

7 Motivating pupils for learning in PE

Kevin Morgan, Dan Milton and Julia Longville

Introduction

Teachers' behaviours and motivational strategies play a significant role in shaping pupils' learning, attainment and the quality of their experiences in PE (Vallerand and Losier 1999; Reeve 2009). Presenting challenging and enjoyable learning opportunities that motivate pupils to participate, exert effort and learn in PE should, therefore, be an overriding principle of a PE teacher's philosophy. Motivated pupils typically try hard, concentrate, persist in the face of difficulty, demonstrate a positive attitude and enjoy the activities. Given the vital role of PE in promoting physical activity, your aim, as a PE teacher, is to foster such responses in all pupils in an attempt to motivate them towards learning and participating in physical activity. This is a particular challenge, as it has been suggested that there are few areas of achievement that generate such contrasting motivational responses as PE (Biddle 2001). For some pupils, PE is the highlight of their day, whereas others perceive it as a major source of stress and anxiety. Such varied attitudes are the result of a number of factors, including family background, peers, past experience, school ethos and you, the PE teacher. Some of these factors are outside your control, but the aspects you are able to manage directly are your teaching behaviours, teaching strategies, attitudes and enthusiasm. The aims of this chapter are to introduce the role of motivation in promoting pupils' learning, identify different types of motivation and motivational theories, and suggest teaching approaches that facilitate the development of an effective learning climate which supports the development of intrinsic motivation (see Chapter 8, which focuses on developing an effective learning environment).

Objectives

At the end of this chapter you should be able to:

- understand the definition of motivation and its importance in relation to pupils' learning;
- recognise individual differences in pupils' motivation;
- understand the two most prominent contemporary theories of motivation in PE, namely Self-Determination Theory (SDT) and Achievement Goal Theory (AGT), and be able to implement teaching strategies that can be adopted in line with these theories;

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- appreciate the significant aspects of teaching behaviour that can promote an effective motivational climate;
- understand the role of *pupils' voice* in promoting and enhancing motivation.

Check the requirements of your initial teacher education (ITE) to see which relate to this chapter.

Motivation and learning

Motivation relates to the *why* of behaviour. It has been defined as an internal process that activates, guides and maintains behaviour over time (Schunk 2000). In other words, motivation is what 'gets you going, determines where you are trying to go, and keeps you going' (Slavin 2003: 329). Gervis and Capel (2013: 148) identified the three elements of motivation as:

- 1 direction (the activities people start);
- 2 intensity (the effort people put in);
- 3 persistence (the activities people continue).

It is crucial for you to understand that pupils need to be motivated to learn and that they have different motives for putting effort into your lessons. An important distinction in this regard is the difference between *intrinsic* and *extrinsic* motivation. Intrinsic motivation comes from within the person and is associated with doing an activity for itself, for the pure pleasure and satisfaction derived from participation. Intrinsic motives for participating and putting in effort to learn in your PE lessons could include excitement, fun, enjoyment and the chance to learn and improve skills (Deci and Ryan 1985). Extrinsic motivation, on the other hand, results from external rewards such as praise, recognition, status, approval or acceptance by peers or teachers. Extrinsic motivation involves participating and putting in effort to learn in PE to, for example, gain a tangible or social reward, or to avoid disapproval.

The *additive principle* suggests that intrinsic motivation can be boosted by extrinsic motivators (Deci and Ryan 1985). However, contrary to popular belief, this is not always a good idea. In fact, in some situations where the task is being performed because of intrinsic motives, extrinsic rewards (such as school merits) can lower the pupil's intrinsic motivation. In order to explain this phenomenon, Deci and Ryan (1985) stated that rewards can be divided into two types: *controlling* and *informational*. Controlling rewards include praise and tangible rewards (e.g. merits) and are given to influence (control) a person's behaviour. Informational rewards (e.g. teacher feedback), on the other hand, convey information about a person's competence at a particular task. According to Deci and Ryan (1985), rewards perceived by the pupils as controlling decrease intrinsic motivation, whereas rewards viewed as informational increase intrinsic motivation. Task 7.1 asks you to observe a teacher in relation to the use of rewards.

Task 7.1 Controlling and Informational rewards

With your tutor's permission, observe a lesson taught by your tutor and identify *controlling* rewards given to influence an individual's behaviour (e.g. praise and merits) and *informational* rewards (e.g. feedback given to the pupil on competence, improvement or effort). Discuss the data collected with your tutor and consider how you might influence pupils' intrinsic and/or extrinsic motivation through using these two types of reward. Put these notes in your professional development portfolio (PDP) for future reference.

