

**Lifelong Physically Active Lifestyles and the Manitoba Physical Education Curriculum:  
An Inquiry into Vision and Reality.**

by

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## **Abstract**

The general research problem of my study is the suggested discrepancy between what a physical education curriculum articulates and what physical education teachers actually implement and teach in their gymnasiums. Although the curriculum may be designed with a vision or goal in mind, teachers may not carry with them that same belief. In addition, these beliefs may or may not influence the types of physical activities they implement in their teaching.

To address this research problem, my study surveyed and interviewed Manitoba physical education (PE) teachers about their views on the purpose of PE, the rationale for their beliefs, and the types of activities they are using to implement the PE curriculum. Forty-five PE teachers from across Manitoba participated in the survey strand of the study, and six teachers were interviewed.

The study found that across all PE teachers, across streams, years of experiences and PE assignment portion, the belief was common that a primary purpose to PE is to develop physically active and healthy lifestyles. Furthermore, the PE teachers allocated almost three times as much instruction time to an instructional model that focuses on constant activity than to a model that focuses on the mastery of skills related to a sport discipline. While study participants generally knew and agreed with the vision of the Manitoba PE curriculum, some teachers used means to achieve that vision that were not supported by the research literature on how to achieve that vision.

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I would also like to thank the teachers and schools involved in my study for their time and participation.

## **Dedication**

I dedicate this thesis to my beautiful wife Tiffany and two sons Dominic and Jagger. I don't know where I would be without you three as my motivation. You give me purpose in life and support me in ways that I cannot thank-you enough for. I would not be where I am today if it were not for all of your love and support. This thesis is as equally your accomplishment as it is mine. I could not have done it without you!

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## CHAPTER 1: INTRODUCTION

### The Research Problem and Study Purpose

In the physical school education literature there is an ongoing debate about what the focus of physical education classes should be: promoting a physically healthy lifestyle or the mastery of skills related to sports disciplines (Fernandez-Rio, 2016).

A case for the contribution of school physical education to physically active lifestyle and health, at a time when there is considerable concern about children's health (Corbin, 2002), would likewise seem to be strong and compelling. Yet, despite interest in health-related physical education programs beginning around the late 1970s, the field of physical education continues to be ambivalent about its role in health promotion (Kirk, 2006). Numerous public health groups have called for schools to be more proactive in promoting physically active lifestyles to contribute to prevention and control of obesity, diabetes, and heart disease risk (Sallis et al., 2012). Furthermore, Biddle, Gorely, and Stensel (2004) suggest that regular participation in physical activity is an essential component of a healthy lifestyle.

Some authors conceptualize health-based physical education as teaching health-related fitness or as engaging in high levels of moderate to vigorous activity during physical education lessons (Dwyer, Coonan, Leitch, Hetzel, & Baghurst, 1983), conceptualizations which I believe are important, but incomplete. In order for school-based physical education to promote a healthy and active lifestyle (Fairclough, Stratton, & Baldwin, 2002), what is needed in addition is the provision of personally relevant, interesting, and enjoyable activities that positively influence adolescents' intrinsic motivation to engage in these activities outside school (Hassandra, Goudas,

& Chroni, 2003). This perspective is also supported by motivational theories such as the self-determination theory by Deci and Ryan (2000) that suggests that when students find activities inherently interesting, meaningful, and enjoyable, or when activities hold personal relevance, students will be more likely to engage in these activities outside physical education (Haerens, Kirk, Cardon, De Bourdeaudhuij, & Vansteenkiste, 2010).

While there have been many pedagogical models suggested to meet the demands of the 21st century expectations for physical education, e.g. sport education, personal meaning/self-responsibility, health-based physical education, play practice (Kirk, 2013), these models are typically applied utilizing the same program structure which involves a multi-activity sport approach. Rather than providing personally relevant, interesting, and enjoyable activities, the physical education curriculum still reflects a predominant traditional orientation to curriculum development, which emphasizes mastery of skills in a certain sport and focuses explicitly on acquiring basic movement skills (Jewitt, Bain, & Ennis, 1995). Calls for curriculum reform stem from research suggesting that the current sport technique curricular model (Kirk, 2010) does not meet the needs of contemporary youth, as students feel a lack of connection to the curriculum (Kilborn, 2014).

The general research problem is the suggested discrepancy between what a physical education curriculum articulates and what physical education teachers actually implement and teach in their gymnasiums. Although the curriculum may be designed with a vision or goal in mind, teachers may not carry with them that same belief. In addition, these beliefs may or may not influence the types of physical activities they implement in their teaching. According to Green (2000, 2002), physical education teachers practice is influenced by their own personal

dispositions and views on the nature and purposes of physical education and the contexts within which they find themselves during the day-to-day practice of teaching in schools.

This problem can very well take place in Manitoba as well. For instance, the Manitoba physical education curriculum is very explicit and takes a clear stance of what Manitoba physical education teachers should aim to accomplish. According to Manitoba Education and Training (2000), the aim of the curriculum is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles. The vision is physically active and healthy lifestyles for all students. The question remains as to whether or not this belief is adopted in the school system by teachers. Do their perspectives, thoughts and ideas to the purpose of physical education match those outlined by the curriculum? Furthermore, do their views influence what they teach in their schools?

The *purpose of this study* was to find out in what way the purpose of physical education in the Manitoba curriculum is shared among Manitoba physical education teachers, how this purpose is or is not reflected in the activities chosen by those teachers in the implementation of the curriculum, and to understand any discrepancy between the vision of the Manitoba physical education curriculum and the reality in Manitoba physical education classrooms.

### **Significance of the Study**

The topic of students' lifestyles and their health and well-being more generally and the physical education curriculum is very important for 21st century school education, especially given high levels of obesity and physical activity-related health issues among Canadians. The

need for schools to provide and promote physical activity is now far greater than during previous decades, when children were much more physically active as part of their daily living (McKenzie & Lounsbury, 2014).

Current health research reveals many negative trends among children and youth including greater levels of obesity, physical inactivity, unhealthy eating practices, poor self-esteem, anxiety, and depression (Tremblay et al., 2010).

The benefits of physical activity for the mental health and well-being of children and young people are well established. Increased physical activity during school hours is associated with better physical, psychological and social health and well-being (Smedegaard, Christiansen, Lund-Cramer, Bredahl, & Skovgaard, 2016).

Preadolescence is a critical time in human development, and the choices made during preadolescence can greatly impact the lives of children and youth during the later teenage years and into adulthood. The activity patterns established during the preadolescent and adolescent years are often indicative of patterns that will continue throughout an individual's life (Myers & Sweeney, 2005). Consistent with the notion of a link between early-life experiences and later health outcomes, greater attention is being given to the importance of exposure to physical activity opportunities during infancy and childhood. If health behaviors established during early life are more likely to persist or 'track' from childhood to adulthood, greater efforts should be made to capitalize on key opportunities, including the school settings (Hills, Dengel, & Lubans, 2015). The childhood and adolescent years are pivotal in determining health through the life-course. What happens in these years has a lifelong effect on a person's health and well-being (Kilgour, Matthews, Christian, & Shire, 2015).

Physical school education that focuses on developing intrinsic motivation in students to live a physically active lifestyle is intended to contribute to students' health and well-being during this critical time in their development. As stated, the Manitoba physical education curriculum has this focus. The study inquired into what way this intention matches physical education teachers' own views of the purpose of physical education and the activities they use when implementing the curriculum. The significance of the study lies in its contributions to better understand what kind of (mis-)match there is between the purpose of physical education stated in the Manitoba curriculum and the implementation of the curriculum in Manitoba and to understand reasons behind the (mis-)match. Such understanding is significant for understanding the *actual* contribution that physical education might make to the long-term well-being of students and for any attempts to move from a possible mis-match to a better match.

