

2017

# Autonomy Supportive Teaching Strategies and Student Motivation in Middle School Physical Education

Amanda Lynn Savage-Speegle  
*Walden University*

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Amanda Savage-Speegle

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Dr. Keith Wright, Committee Member, Education Faculty

Dr. Crissie Jameson, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

2017

Abstract

Autonomy Supportive Teaching Strategies and Student Motivation in Middle School

Physical Education

by

Amanda Savage-Speegle

MS, Illinois State University, 2008

BS, Olivet Nazarene University, 2006

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

December 2017

## Abstract

Many U.S. adolescents struggle with obesity and a lack of motivation to be healthy and physically active, which affects individual as well as public health. The purpose of this mixed-method study was to evaluate students' motivation to participate in physical education class and better understand the teaching strategies currently used by physical education teachers who participated in an interview and 2 observations. Self-determination theory framed the research questions, which focused on students' intrinsic motivation to participate in physical education class and physical education teachers' use of autonomy supportive teaching strategies. Learning Climate and Basic Need surveys were administered to 6<sup>th</sup>–8<sup>th</sup> grade students ( $n = 261$ ). Analysis of descriptive statistics revealed students felt the strongest fulfillment of relatedness from their teacher ( $M = 5.6$ ) and autonomy support to be the least ( $M = 4.6$ ). Overall inferential statistics revealed similar results when teachers were compared. Analysis of variance resulted in no significant differences between the teachers as related to competence, relatedness, autonomy, and perceptions. Qualitative data was coded and revealed similar themes; all data revealed relatedness scores were the highest for all the teachers, and autonomy support was the lowest for all the teachers. Positive social change provides an updated 9-week curriculum plan with new units that have been designed to enhance their motivation and create awareness of lifelong physical activities; autonomy supportive teaching strategies have been incorporated in the curriculum.

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## Dedication

Looking back, it is hard to believe that I have accomplished this long term personal goal of mine to complete my doctorate. Since discovering my passion for education, I have always wanted to complete this goal, but was too afraid to start. I could have never completed my goal without the support and love that I constantly received from my family that helped me to stay focused and strong. I cannot thank my parents enough for always believing in my abilities and pushing me to never give up. They have always done everything they could to help me through my life's journeys. Thank you so much; without your sacrifices, this would have never happened. I love you both.

I also cannot thank my husband and daughter for their love, support, and flexibility as I spent endless hours on my computer. Thank you, Adam, for helping out around the house as much as you could, taking on nightly routines with Emma of dinner and bath so I could continue to keep working. Emma, I started my doctoral journey when you were 1 ½ years old and now you are 6 years old! You have been an amazing little girl who even though you didn't understand you were always patient and waited while "Mom is doing her homework." I am very blessed to have both of you in my life. I love you both.

Lastly, I want to thank my grandparents for always supporting and believing in me. Since I went back to school, you would always ask how the process was going, and you were so excited when I first received all my approvals for my proposal. You even took the time to read what I had written. I wish that you could be there to see me walk

across the stage at my graduation, but I know you will be watching me from heaven. I love you all.

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## Section 1: The Problem

### **The Local Problem**

Since 1971, childhood obesity rates have nearly tripled in the United States; currently, one in three American adolescents is considered overweight or obese (American Heart Association, 2015). Poor nutritional decisions and a lack of physical activity have begun to create major health concerns for adolescents, which usually are not seen until adulthood. Children who are overweight are not only at risk for high blood pressure, joint and breathing difficulties, type 2 diabetes, and musculoskeletal problems but are also at a higher risk for social and psychological issues due to poor self-esteem and body image and depression (American Heart Association, 2015; Centers for Disease Control and Prevention, 2013). Overweight children also have a higher chance of becoming overweight or obese adults (Bruss et al., 2010).

A decline in daily physical activity and poor nutritional decisions are contributors to the epidemic of childhood obesity in the United States, according to the National Institutes of Health (2015). In addition, researchers have identified environmental factors and poor lifestyle decisions as supporting causes to the obesity epidemic. For instance, many children and adolescent use their free time to engage with entertainment media, video games, cells phones, and computers rather than playing outside or participating in after school sports (Bratsis, 2012; Let's Move, n.d.). Many of these activities are sedentary and are at odds with a physically active lifestyle. The lack of motivation to live a healthy and physically active lifestyle has begun to pose a serious threat to the overall

health of adolescents in the United States (American Academy of Pediatrics, 2015; Green, Riley, & Hargrove, 2012).

Intervention strategies aimed at preventing childhood obesity may be key in combating the childhood obesity epidemic (National Institutes of Health, 2015). The United States Surgeon General Dr. Vivek Murthy has publicly stated that a key prevention strategy for childhood obesity is to promote physical activity (Szabo, 2015). In addition, former First Lady Michelle Obama has also addressed students' lack of motivation to be physically active and live a healthy lifestyle through the Let's Move program. Program goals were to provide educators and parents with resources they could use to encourage proper nutrition and a physically active lifestyle among young people.

Schools may provide an especially effective setting for interventions aimed at reducing rates of childhood obesity. In this setting, youth can receive education on environmental factors, physical activity, and correct nutrition (see National Institutes of Health, 2015). Physical education class, in particular, is a key prevention strategy for exposing children to a variety of physical activities and increasing their awareness of the benefits of physical activity (Van den Berghe, Vansteenkiste, Cardon, Kirk, & Haerens, 2014). The benefits of physical education include not only providing students with the knowledge of a healthy lifestyle but providing them with an opportunity to participate in daily recommended physical activity. This setting provides a positive forum for preventing obesity where students can be physically active as well as learn about the benefits of living a healthy lifestyle.

The lack of knowledge and motivation among students necessitates that physical education teachers develop teaching strategies that can help to fight the childhood obesity threat and motivate students to participate in physical activity, several experts have noted (see Beaulieu, Butterfield, Mason, & Loovis, 2010; Fraser, Lewis, & Manby, 2012; Green et al., 2012; Irwin, Irwin, Miller, Somes, & Richey, 2010; Ntoumanis, 2005). By knowing national and state physical education standards and realizing the scope of the ongoing childhood obesity epidemic, physical educators can play a critical role in not only preventing obesity but also motivating students to enjoy physical activity and the benefits of living a healthy lifestyle. Shape America is a professional organization dedicated to promoting physical activity, teaching, and healthy living for school-based health and physical educators through research and professional development. The goals of national and state physical education standards are for physical educators to create an atmosphere that will provide students with an opportunity to improve their physical activity skills. The second national and state physical education goal is to increase students' knowledge of living a healthy lifestyle and build self-confidence while displaying respect for others. The third goal is for physical educators to create an enjoyable and challenging environment for all students during physical education class (Shape America, 2014).

However, students' motivation to participate in physical education is a key factor in successfully implementing this prevention strategy (Van den Berghe et al., 2014). In an urban middle school located in a port town on the southeastern coast of the United States, local middle school physical education teachers have begun to witness students' lack of



motivation to participate in physical education through repeated comments such as, “I don’t like to run,” “I don’t like to work out,” or “I don’t want to get all sweaty” (physical education teacher, personal communication, January 20, 2015). The physical education teachers have also observed that the level of physical activity in class varies at times depending on the type of activity offered or environment (physical education teacher, personal communication, January 20, 2015). The school’s physical education teachers serve as head coaches for three different sports and as the athletic director. In this context, they regularly notice that a student’s participation in class changes when a student’s ability to play on a sports team depends on class performance (physical education teachers, personal communication, June 9, 2015).

Physical educators at the middle school also view students’ age as a contributing factor for lower levels of motivation to be physically active; the older students display a decrease in physical activity compared to the younger students (physical education teacher, personal communication, June 9, 2015). Tessier, Sarrazin, and Ntoumanis (2010) also found that students in physical education display a decrease in motivation to be physically active as they become older. A physical educator who has been an employee at the middle school for over 10 years has also observed a similar lack of motivation among his students. This educator serves as the department head and also coaches three different sports. In his classroom, the younger students tend to display a higher level of motivation to participate in class but experience a decline in motivation as they move into 7<sup>th</sup> and 8<sup>th</sup> grade (physical education teacher, personal communication, July 23, 2015).

In a local newspaper article, a veteran local physical education teacher was interviewed regarding the rise in childhood obesity over the past decade (Burke, 2012). Over the years, this physical education teacher has noticed students spending less and less time outside playing after school and more time spent on the computer (Burke, 2012). Hence, the county has created a School Health Advisory Board to address the ongoing health concerns of students and provide schools with advice to improve the health and fitness of students (Burke, 2012).

One challenge stemming from the local problem is the ability to measure students' current motivation in a physical education class. Most students who receive an "A" in physical education class tend to be the students who display higher levels of participation in class; hence, students' grades in physical education class do not enable one to have a clear understanding as to why a student is motivated (physical education teacher, personal communication, June 9, 2015). Students' grades in physical education are based on participation. At the local middle school, no hand-written unit tests or physical skill tests are given to cover the physical education units throughout the school year. Students lose points by not participating, not putting forth a positive effort, or willfully choosing to not dress for physical education class. Therefore, students who participate in class receive an "A" in physical education, while students who lack the motivation to participate usually receive a "B" or lower, depending on the number of points deducted from their grades based on participation (physical education teacher, personal communication, July 23, 2015). Hence, a challenge lies in the ability to measure

and understand students' lack of motivation only through their grades in physical education class.

My goals in conducting this project study were to evaluate students' motivation to participate in physical education at the middle school level and also gain deeper insight into which teaching strategies used by the school's physical education teachers help to improve students' participation. The focus was to evaluate via surveys focusing on students' motivation to participate and students' perceptions of current teaching strategies, interviews with the physical education teachers and classroom observations to gain a deeper understanding of the current teaching strategies displayed by the physical education teachers.

The ability to acknowledge a lack of motivation is more evident through observing students and hearing verbal communication between the physical education teacher and student. Therefore, this project study will provide the opportunity to examine students' motivational output in the form of pre-established surveys, while also investigating the teaching strategies that are being used by the physical education teachers in the form of interviews and classroom observations. Additionally, through extensive research, this project study will be able to provide knowledge and application of current teaching strategies already in place to create a more motivational environment for students while in a physical education class. Therefore, having the opportunity to examine the local problem of students' lack of motivation to participate in physical education can become an important factor in understanding what lies behind the

environment that influences students' motivation to participate in physical education class while also focusing on how to live a healthy lifestyle.

### **Rationale**

In 2011, the American Alliance for Health, Physical Education, Recreation, and Dance, which is now known as Shape America, emphasized that schools should become a core for promoting physical activity programs. In addition, Shape America is also encouraging physical educators to take an active approach by promoting employee participation in wellness programs and family and community physical activity involvement (Beaulieu et al., 2012). Research by Green et al. (2012) also supported the role of schools to be a primary source of promoting physical activity, as a means of encouraging a physically active lifestyle and preventing childhood obesity. Examining the local issue of factors motivating students to participate in a physically active environment is important to the promotion of physical activity in schools. In an urban port town, on the southeastern coast in the United States, 6<sup>th</sup> through 8<sup>th</sup> grade students commonly display a lack of motivation to participate in physical education. Comments such as, "I don't like that sport," "I don't have any friends in my class," "Why do we have to do this," "It's just physical education," "I don't like having a partner," "I don't like the partner/group I'm in," or "I'm not athletic" often accompany the local physical educators' attempts to facilitate participation in various activities (J. Ellis, physical education teacher, personal communication, January 20, 2015). The aforementioned statements provide a picture of the local middle school students' lack of motivation to participate in physical education. Hence, a transformation needs to occur in the

classroom, which will assist in enhancing student motivation to participate in class, as well as provide knowledge and physical activity opportunities to adolescents while combating childhood obesity. When physical educators strive to motivate students to enjoy physical activity by creating a motivational environment focused on activities that are relevant, fun, and enjoyable for all students, students will then experience the positive and enjoyable influence physical activity has on their ability to live a healthy lifestyle (Slingerland, Haerens, Cardon, & Borghouts, 2014). Physical educators have the potential to create a motivational environmental that can provide knowledge to adolescents regarding the ongoing health risks that children are experiencing due to a lack of daily physical activity and poor nutritional decisions (Slingerland et al., 2014).

Research has shown that a motivational transformation in the classroom can occur through autonomy supportive teaching strategies (Aelterman, Vansteenkiste, Van Keer, De Meyer, & Haerens, 2013; DeMeyer et al., 2014; Haerens et al., 2013; Jang, Reeve, & Deci, 2010; Lim & Wang, 2009; Tessier et al., 2010). Specific research pertaining to a physical education setting has shown autonomy supportive teaching strategies positively promote motivation in physical education, create a positive outcome, increase enjoyment in physical education, promote positive motor skill development, and, lastly, increase of physical activity during students' leisure time (Van den Berghe et al., 2013). This type of teaching strategy known to positively promote motivation in the classroom is known as, autonomy supportive teaching strategies (Haerens et al., 2013; Van den Berghe et al., 2013). A teacher who displays autonomy supportive teaching strategies in the classroom will focus on identifying, nurturing, and developing students' personal motivational

outputs by focusing on their interests and personal goals (Haerens et al., 2013). Such strategies include actively listening to students' interests and goals, to create a nurturing environment, and fostering students' motivation through enjoyable and challenging activities. In addition, the utilization of positive language and the provision of relevance of classroom activities, in an effort to increase students' motivational output, will foster student motivation (Haerens et al., 2013). Therefore, the goal of this project study is to understand how middle school students belonging to this particular urban port town on the southeastern coast of the United States are motivated to participate in physical education. In addition, evaluating the present autonomy supportive teaching strategies used by the three physical education teachers will help to provide a deeper understanding of the strategies used in the classroom, which, in return, will explain how the current autonomy strategies positively or negatively influence the students' motivation to participate in physical education. This transformation of an unmotivated disengaged physical education classroom to a motivated engaging physical education classroom, will provide the physical education teachers a richer understanding of autonomy supportive teaching strategies and how they can be used in the classroom, which in return can influence students' motivation to not only participate in physical activity but also to make daily physical activity a part of one's lifestyle.

### **Definition of Terms**

*Autonomy*: The state of having a sense of options to participate in an activity of one's choosing (Van den Berghe et al., 2013).

*Autonomy supportive teaching strategies:* Actions and behaviors by teachers that recognize, nurture, and develop students' motivational levels (Aelterman et al., 2013).

*Competence:* Refers to a feeling of confidence in one's ability to complete the task at hand (Haerens et al., 2013).

*Controlling teaching style:* Refers to a teacher's attempt to change the behaviors students currently exhibit and/or change students' perceptions. Examples of this teaching style could be composed of constant commands towards students or discouraging students to voice their opinion (Assor, Kaplan, Kanat-Maymon, & Roth, 2005).

*Extrinsic motivation:* Is the act of performing a particular action for a specific outcome (Ryan & Deci, 2000a).

*Intrinsic motivation:* Is defined as individual seeking out enjoyable challenges to maximize one's ability to learn, discover, and grow (Ryan & Deci, 2000b).

*Motivation:* Is a means to be moved to perform a specific act. An individual who has no desire to perform a specific act is categorized as unmotivated while an individual who is energized to perform a specific act is categorized as motivated (Ryan & Deci, 2000a).

*Physical education:* Is defined as curriculum designed to develop students' motor skills and instilling knowledge and behaviors of a physically active lifestyle, sportsmanship, self-efficacy, physical fitness, and emotional intelligence for students in K-12 grade (Shape America, 2014).

*Obese:* Is when a child is known to be equal or greater than the 95% on the body mass index percentile chart (Centers for Disease Control and Prevention, 2014).

*Overweight:* Is when a child is known to fall greater than 85%, but less than the 95% on the body mass index percentile chart (Centers for Disease Control and Prevention, 2014).

*Relatedness:* Refers to a sense of closeness and a trusting relationship (Van den Berghe et al., 2013).

*Self-determination theory:* Is a method of understanding an individual's motivation. The theory states that an individual's innate psychological needs for autonomy, relatedness, and competence are a critical component for optimal motivation (Ryan & Deci, 2000b).

### **Significance of the Study**

Determining what motivates students to strive for academic success in an educational environment has been an ongoing quest for many educators. Students who are intrinsically motivated will learn and accomplish tasks through their own personal enjoyment. Intrinsic motivation has been shown to produce positive outcomes, such as creativity, engagement, and academic achievement. Students who are extrinsically motivated will learn by performing a specific task for the sake of a personal reward or praise. Extrinsic motivation has been linked to negative feelings and low academic performance in school (Corpus, McClintic-Gilbert, & Hayenga, 2009). In addition, research has also provided evidence indicating that a child's age and the time spent in school are negatively correlated with the exhibition of intrinsic motivation, or learning for personal sake, and a positive correlation with the exhibition of extrinsic motivation while performing in school (Corpus et al., 2009; Tessier et al., 2010).



An individual's motivational output is a response to a given set of communication, social, and/or environment set of cues (Brooks & Young, 2011). Offering students options in a classroom setting may heighten students' intrinsic motivation and increase students' sense of self-determination via nurturing a sense of competence, autonomy, and relatedness. In return, these factors can contribute to a classroom environment aiding students' optimal motivation and participation in the classroom (Brooks & Young, 2011). The value of this project study will address how physical education teachers' autonomy supportive teaching strategies influence their students' need for competence, autonomy, and relatedness in a physical education environment. The significance of these results will not only help physical education teachers to maximize their students' motivation and participation during physical education class but will also provide an opportunity for teachers to enrich their professional growth. In addition, when teachers have established a motivating learning environment, students will not only be motivated to participate in physical education but will learn to develop the appropriate skills and motivation to live a healthy and physically active lifestyle (Haerens et al., 2013).

In today's society children are expending significantly less energy on a daily basis compared to previous generations. A lifestyle centered on sedentary activities and poor nutritional decisions has not only created a major health concern for childhood obesity but has also created a concern regarding the medical cost associated with childhood obesity (Green et al., 2012). Researchers have found that increased student physical activity

- Facilitates the display feelings of overall satisfaction.
- Improves academic performance in school and decreases the risk of obesity and orthopedic health problems.
- Decreases the risk of developing depression, high cholesterol, hypertension, heart disease, and becoming obese in adulthood.

In return, not only would students at the local study site, but all students would benefit from this project study. The benefits of this study can help to provide students with knowledge and a motivating classroom environment focusing on a healthy lifestyle, which in return, can create a positive social change not only in middle school but also positively influence their families and community to live a physically active and healthy lifestyle (Bradford, 2014; Bruss et al., 2012; Green et al., 2012; & Mack et al., 2012).

### **Research Questions and Hypotheses**

A goal of physical education is to motivate students to create a healthy lifestyle by introducing students to a variety of physical activity skills and striving to help students develop a positive attitude towards living a healthy lifestyle (Slingerland et al., 2014). Within the self-determination theory, autonomy supportive strategies that support students' need for autonomy, competence, and relatedness will support students' motivation versus diminishing their motivation in a classroom setting (Haerens et al., 2013). The focus of this project study was to evaluate students' motivation in physical education class by gauging their perceptions of their innate psychological needs for competence, autonomy, relatedness, and perceived autonomy support from their physical

education teacher. In addition, I evaluated the influence of the autonomy supportive teaching strategies displayed by three selected physical education teachers.

RQ 1 – Quantitative: Do students who experience autonomy supportive strategies report a higher level of competence in physical education?

$H_0$ 1: Students who experience autonomy supportive strategies do not report a higher level of competence in physical education.

$H_a$ 1: Students who experience autonomy supportive strategies do report a higher level of competence in physical education.

The following are specific questions from the Learning Climate Questionnaire (Ntoumanis, 2005) that were used to answer this research question:

1. I feel that my physical education teacher provides me choices and options.
2. I feel understood by my physical education teacher.
3. My physical education teacher conveyed confidence in my ability to do well in the course.
4. My physical education teacher encouraged me to ask questions.
5. My physical education teacher listens to how I would like to do things.
6. My physical education teacher tries to understand how I see things before suggesting a new way to things.

The following are specific questions from the Basic Need Satisfaction Scale (Ntoumanis, 2005) that were used to answer this research question:

1. Students in PE tell me I am good at what I do.
2. I have been able to learn interesting new skills in PE.

3. Most days I feel a sense of success from exercising in PE.

RQ 2 – Quantitative: Do students who experience autonomy supportive strategies report a higher level of autonomy in physical education?

$H_02$ : Students, who experience autonomy supportive strategies, do not report a higher level of autonomy in physical education.

$H_{a2}$ : Students, who experience autonomy supportive strategies, do report a higher level of autonomy in physical education.

The following are specific questions from the Learning Climate Questionnaire (Ntoumanis, 2005) that were used to answer this research question:

1. I feel that my physical education teacher provides me choices and options.
2. I feel understood by my physical education teacher.
3. My physical education teacher conveyed confidence in my ability to do well in the course.
4. My physical education teacher encouraged me to ask questions.
5. My physical education teacher listens to how I would like to do things.
6. My physical education teacher tries to understand how I see things before suggesting a new way to things.

The following are specific questions from the Basic Need Satisfaction Scale (Ntoumanis, 2005) that were used to answer this research question:

1. I feel like I can make a lot of inputs to deciding what to do in PE.
2. I am free to express my ideas and opinions in PE.
3. My feelings are taken into consideration in PE.

4. I feel like I can pretty much be myself in PE.

RQ 3 – Quantitative: Do students who experience autonomy supportive strategies report a higher level of relatedness in physical education?

$H_03$ : Students, who experience autonomy supportive strategies, do not report a higher level of relatedness in physical education.

$H_{a3}$ : Students, who experience autonomy supportive strategies, do report a higher level of relatedness in physical education.

The following are specific questions from the Learning Climate Questionnaire (Ntoumanis, 2005) that will be used to answer this research question:

1. I feel that my physical education teacher provides me choices and options.
2. I feel understood by my physical education teacher.
3. My physical education teacher conveyed confidence in my ability to do well in the course.
4. My physical education teacher encouraged me to ask questions.
5. My physical education teacher listens to how I would like to do things.
6. My physical education teacher tries to understand how I see things before suggesting a new way to things.

The following are specific questions from the Basic Need Satisfaction Scale (Ntoumanis, 2005) that were used to answer this research question:

1. I really like the students I exercise with in PE.
2. I get along with students in PE.
3. I consider the students I exercise with in PE to be my friends.

4. Students in PE care about me.

5. Students in PE are pretty friendly towards me.

RQ 4 – Qualitative: How do the physical education teachers apply “autonomy supportive teaching strategies” in their learning environment?

The following are questions that were used in the interview:

1. Please describe your educational background?

2. How do you try to incorporate your students’ interests in the classroom?

3. How do you try to offer students choices in the classroom?

4. How do you try to create a sense of challenge into your lesson for your students?

5. Could you provide examples of when you may offer incentives or consequences within a lesson?

6. If a student or students show a lack of interest in the activity, how do you adapt the lesson to pique their interest and motivation to participate in class?

The observation rating sheet, List of Observed Need-Supportive Teaching Behaviors, can be found on Appendix B.

### **Review of Literature**

The significance of motivation in education is undeniable (Boiche, Sarrazin, Pelletire, Grouzet, & Chanal, 2008). Research conducted in educational settings has regularly emphasized the positive role motivation plays in students’ participation and performance in a classroom setting (Boiche et al., 2008; Deci, Vallerand, Pelletier, & Ryan, 1991; Jang, Kim, & Reeve, 2012; Ntoumanis, 2001; Ntoumanis, 2005; Ntoumanis

& Standage, 2009; Van den Berghe et al., 2014). There are many learning theories that have resonated with focusing on human beings' motivation and how one learns in the classroom such as self-efficacy theory, achievement goal theory, or ARCS model of motivational design. One theory, in particular, that has been progressively used to study students' motivation in a physical education setting is the self-determination theory (Ntoumanis, 2005). The self-determination theory is a method to understand an individual's motivation of fulfilling one's need for competence, autonomy, and relatedness, in order to facilitate optimal motivation and participation. Specifically, this theory examines environmental factors that can heighten, versus undermine, an individual's motivational output. Thus, application of the self-determination theory necessitates the observation of the innate psychological fulfillment of one's competence, autonomy, and relatedness for optimal motivational output and the examination of the social environments that can potentially thwart one's optimal motivational output (Ryan & Deci, 2000b). The appeal of the self-determination theory in the dominion of education is known to increase student learning, appreciating the value of education, and create confidence in students' ability to succeed in the classroom (Deci et al., 1991).

A number of different character traits displayed by a teacher can contribute to students' motivational output and participation in a classroom setting. Character traits, establishing a caring relationship, respect amongst teacher and classmates, instructional strategies, grading policies through formative and informative practices, and, lastly, offering interesting and practical activities will all contribute to the amount of students' output of motivation and participation in the classroom (Jang et al., 2012). According to

the self-determination theory, an essential teacher character trait that is a leading contributor of students' optimal motivation and participation in the classroom is a motivating teaching style. Teachers who display autonomy supportive strategies generally energize students' motivation and participation during classroom instruction; while teachers who display a controlling teaching style tend to negatively influence or even thwart students' motivation and participation during classroom instruction. The self-determination theory proposes that a teacher who displays an autonomy supportive teaching style will first nurture students' innate psychological need for satisfaction by supporting students' need for competence, autonomy, and relatedness in a classroom environment. The fulfillment of students' psychological need for satisfaction will influence students' motivational output and participation in the classroom, which will, in return, influence class outcomes such as, mastering content, learning, engagement, and achievement (Jang et al., 2012).

Ryan and Deci (2000b) have stated that individuals are motivated to participate through a variety of different elements. On one end of the spectrum, an individual may be motivated to complete a task because he or she values the activity or possesses an enduring interest or sense of personal commitment. On the opposite end of the spectrum, an individual may complete a task due to external pressure, a bribe, or fear of not fitting in. Internal motivation versus external regulation is a common factor for everyone. Ryan and Deci (2000b) have also found that the environment can also influence an individual's motivational output by either supporting one's interests or persuading an individual through external reasons.

