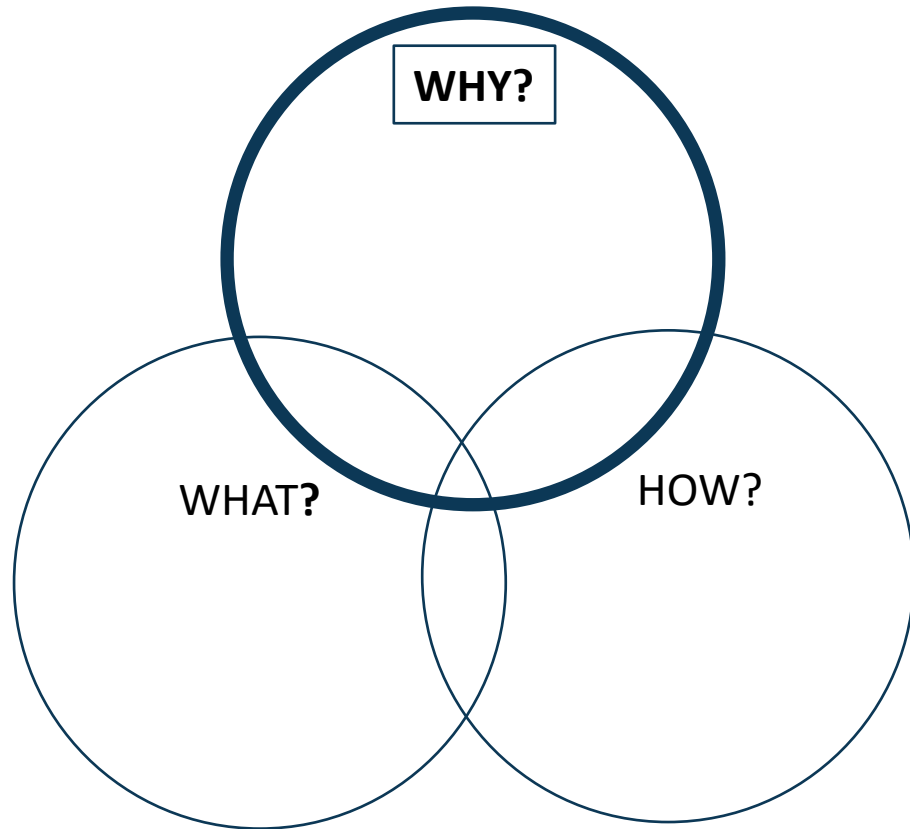
# VISION (Why?)

The importance of adopting a philosophy that prioritizes meaningful experiences

- What are your priorities?
- How do you navigate conflicts?







Would you add anything to your circle on:

- **Why should students be participating in physical education?**
- What should they be experiencing or learning in physical education?
- How are you going to support students in having these experiences?


# FEATURES (What?)

- Social interaction
- Challenge
- Motor Competence
- Fun
- Personally Relevant Learning
- Delight\*
- Adventure\*
- Self-expression\*

\*No evidence for these (yet)



## 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>

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### 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.