### **The Researcher**

In respect to the research process, I currently see myself as a physical educator who is looking for insight into what my colleagues in the field view as the primary goals for physical education. What is my purpose as an educator and where do I fit in to the whole process of educating students? I am passionate about discussing the current state of physical education and where it should be going.

I personally identify with the participants in my study as I am a physical educator myself. Further, I am interested in understanding fellow physical educators' perspectives on their thoughts on the purpose of physical education and whether or not student well-being is an

important topic of discussion. I personally believe that student well-being is extremely important and physical education is a perfect avenue for addressing many of the components that encompass student well-being.

I am well connected to the phenomenon of student well-being and physical education as I am a physical educator who is passionate about helping students develop a positive sense of well-being. Based on my personal experience with physical education, I also believe that a purpose of physical education should be getting students to become passionate about being physically active so much so that they will be more likely to lead an active healthy lifestyle and, thus, contribute to their well-being.

As a physical educator I am seeing first-hand the two types of models in action. I have personally seen the benefits of promoting physical activity as well as an emphasis on teaching skills and I am well aware of how they influence student well-being.

Based on the findings of the study I am hoping to generate further discussions on the research topic. In the end, these discussions will hopefully lead to better practice in the area of teaching physical education. As physical educators, we will become more aware of what our purpose is as educators and what we can do in order to focus on developing a sense of positive well-being within our students.



## Organization of the Thesis

Chapter one is an introduction to the investigation, providing the specific problem addressed; the purpose of the study; the significance of the study; where I situate myself as the researcher; and an outline of the content of each chapter.

Chapter two consists of a literature review. The first section of the review will provide the context of the purpose question, namely, the health and well-being challenges we currently face as a society. The next section of the literature review will provide the research on the various views and possible orientations that teachers might have in regards to the primary purpose of physical education; the most influential in addressing societal challenges being that of developing students who adopt a lifelong physically active lifestyle. The literature review will then provide what the Manitoba physical education curriculum believes to be the primary purpose of physical education, namely, that of helping our students develop a lifelong physically active lifestyle. The literature review will also provide the research on the two main focuses of physical education, the promotion of physical activity versus the mastery of skills related to sports disciplines, and will provide the research on which of the two models is better suited for helping our students develop a lifelong physically active lifestyle.

Chapter three provides the method and procedures used in the study. It includes information on the purpose of the study; the research questions; the design of the study; the participants of the study; delimitations and limitations of the study; the data analysis process; and the issue of validity.

Chapter four presents the findings of the survey strand of my study, which involved an anonymous survey that was completed by physical education teachers in Manitoba. The first

section provides what physical education teachers in Manitoba believe to be the primary purpose of physical education and their rationale as to why they carry this belief. These responses will help answer research question one: What do Manitoba physical education teachers in Manitoba (with different levels of experience and different PE teaching assignments) believe to be the primary purpose of physical education and why do they believe that? The second section provides the types of physical activities that Manitoba physical education teachers implement in their teaching and their rationale as to why they implement such activities. These responses will help answer research question two of my study: What types of physical activities are currently implemented by Manitoba physical education teachers (with different levels of experience and different PE teaching assignments) and what is their rationale for it? The final section of this chapter provides the percentages that physical education teachers in Manitoba have reported in regards to their implementing a model based on a mastery of skills related to a sports discipline versus a model that promotes constant physical activity. This will further help answer research question two of my study.

Chapter five presents the findings of the interview strand of my study, which involved one-on-one interviews with six physical education teachers from one Manitoba school division. The first section provides a summary of the six participants responses in relation to the following questions that were asked in the interview:

*Purpose of Physical Education*

Q4: In your own words, and according to your own beliefs and viewpoints, what do you believe is the primary purpose of physical education (you might list more than one purpose if applicable)?

Q5: Why do you hold this belief and viewpoint about this being the primary purpose(s) of physical education?

*Teaching Practice*

Q6: What types of physical activities do you currently implement in your physical education teaching?

Q7: What percentage of your teaching do you allocate to

(a) instruction that focuses on the mastery of skills related to a sports discipline?

(b) instruction that engages students in constant physical activity (for example, Teaching Games for Understanding (TGFU), Log Games, Stations, Learning Centers, etc.)?

Q8: What is the rationale or reasoning as to why you choose the types of physical activities you implement in your teaching?

The next section provides a summary of the six participants responses in relation to the answers they provided in their interview. The final section takes a look across all six participants and provides a discussion on the findings, specifically looking at the similarities and differences across all six participants and providing an understanding as to what these similarities and differences actually mean.

Chapter six of this thesis integrates the survey and interview findings of my study which will help me to answer research questions three and four of my study.

Finally, in chapter seven I provide an overall summary of the findings of my thesis.

## CHAPTER 2: LITERATURE REVIEW

### Introduction

The purpose of this study was to find out in what way the purpose of physical education in the Manitoba curriculum is shared among Manitoba physical education teachers and how this purpose is or is not reflected in the activities chosen by those teachers in the implementation of the curriculum. Considering the purpose that I have identified for my study, there were certain things I needed to know from the literature.

First off, I will present the context for the question of the purpose of physical education. I will present the health and well-being challenges we currently face as a society. As a result of these challenges, it is important that we define the purpose of physical education for our schools in such a way that physical education provides an avenue for addressing these challenges. Then I present theories on the purpose of physical education in schools. This literature review will provide the various views in regards to the primary purpose of physical education. Following, I will provide what the Manitoba physical education curriculum says about the primary purpose of physical education.

Physical education has traditionally been focused on either promoting physical activity or developing skills and playing sports. After the review of the Manitoba physical education curriculum, I will take an in-depth look at these two models and the practices that promote each in physical education. Finally, I present literature on the question which of the two models – the promotion of physical activity or the mastery of skills related to sports disciplines – is better

suited to promoting a lifelong physically active lifestyle in students, which is the primary purpose of physical education according the Manitoba school curriculum.

### **The Context of the Purpose Question: Society's Health and Well-Being Challenges**

#### **The Challenge of a More Sedentary Lifestyle and the Increase in Obesity Rates**

Recent reports suggest a worldwide epidemic in terms of a sedentary lifestyle and obesity, which are risk factors for multiple adverse health outcomes. Studies have shown that physical inactivity doubles health risks and adds a disease burden to society comparable with smoking, hypertension and obesity (Paffenbarger, Lee, & Leung, 1994; Pate et al., 1995,). The world is in the midst of a diabetes and obesity epidemic (Naser, Gruber, & Thomson, 2006), that will have profound public health consequences (Ball & McCargar, 2003). Sedentary lifestyles have been recognized as a modifiable risk factor for several chronic diseases such as diabetes, heart disease, stroke, arthritis and some types of cancer. Given health consequences of physical inactivity, the many health benefits of physical activity, and rising trends in obesity and physical inactivity, promoting regular physical activity remains an important public health priority in many countries (Humphreys, McLeod, & Ruseski, 2014). Undoubtedly the lack of physical activity has contributed to the alarming increase in the obesity rate of children and adolescents (Landry & Driscoll, 2012). According to Ball and McCargar (2003), childhood obesity in Canada has become increasingly prevalent over the past two decades.