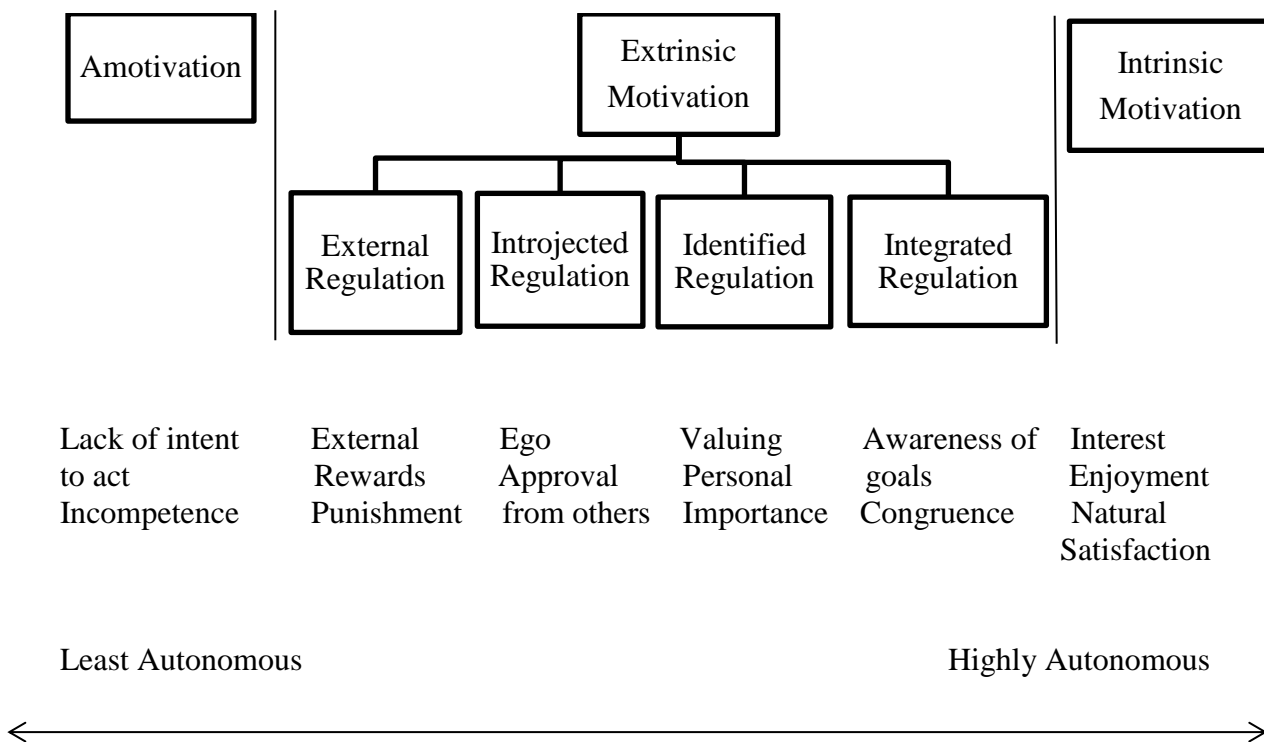


Due to the functional differences between an individual's self-motivation and external regulation to complete a task, the self-determination theory examines what type of motivation is being displayed and how environmental factors influence individuals' motivational output (Ryan & Deci, 2000b). Examining human motivation, via the theoretical tenet of the self-determination theory, the far-right side of the spectrum is intrinsic motivation. Intrinsic motivation is described as the act of performing an action for one's innate satisfaction and personal enjoyment. An individual who is intrinsically motivated participates in an activity for the challenge and enjoyment, as opposed to feeling a sense of pressure or for an external reward. Research has shown that intrinsically motivating activities have provided individuals with a satisfaction of fulfilling one's desire to have a sense of competence, autonomy, and relatedness (Ryan & Deci, 2000a). However, an individual's response to be intrinsically motivated to perform a specific task can possibly be altered by varying environmental factors. In a study by Deci (1971), experimental and control groups were examined during a period of three different sessions. The results of the study revealed that when the experimental group received external rewards in the form of money, the intrinsic motivation decreased to perform the specific act. On the other hand, the control group's intrinsic motivation increased upon receiving positive feedback.

While intrinsic motivation is an important category of motivation, most actions performed are not based entirely upon an individual's intrinsic motivation. As individuals age, social factors, roles, and demands will influence their responsibility to perform specific tasks. For example, Ryan and Deci (2000a) discovered intrinsic motivation to

decrease in school as students advanced through each grade. Extrinsic motivation occurs whenever a specific activity is attempted in order to achieve an independent outcome. In essence, one is performing the task in order to receive a specific outcome, instead of completing a task through intrinsic motivation, for the sake of pure fun and challenge. Within the self-determination theory, a second sub-theory was created, known as the Organismic Integration Theory, to help explain the four styles of extrinsic motivation. Figure 1 explains the different types of motivation displayed on a scale from left to right in relation to the extent of motivation derived from one's behavior (Deci & Ryan, 1985).

Motivational Style



*Figure 1.* Different types of human motivation (Deci & Ryan, 1985, as cited in 2000a, 2000b).

On the far-left side of the continuum is amotivation, which is known as the act of lacking a purpose to perform a specific task. Amotivation occurs when an individual lacks the ability to value the specific task, having no perception of one's competence to complete the task, or failing to see a desired outcome. Moving to the right of the spectrum is the least autonomous form of extrinsic motivation, known as external regulation. An individual who displays external regulation exhibits behaviors to gratify an exterior request or obtain an external reward (Ryan & Deci, 2000a). To the right of external regulation is introjection regulation, which occurs to avoid guilt or to manage one's ego for the sole purpose of how one looks in front of other peers. Identified regulation lies next on the continuum. This practice of extrinsic motivation occurs when an individual performs due to valuing the task, has been able to identify with the task, and believes in the desired outcome of completing the specific task. Lastly, integrated regulation, the greatest autonomous form of extrinsic motivation, arises because an individual finds value of the outcome derived from the specific task at hand (Ryan & Deci, 2000b).

The self-determination theory was chosen for this study due to the amount of research conducted to examine motivation guided by this specific theory in a physical education environment (Van den Berghe et al., 2014). The main goal of the physical education curriculum is to create a positive role in promoting psychomotor, intellectual, and emotional growth, which, in return, can positively influence children to embrace a

lifelong physically active lifestyle (Khalkhali, 2012). Physical educators not only play a dynamic part in promoting the benefits and knowledge of how and why to live a physically active lifestyle, but they can also positively influence a serious health threat to the country, childhood obesity. Many factors can influence the obesity rate, Green et al., (2012) has revealed that a child's environment is the most influential factor. Therefore, the need for a physical education environment focused on motivating students to participate, learn, and enjoy being physically active has never been more evident than today.

Teachers have a profound influence on students' lives, which will influence today's society. One of the primary aims of physical education is to promote regular physical activity. Research has not only shown strong evidence of health benefits stemming from regular physical activity but also the influence that a positive environment in physical education can have on a student's future physical activity. A healthy lifestyle of regular physical activity has also been suggested to possibly originate during one's adolescent phase (Lim & Wang, 2009). In the realm of education, research has shown the self-determination theory to be a valuable theory in attempting to recognize students' motivation to learn in an educational environment (Lim & Wang, 2009).

Deci et al. (1991) have found many positive educational outcomes spanning from elementary to college students that were connected to self-determined motivation by displaying intrinsic motivation or autonomous forms of extrinsic motivation. Deci et al. (1991) found evidence of students who displayed intrinsic motivation to perform in

school and developed and displayed autonomous forms of motivation showed a higher percentage to stay in school, excel academically, and adjust socially and emotionally in school, compared to students who displayed fewer forms of self-determined motivation. In the realm of teaching, research has identified two key concepts that are positively connected to the self-determination theory: students displaying autonomous motivation and an autonomy-supportive teaching style (De Meyer et al., 2014; Standage, Gillison, Ntoumanis, & Treasure, 2012).

Individuals who display autonomous forms of motivation are known to experience greater overall well-being, increased psychological health, and increased effectiveness in performance ability. However, within the self-determination theory, social environments are beneficial to an individual's satisfaction of competence, autonomy, and relatedness, which are hypothesized to be influential to one's display of autonomous motivation. A social environment that is connected to the self-determination theory viewpoint and embraces the fulfillment of one's three basic psychological needs (competence, autonomy, and relatedness) is said to have experienced autonomy support within one's social environment. Therefore, an autonomy supportive environment is one that supports an individual's ability of decision making, understanding, and initiating (Standage et al., 2012). Research conducted in a physical education environment has supported the notion that students who perceive to feel autonomy support by their physical education teacher have their need for competence, autonomy, and relatedness positively fulfilled (Standage et al., 2012). In addition, strong evidence has also been revealed students who perceive autonomy support from their physical education teacher

have positively displayed autonomous motivation in the form of intrinsic motivation and identified regulation in a physical education environment (Lim & Wang, 2009).

Therefore, within the self-determination theory, autonomy support is measured as a crucial element to a teaching style. An autonomy supportive teacher aims to listen to students' viewpoints, provides choices for students within the classroom, and encourages creativity. In addition, autonomy supportive teachers will display the intrinsic value of a class assignment or activity through creating an enjoyable and challenging activity, all while presenting a meaningful foundation to students on the importance of the particular activity or assignment. In a physical education environment, the presence of an autonomy supportive teacher has been correlated with an increased motivation for physical education, motor skill improvement, student enjoyment, increased effort to participate, and an increased desire to be physically active during a students' leisurely time (De Meyer et al., 2014; Van den Berghe et al., 2013). The theoretical explanation of why an autonomy supportive teaching style enriches motivation and desire to participate in the classroom is credited to supporting students' general psychological need for satisfaction and one's autonomy need satisfaction (Jang et al., 2012).

The self-determination theory has shown, compared to an autonomy supportive teaching style, a controlling teacher style can potentially influence a reverse effect on students' motivation in the classroom. A controlling teaching style thwarts the ability to support students' basic psychological needs for competence, autonomy, and relatedness while in a school environment. A controlling teacher can hinder students' need for autonomy by ignoring students' perspectives, and pressuring students to perform and

think in a precise way. Secondly, a controlling teaching style can impede students' need for competence through a chaotic classroom environment. A chaotic classroom environment can be composed of unclear lesson objectives and classroom rules, which will thwart a student's perception of competence and enable him or her to develop respect and understanding of the goals for a specific activity or assignment. Thirdly, a teacher who displays a controlling teaching style, via unfriendliness or the exhibition of favoritism towards students, can also prevent students from being able to develop relatedness in the classroom (Van den Berghe et al., 2013). In a physical education environment, research has shown a controlling teaching style to decrease students' effort, participation, and decision to be physically active during one's leisurely free-time (De Meyer et al., 2014). Therefore, the influence of autonomy supportive and controlling teaching styles can have on students' education has created a need for teachers to expand their professional growth by focusing on motivational tactics that will heighten students' optimal motivation and students' overall academic performance compared to thwarting students' overall academic performance.

One of the key logical connections of increasing students' motivation in the classroom, as guided by the self-determination theory, is the proof and support of an autonomy supportive teaching style. During classroom instruction, a teacher's motivating style will become evident by attempting to encourage and engage students throughout a learning activity. A classroom environment that exhibits an autonomy supportive teaching style will create a motivational path that will build upon supporting students' perceived autonomy support, the need for satisfaction, classroom engagement, and, lastly

achievement. An autonomy supportive teaching style will begin to support students' discernment of autonomy support via a teacher who embraces students' insights throughout a lesson, creates a welcoming environment by incorporating students' understanding and questions throughout class time, and, lastly, supports students' autonomous self-regulation (Jang et al., 2012). Research by Jang et al. (2012) revealed that autonomy supportive teaching style predicts students' perceived autonomy support in the classroom. In return, fulfillment of perceived autonomy support in the classroom heightens students' psychological fulfillment of competence, autonomy, and relatedness and autonomy need satisfaction (Jang et al., 2012).

The satisfaction of students' need for autonomy satisfaction will enhance a path of classroom engagement. The presence of classroom engagement is shown through students' active involvement in learning activities: classroom discussion, asking questions, and/or participating in an activity. Hence, classroom engagement is another benefit of an autonomy supportive teaching style, or nurturing students' need for autonomy support, which, in return, will stimulate students' engagement in the classroom. Lastly, an increase in student engagement has been known to positively heighten students' ability to learn, raise comprehension, promote skill development, and enhance students' overall academic progress (Jang et al., 2012).

The objective of this project study is to examine if local middle school students' perception of competence, autonomy, and relatedness are fulfilled in a physical education environment and to provide a deeper understanding of the quantity and quality of autonomy supportive strategies displayed by the three local physical education teachers.



The self-determination theory strongly relates to the key research questions, as a large amount of research has examined human motivation through the scope of the self-determination theory. Ntoumanis and Standage (2009) have reported that in an educational environment, such as a physical education class, students who experience autonomy supportive teaching strategies are more likely to exhibit intrinsic motivation to learn and participate in the classroom.

The literature review is comprised of an analysis of a theoretical framework closely aligned to the study topic. Motivational theories and motivational beliefs such as self-efficacy, persistence, self-esteem, empowerment, passion, the achievement goal theory, the self-determination theory, the organismic integration theory, and autonomy supportive versus a controlling environment were reviewed throughout the literature review (Barkoukis, Koidou, Tsorbatzoudis, & Grouios, 2012; Brooks & Young, 2011; Ciani, Sheldon, Hilpert, & Easter, 2011; Gao, Lee, Xiang, & Kosma, 2011; Khalkhali, 2012; Parastatidou, Doganis, Theodorakis, & Vlachopoulos, 2010; Standage & Gillison, 2007; Standage et al., 2012). The theoretical framework behind the self-determination theory provides the opportunity to examine the intention and drive for why one participates in class (Khalkhali, 2012). The key elements of the self-determination theory focuses on autonomy supportive teaching style and students' perception of the fulfillment of one's competence, autonomy, and relatedness. In addition, this review also examines motivation and participation in the classroom and the lack of motivation and positive effects that occur regarding an individual's motivational output towards physical activity. For this review research articles were selected from the ERIC and Education Research

Complete databases, as well as research articles from the self-determination theory's website. The key search terms incorporated physical education, motivation, health benefits of physical activity, motivation in the classroom, self-determination theory, and autonomy supportive teaching strategies.

Upon reviewing research, there is no question that a lack of motivation to be physically active exists. Despite the academic and health benefits of a physically active lifestyle (Bradford, 2014), the occurrence of sedentary lifestyles continue to rise. A sedentary lifestyle has not only contributed to a dramatic increase in childhood obesity, compared to a generation ago but has also increased a lack of motivation to be physical activity (Green et al., 2012). Schools can have a profound influence in fighting the childhood obesity epidemic via a comprehensive physical education program. Physical education is the only content area in school that provides students an opportunity to develop awareness, skills, and motivation to participate and maintain a physically active lifestyle (Bradford, 2014). However, upon examining local motivational issues in physical education, reoccurring comments from local middle school students such as "I don't like to work out" (J. Ellis, physical education teacher, personal communication, January 20, 2015) has created a strain on three local physical education teachers in trying to motivate their students to participate in physical education class.

Research has shown that when students' perceptions of their innate psychological need for competence, autonomy, and relatedness are filled, higher motivational output and participation exist while in a physical education environment (Aelterman et al., 2012; Khalkhali, 2012; Mack et al., 2012; Ntoumanis, 2001; Ntoumanis, 2005; Radel, Sarrazin,

Legrain, & Wild, 2010; Standage et al., 2012). Ntoumanis (2001) found that students who had an opportunity to work with others (relatedness) felt a sense of improvement from their physical education teacher (competence) and had the availability to choose different activities (autonomy) supported the self-determination theory framework through an increase in students' motivation to participate in physical activity while in a physical education environment.

A primary goal for physical educators is to educate and equip students to live a physically active lifestyle. The self-determination theory has provided evidence of students who continue to remain physically active has been positively predicted via intrinsic motivation (Koka & Hein, 2003; Ntoumanis, 2001). Students who are more intrinsically motivated to exercise enjoy the fun and challenge arrived through being physically active. As a physical educator, motivating students to be physically active in regards to enhancing students' intrinsic motivation is an important component that needs to be considered in physical educators' teaching style (Koka & Hein, 2003). Autonomy supportive feedback, which is also aligned to an autonomy supportive teaching style, has shown to be a positive means of feedback that will enhance students' intrinsic motivation (Carpentier & Mageau, 2012; Koka & Hein, 2003). A physical education teacher who displays autonomy supportive feedback will use feedback as a means to provide a rationale to students, regarding the significance of specific activities or even meaning behind behaving in a particular way. Additionally, they will consider students' feelings and perspectives, provide options when applicable for students, and, lastly, avoid using controlling feedback (Carpentier & Mageau, 2013). Accompanied by autonomy

supportive feedback, autonomy supportive teaching style has the potential to enhance students' intrinsic motivation. The goal of a teacher who displays an autonomy supportive teaching style is to support students' personal interest and value of education. These teachers will motivate students by recognizing and backing students' interest in the classroom all while incorporating the school's value and mission. Research has shown that students who are supported by an autonomy supportive teacher in the classroom will be more likely to display greater competence in one's academic ability, enjoy a challenge, display positive emotions, have greater understanding, experience higher academic achievement, and, lastly, are more motivated to be physically active (Koka & Hein, 2003; Reeve, Bolt, & Cai, 1999).

### **Implications**

The implications presented in the proposed study will provide local physical education teachers' knowledge and a deeper understanding of teaching strategies which will support students' perceptions of competence, autonomy, and relatedness through engaging students during classroom activities. The anticipated findings will help to provide an in-depth understanding of how students perceive autonomy support from their physical education teacher, students' perceptions of one's fulfillment of competence, autonomy, and relatedness in physical education (Ntoumanis, 2005), and provide the researcher with a deeper understanding of specific motivating teaching strategies used in a physical education environment. These implications will not only be valuable for the local physical educators but will be valuable for all local teachers striving to increase

one's professional growth by increasing student participation and motivation to excel in the classroom.

The tentative guideline for the project study, based upon the anticipated findings, is to create a nine-week curriculum plan based upon incorporating autonomy supportive teaching strategies into the curriculum plan. This new curriculum plan will provide an excellent guide for the physical education teachers to see how to incorporate autonomy supportive teaching strategies into one's yearly curriculum plan, which in return will support students need for their fulfillment of relatedness, competence, and autonomy in the classroom.

### **Summary**

An expansive amount of research has shown positive evidence towards the preventative role physical activity has on childhood obesity, as well as, health complications derived from obesity. The ongoing battle between childhood obesity and physical activity has created an interest in examining students' motivation in a physical education setting, while having the opportunity to understand students' behavior and overall well-being in a physical education environment. Physical education class provides an opportune time for physical educators to introduce students to a vast array of physical activities that each child could incorporate into their daily physical lifestyle. In addition, students will become aware of the benefits of physical activity and living a healthy lifestyle. Hence, a vital asset to a successful physical education class is for physical educators to display motivating teaching strategies that will help in motivating students to enjoy participating in physical activities.

While researching motivation and education, one theory that has consistently been used is the self-determination theory. This theory can provide an opportunity to examine a students' psychological need for competence, autonomy, and relatedness, to stimulate optimal motivation and overall well-being within a physical education environment. A crucial element of the self-determination theory is to focus on the role an educator's autonomy teaching strategies has on students' motivation to learn and participate in the classroom. Hence, the opportunity to examine and educate teachers on the significance of supporting students' psychological need for competence, autonomy, and relatedness will provide understanding of how a teacher's support and classroom structure will enhance students' optimal motivation to not only participate in physical activity, but also create a fun, enjoyable, and challenging atmosphere. This atmosphere will enable students to learn the benefits of physical activity.

The following sections of this project study will contain a methodology section, comprised of the purpose behind the mixed-method approach, the setting and sample, the anticipated data collection and strategies to be used, and the data analysis process. Upon the completion of the data analysis, the results will be analyzed and reported. The final stage of this project study will include the anticipated project of a nine-week curriculum plan, derived from the data analysis while also including a literature review of the project study. Additionally, reflections and a conclusion of this project study will be incorporated. Also, all materials that were created or used throughout will be included in an appendix section.

## Section 2: The Methodology

In this study, a nonexperimental approach was used to develop more understanding of students' motivational levels and teachers' use of autonomy supportive teaching strategies in the physical education classroom. Using a nonexperimental approach, a researcher examines variables that have already occurred to measure relationships among variables. No variables were manipulated throughout this project study (Lodico, Spaulding, & Voegtle, 2010). I used a mixed method design involving use of both quantitative and qualitative research methods.

For the quantitative portion of the study, I used two different preestablished surveys that include Likert-style questions for middle school students. After parental consent had been secured, I administered the survey one time to all students who had consented to participate in the study. The Learning Climate Questionnaire is a preestablished survey intended to measure students' perceptions of autonomy support received from their physical education teacher while in class. The second preestablished survey, the Basic Need Satisfaction Scale, was created to examine students' perceptions of whether competence, autonomy, and relatedness were met in their physical education class (Ntourmanis, 2005). The qualitative portion of the study investigated the influence that physical educators' autonomy supportive teaching strategies have on students' motivation to participate in physical education class. I interviewed the three physical education teachers regarding their use of teaching strategies in their classrooms. I also explored the influence these strategies have in the classroom by conducting four to six observations.

### **Mixed Method Design and Approach**

Creswell (2012) defined a mixed method research design as one in which both quantitative and qualitative research designs are used in combination to create a deeper understanding of the research question than either research method could provide on its own. In this project study, use of a mixed method research design provided me with the opportunity to examine the local problem in an in-depth way by examining both students' motivation to participate and teachers' teaching styles used in the classroom. The use of a quantitative and qualitative approach provided an opportunity to evaluate the overall picture of the local problem of students' motivation to participate in physical education and the influence autonomy supportive teaching styles have on promoting student motivation in physical education class (Lodico et al., 2010).

Common types of mixed method designs are concurrent, explanatory sequential, and exploratory sequential. The explanatory sequential design focuses on collecting quantitative data first which will then lead into a qualitative data collection. The strength of this design focuses on the second phase of the qualitative data to strengthen the data analyses. In return, another two-phase data collection designs are known as the exploratory sequential design. In this design, the qualitative data are first collected followed by the quantitative data to help explain a relationship between the data (Creswell, 2012). For this research study, a concurrent mixed method design gave me the ability to strengthen the research study and provide an overall detailed understanding of the research questions. By using a concurrent mixed method design, I was able to collect quantitative and qualitative data simultaneously. The data were merged to create a greater



overall understanding of the problem that can be used to inform positive change in the future. The quantitative portion of the study provided an understanding of the middle school students' perceptions of fulfilling one's need for competence, autonomy, and relatedness in physical education class. The qualitative portion of the study provided an in-depth understanding of the type of environment created for the middle school students by interviewing and observing the three physical education teachers (Creswell, 2012). All quantitative and qualitative data were collected, analyzed, and compared for reoccurring trends and themes (Creswell, 2012).

The data collection process occurred at the study site, a middle school, during the school day. As advised by an IRB coach at Walden University, I sent an e-mail to the principal of the middle school to inquire if there was an interest in participating in the study. The principal agreed to the partnership, but he requested that the surveys be administered during the students' physical education class. Students who did not consent to the surveys continued with regular classroom routines. As advised by the IRB coach, I analyzed all data and then provided all results back to the school, since this information can be valuable not only to the physical education teachers but also to the school.

Upon signing the consent form, students were asked to participate only once in completing two preestablished surveys. The Learning Climate Questionnaire was designed by Williams and Deci (1996). The short six-question form of the Learning Climate Questionnaire (Ntoumanis, 2005) was used to measure students' perceptions of autonomy support as displayed by their physical education teachers (see Appendix E for a letter permitting me to use this instrument). The second survey, the Basic Need

Satisfaction Scale, was modified by Ntoumanis (2005) to measure satisfaction in a physical education setting. This 12-item survey (Ntourmanis, 2005) was used to measure students' perceptions of competence, autonomy, and relatedness in a physical education environment (see Appendix F for a letter permitting me to use this instrument). The qualitative data collection occurred through interviews with three physical education teachers and observations in six different physical education classes. The purpose of the qualitative data collection was to examine the physical education environment and create a deeper understanding of the teaching strategies used by physical education teachers.

The quantitative data were first analyzed by using SPSS statistical software to produce descriptive statistics, including the mean, median, mode, and frequency. Secondly, inferential statistics occurred through an analysis of variance. The analysis of variance assisted in strengthen the quantitative data by comparing the data, once separated into three different groups. The three groups were comprised of students who had the three physical education teachers, Teacher A, Teacher B, and Teacher C. Being able to compare groups in this manner was helpful in answering the three quantitative research questions and hypotheses (Creswell, 2012). The qualitative data were analyzed by coding and identifying common trends or words and then creating evolving themes. An advantage of collecting and analyzing both quantitative and qualitative data is the ability to combine the strengths of both research designs to create a greater in-depth understanding of the date analysis (Lodico et al., 2010). In addition, another advantage will provide an opportunity to create a deeper understanding of the different motivational levels among the three different groups.

### **Setting and Sample**

The purpose of this project study was to investigate a specific characteristic, lack of motivation in physical education, in a sixth through eighth-grade middle school. Creswell (2012) has defined using a nonprobability sampling technique due to the convenience and representation of key characteristics that a researcher is seeking to evaluate. Hence, due to the local problem aligning with the specific characteristic that I was seeking to examine, a non-probability sampling technique was used for this project study. Convenience sampling allowed the researcher to select participants for the project study who were able to provide valuable information for answering the research questions (Creswell, 2012). Participants of the study included approximately 261 students in 6<sup>th</sup> through 8<sup>th</sup> grade and the three physical education teachers, all from the same middle school. Each physical education teacher is responsible for teaching health and physical education to six different class per day, comprised of approximately 25 students per class. These students take health and physical education throughout the entire school year, with the same teacher. Prior to participation in the study, all students of the middle school completed a consent, which also required parental consent. A goal of the student and parental consent form is to establish a relationship between myself and the participants. The consent letters included information pertaining to my education, why the researcher is seeking participation, and a little background concerning the research study. Students will also have the option not to participate before the paper-based surveys are distributed on the day of the data collection. To ensure confidentiality, all parental and student consent forms will be kept in a separate sealed envelope. The researcher will

collect all sealed envelopes on the day the surveys are administered. However, the only sealed envelope that will need to be opened will be the envelope that contains that surveys, for the purpose of inputting data into the SPSS program.

To help prepare the physical education teachers for administering the surveys, I met with the teachers prior to the administering the survey to review all guidelines and directions for administering the surveys to the students. On the day in which the surveys were administered, I was present at the school to answer any questions or concerns. In addition, during this time I conducted interviews with each physical education teacher and observed six physical education classes to evaluate the influence of the autonomy supportive teaching strategies, which in return will create a deeper understanding of the autonomy supportive teaching strategies used in the classroom. To establish a repertoire and encourage participation amongst the physical education teachers, I reached out to them via email. Upon consent, times for interviews and observations were selected. To ensure confidentiality and protection from harm, teachers' names were coded and all data is stored on a password protected computer, sealed envelopes, and a password protected iPad.

### **Data Collection Strategies**

The quantitative and qualitative data collection were conducted within a week. The quantitative portion was conducted during a school day, while the qualitative portion of the study took two to three days to perform three interviews and six classroom observations. The study site for my project study is a former place of employment; where

I have no current supervisory or professional relationship with participants. Hence, due to no supervisory of teachers and the length of time since teaching at the school, no student-teacher relationship existed amongst the students and myself. Some teachers I did know from my previous employment, but the majority of the teachers and administration were new. Hence, no ethical issues and minimal bias occurred while collecting data from middle school students. The classroom observations occurred by observing each physical education teacher, during a physical education class, two times, once at each grade. To ensure sufficient observation of each grade level was met, the List of Observed Need-Supportive Teaching Behaviors form was utilized. Each interaction between the physical education teachers and their students was reflected on this form, throughout the duration of each observed class. Each physical education teacher teaches two physical education classes per each grade daily. The classroom observation occurred for the entire 55-minute class time. During the classroom observation, the List of Observed Need-Supportive Teaching Behaviors rating sheet (See Appendix B) was used to rate the physical education teachers' autonomy supportive teaching strategies. Haerens et al., 2013 created this observation rating sheet based off of nineteen possible autonomy supportive strategies that can be used in the class to support students' needs of competence, autonomy, and relatedness. The nineteen need-supportive teaching behaviors are coded every five minutes on a 4-point frequency scale rating teachers from 0 (never used) to 3 (observed all the time). Haerens et al., (2013) and Van den Berghe et al., (2013) have stated the List of Observed Need-Supportive Teaching Behaviors observation rating sheet to be a valid and reliable tool with the Cronbach's alpha coefficient to be acceptable at

.78. Permission was also granted to use this observation sheet (See Appendix C). The scoring consisted of finding the sum score of each behavior for the whole lesson and then divide the total by the number of total intervals for each lesson. Another score was created by averaging the behaviors replicating the three need-supportive teaching behaviors; teacher autonomy support, structure, and teacher relatedness support (Van den Berghe et al., 2013). Observing the physical education teachers in their natural setting provided a deeper insight into the quantity and quality of the physical education teachers incorporating autonomy supportive teaching behaviors in the classroom and create an in-depth understanding of the qualitative research question.