Whilst all pupils are required to take part in PE, some motives for participating and putting in effort to learn are clearly intrinsic (e.g. because PE lessons are fun) and some are clearly extrinsic (e.g. because I gain rewards); others are less clear. For instance, how would you classify the motive 'because participating in PE helps me to control my body weight and look good'? It seems more intrinsic than extrinsic but it is not totally intrinsic as the motive involves reasons for participation other than fun, enjoyment or learning. For this reason, Deci and Ryan (1985) proposed that viewing motives as either intrinsic or extrinsic is too simplistic and they developed a continuum of motivation called Self-Determination Theory to explain this.

The self-determination continuum

The self-determination continuum distinguishes between *amotivation*, *extrinsic* and *intrinsic* motivation as different ways of regulating behaviour. At one end of the continuum, pupils are *amotivated* (neither intrinsically nor extrinsically motivated and thus experiencing feelings of incompetence and lack of control), whereas at the other end they are intrinsically motivated to learn by the pure enjoyment and pleasure of the activities. In between these two extremes pupils go through differing forms of autonomous (self-directed) and controlling extrinsic motivation (Figure 7.1). *External regulation* is a controlling form of extrinsic motivation which exists when behaviour is completely controlled by external sources such as rewards and constraints. *Introjected regulation* is also considered to be controlling and is evident where pupils participate to please or impress others, or to avoid feelings of guilt (e.g. to please their teachers or parents, or to impress their peers). Although these controlling forms of extrinsic motivation can sometimes regulate or motivate short-term engagement in your PE lessons, they are unlikely to sustain it over time and can have a negative impact on pupils' motivation for physical activity (Teixeira *et al.* 2012). However, not all extrinsic motives are controlling; for instance, if pupils participate and put in effort to learn in your lessons because they see the value in the subject or outcome (e.g. the health benefits attached), they are experiencing a more autonomous form of extrinsic motivation, *identified* regulation. Finally, pupils who participate and put in effort to learn because the activity is a key part of their personal make-up (e.g. they consider themselves to be an athlete or sports person) are displaying *integrated regulation*. This SDT continuum can, therefore, be used to describe the quality of motivation a pupil displays within your lessons.