Concern is growing about how social media and electronic devices not only encourage a sedentary lifestyle in young people but might also result in behavioral disorders (Yuan et. al., 2011). The average time spent watching television, playing video games and/or playing on the computer appears to be on the rise (Leatherdale & Ahmed, 2011). In addition to low levels of physical activity, Canadian children and youth spend large portions of their waking hours in sedentary pursuits, which include television viewing, videogame playing, and computer use (Active Healthy Kids Canada, 2011). This is of concern because high levels of sedentary activities by children and youth are linked to obesity (Active Healthy Kids Canada, 2011). One of the major reasons for this epidemic is thought to be a result of modern lifestyles that allow the avoidance of physical activity (Zimmet, Alberti, & Shaw, 2001). Despite high levels of screen time and low levels of physical activity among Canadian children and youth, little improvement has been observed in physical activity promotion in the past year. Greater priority and investment are required from public and nongovernment sectors to facilitate and promote physical activity opportunities for children and youth in Canada (Barnes et al., 2013).

### **The Challenge of Low Physical Activity Levels**

The World Health Organization estimates that up to 60% of the world's population do not undertake the required physical activity required to obtain health benefits, which are often identified as a component of well-being (World Health Day, 2002). Physical inactivity has been identified as the fourth leading risk factor for global mortality following tobacco use, high blood pressure, and high blood glucose. The fifth leading risk factor for global mortality is overweight and obesity, which is affected by physical activity, because physically inactive people are more

likely to be obese (World Health Organization, 2010). Physical inactivity has been consistently associated with chronic diseases such as stroke, colon cancer, coronary heart disease, breast cancer, type 2 diabetes, hypertension, and osteoporosis. Physically inactive people are also more likely to be obese, which is itself an important risk factor for many chronic diseases (Brown, Burton, & Rowan, 2007; Warburton, Nicol, & Bredin, 2006; Sherwood & Jeffery, 2000). Given the health benefits of regular physical activity, promoting regular physical activity is a public health priority in many countries (Humphreys, McLeod, & Ruseski, 2014).

The proportion of Canadian children and youth who meet the Canadian Physical Activity Guidelines for Children and Youth remains alarmingly low (Barnes et al., 2013; Colley et al., 2011). The lack of physical activity is one of the most evident causes of diabetes, obesity, and cardiovascular diseases among children and adolescents according to a large number of recent studies (Toschke, von Kries, Rosenfeld, & Toschke, 2007; Zieff, Guedes, & Wiley, 2006). In order to prevent future generations of children from experiencing increased morbidity and mortality as overweight and obese adults, coordinated efforts at all levels (family, school, community, and government) must be established with a long-term commitment to promote healthy nutrition and physical activity behaviours in our youth (Landry & Driscoll, 2012).

### **The Health Benefits of Physical Activity**

Evidence has clearly shown that regular physical activity is associated with: a reduced risk of premature death and contributes to the primary and secondary prevention of several chronic diseases (Warburton, Nicol, & Bredin, 2006), a reduced disability and mortality due to coronary heart disease, hypertension, diabetes, and colon cancer and improved control of the

joint swelling and pain associated with arthritis (Macera, Hootman, & Sniezek, 2003); reduced risk of type 2 diabetes, obesity, coronary heart disease, and associated health risks, cancer, arthritis, anxiety, depression, sexual dysfunction, mood disorders, and cognitive impairment (Pate et al., 1995; Penedo & Dahn, 2005); improved body composition and the prevention of overweight and obesity; and improved metabolic, skeletal, and cardiovascular health (Gunter, Almstedt, & Janz, 2012; Janssen & Leblanc, 2010; Fernhall & Agiovlasitis, 2008; Kriemler et al., 2011). These results also complement those in Sari (2009) who found that physically active individuals use significantly less healthcare services than non-active people. The impact of physical activity on reducing the probability of having negative health outcomes and on decreased utilization of healthcare services shown in these studies further demonstrate the importance to promote physically active lifestyles (Humphreys, McLeod, & Ruseski, 2014). Evidence supporting the physical and mental-health benefits of exercise and physical activity continues to accumulate at an accelerated rate (Penedo & Dahn, 2005).

In addition to the direct physical-health benefits of physical activity, several studies suggest that engaging in physical activity or exercise programs can also benefit emotional well-being. Multiple studies indicate that physical activity reduces symptoms of depression and anxiety and improves mood (Ross & Hayes, 1988; Stephens, 1988). According to Barber, Eccles, & Stone (2001), physical exercise is associated with well-being including self-esteem and happiness. There is compelling evidence that regular physical activity can have a positive effect on emotional well-being, especially for children and young people (Bailey, Hillman, Arent, & Petitpas, 2013, and on general well-being, anxiety and mood (Strohle, 2009), while physical inactivity is associated with emotional problems such as anxiety and depression (Donaldson & Ronan, 2006; Kantomaa, Tammelin, Ebeling, & Taanila, 2008).



## **On the Purpose of Physical Education**

While we agree that we want children to become physically active for a lifetime, we often struggle to agree on the best way to accomplish this goal (Heidorn, Weaver, & Beighle, 2016). Siedentop (2009) states that schools must play a central role in combating the prevalence of overweight and obesity among children and youths. Schools represent a major life domain for children and adolescents. They spend much time in school, and school thus serves as a major institutional context and growth environment (Park, 2004). The childhood and adolescent years are pivotal in determining health through the life-course. What happens in these years has a lifelong effect on a person's health and well-being (Kilgour, Matthews, Christian, & Shire, 2015; Myers & Sweeney, 2005; Telama et al., 2014). Research has shown that children who are active when they are young are more likely to continue to be active as adults (Malina, 2001). The collective benefits of participation in regular physical activity are important at all ages but critical in the formative years for healthy growth and development, preventing chronic disease, and optimizing cardio metabolic function (Biddle & Asare, 2011; Morgan, Saunders, & Lubans, 2012; Caine & Maffulli, 2005; Chakravarthy & Booth, 2004; Booth, Chakravarthy, Gordon, & Spangenburg, 2002).

Yet, despite interest in health-related physical education programs, the field of physical education continues to be ambivalent about its role in health promotion (Kirk, 2006). If the implementation of wellness education is to be successful, teachers, students, and administrators agree that it must be considered a priority in schools (Kirk, 2004).

The recognition for an increased need for health education in schools has seen advances in health literacy in recent years. The emphasis has been on physical health, whereas mental

health education is generally lacking (Singletary et al., 2015). According to Armour, Kathleen and Harris (2013), the development of new physical education-for-health pedagogies is the next major step to be taken in finding a valuable, and valued, role for physical education in the wider context of health.

The purpose of physical education has long been a topic of debate (Smith 2011), with varying views of what exactly physical education should focus on and set out to accomplish. One possible direction for the future of physical education is a future directed towards young people's future health and well-being and, more specifically, their current and future participation in physical activity and sport (Penney & Jess, 2004). For many physical educators the association between inactivity and ill-health provided the means to argue for an approach to physical education that focused on addressing this problem. According to Gray, Shirley, Maclean and Mulholland (2012), physical education should place emphasis on the development of student health and well-being, which incorporates emotional, social, mental and physical well-being. Physical education teachers should be physical activity authorities and conduct lessons that provide substantial amounts of physical activity. One of the many goals of contemporary physical education should involve providing health-optimizing physical activity, which also has expectations for children's cognitive, emotional, motor skill, and social outcomes (Green, 2004; Kirk, 2004; Metzler, McKenzie, Van Der Mars, Barrett-Williams, & Ellis, 2013; Penney & Jess, 2004; Sallis et al., 2012).

There is a growing consensus that the overall goal of physical education programs should be to teach children and youths the knowledge, skills, and dispositions to lead an active, healthy lifestyle (Metzler et al., 2013). Physical education should promote among each student competence and a positive attitude toward activity and exercise that will encourage students to

adopt a physically active way of life (Dale & Corbin, 2000). Physical educators who teach the whole child advocate for a wide range of skills, physical activity, knowledge, and positive attitudes that foster healthy and active playful lifestyles (Dyson, 2014).