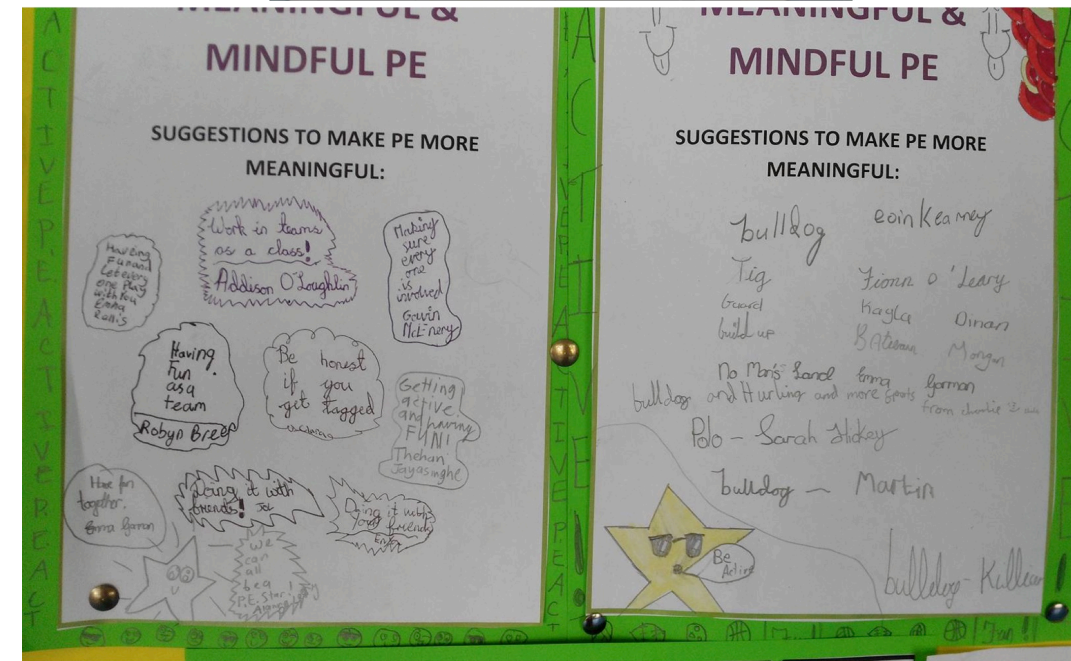
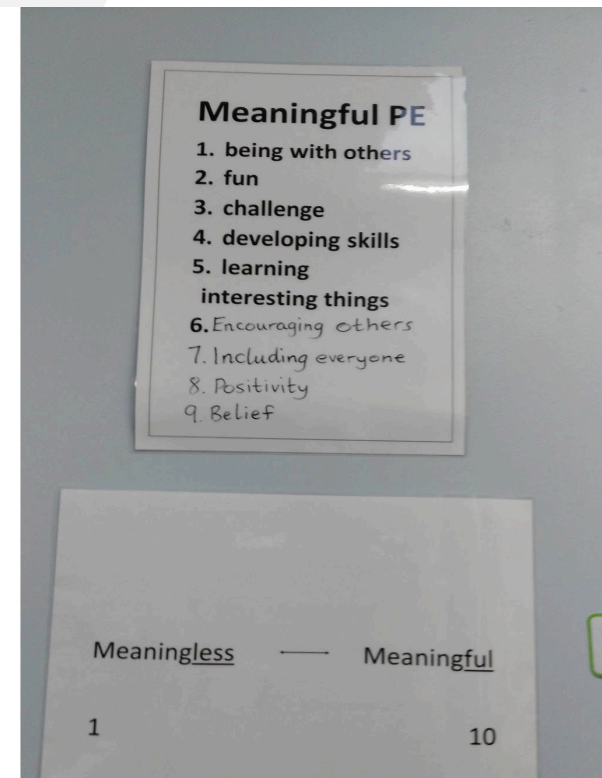
### KEYWORDS

Curriculum; meaningfulness; pedagogy; social interaction; students

Consideration of the role and nature of meaning in physical education and youth sport

# FEATURES

1. Identify the ways the features of MPE are evident in your teaching already (i.e. planning, instruction, assessment, curriculum documents). Make what was implicit explicit.
2. Engage your students in discussions about what makes PE meaningful to them. Create and display your shared language of meaningful experiences in the gym.
  - Be open to adding to your list of features on an ongoing basis