The second portion of qualitative data was collected through three interviews with each of the physical education teachers. The interview questions, which are researcher produced, focused on creating a deeper understanding of the research question: which states, how do the physical education teachers apply autonomy supportive teaching strategies in their learning environment? The interview protocol (see Appendix D) focused on questioning how the teachers create their learning environment or respond to situations in the classroom. The questions of the interview were as follows:

1. Please describe your educational background?
2. How do you try to incorporate your students' interests in the classroom?
3. How do you try to offer students choices in the classroom?
4. How do you try to create a sense of challenge into your lesson for your students?
5. Could you provide examples of when you may offer incentives or consequences within a lesson?

6. If a student or students show a lack of interest in the activity, how do you adapt the lesson to pique their interest and motivation to participate in class?

Prior to the data collection, a consent letter was sent to the three physical education teachers asking for their participation in the observation and audio recorded interview. Classroom observations occurred for the whole class period for two observations at different grade levels for each physical education teacher. In addition, interviews were arranged to occur at the most convenient time for the teacher whether it be before school, during their lunch time, or after school. The qualitative data collection took two days to complete while at the same time the quantitative data collection will be collected in one day. The duration of the interviews was around 20 minutes. Following the data collection, research logs will be used to keep track of all data and developing understandings that will be used through the data analysis process (Creswell, 2012).

The Learning Climate Questionnaire will be the first pre-established survey used to collect quantitative data from the middle school students. Williams and Deci (1996) adapted the Learning Climate Questionnaire from the Health-Care Climate Questionnaire that was created by Williams, Grow, Freedman, Ryan, and Deci (1996). The Learning Climate Questionnaire has a long form 15-items and a short form 6-items with a 7-point Likert scale from 1 (strongly disagree) to 7 (strongly agree). For the project study, I have decided to have the short form of the Learning Climate Questionnaire administered, which has become a commonly used survey in the classroom to examine students' autonomy support by their teacher (Jang et al., 2012). The Learning Climate Questionnaire examines the amount to which students perceive their teacher as

supporting their autonomy in a classroom setting (Williams & Deci, 1996). The wording of the questions will be adapted from “my instructor” to “my physical education teacher” to be relevant to a physical education class (Ntourmanis, 2005; Standage & Gillison, 2007; Standage, et al., 2012). Scores from the Learning Climate Questionnaire was calculated by averaging the individual item scores. Hence, a higher average score represented a student with a higher level of perceived autonomy support from their physical education teacher.

Content reliability and validity were previously established by Williams and Deci (1996) who found the Cronbach’s alpha coefficient to be strong at .96 for the Learning Climate Questionnaire, as well as other studies to find strong reliability while using the Learning Climate Questionnaire (Ciani et al., 2011; Jang, et al., 2012; Ntoumanis, 2005; Standage & Gillison, 2007; Standage, et al., 2012). Approval to use the Learning Climate Questionnaire was established by creating an account on the self-determination theory website and agreeing to their terms of only using surveys provided on the self-determination theory website for academic research projects (See Appendix E).

Following the Learning Climate Questionnaire, the pre-established survey, Basic Need Satisfaction Scale, was used to collect quantitative data from the middle school students is the Basic Need Satisfaction Scale. The scale was originally used by Deci et al. (2001) to examine need satisfaction at work, but Ntoumanis (2005) revised this scale to measure need satisfaction in a physical education setting. The Basic Need Satisfaction Scale is a 12–item survey that focuses on three items pertaining to one’s perceptions of competence (see questions 3, 7, and 8), four items on autonomy (see questions 1, 5, 9,



and 11), and five items on relatedness (see questions 2, 4, 6, 10, and 12) on a 7-point Likert scale from 1 (strongly disagree) to 7 (strongly agree). A fundamental of the self-determination theory is the foundation that satisfaction of three innate psychological needs (competence, autonomy, and relatedness) is essential to nurture one's motivational behavior, social interactions, and overall well-being (Standage & Gillison, 2007). Hence, for this project study, the Basic Need Satisfaction Scale was used because it was created to measure perceptions of competence, autonomy, and relatedness. The scoring was comprised of averaging each question response for each of the three subscales (competence, autonomy, and relatedness) (Ntoumanis, 2005). As cited by Ntoumanis (2005) and Tessier et al., (2010) the reliability and validity of the English version of the Basic Need Satisfaction Scale has been reported with an adequate alpha coefficients while Deci et al. (2001) provided the alpha coefficients to be .83 for the English scale. Permission was granted to use the Basic Need Satisfaction Scale (See Appendix F).

On the day of the survey, all students who have completed the consent form was given the option not to participate in the survey. A few weeks before the data collection day, a consent letter was sent home explaining to parents and students the purpose of seeking permission for their child to participate in the surveys. Explaining the purpose of each student completing the motivational and perceived autonomy support surveys, will help to create a positive relationship between myself, the parents, students, teachers, and the school site. My role in the quantitative data collection process is to oversee the entire project and to be present at the school in case any questions or concerns would arise and to collect all surveys once they were completed by the students (See Appendix G). Raw

data will be made available by me upon request. Following the data collection, a convergent data analysis design was used to triangulate all data collected. A convergent data analysis allows the researcher to compare results from the qualitative and quantitative data. The qualitative data was coded and recorded for reoccurring themes while the quantitative data was analyzed for themes stemming from the surveys administered. The significance of using a convergent data analysis provided the researcher an opportunity to examine the quantitative and qualitative data in search for reoccurring themes that will then be able to provide new themes which will reveal a commonality between the quantitative and qualitative data (Creswell, 2012).

### **Data Analysis**

The quantitative data collection process, which were administered through two pre-established surveys, sought to examine students' motivation to participate in class by investigating the amount of competence, autonomy, and relatedness students perceive to have in one's physical education class. The SPSS program was used to help organize all data throughout the data analysis process. Descriptive and inferential statistics were used to explain the results of the quantitative data collection and the observation form.

The qualitative data collection process occurred through interviews with the three physical education teachers and six classroom observations. The purpose of the qualitative data collection was to create a greater understanding of the autonomy supportive strategies used in the classroom, which have been known to increase students' motivation to participate in class (Aelterman et al., 2013; Cost, Ntoumanis, &

Bartholomew, 2015; DeMeyer et al., 2014; Haerens et al., 2013; Jang, Kim, & Reeve, 2016; Jang et al., 2010; Reeve, 2013; Reeve, 2015; Tessier et al., 2010; Van den Berghe et al., 2013). First, I transcribed the interviews, from the audiotape recording, onto a Microsoft Office Word document. Then, hand analysis occurred by color coding the data into reoccurring themes. In addition, the data collected from the classroom observations was reviewed for re-occurring autonomy teaching strategies and each observed behavior was averaged. Following the coding process, all codes were used to build developing themes to answer the qualitative research question and creating a deeper understanding of the autonomy supportive teaching strategies used in the classroom (Creswell, 2012).

The benefit of using a concurrent mixed method research design provided the opportunity to collect quantitative and qualitative data simultaneously within a two to three-day span, merge the collected data together, and use the results to understand the research questions (Creswell, 2012). The quantitative data provided an overall general understanding of students' motivation while the qualitative data provided a more detailed understanding of the classroom environment that can lead to students' motivational output (Creswell, 2012). Upon analyzing the quantitative and qualitative data separately, the results were compared to one another in search of new themes that will aid in answering the research questions (Creswell, 2012).

### **Data Analysis Results**

Upon receiving IRB approval (approval number is 08-30-16-0411350), the data collection occurred September 12–14, 2017. At this point, students had been in school for

nearly a month. Prior to the data collection, students were informed of the upcoming optional surveys and sent home with a consent form for parental and student consent. The researcher created a check off list for each physical education teacher student roster, which the researcher then marked yes or no to each student participation in the study. All consent forms were kept in a sealed envelope and stayed in the researcher's possession. Students who opted not to participate in the survey were given an activity sheet, in place of a survey. To ensure the teachers remained unaware of which students were participating. The student surveys were all completed on the same day, with the researcher present, in case of any questions. At the completion, surveys and activities sheet were collected by the researcher and placed in a sealed envelope, which remained in the researcher's possession at all times.

The interviews and observations occurred during a span of two days. Two interviews occurred on the same day during the physical education teachers' lunch/planning period and the third interview occurred on the second day during the physical education teacher's lunch/planning period. The days and times were set up prior to the arrival at the school and upon the teacher's requested day and time. The interview was recorded using the Alon Dictaphone app on the researcher's iPad. In addition, the researcher took some notes throughout the interview. Following the completion of the data collection, the researcher transcribed the interviews by hand onto a Microsoft Word Document and then color coded the transcripts for common trends.

The observations, also occurred over a period of two days. Three observations occurred on the first day by observing two 6<sup>th</sup> grade physical education classes and one 8<sup>th</sup> grade physical education class. On the second day, two 7<sup>th</sup> grade physical education classes and one 8<sup>th</sup> grade physical education class was observed. The researcher observed each physical education teacher two times. All observed times and observations were arranged prior to the arrival at the school, which occurred following the teacher's consent to participate in the study. The researcher stood in a position where she could hear the teacher and students talking to one another. The researcher held onto a clipboard with a chart that was used to record specific autonomy teaching strategies that occurred during the observations (see Appendix B). The chart was divided into five minute segments for the entire 55-minute lesson. The researcher had a stop watch going throughout the observations to be aware of each five-minute segment. The observation rating sheet was divided into four different categories: autonomy support, structure before the activity, structure during the activity, and relatedness support. Both the autonomy support and relatedness support were looked at throughout the whole 55-minute lesson. However, the structure before the activity occurred roughly from about 0 to 30 minutes within the lesson and the structure during the activity occurred roughly 30–55 minutes within the lesson. During the observation, each time the researcher observed a strategy being used she would place a tally on the chart under the correct category. Prior to the observations, I spent time reviewing the observation rating sheet, familiarizing myself with the teaching strategies listed and could potentially be observed. I had six copies of the observation rating sheet, that I frequently referenced throughout each observation. I would place a

tally next to the teaching strategy each time it was observed. Upon the completion of the observations, the researcher then went back to the observation rating sheet and completed filling out the form by placing a 0 (never) to 3 (always observed) for each observed category within each five-minute segment. Through using a concurrent mixed method design, the researcher was able to immerse oneself into all the data at once, searching for common themes throughout all the data that was collected. Data analyses occurred through transcribing the interviews, followed by color coding for common themes, looking through observational data for common trends shown from all three physical education teachers, and analyzing the quantitative data through descriptive and inferential statistics. The benefits of the concurrent mixed method research design helped to merge all data together seeking to create a deeper understanding of the research questions (Creswell, 2012).

### **Qualitative Findings**

The qualitative data focused on answering the research question “How do the physical education teachers apply “autonomy supportive teaching strategies” in their learning environment?” The three interviews helped to provide common themes that were found among all three physical education teachers. A common recurring theme found throughout the interviews was the structure of each physical education teacher’s class. Because all three teachers work very close with one another and on a daily basis, classes are combined together for almost the first 20-30 minutes, as part of the teachers’ common daily routine.

The demographic background of the physical education teachers was comprised of two male physical education teachers and one female physical education teacher. Their years of experience ranged from five to 18 years of teaching with two physical education teachers having a bachelor's degree and one physical education teacher with their master's degree. Following the completion of transcribing the interviews, color coding helped to find common themes for each of the following questions. After seeking the participants' demographic background, the researcher began to ask questions pertaining to how they apply autonomy supportive teaching strategies in the classroom. The second question that was asked, "How do you try to incorporate your students' interests in the classroom?" Recurring phrases such as "geared more towards team sports" and "participate in sports as teams" provided input that the physical education teachers often times focused many of the lesson objectives on team sports to which their students communicated more interest to participate in during class.

The next question, "How do you try to offer students choices in the classroom?" The physical education department does a "free choice" where students get to pick which activities they would like to participate in for the class period. Phrases such as "25 stickers the class can vote," "kids could vote on what they want to do," "get to pick by ranking certain activities," and "which they have to earn," are the basis for students' "free choice" days in physical education class. Students have the ability to receive stickers based on following class rules and dressing out for physical education. Once, a class has received 25 stickers, they can decide to have a free day with either just their class or share the free day with all classes during their class period. Although this provides students

with autonomy in the classroom, the fact of students having to earn the stickers can create a dilemma. The response received, when asked how often this reward occurs, “You know that is a class by class basis. Some classes will get them once or twice a nine week and some classes never earn one at all.” Autonomy teaching strategies displays a teacher adopting a student’s perspectives, thoughts, feelings and incorporating them into the lesson plan. Supporting students through self-regulation instead of controlling students through constant demands pending student’ behaviors. Autonomy supportive strategies benefit students through enhancing students’ autonomy need satisfaction, self-regulation, creating greater engagement, choices for students, learning, and overall student well-being (Gunnell, Crocker, Wilson, Mack, & Zumbo, 2013; Reeve et al., 2014).

The fourth question asked, “How do you try to create a sense of challenge into your lesson for your students?” This provided common themes that were focused on individual challenges as well as team challenges. Comments such as, “Like today’s lesson in Radio Active River, had to give up an object to use. Which made it harder to get across because they had less objects,” “I give them a number or time, something that is more difficult or harder to reach then the rest of the kids,” and “I like to keep a running tally of our run every week. I keep a spreadsheet of how they did” showed common themes. The teachers provide individual challenges throughout a lesson and maintain an ongoing spreadsheet, tracking student progress. In addition, changing or removing equipment during games also will provide a sense of team and individual challenge for all students.



The fifth question was “Could you provide examples of when you may offer incentives or consequences within a lesson?” One specific common theme that was discovered for incentives was “competition between classes.” “I know the stick run is a big incentive. The stick run, we offer a pass to the class with the highest average.” “So, it’s the whole class working together for the highest average. If they receive the highest average, they can receive a stick run pass.” The stick run, is a running activity around the gymnasium. Each time a student passes their teacher, he or she will collect a popsicle stick. At the end of the 12-minute run, students grade will reflect the number of popsicles sticks he or she has collected. The consequences within a lesson follow the school wide policy of Positive Behavior Intervention and Support (PBIS).

Lastly, the sixth question, “If a student or students show a lack of interest in the activity, how do you adapt the lesson to pique their interest and motivation to participate in class?” Finding individual personal information and providing personal one on one goals for students’ effort was a common theme for all three physical education teachers when working with a student who shows a lack of interest; “I try to keep them as motivated as possible.” “I tell my kids, at least if you come up and try, I am happy and it may not be the best score, but I will still put a smiley face in the box because at least you tried.”

The observation portion of the qualitative data collection helped to provide the researcher with a visual of the quantity and frequency of specific autonomy supportive teachings strategies that were used in the classroom. The rating sheet was comprised of four main sections: teacher autonomy support, structure before the activity, structure

during the activity, and teacher relatedness support. Each of the four sections had a series of autonomy teaching strategies the researcher was seeking to observe. These behaviors are considered autonomy supportive because they have been known to increase students' inner motivation, ingenuity, and self-regulation (Haerens et al., 2013). The results of the observations displayed that the physical education teachers are displaying the autonomy teaching strategies; however, the frequency and quantity of each behaviors varies drastically (see Table 1, 2, and 3). Each table is broken down by grade level, with the results showing a wide variety of teaching strategies being used, but the frequency of each strategy greatly varied by grade level and by teacher. One behavior that was consistently shown by all teachers throughout all observations was their relatedness support of being physically near students. In addition, all physical education teachers displayed behaviors of offering students' choice within their warm-up and daily activity and using differentiation through different equipment to challenge students individually or as a team.

Throughout the observations, a few things that should be taken into consideration, regarding the accuracy of the quantity and frequency of the observed behaviors, is to acknowledge that there will be periods during a class, such as attendance, water break, giving directions to students, etc. that, due to the nature of those specific moments in class, many of the observed behaviors may not be displayed during each of the five-minute segments in which the rating sheet was broken. In addition, the daily activity will also influence the amount of autonomy that is displayed through offering students' choices and providing different types of equipment for students to use in class.

Table 1

*Frequency of Autonomy Supportive Strategies Used During the 6<sup>th</sup> Grade Observations*

| Categories   | Observations        |           |
|--|---------------------|-----------|
|  | Teacher A           | Teacher C |
| Autonomy support (out of 33 points)                        | Points per Category |           |
| ...offers choice   | 18                  | 15        |
| ...opportunity to practice, to experiment, to solve        | 9                   | 6         |
| ...uses differentiation                                    | 19                  | 15        |
| Structure before (out of 18 points)                        |                     |           |
| ...provides guidelines, tasks, and assignments             | 3                   | 4         |
| ...provides an overview of lesson                          | 3                   | 5         |
| ...offers verbal and/or physical help                      | 3                   | 8         |
| ...offers variation  | 6                   | 10        |
| ...demonstrates task himself/herself                       | 3                   | 4         |
| Structure during (out of 15 points)                        |                     |           |
| ...provides a rationale for tasks                          | 1                   | 3         |
| ...monitors students live up to guidelines                 | 8                   | 11        |
| ...offers new tips   | 2                   | 6         |
| ...provides positive feedback                              | 5                   | 4         |
| ...uses students as positive role models                   | 2                   | 0         |
| ...offers verbal and/or physical help during tasks         | 2                   | 5         |
| ...addresses students by their first name                  | 3                   | 3         |
| Relatedness support (out of 33 points)                     |                     |           |
| ...is physically nearby students                           | 31                  | 30        |
| ...is enthusiastic and eager                               | 3                   | 12        |
| ...puts effort and energy into lesson                      | 11                  | 7         |
| ...takes perspective of students into account, is emphatic | 11                  | 9         |
| ...pays attention to what the students are saying          | 22                  | 17        |

*Note.* Observations were made of two teachers in a 6th grade classroom setting. Each teacher was observed teaching two different grade levels. All classes were 55 minutes long.

Table 2

*Frequency of Autonomy Supportive Strategies Used During the 7<sup>th</sup> Grade Observation*

| Categories   | Observations        |           |
|--|---------------------|-----------|
|  | Teacher A           | Teacher B |
| Autonomy support (out of 33 points)                        | Points per Category |           |
| ...offers choice   | 12                  | 11        |
| ...opportunity to practice, to experiment, to solve        | 4                   | 3         |
| ...uses differentiation                                    | 12                  | 11        |
| Structure before (out of 18 points)                        |                     |           |
| ...provides guidelines, tasks, and assignments             | 5                   | 5         |
| ...provides an overview of lesson                          | 5                   | 6         |
| ...offers verbal and/or physical help                      | 5                   | 2         |
| ...offers variation  | 8                   | 9         |
| ...demonstrates task himself/herself                       | 3                   | 3         |
| Structure during (out of 15 points)                        |                     |           |
| ...provides a rationale for tasks                          | 0                   | 0         |
| ...monitors students live up to guidelines                 | 9                   | 5         |
| ...offers new tips   | 2                   | 0         |
| ...provides positive feedback                              | 2                   | 5         |
| ...uses students as positive role models                   | 0                   | 0         |
| ...offers verbal and/or physical help during tasks         | 1                   | 3         |
| ...addresses students by their first name                  | 0                   | 0         |
| Relatedness support (out of 33 points)                     |                     |           |
| ...is physically nearby students                           | 33                  | 33        |
| ...is enthusiastic and eager                               | 9                   | 16        |
| ...puts effort and energy into lesson                      | 9                   | 8         |
| ...takes perspective of students into account, is emphatic | 7                   | 8         |
| ...pays attention to what the students are saying          | 13                  | 5         |

*Note.* The above observations occurred in a 7<sup>th</sup> grade classroom setting. Each observation occurred from two different teachers. Each teacher was observed teaching two different grade levels. All classes were 55 minutes long.

Table 3

*Frequency of Autonomy Supportive Strategies Used During the 8<sup>th</sup> Grade Observations*

| Categories   | Observations        |           |
|--|---------------------|-----------|
|  | Teacher B           | Teacher C |
| Autonomy support (out of 33 points)                        | Points per Category |           |
| ...offers choice   | 12                  | 17        |
| ...opportunity to practice, to experiment, to solve        | 5                   | 15        |
| ...uses differentiation                                    | 12                  | 17        |
| Structure before (out of 18 points)                        |                     |           |
| ...provides guidelines, tasks, and assignments             | 5                   | 0         |
| ...provides an overview of lesson                          | 6                   | 2         |
| ...offers verbal and/or physical help                      | 11                  | 0         |
| ...offers variation  | 12                  | 7         |
| ...demonstrates task himself/herself                       | 4                   | 0         |
| Structure during (out of 15 points)                        |                     |           |
| ...provides a rationale for tasks                          | 0                   | 1         |
| ...monitors students live up to guidelines                 | 6                   | 9         |
| ...offers new tips   | 4                   | 3         |
| ...provides positive feedback                              | 5                   | 3         |
| ...uses students as positive role models                   | 0                   | 0         |
| ...offers verbal and/or physical help during tasks         | 6                   | 3         |
| ...addresses students by their first name                  | 2                   | 0         |
| Relatedness support (out of 33 points)                     |                     |           |
| ...is physically nearby students                           | 33                  | 26        |
| ...is enthusiastic and eager                               | 11                  | 2         |
| ...puts effort and energy into lesson                      | 7                   | 2         |
| ...takes perspective of students into account, is emphatic | 9                   | 3         |
| ...pays attention to what the students are saying          | 14                  | 6         |

*Note.* The above observations occurred in a 8<sup>th</sup> grade classroom setting. Each observation occurred from two different teachers. Each teacher was observed teaching two different grade levels. All classes were 55 minutes long.

The qualitative data collection helped to answer the research question, “How do the physical education teachers apply “autonomy supportive teaching strategies” in their learning environment? Evidence of common themes were found through relatedness support by ensuring students interests are taken into consideration through team sport

activities, getting to know one's students, and physically being near students during class. Autonomy supportive strategies were evident in both interviews and observations; however, the frequency of displaying those strategies varied. Common themes of supporting students' autonomy through individual motivation and variation of equipment and activities used during class were evident in the data analyses. Overall, some of the autonomy supportive teaching strategies were evident through the data analyses, but the quantity and set up of displaying these strategies is an avenue that could always improve.

### **Quantitative Findings**

The quantitative data for this study was comprised of students completing the Learning Climate Questionnaire and the Basic Need Satisfaction Scale. The SPSS software was used to analyze the data through descriptive and inferential statistics. Descriptive statistics were used to find the averages for each of the three groups (teacher A, teacher B, and teacher C) and by grade level for each of the four different subsections found within the surveys and overall mean, median, and mode for all data collected. The analysis of variance will help to provide information on any significant differences that are found among the three groups that could aid in strengthening the quantitative data (Creswell, 2012).

Overall, descriptive statistics ( $n = 261$ ) displayed a comparison between each of the three groups (Teacher A, Teacher B, and Teacher C). As seen in table 4, the mean for competence was 4.9, the mean for relatedness was 5.6, and the mean for autonomy was 4.6 (see Table 4). The overall descriptive statistics, revealed similar results as seen in the

qualitative data collection with students' perception of relatedness support displaying the highest occurrence and perceptions of autonomy support displaying the lowest occurrence.

Table 4

*Descriptive Statistics for All Data*

|                    | N   | Minimum | Maximum | Mean   | Std. Deviation |
|--------------------|-----|---------|---------|--------|----------------|
| Competence         | 261 | 1.00    | 7.00    | 4.9383 | 1.50018        |
| Relatedness        | 261 | 1.60    | 7.00    | 5.6621 | 1.12523        |
| Autonomy           | 261 | 1.00    | 7.00    | 4.6996 | 1.34789        |
| Valid N (listwise) | 261 |         |         |        |                |

Descriptive statistics revealed that whether it was by grade level or as a total for each teacher, relatedness support was reported as the most frequent teaching strategy perceived by the students with means ranging from 5.2 to 6.0 (numbers in bold) (see Tables 5, 6, 7). With the exception of Teacher A's 6<sup>th</sup> and 8<sup>th</sup> grade classes and Teacher B's 6<sup>th</sup> grade class, all other classes reported autonomy support to be the least frequent teaching strategies perceived by students displaying means from 4.1 to 5.1 (numbers in italics) (see Tables 5, 6, 7, 8, 9, 10).

Table 5

*Descriptive Statistics Teacher A*

| Teacher A   | 6 <sup>th</sup> Grade<br>(n = 31) | 7 <sup>th</sup> Grade<br>(n = 35) | 8 <sup>th</sup> Grade<br>(n = 24) | Total<br>(n = 90) |
|-------------|-----------------------------------|-----------------------------------|-----------------------------------|-------------------|
| Competence  | 4.8                               | 4.9                               | 4.5                               | 4.8               |
| Relatedness | <b>6.0</b>                        | <b>5.6</b>                        | <b>5.4</b>                        | <b>5.7</b>        |
| Autonomy    | 5.1                               | 4.3                               | 4.7                               | 4.6               |

*Note.* Numbers highlighted in bold represent the highest frequency among competence, relatedness, and autonomy within a grade level. Numbers highlighted in italics represent

the least frequently perceived among competence, relatedness, and autonomy within a grade level.

Table 6

*Descriptive Statistics Teacher B*

| Teacher B   | 6 <sup>th</sup> Grade<br>( <i>n</i> = 24) | 7 <sup>th</sup> Grade<br>( <i>n</i> = 31) | 8 <sup>th</sup> Grade<br>( <i>n</i> = 20) | Total<br>( <i>n</i> = 75) |
|-------------|---|---|---|---------------------------|
| Competence  | 4.7                                       | 4.7                                       | 4.3                                       | 4.6                       |
| Relatedness | <b>5.6</b>                                | <b>5.2</b>                                | <b>5.5</b>                                | <b>5.4</b>                |
| Autonomy    | 4.9                                       | <i>4.1</i>                                | 4.2                                       | 4.4                       |

*Note.* Numbers highlighted in bold represent the highest frequency among competence, relatedness, and autonomy within a grade level. Numbers highlighted in italics represent the least frequently perceived among competence, relatedness, and autonomy within a grade level.