Although significant attention has been paid promoting the importance of physical activity in children, adolescents, and adults, we do not currently understand how to promote sustained physical activity levels throughout the lifespan (Stodden et al., 2008). In addition, current programs are failing to motivate many adolescents to adopt more active lifestyles (Wallhead, Garn, & Vidoni, 2014) based on patterns of decline in both enrollment in elective physical education programs and overall levels of daily physical activity (Pate et al., 2005). According to Gao, Lee, and Harrison (2008), current research documents low student motivation for active participation in physical education and sport programs.

### **The Manitoba Physical Education Curriculum**

The province of Manitoba, over the last few years, has experienced many changes in the area of physical education. Curriculum changes include a combined physical education and health curriculum (Manitoba Education and Training, 2000), mandated physical education in Grades K-10 (Manitoba Government, 2004), and a mandated curriculum for Grades 11 and 12 (Manitoba Education and Training, 2007). In addition to curriculum changes, societal views have evolved to create extra challenges for physical education teachers (Baert, Halas, & Watkinson, 2008).

According to Manitoba Education and Training (2000),

In today's society, an entire generation of children is provided with increased opportunities to live completely sedentary lifestyles with reduced social interactivity. An increase in stimulating opportunities offered through television and multimedia technology progressively consumes the leisure time of our children and youth, and leads to physical inactivity. Furthermore, physical inactivity has an impact on development of movement skills, fitness management, personal-social well-being, and associated health problems. It is necessary for educators to examine approaches for putting physical activity back into the daily lives of our children and youth. It is a shared responsibility of the home, school, and community to ensure that students are active on a daily basis and to enable them to make active and healthy lifestyle choices. (p. 5)

The Manitoba physical education curriculum (Manitoba Education and Training, 2000) builds on a foundation that unites the two subject areas, physical education and health education. The combined curriculum provides a connected approach to learning about the mind and body that promotes healthy and active living. Student learning outcomes have been designed to support an integrated and holistic approach to using highly active and interactive learning experiences to promote lifelong physical activity and well-being (Manitoba Education and Training, 2000, p. 3).

Both physical education and health education contribute to the development of physical and social-emotional well-being. Previously in Manitoba, there were separate curricula for health education and physical education. The health education curriculum addressed environmental influences and lifestyle as the two most important determinants of well-being. The physical

education curriculum used a physical activity and sport model for the promotion of sport participation and performance (Manitoba Education and Training, 2000, p. 4).

Within the 2000 Framework, an integrated approach has been established for health education and physical education programming to provide a stronger message to students related to active and healthy living. The focus is to promote the development of movement and personal management skills for lifelong physical activity and fitness to reduce health risks by developing skills and processes for making health-enhancing decisions for active health lifestyles. Therefore, the purpose of physical education in Manitoba according to the Framework is aligned with the purpose of physical education argued for in the literature discussed in the previous section.

The shift in emphasis in the integrated physical education/health education curriculum is not intended to be critical of former approaches, but, rather, is intended to emphasize the importance of moving towards health promotion and addressing risk factors facing our children and youth (Manitoba Education and Training, 2000, p.4).

The aim of the Manitoba physical education curriculum is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles. Physical education is designed to lead students to lifelong fitness and to emotional and mental well-being through healthy lifestyles with an emphasis on physical well-being. The vision is physically active and healthy lifestyles for all students. Quality programming includes teaching fundamental movement skills, active games and life skills to promote an active healthy lifestyle (Manitoba Education and Training, 2000).

In order to accomplish this goal, students should receive balanced programming and instruction in the following five physical activities:

- Individual/Dual Sports/Games
- Team/Group Sports/Games
- Alternative Pursuits
- Rhythmic/Gymnastic Activities
- Fitness Activities

(Manitoba Ministry of Education, 2000, p. 1)

The question then arises as to how we can get our students to develop a lifelong physically active and healthy lifestyle, and furthermore what should our physical education classes look like in order to achieve this?

### **Two Approaches to Addressing the Purpose of Physical Education and Their Benefits**

The focus of physical education classes seems to be an endless debate: promote physical activity or teach skills (Fernandez-Rio, 2016). Should physical education teachers focus on increasing student physical activity levels or on student achievement of educational outcomes such as motor and sport skill development and knowledge (Blankenship, 2013)?

Heidorn, Weaver, and Beighle (2016) suggest that for the past several years, various debates have been taking place in gymnasiums, through professional journal publications, on university campuses, and at professional conferences on the question whether physical education should focus on teaching skills or place most of its emphasis on promoting physical activity during class. Some individuals believe that the only way to accomplish the goal of physical

activity for a lifetime is for physical education to teach nothing more than skills. The other side is just as convinced that providing more opportunities to be physically active during physical education is the only way to produce students who are physically active for a lifetime. What is implicit in these arguments is that teachers must choose, meaning they cannot teach students skills and get students physically active at the same time (Heidorn, Weaver, & Beighle, 2016). So therefore, which focus is better suited for helping our students develop a lifelong physically active lifestyle?

### **A Focus on Physical Activity and Its Benefits**

Consistent with the notion of a link between early-life experiences and later health outcomes, greater attention is being given to the importance of exposure to physical activity opportunities during infancy and childhood. If health behaviors established during early life are more likely to persist or ‘track’ from childhood to adulthood, greater efforts should be made to capitalize on key opportunities, including the school settings (Hills, Dengel, & Lubans, 2015).

Mental health, social health, physical health, and academic benefits of physical activity during youth have been further documented. In the past 20 years one of the most positive developments has been a transformation in the nature and quality of evidence about physical activity in physical education and multiple outcomes of health-related physical education (Sallis et al., 2012).

Schools must play an essential role in conducting broad-based programs to promote increased physical activity and better eating habits in children and youths (Centers for Disease Control and Prevention, 2011). According to the CDC (2011),

schools offer an ideal setting for delivering health promotion strategies that provide opportunities for students to learn about and practice healthy behaviors. Schools, across all regional, demographic, and income categories, share the responsibility with families and communities to provide students with healthy environments that foster regular opportunities for healthy eating and physical activity. (p. 11)

Physical education teachers should be physical activity authorities and conduct lessons that provide substantial amounts of physical activity. One of the many goals of contemporary physical education should involve providing health-optimizing physical activity, which also has expectations for children's cognitive, emotional, motor skill, and social outcomes (Metzler, McKenzie, Van Der Mars, Barrett-Williams, & Ellis, 2013; Sallis et al., 2012). Increased physical activity during school hours is associated with better physical, social and psychological health and well-being (Smedegaard, Christiansen, Lund-Cramer, Bredahl, & Skovgaard, 2016). It would now appear to be widely accepted that regular participation in physical activity is an essential component of a healthy lifestyle (Biddle, Gorely, & Stensel, 2004).

### **A Focus on Sports and Skills and Its Benefits**

An important factor associated with young people's fitness levels and physical activity is their fundamental movement skill competence. As context-specific skill development is another form of physical activity, it is an important aspect of physical activity in its own right. There is a



growing body of evidence supporting the association between physical activity, fundamental movement skill, and various aspects of health-related fitness (Lai et al., 2014). As fundamental movement skill development progresses over time, children's physical activity levels may be partially attributed to their actual fundamental movement skill competence and related choices of activities. In effect, actual fundamental movement skill competence may become a primary determinant of physical activity (Lai et al., 2014).