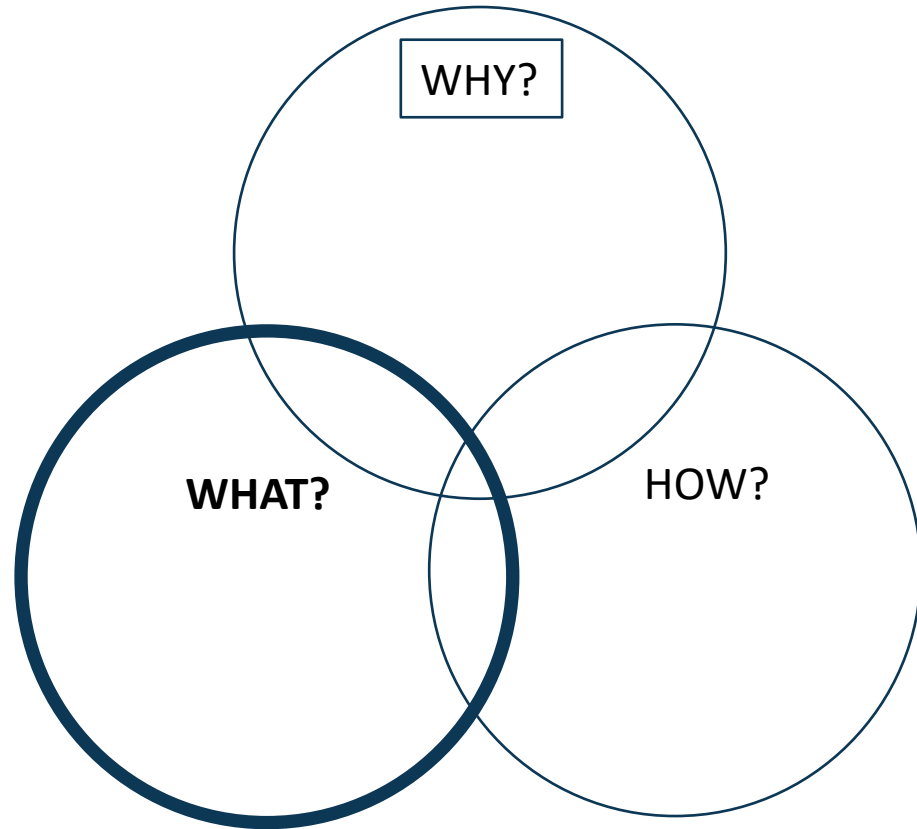


# APPLYING THE FEATURES

- What features might be 'amplified' in a lesson on walking where the teacher's priority was to support meaningful experiences?

# APPLYING THE FEATURES

- What features might be 'amplified' in a lesson on walking where the teacher's priority was to support meaningful experiences?
- **Social interaction** (have students in pairs or small groups)
- **Personal relevance** (have students identify accessible opportunities for walking in the local community as well as barriers to access walking)
- **Challenge** (students set personal goals for time, distance, or gradient)



**Would you add anything to your circle on:**

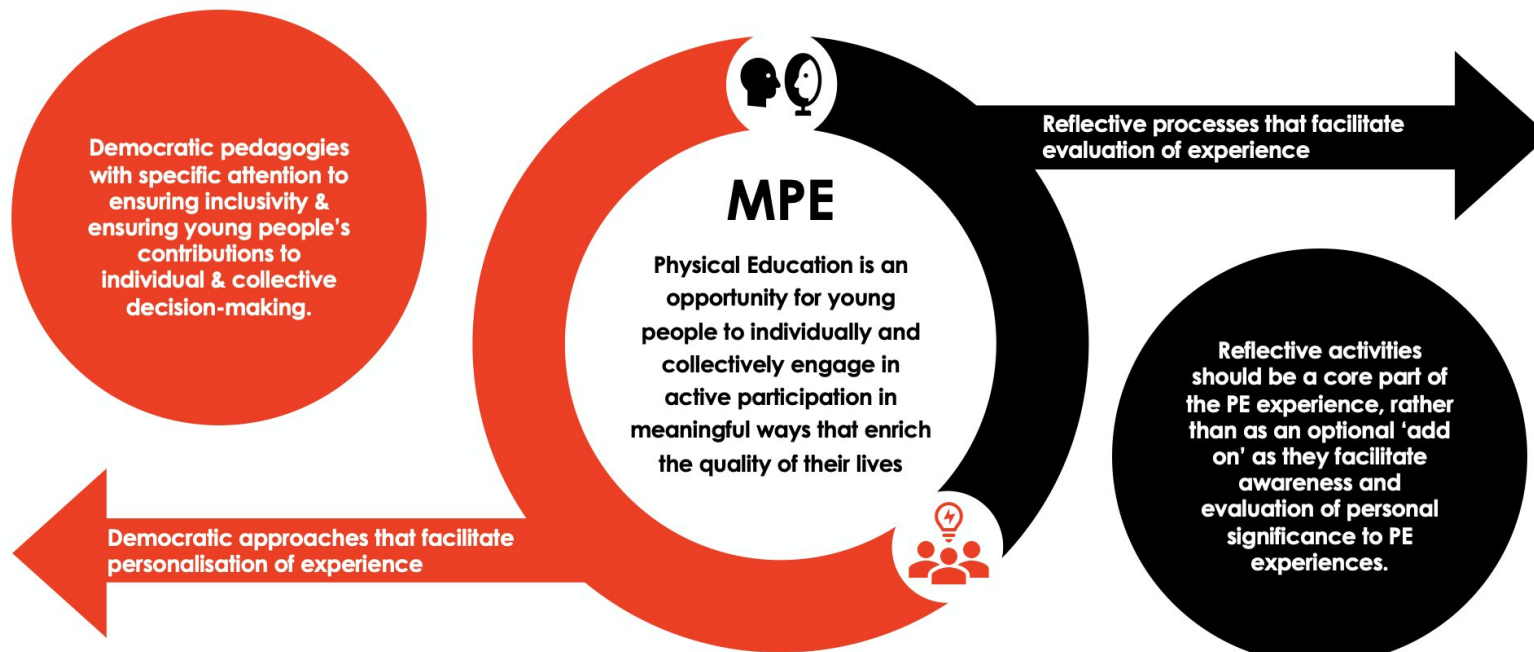
- Why should students be participating in physical education?
- **What should they be experiencing or learning in physical education?**
- How are you going to support students in having these experiences?