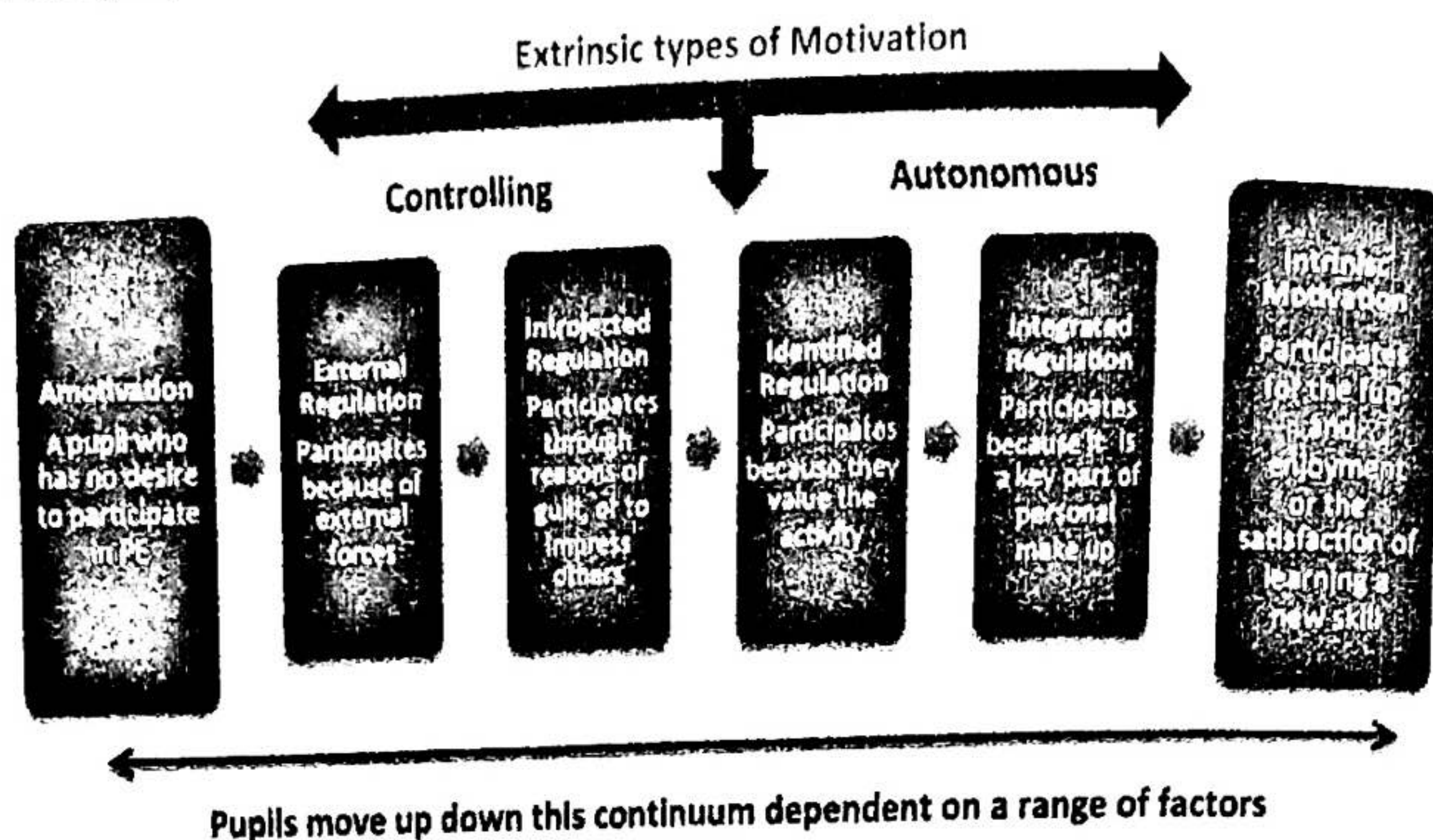


Figure 7.1 Levels of self-determination.

Where pupils are on the continuum depends on a whole range of different factors, including the type of activity, their relationship with you (as the teacher) and their peers, previous experiences and their general health and wellbeing. It is essential, therefore, to get to know your pupils. Task 7.2 asks you to encourage pupils to discuss the nature of their motivation.

Task 7.2 Types of motivation

With the help of your tutor, construct a simple description and example of the six 'levels' of motivation in SDT (Figure 7.1). Hand these out to the pupils and ask them to indicate what they consider to be their primary level of motivation to participate and put in effort to learn in PE. Discuss the information collected with your tutor and consider how you might respond to these different levels of motivation in your teaching. Put these notes in your PDP.

SDT theory is based on the premise that there are three psychological needs that motivate all human behaviour - autonomy, competence and relatedness (these are explained in Table 7.1). By supporting these three needs and creating a supportive climate as a teacher, it is possible to move your pupils along the continuum of self-determination towards more self-determined or intrinsic motivation (Reeve 2009).

Using the basic tenets of SDT can influence your teaching approaches and help to create a more autonomy-supportive (self-directed) motivational climate for your pupils (Van Den Berghe *et al.* 2012). The research evidence on SDT provides strong support for the use of an autonomy-supportive motivational climate in promoting intrinsic motivation in PE (Ntoumanis 2012). However, despite the reported benefits of an autonomy-supportive motivational climate, it is acknowledged that PE teachers still engage in

Table 7.1 Psychological needs

Autonomy	The need to feel autonomous, that is, to make your own decisions and to be in control of your own behaviour, e.g. exercising because you want to, not because you were told to
Competence	The need to feel competent and able to accomplish things, e.g. mastering a physical skill or improving your expertise in an activity
Relatedness	The need to relate to others and feel a sense of belonging, e.g. being part of the lesson, feeling accepted and valued by other pupils and the teacher

controlling behaviours that can impede the three psychological needs (Table 7.1). According to Reeve (2009), some of the reasons for these more controlling teacher behaviours include: a belief that they are more effective; that they demonstrate a higher level of teacher competence; and that without control, you cannot effectively structure a lesson. The suggestion, therefore, is that there needs to be a balance between teacher control and pupil autonomy in your PE lessons in order to facilitate the most effective learning environment. Now complete Task 7.3.

Task 7.3 Balance between autonomy-supportive and controlling teacher behaviours
Arrange for a lesson you teach to be video- and audio-recorded. After the lesson watch the recording and identify if and how you use autonomy-supportive behaviour (e.g. pupil choices) and controlling behaviour (e.g. teacher commands and rewards). Discuss the data collected with another student teacher and consider how you might increase your use of autonomy-supportive behaviour in your lessons. Put these notes in your PDP.