Table 7

*Descriptive Statistics Teacher C*

| Teacher C   | 6 <sup>th</sup> Grade<br>( <i>n</i> = 38) | 7 <sup>th</sup> Grade<br>( <i>n</i> = 34) | 8 <sup>th</sup> Grade<br>( <i>n</i> = 24) | Total<br>( <i>n</i> = 96) |
|-------------|---|---|---|---------------------------|
| Competence  | 5.5                                       | 5.2                                       | 5.2                                       | 5.2                       |
| Relatedness | <b>6.0</b>                                | <b>5.7</b>                                | <b>5.7</b>                                | <b>5.7</b>                |
| Autonomy    | <i>5.1</i>                                | 4.9                                       | 4.9                                       | 4.9                       |

*Note.* Numbers highlighted in bold represent the highest frequency among competence, relatedness, and autonomy within a grade level. Numbers highlighted in italics represent the least frequently perceived among competence, relatedness, and autonomy within a grade level.



Table 8

*Descriptive Statistics for Teacher A by Grade Level*

| Grade |                | Competence | Relatedness | Autonomy | Perceptions |
|-------|----------------|------------|-------------|----------|-------------|
| 6.00  | Mean           | 4.8903     | 6.0194      | 5.1323   | 5.3355      |
|       | N              | 31         | 31          | 31       | 31          |
|       | Std. Deviation | 1.71704    | 1.13297     | 1.31387  | 1.41151     |
| 7.00  | Mean           | 4.9971     | 5.6629      | 4.3743   | 4.6029      |
|       | N              | 35         | 35          | 35       | 35          |
|       | Std. Deviation | 1.43578    | 1.05916     | 1.35719  | 1.18532     |
| 8.00  | Mean           | 4.5333     | 5.4417      | 4.5792   | 4.8458      |
|       | N              | 24         | 24          | 24       | 24          |
|       | Std. Deviation | 1.27575    | 1.26900     | 1.18724  | 1.05046     |
| Total | Mean           | 4.8367     | 5.7267      | 4.6900   | 4.9200      |
|       | N              | 90         | 90          | 90       | 90          |
|       | Std. Deviation | 1.49595    | 1.15358     | 1.32682  | 1.26280     |

*Note.* Competence, Relatedness, and Autonomy are three subsections from the Basic Need Satisfaction Scale. Perceptions is the only subsection from the Learning Climate Questionnaire.

Table 9

*Descriptive Statistics for Teacher B by Grade Level*

| Grade |                | Competence | Relatedness | Autonomy | Perceptions |
|-------|----------------|------------|-------------|----------|-------------|
| 6.00  | Mean           | 4.7833     | 5.6333      | 4.9625   | 5.2750      |
|       | N              | 24         | 24          | 24       | 24          |
|       | Std. Deviation | 1.48285    | 1.13240     | 1.27750  | 1.29220     |
| 7.00  | Mean           | 4.7161     | 5.2387      | 4.1871   | 4.4065      |
|       | N              | 31         | 31          | 31       | 31          |
|       | Std. Deviation | 1.54598    | 1.07383     | 1.33984  | 1.26937     |
| 8.00  | Mean           | 4.3950     | 5.5000      | 4.2050   | 4.7000      |
|       | N              | 20         | 20          | 20       | 20          |
|       | Std. Deviation | 1.64844    | 1.44003     | 1.44713  | 1.19517     |
| Total | Mean           | 4.6520     | 5.4347      | 4.4400   | 4.7627      |
|       | N              | 75         | 75          | 75       | 75          |
|       | Std. Deviation | 1.54118    | 1.19520     | 1.37948  | 1.29550     |

*Note.* Competence, Relatedness, and Autonomy are three subsections from

the Basic Need Satisfaction Scale. Perceptions is the only subsection from the Learning Climate Questionnaire.

Table 10

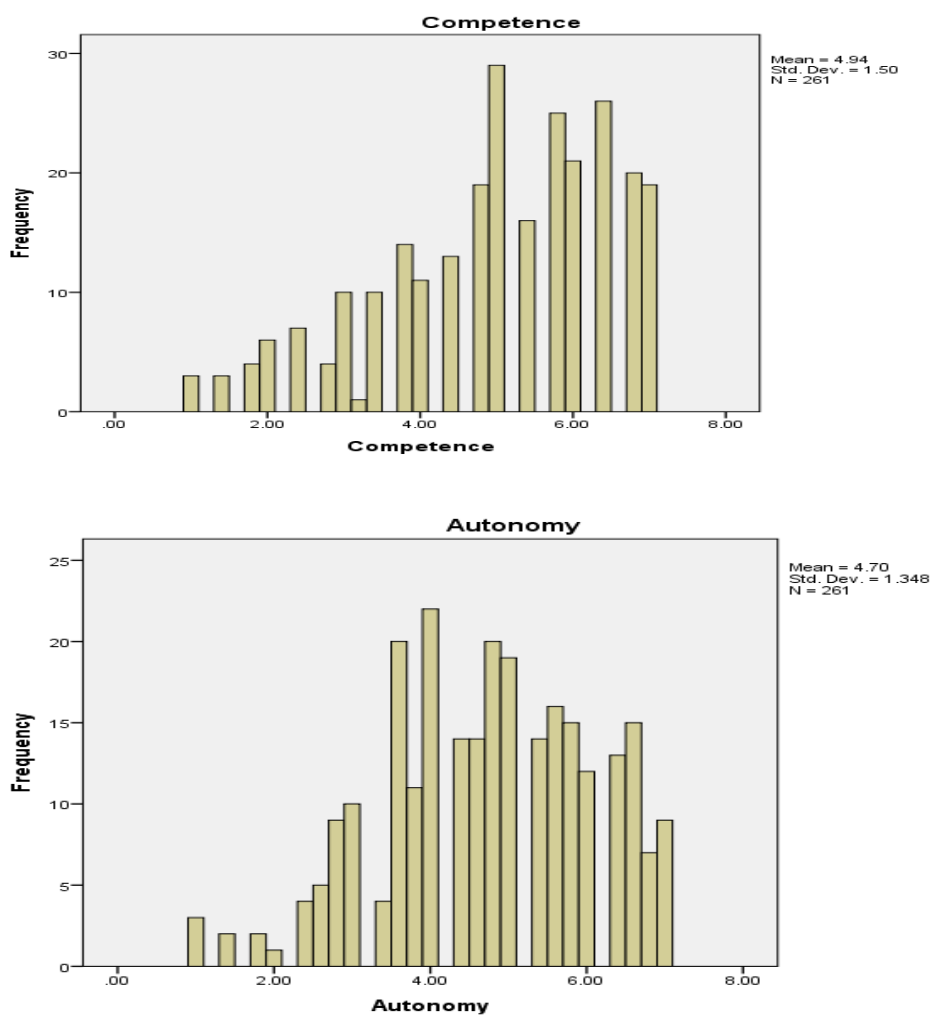
*Descriptive Statistics for Teacher C by Grade Level*

| Grade |                | Competence | Relatedness | Autonomy | Perceptions |
|-------|----------------|------------|-------------|----------|-------------|
| 6.00  | Mean           | 5.5947     | 6.0316      | 5.1368   | 5.4289      |
|       | N              | 38         | 38          | 38       | 38          |
|       | Std. Deviation | 1.19117    | .82203      | 1.14783  | 1.00483     |
| 7.00  | Mean           | 5.2382     | 5.7529      | 4.9353   | 5.1235      |
|       | N              | 34         | 34          | 34       | 34          |
|       | Std. Deviation | 1.35490    | 1.01987     | 1.33141  | 1.30246     |
| 8.00  | Mean           | 4.7500     | 5.4167      | 4.5208   | 4.8083      |
|       | N              | 24         | 24          | 24       | 24          |
|       | Std. Deviation | 1.74156    | 1.22569     | 1.51284  | 1.45001     |
| Total | Mean           | 5.2573     | 5.7792      | 4.9115   | 5.1656      |
|       | N              | 96         | 96          | 96       | 96          |
|       | Std. Deviation | 1.42664    | 1.02330     | 1.31988  | 1.24586     |

*Note.* Competence, Relatedness, and Autonomy are three subsections from the Basic Need Satisfaction Scale. Perceptions is the only subsection from the Learning Climate Questionnaire.

Through analysis of the group descriptive statistics, students' perceptions of the teachers' fulfillment of autonomy, competence, and relatedness support in class remained consistent (means ranging from 5.4 to 5.7), followed by competence (means ranging from 4.6 to 5.2), and, lastly, autonomy support (means ranging from 4.4 to 4.9) (see Tables 5, 6, and 7). These results, also display similar results seen in the qualitative results with a high frequency of relatedness teaching strategies displayed. Which in return relates to students' response of frequently perceiving their teacher as displaying relatedness teaching strategies.

In addition, Figure 2 helps to provide visual graphs of the overall results for relatedness, competence, and autonomy. Both the competence and autonomy results provided a wide array of students' response when rating their perceptions on a 1 to 7 scale; while the relatedness responses shows a positive incline. These results are also congruent with the qualitative results of teacher's displaying a greater frequency of relatedness teaching strategies (see Section 2).



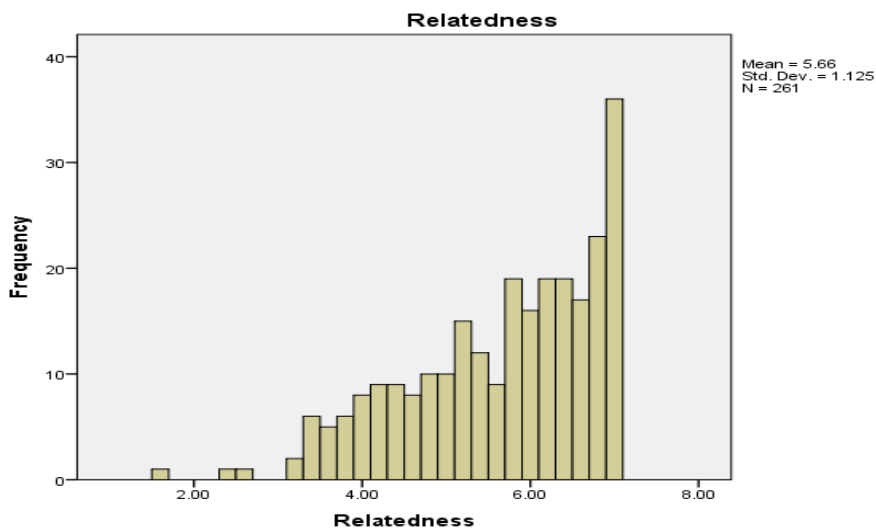


Figure 2. Graphs of competence, relatedness, and autonomy results.

Lastly, on the far-right of tables 8, 9, and 10 is a column titled “perceptions.” This column is the descriptive statistics that were derived from the Learning Climate Questionnaire. This questionnaire examined whether or not students perceived their teacher as providing autonomy support in the classroom. Hence, students who perceive their teachers as providing autonomy support will exhibit more motivation in the classroom (Ciani et al., 2011; Jang, et al., 2012; Ntoumanis, 2005; Standage, et al., 2012). The results of the descriptive statistics revealed that, for all three teachers, the 6<sup>th</sup> graders felt a higher sense of perceived autonomy support with means ranging from 5.2 to 5.4, which has found to support previous research findings, indicating students display a decrease in motivation in physical education class as they age (Aelterman et al., 2012; Cairney et al., 2012; Corpus et al., 2009; Lim & Wang, 2009; Slingerland et al. 2014; Tessier et al., 2010).

As stated earlier in the research questions, the focus of this project study was to evaluate students' motivation in physical education class through their needs of competence, autonomy, and relatedness support. In addition, to evaluate the influence autonomy supportive teaching strategies displayed by the three physical education teachers. The data analyses from the inferential statistics will help to create a deeper look into the three groups (three physical education teachers) to compare the difference amongst the strategies that are displayed within in the classroom to meet the students innate psychological needs for competence, autonomy, and relatedness. Data analyses for the inferential statistics was comprised of running a one-way ANOVA, comparing first competence and teacher, then relatedness and teacher, autonomy and teacher, and, lastly perceptions and teacher. The Levene's test of homogeneity of variance was performed and established that the variances between the groups by comparing competence and teacher were viable ( $F(258) = .719, p = .488$ ) (see Table 11). Analysis of variance displayed that the main result of competence and teacher was significant,  $F(2, 258) = 3.82, p = .023$  (see Table 12). Lastly, a common posthoc analyses that is fairly precise for use, a Bonferroni, was used to determine the significant differences between each group (Walden University, 2017). The Bonferroni revealed that teacher 2 and teacher 3 differed as related to competence ( $p = .026$ ). However, the other pairwise comparisons between the teachers on competence was not significantly different (see Table 12).

Table 11

*Test of Homogeneity for Competence and Teacher*

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .719             | 2   | 258 | .488 |

Table 12

*ANOVA and Multiple Comparisons Competence and Teacher*

|                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 16.846         | 2   | 8.423       | 3.824 | .023 |
| Within Groups  | 568.291        | 258 | 2.203       |       |      |
| Total          | 585.137        | 260 |             |       |      |

|            | (I) Teacher | (J) Teacher | Mean Difference (I-J) | Std. Error | Sig.  | 95% Confidence Interval |             |
|------------|-------------|-------------|-----------------------|------------|-------|-------------------------|-------------|
|            |             |             |                       |            |       | Lower Bound             | Upper Bound |
| LSD        | 1.00        | 2.00        | .18467                | .23204     | .427  | -.2723                  | .6416       |
|            |             | 3.00        | -.42063               | .21776     | .055  | -.8494                  | .0082       |
|            | 2.00        | 1.00        | -.18467               | .23204     | .427  | -.6416                  | .2723       |
|            |             | 3.00        | -.60529*              | .22872     | .009  | -1.0557                 | -.1549      |
|            | 3.00        | 1.00        | .42063                | .21776     | .055  | -.0082                  | .8494       |
|            |             | 2.00        | .60529*               | .22872     | .009  | .1549                   | 1.0557      |
| Bonferroni | 1.00        | 2.00        | .18467                | .23204     | 1.000 | -.3745                  | .7438       |
|            |             | 3.00        | -.42063               | .21776     | .164  | -.9454                  | .1041       |
|            | 2.00        | 1.00        | -.18467               | .23204     | 1.000 | -.7438                  | .3745       |
|            |             | 3.00        | -.60529*              | .22872     | .026  | -1.1564                 | -.0541      |
|            | 3.00        | 1.00        | .42063                | .21776     | .164  | -.1041                  | .9454       |
|            |             | 2.00        | .60529*               | .22872     | .026  | .0541                   | 1.1564      |

\*The mean difference is significant at the 0.05 level.

The Levene's test of homogeneity of variance was performed and established that the variances between the groups by comparing autonomy and teacher were viable

( $F(258) = .229, p = .795$ ) (see Table 13). Analysis of variance displayed that the main effect of autonomy and teacher was not significant,  $F(2, 258) = 2.61, p = .075$  (see Table 14).

Table 13

*Test of Homogeneity for Autonomy and Teacher*

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .229             | 2   | 258 | .795 |

Table 14

*ANOVA Autonomy and Teacher*

|                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 9.372          | 2   | 4.686       | 2.611 | .075 |
| Within Groups  | 462.998        | 258 | 1.795       |       |      |
| Total          | 472.370        | 260 |             |       |      |

Next, the Levene's test of homogeneity of variance was performed and established that the variances between the groups by comparing relatedness and teacher were viable ( $F(258) = 1.48, p = .228$ ) (see Table 15). Analysis of variance displayed that the main effect of relatedness and teacher was not significant,  $F(2, 258) = 2.22, p = .111$  (see Table 16).

Table 15

*Test of Homogeneity for Relatedness and Teacher*

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.486            | 2   | 258 | .228 |

Table 16

*ANOVA Relatedness and Teacher*

|                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 5.570          | 2   | 2.785       | 2.220 | .111 |
| Within Groups  | 323.624        | 258 | 1.254       |       |      |
| Total          | 329.194        | 260 |             |       |      |

Lastly, the Levene's test of homogeneity of variance was performed and established that the variances between the groups by comparing perceptions and teacher were viable ( $F(258) = .034, p = .967$ ) (see Table 17). Analysis of variance displayed that the main effect of perceptions and teacher was not significant,  $F(2, 258) = 2.22, p = .111$  (see Table 18).

Table 17

*Test of Homogeneity for Perceptions and Teacher*

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .034             | 2   | 258 | .967 |

Table 18

*ANOVA Perceptions and Teacher*

|                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 7.117          | 2   | 3.558       | 2.220 | .111 |
| Within Groups  | 413.576        | 258 | 1.603       |       |      |
| Total          | 420.693        | 260 |             |       |      |

The results of the data collection showed students ( $n = 231$ ) who experienced autonomy supportive strategies reported the highest level of motivation through relatedness support with a total mean of 5.6 and by grade level varying from 5.4 to 5.7. In



addition, when breaking the results down by grade level per teacher, each teacher reported the highest mean of relatedness support ranging from Teacher A's means of 5.4 to 6.0, Teacher B's means ranging from 5.2 to 5.6, and Teacher C's means ranging from 5.7 to 6.0. In addition, autonomy support was shown to be the lowest reported total mean of 4.6 and when comparing by teacher with means ranging from 4.4 to 4.9. Further investigation of inferential statistics confirmed variances between groups when examining competence and teacher were tenable ( $F(258) = .719, p = .488$ ). The analysis of variance showed a significant difference existed between competence and teacher,  $F(2.258) = 3.82, p = .023$ . Through the posthoc analyses using Bonferroni revealed a significant difference among competence between teacher 2 and teacher 3 ( $p = 0.26$ ).

Both quantitative and qualitative data analyses displayed common themes by illustrating high amounts of relatedness teaching strategies and students reported experiencing the highest amounts of relatedness support. Within the qualitative data analysis, teacher autonomy support was evident, but the quantity of these strategies displayed was greatly varied. Hence, this is aligned with the report of the quantitative data results, which reported students' experience autonomy support the least among all three physical education teachers. As seen in past research, the results of the researcher's data analyses are aligned with the self-determination theory. This theory supports that students' optimal motivation is exhibited when their need of competence, autonomy, and relatedness is fulfilled in physical education. Strong predictors in setting up this type of motivational environment are seen through autonomy supportive teaching strategies that focus on teachers providing autonomy support, relatedness support, and structuring a

motivational environment (Aelterman et al., 2013; Haerens et al., 2013; Ntoumanis, 2005; Van den Berghe et al., 2014).

### Section 3: The Project

#### **Introduction**

In this study, a mixed method research design was used to examine students' lack of motivation to participate in physical education class and physical education teachers' use of autonomy supportive teaching strategies. Use of a mixed method design provided an opportunity to explore students' lack of motivation through two different angles. Quantitative data were gathered through the administration of two surveys to students. Qualitative data were gathered by interviewing the three physical education teachers at the study site and conducting two classroom observations for each teacher. The quantitative data collection examined students' perceptions of autonomy, competence, and relatedness support in class, while the qualitative data collection examined teaching strategies used by the physical education teachers. Data were then triangulated. The results showed that students experienced lower amounts of autonomy support from their physical education teachers than they did of competence and relatedness. Qualitative results showed that, although use of autonomy teaching strategies was evident, the frequency of these strategies can greatly vary (see Tables 1, 2, and 3). In addition, choice days in class, which provides students a sense of autonomy by allowing them to select their own activity for the day, are based upon a class's overall behavior.

The overall results displayed that more autonomy supportive teaching strategies could be provided to students in physical education. In return, when more choice opportunities arise or teaching strategies are displayed, students will have a stronger sense of autonomy fulfillment from their physical education teacher. The physical

education curriculum and students' participation in physical education serves a dual purpose: to motivate students to live a physically active lifestyle, which, researchers have found, promotes a healthier lifestyle, and to improve students' academic achievement (American Alliance for Health, Physical Education, Recreation, and Dance, 2013).

In the 9-week curriculum plan I created, I included some current parts of the curriculum used at the study site but also added more autonomy opportunities in the classroom setting. I did so by creating fitness days and team sport days where students will be able to select the activity they would like to participate in for that current class time. In addition, teachers will fill out a brief weekly evaluation. They will also be given an opportunity to reflect individually or collaborate as a group on ways the department could incorporate more autonomy teaching strategies into their lesson plans (see Appendix A).

### **Rationale**

The focus of this project study was to examine both students and teachers at the same time. The results of the data analysis indicated that both students' fulfillment of autonomy and teachers' use of autonomy strategies had room for improvement. Therefore, a 9-week curriculum plan was chosen for the project because it has the ability to positively influence both the students and teachers at the same time.

The need for a strong physical education curriculum has been well documented to produce positive physical and academic results. Daily physical activity is important to adolescents' overall health, much research shows. The positive health effects of physical activity in adolescents include decreased childhood obesity, lower blood pressure, a

lower risk of type 2 diabetes, and decreased high blood cholesterol. Being physically active also helps to build an adolescent's self-esteem and socialization skills, as well as maintain strong and healthy bones and muscles. In addition, improved academic achievement has also been found in students who are healthier and live a physically active lifestyle (American Alliance for Health, Physical Education, Recreation, and Dance, 2013).

The United States Department of Health and Human Services has recommended that adolescents be physically active at least 60 minutes a day and that they engage in walking, jogging, biking, jump roping, and various other activities which increases a child's heart rate to a moderate to vigorous intensity. In addition, SHAPE America recommends that adolescents be given an opportunity for skill development through physical activities (American Alliance for Health, Physical Education, Recreation, and Dance, 2013). To promote physical activity and positively aid the future well-being of adolescents, physical educators need to not only intrinsically motivate students to participate in physical education class but also provide students with the knowledge and opportunity to live a physically active and healthy lifestyle (Lyu & Gill, 2011).

Triangulation of data showed students to have a strong fulfillment of relatedness with their teachers and classmates through the activities conducted in class. In addition, interviews revealed that many students have the greatest enjoyment in team sports. However, the fulfillment of autonomy was the lowest amongst all grade levels. Therefore, the 9-week curriculum plan (see Appendix A) will include current activities, such as the team sport units, and introduce the concept of fitness days and team sport

days. The fitness days will be held twice a week (on Tuesday and Thursday) with the remaining days spent on the team or on individual sports for the biweekly unit.

Inclusion of fitness days within the week will align the curriculum more closely to national standards (Shape America, 2014). Currently, within the curriculum, students participate in fitness days through in fitness testing and stick runs. However, the new 9-week curriculum plan will include fitness days twice every week that will not only provide students “the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness” (Shape America, 2014, para 1), but will also give them opportunities to participate in physical activities. Students can then reinforce similar activities at home with family, with friends, or by themselves. On fitness days, all classes will be together. The physical education teachers will be responsible for monitoring and participating in the fitness activities with the students. Students will be able to select from one of the four options. They will be given a fitness card to keep track of their selected fitness activities. At the end of the class period, the physical education teacher will sign off on each student’s participation. Students will be held accountable for their selection, and each activity will be given a different point value. At the end of the 9-week quarter, students’ fitness grade will reflect the activities they chose to undertake. The teachers will be providing students with multiple autonomy supportive teaching strategies. On these days, it will be completely up to the student to decide which activity he or she would like to participate in during fitness days. In addition, students will continue to fulfill a sense of competence as they select activities they feel comfortable participating. They will continue to fulfill relatedness by working out with their friends and teacher. During this

time, the physical education teachers will have a great opportunity to bond with their students while working out with them and providing individual support and positive feedback.

Team sport day will be held once a month. For this particular lesson plan, students will be able to select from four different sports to participate in for that given class time. The physical education teachers will be responsible for monitoring and participating in the activities with the students. Hence, team sport day will also aid in promoting students' competence, autonomy, and relatedness by providing students an opportunity to compete with their friends, select the activity, and organize sport games that are popular amongst students.

The final new component to the 9-week curriculum plan (see Table 14) is a physical education interactive notebook (see Appendix A). Students will use an interactive notebook to log fitness testing, goal setting, stick run results, and fitness cards. This notebook will be used throughout the whole three years of middle school. The physical education department will hold on to them through the school year and summer and return them to the students when they are needed for class. The purpose of the interactive notebook is to provide students with a visual aid of their physical fitness progress but to also individually motivate each student through goal setting and reflection by documenting progress in their interactive notebook. The goal of the interactive notebook is for students to see their progress, increase their knowledge, and increase students' confidence in their ability to be physically active.

Table 19

*Current and New Nine-Week Physical Education Curriculum Plan*

| <b>Category</b>      | <b>Current Curriculum Plan</b>   | <b>Revised Curriculum Plan</b>  |
|----------------------|--|---|
| Fitness              | Fitness testing once a quarter.<br>Run once a week: stick run, mile run, or PACER. | Fitness testing once a quarter. Fitness days twice a week: run/walk, interval training, step aerobics, circuit training, body weight, speed and explosive.  |
| Units                | Mixture of team and individual sports.   | Mixture of team and individual sports.  |
| Assessments          | Written and verbal assessments during class.                                       | Formative assessments will be held during class by monitoring students' task performance. Summative assessments will be held the second week of each unit through a means of an exit slip focusing on rules, techniques, and strategies of the sport. |
| Interactive Notebook | Not present  | Interactive notebook will be used for logging fitness progress, goal setting, and journaling.   |

**Review of the Literature**

In this section and in chapter 4, scholarly research was used to support to the results of the project. For this review, research articles were selected from Education Source, ERIC, and Google Scholar. The key search terms were enjoyment, physical education curriculum, teaching strategies, interactive notebook, and goal setting.

Teachers live in an era of regular educational changes, occurring from year to year. The constant change has created a need for strong teachers to stay motivated and



remain well informed about the latest knowledge to be taught in the classroom and strategies for effectively teaching this information. A teacher's knowledge and motivating teaching strategies play a critical role in influencing students' academic achievement (Cameron, Mulholland, & Branson, 2013; Coulter & Woods, 2012). A vital piece of a motivating and engaging physical education curriculum is to motivate students to become involved in physical activity. This is not only important for students' education, but also their overall well-being of living a healthy lifestyle (Lyu & Gill, 2011). Hence, it is extremely important for physical education teachers to create learning opportunities for their students to become intrinsically motivated to participate in daily physical activity (Hastie, Rudisill, & Wadsworth, 2013).

Recommendations by the U. S. Department of Health and Human Services and SHAPE America have recommended adolescents to participate in at least 60 minutes of daily physical activity. Regardless of students' age, development, or ability level, physical education class has the ability to assist in meeting these daily physical activity requirements. A strong physical education program has the potential to: teach students new skills to become skilled movers, create an environment where students view physical activity as enjoyable and important, assist students in becoming confident in their physical activity, and create opportunities for students to discover the daily habits needed to live a physically active lifestyle (American Alliance for Health, Physical Education, Recreation and Dance, 2013).

Aligned to the National PE Standards released by SHAPE America, an effective physical education curriculum should be composed of: creating opportunities to develop

a variety of motor skills, learning how to apply concepts and strategies, demonstrating knowledge of maintaining a healthy physical active lifestyle, demonstrating positive personal and social behavior, and lastly, valuing the enjoyment, social interaction, and challenge of physical activity. Aligned with the key themes found within the National PE Standards, SHAPE America has supported an approach of creating a comprehensive school physical activity program. A comprehensive physical activity program is composed of:

“1. High quality physical education.