In the last 10 years cross-sectional evidence has grown regarding the importance of fundamental motor skill proficiency to physical activity participation (Barnett, Van Beurden, Morgan, Brooks, & Beard, 2009). The mastery of fundamental movement skills has been thought to provide the foundation for an active lifestyle. The rationale for promoting the development of fundamental movement skills in childhood relies on the existence of evidence on the current or future benefits associated with the acquisition of fundamental movement skill proficiency (Lubans, Morgan, Cliff, Barnett, & Okely, 2010). In essence, these fundamental motor skills are the equivalent of the ABCs in the world of physical activity. If children cannot proficiently run, jump, catch, throw, etc., then they will have limited opportunities for engagement in physical activities later in their lives because they will not have the prerequisite skills to be active (Stodden et al., 2008).

In fact, Tammelin, Nayha, Hills, and Jarvelin (2003) provided evidence that participation in sport-related activities as an adolescent was a strong indicator of physical activity into adulthood. Students may not pursue a lifetime of physical activity if they do not master many of the skills learned through a quality physical education program. Ideally, a quality physical education program teaches students the skills, knowledge, and dispositions needed to be physically active for a lifetime (Heidorn, Weaver, & Beighle, 2016).

Physical education lessons are an ideal setting to increase physical activity for optimal health and improve child fundamental movement skills. Despite this, few studies have assessed the potential to do both simultaneously (Beurden et al., 2003). Failure to incorporate physical activity as a part of daily life and failure to master a basic set of motor skills may prove a major barrier to participation in physical activities and to achieving recommended physical activity levels for maintenance of good health (Beurden et al., 2003). By modifying existing physical education lessons, significant improvements in fundamental movement skill mastery can be gained (Beurden et al., 2003).

Although the literature has shown that an emphasis on skill-based learning with a skill-based sport model approach can be beneficial to students and leading them to lifelong physical activity, it significantly limits the amount of physical activity exhibited by students, which, according to literature, has been shown to be extremely beneficial for students on leading them to a path of lifelong physical activity. In addition, the number of studies that demonstrated a skill-based sport model approach to be beneficial were very few and heavily outweighed by the numerous studies that demonstrated how this model can result in many negative outcomes.

### **Practices that Fit Each of the Approaches to Addressing the Purpose of Physical Education**

In general, there are two main different strategies in physical education lessons: the skills-based approach and the games-concept approach (Thor et al., 2015).

## **Practices in the Sports-Based Model**

Sport-techniques prevail as the dominant form of physical education across the globe despite national differences and internal variations. It is through the practice of teaching sports-techniques that physical educators globally give identity to physical education (Smith, 2011).

Physical education teachers have long been concerned with issues related to how to best teach games and sports to students. The ultimate goal of sport instruction is to enable students to enjoy participation and to play the game reasonably well so that they will have increased motivation to play and gain the benefits of participation (Rink, 1996).

The original premise of sport education was to provide students with a sport-based experience that was deemed appropriate, both pedagogically and developmentally, for physical education. Sport Education is a curriculum and instructional model that was devised in the search of allowing sport-based activities to have more meaning and value for a wider range of students and more educative ways of presenting sport in the school curriculum (Siedentop 1994). Siedentop states that the main goal of the sport education model is "to educate students to be players in the fullest sense, and to help them develop as competent, literate and enthusiastic sportspeople" (1994, p. 4). As part of this model, students develop fundamental motor skills. Fundamental motor skills are composed of locomotor skills and object control skills such as running, galloping, skipping, hopping, sliding, and leaping, throwing, catching, bouncing, kicking, striking, and rolling (Stodden et al., 2008).

In physical education, teaching has traditionally been undertaken via a direct instruction pedagogical model (Metzler, 2005). In congruence with other instructional models, the Direct Instruction Model is a planning 'blueprint' for teachers to facilitate learning. Teachers structure

the learning by proceeding in small steps. They give detailed and repeated instructions and explanations (Jayantilal & O'Leary, 2017). The teacher is the leader of the teaching-learning process and is ultimately responsible for all decisions on the proposed contents and objectives, lesson management and students' responsibilities (Metzler, 2005). This model is characterized by the teachers' utilization of blocks of repetitive practice, in which students must continuously reproduce movements prescribed by the teacher. The direct instruction pedagogical model has been criticized as it decontextualizes sport teaching, since the technical execution is practiced in isolation to an authentic or real game situation (Light, Harvey, & Mouchet, 2014). Moreover, it emphasizes a linear, mechanistic and "one-size-fits-all" pedagogical model that has a predominant focus on student psychomotor outcomes at the expense of social and cognitive outcomes (Light & Fawns, 2003). In Direct Instruction, the conceptual framework is defined by the traditional games calendar. The objective is to define what is known, and outcomes are assessed in terms of skilled performance (Butler, 2006).

Many compulsory secondary physical education programs operate within a multiactivity model of instruction. This model of instruction, if delivered appropriately, is a teacher-centered approach to teaching games and physical activities in which direct styles of instruction are primarily employed and students participate in a logical and progressive series of practices and small-sided and parent games (Curtner-Smith, 2001). It is premised on the philosophy that exposing students to a variety of sports or physical activities will enable them to find one in which they are interested to help promote a lifetime of physical activity (Wallhead, Garn, & Vidoni, 2014).

Some people support the need for fundamental movement skills as a basis for participation, some support more fitness based activities, and some support both (Gard & Wright,

2001). Cliff, Okely, Smith, & McKeen (2009) advocated the approach that, with a high-performance level in fundamental movement skills, an increasing level of physical activity could be observed. In one study, students who participated in sport education showed an increase in the intention to engage in physical activity and in their self-reported levels of leisure-time physical activity, while those who participated in the multi-activity group showed scores on these variables that remained stable over time (Lee, 2015). According to Holfelder and Schott (2014), studies confirm that a high level of fundamental movement skill competency is certainly related to an increase of physical activity, and vice versa. In addition, Barnett, Van Beurden, Morgan, Brooks, & Beard (2009) state that skill proficiency developed in primary school years significantly impacts on later physical activity.

The benefits of sport education participation, for students, include an increased level of learning in games units, an increased investment in physical education, and increased opportunities for potentially marginalized students (Hastie, 1998). A study by Lee (2015) found that enjoyment in physical education increased over time for students participating in the sport education program, whereas enjoyment remained relatively stable for students in the multi-activity program (Lee, 2015). Furthermore, a student is unlikely to acquire the confidence and motivation to be physically active without skill (Johnson & Turner, 2016).

A study by Gerdin and Pringle (2017) found that students are generally supportive of the multi-activity sport-based model. They typically understand that physical education helps improve their fitness and health, while also teaching them about the value of teamwork, cooperation and competition.

In common with the predominance of sport pedagogy motivation research, the sport education literature has also been limited by its deficiencies in design longevity. Much of the

discussion of the attractiveness of sport education has been based on reflections of data from students' experiences with one or two seasons of sport education. Little is currently understood of the potential changes that may occur in students' motivation for physical education/physical activity after more prolonged participation in a sport education curricular program (Wallhead, Garn, & Vidoni, 2014).

Dale and Corbin (2000) found that students who focused on a conceptual physical education model reported significantly fewer sedentary behaviors in comparison to students who had taken a more traditional sports-based physical education program. The jury is still out on whether sport education can truly realize its potential to promote physically literate individuals: individuals who have the motivation, confidence, physical competence, knowledge, and understanding to maintain physically active throughout the life course (Hastie & Wallhead, 2015). According to Chen, Martin Ennis, and Sun (2008), a traditional multi-activity sports-based curriculum fails to address the motivational needs that we believe are essential to develop and sustain a healthy lifestyle.

When the conventional form of sport-based physical education is well taught, the physically gifted do indeed find the experience to be positive and enjoyable. But the evidence from a wide range of studies over a considerable period of time suggests that too many children do not have positive experiences (Kirk, 2004). Further investigation is needed to explore how to improve children's mastery of fundamental movement skills within a physical education lesson without compromising the physical activity levels of children (Beurden et al., 2003).