Although closely linked to SDT, the origins of motivational climate are associated with AGT. Therefore, before identifying and explaining the different types of motivational climate in PE, it is important to understand the theoretical background of AGT (Nicholls 1989).

Achievement goal theory

AGT proposes that, in achievement settings, such as PE, the pupils' main concern is to demonstrate ability and to avoid demonstrating incompetence in front of their peers and teachers. Ability or achievement, however, can be perceived in different ways dependent upon two states of goal involvement, known as *task* and *ego* involvement. When pupils are *task-involved* they focus on personal progress with an emphasis on effort, mastery of the task and the learning of new skills. In contrast, when pupils are *ego-involved* they focus on demonstrating superior ability compared to others and on outperforming their class mates, with the minimum effort required (Nicholls 1989). Now complete Task 7.4.

Task 7.4 Goal involvement

With the help of your tutor identify two pupils who would seem to be task-involved and two who would seem to be ego-involved. Conduct two short discussion sessions, one with each pair of pupils, and ask them to share with you what makes them work hard in PE lessons. Enquire if and how they have different or the same views when working in various activities in the PE curriculum. Discuss with your tutor how you could use this information to foster task-involved attitudes in your pupils in PE. Put these notes in your PDP.

According to Nicholls (1989), a pupil's state of goal involvement in your lessons is the combined result of his/her achievement goals (goal orientations) and the prevailing situational factors (motivational climate). Goal orientations are individual differences in pupils' proneness to be task-or ego-involved resulting from childhood socialisation at home or in learning situations such as school. Nicholls (1989) contended that after the age of about 11 years (i.e. secondary-school age), task and ego goal orientations are *differentiated* as independent constructs so that pupils can be high or low in both, or high in one and low in the other.

Elliott and Church (1997) have focused on 'approach' (trying hard in an attempt to achieve) and 'avoidance' (not trying in an attempt to avoid failure) behaviours associated with achievement goals and developed the 'trichotomous' and 'two-by-two' models of goal orientations. The trichotomous model identifies three types of goals: task (approach), ego approach and ego avoidance. The two-by-two model divides both the task and ego goals into 'approach' and 'avoidance' behaviours. Task 7.5 asks you to gather data on pupils' approach and avoidance behaviours.

Task 7.5 Approach or avoidance behaviours

Ask your tutor to watch a lesson you teach and identify approach behaviours in your pupils (trying hard) and avoidance behaviours (not trying). Discuss the data collected with your tutor and use AGT to try to identify why pupils might be adopting such behaviours. Put these notes in your PDP.

Individual pupil differences in tendency towards task or ego goal orientations are not to be denied, but research in PE (e.g. Dorubantu and Biddle 1997) has shown that the motivational climate created by teachers can be more influential than pupils' goal orientations in determining their motivation.

Motivational climate

Motivational climate is defined as a situationally dependent, psychological environment directing goals of action (Ames 1992). When an emphasis is placed on learning, self-referenced goals, improvement and effort, a *mastery* (task-involving) climate is promoted. In such a climate, pupils are more likely to adopt positive behaviours such as trying hard, selecting challenging tasks and persisting in the face of difficulty (Ames 1992). In contrast, when the emphasis is placed on social comparison and winning competitions, a *performance*

(ego-involving) climate prevails. In this case (particularly when their perceptions of ability are low) pupils often adopt more negative behaviours, such as a lack of effort and resilience in an attempt to protect themselves from demonstrating low ability (Ames 1992).

Based on Epstein's (1989) original work, Ames (1992) identified the structures of achievement situations that influence the motivational climate as *task, authority, recognition, grouping, evaluation and time* (TARGET) (see explanations of the structures below and in Table 7.2 at the end of this section). Manipulating these TARGET structures to be mastery-focused has been found to be associated with higher task orientation, beliefs that effort and ability are the causes of success, improvement in pupils' intrinsic motivation, a more positive attitude, greater feelings of satisfaction, less boredom, higher perceived ability and a preference for more challenging tasks (e.g. Morgan and Carpenter 2002), which is likely to result in greater learning. In contrast, a perceived performance climate has been associated with higher levels of ego orientation, the belief that natural ability determines success, a more negative attitude towards the activity, less enjoyment and higher levels of boredom.