2. Physical activity during school.

3. Physical activity before and after school.

4. Staff involvement.

5. Family and community engagement” (American Alliance for Health, Physical Education, Recreation and Dance, 2013). The goal of the new nine-week curriculum plan is to create an enjoyable and motivational opportunities for students to experience activities that will provide them with the knowledge to live a physically active lifestyle.

In addition, the revised curriculum plan has created more opportunities for students to experience an increase in one’s fulfillment of competence, autonomy, and relatedness.

This will, in turn, promote students’ intrinsic motivation and enjoyment of the fitness days, team sport days, and unit sport days. As a result, all of these changes have created a curriculum plan that is more closely aligned to the National PE Standards and recommendations.

The new nine-week curriculum will provide opportunities for the physical education teachers to create opportunities for students to select their activity and participate with friends. Teachers will be able to demonstrate the techniques, use students as role models, work with students one on one, provide positive feedback, and get to know students while working out with them during the fitness and team sport days. These are a handful of key strategies that the researcher sought to examine during the observations, but the results of the observations showed some of the strategies to be non-existent or sparsely displayed (See Table 1).

Furthermore, displaying these types of autonomy teaching strategies can create a more positive classroom environment that will foster enjoyment, importance, engagement, and achievement for students (Reeve, 2009; Reeve et al., 2014). In return, students who experience more enjoyment in physical activity will begin to have a high fulfillment of competence, relatedness, and autonomy (Grasten, Jakkola, Liukkonen, Watt, & Yli-Piipari, 2012). Hence, the fulfillment of competence, autonomy, and relatedness has been seen to intrinsically motivated students to display a fulfillment within oneself (Angeline, 2014). Therefore, the new nine-week curriculum plan focuses on both pieces of the project. The curriculum plan has provided the physical education teachers with a plan that follows the National PE Standards, and a curriculum plan that has created enjoyable and life enhancing physical activities that students will be able to incorporate into their daily life.

In addition, the new curriculum plan has created an environment where the physical education teachers can not only provide more autonomy teaching strategies for

the students but has created opportunities for the teachers to work out with the students during the fitness days and participate in the team sport days. Participating in fitness days and team sport days, will provide the physical education teachers with more opportunities to work one on one with the students: helping each student out by providing positive feedback on their performances, verbal and physical cues, and motivation to keep on preserving. This type of feedback provides students with personal information about their physical abilities, which they will not receive from other teachers at school (Erturan-Ilker, 2014). These strategies will also continue to build morale amongst students and teachers which, in return, can create a strong sense of competence and relatedness.

The interactive notebook is a new addition to the nine-week curriculum plan. The interactive notebook has become an instructional tool that enhances students' metacognitive strategies by providing students with the ability to write down what they have learned, reflect on the material, and personalize the newly learned knowledge through reflection (Mallozzi & Heilbronner, 2013). Typically, the note taking would occur on the right side, where all new material is placed, while the left side is used for a reflection assignment of the newly presented material (Lewis, 2013). However, because a physical education classroom is designed slightly different than a science class, the right side will be used for all fitness tracking, while the left side will be used for all goal setting and providing students an opportunity to reflect on their progress (See Appendix A).

Goal setting is an essential element to one's motivation. Vahidnia and Fatemi (2015) discuss the power of goal-setting as a means of optimizing student learning.

Providing students, the opportunity to create their own goals can create a powerful motivational strategy within the classroom. The interactive notebook will provide students the opportunity to reflect on their current physical abilities and then create their own personal goals for the stick run, fitness testing, and fitness days. Each physical education teacher will then have the ability to discuss with students their individual goals and discuss ways of working on their fitness through small, short term goals that can be incorporated daily, in order to accomplish their long-term goal. This teacher and student collaboration can not only help to build a student's competence, autonomy, and relatedness but will also help students to enhance their motivation to learn and have confidence in their abilities to accomplish their physical activity goals (Lin, 2016). Hence, the goal setting and the interactive notebook is another opportunity to focus on enhancing students' motivation through visually tracking one's accomplishments.

### **Project Description**

The main resource needed for this project study was the middle school students' and physical education teachers' willingness to volunteer. One potential barrier of the study was the timing of the data collection. Data was collected about a month into the new school year, which did not provide students with a lot of time to become familiar with their physical education teacher and create a student-teacher relationship. Hence, a potential solution to this barrier would be to either have collected the data in the spring, or to examine the teachers and students throughout a yearlong study.

Upon the approval of this project study, as previously agreed with the study site, the researcher will provide the administration and physical education teachers with the

data analysis results. At this time, the researcher is not required to provide them with the nine-curriculum plan, but she will offer the idea of coming in to discuss the results with the administration and teachers and provide them with the nine-curriculum plan, if they would be interested.

Prior to the data collection and during the administration of the survey, the role of the student was to sign the consent form and obtain their parent's signature, if willing, and then read and answer both surveys in an honest manner. The role of the physical education teacher was to volunteer for the study, pass out, and collect the consent forms. In addition, the teachers helped to provide the researcher with data through the interviews and observations. Lastly, the role of the researcher was to conduct and investigate students' lack of motivation and how the physical education teachers incorporate autonomy supportive strategies into the classroom.

### **Project Evaluation Plan**

Upon presenting the nine-week curriculum to the physical education teachers, reoccurring formative assessments will be used to examine the teachers' progress of incorporating more autonomy teaching strategies into the classroom and students' motivation to participate in physical activity. Surveys will be administered to the students, upon the student and parental consent, after the first and fourth quarters to examine the changes in students' motivational levels throughout the school year. Observations will occur at the end of each quarter, should the school decide to continue with the study, to examine the frequency of the autonomy strategies that are evident within the classroom. It would be the school's responsibility to select an individual to

continue collecting this data. In addition, a short follow up discussion will occur after each observation to provide a time for the researcher to check in with each teacher and see if they have any questions or concerns about the autonomy teaching strategies.

This type of formative assessment evaluation will provide the opportunity to examine the changes throughout a school year by seeking strengths and weaknesses from quarter to quarter, providing times for the researcher and physical education teachers to collaborate with one another on the progress of the strategies, utilizing the nine-week curriculum plan, exploring the effects of fitness days and team sport days, and collaborating to coordinate family and community physical activity events. The information gathered throughout the school year will not only benefit the physical education teachers and students at the school site, but will also be valuable to the school district. In return, the objectives of the new nine-week curriculum could be presented to other physical education departments within the school district.

### **Project Implications**

This project study and the implementation of the nine-week curriculum has the potential to have a positive social change within the study site's physical education program. As a teacher, the act of providing autonomy support aids in improving students' intrinsic motivation and outcomes (Cheon, Reeve, & Moon, 2012; Vansteenkiste, & Ryan, 2013). Cheon et al. (2014) also discovered teachers personally benefited from displaying autonomy supportive strategies by having a stronger sense of job satisfaction, less physical and emotional exhaustion, and more energy. This project has the ability to positively influence both students and teachers.

In addition, this project study has the ability to influence families and communities by promoting physical activity. As seen in the comprehensive school physical activity program, physical education teachers are to focus on the quality of the curriculum, physical activity during school, physical activity before and after school, staff involvement, and family and community engagement. Children who grow up with physically active parents are more likely to also be physical active as they become adults (American Alliance for Health, Physical Education, Recreation and Dance, 2013). With today's sedentary lifestyles and the rise of obesity, many families are not aware of how to go about incorporating physical activity into their daily schedule. This would be a wonderful opportunity for the physical education teachers to create school wide fitness events (color runs, 5K run/walk, field days, family challenges) for families and students to participate in together. Events such as these have the ability to influence not only the schools and families but creates an opportunity for the community to come together.



## Section 4: Reflections and Conclusions

### **Project Strengths and Limitations**

In this section, I reflect on the strengths and limitations of the study through the investigation of the autonomy supportive teaching strategies displayed by the physical education teachers, and examining students' motivation to participate in physical education class. In addition, I reflect on possible alternative approaches for this study. I will also discuss how this study has influenced my professional role as a scholar, leader, and project developer. I will discuss the study's possible influence on social change and the implications for future research and practice in the field of physical education, specifically at regards the issue of motivation. Lastly, I will discuss how this project study can be applied to the field of education for future research and influence potential community change.

One of the key strengths of the study was the ability to use data collection instruments that focused on the main objective which was to evaluate students' motivation in physical education class through their perceptions of students' needs for competence, autonomy, and relatedness, and perceived autonomy support from their physical education teacher. In addition, my objective was to evaluate the autonomy supportive strategies displayed by the physical education teachers at the study site. The surveys used to collect the quantitative data from the students, the Basic Need Satisfaction Scale and Learning Climate Questionnaire, have been used in previous research to examine students' needs of competence, autonomy, and relatedness, with both surveys displaying strong reliability and validity ratings (Chen et al., 2015; Ciani et al.,

2011; Deci et al., 2001; Haerens, Aelterman, Vansteenkiste, Soenens, & Van Petegem, 2015; Jang, et al., 2012; Ntoumanis, 2005; Standage & Gillison, 2007; Standage et al., 2012; Tessier et al., 2010; Williams & Deci, 1996).

Another strength of the study was the ability to look at a generalized group of students in 6th through 8th grade. In addition, these students met the state's suggested amount of physical education of 225 minutes per week by having physical education class 5 times a week (National Association of State Boards of Educations, 2014). In this particular school district, the majority of the middle schools do not have physical education every day. Hence, a strength of the study was my ability to examine students who are immersed in daily physical activity and their motivation to participate in physical education. Lastly, this study not only examined a local problem; it examined a nationwide epidemic related to students' lack of motivation to be physically active . Students' lack of motivation is an ongoing classroom management struggle for physical educators. This issue has not only influenced further investigation, but has also encouraged physical educators to work together trying to create and challenge students to understand the benefit of a healthy lifestyle, and enjoy being physically active.

A limitation of the study was the timing of the surveys that were administered to student participants. Students were about a month into school when these surveys were administered. The 6th graders were still getting acclimated to their teachers and the daily agenda of middle school. Hence, students did not have a long period of time to build relationships with their physical education teacher and other students in their physical education class. In addition, the classroom observations were scheduled during the most

convenient time for each of the physical education teachers. At this point in the quarter, the students were having physical education class with all three physical education teachers together in the same gym. During the IRB approved classroom observations, I would only focus on the observed teacher during their scheduled time slot. However, at times throughout the lesson, the observed teacher's students would be mixed with other students from another class, and, at times, the observed teacher would be helping students from another class. Although valuable to observe a teacher instructing 75 or more students in a gymnasium at a handful of times, it would have been advantageous to observe the physical educator teaching only the 25 to 30 students on his or her roster.

The data collection was set up during a convenient time for the study site. I was not in control of the lesson plans nor could I change up the physical education teachers' lesson plans. During this time, the department was teaching cooperative physical activities games as a whole. Hence, a limitation to the study was the inability to observe each physical education teacher instructing only the students listed on the instructor's class roster. However, because of the way that the physical education department has structured lesson plans, students are with all classes for about the first 25 to 30 minutes every day. During this time, students are changing into their PE clothes, roll is taken, and warm up and a water break occur. Students will either separate into a group with their own physical education teacher for the daily instruction or all three classes will remain together for the rest of class. Lastly, during the IRB approved classroom observations, I observed students' attitudes to be a limitation of the study. At the beginning of class, physical education teachers took their own roll call and reminded students of any

announcements. During the six approved classroom observations, I stood in an area where I could always hear the physical education teachers and their students. During the announcement section of each of the classroom observations, the physical education teacher would remind the students that the survey was coming up and to please turn in their consent form if they would like to volunteer to participate. I observed students making comments to their physical education teacher such as, “the survey sounds stupid,” “I am not taking it,” and “what is the point” in all classes I observed. The physical education teachers made every attempt to remind students of the purpose of the survey and the long-term benefits of their participation in the survey. Many of the students displayed an “I don’t care” attitude.

### **Recommendations for Alternative Approaches**

Based on the outcome of this study, there are a variety of alternative approaches that could be taken in the future, to address the local problem. First, it could be advantageous for surveys to be administered at the middle or end of the school year. This would allow time for teacher - student relationships to develop, and for students to experience their physical education class for more than one quarter. In addition, this would allow 6<sup>th</sup> graders time to become acclimated to the transitions of elementary school to middle school. Next, there are three physical education teachers at the study site. At the beginning of each class, all physical education teachers are together for the warm up; then, pending the lesson plan, classes split into their three groups or remain together. During the data collection, all classroom observations occurred with all classes together. It could also be valuable to observe classes separately, to examine the teacher’s autonomy

supportive teaching strategies when they are solely with their own class. The research and analyses conducted has provided an opportunity to create a nine-week curriculum plan that will, hopefully, be the beginning stages of a positive change to the physical education department. However, workshops for the physical education teachers would still be advantageous to provide teachers the opportunity to collaborate with their peers, discuss classroom management, and discover meaningful and creative lessons and assessments that could be incorporated into their curriculum plan (Cheon, Reeve, & Song, 2016; Ntoumanis, Thogersin-Ntoumani, Quested, & Hancox, 2016; Langdon, Schlote, Harris, Burdette, Rothberger, 2015).

Two alternative solutions that could be used to examine the local problem are comparing students' motivational levels, based on their gender, and examining the local problem through a longitudinal study. Regular physical activity for adolescents has proven to be beneficial for adolescents' health and will decrease risk of becoming obese (Aelterman et al., 2012; Bratsis, 2012). However, research has not only shown a decrease in students' motivation to be physically active with age but has shown female students to have a decreased amount of motivation to be physically active (Cairney et al., 2012; Slingerland et al. 2014). Hence, an alternative solution could be to examine the gender differences of students' motivational levels. Originally, a question was placed on the students' survey, asking them for their gender. However, prior to the superintendent's approval, he asked for this question to be removed because he did not want any form of an identifier on the survey. A longitudinal study, examining the same group of students throughout their time in middle school, could also be a positive alternative solution. As

students' progress through adolescence, their motivation to be physical active declines (Aelterman et al., 2012; Corpus et al., 2009; Lim & Wang, 2009; Slingerland et al., 2014). However, Grasten et al. (2012) found in a three-year longitudinal study of the same group of students that a physical education class that creates a more motivational climate focusing on increasing students' perceived competence, enjoyment, and intrinsic motivation was beneficial to students' overall motivational levels to be physically active throughout middle school.

### **Scholarship, Project Development, and Leadership and Change**

The Merriam-Webster Dictionary defined a scholar as "A person who has studied a subject for a long time and knows a lot about it." My journey through my project study has shown me the dedication, effort, and strength that I knew was within myself, but it was a matter of finding it and displaying these qualities on a weekly basis. Before I started my doctoral journey, I found the task of completing this dissertation daunting. I was unsure of myself. However, I decided I had prolonged the inevitable long enough and I could complete this challenging yet rewarding task, as long as I stayed focused and refused to give up. In January of 2012, I started my journey of working towards my doctorate. I was no scholar, by any means, when I started. I was a student with education and psychology degrees and, after a few years of experience working in the classroom, I realized how much they connected together. Students' motivation to learn in the classroom is evident. Without motivation, students have no desire to learn and can view school as a mere opportunity to hang out with their friends. Teachers seek opportunities to motivate students to be excited about the curriculum, eager to learn, raising their

hands, asking and answering questions, having intellectual classroom conversations, and knowing, at the end of each year, students have mastered growth. However, as much as teachers need motivation from their students to learn, my experiences as a classroom teacher have also led me to question, “What can I do as a teacher to increase my student’s motivation?” Hence, through my personal experiences and educational journey, I have begun to delve into the process of a scholar’s journey of studying students’ motivation in the classroom and teaching strategies in the classroom that can influence students’ motivation to learn.

As I first began this research process, I looked at motivational theories, such as achievement goal theory, self-efficacy, and self-determination theory. However, as my research continued, I discovered the autonomy supportive teaching strategies that are embedded into the self-determination theory. From there, I spent the remainder of my research process focusing on the self-determination theory and autonomy supportive teaching strategies. I have now been researching this topic for four years, and by no means would I consider myself an expert. However, I do feel like I am becoming more of a scholar in this area. I feel comfortable discussing the topic, writing about the topic, and, most importantly, I see myself applying the strategies I have discovered through research into my daily teachings and classroom management.

When I began developing my project, it definitely felt overwhelming at the time. As I felt the pieces coming together, and during the period of my data collection, I remember feeling this sense of accomplishment in knowing that, with the support of Dr. Jones, Dr. Wright, Dr. Jameson, and the school district, I was able to put this all together.

Before I left, the physical education teachers asked if I could help them with suggestions, which has provided me a feeling of accomplishment. As per the agreement with the school district, the school will receive the analyzed data. I will be thrilled to provide them with additional strategies and the nine-week curriculum plan, which they can implement into their curriculum.

I personally feel that I have grown immensely through my doctoral journey. Being an educator is a passion of mine. One of my main motivators toward receiving my doctorate degree is that I want to become a professor. I have been fortunate to have some inspirational professors, who have helped and challenged me to become the educator I am today. As an educator, I want to give back to students. I have challenged myself by striving to become a professional, inspiring and influencing the lives of my students. Hence, I feel that this journey has equipped me even more to be a scholar and a leader in the classroom. I have learned how to evaluate research and develop ways that can be incorporated into the classroom. I can say, without a doubt, that my doctoral journey has positively influenced me in learning how to combine being a leader, practitioner, and scholar together to positively motivate the lives of my students to have a passion for education.

### **Reflection on the Importance of the Work**

Knowledge is a powerful tool. My doctoral journey has provided me with many resourceful tools that can be used in the future. I have learned the importance of examining data and how to use data to benefit school, a classroom, or alignment within the curriculum. In addition, I have learned about the power of research by delving into its



ability to possibly find answers or learning how to set up a study and provide support. I have also learned how to use research to benefit my educational journey and the opportunity toward professional growth as an educator. My doctoral journey has provided me with hands on opportunities and resources that I was not only able to apply to my project study, but I will be able to continually apply to my future career. These tools will not only help me to become a stronger educator, but can support my journey as I continue to become a leader, scholar, and practitioner not only in the classroom, but also in my professional career.

As aligned to previous research and the self-determination theory, the data analyses also provided the opportunity to see students experience a lack of motivation due to a lack of psychological needs being fulfilled in the form of either competence, autonomy, or relatedness (Cheon & Reeve, 2015; Cheon, Reeve, & Moon, 2012). The data analysis of this project study showed, that, overall, students' perceptions of autonomy fulfillment was the lowest among competence, autonomy, and relatedness (See Table 4 and Figure 2). Research has shown that teachers who display frequent autonomy supportive strategies in the classroom, through expressing interests in a student's likes and dislikes, nurturing students' needs, providing positive feedback, creating a positive classroom environment, and having a variety of opportunities for students, have more engaged, more motivated students in the classroom (Aelterman, Vansteenkiste, Van den Berghe, De Meyer, & Haerens, 2014; Cheon & Reeve, 2013; Moustake, Vlachopoulos, Kabitsis, & Theodorakis, 2012; Reeve, Jang, Carrell, Jeon, & Barch, 2004; Soenens, Sierens, Vansteenkiste, Dochy, & Goossens, 2012).

The qualitative data also supports the lack of students' perceptions of autonomy fulfillment. The interviews revealed that all three physical education teachers do have opportunities set up for students to have "choice day" where they could select the activity of the day. However, these "choice days" are dependent upon students' behavior. A class has to receive 25 stickers – one sticker per day - by following classroom rules, dressing out for physical education class, and being in their squad at the beginning of class. However, when asked how often a "choice day" occurs, the response was that it varied by classes. As a teacher, I understand the reasoning behind having a "choice day" rewarding students for behavior and following the rules. This is also aligned with the school wide Positive Behavior Intervention Support (PBIS) that is used in regard to student behavior. In addition, the observations provided data results the autonomy teaching behaviors greatly varied within each class and teacher. However, through research, the nine-week curriculum plan created would be a great way to embed student "choice days" without solely relying on students' behavior and more autonomy strategies within a teacher's daily lesson plans.

Hence, through the merging of the quantitative and qualitative data, results revealed that teachers need to be aware of the teaching strategies that are used in the classroom and how they can have a profound influence on either thwarting or motivating students' desire to participate in the classroom. It would be advantageous for the physical education teachers to focus on applying more autonomy supportive teaching strategies within their classroom, through their communication with students, the design of their overall units, and daily lessons plan. Additionally, this would provide, an opportunity for

the teachers to grow professionally through participating in autonomy supportive training programs. The nine-week curriculum plan created, is a positive step, but is also a piece of the overall puzzle that needs to be put together.

### **Implications, Applications, and Directions for Future Research**

According to the National PE Standards by Shape America Society of Health and Physical Educators (2014), an effective physical education program should include the following National PE Standards.

Standard 1 – The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 – The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3 – The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 – The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Throughout the qualitative data analyses, one common theme that resonated with all three physical education teachers was the students' enjoyment in team sports over individual sports. Hence, the teachers focused on units that provided students with a team

sport environment. Team sport units can closely be aligned to standards 1, 2, 4 and 5 of the National PE Standards. However, a recent shift in physical education curriculum is to focus on teaching students' personal improvement and providing students an opportunity to participate in life-long fitness activities (New PE trends stresses fitness and fun, 2013).

The combination of the data analysis results, research on students' motivation, and a nine-week curriculum plan illustrates that a potential influence for possible change can first be seen between physical education and students and eventually opportunities for family and community involvement of participating in lifelong fitness activities. The new nine-week curriculum plan will continue to have an emphasis on team sports, which the students enjoy in class; however, it will also incorporate a knowledge and participation into personal improvements through the biweekly fitness days which will aid to incorporate Standard 3 of the National PE Standards into the physical education teachers' overall curriculum plan. The influence of this will, hopefully, positively improve students' knowledge and motivation to participate in lifelong fitness activities and, with the physical educators' support, create a positive social change for families and community involvement in fitness opportunities.

Children spend the majority of their days in school. With the ongoing debate of childhood obesity, poor nutrition, and students lack of participating in exercise, it has never been more necessary to ensure a strong physical education curriculum plan is in place. The nine-week curriculum plan created is a step in the right direction, a step towards creating a positive social change. The curriculum is aligned to all the National PE Standards, and is a mix of students' team sports, individual sports, and fitness that

will emphasize on students having a sense of competence, autonomy, and relatedness when they are in physical education class. Hence, in addition to providing the school site with the nine-week curriculum plan, it would also be recommended that the physical educators and school site, as well as myself, to continue to research on parental and community involvement in lifelong fitness activities. Parents have a profound influence on their children. Actions between parents and children have the ability to influence children throughout one's life. Research has found that one missing link between parents and physical education is a lack of involvement for families to participate in physical fitness together or, as a community, through schools and families (Cipriani, Richardson, & Roberts, 2012; Physical education: encouraging parent involvement, 2013; Kehm, Davey, & Nanney, 2015). Hence, additional recommendations to create a positive social change would be given to the school site and the physical education teachers to explore possible family and community involvement through:

1. A school wide run, utilizing an organization such as Boosterthon Fun Run (<https://www.boosterthon.com/>). This is a respected organization that will come into a school and provide events and talk to students about the importance of fitness. At the end of the week, students will be raising money for their school through a 30-minute fun run per the donations they receive.
2. Creating a color 5k run/walk for color by using links such as MyFunRun (<https://myfunrun.com/>). This site can easily assist a school in setting up a color run. However, with the support of the PTO and teachers, this could also be put on without using the link.

3. Creating Family Fitness Nights
4. School Wide Field Days
5. A Family Physical Activity Calendar provided by SHAPE America. The physical education department could create their own Facebook page. Send this calendar home to all students and assign students “homework” with their family they would have to perform the daily exercises, taking pictures, and post the pictures to the Facebook page. Contests could go on each month by classes, by teachers, or by families for who has the highest percentage of homework completed. (See Appendix H)

The goal of this project study was to examine students’ motivation and how the teaching strategies utilized by the physical educators’ influence students’ motivation to participate in physical fitness. The results of the data analyses showed, that the majority of students are motivated but perceive a lack of autonomy from their physical education teachers. Hence, the focus of the nine-week curriculum plan was to continue with the activities that students enjoy but to also implement fitness days which would provide students with a sense of autonomy by allowing them to select their activities and a team sport day once a month which allows the students to select their activity for the day. Compared to the previous set up, one key difference is that these days will not be based off of students’ behaviors and they will be a standard part of their curriculum. In addition, to the nine-week curriculum plan, recommendations to the teachers and the school that another means to enhance students’ motivation to be physically active would be to create family and school fitness opportunities within their community.

## Conclusion

What is motivation? Why are we motivated? The self-determination theory focuses on individuals' fulfillment of competence, autonomy, and relatedness in a given situation which will enhance one's motivation to participate in the task at hand. When I think about myself as someone who was a student-athlete from middle school through college and even now participates in fitness daily, I ask myself why I am so motivated. I truly have felt, and still feel, a sense of competence, autonomy, and relatedness within myself and a pure sense of enjoyment to be physically active. Teachers have responsibility to seek out ways to try to motivate our students to learn in the classroom. The relationship that is created with our students, by providing students with a sense of relatedness, compassion, and strive to help them succeed throughout school, can have a profound influence on each student. This relationship will help teachers to know students' like and dislikes, which, in return, will help teachers to design lessons and create opportunities for our students that will focus on each students' competences and passions. When a teacher can connect these three - competence, autonomy, and relatedness - for each student, each student will be motivated to complete the task in front of them.

Each day brings a new challenge for all teachers. Physical education teachers, face daily challenges of a world focused on sedentary lifestyles, technology, a vast array of fast food options, and poor nutritional decision making. However, these resources are producing a lifelong influence that is influencing the way one can live their life. Physical educators face a challenge; a challenge to enhance the inner motivation of students to

enjoy a lifelong physically active lifestyle. The goal of this study was to not examine what is wrong with physical education, but to examine how to improve it. How can physical education teachers enhance students' motivation to become more physically active? This mixed-method study examined the self-determination theory, investigating students' motivation, and combined data with strategies that are currently being used by the physical education teachers. Through common emerging themes, data revealed that the students felt a strong sense of relatedness toward their physical education teacher, but felt a lack of autonomy. In addition, similar themes were also discovered throughout the data analysis. Physical education teachers were creating bonds with their students but fell short when providing students autonomy in the classroom. Hence, a nine-week curriculum plan was created by focusing on keeping units that students enjoyed but created fitness days and team sport days that would not only provide students more opportunities to enhance their autonomy but also provide more knowledge and opportunities to participate in lifelong fitness activities that they can participate in throughout adulthood. I have learned a lot throughout my doctoral journey. I have learned what it means to be a professional and a scholar and am excited to take this knowledge to motivated physical education. The implementation of the new nine-week curriculum plan providing autonomy, competence, and relatedness, as well as the curriculum's ability to elicit motivation could have on not only the students directly engaged in the program, but the individuals with whom those students will come in contact. A curriculum of this nature could create a movement that shifts our nation back towards fitness and healthy lifestyles.



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### Appendix A: Project (9-Week Curriculum Plan)

The following pages of Appendix A are comprised of the whole 9-curriculum plan including all handouts that would be used in the interactive notebook, teacher guides for weekly lesson plans, and fitness days. The following pages display the entire packet that would be provided to the school site and the physical education teachers to assist in their process of revamping the physical education curriculum at the school site.

