

MUELLER, MISTI R., Ed.D. Physical Education Class Climate and Adolescent Girls' Physical Activity. (2019)  
Directed by Drs. Pam Brown and Michael Hemphill. 77 pp.

Middle school girls demonstrate lower levels of physical activity than adolescent boys. Physical education class is the ideal opportunity to improve the amount of time spent participating in physical activity. The purpose of this research was to examine the impact of developing and implementing an alternative physical education program that was nontraditional and noncompetitive, and encouraged and supported physical activity for middle school girls. The program provided student choice, was aligned with motivational theories, and focused on increasing opportunities for social interaction in a positive learning environment to improve participation in physical education for adolescent females.

This community engaged research project was an explanatory mixed-methods study designed to understand the impact of offering an alternative physical education curriculum with an emphasis on fun, student choice, and minimal competition on middle school girls' physical activity participation levels in physical education class. Using a community engaged approach that focused on a reciprocal partnership with the physical education teacher, this alternative curriculum was implemented in 15 lessons over three months. Data were collected with pedometers, student ratings of enjoyment and activity at each class, student and teacher interviews, and investigator journaling.

*T*-test results indicated that girls were more active than boys in the classes that involved choice or fun, whereas boys were more active than girls in a traditional class

of ultimate football. Overall, both girls and boys met the recommended 50% moderate to vigorous activity time during physical education class throughout the program implementation.

A qualitative codebook was developed from student and teacher interviews along with daily journal entries. Four major themes, *Participation in physical activity during physical education*, *Nonparticipation in physical activity during physical education*, *Ways to improve physical education* and *Professional support* arose from the qualitative data. Theme one was supported as girls consistently reported they would participate if they believed the activity was fun and were given a choice in physical activity. Nonparticipation, theme two, was a result of the students providing their reasons why they did not like to participate during physical education class. Theme three surfaced as both students and the teacher discussed their feelings towards how physical education could be improved. The final theme, Professional support, highlights the benefits of using a community engaged approach and the impact of the collaborative partnership between myself and the physical education teacher. Both quantitative and qualitative findings suggest that girls are more likely to participate if they have choice in activities or they perceive the activity to be fun. Continued research is needed to examine the role of supporting the physical education teacher in the development of alternative physical education programming.

PHYSICAL EDUCATION CLASS CLIMATE AND ADOLESCENT  
GIRLS' PHYSICAL ACTIVITY

by

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A Dissertation Submitted to  
the Faculty of The Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

Greensboro  
2019

Approved by

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I would like to dedicate this work to my children, Sydni and Max and my partner, Susan—life is complete with the three of you. I would like to thank my parents, Vicki and Ron Dean, and my Nana for your ongoing love and support as I have worked toward earning this degree. I would also like to thank my dear friends, Jamie, Anne, and Ellen for your unwavering encouragement and support both personally and professionally over the past 22 years.

APPROVAL PAGE

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## CHAPTER I

### PROJECT OVERVIEW

The overall physical health of today's youth is on a steady decline. School age students, particularly girls in middle school, are not achieving the recommended 60 minutes per day of physical activity. Only 3% of girls aged 12–15, compared to 49% of boys the same age, report meeting the daily recommendations for physical activity (Tucker Center for Research on Girls & Women in Sport, 2018).

Physical education (PE) class offers an ideal opportunity to improve the amount of time spent participating in physical activity. National physical education standards have been written to promote active, healthy youth. Over 95% of girls attend public schools, where they should be provided with positive physical activity experiences through programs such as physical education class. Participation in physical activity increasingly becomes more influenced by peer groups, especially in middle school (Tucker Center for Research on Girls & Women in Sport, 2018).

Middle school girls are being underserved. As much as 84% of secondary school age girls report not having physical education compared to 5.5% of males, especially in an urban setting (Sabo, 2009). Compared to boys, girls are often expected to participate in physical activity with less instruction and feedback from the teacher (Tucker Center for Research on Girls & Women in Sport, 2018). There is a critical need to address current physical education pedagogies that support middle school girls' motivation to

participate in physical activity during physical education class. The objective of this community engaged study was to develop a nontraditional, noncompetitive physical education program for middle school girls that emphasized enjoyment while providing a learning environment that encouraged and supported participation in physical activity during physical education class. Girls who participate in physical activity often report that their physical education teacher is their greatest source of support (Tucker Center for Research on Girls & Women in Sport, 2018).

### **Significance**

Participation in physical activity during physical education class is on a steady decline for middle school girls. Girls in traditional physical education classes demonstrate 15% less participation in a vigorous level of physical activity than boys (Tucker Center for Research on Girls & Women in Sport, 2018). Due to the greater decline in physical activity level for girls than for boys as they age, an intervention focused on middle school girls is necessary (Webber et al., 2008). As students spend the majority of their day—almost half the time they are awake—in school (Status of Physical Education in the USA, 2017), physical education class, especially for adolescent girls who show decreased levels of physical activity as they age, is the ideal opportunity to improve the amount of time spent participating in physical activity (Okley et al., 2011). The more a student values physical education class, the more likely the student is to be motivated to participate in physical education, acknowledge the importance of living a physically active life, and adopt a physically active life outside of school (Hilland, Stratton, Vinson, & Fairclough, 2009). The social atmosphere in a physical education class, especially for

adolescent girls, is a major determinant of engagement in physical activity (Murphy, Dionigi, & Litchfield, 2014). Girls want to be with their friends, not feel threatened by failure, and to enjoy the activity. Hence, this study was significant because of the need for an evidence-based physical education program built on national standards that focused on increasing participation and opportunities for physical activity.

### **Background**

According to the Centers for Disease Control and Prevention (CDC), school age students, particularly those in middle school, are not meeting the recommended guidelines of 60 minutes of daily physical activity (CDC, 2014). One method that is supported by research for encouraging and supporting an active lifestyle is physical education class (Barkoukis, Tsorbatzoudis, & Grouios, 2008). Offering positive physical activity opportunities potentially teaches students to be physically active outside of the school day (“Shape of the Nation,” 2016).

An intervention centered solely on adolescent females was necessary because of the greater decline in physical activity level for girls than for boys as they age (Webber et al., 2008). Quality physical education classes, based on national and state standards and taught by a licensed physical education teacher, can effectively address this problem (Ennis, 2003). One solution is to offer physical activity and educational opportunities in physical education that allow for choice and increase motivation to participate. Over time, numerous physical activity interventions, both within and outside of physical education classes, have been performed to increase physical activity participation for young people. Unfortunately, physical activity interventions that specifically target

adolescent girls have led to only minimal improvements in physical activity and participation levels (Kirby, Levin, & Inchley, 2012).

Components of behavioral and cognitive engagement, along with understanding the motivational factors behind participation, are critical for implementing a successful physical education program. Behavioral engagement is achieved by providing an atmosphere that sets the stage for personal challenges and successes. Cognitive engagement includes developing and implementing learning experiences that build foundational knowledge for understanding the importance of living an active, healthy life and learning to set goals to reach a healthy fitness level. These factors are accomplished through designing and teaching developmentally appropriate activities and units that build on students' prior knowledge and experiences (Ha, Wong, Sum, & Chan, 2008). As only minimal research has been conducted on the impact of a motivational climate on participation in physical education, this research will be significant (Jaakkola, Yli-Piipari, Barkoukis, & Liukkonen, 2015).

Middle school girls in particular identify student-student influences as reasons for their lack of participation. Influenced by their peers, students expressed feelings of shame with regard to their bodies or abilities and attributed low participation to these feelings (Mitchell, Gray, & Inchley, 2015). A quality physical education program not only based on national standards, but one that considers all factors related to participation is key to increasing participation in physical education for middle school girls (Barr-Anderson et al., 2008).

In addition, participation in physical activity can be understood by examining theories specific to motivation. Motivational theories can be connected to teaching strategies to support, encourage, and improve middle school girls' participation levels in supplemental physical education programs. The missing component for participating in physical activity during physical education is enjoyment (Jaakkola et al., 2015). When students enjoy the activity, they are more likely to engage in the lesson. A motivational climate—one that affects a student's perception of the social influence of the learning environment in middle school physical education—can elicit positive results regarding physical activity (Jaakkola et al., 2015). In particular, the social atmosphere within physical education, especially for adolescent girls, is a major determinant of engagement in physical activity (Murphy et al., 2014). When girls perceive the activity as fun and are with their friends, motivation to participate is increased.