For PE teachers, therefore, understanding and creating a mastery motivational climate is central to improving pupils' learning and motivation. The following section outlines some specific teaching strategies that you can employ for each of the TARGET structures in order to promote a mastery climate in your PE lessons.

Task structure

The intended learning outcomes (ILOs) of your PE lessons should be clearly identified (based on prior learning) and shared with the pupils in order to ensure that they fully understand what is expected of them, and have some ownership over the learning activities (Chapter 3 looks at ILOs in more detail). Additionally, the organisation of tasks designed to help pupils achieve the ILOs is a crucial aspect in engaging the pupils, decreasing the opportunity for social comparison, maintaining pupils' concentration and interest and maximising their effort, personal improvement and learning. Consequently,

Table 7.2 TARGET structures

TARGET structure	Mastery climate	Performance climate
Task	Self-referenced goals Differentiated tasks Varied and multi-dimensional tasks	Comparative goals Undifferentiated tasks Unidimensional tasks
Authority	Pupils involved in decision making and given leadership roles	Teacher makes all the decisions
Recognition	Individual recognition of improvement and effort	Public recognition of ability and comparative performances
Grouping	Mixed-ability and cooperative groups	Ability groups
Evaluation	Self-referenced Individual feedback by teacher based on improvement and effort	Comparative and public
Time	Flexible time for task completion	Inflexible time for task completion

practices should be designed for individual learning, variety (e.g. a multi-activity design), fun and intrinsic appeal. However, differentiation and personal challenge are difficult to achieve in teaching, where significant differences exist in ability, experience, knowledge and understanding; therefore, to ensure that the tasks you set are individually challenging for all pupils, you should encourage and teach pupils how to set their own self-referenced goals and how to monitor their individual progress towards achieving these goals. Using basic goal-setting techniques such as SMART goals (specific, measurable, achievable, relevant and time-bound), based on self-evaluation of performance, would be one way to achieve this in PE. Now complete Task 7.6.

Task 7.6 Learning goals and differentiated tasks

Plan a lesson that shares ILOs with the pupils and also encourages them to set their own ILOs. Reflect upon and ask the pupils how this impacted on their learning and motivation within the session and record your thoughts and their responses. Discuss the data collected with your tutor and, if it had a positive impact on the pupils, together draw up a plan to develop your use of both the above aspects of teaching. Put these notes in your PDP.

Authority

The authority structure relates to the balance of decision making between you and your pupils during the lessons. To emphasise a mastery climate you should encourage pupils to participate in decision making and provide them with the opportunity to take on leadership roles. Research has shown that the degree to which you involve your pupils in decision making is directly related to positive motivational responses such as feelings of self-competence, responsibility, independence and greater levels of determination and engagement in learning (Ames 1992). This aspect of the TARGET structure is closely related to the 'autonomy' need in SDT (Deci and Ryan 1985), as covered earlier, and to 'pupils' voice', which is addressed later in this chapter.

Several teaching styles from Mosston and Ashworth's (2002) spectrum allow for shared decision making in your lessons. The spectrum is a continuum of teaching strategies (called 'styles' in the spectrum) categorised according to the decisions made by the teacher and pupil before, during and after the activity. At one end of the spectrum is the command style, in which the teacher makes all the decisions across all three phases. At the other end of the spectrum is the learner-initiated style, in which the pupil makes almost all the decisions and the teacher acts as a facilitator (this style is very rarely used in schools, as rarely are pupils able to select the activity in which they participate). Between these two styles, Mosston and Ashworth (2002) identified a series of other styles, each categorised according to the decisions made by the teacher and pupil. Styles such as reciprocal, inclusion, guided discovery and problem solving are particularly focused on pupil decision making (or authority) within lessons. Research by Morgan *et al.* (2005) demonstrated that such styles foster a more mastery-involving motivational climate than the more traditionally used teacher-led styles. Task 7.7 asks you to observe and discuss pupil decision making in a lesson.

Task 7.7 Pupils' decision making in a lesson

Ask your tutor to observe a lesson you teach and identify if and how you encourage pupils to make decisions themselves. Discuss the data collected with your tutor and consider ways in which you could increase opportunities for pupils to make decisions within your lessons. Put these notes in your PDP.