Rather than just the teaching of specific sport-related, content knowledge, we need to recognize the value of physical education in its broadest sense (Smith, 2011). Kirk (2010) suggests there might be a challenge to changing the current multi-activity, sport-based forms of

physical education we typically see in our schools today, as they have been highly resistant to change and dominant in schools since the mid twentieth century.

According to Sidentop (1994), skills are taught in isolation rather than as part of the natural context of executing strategy in game-like situations in a sport-based model. The rituals, values, and traditions of a sport that give it meaning are seldom even mentioned, let alone taught in ways that students can experience them. The affiliation with a team or group that provides the context for personal growth and responsibility in sport is notably absent in physical education. The ebb and flow of a sport season is seldom captured in a short-term sport instruction unit.

Sport-based physical education in its current form fails to provide an educationally sound or authentic experience of sport (Kirk, 2004). In many instances physical education curricula may still be characterized by this type of decontextualized teaching and learning. Despite the growth in interest in innovations in physical education such as Teaching Games for Understanding or ‘games sense’ approaches to teaching games, many curricula still feature relatively discrete and short units of work, and the teaching of skills in isolation from game contexts in which they may be applied (Penney, Clarke, & Kinchin, 2002).

There remains a void of understanding of whether the physical literacy attributed developed in sport education contribute to the motivation and confidence for individuals to capitalize on innate movement/physical potential to make a significant contribution to the quality of life. More recent research has revealed that designing a physical education program around the structural features of sport education, by itself, may be insufficient to foster increased student motives for leisure-time physical activity (Hastie & Wallhead, 2015).

Unfortunately, evidence from research in urban schools has suggested that the multiactivity model has not always been implemented effectively (Curtner-Smith & Sofo, 2004;

Ennis, 1999). Units of instruction are overly shortened, little instruction or game feedback is provided by teachers, students are not held accountable for learning, and little connection is made between experiences in physical education and extracurricular opportunities (Ennis, 1999). The resultant outcome of these practices has been the marginalization of subgroups of students, particularly girls and lower-skilled boys. This program experience may serve to undermine students' psychological needs for autonomy, competence, and relatedness and thus may be problematic in fostering autonomous motivation for physical education (Wallhead, Garn, & Vidoni, 2014).

It has become apparent that the goal of instilling lifelong physical activity habits in students cannot be achieved with the traditional curriculum models used to guide the design and implementation of physical education today. We are only beginning to understand how programs should be designed and implemented to effectively accomplish this task (Siedentop, 2009).

Flintoff and Scraton (2001) argue that the multi-activity, sport-technique model of physical education can perpetuate gender inequalities, within and between males and females, through promotion of (hyper)masculine values and associated sets of power relations. Although the failure of this model is subject to debate (e.g. Green, Smith, & Roberts, 2005), the associated critiques have spawned calls for a rethinking of the nature of school physical education (Tinning & Fitzclarence, 1992) and the promotion of other forms of physical education, such as, the Teaching Games for Understanding (Bunker & Thorpe, 1982). Despite these changes, Kirk (2010) warns that physical education still exists in a precarious situation given the continued dominance of the multi-activity sport-techniques model and threatens the long-term educational survival of physical education. Although the model is problematic, it is highly resistant to change.



## **Practices in the Physically-Active-Lifestyle Model**

Over 30 years ago the original Teaching Games for Understanding (TGfU) proposition was published in a special edition of the *Bulletin of Physical Education* (Bunker & Thorpe, 1982). In that time TGfU has attracted significant attention from a pedagogical and theoretical perspective as an improved approach to games and sport teaching in physical education (Stolz, & Pill, 2014). Although several instructional models exist to effectively teach games, the TGfU approach facilitates an understanding of game theory through the development of skill development and tactical awareness during the playing of modified games (Hopper & Kruisselbrink, 2002). Several researchers have demonstrated the positive implications of using the TGfU approach when teaching games (Bunker & Thorpe, 1982; Hopper & Kruisselbrink, 2002).

Bunker and Thorpe (1982) argued that too much emphasis had been placed on developing physical skills at the expense of the other dimensions of game play such as perception and understanding. Bunker and Thorpe 1986 (as cited in Light, 2006) identified the ways in which traditional methods of teaching games failed to account for the contextual nature of games in which players constantly interpret and adapt to relational positioning and tended to focus on specific motor responses in the form of technique. TGfU situates learning within games or game-like activities so that learning takes place within authentic contexts. Learning begins within games that are modified to reduce skill demands and free players to engage cognitively in game play and learn physical skills as they are needed to enable play (Light & Fawns, 2003).

In general, it was noted that techniques practiced in isolation did not transfer to game settings. The TGfU approach was seen as a way of putting the "why" of a game before the

"how." In this approach, students are taught to appreciate the advanced form of the game by participating in a modified game that is appropriate for their mental, physical, and social development (Hopper, 2002).

Focusing on the technique perspective, Bunker and Thorpe 1986c (as quoted in Hopper & Kruisselbrink, 2002, p. 5) argued that "often the teacher sees the teaching of techniques as the critical part of the lesson. Indeed lists of skills are presented, week by week, to be ticked off and assessed in an evaluation of the children's performance" (p. 11). This is called a "skill-non learning progression", an isolated skill-focus approach that emphasizes covering content over student learning. Though on paper this approach appears to teach a progression of skills, the reality is that while a progression of skills is covered, they are learned only by the ablest students (Hopper, 2002).

In addition, Bunker and Thorpe 1986a (as quoted in Hopper & Kruisselbrink, 2002, p. 3) observed, and we believe this is still the same today, that "games teaching shows at best, a series of highly structured lessons leaning heavily on the teaching of techniques, or at worst lessons which rely on the children themselves to sustain interest in the game" (p. 7). "Many teachers have realized that for many children the techniques are of little value and have let children get on with the game, only to realize that they seem to enjoy themselves more with less interference from the teacher" (Bunker & Thorpe, 1986c, p.11, as quoted in Hopper & Kruisselbrink, 2002, p. 5).

In the TGfU approach, units of learning typically begin with simple, small sided games through which students are encouraged to develop basic game appreciation and tactical awareness. The games become progressively more complex as the students develop both understanding and the "enabling skills" required to successfully take part in them. TGfU lessons

are typically characterized by group discussion that analyzes prior physical activity and informs play in the next activity. Through stimulating student thinking about play, the TGfU teacher strives to integrate perception, cognition, and action. Students play games, reflect upon them, and develop understanding through group verbal interaction before again taking part in the next game. Through this process, their actions are informed and shaped by dialogue (Light & Fawns, 2003).

Games in TGfU are not played for the purpose of learning skills. Skill performance has been overemphasized in the technical approach to games teaching in which the metaphor of the body is the dumb machine. With the TGfU approach to teaching, games skills are developed within games that are designed to provide for the simultaneous development of perception, decision-making ability, and the appropriate performance of motor skills. The TGfU teacher encourages students to stay focused on the aims of the activity and how to work within the rules and defined spaces to achieve them through the manipulation of time and space (Light & Fawns, 2003). As such game performance is understood as tactical awareness leading to effective skill selection and skill execution. Conversely, a “technique” approach focuses first on teaching students the skills to play the game then introducing tactical understanding once a skill base has been developed (Hopper & Kruisselbrink, 2002).

