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Can P.E. Foster a Lifelong Commitment to Physical Activity?
Kiara Lewis University of Huddersfield

Background
Children’s fitness (CRF) is declining globally by 4.3% per decade.
- CRF attenuates the impact of adiposity
- Lack of evidence as to how P.E. can increase CRF

Methods
Pupils aged 13/14
- Questionnaire to determine perceived ability in PE
- Interviews (n=14) regarding P.E. experiences with low and high scores/boys and girls

Analysis
- Template analysis
- SDT provided a priori themes
- New themes generated from the data

Results
“Like in a team if you do it wrong they’re like ‘why did you do it like that?’ Like trampolining you’re doing it for yourself”

Control:
- Activities: Children wanted a choice, not to be forced to take part in activities they do not enjoy
- Exertion levels: Children resented being “pushed” further than they were comfortable with
- Uniform: Children wanted to wear clothes of their choice

Self Determination Theory
- Competency:
  - Activity: the less skilled preferred individual not team games where inadequacy is on show
  - Physical competency: bigger children felt at a disadvantage in running activities, poor co-ordination led to dislike of ball games

Relatedness:
- P.E. teachers: children felt some teachers were too “pushy” during P.E. lessons and preferred the more relaxed approach in out of school activities
- Peers: less competent children did not enjoy being mocked by their peers

Conclusions:
1. Give children a choice: An engaging curriculum that meets needs of all children not just those with sports skills
2. Treat children with respect: Support individual goals rather than bullying them into meeting expected outcomes
3. Results were not gender specific
4. Control, competency and support lead to intrinsically motivated behaviour which is more likely to continue into adulthood.

References
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