Recognition

The type of recognition and rewards, reasons for and distribution of recognition and rewards have important consequences for pupils' learning, interest, satisfaction and feelings of self-worth. To foster a mastery motivational climate, your recognition and rewards should be focused on individual effort and improvement, rather than comparisons between pupils. This ipsative assessment (assessment against previous performance/achievement) provides equal opportunity for all to be recognised for their accomplishments, not just the high achievers, because everyone can try hard and there is always room for improvement.

Although often given with good intention, when rewards are given publicly and on a differential basis they invite social comparison and emphasise a performance motivational climate. To foster a mastery motivational climate, therefore, you should try to give individual recognition to your pupils, so that feelings of satisfaction derive from improving personal standards rather than doing better than others. In PE settings, providing individual feedback and distributing this equally is a significant challenge, but one that you should persevere with. By providing one-to-one feedback the teacher recognises every pupil's individual needs, which is more likely to enhance pupils' confidence and perceived ability. Task 7.8 asks you to consider feedback to individuals.

Task 7.8 Individual recognition of personal progress

Ask your tutor to observe a lesson you are teaching and record if and how you provide individual feedback to pupils, noting to whom the feedback is given and about what (e.g. learning, behaviour). Discuss your observations with your tutor and together make a list of strategies you could use to provide individual feedback and distribute your recognition equally amongst pupils in a class. Put these notes in your PDP.

Grouping

How you group your pupils is particularly salient in determining the motivational climate in lessons. When pupils work in groups based on ability, it is easier to make ability comparisons. On the other hand, when the teacher promotes mixed-ability and varied grouping arrangements, it is more difficult for the pupils to interpret performance comparatively and, consequently, this is more likely to evoke a mastery motivational climate. However, there are circumstances in PE where ability groups may be preferable due to the nature of the activity. For example, in sustained running sessions, pupils of lower aerobic capacity would be unable to maintain the

same pace as the more able runners in a mixed-ability group and would, therefore, be more likely to perceive this as a comparative situation in a performance motivational climate.

In order to foster a mastery motivational climate, the most important element to emphasise and promote within your groups is cooperation. Pupils can learn from each other just as effectively as they can learn from you, particularly when there are experienced performers in the groups. This type of learning environment, however, needs to be carefully constructed and facilitated by you, rather than just assuming it will happen by chance. Developing pupil leaders within groups assists this process, as does grouping pupils into units that work well together and complement each other's strengths and limitations. Sport education (Siedentop 1994) is an example of a PE-specific pedagogic model that utilises this grouping strategy effectively and using the reciprocal teaching style (Mosston and Ashworth 2002) is another. Now complete Task 7.9.

Task 7.9 Grouping strategies for effective learning

Make a list of different ways you could group your pupils in PE and consider when mixed-ability and ability grouping might be appropriate. Consider ways in which you could encourage pupils to work cooperatively and how this might impact on their learning. In planning three lessons during the forthcoming week, each with a different class, explore different ways of grouping the pupils and reflect on how this affected their learning. Keep these notes in your PDP.

Evaluation (elsewhere in the book, judgements of this nature are referred to as assessment)

Evaluation is one of the most important features of your lessons and consequently pupils' motivation to learn can be easily undermined by how it occurs. Evaluation that emphasises normative comparisons is identified with a performance motivational climate and evokes a state of ego involvement that can impair pupils' self-worth, intrinsic interest and perceived ability (Nicholls 1989). The mere availability of social comparison information, however, is not the main concern; rather, it is when this is emphasised that motivation can be undermined (Treasure 2001). In contrast, when evaluation is based on improvement, progress towards individual goals, participation and effort, everyone has equal opportunity to achieve.

Consistent with the recognition structure, in order to emphasise a mastery motivational climate, evaluation should be communicated individually without comparison to others. Furthermore, effort should be recognised and rewarded and mistakes regarded as part of the learning process rather than an indication of failure. Effective evaluation strategies for the promotion of a mastery motivational climate include informing your pupils of the criteria against which they are being evaluated and including them in the evaluation of themselves (self-evaluation) through, for example, video analysis or the use of personal diaries. They can also be involved in evaluating others (peer evaluation), for example, within the reciprocal style of Mosston and Ashworth (2002). By becoming more aware of their own and others' strengths and weaknesses, pupils are more likely to understand their achievement/performance and to be able to set themselves targets for improvement.

This is called evaluation/assessment for learning. Now complete Task 7.10 to consider the use of evaluation/assessment for learning.