The ideal recommendation would be for the physical education teachers to work together throughout the summer on getting acquainted with the new curriculum plan, creating a schedule on the implementation of the new lessons, and decide on specific fitness activities that the department would like to implement on the biweekly fitness days. In addition, at the end of each week is a personal reflection for each teacher to fill out. During the summer, each teacher could create individual short term goals and the department long term goal which focuses on parent and community involvement. Additional long term goals could also be included pending the desire of the physical education department.

Prior to the start of school, the interactive notebook would also need to be created and prepared to be distributed the first week of school. If possible, the physical education teachers could include the composition notebook and glue sticks on the supply list that many parents use before school starts to buy their child's school supplies. If not, request would be made the first few days of school that all students are required to have a composition notebook and glue sticks for physical education class. One full day will need to be taken out of the schedule to help students set up their interactive notebook and

discuss the main objectives of the implementation of the interactive notebook in physical education class. I would recommend to the physical education teachers to have examples of completed interactive notebooks available for examples, as well as a whiteboard to be able to show students how to set up the table of contents and page numbers.

| 9-Week Curriculum Plan   | Teacher Resources   | Student Handouts for Interactive Notebook   |
|--|---|---|
| <ul style="list-style-type: none"><li>•Week 1 - pgs. 103-105</li><li>•Week 2 - pgs. 106-108</li><li>•Week 3 - pgs. 109-111</li><li>•Week 4 - pgs. 112-114</li><li>•Week 5 - pgs. 115-117</li><li>•Week 6 - pgs. 118-120</li><li>•Week 7 - pgs. 121-123</li><li>•Week 8 - pgs. 124-126</li><li>•Week 9 - pgs. 127-129</li></ul> | <ul style="list-style-type: none"><li>•Teacher Notes: Fitness Day Activities - pgs. 130-131</li><li>•Teacher Fitness Log - pg. 133</li><li>•Example: Pictures of an Interactive Notebook - pgs. 137-142</li></ul> | <ul style="list-style-type: none"><li>•Fitness Card - pg. 132</li><li>•Middle School Fitness Log - pg. 134</li><li>•Student Fitness Goals - pg. 135</li><li>•Stick Run Tracking - pg. 136</li></ul> |

### Week 1 Introductory and Fitness Testing

| <b>Day</b>                  | <b>Monday (August 21)</b>   | <b>Tuesday (August 22)</b>   | <b>Wednesday (August 23)</b>  |
|-----------------------------|---|--|---|
| <b>Unit</b>                 | Welcome/Introductory to Physical Education  | Introductory into Fitness Testing/Fitness Testing  | Fitness Testing   |
| <b>NASPE Standards</b>      |   | 1,2,3,4,5  | 1,2,3,4,5   |
| <b>Objectives</b>           |   | <ul style="list-style-type: none"> <li>The student will be able to participate in the pacer run</li> </ul>   | <ul style="list-style-type: none"> <li>The student will be able to participate in the pull up bar fitness testing</li> <li>The student will be able to participate in the sit and reach fitness testing</li> </ul>                                |
| <b>Materials</b>            | <ul style="list-style-type: none"> <li>Syllabus</li> <li>Parent Contact Form</li> </ul>   | <ul style="list-style-type: none"> <li>Fitness log</li> <li>Pacer CD</li> <li>Stop watch</li> </ul>  | <ul style="list-style-type: none"> <li>Fitness log</li> <li>Pull up bar</li> <li>Sit and reach box</li> <li>Stopwatch</li> </ul>  |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>Walk through</li> </ul>  | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>            | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>                                 |
| <b>Warm Up</b>              | Teacher lead warm up (5-7 minutes)  | Teacher lead warm up (5-7 minutes)   | Teacher lead warm up (5-7 minutes)  |
| <b>Activities</b>           | <ul style="list-style-type: none"> <li>Classroom expectations</li> <li>Rules and procedures</li> <li>Daily routine</li> </ul>   | <ul style="list-style-type: none"> <li>Review classroom expectations</li> <li>Review rule and procedures</li> <li>Review daily routine</li> <li>Introductory to fitness testing</li> <li>Pacer run (practice run)</li> </ul> | <ul style="list-style-type: none"> <li>Review classroom expectations</li> <li>Review rule and procedures</li> <li>Review daily routine</li> <li>Introductory to fitness testing</li> <li>Pull ups/Flex Arm Hang</li> <li>Sit and Reach</li> </ul> |
| <b>Lesson Wrap Up</b>       | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Reminder to return parent consent form</li> <li>Bring in composition notebook for class</li> <li>Buy PE cloths</li> </ul> | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Reminder to return parent consent form</li> <li>Bring in composition notebook for class</li> <li>Buy PE cloths</li> </ul>                      | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Reminder to return parent consent form</li> <li>Bring in composition notebook for class</li> <li>Buy PE cloths</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>Walk through</li> </ul>  | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Formative Assessment</b> |   | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness testing</li> </ul>   | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness testing</li> </ul>  |
| <b>Summative Assessment</b> |   |  |   |

### Week 1 Introductory and Fitness Testing

| <b>Day</b>                  | <b>Thursday (August 24)</b>   | <b>Friday (August 25)</b>  |
|-----------------------------|---|--|
| <b>Unit</b>                 | Fitness Testing   | Team Sport Day   |
| <b>NASPE Standards</b>      | 1,2,3,4,5   | 1,2,3,4,5  |
| <b>Objectives</b>           | <ul style="list-style-type: none"> <li>The student will be able to participate in the pacer run and curl ups</li> </ul>   | <ul style="list-style-type: none"> <li>The student will be choosing their own activity.</li> </ul>   |
| <b>Materials</b>            | <ul style="list-style-type: none"> <li>Fitness log</li> <li>Pacer CD</li> <li>Stopwatch</li> </ul>  | <ul style="list-style-type: none"> <li>6 soccer balls, 6 nets, pennies, cones for 3 fields</li> <li>Flag football belts, cones for 3 fields, 6 footballs</li> <li>4 volleyballs, 2 volleyball courts</li> </ul>  |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul> | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>              | Teacher lead warm up (5-7 minutes)  | Teacher lead warm up (5-7 minutes)   |
| <b>Activities</b>           | <ul style="list-style-type: none"> <li>Review classroom expectations</li> <li>Review rule and procedures</li> <li>Review daily routine</li> <li>Pacer run</li> <li>Curl ups</li> </ul>                            | <ul style="list-style-type: none"> <li>Review classroom expectations</li> <li>Review rule and procedures</li> <li>Review daily routine</li> <li>Team Sport Day               <ul style="list-style-type: none"> <li>Classes combined</li> <li>Pick from soccer – volleyball – flag football – run/walk track (multiply fields/courts for each sport)</li> <li>Each teacher will be assigned a sport to assist and monitor students. Flag football/soccer will also watch the track for run/walk</li> </ul> </li> </ul> |
| <b>Lesson Wrap Up</b>       | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Reminder to return parent consent form</li> <li>Bring in composition notebook for class</li> <li>Buy PE cloths</li> </ul>           | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Reminder to return parent consent form</li> <li>Bring in composition notebook for class</li> <li>Buy PE cloths</li> <li>Overview of upcoming week in PE</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>                                      | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness testing</li> </ul>  | <ul style="list-style-type: none"> <li>Monitoring students' skills and participation throughout team sport day</li> </ul>  |
| <b>Summative Assessment</b> |   |  |

## Reflection – Week 1

### **Teacher Notes: What worked well? What did not work well?**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

### **Evaluation Plan:**

#### **Short Term Goals:**

- ✓ What can I change for next week?
- ✓ Did I work on relationships with my students this week?
- ✓ How did I provide students with autonomy?
- ✓ What could I change or add next week to provide students with autonomy (equipment/activities/options)?
- ✓ How was fitness testing? What can I change for the next fitness testing days?
- ✓ How was team sport day? What can I improve for the next team sport day?

#### **Long Term Goals:**

- ✓ What ideas have I discussed with the other PE teachers about parent/community involvement?

#### **Other Notes:**



### Week 2 Soccer and Fitness Days

| Day                    | Monday (August 28)   | Tuesday (August 29)   | Wednesday (August 30)   |
|------------------------|--|---|---|
| <b>Unit</b>            | Soccer   | Fitness Day   | Soccer  |
| <b>NASPE Standards</b> | 1,2,4,5  | 1,2,3,4,5   | 1,2,4,5   |
| <b>Objectives</b>      | <ul style="list-style-type: none"> <li>The student will be able to demonstrate how to dribble, pass, and use throw ins</li> <li>The student will be able to describe the rules of the game</li> <li>The student will be able to demonstrate teamwork through collaborative participation in all drills and activities</li> </ul> | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>  | <ul style="list-style-type: none"> <li>The student will be able to demonstrate how to shoot, head, and trap in soccer</li> <li>The student will be able to describe the rules of the game</li> <li>The student will be able to demonstrate teamwork through collaborative participation in all drills and activities</li> </ul> |
| <b>Materials</b>       | <ul style="list-style-type: none"> <li>12-15 soccer balls</li> <li>2 soccer fields</li> <li>Cones</li> <li>Pennies</li> <li>Whistle</li> <li>Stopwatch</li> </ul>  | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                          | <ul style="list-style-type: none"> <li>12-15 soccer balls</li> <li>2 soccer fields</li> <li>Cones</li> <li>Pennies</li> <li>Whistle</li> <li>Stopwatch</li> </ul>   |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>   |
| <b>Warm Up</b>         | Teacher lead warm up (5-7 minutes)   | Teacher lead warm up (5-7 minutes)  | Teacher B/C lead warm up (5-7 minutes)<br>Teacher A Stick Run   |
| <b>Activities</b>      | <ul style="list-style-type: none"> <li>Discussion: Rules of soccer</li> <li>Drill: Dribbling</li> <li>Drill: Passing</li> <li>Drill: Throw Ins</li> <li>Game: Rotation Soccer</li> </ul>   | <ul style="list-style-type: none"> <li>Body weight (3 points)</li> <li>Circuit Training (2 points)</li> <li>Interval Training (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Discussion: Rules of soccer</li> <li>Drill: Shooting</li> <li>Drill: Heading</li> <li>Drill: Trapping</li> <li>Game: Alley Soccer</li> </ul>   |
| <b>Lesson Wrap Up</b>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> </ul>  | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> </ul>  | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> </ul>  |

|  |   |  |   |
|--|---|--|---|
|  | <ul style="list-style-type: none"> <li>• PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>• Sit in squad lines until bell rings</li> <li>• PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>• Sit in squad lines until bell rings</li> <li>• PE Teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Formative Assessment</b><br><br><b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout soccer drills and games</li> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout fitness activities</li> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout soccer drills and games</li> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> |

### Week 2 Soccer and Fitness Days

| <b>Day</b>                  | <b>Thursday (August 31)</b>  | <b>Friday (September 1)</b>  |
|-----------------------------|--|--|
| <b>Unit</b>                 | Fitness Day  | Soccer   |
| <b>NASPE Standards</b>      | 1,2,3,4,5  | 1,2,4,5  |
| <b>Objectives</b>           | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>   | <ul style="list-style-type: none"> <li>The student will be able to demonstrate how to dribble, pass, and use throw ins</li> <li>The student will be able to describe the rules of the game</li> <li>The student will be able to demonstrate teamwork through collaborative participation in all drills and activities</li> </ul> |
| <b>Materials</b>            | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                               | <ul style="list-style-type: none"> <li>12-15 soccer balls</li> <li>2 soccer fields</li> <li>Cones</li> <li>Pennies</li> <li>Whistle</li> <li>Stopwatch</li> </ul>  |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>              | Teacher lead warm up (5-7 minutes)   | Teacher lead warm up (5-7 minutes)   |
| <b>Activities</b>           | <ul style="list-style-type: none"> <li>Speed and explosive (3 points)</li> <li>Step Aerobics (2 points)</li> <li>Interval Training (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Discussion: Rules of soccer</li> <li>Drills: Offensive and defensive strategy</li> <li>Games: Modified game play</li> </ul>   |
| <b>Lesson Wrap Up</b>       | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness activities</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>   | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout soccer drills and games</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>  |
| <b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>   | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>   |

## Reflection – Week 2

### **Teacher Notes: What worked well? What did not work well?**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

### **Evaluation Plan:**

#### **Short Term Goals:**

- ✓ What can I change for next week?
- ✓ Did I work on relationships with my students this week?
- ✓ How did I provide students with autonomy?
- ✓ What could I change or add next week to provide students with autonomy (equipment/activities/options)?
- ✓ How was the soccer unit? What can I change for next week?
- ✓ How was the fitness days? What can I improve for the next week's fitness days?

#### **Long Term Goals:**

- ✓ What ideas have I discussed with the other PE teachers about parent/community involvement?
- ✓ What are some goals for planning an event?

**Other Notes:**

### Week 3 Soccer and Fitness Days

| <b>Day</b>             | <b>Monday (September 4)</b>  | <b>Tuesday (September 5)</b>  | <b>Wednesday (September 6)</b>   |
|------------------------|--|---|--|
| <b>Unit</b>            | Soccer   | Fitness Day   | Soccer   |
| <b>NASPE Standards</b> | 1,2,4,5  | 1,2,3,4,5   | 1,2,4,5  |
| <b>Objectives</b>      | <ul style="list-style-type: none"> <li>The student will be able to demonstrate soccer skills, rules, and strategy through games of soccer</li> <li>The student will be able to demonstrate teamwork through collaborate participation in all activities</li> </ul> | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>  | <ul style="list-style-type: none"> <li>The student will be able to demonstrate soccer skills, rules, and strategy through games of soccer</li> <li>The student will be able to demonstrate teamwork through collaborate participation in all activities</li> </ul> |
| <b>Materials</b>       | <ul style="list-style-type: none"> <li>12-15 soccer balls</li> <li>2 soccer fields</li> <li>Cones</li> <li>Pennies</li> <li>Whistle</li> <li>Stopwatch</li> </ul>  | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                          | <ul style="list-style-type: none"> <li>12-15 soccer balls</li> <li>2 soccer fields</li> <li>Cones</li> <li>Pennies</li> <li>Whistle</li> <li>Stopwatch</li> </ul>  |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>         | Teacher lead warm up (5-7 minutes)   | Teacher lead warm up (5-7 minutes)  | Teacher A/C lead warm up (5-7 minutes)<br>Teacher B Stick Run  |
| <b>Activities</b>      | <ul style="list-style-type: none"> <li>Discussion: quick review of last week's drills</li> <li>Game Play - Soccer</li> </ul>   | <ul style="list-style-type: none"> <li>Body weight (3 points)</li> <li>Circuit training (2 points)</li> <li>Interval Training (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside pe teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Game Play - Soccer</li> </ul>   |
| <b>Lesson Wrap Up</b>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |

|   |  |  |   |
|---|--|--|---|
| <p><b>Formative Assessment</b></p> <p><b>Summative Assessment</b></p> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout soccer drills and games</li> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> <li>• Exit Slip: Soccer rules, skills, techniques, strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout fitness activities</li> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout soccer drills and games</li> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> |
|---|--|--|---|

### Week 3 Soccer and Fitness Days

| <b>Day</b>                  | <b>Thursday (September 7)</b>   | <b>Friday (September 8)</b>  |
|-----------------------------|---|--|
| <b>Unit</b>                 | Fitness Day   | Soccer   |
| <b>NASPE Standards</b>      | 1,2,3,4,5   | 1,2,4,5  |
| <b>Objectives</b>           | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>  | <ul style="list-style-type: none"> <li>The student will be able to demonstrate soccer skills, rules, and strategy through games of soccer</li> <li>The student will be able to demonstrate teamwork through collaborate participation in all activities</li> </ul> |
| <b>Materials</b>            | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                              | <ul style="list-style-type: none"> <li>12-15 soccer balls</li> <li>2 soccer fields</li> <li>Cones</li> <li>Pennies</li> <li>Whistle</li> <li>Stopwatch</li> </ul>  |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>              | Teacher lead warm up (5-7 minutes)  | Teacher lead warm up (5-7 minutes)   |
| <b>Activities</b>           | <ul style="list-style-type: none"> <li>Speed and explosive (3 points)</li> <li>Step Aerobics (2 points)</li> <li>Circuit Training (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Game Play - Soccer</li> </ul>   |
| <b>Lesson Wrap Up</b>       | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness activities</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>  | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout soccer drills and games</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>  |
| <b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>  | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>   |

## Reflection – Week 3

### **Teacher Notes: What worked well? What did not work well?**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

### **Evaluation Plan:**

#### **Short Term Goals:**

- ✓ What can I change for next week?
- ✓ Did I work on relationships with my students this week?
- ✓ How did I provide students with autonomy?
- ✓ What could I change or add next week to provide students with autonomy (equipment/activities/options)?
- ✓ Wrap up of the soccer unit.
- ✓ How was the fitness days? What can I improve for the next week's fitness days?

#### **Long Term Goals:**

- ✓ What ideas have I discussed with the other PE teachers about parent/community involvement?
- ✓ What are some goals for planning an event?

#### **Other Notes:**



### Week 4 Flag Football and Fitness Days

| <b>Day</b>             | <b>Monday (September 11)</b>  | <b>Tuesday (September 12)</b>   | <b>Wednesday (September 13)</b>   |
|------------------------|---|---|---|
| <b>Unit</b>            | Flag Football   | Fitness Day   | Flag Football   |
| <b>NASPE Standards</b> | 1,2,4,5   | 1,2,3,4,5   | 1,2,4,5   |
| <b>Objectives</b>      | <ul style="list-style-type: none"> <li>The student will be able to demonstrate how to catch and pass.</li> <li>The student will be able to describe rules of the game</li> <li>The student will be able to demonstrate teamwork through collaborative participation in all drills and activities</li> </ul> | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>  | <ul style="list-style-type: none"> <li>The student will be able to demonstrate how to catch, pass, and punt</li> <li>The student will be able to describe the rules of the game</li> <li>The student will be able to demonstrate teamwork through collaborative participation in all drills and activities</li> </ul> |
| <b>Materials</b>       | <ul style="list-style-type: none"> <li>12-15 footballs</li> <li>2 flag football fields</li> <li>Cones</li> <li>Flag football belts</li> <li>Whistle</li> <li>Stopwatch</li> </ul>   | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                      | <ul style="list-style-type: none"> <li>12-15 footballs</li> <li>2 flag football fields</li> <li>Cones</li> <li>Flag football belts</li> <li>Whistle</li> <li>Stopwatch</li> </ul>   |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>   |
| <b>Warm Up</b>         | Teacher lead warm up (5-7 minutes)  | Teacher lead warm up (5-7 minutes)  | Teacher A/B lead warm up (5-7 minutes)<br>Teacher C stick run   |
| <b>Activities</b>      | <ul style="list-style-type: none"> <li>Discussion: Rules of flag football</li> <li>Drill: Catching</li> <li>Drill: Passing</li> <li>Game: Passing football</li> </ul>   | <ul style="list-style-type: none"> <li>Body weight (3 points)</li> <li>Circuit Training (2 points)</li> <li>Step Aerobics (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Discussion: Rules of flag football</li> <li>Drill: Catching</li> <li>Drill: Passing</li> <li>Drill: Punting</li> <li>Game: 20 yard football</li> </ul>   |
| <b>Lesson Wrap Up</b>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  |

|                             |   |   |   |
|-----------------------------|---|---|---|
|                             | <ul style="list-style-type: none"> <li>• PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>• PE Teachers monitoring locker rooms and gym</li> </ul>   |   |
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout flag football drills and games</li> </ul>   | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout fitness activities</li> </ul>   | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout flag football drills and games</li> </ul>   |
| <b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> | <ul style="list-style-type: none"> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> | <ul style="list-style-type: none"> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> |

### Week 4 Flag Football and Fitness Days

| <b>Day</b>                  | <b>Thursday (September 14)</b>   | <b>Friday (September 15)</b>   |
|-----------------------------|--|--|
| <b>Unit</b>                 | Fitness Day  | Flag Football  |
| <b>NASPE Standards</b>      | 1,2,3,4,5  | 1,2,4,5  |
| <b>Objectives</b>           | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>   | <ul style="list-style-type: none"> <li>The student will be able to demonstrate how to catch, pass, and punt</li> <li>The student will be able to describe the rules of the game and strategies</li> <li>The student will be able to demonstrate teamwork through collaborative participation in all drills and activities</li> </ul> |
| <b>Materials</b>            | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>   | <ul style="list-style-type: none"> <li>12-15 footballs</li> <li>2 flag football fields</li> <li>Cones</li> <li>Flag football belts</li> <li>Whistle</li> <li>Stopwatch</li> </ul>  |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>              | Teacher lead warm up (5-7 minutes)   | Teacher lead warm up (5-7 minutes)   |
| <b>Activities</b>           | <ul style="list-style-type: none"> <li>Speed and explosive (3 points)</li> <li>Step Aerobics (2 points)</li> <li>Interval Training (2 points)</li> <li>Run/Walk (1 point)               <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Discussion: Rules of flag football</li> <li>Drill: Review of catching, passing, and punting</li> <li>Drill: Offensive and defensive strategy</li> <li>Game: 20 yard football</li> </ul>   |
| <b>Lesson Wrap Up</b>       | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness activities</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>   | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout flag football drills and games</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>   |
| <b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>   | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>   |

## Reflection – Week 4

### **Teacher Notes: What worked well? What did not work well?**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

### **Evaluation Plan:**

#### **Short Term Goals:**

- ✓ What can I change for next week?
- ✓ Did I work on relationships with my students this week?
- ✓ How did I provide students with autonomy?
- ✓ What could I change or add next week to provide students with autonomy (equipment/activities/options)?
- ✓ How was the flag football unit? What can I change for next week?
- ✓ How was the fitness days? What can I improve for the next week's fitness days?

#### **Long Term Goals:**

- ✓ What ideas have I discussed with the other PE teachers about parent/community involvement?
- ✓ What are some goals for planning an event?

#### **Other Notes:**

**Week 5 Flag Football and Fitness Days**

| <b>Day</b>             | <b>Monday (September 18)</b>   | <b>Tuesday (September 19)</b>   | <b>Wednesday (September 20)</b>  |
|------------------------|--|---|--|
| <b>Unit</b>            | Flag Football  | Fitness Day   | Flag Football  |
| <b>NASPE Standards</b> | 1,2,4,5  | 1,2,3,4,5   | 1,2,4,5  |
| <b>Objectives</b>      | <ul style="list-style-type: none"> <li>The student will be able to demonstrate all flag football skills, rules, and strategy through games of flag football</li> <li>The student will be able to demonstrate teamwork through collaborate participation in all activities</li> </ul> | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>  | <ul style="list-style-type: none"> <li>The student will be able to demonstrate all flag football skills, rules, and strategy through games of flag football</li> <li>The student will be able to demonstrate teamwork through collaborate participation in all activities</li> </ul> |
| <b>Materials</b>       | <ul style="list-style-type: none"> <li>12-15 flag footballs</li> <li>2 flag football fields</li> <li>Cones</li> <li>Flag football belts</li> <li>Whistle</li> <li>Stopwatch</li> </ul>   | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                          | <ul style="list-style-type: none"> <li>12-15 flag footballs</li> <li>2 flag football fields</li> <li>Cones</li> <li>Flag football belts</li> <li>Whistle</li> <li>Stopwatch</li> </ul>   |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>         | Teacher lead warm up (5-7 minutes)   | Teacher lead warm up (5-7 minutes)  | Teacher B/C lead warm up (5-7 minutes)<br>Teacher A stick run  |
| <b>Activities</b>      | <ul style="list-style-type: none"> <li>Discussion: quick review of last week's drills</li> <li>Game Play – Flag football</li> </ul>  | <ul style="list-style-type: none"> <li>Body weight (3 points)</li> <li>Circuit training (2 points)</li> <li>Interval Training (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Game Play – Flag football</li> </ul>  |
| <b>Lesson Wrap Up</b>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |

|   |   |  |   |
|---|---|--|---|
| <p><b>Formative Assessment</b></p> <p><b>Summative Assessment</b></p> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout flag football games</li> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> <li>• Exit Slip: Flag football rules, skills, techniques, strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout fitness activities</li> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout flag football games</li> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> |
|---|---|--|---|

### Week 5 Flag Football and Fitness Days

| <b>Day</b>                  | <b>Thursday (September 21)</b>  | <b>Friday (September 22)</b>   |
|-----------------------------|---|--|
| <b>Unit</b>                 | Fitness Day   | Flag Football  |
| <b>NASPE Standards</b>      | 1,2,3,4,5   | 1,2,4,5  |
| <b>Objectives</b>           | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>  | <ul style="list-style-type: none"> <li>The student will be able to demonstrate flag football skills, rules, and strategy through games of flag football</li> <li>The student will be able to demonstrate teamwork through collaborate participation in all activities</li> </ul> |
| <b>Materials</b>            | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                              | <ul style="list-style-type: none"> <li>12-15 flag footballs</li> <li>2 flag football fields</li> <li>Cones</li> <li>Flag football belts</li> <li>Whistle</li> <li>Stopwatch</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>              | Teacher lead warm up (5-7 minutes)  | Teacher lead warm up (5-7 minutes)   |
| <b>Activities</b>           | <ul style="list-style-type: none"> <li>Speed and explosive (3 points)</li> <li>Step Aerobics (2 points)</li> <li>Circuit Training (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Game Play – Flag football</li> </ul>  |
| <b>Lesson Wrap Up</b>       | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness activities</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>  | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout flag games</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>   |
| <b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>  | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>   |

## Reflection – Week 5

### **Teacher Notes: What worked well? What did not work well?**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

### **Evaluation Plan:**

#### **Short Term Goals:**

- ✓ What can I change for next week?
- ✓ Did I work on relationships with my students this week?
- ✓ How did I provide students with autonomy?
- ✓ What could I change or add next week to provide students with autonomy (equipment/activities/options)?
- ✓ Wrap up of the flag football unit.
- ✓ How was the fitness days? What can I improve for the next week's fitness days?

#### **Long Term Goals:**

- ✓ What ideas have I discussed with the other PE teachers about parent/community involvement?
- ✓ What are some goals for planning an event?