Motivational theories, particularly self-determination theory (SDT) and achievement goal theory (AGT), provide guidance for developing and implementing effective physical education programs. Both SDT and AGT are social cognitive motivation theories that emphasize participants' perceptions as keys to motivation and behavior. SDT, which was developed by Deci and Ryan (1985), is built on the premise that choosing to participate in sports or physical activity depends on the type as well as the amount of motivation. The theory identifies three types of motivation: amotivation, extrinsic motivation, and intrinsic motivation. Gill, Williams, and Reifsteck (2017) identify interest and enjoyment as motivating factors for initiating behavior. Lyu and Gill (2011) concur, and find that enjoyment is one of the major factors that influence

participation by females in physical activity. The fun integration theory (FIT) is a theoretical framework that includes components of SDT and AGT and aids in understanding youth motivation, specifically in sports (Visek et al., 2015). Physical education for adolescent girls must consider the inclusion of social engagement and the enjoyment factor, along with adolescent girls' sensitivity about body image (Oliver & Kirk, 2015). Middle school girls and their lack of participation are impacted by both the curriculum and teaching strategies used by the physical education teacher (Murphy et al., 2014).

Student autonomy is key to self-determined motivation and participation in quality physical education programs. Three pedagogical strategies have been described to encourage student autonomy, which is key to self-determined motivation (Stefanou, Perencevich, DiCintio, & Turner, 2004). Choice is a key strategy for promoting autonomy and enhancing the learning environment. Physical education teachers should not only focus on meeting national and state standards (Pharez, 2016), but also on creating experiences that develop a climate of safety and enjoyment. A motivational climate that de-emphasizes competition and promotes social interaction (increased sense of relatedness) and enjoyment increases the likelihood of engaging adolescent girls in physical activity (Bortoli, Bertollo, Vitali, Filho, & Robazza, 2015). As stated earlier, the social atmosphere in physical education, especially for adolescent girls, is a major determinant of engagement in physical activity (Murphy et al., 2014).

The development and delivery of a sound physical education curriculum is an important factor related to motivating and encouraging youth to be physically active (Barr-Anderson et al., 2008). One way to support a strong curriculum is to offer teachers

professional learning opportunities that are ongoing, collaborative, and result in a reciprocal trusting relationship between the faculty member and the teacher (Dana et al., 2001). A shared goal of enhanced learning experiences for students that are fostered through professional support for the teacher from the university partner is important.

Girls who participate in a quality physical education program have the potential to experience positive social, physical, and mental benefits (Tucker Center for Research on Girls & Women in Sport, 2018). Overall student attitudes toward physical education are important and can directly influence increased motivation and increased participation levels in physical activity, especially for adolescent girls (Dishman et al., 2004). A learning climate that fosters enjoyment and increases autonomy ultimately leads to increased participation in physical activity (Jaakkola et al., 2015).

What is known and continues to be revealed is that middle school girls are not achieving the recommended amount of daily physical activity. Theories suggest that enjoyment and intrinsic motivation are key to increasing physical activity participation. Physical education (PE) is one avenue to reach this population. Recent studies indicate that traditional PE programs are not providing an environment that supports increased physical activity levels for middle school girls. Therefore, a nontraditional PE program based on motivational theories and research is needed to increase physical activity participation in physical education class for middle school girls.



## **Purpose and Aims**

The purpose of this research was to examine the impact of developing and implementing a physical education program that was nontraditional and noncompetitive and that encouraged and supported physical activity for middle school girls. The program provided student choice, aligned with SDT, AGT, and FIT, and increased opportunities for social interaction in a positive learning environment to improve participation in physical education for adolescent females.

**Specific Aim #1:** *To develop a nontraditional, noncompetitive physical education program specifically for middle school girls.* An alternative physical education program employing relevant research and motivational theories was developed to include physical activity experiences to enhance the physical education experience for the intended population. Attention was focused on meeting the needs and interests of the students and teachers in the targeted school environment.

**Specific Aim #2:** *To increase participation in and enjoyment of physical education class by middle school girls.* Implementation of an alternative physical education experience for middle school girls with a focus on enjoyment, increased social opportunities, and lack of competition served as the catalyst for increasing physical activity. Additionally, the middle school girls' perceptions of what motivates them to participate was taken into consideration throughout development of the program.

## **Methods**

This was an explanatory mixed-methods research project. Following IRB approval, consent from the parents and assent from the students in two middle school

seventh grade coeducational physical education classes including consent from the physical education teacher was obtained. A prior working relationship between the researcher and the school district's Health and Physical Education specialist allowed site selection to best meet the researcher's goals and objectives for the study. The middle school represents a diverse population. 80% of the students are black, 11% are white, 5 % are Hispanic, and 4 % are two or more races. Approximately 56% of the students are eligible for free or reduced lunch. Students from this school placed in the lower 50% of all schools in the state for academic achievement in math and reading. A total of 52 students participated in the study, including 28 girls and 24 boys. Due to the community engaged nature of this study, an intact physical education class was selected, therefore, boys were included and participated in the alternative physical education program. The professional support provided to the teacher was intended to increase likelihood of program implementation and to strengthen her pedagogical skills across all grade levels and all students.

### **Program Development and Implementation**

The Alternative Physical Education Program (APEP), grounded in Self Determination and Fun Integration theories was developed by the researcher. Four main units and all lessons including learning objectives, assessments, and connection to national and state standards were included.

**Program Lessons/Activities.** A series of lesson plans specific to student choice, adventure/outdoor activities, team building, and fun physical activities were developed. The program was implemented over 3.5 months. Students, boys and girls received one

activity/lesson every other day. A total of 15 lessons were taught. Lessons were developed for each of four topics: fitness, adventure/outdoor, team building, and fun. Lesson plans included teacher and student objectives, physical education standards, assessment for student learning, length of lesson, and materials or equipment needed.

**Teacher Training and Guidance.** The participating physical education teacher received two full days of professional support throughout the 3.5 months of program implementation. Necessary resources to successfully conduct the program were provided as needed. The physical education teacher and I communicated almost daily via email, phone, or text messaging. A copy of the complete program including purpose, rationale, goals, objectives, and lessons was provided to the teacher. I met with the physical education teacher during her planning period once per week to ensure program fidelity. This particular school schedules two weeks of health instruction and two weeks of physical education alternating throughout the school year. Throughout the first eight weeks of the program, I attended planning meetings with the teacher every Monday. Over time, planning meetings were held primarily during physical education weeks. The two days of professional support included reflection and co-planning of lessons. These collaborative efforts align with one of the key components of engagement, reciprocity (Fitzgerald, Burns, Sonka, Furco, & Swanson, 2012).

**Program Implementation.** Students participated in the developed activities/lessons during the study period. Lessons were taught by the physical education teacher on Mondays, Tuesdays, and Wednesdays and I taught on Thursdays and Fridays. Overall, there were a total of 12 days of lessons taught and data collected. I was available

once each week for guidance, support, and consultation. Students and parents were informed and consent and assent of their participation in the APEP was obtained. I met with both classes a minimum of two times prior to the start of the program. The first two lessons involved me introducing the program and explaining how activity trackers would be used to collect data on students' steps and heart rates.

### **Measures and Data Collection**

Prior to program implementation, both the boys and the girls completed the Perceived Locus of Causality Questionnaire (PLOCQ), to assess intrinsic and extrinsic motivation for participation in physical education classes (Lonsdale, Sabiston, Taylor, & Ntoumanis, 2011). This tool, using a Likert scale specifically examines the extent to which a student is motivated through one of four types of motivation; identified (recognizing the importance of participating), introjected (participate due to a desire to avoid guilt or shame), intrinsic (personally values the activity) or extrinsic (seeking outside reward) motivation.

### **Pedometers and Heart Rate Monitors**

Students received instructions on how to use and begin wearing pedometers and heart rate monitors. Pedometers measured steps, activity time, and activity time spent at the moderate to vigorous level (MVPA). Each student was assigned a specific numbered pedometer and wore that pedometer for each physical education class. Pedometer data was collected for 12 out of the 15 days of the program and synced to individual student files.

Heart rate monitors (Interactive Health Technologies) were worn for six days during program implementation. Students received instruction on target heart rate, the importance of participation at a level to reach their target heart rate and how the monitors they were wearing measured their level of intensity. Students were encouraged to participate at their target heart rate level and respond to their journal prompt of “how much did I participate in PE today” based on their perceived effort and actual activity data.

### **Student Ratings and Interviews**

Students received a Google Form link to complete a daily journal entry to report how active they were in PE and how much they enjoyed PE on a 4–point Likert scale (1=*Not at all* to 4=*A lot*). In addition, students were asked to provide an open-ended response to one question: “What was your favorite part of PE today?” After program implementation, 18 girls participated in small group semi-structured interview sessions. The questions focused on obtaining more detailed responses regarding overall motivational factors specific to participation in physical education class. Students were asked to respond to questions regarding general impressions of the APEP, questions specific to the APEP, and overall recommendations to improve PE. See Appendix B for the complete list of questions.

### **Physical Education Teacher Interview**

The PE teacher’s post intervention semi-structured interview focused on four main categories. The first two sets of questions were identical to what was asked of the students, general impressions of the APEP, and then APEP specific questions. The third category specific to the impact of community engagement allowed the PE teacher to

discuss the professional support she received during the program implementation. The final series of questions centered on sustainability or the likelihood for the PE teacher to implement the APEP in the future. See Appendix B for the complete list of questions.