It is commonly assumed that students in a TGfU lesson merely play games with guidance from the teacher, but this is not the case. In the TGfU approach, skill practice and skill progression are very important. The TGfU approach concentrates on teaching students why a skill is needed before teaching them how to perform a skill (Hopper, 2002). Adopting a TGfU approach thus requires a significant shift from a focus on what the teacher teaches to what the students (and the teacher) learn and how they learn. It involves abandoning a view of knowledge

as an object that is transmitted from teacher to passive learners in favor of seeing the teacher as a facilitator of learning (Light & Fawns, 2003). The key focus of the TGfU approach is that students first learn what to do in a game in order for them to make decisions on the strategies and skills they need to know to play successfully (Hopper & Kruisselbrink, 2002).

The TGfU was set up as an alternative to the technique focus of games teaching because, as Bunker and Thorpe 1986c (as cited in Hopper & Kruisselbrink, 2002) noted, a technique approach produces skillful players who possess inflexible techniques and poor decision-making capacities, a large percentage of children achieving little success due to the emphasis on performance, a majority of youngsters who leave school knowing little about games, and performers who are dependent on the teacher/coach to make their decisions.

The physical education profession should not waste its time measuring skill versus tactic concerns, seeking a simple answer to the complexity of games teaching. As a profession, it should embrace the complexity of, and teach, game play. What is needed is research into how a tactic-to-skill approach to teaching games enables students to acquire skills and develop conceptual understanding of game playing, and makes game playing and its appreciation a reality in their lives (Hopper, 2002).

A study by Thor et al. (2015) suggested that a game-centered approach in physical education lessons is more effective in improving cardiovascular fitness of children than skills-based approach. As game-centered approach involves more modified game-play, this time is translated to more activity time, which involves the use of large muscle groups. However, the more 'traditional' skills-based approach emphasizes more on skills-practice, which creates more waiting time and less activity time. These differences in the approaches are shown by the higher

average heart rate achieved in game-centered approach physical education lessons than skills-based approach physical education lessons (Thor et al., 2015).

Bürge et al. (2011) assume that the influence of physical activity dominates the development of fundamental movement skills. People who are more physically active tend to learn and develop fundamental movement skills more easily, especially if the children participate in structured physical activities. Furthermore, in a study by Holfelder and Schott (2014), motor skill competency was only of low predictive value for the physical activity level as adults.

Alison and Thorpe (1997) found that students with lower abilities were not able to overcome the technical problems found within the skill based teaching technique (due to a sense of failure, low motivation/effort, lack of enjoyment and poor self-concept). However, the students who took part in the games for understanding group, reported significantly higher levels of enjoyment and effort. In addition, the students with lower abilities reported better attitudes about their ability to play basketball and hockey, as well as increased enjoyment of physical education in general. The Teaching Games for Understanding method produced no decline in technical abilities, as well as improved significantly the students tactical knowledge and understanding of the games. They also discussed the importance of student involvement in planning and assessment and reported that there was an increase in student responsibility, as well as enjoyment in the class (Alison & Thorpe, 1997).

Physical education teachers should not focus solely on providing opportunities for children to participate in physical activity. Instead, they are trained professionals and must teach children the skills and knowledge needed to be “wise consumers” of physical activity. Those in the profession who are reluctant to buy into the physical activity and health message argue that, under such a model, the valuable educational outcomes of skill and knowledge development will

suffer and that student achievement of these latter outcomes is likely the key factor influencing students' future participation in physical activity (Johnson, Bolter, & Stoll, 2014).

### **Summary**

This literature review presented the context of the purpose question. Namely, the health and well-being challenges we currently face as a society, such as the increase in sedentary lifestyles and the prevalence of obesity and diabetes. As a result of these challenges it is of vital importance to develop a strong purpose to physical education within our schools, as physical education provides an avenue in which we can address these issues.

The literature review also provided the research illustrating the different theories on the purpose of physical education. From the literature review it is clear that there is a wide spectrum of thoughts, ideas, and perspectives on this matter with developing a physically active and healthy lifestyle at the forefront for dealing with the above societal challenges.

The literature review presented what the Manitoba physical education curriculum believes to be the primary purpose of physical education, and how it is in complete agreement that the primary purpose of physical education is that of helping our students develop a lifelong physically active lifestyle.

Physical education has traditionally been focused on either promoting physical activity or developing skills and playing sports. In this literature review I took an in-depth look at the research that supports these two models and which of the two would be better suited to accomplishing the aim of the Manitoba physical education curriculum and provide students with

planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles. According to the literature, it is clear that there is an overwhelming amount of research demonstrating the benefits of physical activity in comparison to the development of skills in sports. The literature also showed that teaching models with an emphasis placed on physical activity in physical education resulted in many positive outcomes for students and showed significance towards helping students develop physically active lifestyles.

The literature also illustrated that although an emphasis on skill-based learning with a skill-based sport model approach can be beneficial to students and leading them to lifelong physical activity, it significantly limits the amount of physical activity exhibited by students, while, according to literature, engaging in physical activity has been shown to be extremely beneficial for students on leading them to a path of lifelong physical activity. In addition, the number of studies that demonstrated a skill-based sport model approach to be beneficial were very few and heavily outweighed by the numerous studies that demonstrated how this model can result in many negative outcomes.

With the greater abundance of research showing how an emphasis on physical activity leading to lifelong physical activity and with the research showing the possibility for many negative outcomes with a skill-based sport model, it would make more sense for a physical educator to teach with an emphasis on physical activity in order to help our students develop physically active and healthy lifestyles.

Clearly this literature review provided the research illustrating that a promotion of a physical activity model, in comparison to a mastery of skills related to sports disciplines model,

is better suited to promoting a lifelong physically active lifestyle in students, which is the primary purpose of physical education according to the Manitoba school curriculum.



## CHAPTER 3: THE STUDY

### The Purpose of the Study

The aim of the Manitoba physical education (PE) curriculum is, according to Manitoba Education and Training (2000), “to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles. The vision is *physically active and healthy lifestyles for all students*” (p. 3).

The purpose of this study was to find out in what way this purpose of physical education in the Manitoba curriculum is shared among Manitoba physical education teachers and how this purpose is or is not reflected in the activities chosen by those teachers in the implementation of the curriculum.

### The Research Questions

This study responds to the following four research questions:

*Research Question 1:* What do Manitoba physical education teachers in Manitoba (with different levels of experience and different PE teaching assignments) believe to be the primary purpose of physical education and why do they believe that?

*Research Question 2:* What types of physical activities are currently implemented by Manitoba physical education teachers (with different levels of experience and different PE teaching assignments) and what is their rationale for it?

*Research Question 3a:* In what way and to what degree are the primary purposes of physical education provided by the physical education teachers (with different levels of experience and different PE teaching assignments) congruent with the implemented types of physical activities and their rationales?

*Research Question 3b:* How can the way and degree of congruency be understood/explained?

*Research Question 4a:* In what way and to what degree are the primary purposes of physical education and their rationales provided by the physical education teachers (with different levels of experience and different PE teaching assignments), the implemented types of physical activities and their rationales congruent with the aim of physical education and the rationale as specified in the Manitoba physical education curriculum?

*Research Question 4b:* How can the ways and degrees of congruency be understood/explained?

## **The Design of the Study**

### **Complementing Methods: Survey and Interviews**

To respond to the research questions, this study used two complementing methods: a survey and a set of semi-structured one-on-one interviews. The survey used a large sample size and provided quantitative data on the distribution of responses to the survey questions. The

interviews were conducted with six physical education teachers and provided qualitative data in response to the interview questions.

While technically not a mixed-method study (Cresswell & Clark, 2011), the study mixed two methods “to obtain different but complementary data on the same topic” (Morse, 1991, p. 122, as quoted in Creswell & Clark, 2011, p. 77). The mixing of the two methods and the use of two different types of data seems particularly useful to address the mix of research questions of this study, whereby research questions 1 and 2 in particular are best approached with quantified survey data (province wide sample, trends, generalizations), while qualitative interview data will best address the interpretive nature of research questions 3 and 4.