# PEDAGOGIES (How?)

## Pedagogical principles that support the prioritisation of meaningful experiences in physical education

Tim Fletcher & Deirdre Ní Chroinin (2021): Pedagogical principles that support the prioritisation of meaningful experiences in physical education: conceptual and practical considerations, *Physical Education and Sport Pedagogy*, DOI: 10.1080/17408989.2021.1884672



- Democratic pedagogies
- Reflective pedagogies


# PRACTICAL CONSIDERATIONS

## 1. Democratic pedagogies:

- Inclusive
- Autonomy support
- Student involvement in decision-making (choice)
- Advocating for self and others (voice)
- Community-oriented

## 2. Reflective pedagogies:

- Goal setting (Future)

 Reflection (Past-present)  
**LAMPE**



# PEDAGOGIES



1. Deliberately make time for student goal-setting (beginning of unit/lesson) and reflection (during and after lesson and unit).
  - Where possible, work with other teachers to support this (e.g. classroom teacher, language teacher).
  - Use different approaches (written, elbow partner, large group discussion, video, social media, PE diaries)

***We believe movement time is often worth sacrificing for reflection so that students become aware of the meaningfulness of their experiences and seek out further experiences outside of PE.***

# PEDAGOGIES

## 2. Start small with democratic approaches:

- Offer choice through who they work with, for how long, with what equipment/rules, what tasks will they focus on, etc.
- Prioritize and be explicit about inclusion. Name and disrupt oppressive situations.
- Identify facilitators and barriers to movement accessibility in school and community.

## 3. Progress to more “radical” democratic approaches:

- E.g. Invite students to co-construct units of work based on preferences and what is accessible in their communities