### **Researcher Journal**

Daily journaling was completed by the researcher after each site visit to document overall program implementation progress and to reflect on the working relationship between the physical education teacher and myself. The journal entries were used by the researcher to reflect on daily successes or challenges, prepare for future classes, and to supplement the qualitative data collected through student journals, and student and teacher interviews.

### **Data Analysis**

Independent samples *t*-tests were used to compare girls and boys on percent of time at moderate to vigorous physical activity levels (MVPA) for all 12 days of recorded physical activity. Differences between girls and boys on intrinsic and extrinsic motivation were also compared using an independent samples *t*-test.

An inductive analysis of student and teacher interview data was conducted, along with my journal entries, to determine major themes and subthemes for participation, enjoyment of physical activity, and the overall effectiveness of the community partnership for increasing the physical education teacher's professional growth and teaching efficacy. A qualitative codebook (Richards & Hemphill, 2018) using open coding was created to analyze student and teacher interviews, student journal responses, and researcher journal entries. Trustworthiness (Guba, 1981) was ensured by using peer

debriefing to analyze researcher journal entries, student journal responses, and student and teacher interviews.

Interview responses, student journal entries and researcher journal entries were analyzed and coded for key words, phrases or concepts. The main phrases and concepts were grouped and utilized to develop subthemes to determine the four main themes of, *Participation in physical activity during PE*, *Nonparticipation in physical activity during PE*, *Ways to improve PE*, and *Professional support*. Finally, a comparison between the quantitative data measuring MVPA levels and the qualitative data focusing on why girls did or did not participate in physical activity during PE was used to support the APEP as one way to increase physical activity during physical education class.

### **Results**

Activity data and survey results are presented first followed by the results of a thematic analysis of qualitative data. Independent samples *t*-tests (Table 1) were used to determine differences between boys' and girls' MVPA for each activity. Girls had a significantly higher level of participation than boys on two days: (1) a day of fun, cooperative, noncompetitive activities and (2) an activity in the fun category, "Minute to Win It". Boys scored higher than girls on a non-program day when the activity was a competitive game of ultimate football. These results confirm my expected outcome, that girls would prefer noncompetitive activities over competitive.

Table 1

Percent of Time in the Moderate to Vigorous Zone Between Boys and Girls by Activity

Day	Activity	Boys % MVPA Mean	Boys % MVPA SD	Girls % MVPA Mean	Girls % MVPA SD	<i>t</i>	<i>P</i>
1	Pedometer Introduction	52.7	13.3	52.1	10.5	.115	.394
2	Non-program Ultimate Football	55.4	8.2	47.3	14.1	2.34	.002
3	Fitness Testing	47.2	13.7	46.6	15.6	.126	.547
4	Choice	55.1	13.1	53.4	18.1	.324	.122
5	Choice	52.7	12.2	50.1	14.5	.692	.175
6	Fun	48.5	12.1	51.1	19.9	-.512	.004
7	Fun	52.5	10.1	55.3	12.7	-.794	.454
8	MITWI	45.1	10.2	49.3	16.8	-.930	.049
9	Non-program Basketball	53.1	12.3	50.1	19.5	.538	.197
10	Drumfit	49.9	10.7	53.1	14.7	-.795	.298
11	Drumfit	47.5	11.7	50.7	15.2	-.747	.289
12	Drumfit	50.2	10.7	51.7	14.2	-.372	.377

Note. *n* boys=16–23, girls 21–26; *p*<.05, two-tailed

Along with those statistically significant gender differences, on 9 of the 12 days, girls and boys had comparable MVPA percentages. Based on total activity time, the goal for MVPA during physical education class was set at 50%. Throughout the program implementation, both girls and boys had MVPAs below 50% on only three days, and those three days below 50% MVPA were either non program or fitness testing. These results suggest that the APEP lessons resulted in a moderate to high level of participation for both boys and girls.

Independent samples *t*-tests were used to examine differences between boys and girls on the PLOCQ intrinsic and extrinsic motivation scores (Table 2). The results indicated that boys were significantly more extrinsically motivated than girls, but show



comparable levels of intrinsic motivation. These results complement the physical activity data showing boys participated at a significantly higher level of MVPA on the day with a competitive game of ultimate football. Girls tend to have higher levels of identified motivation and show a higher tendency to participate when they believe the activity will benefit their social or psychological wellbeing. The results of the PLOCQ survey are consistent with the results of the physical activity data demonstrating significantly higher levels of participation for boys on a day of competition and girls on a day of fun. As a physical educator, these results are important and support the implementation of the APEP in increasing physical activity for middle school girls during physical education.

Table 2

## PLOCQ Survey Results

<b>Motivation</b>	<b>Boys Mean</b>	<b>Boys SD</b>	<b>Girls Mean</b>	<b>Girls SD</b>	<b><i>t</i></b>	<b><i>p</i></b>
Amotivation	1.68	1.2	1.86	1.15	.46	.65
Intrinsic Total	4.42	1.68	4.38	1.53	.08	.94
Extrinsic Total	5.21	1.72	4.05	1.49	2.29	.03
Intrinsic	2.16	1.02	2.00	1.14	.46	.65
Identified	2.26	1.15	2.38	.92	-.36	.72
Introjected	2.89	1.41	2.14	1.28	1.78	.09
External	2.32	1.06	1.9	.89	1.33	.19

*Note.* *n* boys=19, girls=21; *p*<.05, *df*=38, two-tailed)

Qualitative data were coded and peer debriefing was incorporated to ensure trustworthiness. The analysis resulted in the development of four major themes:

*Participation in physical activity during physical education, Nonparticipation in physical*

*activity* during physical education, *Ways to improve* physical education, and *Professional support*. Each theme was divided into several subthemes (see Appendix G for qualitative codebook).

### **Participation in Physical Activity During Physical Education**

Student voice was the deciding factor in the development of the first major theme. Results indicated high levels of participation in activities that are fun, provide choice, take place outside, and do not include playing basketball. Evidence of student engagement was revealed by students' who said, "you gave us options", "it was more fun" and "I participated more than regular PE". Additional interest in heart rate data and number of steps taken, along with overall enthusiasm during the activities supported these statements.

### **Nonparticipation in Physical Activity During Physical Education**

Theme two emerged during student interviews. The girls suggested that the previous year had been more relaxed and less structured, and that the teacher was "laid back" and did not make them do anything. One student when asked why she did not participate in prior physical education classes responded, "If we have one activity we have to do the whole time, I don't like it, I don't want to participate." When asked the same question during the post-intervention teacher interview, the teacher responded that she "felt the girls did not want to participate in front of other people," and that "separating physical education classes by gender would improve participation levels for girls."

### **Ways to Improve Physical Education**

Responses to the third major theme focused on two main areas: allowing students choices regarding activities and not staying in the gymnasium for every physical education class. Girls, in general, emphasized that they wanted to have fun, to be given options to choose from for class activities, to have time with friends, and to go outside. “I like going outside and having choice, that way I actually participate” said one student during the interview. Additional comments from students to support theme three were, “I feel like if I was in a group situation, we can all choose what we want to do” and “we want options for activities, to be with friends.”

### **Professional Support**

Theme four focused on the support, relationship, and guidance during the program between myself and the teacher. It is evident from the teacher interview and my journals, that our professional relationship was strong and grew over time. The teacher expressed some anxiety at the beginning of the program, “I was a little skeptical at first, I didn’t know what to expect, it was like, oh this should be fun” but steadily less with time; “my views changed once we got started and got into the different activities.”

The weekly planning meeting on Mondays and my teaching the classes on Thursdays and Fridays allowed the teacher to have input in the weekly plan and to see lessons modeled. The PE teacher said, “it was very helpful to have time for us to plan, but being in the school was also helpful.” Having dedicated time for planning not only ensured program fidelity, but gave the teacher a sense of value as her ideas were

included, “anything I asked, you were willing to do” and welcomed throughout the process.

Overall, both quantitative and qualitative data suggest that providing the APEP was successful at motivating middle school girls to participate in physical activity during physical education class. The girls showed a statistically significant higher amount of participation than boys on two specific days that focused on fun and cooperation. Boys’ participation was significantly higher on one day that focused on the team competitive sport of ultimate football. In general, both boys and girls had MVPAs that were 50% or higher on 9 of the 12 days; this indicates that for at least 50% of total class activity time, students were moving at a moderate or vigorous level.

### **Discussion and Implications for Practice**

Results of this study align with the literature. Girls reported they are more likely to participate in physical activity during physical education when they are with their friends and are in a non-competitive environment. Literature supports these findings and suggests a positive social atmosphere as key for determining participation in physical education, especially for middle school girls (Murphy et al., 2014).

Physical activity results from this study show that girls participated in the APEP and achieved over 50% MVPA on nine out of ten days of program implementation. These levels are significant and support the APEP for increasing girl’s participation as research continues to report greater declines in physical activity for girls than boys (Webber et al., 2008).