**Other Notes:**



**Week 6 Badminton, Fitness Days, and Team Sport Day**

| <b>Day</b>             | <b>Monday (September 25)</b>   | <b>Tuesday (September 26)</b>   | <b>Wednesday (September 27)</b>  |
|------------------------|--|---|--|
| <b>Unit</b>            | Badminton  | Fitness Day   | Badminton  |
| <b>NASPE Standards</b> | 1,2,4,5  | 1,2,3,4,5   | 1,2,4,5  |
| <b>Objectives</b>      | <ul style="list-style-type: none"> <li>The student will be able to demonstrate how to hit the drop shot, drive shot, and clear shot.</li> <li>The student will be able to describe rules of the game</li> <li>The student will be able to demonstrate teamwork through collaborative participation in all drills and activities</li> </ul> | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>  | <ul style="list-style-type: none"> <li>The student will be able to demonstrate how to hit the drop shot, drive shot, clear shot, smash shot, net shot, and serve</li> <li>The student will be able to describe the rules of the game</li> <li>The student will be able to demonstrate teamwork through collaborative participation in all drills and activities</li> </ul> |
| <b>Materials</b>       | <ul style="list-style-type: none"> <li>Badminton racquets</li> <li>12 – 15 birdies</li> <li>6 badminton courts</li> <li>Whistle</li> <li>Stopwatch</li> </ul>  | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                      | <ul style="list-style-type: none"> <li>Badminton racquets</li> <li>12 – 15 birdies</li> <li>6 badminton courts</li> <li>Whistle</li> <li>Stopwatch</li> </ul>  |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>         | Teacher lead warm up (5-7 minutes)   | Teacher lead warm up (5-7 minutes)  | Teacher A/C lead warm up (5-7 minutes)<br>Teacher B  |
| <b>Activities</b>      | <ul style="list-style-type: none"> <li>Discussion: Rules and strategy of badminton</li> <li>Drill: Drop shot</li> <li>Drill: Drive shot</li> <li>Drill: Clear shot</li> <li>Game: Consistence game</li> </ul>  | <ul style="list-style-type: none"> <li>Body weight (3 points)</li> <li>Circuit Training (2 points)</li> <li>Step Aerobics (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Discussion: Rules and strategy of badminton</li> <li>Drill: Review drop/drive/clear shot</li> <li>Drill: Smash shot</li> <li>Drill: Net shot</li> <li>Drill: Serve</li> <li>Game: Modified singles game</li> </ul>  |
| <b>Lesson Wrap Up</b>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |

|  |  |  |  |
|--|--|--|--|
| <b>Locker Room</b>   | <ul style="list-style-type: none"> <li>• 5 minutes to get changed</li> <li>• Sit in squad lines until bell rings</li> <li>• PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>• 5 minutes to get changed</li> <li>• Sit in squad lines until bell rings</li> <li>• PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>• 5 minutes to get changed</li> <li>• Sit in squad lines until bell rings</li> <li>• PE Teachers monitoring locker rooms and gym</li> </ul>   |
| <b>Formative Assessment</b><br><b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout badminton drills and games</li> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout fitness activities</li> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout badminton drills and games</li> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> |

**Week 6 Badminton, Fitness Days, and Team Sport Day**

| <b>Day</b>                  | <b>Thursday (September 28)</b>   | <b>Friday (September 29)</b>   |
|-----------------------------|--|--|
| <b>Unit</b>                 | Fitness Day  | Team Sport Day   |
| <b>NASPE Standards</b>      | 1,2,3,4,5  | 1,2,4,5  |
| <b>Objectives</b>           | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>   | <ul style="list-style-type: none"> <li>The student will be choosing their own activity</li> </ul>  |
| <b>Materials</b>            | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                               | <ul style="list-style-type: none"> <li>6 soccer balls, 6 nets, pennies, cones for 3 fields</li> <li>Flag football belts, cones for 3 fields, 6 footballs</li> <li>6 badminton courts, 12-15 birdies, badminton racquets</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>              | Teacher lead warm up (5-7 minutes)   | Teacher lead warm up (5-7 minutes)   |
| <b>Activities</b>           | <ul style="list-style-type: none"> <li>Speed and explosive (3 points)</li> <li>Step Aerobics (2 points)</li> <li>Interval Training (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Team Sport Day <ul style="list-style-type: none"> <li>Classes combined</li> <li>Pick from soccer – badminton – flag football – run/walk track (multiply fields/courts for each sport)</li> </ul> </li> <li>Each teacher will be assigned a sport to assist and monitor students. Flag football/soccer will also watch the track for run/walk</li> </ul> |
| <b>Lesson Wrap Up</b>       | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness activities</li> <li>Verbal teaching cues and strategies throughout activities</li> <li>Visual assessment on students' performance and participation</li> </ul>   | <ul style="list-style-type: none"> <li>Monitoring students' skills and participation throughout team sport day</li> </ul>  |
| <b>Summative Assessment</b> |  |  |

## Reflection – Week 6

### **Teacher Notes: What worked well? What did not work well?**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

### **Evaluation Plan:**

#### **Short Term Goals:**

- ✓ What can I change for next week?
- ✓ Did I work on relationships with my students this week?
- ✓ How did I provide students with autonomy?
- ✓ What could I change or add next week to provide students with autonomy (equipment/activities/options)?
- ✓ How was the badminton unit? What can I change for next week?
- ✓ How was the fitness days? What can I improve for the next week's fitness days?

#### **Long Term Goals:**

- ✓ What ideas have I discussed with the other PE teachers about parent/community involvement?
- ✓ What are some goals for planning an event?

#### **Other Notes:**

### Week 7 Flag Football and Fitness Days

| <b>Day</b>             | <b>Monday (October 2)</b>  | <b>Tuesday (October 3)</b>  | <b>Wednesday (October 4)</b>   |
|------------------------|--|---|--|
| <b>Unit</b>            | Badminton  | Fitness Day   | Badminton  |
| <b>NASPE Standards</b> | 1,2,4,5  | 1,2,3,4,5   | 1,2,4,5  |
| <b>Objectives</b>      | <ul style="list-style-type: none"> <li>The student will be able to demonstrate all badminton skills, rules, and strategy through games of badminton</li> <li>The student will be able to demonstrate teamwork through collaborate participation in all activities</li> </ul> | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>  | <ul style="list-style-type: none"> <li>The student will be able to demonstrate all badminton skills, rules, and strategy through games of badminton</li> <li>The student will be able to demonstrate teamwork through collaborate participation in all activities</li> </ul> |
| <b>Materials</b>       | <ul style="list-style-type: none"> <li>Badminton racquets</li> <li>12 – 15 birdies</li> <li>6 badminton courts</li> <li>Whistle</li> <li>Stopwatch</li> </ul>  | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                          | <ul style="list-style-type: none"> <li>Badminton racquets</li> <li>12 – 15 birdies</li> <li>6 badminton courts</li> <li>Whistle</li> <li>Stopwatch</li> </ul>  |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>         | Teacher lead warm up (5-7 minutes)   | Teacher lead warm up (5-7 minutes)  | Teacher A/B lead warm up (5-7 minutes)<br>Teacher C stick run  |
| <b>Activities</b>      | <ul style="list-style-type: none"> <li>Discussion: quick review of last week's drills</li> <li>Game Play – Round Robin Doubles Tournament</li> </ul>   | <ul style="list-style-type: none"> <li>Body weight (3 points)</li> <li>Circuit training (2 points)</li> <li>Interval Training (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Game Play – Round Robin Doubles Tournament</li> </ul>   |
| <b>Lesson Wrap Up</b>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |

|                             |   |   |   |
|-----------------------------|---|---|---|
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout the badminton game doubles tournament</li> </ul>  | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness activities</li> </ul>   | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout the badminton round robin tournament</li> </ul>   |
| <b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>Verbal teaching cues and strategies throughout activities</li> <li>Visual assessment on students' performance and participation</li> <li>Exit Slip: Badminton rules, skills, techniques, strategies</li> </ul> | <ul style="list-style-type: none"> <li>Verbal teaching cues and strategies throughout activities</li> <li>Visual assessment on students' performance and participation</li> </ul> | <ul style="list-style-type: none"> <li>Verbal teaching cues and strategies throughout activities</li> <li>Visual assessment on students' performance and participation</li> </ul> |

### Week 7 Flag Football and Fitness Days

| <b>Day</b>                  | <b>Thursday (October 5)</b>   | <b>Friday (October 6)</b>  |
|-----------------------------|---|--|
| <b>Unit</b>                 | Fitness Day   | Badminton  |
| <b>NASPE Standards</b>      | 1,2,3,4,5   | 1,2,4,5  |
| <b>Objectives</b>           | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>  | <ul style="list-style-type: none"> <li>The student will be able to demonstrate badminton skills, rules, and strategy through games of badminton</li> <li>The student will be able to demonstrate teamwork through collaborate participation in all activities</li> </ul> |
| <b>Materials</b>            | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                              | <ul style="list-style-type: none"> <li>Badminton racquets</li> <li>12 – 15 birdies</li> <li>6 badminton courts</li> <li>Whistle</li> <li>Stopwatch</li> </ul>  |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>              | Teacher lead warm up (5-7 minutes)  | Teacher lead warm up (5-7 minutes)   |
| <b>Activities</b>           | <ul style="list-style-type: none"> <li>Speed and explosive (3 points)</li> <li>Step Aerobics (2 points)</li> <li>Circuit Training (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Game Play – Round Robin Doubles Tournament</li> </ul>   |
| <b>Lesson Wrap Up</b>       | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness activities</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>  | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout the badminton round robin tournament</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>   |
| <b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>  | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>   |

## Reflection – Week 7

### **Teacher Notes: What worked well? What did not work well?**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

### **Evaluation Plan:**

#### **Short Term Goals:**

- ✓ What can I change for next week?
- ✓ Did I work on relationships with my students this week?
- ✓ How did I provide students with autonomy?
- ✓ What could I change or add next week to provide students with autonomy (equipment/activities/options)?
- ✓ Wrap up of the badminton unit.
- ✓ How was the fitness days? What can I improve for the next week's fitness days?

#### **Long Term Goals:**

- ✓ What ideas have I discussed with the other PE teachers about parent/community involvement?
- ✓ What are some goals for planning an event?

**Other Notes:**



### Week 8 Handball and Fitness Days

| Day                    | Monday (October 9)  | Tuesday (October 10)  | Wednesday (October 11)   |
|------------------------|---|---|--|
| <b>Unit</b>            | Handball  | Fitness Day   | Handball   |
| <b>NASPE Standards</b> | 1,2,4,5   | 1,2,3,4,5   | 1,2,4,5  |
| <b>Objectives</b>      | <ul style="list-style-type: none"> <li>The student will be able to demonstrate how to pass and defend</li> <li>The student will be able to describe rules of the game</li> <li>The student will be able to demonstrate teamwork through collaborative participation in all drills and activities</li> </ul> | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>  | <ul style="list-style-type: none"> <li>The student will be able to demonstrate how to shot</li> <li>The student will be able to describe the rules of the game</li> <li>The student will be able to demonstrate teamwork through collaborative participation in all drills and activities</li> </ul> |
| <b>Materials</b>       | <ul style="list-style-type: none"> <li>2 Handball Courts</li> <li>12 – 15 handballs</li> <li>Cones</li> <li>Pennies</li> <li>Whistle</li> <li>Stopwatch</li> </ul>  | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                      | <ul style="list-style-type: none"> <li>2 Handball Courts</li> <li>12 – 15 Handballs</li> <li>Cones</li> <li>Pennies</li> <li>Whistle</li> <li>Stopwatch</li> </ul>   |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>         | Teacher lead warm up (5-7 minutes)  | Teacher lead warm up (5-7 minutes)  | Teacher lead warm up (5-7 minutes)   |
| <b>Activities</b>      | <ul style="list-style-type: none"> <li>Discussion: Rules and strategy of handball</li> <li>Drill: Passing</li> <li>Drill: Defending</li> <li>Game: Keep Away</li> </ul>   | <ul style="list-style-type: none"> <li>Body weight (3 points)</li> <li>Circuit Training (2 points)</li> <li>Step Aerobics (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Discussion: Rules and strategy of handball</li> <li>Drill: Shooting</li> <li>Game: End Line Handball</li> </ul>   |
| <b>Lesson Wrap Up</b>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |

|                             |   |   |   |
|-----------------------------|---|---|---|
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout handball drills and games</li> </ul>  | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout fitness activities</li> </ul>   | <ul style="list-style-type: none"> <li>• Monitoring students' skill levels throughout handball drills and games</li> </ul>  |
| <b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> | <ul style="list-style-type: none"> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> | <ul style="list-style-type: none"> <li>• Verbal teaching cues and strategies throughout activities</li> <li>• Visual assessment on students' performance and participation</li> </ul> |

### Week 8 Handball and Fitness Days

| <b>Day</b>                  | <b>Thursday (October 12)</b>   | <b>Friday (October 13)</b>   |
|-----------------------------|--|--|
| <b>Unit</b>                 | Fitness Day  | Handball   |
| <b>NASPE Standards</b>      | 1,2,3,4,5  | 1,2,4,5  |
| <b>Objectives</b>           | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>   | <ul style="list-style-type: none"> <li>The student will be able to demonstrate how to shot, pass, and defend</li> <li>The student will be able to describe the rules of the game</li> <li>The student will be able to demonstrate teamwork through collaborative participation in all drills and activities</li> </ul> |
| <b>Materials</b>            | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                               | <ul style="list-style-type: none"> <li>2 Handball Courts</li> <li>12 – 15 handballs</li> <li>Cones</li> <li>Pennies</li> <li>Whistle</li> <li>Stopwatch</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>              | Teacher lead warm up (5-7 minutes)   | Teacher lead warm up (5-7 minutes)   |
| <b>Activities</b>           | <ul style="list-style-type: none"> <li>Speed and explosive (3 points)</li> <li>Step Aerobics (2 points)</li> <li>Interval Training (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Discussion: Rules and strategy of handball</li> <li>Drill: Review Passing</li> <li>Drill: Review Shooting</li> <li>Drill: Review Defending</li> <li>Game: Pin Handball</li> </ul>   |
| <b>Lesson Wrap Up</b>       | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness activities</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>   | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout handball drills and games</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>  |
| <b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>   | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>   |

## Reflection – Week 8

### **Teacher Notes: What worked well? What did not work well?**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

### **Evaluation Plan:**

#### **Short Term Goals:**

- ✓ What can I change for next week?
- ✓ Did I work on relationships with my students this week?
- ✓ How did I provide students with autonomy?
- ✓ What could I change or add next week to provide students with autonomy (equipment/activities/options)?
- ✓ How was the handball unit? What can I change for next week?
- ✓ How was the fitness days? What can I improve for the next week's fitness days?

#### **Long Term Goals:**

- ✓ What ideas have I discussed with the other PE teachers about parent/community involvement?
- ✓ What are some goals for planning an event?

**Other Notes:**

### Week 9 Handball, Fitness Days, and Team Sport Day

| Day                    | Monday (October 16)  | Tuesday (October 17)   | Wednesday (October 18)   |
|------------------------|--|--|--|
| <b>Unit</b>            | Handball   | Fitness Day  | Handball   |
| <b>NASPE Standards</b> | 1,2,4,5  | 1,2,3,4,5  | 1,2,4,5  |
| <b>Objectives</b>      | <ul style="list-style-type: none"> <li>The student will be able to demonstrate all handball skills, rules, and strategy through games of handball</li> <li>The student will be able to demonstrate teamwork through collaborate participation in all activities</li> </ul> | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>   | <ul style="list-style-type: none"> <li>The student will be able to demonstrate all handball skills, rules, and strategy through games of handball</li> <li>The student will be able to demonstrate teamwork through collaborate participation in all activities</li> </ul> |
| <b>Materials</b>       | <ul style="list-style-type: none"> <li>2 Handball Courts</li> <li>12 – 15 handballs</li> <li>Cones</li> <li>Pennies</li> <li>Whistle</li> <li>Stopwatch</li> </ul>   | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                       | <ul style="list-style-type: none"> <li>2 Handball Courts</li> <li>12 – 15 handballs</li> <li>Cones</li> <li>Pennies</li> <li>Whistle</li> <li>Stopwatch</li> </ul>   |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>         | Teacher lead warm up (5-7 minutes)   | Teacher lead warm up (5-7 minutes)   | Teacher lead warm up (5-7 minutes)   |
| <b>Activities</b>      | <ul style="list-style-type: none"> <li>Discussion: quick review of last week's drills</li> <li>Game Play – Handball</li> </ul>   | <ul style="list-style-type: none"> <li>Body weight (3 points)</li> <li>Step Aerobics (2 points)</li> <li>Interval Training (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Game Play – Handball</li> </ul>   |
| <b>Lesson Wrap Up</b>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>     | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |

|                             |  |   |   |
|-----------------------------|--|---|---|
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout the handball games</li> </ul>  | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness activities</li> </ul>   | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout the handball games</li> </ul>   |
| <b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>Verbal teaching cues and strategies throughout activities</li> <li>Visual assessment on students' performance and participation</li> <li>Exit Slip: Handball rules, skills, techniques, strategies</li> </ul> | <ul style="list-style-type: none"> <li>Verbal teaching cues and strategies throughout activities</li> <li>Visual assessment on students' performance and participation</li> </ul> | <ul style="list-style-type: none"> <li>Verbal teaching cues and strategies throughout activities</li> <li>Visual assessment on students' performance and participation</li> </ul> |

### Week 9 Handball, Fitness Days, and Team Sport Day

| <b>Day</b>                  | <b>Thursday (October 19)</b>  | <b>Friday (October 20)</b>   |
|-----------------------------|---|--|
| <b>Unit</b>                 | Fitness Day   | Team Sport Day   |
| <b>NASPE Standards</b>      | 1,2,3,4,5   | 1,2,4,5  |
| <b>Objectives</b>           | <ul style="list-style-type: none"> <li>The student will be able to participate in lifelong fitness activities</li> </ul>  | <ul style="list-style-type: none"> <li>The student will be choosing their own activity</li> </ul>  |
| <b>Materials</b>            | <ul style="list-style-type: none"> <li>Step boxes, cones, sandbags, stopwatch, spots, pilate balls, jump rope, mats, whistles, and music (equipment will vary pending specific fitness activities that the PE teacher will set up)</li> <li>Fitness cards</li> </ul>                              | <ul style="list-style-type: none"> <li>6 soccer balls, 6 nets, pennies, cones for 3 fields</li> <li>2 handball courts, pennies, 4 handballs</li> <li>6 badminton courts, 12-15 birdies, badminton racquets</li> </ul>  |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   | <ul style="list-style-type: none"> <li>Line up against the wall (boys/girl's sides)</li> <li>5 minutes to get changed</li> <li>Sit in squad lines</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  |
| <b>Warm Up</b>              | Teacher lead warm up (5-7 minutes)  | Teacher lead warm up (5-7 minutes)   |
| <b>Activities</b>           | <ul style="list-style-type: none"> <li>Speed and explosive (3 points)</li> <li>Step Aerobics (2 points)</li> <li>Circuit Training (2 points)</li> <li>Run/Walk (1 point) <ul style="list-style-type: none"> <li>Outside PE teachers will help monitor the run/walk station</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Team Sport Day <ul style="list-style-type: none"> <li>Classes combined</li> <li>Pick from soccer – badminton – handball – run/walk track (multiply fields/courts for each sport)</li> </ul> </li> <li>Each teacher will be assigned a sport to assist and monitor students. Handball/soccer will also watch the track for run/walk</li> </ul> |
| <b>Lesson Wrap Up</b>       | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Q and A on today's activities</li> <li>Overview of tomorrow's lesson</li> </ul>   |
| <b>Locker Room</b>          | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>  | <ul style="list-style-type: none"> <li>5 minutes to get changed</li> <li>Sit in squad lines until bell rings</li> <li>PE Teachers monitoring locker rooms and gym</li> </ul>   |
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>Monitoring students' skill levels throughout fitness activities</li> <li>Verbal teaching cues and strategies throughout activities</li> </ul>  | <ul style="list-style-type: none"> <li>Monitoring students' skills and participation throughout team sport day</li> </ul>  |
| <b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>Visual assessment on students' performance and participation</li> </ul>  |  |

## Reflection – Week 9

### **Teacher Notes: What worked well? What did not work well?**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

### **Evaluation Plan:**

#### **Short Term Goals:**

- ✓ What can I change for next week?
- ✓ Did I work on relationships with my students this week?
- ✓ How did I provide students with autonomy?
- ✓ What could I change or add next week to provide students with autonomy (equipment/activities/options)?
- ✓ Wrap up of the handball unit.
- ✓ How was the fitness days? What can I improve for the next week's fitness days?

#### **Long Term Goals:**

- ✓ What ideas have I discussed with the other PE teachers about parent/community involvement?
- ✓ What are some goals for planning an event?

**Other Notes:**



### **Teacher Notes: Fitness Day Activities**

Below is a list of possible activities to use during the biweekly fitness days. Teachers should not use the same activities from week to week. One of the main goals of the fitness days is to provide students with a variety of lifetime fitness opportunities.

Teachers, please feel free to add more exercises to this list. This list is to help you get started.

#### **Run/Walk**

\*\*Helps to increase the amount of time a student can run.

- 2 minute walk / 1 minute jog
- 1 minute walk / 30 second jog
- 2 minute walk / 2 minute jog
- 1 minute walk / 2 minute jog
- 30 second walk / 1 minute jog

#### **Interval Training**

\*\*Helps to build cardiovascular endurance. Short recovery period in between sets.

- Jump rope
- Sprints
- Jog
- Skip
- Lunges
- Side to side jumping
- Jumping jacks
- Fartlek Run

#### **Step Aerobic**

\*\*This can be teacher led, step aerobics video, or through YouTube videos.

- |                                 |                  |
|---------------------------------|------------------|
| ▪ Side Step Kick Out            | Basic Right Step |
| ▪ Bench Step-Ups with Dumbbells | Basic Left Step  |
| ▪ Step Ups                      | Turn Step        |
| ▪ Bench Hop                     | Step Over        |
| ▪ Knee Ups                      | V-Step           |
| ▪ Step Up and Kick              | High Knee Step   |
| ▪ Push Ups                      | Step Touch       |

#### **Circuit Training**

\*\*Create a circuit course with a variety of stations. Student rotates from station to station on the teacher's whistle. Teacher selects a specific amount of time for each station (30 seconds to 1 minute).

- |                      |                    |                    |
|----------------------|--------------------|--------------------|
| ▪ Sit Ups            | Chest Press        | Squats             |
| ▪ Crunches           | Side Lateral Raise | Jump Rope          |
| ▪ Side Crunches      | Military Press     | Jumping Jacks      |
| ▪ Bicycles           | Bicep Curls        | Jumping Over Cones |
| ▪ Yoga Ball Crunches | Triceps Curls      | Wall Sits          |

- |            |                      |                      |
|------------|----------------------|----------------------|
| ▪ Planks   | Lateral Dumbbell Row | Side to Side Jumping |
| ▪ Push Ups | Lunges               | Burpees              |

### **Body Weight**

\*\*This is a strength training exercises that will help to build muscular endurance, muscular strength, and cardiovascular endurance by using your own body weight. Students can add additional exercises by adding a sand bag or kettle bells for an additional challenge.

- |                           |                         |                     |
|---------------------------|-------------------------|---------------------|
| ▪ Russian Twist           | Wall Sits               | Jump Squat          |
| ▪ Box Jumps               | Incline Push Ups        | Pull Ups            |
| ▪ Squats                  | Reverse Plank           | Kangaroo Jump       |
| ▪ Lunges                  | Jump Rope               | Overhead Lunge      |
| ▪ Burpees                 | Leg Raise               | One-Hand Kettlebell |
| Swing                     |                         |                     |
| ▪ Planks (front and side) | Mountain Climbers       | Abdominal Work      |
| Outs                      |                         |                     |
| ▪ Chest Touch             | Sand Bag Clean to Press |                     |

### **Speed and Explosive**

\*\*Helps to build muscular strength, muscular endurance, agility, cardiovascular endurance, and flexibility through an obstacle course with strength training and calisthenics.

- Obstacle Course 1: Student starts out running to the hurdle benches – running – run around chairs – running – run through a ladder – running – run through hula hoops – running – shuffle around cones.
- Obstacle Course 2: Student starts out running the long sides – shuffle around the cones – running the long sides – shuffle around the cones.
- Obstacle Course 3: Student starts out running – 25 squats – running – sit ups – running – jumping jacks – running – planks – running – jump rope.

\*\*\*Note: Teachers please add to the different fitness day activities pending equipment that is available.







## Fitness Goals – \_\_\_\_ Grade

\*\*\*Note: Please glue your fitness goal sheet into your notebook. You will revisit this page after you complete your fitness testing during each quarter.

Directions:

Step 1: Write in your current score from today's testing.

Step 2: Write in your goal for your next fitness testing.

Quarter \_\_\_\_ Fitness Testing: Date \_\_\_\_\_

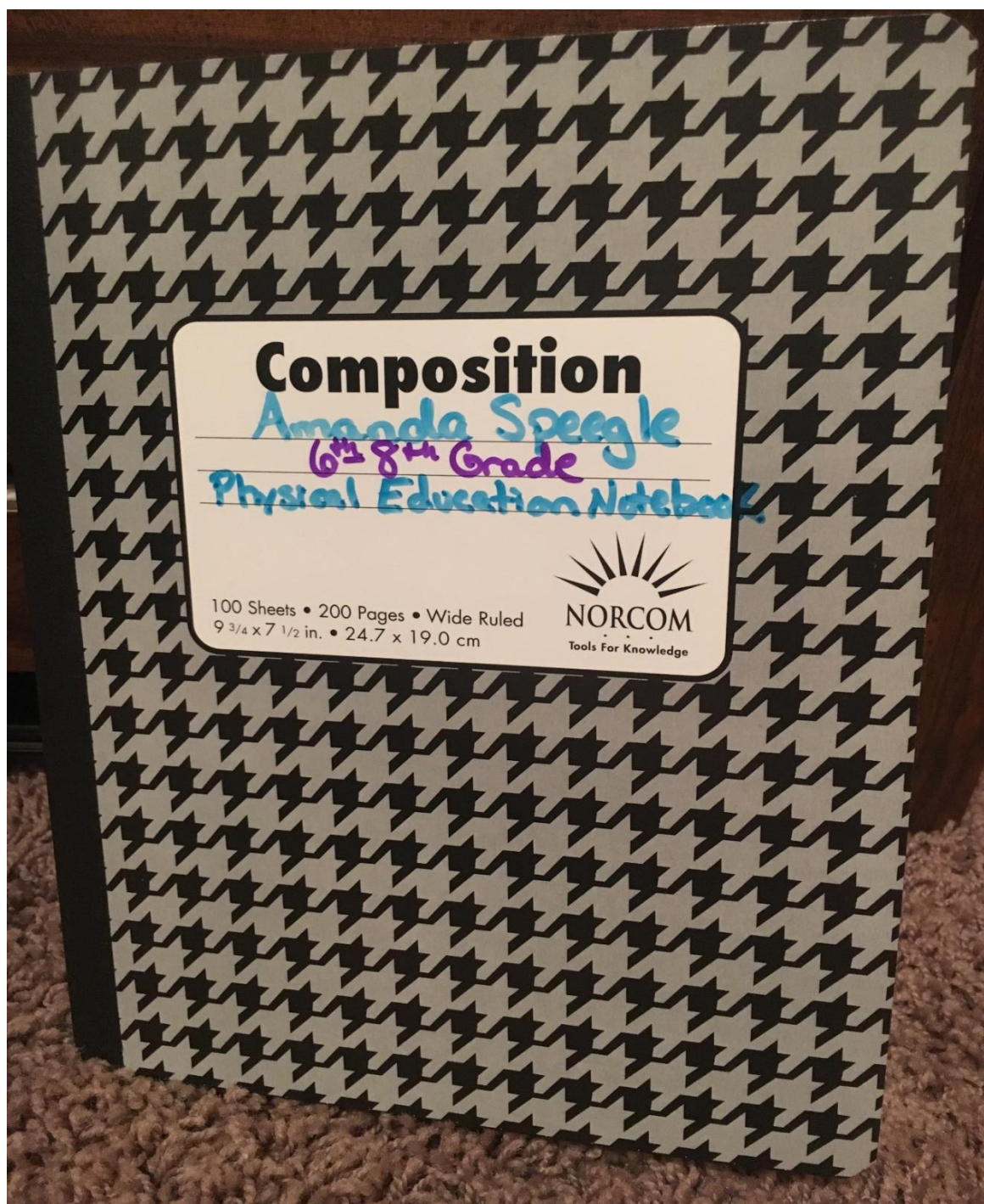
1. Score: Sit and Reach =
  - a. Goal for my next fitness test:
  - b. Did I meet my goal? Yes/No/Stayed the same
2. Score: Curl Up =
  - a. Goal for my next fitness test:
  - b. Did I meet my goal? Yes/No/Stayed the same
3. Score: Pull Up =
  - a. Goal for my next fitness test:
  - b. Did I meet my goal? Yes/No/Stayed the same
4. Score: Flex Arm Hang =
  - a. Goal for my next fitness test:
  - b. Did I meet my goal? Yes/No/Stayed the same
5. Score: Pacer =
  - a. Goal for my next fitness test:
  - b. Did I meet my goal? Yes/No/Stay the same
6. Personal fitness goals for my 6<sup>th</sup> grade school year:
  - a.
  - b.