# APPLYING THE PEDAGOGIES

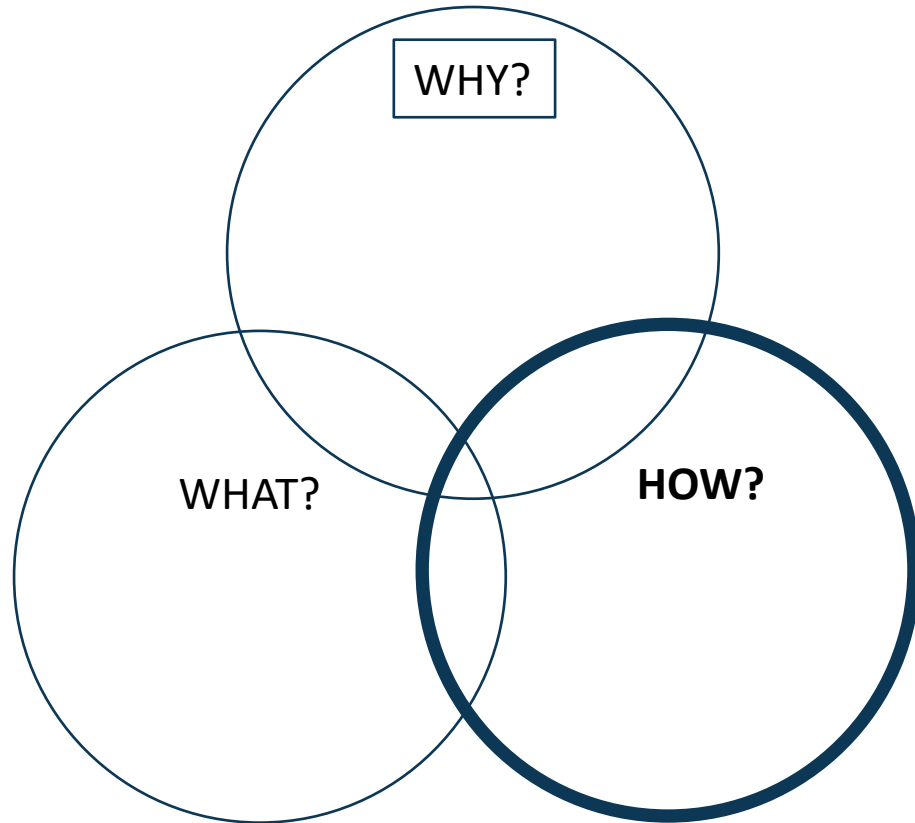
- How might you use the pedagogies of Meaningful PE features to teach a lesson on walking where (a) the teacher's priority was to support meaningful experiences for students?

# APPLYING THE PEDAGOGIES

- How might you use the pedagogies of Meaningful PE features to teach a lesson on walking where (a) the teacher's priority was to support meaningful experiences for students?
  - **Reflective:**
    - Students identify ways they walk and why they walk. A focus is placed on enjoyment
    - Students set goals for walking (physical, social, cognitive)
    - Students create a photo journal of their favourite places to walk in their local community

# APPLYING THE PEDAGOGIES

- How might you use the pedagogies of Meaningful PE features to teach a lesson on walking where (a) the teacher's priority was to support meaningful experiences for students?
- **Democratic:**
  - Have students identify accessible opportunities for walking in the local community (and also identify barriers to accessibility)
  - Allow students to choose from various approaches (e.g. race walking, nature hiking, timed, distance) or in various social configurations (individually, paired, small group) based on their personal preferences
  - Students identify ways walking can be a tool for activism (e.g. as fundraiser, for awareness of issues)



**Would you add anything to your circle on:**

- Why should students be participating in physical education?
- What should they be experiencing or learning in physical education?
- **How are you going to support students in having these experiences?**



# WHAT MEANINGFUL PE IS... AND IS NOT

<https://meaningfulpe.wordpress.com/2021/11/08/what-meaningful-pe-isand-is-not-part-one/>

<https://meaningfulpe.wordpress.com/2021/11/23/what-meaningful-pe-isand-is-not-part-two/>

## WHAT IS THE MEANINGFUL PE APPROACH?

### THE MEANINGFUL PE APPROACH IS NOT:

A checklist or list of prescribed steps teachers should use to teach toward meaningful experiences



A set of six features

A stand-alone model or approach for delivery of a PE program



Aimed at maximizing students' moderate-to-vigorous physical activity within PE class

A free-for-all PE experience allowing students to do whatever will be enjoyable in the moment



The golden ticket to meaningful experiences in PE

A completed project



### THE MEANINGFUL PE APPROACH IS:

A framework to help guide teachers' pedagogical decision-making when prioritizing meaningful experiences



Ideas about the types of features that influence ways students experience meaningfulness and about how teachers might promote those

Designed to be integrated with local curricular and policy objectives and used in concert with other pedagogical models/approaches where appropriate



Designed to promote the types of experiences that will draw students back to movement both within and beyond PE



A way to involve students more in age-appropriate decision-making to promote active learning



Built on the premise that meaningfulness is experienced in subjective ways in transaction with others in a social environment which necessitates regular reflection and adjustment

A work in progress



# NEXT STEPS...

An isometric illustration of a school sports field. The field is green with white markings. In the foreground, several students are sitting on blue mats on the grass, some are talking and some are resting. In the middle ground, a group of students is playing basketball on a court. To the right, there is a blue bench with a white backrest. In the background, a group of students is playing soccer on a field. A yellow and blue striped fence runs along the right side of the field. The overall scene is bright and active, representing a typical school sports day.