Following a model of engagement that included the teacher in co-creating approaches to a problem, mutual sharing of expertise, and responding to a community concern, increases the likelihood of future program implementation (Kellogg Commission, 2000). Because of the positive, collaborative, and sustained working relationship with the teacher and what the literature says is important for ongoing sustained professional support, I believe the APEP will continue to be implemented by the physical education teacher next academic year (Dana et al., 2001).

Moving forward, the implications for future research specific to increasing physical activity participation in physical education for middle school girls should be inclusive of the components of the APEP. Activities that focus on minimal competition, choice, opportunities for social interaction, and enjoyment are key and supported by this study. Collecting the physical activity data was important and supported the qualitative findings. Pedometer data showed high levels of participation on days where enjoyment, choice, and cooperation were the focus.

The sustained professional support offered to the teacher that followed a model of community engaged practice was a critical component to the success of program implementation. Suggestions for future research aimed at increasing physical activity for middle school girls in physical education should include the implementation of a curriculum that is built on the key foundation of the Alternative Physical Education Program and be inclusive of ongoing professional support for the teacher. This program modeled a different way of thinking about and organizing physical education and its success was based on the positive relationship and trust between the teacher and myself.

## CHAPTER II

### DISSEMINATION

Final results and recommendations, along with the curriculum and lessons supporting the Alternative Physical Education Program (APEP) will be made available to the Henrico County Health and Physical Education Specialist and my community partner, the physical education teacher with whom I worked during the research.

Community engagement and program implementation are both goals for dissemination. The ongoing relationship including continued professional support with the teacher, and inclusion of the curriculum in the preparation of future physical education teachers will allow for growth and expansion of the curriculum being taught in other schools and potentially other school districts.

The nontraditional, noncompetitive physical education program grounded in Self Determination and Fun Theories designed specifically for middle school girls (Aim #1), had a positive impact on both girls and boys achieving 50% moderate to vigorous activity levels for 9 out of 12 days of program implementation. Due to the success of the program in not only engaging the girls in physical activity but also the boys, the intention is to provide this curriculum, including lessons, and program outline, to serve as an additional resource for secondary physical educators. See Appendix E for program outline and Appendix F for lesson plan sample.

### **Initial Meeting**

The beginning phase of dissemination will start with a meeting between the local school district Health and Physical Education Specialist, the community partner with whom the research was conducted; the physical education teacher, and myself. Results, both quantitative and qualitative will be shared as the foundation for supporting continued implementation of this program in the future. Three professional learning opportunities will be scheduled for the physical education teacher as an avenue to support the already established partnership. The specialist will be invited to attend all meetings to offer support or resources for the teacher and to engage in ongoing communication regarding future implementation of the APEP in other schools. See Table 3.

### **Professional Learning Day One**

The first professional learning opportunity will be scheduled prior to the start of the school year and will focus on a review of the curriculum (See Appendix E) and the development of goals and lessons to be taught for the beginning of the school year. An initial plan of implementation (Appendix J) will be established including equipment, teaching space, and any other organizational needs the teacher may anticipate. This time will be a collaborative effort to ensure the teacher feels confident in her ability to teach the lessons and to confirm all necessary resources are in place prior to the start of the school year. Continued support via email or phone will be offered between the first and second professional learning days.

### **Professional Learning Day Two**

The second professional learning opportunity will be scheduled approximately four-six weeks into the program. This time will focus on a reflection of progress and time for planning the second half of the curriculum (Appendix K). The intention of this dedicated time will be to support the teacher as the expert and utilize all resources to ensure the continued success of program implementation.

### **Professional Learning Day Three**

The third and final meeting with the physical education teacher will be focused on a reflection of the program and suggestions for moving forward to engage the other teachers in the department to consider implementing the program during the second semester of the current year or the following academic year (Appendix L). The physical education teacher will have had continued support and should feel prepared to fulfill the role of mentor in the building for the other teachers. A co-presentation of the curriculum with the physical education teacher will be planned for the other members of the physical education department. The co-presentation will allow the physical education teacher to be the leader in explaining the curriculum while still having my support and guidance. The curriculum and all accompanying lessons will be shared with the department.

### **Final Meeting and Next Steps**

The final meeting with the health and physical education specialist will summarize the success or lack of success of the APEP implementation. Further discussions will involve the likelihood of support for including the APEP as a resource for other secondary physical educators in the country. Additional professional learning



opportunities or meetings with the PE teachers from other schools will be scheduled as needed. The goal of this meeting will be to confirm at least one additional presentation of the initial APEP study including the importance of professional learning and continued support.

Table 3

## Overview of Partnership

Meeting	Description
Initial Meeting	Discuss results, program overview, and plan for professional learning days. Include HPE specialist and PE teacher
Professional Learning Day 1	Review of the curriculum, successes, struggles, and the development of goals for the beginning of the school year. An initial plan of implementation will be established including equipment, teaching space, and any other organizational needs the teacher may anticipate
Professional Learning Day 2	Reflection of progress or hurdles, and dedicated time for planning the second half of the curriculum
Professional Learning Day 3	Reflection of the program and suggestions moving forward to engage the other teachers in the department to consider implementing the program during the second semester of the current year or the following academic year
Final Meeting	Possibility of adding program to other schools and inclusion of preservice teacher's opportunities to practice teaching. Discuss continuing the university and school district partnership. Include HPE specialist in final meeting.

This proposed plan of professional learning and collaboration between teacher and researcher follows the four foundational characteristics of engagement, as defined by the Association of American Colleges and Universities, the American Association of Community Colleges, the Council of Independent Colleges, Campus Compact, and

Imagining America which are: collaborative scholarship to produce evidence-based practice in communities, transferability across teaching, research, and service, reciprocity and civil democracy (Fitzgerald et al., 2012).

Working together to develop a product was characterized in this project by the joint planning and implementation of the program, lessons, and assessments. The initial program was developed by me, and overtime, as our relationship grew, the PE teacher and I worked together to modify and adapt lessons that still met my initial criteria of fun and choice, but with her input. As a result, her efficacy increased as she felt her ideas were valued.

The second characteristic, transferable across teaching, research, and scholarship, is evidenced by the utilization of a curriculum that was ultimately co-created at times with my community partner. Due to the success of this curriculum, I will use many of these lessons in my methods courses as I prepare future PE teachers. As well, the PE teacher will implement the lessons in her future teaching. Reciprocity, the third characteristic, allows me to recognize the mutually beneficial partnership between myself and the PE teacher. Not only does the PE teacher now have new lessons to teach, I have content I feel strongly about sharing in my methods courses, and we both have developed a sense of accomplishment over the 3.5 months we were together. I believe the PE teacher and I earned and maintained respect for one another. We valued civil democracy, the fourth characteristic of engagement. She and I could agree to disagree and valued each other's experiences and expertise. I made a point to always reinforce that this was about us working together, not just me as the professor just doing research.

The dissemination plan for this research is multi-layered and focuses heavily on engagement with a community partner. This spring I am scheduled to assist the physical education teacher with her biking unit, one activity we were unable to complete during the research period. During this time, we will plan our continued partnership and continued implementation of the APEP for the next academic year. Having an established positive relationship with the Health and Physical Education Specialist and the physical education teacher positions me for successful implementation.

### CHAPTER III

#### ACTION PLAN

This research project has the potential to serve as the foundation for enhancing physical education for middle school girls. The successful implementation of this non-traditional physical education program that increases motivation to participate and increases physical activity is critical to moving toward a climate of active middle school girls. As a teacher preparation faculty member, I will use this research to support evidence-based change in physical education pedagogy for secondary physical education programs. For example, in my recent work towards developing a bachelor's of science degree in health and physical education teacher education, I have been able to develop two new courses that include major components of the APEP.

#### **Faculty/Teaching**

One of the two new classes, Outdoor Education, will offer experiential opportunities for the students as they participate in various lessons of the curriculum. Specifically, in this class students will participate in teambuilding, rock climbing, kayaking, biking, and large group cooperative activities all of which are highlighted within the APEP. See Table 4 for a sample outline of the APEP content. Learning objectives for the course (see Appendix H for sample syllabus) will focus on the benefits of teaching an APEP including the role of team building, collaboration, communication, critical thinking, and creativity while in the health and physical education environment.

Table 4

## Alternative Physical Education Program Content

Theme 1	Theme 2	Theme 3	Theme 4
Teambuilding Cooperative Activities	Student Choice	Adventure Activities	Fun

Students will be taught how to implement these activities in an alternative curriculum with an understanding of the importance of varying the curriculum to offer students with different backgrounds and interests a way to engage in physical activity.

The Secondary Methods of Physical Education class will include the presentation of the APEP curriculum as an evidence-based program built on national and state physical education standards. Learning outcomes for the course focus on applying concepts of curriculum development as a basis for developing lesson and unit plans and to know a variety of pedagogical and decision-making strategies to meet the needs of a diverse student population. See sample syllabus Appendix I.