Task 7.10 Assessment for learning

Ask your tutor to observe a lesson you teach and record: (1) how you use evaluation strategies to encourage individual progress and effort and (2) situations in which you encourage self and peer evaluation. Discuss the data collected by your tutor, particularly in respect of how these strategies promoted pupil learning. Consider with your tutor changes you might make in your teaching as a result of this reflective discussion. Put these notes in your PDP.

See Chapters 9 and 16 in Capel and Breckon (2014) and unit 6.1 (Haydn) in Capel et al. (2013) for more information on assessment.

Time

The pace of instruction and the time allotted for completing tasks significantly influence motivation. Strategies for promoting a mastery motivational climate in your lessons include the use of *extension* tasks, for those that finish the task early, and additional time for those who require it, thus allowing all pupils to progress at the rate of learning appropriate for/in line with their potential. However, depending on the maturity and experience of the pupils, allowing them flexibility in time to complete a task also has the potential to result in a loss of focus and for the pace of your lessons to drop to unsatisfactory levels so that learning is not maximised. You should, therefore, closely monitor tasks that allow pupils flexible time to ensure that they remain on task and are progressing at a rate that is optimum for their learning. Time is covered in Chapters 4, 5 and 12 in Capel and Breckon (2014). Now complete Task 7.11.

Task 7.11 Allowing flexible time to learn

Arrange for a lesson you teach to be video- and audio-recorded. After the lesson watch the recording and identify if and how you provided pupils flexible time to learn at their optimum rate. Note if you used an extension task for pupils who had completed a task very quickly and easily. Take these considerations into account in planning your next lesson with this class and ask your tutor to observe how effective you are being in this respect. Discuss your teaching with your tutor and put your notes in your PDP.

Consistent with a mastery motivational climate (Ames 1992) and SDT (Deci and Ryan 1985), adolescents have a strong desire to be independent from adults, to be autonomous, and to have an element of control over their own learning. The final section of this chapter on pupils' voice focuses specifically on this important aspect of developing an effective motivational environment in your PE lessons.

Pupils' voice in PE

The value of listening to young people in different contexts in society is well documented (Sandford *et al.* 2010). Increasingly, young people are perceived as capable of reflecting accurately on their own experiences (Christensen and James 2008; Heath *et al.* 2009) and, as such, they should be considered a key source of information for you, in terms of what engages them in PE lessons (Alderson 2008). *Pupils' voice* is about empowering young people to be involved in the process of learning and for teachers to value the contribution they have to make. This is important because it gives pupils responsibility and ownership of their learning and enables them to promote good relationships with peers and adults (Davies 2013). In addition, it is widely accepted that pupils engaging in discussions about their own and others' performance is a significant learning process for them (Sandford *et al.* 2010), enabling them to develop important skills such as listening to others, working collaboratively and making choices and decisions (Davies 2013). Furthermore, hearing what pupils have to say develops a shared culture and informs them of what is expected of them in the PE environment. As a consequence, attendance, participation, behaviour, attitudes, self-esteem and achievement often improve as pupils take ownership of what is happening around them and feel more engaged and valued (Davies 2013). It is, therefore, considered essential to create opportunities for pupils to be heard in your PE lessons and for their voices to be respected and valued.

Research in PE by Xiang *et al.* (2003) found that pupils liked to have choices, such as an activity choice day, but that PE teachers rarely allowed this. Further, Prusa *et al.* (2004) reported differences in self-determination between groups that were given choices in PE lessons and groups that were not, with the groups that were given choices reporting lower levels of *amotivation* and *external regulation*, and higher levels of *intrinsic* motivation. Therefore, increasing pupil choice within the curriculum can have a positive impact on pupils' motivation within your PE lessons (Ntoumanis 2001). Considering this relationship, and the fact that levels of physical activity start to decline after adolescence (Sallis *et al.* 2000), it would seem critical to listen to your pupils regarding their preferred activities within your lessons (Graham 1995; Hopple and Graham 1995). Indeed, pupils' voices and observations accurately reflect the experiences they are having and provide invaluable information toward understanding their experiences in the activities offered in your PE classes (Berstein *et al.* 2011). Now complete Task 7.12.



Task 7.12 Encouraging pupils' voice

Write a list of ways in which you might give pupils a voice in your lessons. In your teaching explore the use of some of the ways you listed and keep a record of pupil reactions to this opportunity, particularly changes in their engagement in the lesson. Discuss your findings with your tutor and consider reasons behind the effectiveness or otherwise of the different approaches you used. Continue to try out possibilities and then write a 1,000-word reflection on your experiences and findings. Put this writing in your PDP as evidence of Masters level work.