- Meaningful PE is meant to be a flexible approach that can be geared toward
  - your students' needs and interests,
  - your beliefs and priorities, and
  - the curriculum you use
- Many teachers find that they are already using some of these ideas but that the framework provides more clarity and a language to help describe your priorities and approach.

# NEXT STEPS...

- Talk to the person next to you and commit to one thing you will aim to change or focus on in your teaching when you return to school next week.
- Will it be related to:
  - Your vision?
  - The features?
  - The pedagogies?

# NEXT STEPS...

- We always love to receive updates or stories from teachers' experiences, so please feel free to reach out to any of us:

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[Deirdre.NiChroinin@mic.ul.ie](mailto:Deirdre.NiChroinin@mic.ul.ie)

[dgleddie@ualberta.ca](mailto:dgleddie@ualberta.ca)

[stephanielb@nih.no](mailto:stephanielb@nih.no)

- This slide deck will be available at <https://meaningfulpe.wordpress.com/presentations/>

# INFORMAL EVIDENCE FROM OTHER SOURCES

- US!!!: <https://meaningfulpe.wordpress.com/blog/>
- Ty Riddick blog: <http://www.tyriddick.com/blog>
- Leticia Cariño blog: <https://inspiredbymovementblog.wordpress.com>
- Alex Beckey blog: <https://drowningintheshallow.wordpress.com/category/curriculum-pe/>
- Meaningful PE Podcast playlist: <https://open.spotify.com/playlist/6l2txPaPMTV5DyRDGs7SjD>
- Tweeters:
  - @tyriddick
  - @imsparticus
  - @meaningfulpe
  - @andyvasily
  - @leticarino
  - @Down\_with\_PE
  - @jordanwintlepe
  - @mjhamada

# VISION

Using Meaningful PE as a vision for teaching:

1. <https://meaningfulpe.wordpress.com/2019/11/15/using-the-mpe-framework-as-a-vision-for-teaching-part-1-what-is-a-vision-for-teaching/>
2. <https://meaningfulpe.wordpress.com/2019/11/30/using-the-mpe-framework-as-a-vision-for-teaching-part-2-how-study-participants-found-meaningful-pe-to-be-an-appropriate-vision/>

Adopting the philosophy of Meaningful PE:

1. <https://meaningfulpe.wordpress.com/2017/07/24/phe-canada-research-forum-in-review-part-3/>
2. [https://meaningfulpe.files.wordpress.com/2018/02/primary-mpe-revisions\\_020118\\_clean.docx](https://meaningfulpe.files.wordpress.com/2018/02/primary-mpe-revisions_020118_clean.docx)

# FEATURES

Generating a shared language

<https://inspiredbymovementblog.wordpress.com/2022/10/15/meaningful-experiences-in-pe-an-inquiry-into-movement-and-gymnastics-part-1/>

Using the features to guide planning

<https://meaningfulpe.wordpress.com/blog/>

[https://meaningfulpe.files.wordpress.com/2018/02/primary-mpe-revisions\\_020118\\_clean.docx](https://meaningfulpe.files.wordpress.com/2018/02/primary-mpe-revisions_020118_clean.docx)

Different ways to use the features (Alex Beckey)

<https://drowningintheshallow.wordpress.com/2021/01/31/implementing-the-features-of-meaningful-pe/>

# PEDAGOGIES

Reflection:

<http://www.tyridnick.com/blog/who-we-are-in-the-outdoors>

<http://www.andyvasily.com/the-aligned-leader-blog/may-18th-2019>

<https://www.melhamada.com/2021/12/02/challenge-in-pe/>

<https://inspiredbymovementblog.wordpress.com/2022/02/11/individual-pursuits-and-the-meaningful-pe-framework/>

Democratic approaches:

<http://www.tyridnick.com/blog/approaches-democratic-practice-in-pe>



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