This course involves a series of micro teaching experiences. Students will be partnered with teachers in the local school districts and are required to observe, co-teach, peer teach, and complete at least one solo teaching during the semester. Ideally, the APEP specific lessons will be taught under the supervision of teacher's who are implementing the APEP in their curriculum. As the Health and Physical Education program will open this fall, 2019, students entering the program will not be enrolled in this methods course until the spring of their junior year, building two years to grow the

APEP as a standard part of curriculum in the school districts. Additionally, I will structure my methods courses to have a community engaged and service learning focus. Based on this experience and research project, I will continue to partner with schools to engage pre-service teachers with an in-service teacher. Through my leadership, course development, and community engaged work, there is an opportunity to impact how physical education teachers are prepared, model quality standards-based lessons for in-service teachers, and improve the quality of the physical education experience for students.

Physical education students at Virginia Commonwealth University will see these data and the curriculum I developed during their methods courses as a resource and example of a successfully implemented program that focused specifically on middle school girls but had impact on girls and boys. I am now able to speak from both personal teaching experience regarding what worked and did not work to motivate middle school age students, in particular the girls as well as from my own research.

### **Presentations and Publications**

Ideally, I would like to publish my work. I would like to publish at least one if not two articles. Two journals of particular interest to me are physical education specific journals such as the Journal of Physical Education Recreation and Dance (JOPERD) and Strategies: A journal for physical and sport educators. Both of these journals are circulated to health and physical educators and provide practical application of research and teaching methodology to practitioners across the country. One article would build a case for physical education programming and curriculum development specific to meet the needs of adolescent girls with a focus on my research project, and findings. The

second article I would like to pursue is specific to the importance of community engagement including service learning as a way to strengthen physical education teachers' confidence in implementing a non-traditional physical education curriculum.

My second goal is to present at the Virginia Association for Health, Physical Education, and Dance (VAHPERD) and the Society of Health and Physical Educators (SHAPE) conferences and lead professional learning workshops. I would like to present my physical education curriculum that integrated the Self Determination Theory, Achievement Goal Theory, and the Fun Integration Theory. As this curriculum model is not focused on one gender, it can be integrated into existing physical education programs for traditional coeducational physical education classes. I believe this curriculum based on these theories, with a connection to the national standards would offer physical educators an alternative and hopefully exciting approach to teaching their content. I enjoy working with in-service teachers and find professional learning to be a positive platform for sharing ideas, strategies, and research in an environment that encourages connections and discussions around sound professional practices.

### **Community-Engaged Practice**

Finally, I plan to continue my research and professional endeavors with a focus on community engagement. My doctoral research and my professional work at Virginia Commonwealth University have both had a community focus. Rather than focus only on the Physical Education conferences, community, and professional work, I would like to expand out into a community of engaged scholars across disciplines. I am submitting a proposal to present at the engaged scholarship conference in the Fall of 2019. After this

research experience and recognizing the positive impact of continued support and relationship building with my community partner, I am convinced there is a need for more professional support with a similar structure in the field of physical education. As I step out of my comfort zone into a network of other disciplines who model community engagement and its impact on the higher education learning experience for students, I am confident I will strengthen my abilities to prepare high quality health and physical education teachers.



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APPENDIX A  
CONSENT FORMS

Parent Consent



THE UNIVERSITY of NORTH CAROLINA  
**GREENSBORO**

**Parent/Guardian Informed Consent**

**Identification of Investigators & Purpose of Study**

Your child is being asked to participate in a research study conducted by Misti Wajciechowski a doctoral student from the University of North Carolina at Greensboro. The purpose of this study is to identify motivational factors related to participating in physical education. This study will contribute to the completion of my dissertation.

**Research Procedures**

Should you decide to allow your child to participate in this research study, you will be asked to sign this consent form once all your questions have been answered to your satisfaction. This study consists of a survey, possible interview, journaling, and the use of physical activity tracking typical in most physical education class (pedometers and or heart rate monitors) that will be administered to individual participants during physical

education. Your child will be asked to provide answers to a series of questions related to motivational factors related to participating in PE. During the small group interviews, if your child is selected I will audio record the interview. The purpose of the recording is for me to accurately capture the perspectives of the students.

**Time Required**

Participation in this study will be done during your child's PE class over an approximate 8–10 week period.

**Risks**

The investigator does not perceive more than minimal risks from your child's involvement in this study (that is, no risks beyond the risks associated with a regular PE class).

**Benefits**

Potential benefits from participation in this study include participating in a physical education curriculum designed to improve motivation to participate in PE. Activities are designed to be fun and involve minimal competition with a focus on collaboration.

**Confidentiality**

The results of this research will be presented during the investigator's dissertation defense and potentially published in journals specific to physical education teaching.

Your child will be identified in the research records by a code name or number. When the results of this research are published or discussed in conferences, no information will be included that would reveal your child's identity. All data will be stored in a secure location accessible only to the researcher. Upon completion of the study, all information that matches up individual respondents including audio record, with their answers will be destroyed.

**Participation & Withdrawal**

Your child's participation is entirely voluntary. He/she is free to choose not to participate. Should you and your child choose to participate, he/she can withdraw at any time without consequences of any kind.

### Questions About the Study

If you have questions or concerns during the time of your child's participation in this study, please contact:

Misti Wajciechowski

Doctoral Student

mrwajcie@uncg.edu

804-305-1134

Advisor's Name Dr.'s Pam Brown and Dr. Michael Hemphill

University of North Carolina at Greensboro

Dr. Brown: [plkocher@uncg.edu](mailto:plkocher@uncg.edu) (336) 334-5347

Dr. Michael Hemphill: [mahemphi@uncg.edu](mailto:mahemphi@uncg.edu) (336) 334-5347

## Giving of Consent

I have read this consent form and I understand what is being requested of my child as a participant in this study. I freely consent for my child to participate. I have been given satisfactory answers to my questions. The investigator provided me with a copy of this form. I certify that I am at least 18 years of age.

I give consent for my child to be audio recorded during their interview.

\_\_\_\_\_ (parent's initial)

\_\_\_\_\_  
Name of Child (Printed)

\_\_\_\_\_  
Name of Parent/Guardian (Printed)

\_\_\_\_\_  
Name of Parent/Guardian (Signed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Researcher (Signed)

\_\_\_\_\_  
Date



Teacher Consent



THE UNIVERSITY of NORTH CAROLINA  
**GREENSBORO**

## Research Adult Consent Form



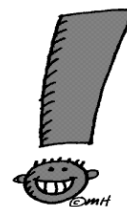
### What is a research study?

Research studies help us learn new things. We can test new ideas. First, we ask a question. Then we try to find the answer.

This paper talks about our research and the choice that you have to take part in it. I want you to ask me any questions that you have. You can ask questions any time.

### Important things to know...

- You get to decide if you want to take part.
- You can say 'No' or you can say 'Yes'.
- No one will be upset if you say 'No'.
- Your grade will not be impacted if you say 'No'.
- If you say 'Yes', you can always say 'No' later.
- You can say 'No' at anytime.
- You will still get to participate in all of the activities.





### **Why are we doing this research?**

We are doing this research to find out more about what motivates middle school students to participate or not in physical education.



### **What would happen if I join this research?**

If you decide to be in the research, I would ask you to do the following:

- At the conclusion of each unit, answer questions from a short survey.
- Participate in a weekly/daily reflections and discussion where I will ask you some questions about the activities you are teaching.
- Participate in two days of professional development to work with me and have a full understanding of the program implementation



### **Could the research help me?**

Participating in this research may help you because your opinions and thoughts could help make decisions about physical education in the future.

**What else should I know about this research?**

If you don't want to be in the study, you don't have to be.

You can ask questions any time. Take the time you need to make your choice.

**Is there anything else?**

If you want to be in the research after we talk, please write your name below.

**Name of Participant** \_\_\_\_\_

**Printed Name of Researcher** \_\_\_\_\_

**Signature of Researcher** \_\_\_\_\_

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Time**

Student Assent



THE UNIVERSITY *of* NORTH CAROLINA  
**GREENSBORO**

## Research Assent Form



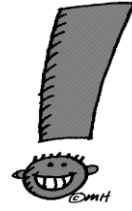
### **What is a research study?**

Research studies help us learn new things. We can test new ideas. First, we ask a question. Then we try to find the answer.

This paper talks about our research and the choice that you have to take part in it. I want you to ask me any questions that you have. You can ask questions any time.

**Important things to know...**

- You get to decide if you want to take part.
- You can say 'No' or you can say 'Yes'.
- No one will be upset if you say 'No'.
- Your grade will not be impacted if you say 'No'.
- If you say 'Yes', you can always say 'No' later.
- You can say 'No' at anytime.
- You will still get to participate in all of the activities.

**Why are we doing this research?**

We are doing this research to find out more about what motivates middle school students to participate or not in physical education.



