

Sport Education Model and Motivation for pupils in Key Stage 2 Physical Education

Tom Feighan

University of Wales Trinity St David

BAPE7003

Motivation and Physical Activity



Deci and Ryan (2000), motivation is viewed as the desire to improve oneself by engaging in behaviors which an individual deems important or meaningful toward his/her development.

This resource is made to provide an overview of motivation within students, and a curriculum and instruction model that will develop and maintain the motivational levels of our pupils.

Motivation & Theories

What is Motivation?

Motivation is viewed as the desire to improve oneself by engaging in behaviors which an individual deems important or meaningful toward his/her development.

(Deci and Ryan 2002)

Intrinsic Motivation

Is the inner drive to succeed, engaging in the task or adhering to the activity for fun, enjoyment and satisfaction

Amotivation

Literally means “without motivation”. It is a state of motivational apathy in which students harbor little or no reason (motive) to invest the energy and effort that is necessary to learn or to accomplish something.

The main motivational theories researched were Deci and Ryan's (2000) Self Determination Theory and Achievement Goal Theory (Nicholls 1984). Which play a key role in understanding the motivations of our pupils

Self Determination Theory breaks down motivation into 3 psychological human needs. Competence, Autonomy and Relatedness.

Achievement Goal Theory looks at two distinct goal orientations: EGO based; and TASK / MASTERY based.

Motivation within school can be seen to be very intrinsic, and a way to maintain and increase this is to develop an educational environment which supports student motivation (Vallerand 2001).

The model we will be following is the Sport Education Model.



What is Sport Education?

Developed by
Daryl Siedentop in 1984
Teachers must design learning
experiences that
facilitate students
learning .

Creates an authentic sport
experience to educate and
develop students to be
competent, literate and
enthusiastic sports
people.

Pupils take an active role in
their own sport and
physical activity experience by serving
in varied and realistic roles that are
evident in authentic sport settings
such as captains, coaches, trainers,
statisticians, officials,
publicists, and members
of a sports council.

Replicates a full team sport
season. In a short PE Unit of
Work. It recognises individual
and team performance through a
concluding event

Benefits of SEM
Increases students participation in
PE
Gives opportunities to be part of a
team for students whom may not
represent the school.
Increases motivation of all pupils.
Inclusive: Pupils have lots of roles
within the team.

SEM has the ability
to targets the 3 psychological
needs of Autonomy, Relatedness and
Competence through creating more
relevant experiences for students.
Students are guiding their own
learning through a carefully
structured curriculum
design



Autonomy

During a season of Sport Education, pupils will take ownership of their learning. The activities become important to them. Pupils are in charge of their team, and are able to tailor their learning to the needs of the team.

Relatedness

As the pupils work in team for an entire 'season'. This creates a sense of affiliation and togetherness. The feeling of acceptance and connection that pupils experience with other people who engage in the activity (Cuevas et al 2016).

Competence

Pupils can participate at a level appropriate to their stage of development and demonstrate success or effectiveness within a given context (Harter 1983).

Motivation in Sport Education?

Driven by SDT and AGT, the SAAFE Principles of Teaching. They are said to be unique as they address the motivational needs of students and the issue of low physical activity levels in organized sessions.

Sport Education Model shows key elements of a well-designed curriculum and positively influenced amotivated students (Hastie and Trost, 2002)

Wallhead and Ntoumanis (2004) suggested one of the reasons for the attractiveness of Sport Education is that it provides a task-involving class climate that serves to promote intrinsic motivation.



Implementation in KS2 PE

Use the Sport Education Model to enhance the pupils competence and give each one the ability to strive in a mastery / task orientated climate.

Use the Sport Education Model in Upper Key Stage Two to support pupils motivation.
Create a curriculum where child feel they are in charge of their own learning, and will become competent sports people

Florence (1998) suggest that teachers should develop an environment where students want to learn.

Using Sport Education can we look to reduce the likelihood of children becoming 'amotivated' by creating an environment they feel they belong in and can succeed in.

Cheon and Reeve (2013) propose that the classroom antidote to amotivation is for teachers to offer a motivating style capable of involving, vitalizing, and satisfying students' psychological needs.

Use the SAAFE principles that were designed to promote a psychologically supportive environment, foster a mastery climate and enhance young people's autonomous motivation



The principles and practical strategies have been designed to enable practitioners to deliver engaging physical activity sessions to youth, in a manner that maximizes physical activity participation and promotes physical literacy by enhancing affective, cognitive, motivational, and movement skill outcomes.

Supportive

Within the SEM, it creates activities that facilitate a supportive environment. Children are in charge of their own learning, and can ask for advice off teacher and peers.

Active

Keep the levels of activity up during lessons. 'Coach' leads warm up , and children are taking part in all parts of the lesson.

Autonomous.

SEM gives the children plenty of opportunities to make choices around their own learning during the 'season'. The activities become important to them. Pupils are in charge of their team, and are able tailor their learning to the needs of the team

Fair

Students all get the chance to experience success. Not just from winning a match, but by rewards for Sportsmanship, Reporting etc. Each child can work on their own skills and progress at their own perceived rate

Enjoyable

Lessons are set out to be enjoyable where the children learn through doing. Students intrinsic motivation was higher when they perceived a learning environment to be non-threatening to their self esteem and to be physically challenging. (Mitchell 1996)

SAAFE

An evidence-based framework designed to guide the planning, delivery, and evaluation of organized physical activity
(Lubans 2017)

(Lubans 2017)



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