O'Sullivan and MacPhail (2010) identify some innovative ways of representing pupils' voices in PE (including photography, personal biographies, free writing, pupil drawings, scrap books, video diaries, poster sessions and physical activity timelines) and present a strong argument for including their perspectives in challenging accepted practices and implementing change to shape the curriculum. They argue that listening to and collaborating with your pupils will help you to understand their perspectives and implement changes to transform inequities that threaten participation and learning. Creating this type of collaborative learning environment is more likely to achieve the primary goal for all pupils to be active and, more importantly, to help pupils become motivated enough to want to learn and begin their own pattern of lifelong participation in physical activity (O'Sullivan and MacPhail 2010). Task 7.13 asks you to engage pupils in the evaluation of your lessons.

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Task 7.13 Inviting pupil feedback on your lessons

At the end of a lesson, ask each of your pupils (anonymously) to complete the lesson evaluation pro-forma in Table 7.3 below (and also on the companion website: www.routledge.com/cw/capel), to provide you with feedback on their experiences in your PE lesson. Ask them to place these in a 'feedback box'. Use these to reflect on your teaching and, where appropriate, the content. Take particular note of consistent messages and also of contrasting messages. Write a 1,500-word piece setting out what you have learnt from this exercise, which might recommend changes in your teaching and interaction with all or some of the pupils. Put this writing in your PDP as evidence of Masters level work.

Table 7.3 Lesson evaluation for Task 7.13

Which aspects of the lesson did you enjoy?

.....
.....

What did you learn from the lesson?

.....
.....

Which aspects of the lesson would you like to change?

.....
.....

How could the lesson be improved?

.....
.....

Summary and key points

This chapter has attempted to demonstrate that you can develop a positive motivational climate in your lessons through fostering pupils' self-determination and implementation

of the TARGET structure. Furthermore, it has emphasised the importance of the value of developing a mastery motivational climate in your PE lessons and of listening to your pupils' voice. The evidence presented in the chapter suggests that the promotion of a mastery motivational climate will assist you in enhancing pupils' motivation for learning. Finally, it is important to identify that, in addition to implementing the motivational theories and strategies covered in this chapter, your pedagogical and social skills as a teacher are crucial in motivating pupils for learning. Indeed, skills such as caring, nurturing, connecting, engaging, drawing out, stretching and reaching out to pupils, along with positivity and enthusiasm, are key aspects of working with your pupils and in developing their love of being active (Almond and Whitehead 2012c; Gano-Overway and Guivernau 2014). Now complete Task 7.14.



Task 7.14 Observing your teaching behaviours

Ask a colleague to video- and audio-tape a lesson you teach, specifically focusing on your interactions with the pupils. Focus on your pedagogical and social skills as well as your TARGET behaviours in the lesson. Write a 2,000-word piece evaluating your work from a number of perspectives covered in this chapter and create a development plan to strengthen your teaching. Put this writing in your PDP as evidence of Masters level work.

Check which requirements of your ITE you have addressed through this chapter.

Further reading

Ames, C. (1992) Achievement goals, motivational climate, and motivational processes, in G.C. Roberts (ed.) *Motivation In Sport and Exercise*, Champaign, IL: Human Kinetics, pp. 161-176.

This chapter argues that teachers need to pay particular attention to the motivational climate they create and that the promotion of a mastery motivational climate will lead to effective learning strategies being adopted by the pupils.

Biddle, S.J.H. (2001) Enhancing motivation in physical education, in G.C. Roberts (ed.) *Advances in Motivation In Sport and Exercise*, Champaign, IL: Human Kinetics, pp. 101-128.

This chapter presents results from a set of studies conducted mainly in European school PE settings, with the aim of discussing the enhancement of motivation in PE.

Morgan, K. (2011) *Athletics Challenges*, 2nd edn, Abingdon, Oxon: Routledge.

This PE teaching resource specifically implements the TARGET structures (Ames 1992) in athletics. It aims to foster a mastery motivational climate and to encourage all pupils to have a positive learning experience through a climate of inclusion and personal challenge.

O'Sullivan, M. and MacPhail, A. (eds) (2010) *Young People's Voices In Physical Education and Youth Sport*, Abingdon, Oxon: Routledge.

This book highlights the importance of young people's voices in understanding how they experience and understand PE, sport and physical activity.

Additional resources for this chapter are available on the companion website: www.routledge.com/cw/capel.