## What would happen if I join this research?

If you decide to be in the research, we would ask you to do the following:

- Answer questions from a short survey.
- Participate in a group discussion where I will ask you and a few other students some questions about the activities you experienced. You may or may not be selected for this portion of the research.
- Keep a daily journal after each PE class. You will be doing this even if you do not agree to participate.
- Wear an activity tracker to measure your heart rate and steps during physical education. You will be doing this even if you do not agree to participate as a measure of your participation for PE.
- If you agree to be in this study, the information collected from the activity tracker and the journal entries as a part of your normal PE class will be used as data for the study.



### **Could the research help me?**

I think being in this research may help you because your opinions and thoughts could help make decisions about physical education in the future.



### **What else should I know about this research?**

If you don't want to be in the study, you don't have to be.

You can ask questions any time. Take the time you need to make your choice.



## Is there anything else?

If you want to be in the research after we talk, please write your name below. I will write my name too. This shows we talked about the research and that you want to take part.

**Name of Participant** \_\_\_\_\_

(To be completed by child/adolescent)

**Printed Name of Researcher** \_\_\_\_\_

**Signature of Researcher** \_\_\_\_\_

\_\_\_\_\_

**Date**

\_\_\_\_\_

**Time**



If you have questions or concerns during the time of your participation in this study,  
please contact:

Misti Wajciechowski	Advisor's Name Dr.'s Pam Brown and Dr. Michael Hemphill
Doctoral Student	University of North Carolina at Greensboro
mrwajcie@uncg.edu	Dr. Brown: plkocher@uncg.edu (336) 334-5347
804-305-1134	Dr. Michael Hemphill: mahemphi@uncg.edu (336) 334-5347

Additionally, you may also call the Director in the Office Research Integrity  
at 855-251-2351.

APPENDIX B  
INTERVIEW QUESTIONS

STUDENT QUESTIONS



THE UNIVERSITY *of* NORTH CAROLINA  
**GREENSBORO**

Hello,

I'm Ms. Wajciechowski and I am a doctoral student at the University of North Carolina at Greensboro. It's nice to [meet you/see you again]. Thank you for taking the time to talk with me this [afternoon/morning]. Before we get started, I want to take a minute to review the purpose of this interview: I am interested in learning more about your experiences as a student during the alternative physical education program.

What we want to know is your impressions of the program as well as the impact you believe it has had upon you. The information we gather will be used for program evaluation and possible research publication. Anything that you say will be kept strictly confidential. That is, I will transcribe this conversation and then remove your name and replace it with a code number. All other identifying information will be removed. Therefore, please feel free to respond candidly and honestly. The interview should not take any longer than 30 minutes.

I also want you to know that your participation in this interview is entirely optional. You don't have to participate and there will be no penalty for not participating. If you decide you would like to start and then part of the way through change your mind, it is okay to stop at any time.

During the interview you may see me taking notes—these help keep me on track and ensure I don't repeat questions that I would like to ask. We are also recording this conversation.

The recording will be deleted after we have transcribed our conversation. In addition, if you say something during the interview and decide later that you do not want us to use it, I can delete the tape.

Does everything sound alright? [wait for response] Is it okay to begin? [wait for response] Do you have any questions about the interview or any of the other information I have given to you before we begin? [wait for response] Okay, then let's begin.

## **Post intervention semi-structured interview questions for students**

### **General impressions**

1. Describe what you liked about the alternative PE program (APEP).
2. Describe what you did not like about the APEP.
3. Would you say you participated more or less than normal during the APEP than you do in regular PE class?
  - a. Please explain your answer.

### **Program specifics, units, and activities**

4. What about the APEP increased or decreased your participation in PE?
5. Which of the units/activities during the APEP did you like the most and why? (students will be provided with a list of units/activities)
6. Which of the units/activities during the APEP did you like the least and why? (students will be provided with a list of units/activities)

### **Closing Questions**

As we get ready to conclude the interview, I have a couple of final questions related to your experiences:

7. How would you change any/each of the units in the APEP?
8. How would you change overall PE?

Would you want to participate in a program like this again?

9. Please explain your answer. Is there anything else you would like to say about participating in the APEP or the activities/units that we have not already discussed?

Thank you for your time. I appreciate your willingness to answer these questions.

## Teacher Interview Questions

### **Post intervention semi-structured interview questions for PE teacher**

#### **Interview introduction**

Thank you for taking the time to talk with me this [afternoon/morning]. Before we get started, I want to take a minute to review the purpose of this interview: I am interested in learning more about your experiences as the physical education teacher for this alternative physical education program (APEP).

What I want to know is your impressions of the program as well as the impact you believe it has had upon you as a teacher and for your students. The information I gather will be used for program evaluation and possible research publication. Anything that you say will be kept strictly confidential. That is, I will transcribe this conversation and then remove your name and replace it with a code number. All other identifying information will be removed. Therefore, please feel free to respond candidly and honestly. The interview should not take any longer than 30 minutes.

I also want you to know that your participation in this interview is entirely optional. You don't have to participate and there will be no penalty for not participating. If you decide you would like to start and then part of the way through change your mind, it is okay to stop at any time. During the interview you may see me taking notes—these notes help keep me on track and ensure I don't repeat questions that I would like to ask.

We are also recording this conversation. The recording will be deleted after we have transcribed our conversation. In addition, if you say something during the interview and decide later that you do not want us to use it, I can delete the recording.

Does everything sound alright? [wait for response] Is it okay to begin? [wait for response] Do you have any questions about the interview or any of the other information I have given to you before we begin? [wait for response] Okay, then let's begin.

## **Questions**

### **General impressions**

1. Describe what you liked about the APEP.
2. Describe you did not like about the APEP.
3. Would you say the girls participated more or less than normal during the APEP?
4. What about the APEP increased or decreased girl's participation in PE?

**Program specifics, units and activities**

5. Which of the units/activities during the APEP did girl's like the most and why?
6. Which of the units/activities did you feel had more/less participation?
7. Which of the units/activities during the APEP did girl's like the least and why?

**Professional Development**

Now we will talk a little about the two days of professional development you were provided.

8. How would you describe the two days of professional development (PD) you received to prepare to implement the program?
9. What were your initial thoughts prior to the program implementation?
  - a. How did those thoughts change or stay the same?
10. After the two days of PD, did you feel prepared to effectively teach the program? Why or why not?
11. Which unit/activity did you feel most prepared to teach?
12. Which unit/activity did you feel least prepared to teach?



**Sustainability**

13. How likely are you to implement the APEP in the future?
14. What components of the APEP would you definitely use and why?
15. What components of the APEP would you definitely not use and why?
16. What changes would you make in order to feel comfortable implementing the program?

**Closing Questions**

As we get ready to conclude the interview, I have a couple of final questions related to your experiences:

17. What about PE needs to change to improve student participation, in particular girls?
18. Do you believe this program would increase boy's participation?  
Why or why not?
19. Is there anything else about the program I forgot to ask that you would like to add?

APPENDIX C  
JOURNAL PROMPTS

Journal prompts after each physical education class. Students will complete these online via a link from the interactive health technology management system.

1. How much did you enjoy PE class today?
  - a. A lot
  - b. Somewhat
  - c. A little
  - d. Not at all
  
2. How active were you in PE class today?
  - a. A lot
  - b. Somewhat
  - c. A little
  - d. Not at all
  
3. What was your favorite part of PE class today?

APPENDIX D  
PLOCQ SURVEY

In order to have a better understanding of why you do or do not participate in physical education, please answer the below questions HONESTLY. Your name is not on this piece of paper and no one will know how you responded.

**I take part in physical education because**

**Part A**

1. It is fun
2. I like learning new skills
3. It is exciting
4. Of the enjoyment I feel when learning new skills

**I take part in physical education because**

**Part B**

1. I want to learn sport skills
2. It is important for me to do well in PE
3. I want to improve in PE
4. I can learn skills which I could use in other areas of my life

**I take part in physical education because**

**Part C**

1. I want the teacher to think I'm a good student
2. I would feel guilty if I didn't
3. I would feel bad about myself if I didn't
4. It bothers me when I don't

**I take part in physical education because**

**Part D**

1. I'll get into trouble if I don't
2. That's what I am supposed to do
3. So the teacher won't yell at me
4. That's the rule

**I take part in physical education but**

**Part E**

1. I don't know why
2. I don't see why we should have PE
3. I feel I am wasting my time in PE
4. I don't see what I get out of PE

APPENDIX E  
PROPOSED CURRICULUM

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Team Building</b>	Name Dance Pipeline	Flip The Tarp Stop Light	Human Knot Indiana Jones	Key Punch Toxic Waste	Alphabet Cross The River
<b>Student Choice</b>	Ultimate Ball Pickleball	Capture The Flag Bocce	Noodle Hockey Four Square	3 on 3 Basketball or Soccer Frisbee Golf	Students Select For The Day
<b>Fun/Cooperative</b>	Parachutes	Jump Rope Noodle Games	Omnikin Ball	Treasure Island	Everybody Kicks Cardio Kick Ball
<b>Outdoor/Adventure</b>	Scavenger Hunt	Geocaching	Mountain Biking	Mountain Biking	Mini Adventure Race

## APPENDIX F

## SAMPLE LESSON PLAN

**HEALTH & PHYSICAL EDUCATION LESSON PLAN**

Teacher:

Date(s): 09/10-14/2018

Grade: 7

Lesson Title/Big Idea: Teambuilding/Pipeline &amp; flip the Tarp

	<b>Fitness and Health Academic Content</b>	<b>Intentional Fitness Related Activities</b>	<b>Motor Skill Development</b>	<b>Social, Emotional, Safety</b>
<b>Objective:</b>		The students will participate in various cardio, muscle strength and endurance warm-up activities to help improve overall fitness.	The students will work as a team as they transport a golf ball through a PVC pipe. The students will practice problem-solving and creative thinking skills as team when participating in the Tarp Challenge to achieve the goal.	The students will understand the importance of cooperating with classmates. The student will be aware of their surrounding and respect the safety of others.