Quarter \_\_\_\_ Fitness Testing: Date \_\_\_\_\_

1. Score: Sit and Reach =
  - a. Goal for my next fitness test:
  - b. Did I meet my goal? Yes/No/Stayed the same
2. Score: Curl Up =
  - a. Goal for my next fitness test:
  - b. Did I meet my goal? Yes/No/Stayed the same
3. Score: Pull Up =
  - a. Goal for my next fitness test:
  - b. Did I meet my goal? Yes/No/Stayed the same
4. Score: Flex Arm Hang =
  - a. Goal for my next fitness test:
  - b. Did I meet my goal? Yes/No/Stayed the same
5. Score: Pacer =
  - a. Goal for my next fitness test:
  - b. Did I meet my goal? Yes/No/Stay the same
6. Personal fitness goals for my 6<sup>th</sup> grade school year:
  - a.
  - b.



Pictures: Interactive Notebook

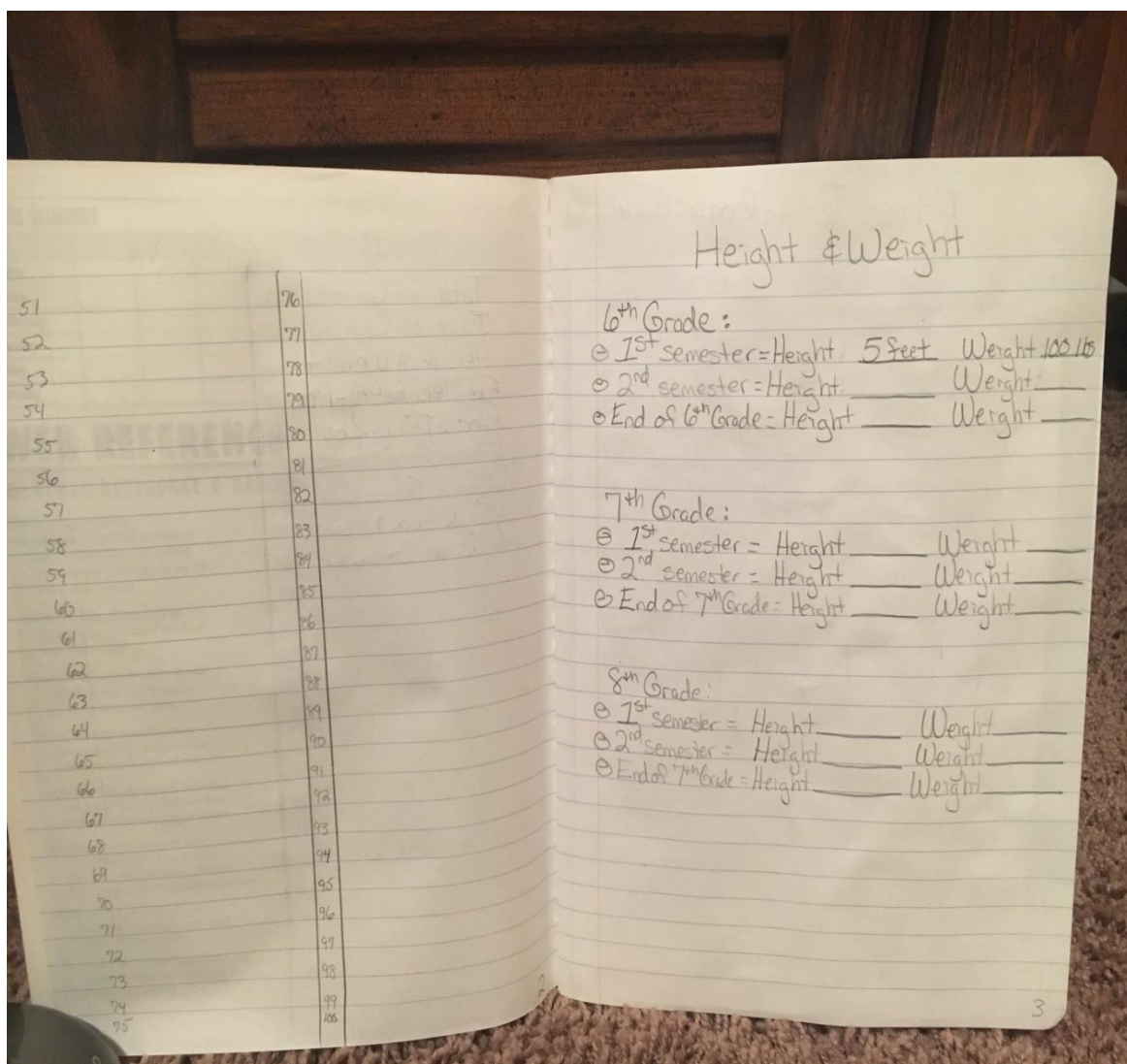




## Pictures: Interactive Notebook

|    |                                       |    |
|----|---------------------------------------|----|
| 1  | Table of Contents                     | 26 |
| 2  | Table of Contents                     | 27 |
| 3  | Height & Weight                       | 28 |
| 4  | Fitness Testing Goals: Quarter 1 & 2  | 29 |
| 5  | Fitness Testing Log                   | 30 |
| 6  | 6 <sup>th</sup> Grade Fitness Goals   | 31 |
| 7  | 6 <sup>th</sup> Grade Fitness Card    | 32 |
| 8  | 6 <sup>th</sup> Grade Stick Run Goals | 33 |
| 9  | 6 <sup>th</sup> Grade Stick Run       | 34 |
| 10 |                                       | 35 |
| 11 |                                       | 36 |
| 12 |                                       | 37 |
| 13 |                                       | 38 |
| 14 |                                       | 39 |
| 15 |                                       | 40 |
| 16 |                                       | 41 |
| 17 |                                       | 42 |
| 18 |                                       | 43 |
| 19 |                                       | 44 |
| 20 |                                       | 45 |
| 21 |                                       | 46 |
| 22 |                                       | 47 |
| 23 |                                       | 48 |
| 24 |                                       | 49 |
| 25 |                                       | 50 |

## Pictures: Interactive Notebook











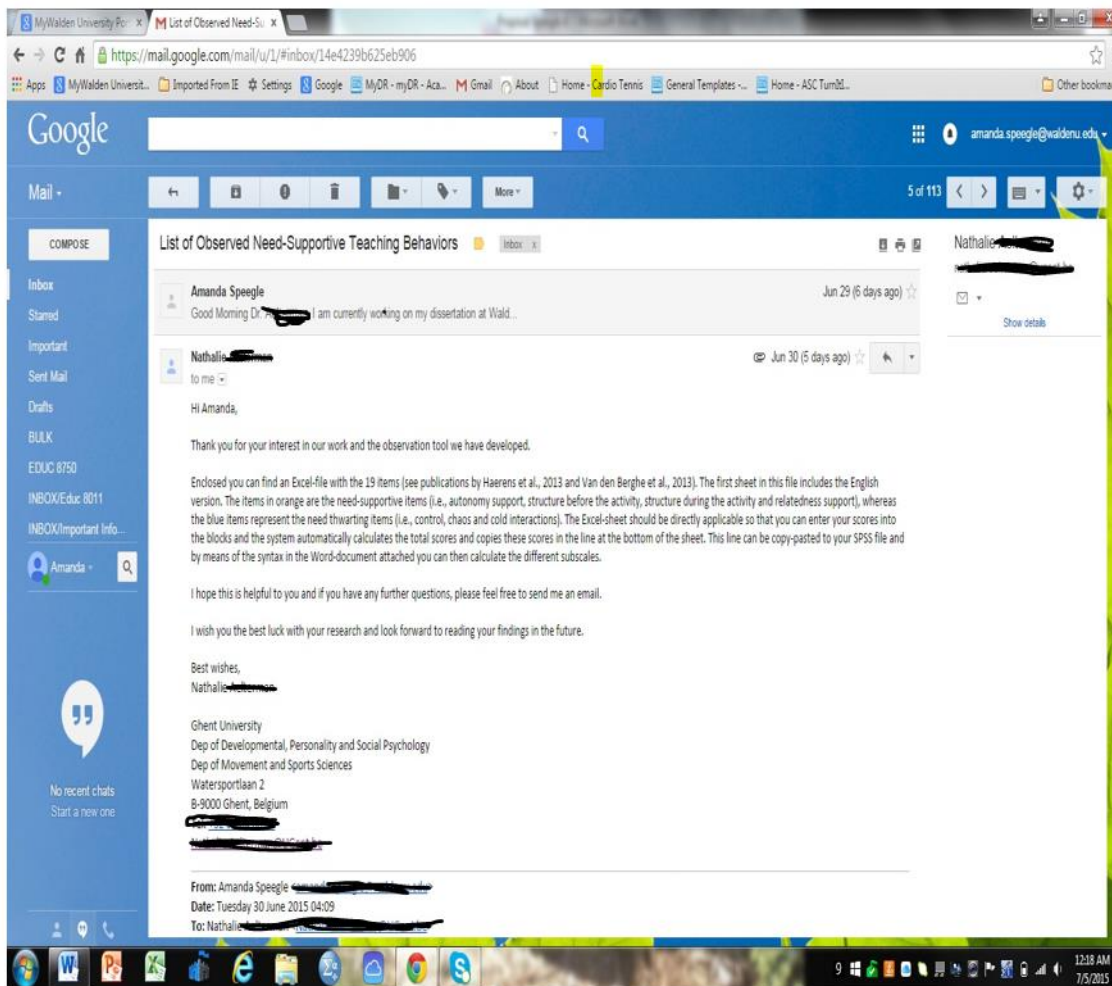


| Relatedness support, the teacher... |   |      |       |       |       |       |       |       |       |       |       |       |  | Total score |
|-------------------------------------|---|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|-------------|
| Period                              | 0-5   | 5-10 | 10-15 | 15-20 | 20-25 | 25-30 | 30-35 | 35-40 | 40-45 | 45-50 | 50-55 | 55-60 |  |             |
| 1                                   | is physically nearby.   |      |       |       |       |       |       |       |       |       |       |       |  | 0           |
| 2                                   | is enthusiastic and eager.  |      |       |       |       |       |       |       |       |       |       |       |  | 0           |
| 3                                   | puts effort and energy into the lesson.   |      |       |       |       |       |       |       |       |       |       |       |  | 0           |
| 4                                   | takes the perspective of students into account, is <u>empathic</u> . (E.g., the teacher simplifies his language depending on the students, the teachers asks students if they are experiencing problems.) |      |       |       |       |       |       |       |       |       |       |       |  | 0           |
| 5                                   | pays attention to what the students are saying  |      |       |       |       |       |       |       |       |       |       |       |  | 0           |

|   |  |
|---|--|
| <b>Total impression of need support</b>                       |  |
| To which extent the teacher is <u>autonomy-supportive</u> ?   |  |
| To which extent the teacher is <u>controlling</u> ?           |  |
| To which extent is the teacher <u>competence-supportive</u> ? |  |



## Appendix C: Permission to Use the List of Observed Need-Supportive Teaching Behaviors



## Appendix D: Interview Protocol

I developed this form based on Creswell's (2012) guidelines for the development of interview protocols.

**Project:** Student Motivation in Middle School Physical Education

**Time of Interview:**

**Date:**

**Place:**

**Interviewer:**

**Interviewee:**

**Position of Interviewee:**

The purpose of my project study is to examine students' motivation in a physical education setting and how autonomy supportive teaching strategies influence the students' motivation to participate in class. Data for the project study will stem from student surveys, classroom observations, and three interviews with you and the other two physical education teachers. The goal of this interview is to gain a deeper understanding of teaching strategies used in the classroom. All data collected will be confidential, and your names will not be used throughout the whole data analysis. The researcher will use coded names (Teacher A, Teacher B, Teacher C) while coding, triangulating, and reporting any data for my project study. This interview should take around twenty minutes.

(Turn on voice memo app)

**Questions:**

1. Please describe your educational background?
2. How do you try to incorporate your students' interests in the classroom?
3. How do you try to offer students choices in the classroom?
4. How do you try to create a sense of challenge into your lesson for your students?
5. Could you provide examples of when you may offer incentives or consequences within a lesson?
6. If a student or students show a lack of interest in the activity, how do you adapt the lesson to pique their interest and motivation to participate in class?

## Appendix E: Permission to Use the Learning Climate Questionnaire

The screenshot shows a web browser window displaying the 'Questionnaires' page on the website [www.selfdeterminationtheory.org](http://www.selfdeterminationtheory.org). The browser's address bar shows the URL, and the page title is 'Questionnaires'. The website has a light blue background with a grid pattern.

**THEORY RESOURCES**

- Publications
- Questionnaires**
  - Registration
- Faculty
- User Profile

**HI AMANDAS**

profile  
log out

Like Share tk

**Questionnaires**

Research on Self-Determination Theory has included laboratory experiments and field studies in several different settings. In order to do this research, we have developed many questionnaires to assess different constructs contained within the theory. Each questionnaire page will typically include not only the scale itself, but also a description of the scale, a key for the scale, and references for articles, which describe studies that used the scale.

**In order to access these questionnaires you must first register and log into the website. On registration page you will be asked to agree terms and conditions stating that you will only use the scales for academic research. Once this is complete you will have access to the scales while logged in to the website.**

\*\*\* Please note that all questionnaires on this web site, developed for research on self-determination theory, are copyrighted. You are welcome to use the instruments for academic (non-commercial) research projects. However, you may not use any of them for any commercial purposes without written permission to do so from Edward L. Deci and Richard M. Ryan.

Click on any questionnaire name below to access to the scale or set of questionnaires and other information.

[General Causality Orientations Scale](#)

**DID YOU KNOW? »**

**Conference Survey: Your input is needed!**

June 8th 2015. Please help us out by completing this brief survey about your interest in the conference. Connect with us on our Facebook event page...

**The 6th International SDT Conference**

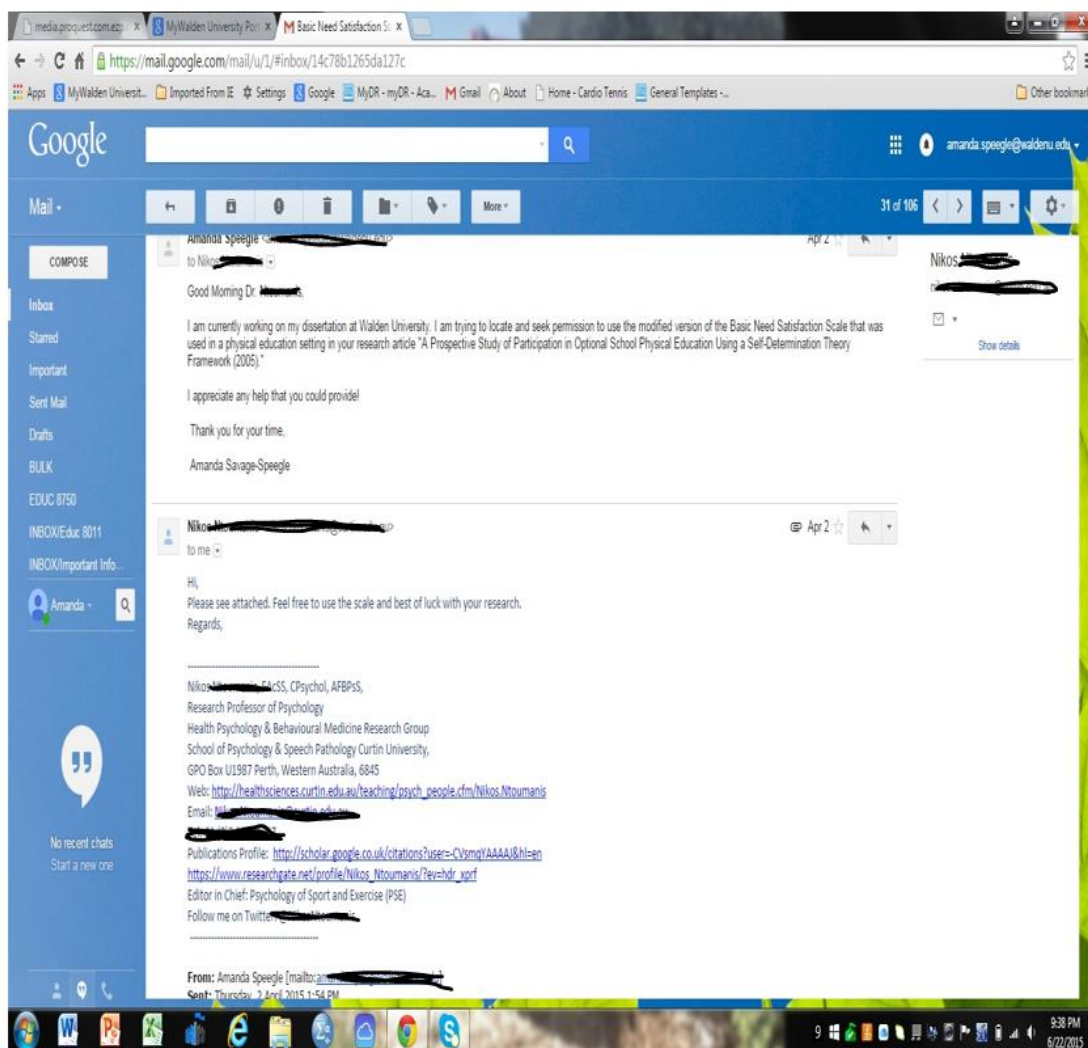
The host hotel for the conference will be the beautiful Fairmont Empress, located on the Inner Harbor in Victoria, British Columbia. The Fairmont Empress is...

**Huffington Post: Researchers Determine the Three Ways to Well-Being**

June 8th 2015. David Sze, Research Editor at the Huffington Post has featured self-determination theory in his latest article on the science of well-being. Sze...

The Windows taskbar at the bottom shows the time as 5:35 PM on 6/22/2015.

## Appendix F: Permission to Use the Basic Need Satisfaction Scale



## Appendix G: Middle School Physical Education Survey

**Middle School Physical Education Survey**

Thank you for taking the time to complete the following surveys. Please remember that your responses are confidential. Please be honest and truthful at all times.

Please check one:

Grade Level: 6<sup>th</sup> \_\_\_\_\_ 7<sup>th</sup> \_\_\_\_\_ 8<sup>th</sup> \_\_\_\_\_

Who is your physical education teacher? \_\_\_\_\_

## Learning Climate Questionnaire

This questionnaire contains items that are related to your experience with your physical education teacher in physical education class. Teachers have different styles in dealing with students, and the researcher would like to know more about how you have felt about your encounters with your physical education teacher. Your responses are confidential. Please be honest and candid.

|  | Strongly Disagree |   |   | Neutral |   |   | Strongly Agree |
|--|-------------------|---|---|---------|---|---|----------------|
| 1. I feel that my physical education teacher provides me choices and options.                                | 1                 | 2 | 3 | 4       | 5 | 6 | 7              |
| 2. I feel understood by my physical education teacher.   | 1                 | 2 | 3 | 4       | 5 | 6 | 7              |
| 3. My physical education teacher conveyed confidence in my ability to do well in the course.                 | 1                 | 2 | 3 | 4       | 5 | 6 | 7              |
| 4. My physical education teacher encouraged me to ask questions.   | 1                 | 2 | 3 | 4       | 5 | 6 | 7              |
| 5. My physical education teacher listens to how I would like to do things.                                   | 1                 | 2 | 3 | 4       | 5 | 6 | 7              |
| 6. My physical education teacher tries to understand how I see things before suggesting a new way to things. | 1                 | 2 | 3 | 4       | 5 | 6 | 7              |

## Basic Need Satisfaction Scale




The following questions concern your experiences about your physical education class. Please indicate how true each of the following statement is for you given your experiences in your current physical education class. Please remember that your physical education teacher will never know how you responded to the questions. Your responses are confidential. Please use the following scale in responding to the items.




|   | Strongly<br>Disagree |   |   | Neutral |   |   | Strongly<br>Agree |
|---|----------------------|---|---|---------|---|---|-------------------|
| 1. I feel like I can make a lot of inputs to deciding what to do in PE. | 1                    | 2 | 3 | 4       | 5 | 6 | 7                 |
| 2. I really like the students I exercise with in PE.                    | 1                    | 2 | 3 | 4       | 5 | 6 | 7                 |
| 3. Students in PE tell me I am good at what I do.                       | 1                    | 2 | 3 | 4       | 5 | 6 | 7                 |
| 4. I get along with students in PE.                                     | 1                    | 2 | 3 | 4       | 5 | 6 | 7                 |
| 5. I am free to express my ideas and opinions in PE.                    | 1                    | 2 | 3 | 4       | 5 | 6 | 7                 |
| 6. I consider the students I exercise with in PE to be my friends.      | 1                    | 2 | 3 | 4       | 5 | 6 | 7                 |
| 7. I have been able to learn interesting new skills in PE.              | 1                    | 2 | 3 | 4       | 5 | 6 | 7                 |
| 8. Most days I feel a sense of success from exercising in PE.           | 1                    | 2 | 3 | 4       | 5 | 6 | 7                 |
| 9. My feelings are taken into consideration in PE.                      | 1                    | 2 | 3 | 4       | 5 | 6 | 7                 |
| 10. Students in PE care about me.                                       | 1                    | 2 | 3 | 4       | 5 | 6 | 7                 |
| 11. I feel like I can pretty much be myself in PE.                      | 1                    | 2 | 3 | 4       | 5 | 6 | 7                 |
| 12. Students in PE are pretty friendly towards me.                      | 1                    | 2 | 3 | 4       | 5 | 6 | 7                 |

## Appendix H: Physical Activity Calendar

The following is a secondary physical activity calendar published by SHAPE America (2016). Please see the following website for SHAPE America's Physical Activity Calendar Archive:

[http://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/calendar\\_archive.cfm](http://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/calendar_archive.cfm)

| Sunday   | Monday  | Tuesday  | Wednesday  | Thursday  | Friday  | Saturday   |
|--|---|--|--|---|---|--|
| <b>National Health Observances:</b> <ul style="list-style-type: none"> <li>American Diabetes Month</li> <li>Lung Cancer Awareness Month</li> </ul> |   | <b>1 Shoulder Shrugs</b><br>Shrug your left shoulder up and down 10 times. Then repeat with your right shoulder 10 times.  | <b>2 Crab Walk</b><br>Try crab walking around your living room. Gather family members or friends and have a race.  | <b>3 Walking</b><br>Practice walking at different paces, running, skipping, hopping, jumping, galloping, leaping and sliding in different directions  | <b>4 Side to Side Jumps</b><br>Stand on the side of a small object. Face forward and jump back and forth as many times as you can in 1 minute. Try and beat your score!   | <b>5 Jumping Beans</b><br>Be creative and see how many different ways you can jump rope. Teach a friend.   |
| <b>6 Stairs</b><br>Run up stairs in your house/apartment as fast as you can. Walk down and repeat. Try skipping a step for a challenge.            | <b>7 Jump rope to music!</b><br>Can you jump to an entire song without stopping?  | <b>8 Cow Pose</b><br>On all fours arch your back with your head looking up while your tummy is pushed toward the ground.  | <b>9 Scavenger Hunt</b><br>Split into two teams; make a list of 20 things related to winter and race to see which team can find them first.                          | <b>10 Commercial Stroll</b><br>During a commercial break take a walk around your entire house. Still a commercial? Go again this time speed walking so you don't miss a thing!  | <b>11 Crawl Like a Seal</b><br>Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.  | <b>12 Cat Pose</b><br>On all fours round your back pulling your spine towards the ceiling while looking at the ground.  |
| <b>13 Carioca</b><br>Move with your shoulders facing forward. Say to yourself: Side, front, side, back   | <b>14 Wheel Barrow Race</b><br>Teams of two. Hold your partners feet while they walk on their hands. Race to the finish. Be careful.                    | <b>15</b><br>See how many times you can run around the outside of your house without stopping. Check your pulse when done.   | <b>16 Underhand Toss Target Practice</b><br>Using an empty laundry basket or bucket, practice tossing a small object inside. Each time you make it take a step back. | <b>17 Balloon Bounce</b><br>Blow up a balloon. Can you keep the balloon in the air? For a challenge add another balloon. Try it with a partner.   | <b>18 Create a Game</b><br>Use your imagination and make up a game using a ball, a sock, and a jump rope.   | <b>19 Side to Side Jumps</b><br>Stand on the side of a small object. Face forward and jump back and forth as many times as you can in 1 minute. Try and beat your score!                                     |
| <b>20 Hula Hoops</b><br>Grab a friend and a hula hoop and see who can hula hoop the longest  | <b>21 Cow-Cat Pose</b><br>Try your cow and cat yoga poses together.  | <b>22 Bicycles</b><br>Lie on your back and move your legs like you're riding a bicycle to strengthen your stomach muscles.   | <b>23 Just play!</b><br>Hide-and-seek, tag, hopscotch, hula hoop, pogo stick, it's up to you!  | <b>24 Freeze Dance</b><br>Have someone start and stop music. When the music is on dance, when it's off strike a crazy pose.   | <b>25 High Knees &amp; Stretch</b><br>High knees for 30 seconds then stretch a body part. Repeat stretching a new body part each time.  | <b>26 Clap and Catch</b><br>Throw a soft object up into the air. See how many times you can clap before you catch it.  |
| <b>27 Makeshift Bowling</b><br>Set up 10 targets like bowling pins and practice your bowling skills. Can you get a strike? A spare?                | <b>28 Rock Paper Scissors Tag</b><br>Meet in the middle, shoot, winner chases the loser back to safe zone. If tagged, join the other team.              | <b>29 Target Practice</b><br>Hang up some targets and try and hit them with a ball. Hit it? Move farther away. Hit it? Keeping moving back!  | <b>30 Band Aid Tag</b><br>When you get tagged you place your hand on the spot you got tagged. Three tags and you go to the hospital (sideline) to get fixed.         | <b>SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!</b> |   |  |

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