**LESSON PLANNING****LESSON INSTRUCTIONAL STRATEGIES****Opener/ Warm-Up:**

-Students will complete daily teacher directed exercises (Jumping Jacks, Glute Kicks, Lunges etc.)

-Students will complete a Buddy Walk around the track or gym with a goal of 1,500-2,000 pedometer steps.

**Lesson** √: Circle all that apply -

**Academic / Fitness / MS / SES**

**Content/Focus (include essential questions):**

**Activity 1: Pipeline**

-Students will be on two teams with everyone holding a piece of PVC pipe. Each team will form a line. They will face each other. A bucket will be at the end of each line. The game will start on the signal go and the student at the beginning of the line will start the roll of the golf ball through a pvc pipe. The ball should roll through every student's pvc pipe without hitting the ground or going backwards. The object is to roll the ball through into a bucket.

*Rules / Setup*

1. Set out props so that the distance from the boundary marker (the start) to the container (the goal) is 3-5 steps more than the number of participants (i.e., 12 people = 15 – 17 paces) Adding a path to the container that bends around and obstacle adds more challenge.
2. Place the pipe sections and balls in the start area and assemble the group within this designated "work area."
3. Instruct the team that the balls, eggs, marbles, etc. represent products needing delivery to customers.
4. Any object dropped safely into the container represents a successful delivery.
5. The only tools available to the team are the Pipe Sections. NO other props may be used for the delivery purposes.
6. For the first delivery, all members of the team must start behind the boundary marker until the object has been dropped into the first pipe section. Once the object is in the pipe, people are free to move anywhere.
7. State that quality is crucial to the customer; hence, there are strict controls for transporting the products to ensure a quality delivery.

*These rules are:*

- Objects may never stop – objects may never roll backward
- Objects may not be dropped onto the ground
- Objects may not be touched by any person after the first person drops it into a pipe section
- Pipe sections may not touch each other
- When a person has an object in her pipe, she may not move her feet (she may move her arms and hands freely, and once the object has left the pipe she is free to move anywhere)

If any of these guidelines is broken, objects in the pipeline must be returned to the start area and transported again. Also, all members of the team assemble behind the line to start the next delivery.

**Activity 2: Flip the Tarp**

-The students are in groups of 4-6. Each group will be standing on their tarp. The object is to perform the challenge below without anyone stepping off their tarp.

**Tarp Challenge:**

-Flip the tarp over using only feet, not hands and have the entire team stand on the other side. If one member of the groups steps off the tarp, the entire group starts the challenge over.

**Lesson** √: Circle all that apply - **Academic / Fitness / MS / SES**

**Wrap-Up/Cool Down:**

Discuss challenges and success of the events. What was needed to be successful? Think about what you did or did not do to help the group achieve the goal.

**Lesson** √: Circle all that apply - **Academic / Fitness / MS / SES**

<b>Vocabulary</b>	Team, cooperation, problem solve, creativity
<b>Formative/Summative Assessments</b>	Teacher observation
<b>Differentiation</b>	
<b>Equipment/Resources</b>	PVC pipe, two buckets, golf balls, cones, Tarps
<b>Safety</b>	Be aware of others. Be respectful of others.
<b>Virginia Standards (written out)</b>	<p>7.4</p> <ul style="list-style-type: none"> <li>a) Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings.</li> <li>b) Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others.</li> <li>c) Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills.</li> <li>d) Identify positive mental and emotional aspects of participating in a variety of physical activities.</li> </ul>

**LESSON ✓ KEY**

**Academic = Fitness and Health Academic Content**

**Fitness = Intentional Fitness Related Activities**

**MS = Motor Skill Development**

**SES = Social, Emotional, Safety Development**



## LESSON SUPPORT

<b>UNPACK THE SOLs:</b> Indicate the verbs used in the SOLs <u>and</u> in the Curriculum Map to identify the type of thinking the content tasks require.		
<b>Indicate Verb(s)</b>	<b>Level</b>	<b>Bloom's Taxonomy</b>
<b>Creative</b>	<b>6</b>	<b>Create</b>
	<b>5</b>	<b>Evaluate</b>
<b>Problem-solve</b>	<b>4</b>	<b>Analyze</b>
	<b>3</b>	<b>Apply</b>
	<b>2</b>	<b>Understand</b>
	<b>1</b>	<b>Remember</b>

<b>Teacher Reflection (optional)</b>	
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## APPENDIX G

## CODEBOOK EXAMPLE

Theme	Sub Themes	Definition	Examples
Participation in PA during PE	Favorite Activities	Students and teacher provided specific names of activities or lessons they most enjoyed and had high participation.	SI1L1-FourSquare and the minute to win it thing SI1L2-That little rock-paper-scissors game SI2L1-I like the minute to win it SI2L4-when we were outside SI2L5-there was nothing really I didn't like SI3L1-I liked hockey
	Reasons for Participating	Students describe why they participated in PA during PE	SI2RP1- it was fun SI2RP2-I participated more than regular PE SI3RP1-They was fun (activities) SI4RP1-more than regular PE SI4RP4- there was no wait, SI4RP5- get going SI4RP6-you gave us them/us options SI4RP7-it was different
	Non Traditional Activities	Teacher describes why activities other than what is typically taught at the school sparked participation.	TINT1-we didn't have to do like 30 days of basketball or football TINT2- the different activities you brought instead of the traditional activities we do here TINT3-it was different from the normal activities we do
	Student Engagement	Students demonstrating an interest in their personal accomplishments.	RJSED6-the girls worked together during the flip the tarp team building activity RJSED7- all but one student did not make their target heart rate goal for the day. RJSED17- several of the girls today that typically are not in the MV zone got in their zone

APPENDIX H  
OUTDOOR EDUCATION SYLLABUS

TEDU 204  
Outdoor Education  
3 credits  
Fall Semester

Instructor: TBD  
Email:  
Office Hours:  
Class Time: TBD

Office:  
Office Tel:  
Class Location:

**Course description:**

This course is designed to examine the principal philosophical foundations of adventure theory and outdoor educational leadership. Concepts of judgment, decision-making, leadership and environmentally correct practices are introduced. Cooperative and team building practices will be emphasized as a way to promote increased collaboration, communication, critical thinking, and creativity while in the health and physical education environment. Students will learn pedagogical skills needed to teach a variety of outdoor education activities, including a variety of teaching styles, the development of lesson plans, assessment in the four domains of physical education, and the use of basic class management skills.

**Required Text:** Stremba, B., & Bisson, C. A. (2009). *Teaching adventure education theory: Best practices*. Champaign, IL: Human Kinetics.

**Learning Outcomes:**

**1) Content Knowledge:** The student will be able to demonstrate knowledge of the following concepts:

- Theories of outdoor/adventure education
- The benefits of teaching an evidence-based Alternative Physical Education Program (APEP)

- The historical significance of outdoor adventure and examine personal outdoor leadership skills and abilities
- The role of values and ethics in outdoor leadership
- The role of team building, collaboration, communication, critical thinking, and creativity while in the health and physical education environment
- Safety and risk management concepts for outdoor adventure trips
- The benefits of participating in outdoor/adventure activities
- Essential practices for teaching outdoor/adventure activities

**2) Skill Performance:** Through practice, class discussion, peer teaching, written reflection on lessons, readings, and assignments contained in the course, the student will:

- Demonstrate decision making skills and formulate leadership styles for participation in the outdoors
- Achieve certification in the Virginia Department of Game and Inland Fisheries (VDGIF) Archery in the Schools program
- Achieve certification in BikeSmart Virginia training
- Achieve certification in the VDGIF Fishing in the Schools program
- Develop an Outdoor/Adventure Unit Plan including lesson plans and assessments
- Participate in outdoor, adventure, and high ropes activities throughout the course

Course Policies - Topics include:

1. Campus emergency information
2. Class registration required for attendance
3. Honor System: upholding academic integrity
4. Important dates
5. Managing stress
6. Mandatory responsibility of faculty members to report incidents of sexual misconduct
7. Military short-term training or deployment
8. Student conduct in the classroom
9. Student email policy
10. Student financial responsibility
11. Students representing the university - excused absences
12. Students with disabilities
13. Withdrawal from classes

**Attendance:**

1. Attendance students are allowed 2 absences without penalty. Each absence after that will be 4% deducted from the total class grade. Every two tardies/leaving early will count as one absence. Every tardy/leaving early will be 2% deducted from the total class grade.
2. Being more than 15 minutes late will count towards an absence.

**Percentages**

Attendance and Participation:	30%
Written Assignments:	30%
Certifications:	40%

**Grading scale:**

- 90-100 - A
- 89-80 - B
- 79-70 - C
- 69-60 - D
- 59-0 - F

Note: This course must be repeated if the student earns a grade of F.

### Tentative course schedule

The instructor reserves the right to alter the schedule or syllabus if it is determined that such a change will benefit the course.

<b>Week</b>	<b>Topic</b>	<b>Assignment/Assessment</b>
1	Introduction to Outdoor Education and its role in Health and Physical Education	Assigned reading from text
2	Theories of Outdoor Education	Assigned reading from text
3	Components of Outdoor Education Group Mountain Bike Ride with OAP	Assigned reading from text Reflective Journal
4	Essential Practices of Outdoor Education	Test on topics covered week - 4
5	Physical, Social, Emotional Benefits of Outdoor Education Kayak, Canoe, or Paddle Board Activity with OAP	Concept Map -benefits Reflective Journal Submit verification of your test date for the VCLA
6	Safety and Liability issues specific to Outdoor Education Indoor Rock Climbing	Article Reflection Reflective Journal
7	Team Building Principles and Benefits Collaboration, Cooperative Games, and Social Skills, APEP	Assigned Reading Develop an original activity
8	Writing Lesson Plans and Units for Outdoor Education	Lesson Plan Assignment
9	High Ropes Course off Campus	Reflective paper Group Unit Plan assignment
10	Bike Smart Training	Lesson Plan Due
11	Bike Smart Training	Work on Unit Plan

12	Archery Training	Work on Unit Plan
13	Archery Training	Work on Unit Plan
14	Fishing Training	
15	Final Exam- Peer teachings and unit plan due	Submit VCLA Scores

## APPENDIX I

## SECONDARY METHODS OF PHYSICAL EDUCATION SYLLABUS

TEDU 304

Teaching Secondary Physical Education

Instructor: TBD

Office:

Email:

Office Tel:

Office Hours:

Class Time: TBD

Class Location:

**I. Course Description and Purpose**

This course is designed to prepare students for student teaching. Students will learn pedagogical skills including the use of a variety of teaching styles, the development of lesson plans and unit plans, the assessment of student knowledge and skill acquisition, and the use of classroom management skills. In addition, students will gain insight into the development of a physical education curriculum including an Alternative Physical Education Program (APEP) as influenced by philosophies, models, issues, and trends. Elementary, middle, and high school levels are included in discussions. Students will also learn how to integrate literacy into the physical education curriculum. A major emphasis will be to prepare students as critical reflective practitioners by learning how to evaluate the teaching/learning situation and make appropriate changes. In that regard, students will learn how to design and analyze instruments that help them in this evaluation. (3 credit hours)

**II. Course Information**

**Prerequisites:** Admission to the Teacher Education Program is required.

**Text: Required**

Couturier, L. Chepko, S. & Holt/Hale S. (2014) *National standards & grade-level outcomes for physical education*. Human Kinetics.



**Optional**

Darst, P., Pangrazi, R., Sariscsany, & T. Brusseau. (2012). *Dynamic physical education for secondary students (7th Ed.)*. Boston: Benjamin Cummings.

**III. Objectives and Student Competencies**

At the completion of the course the student will be able to:

- A. Develop and implement physical education activities that support the core courses represented in the Virginia Standards of Learning.
- B. Develop physical education activities that reflect the Virginia physical education standards of learning and other appropriate national standards.
- C. Understand and apply philosophical models of curriculum development.
- D. Understand and apply the concepts of curriculum development.
- E. Discuss the pros and cons of various K-12 physical education curriculum models presented in class.
- F. Develop goals, behavioral objectives, learning activities, and assessment components for a physical education curriculum.
- G. Design physical education lesson plans and unit plans that relate to cultural background, special needs, and growth and development of the child.
- H. Know a variety of pedagogical and decision-making strategies to meet the needs of a diverse student population.
- I. Be able to design physical education activities that aid the development of literacy of the students.
- J. Manage the gymnasium environment and motivate students to create a setting conducive to maximum learning.
- K. Integrate technology in the presentation of subject matter to better communicate with students.
- L. Use technology to integrate other academic subjects into the physical education curriculum.
- M. Understand and value the cultural diversity of the students in today's classroom.
- N. Design and analyze various instruments for evaluating the teaching/learning environment.
- O. Be critical reflectors of practice in the physical education setting.

**IV. Instructional Strategies**

The course will be a combination of lecture/discussion, peer teaching, and field experiences teaching in the local secondary schools.

## V. Course Requirements and Assessment

### Course Policies - Topics include:

1. Campus emergency information
2. Class registration required for attendance
3. Honor System: upholding academic integrity
4. Important dates
5. Managing stress
6. Mandatory responsibility of faculty members to report incidents of sexual misconduct
7. Military short-term training or deployment
8. Student conduct in the classroom
9. Student email policy
10. Student financial responsibility
11. Students representing the university - excused absences
12. Students with disabilities
13. Withdrawal from classes

## VI. Attendance

1. Attendance students are allowed 2 absences without penalty. Each absence after that will be 4% deducted from the total class grade. Every two tardies/leaving early will count as one absence. Every tardy/leaving early will be 2% deducted from the total class grade.
2. Being more than 15 minutes late will count towards an absence.

## VII. Course Requirements and Assessments

### A. Assessments

Midterm and Final Exam	15%
Quizzes/Assignments	15%
Teaching Experiences	35%
Unit/Lesson Plans	35%

B.	Grade calculations	
	93–100%	A
	85–92%	B
	77–84%	C
	76–70%	D
	69% and below	F

### **Tentative course schedule**

The instructor reserves the right to alter the schedule or syllabus if it is determined that such a change will benefit the course.

\*All quizzes will be online

- I. Content and educational opportunities
  - A. Philosophical foundations for curriculum design
  - B. Curriculum models
  - C. Issues in physical education
  - D. Physical Education standards
  - E. Writing goals and objectives
  - F. Exploring existing curricula
  - G. Contents of a unit plan
  - H. Content areas
  - I. Components of a lesson plan
  - J. Instructional strategies
  - K. Scope and sequence
  - L. Developing assessment tools/techniques
  - M. Technology in physical education
  - N. Teaching in a diverse classroom
  - O. Integrating math, science, English, and social studies into physical education
  - P. Micro teaching experiences

## APPENDIX J

## PROFESSIONAL LEARNING DAY ONE

Goals to support successful implementation of the Alternative Physical Education Program (APEP)

Teacher and researcher will collaborate on the development of S.M.A.R.T. goals and implementation plan.

**Teacher Goals for APEP**

- 1.
- 2.
- 3.

**Teacher Goals for professional learning and support**

- 1.
- 2.
- 3.

Initial plan of implementation

Approximate start date \_\_\_\_\_ Approximate end date \_\_\_\_\_

Initial Plan of Implementation:

<b>Unit</b>	<b>Dates</b>	<b>Equipment needed</b>	<b>Space</b>	<b>Support Needed</b>

Preparation needed by teacher for success:

Preparation needed by researcher:

Date of Professional Learning Day 2: \_\_\_\_\_

## APPENDIX K

## PROFESSIONAL LEARNING DAY TWO

Reflection:

What's working?

What have been struggles or challenges if any?

Progress towards goals for teacher and researcher?

What needs to change that can change, and what's the plan to implement the change/s?  
Who is responsible?

Modifications/updates for APEP implementation:

<b>Unit</b>	<b>Dates</b>	<b>Equipment needed</b>	<b>Space</b>	<b>Support Needed</b>

Next steps for teacher:

Next steps for researcher:

Date of Professional Learning Day 3: \_\_\_\_\_

## APPENDIX L

## PROFESSIONAL LEARNING DAY THREE

**Final Reflection**

Highlights of the program:

What should stay the same?

What components should change or be modified?

**Presentation to the other members of the HPE department**

**Format of presentation:** Discuss what format would work best. PowerPoint, Prezi, etc. Decide if there are students who may want to speak on behalf of the program or include video segments of students speaking about the program. Teacher and researcher collaborate on presentation.

**Artifacts** of program implementation to include: pictures, video clips, assessments, lesson plan samples, program overview, personal and student reflections, and need for continued professional support

**Date of Presentation to department:** \_\_\_\_\_

Invite administration and HPE specialist?

	Who, what, when	Complete or confirm (y or n)
Date of presentation		
Format of presentation		
Artifacts		
Guest speakers		
Administration invitation		
HPE specialist invitation		
Other PE teacher's to invite		