Similar to a mixed methods convergent parallel study design (Cresswell & Clark, 2011, p. 79), in my study I first analyzed the survey and interview data parallel and independent of each other (see Chapters 4 and 5, respectively). Then (see Chapter 6), I merge the findings of both methods to provide a comprehensive response to the research questions of this study.

For the first strand (survey strand) I asked all physical education teachers in Manitoba to complete a survey. The survey asked for participants’ views on the purpose of physical education, why they hold this view, and what type of physical activities they are using to implement the curriculum (research questions 1 and 2). For the second strand of my study (interview strand), I interviewed a small group of physical education teachers from one school division in Manitoba. The interview protocol was designed in such a way that the data allowed me to clarify, better understand, and explain the level of congruency between teachers’ perspectives on the purpose of physical education, their choice of types of physical activities, and the purpose of physical education as specified in the Manitoba physical education curriculum. The findings of this strand allowed me to better respond to research questions 3 and 4, but it also

allowed me to better understand and make sense of the findings for research questions 1 and 2 (convergence of the findings of both methods).

### Survey Strand of the Study

**Population, recruitment, and participants.** The population for this strand of the study consisted of physical education teachers in Manitoba. For the purpose of this study, a physical education teacher is defined as any teacher who has contact time with students and has physical education as part of their timetable in which they are to follow the Manitoba physical education curriculum.

Table 1 identifies all of the survey participants including their stream, years experience and PE/HE teaching assignment.

Participant	Stream			Years Experience		% of PE in timetable	
	EY	MY	SY	<10	>10	<50	>50
1	x			x			x
2	x			x			x
3	x			x			x
4	x			x			x
5	x			x		x	
6	x			x		x	
7	x				x		x
8	x				x		x
9	x				x		x
10	x				x		x
11	x				x	x	
12	x				x	x	
13*	x	x		x			x
14*	x	x		x			x
15*	x	x		x			x
16*	x	x		x			x
17*	x	x		x			x
18*	x	x		x		x	

19*	x	x		x		x	
20*	x	x			x		x
21*	x	x			x		x
22		x		x			x
23		x			x		x
24		x			x	x	
25**		x	x	x			x
26**		x	x		x	x	
27			x	x			x
28			x	x			x
29			x	x			x
30			x	x			x
31			x	x			x
32			x	x		x	
33			x		x		x
34			x		x		x
35			x		x		x
36			x		x		x
37			x		x		x
38			x		x		x
39			x		x		x
40			x		x		x
41			x		x		x
42			x		x		x
43			x		x		x
44***	x	x	x		x		x
45***	x	x	x		x		x

*Table 1.* Characteristics of survey participants (\* indicates a teacher who teaches EY and MY; \*\* indicates a teacher who teaches MY and SY; \*\*\* indicates a teacher who teaches EY, MY, and SY).

To recruit study participants, I sent out a recruitment letter to all physical education teachers in Manitoba. In order to reach as many physical education teachers in Manitoba as possible, I asked the Physical and Health Educators of Manitoba (PHEMB) and the superintendents of all school divisions in Manitoba to forward the recruitment letter to their members and the physical education teachers in their school division, respectively.

**Data.** The data for the survey strand of the study was collected through an anonymous survey. This survey was created and the information was collected using a google form document. The survey consisted of two parts. The first part collected background information with regards to the grade level(s) a teacher is teaching physical education, the years of experience they have as a physical educator, and to the degree to which physical education is part of a participant's job assignment.

The first part of the survey to collect the background information consisted of the following questions:

Q1: What grade(s) of physical education are you teaching in this year's job assignment?

Q2: In totality, how many year(s) have you taught at least one physical education course (including the health curriculum)?

Q3: What percentage of this year's job assignment is designated to teach the physical education curriculum to students (including the health curriculum)?

The second part of the survey consisted of the following questions:

*Purpose of Physical Education*

Q4: In your own words, and according to your own beliefs and viewpoints, what do you believe is the primary purpose of physical education (you might list more than one purpose if applicable)?

Q5: Why do you hold this belief and viewpoint about this being the primary purpose(s) of physical education?

### *Teaching Practice*

Q6: What types of physical activities do you currently implement in your physical education teaching?

Q7: What percentage of your teaching do you allocate to

- (a) instruction that focuses on the mastery of skills related to a sports discipline?
- (b) instruction that engages students in constant physical activity (for example, Teaching Games for Understanding (TGUFU), Log Games, Stations, Learning Centers, etc.)?

Q8: What is the rationale or reasoning as to why you choose the types of physical activities you implement in your teaching?

By collecting this survey data, I was able to answer my research questions that inquired into what Manitoba physical education teachers in Manitoba believe to be the primary purpose of physical education and why it is that they hold those beliefs (research question 1). This data will also provided me with the types of physical activities that are currently implemented by Manitoba physical education teachers and their rationale for choosing them (research question 2).

### **Interview Strand of the Study**

**Participants and their recruitment.** The participants for this strand of the study were six physical education teachers from one specific school division in Manitoba. The demographic background of the participants is represented in Table 2 below. Selecting participants with these

combinations of demographic background provided me with qualitative data from teachers teaching physical education experience to various degrees and at various grade levels.

Participant	Grades Taught	PE/HE teaching experience	PE/HE teaching assignment
1	3 - 5	9 years	100%
2	K - 5	34 years	100%
3	5 - 8	5 years	100%
4	6 - 8	18 years	100%
5	9 - 11	1 year	100%
6	9 - 12	16 years	100%

*Table 2.:* Demographic background of participants.

I recruited teachers from one urban school division for two reasons: convenience of accessibility and an increased chance of getting participants with the desired demographic backgrounds. To recruit study participants, I sent out a recruitment letter to all physical education teachers in the urban school division. In order to reach as many physical education teachers in the urban school division as possible, I asked the school division's Physical Education/Health Education Contact to forward the recruitment letter to the physical education teachers in their school division.

**Data.** The data for the second phase was collected through one-on-one interviews with the six participants. The guiding questions for the interview that made up the interview protocol were the following:



Q1: What grade(s) of physical education are you teaching in this year's job assignment?

Q2: In totality, how many year(s) have you taught at least one physical education course (including the health curriculum)?

Q3: What percentage of this year's job assignment is designated to teach the physical education curriculum to students (including the health curriculum)?

*Purpose of Physical Education*

Q4: In your own words, and according to your own beliefs and viewpoints, what do you believe is the primary purpose of physical education (you might list more than one purpose if applicable)?

Q5: Why do you hold this belief and viewpoint about this being the primary purpose(s) of physical education?

*Teaching Practice*

Q6: What types of physical activities do you currently implement in your physical education teaching?

Q7: What percentage of your teaching do you allocate to

- (a) instruction that focuses on the mastery of skills related to a sports discipline?
- (b) instruction that engages students in constant physical activity (for example, Teaching Games for Understanding (TGUFU), Log Games, Stations, Learning Centers, etc.)?

Q8: What is the rationale or reasoning as to why you choose the types of physical activities you implement in your teaching?

Q9: Does your belief about the primary purpose of physical education you told me about earlier influence the types of physical activities you implement in your teaching? If yes, in what way?

*The Two Models*

Q10: What do you believe to be the positives and negatives for students' well-being

- (a) instruction that focuses on the mastery of skills related to a sports discipline?
- (b) instruction that engages students in constant physical activity (for example, Teaching Games for Understanding (TGFU), Log Games, Stations, Learning Centers, etc.)?

*Manitoba Physical Education Curriculum*

Q11: Do you know what the aim and vision of the Manitoba physical education curriculum is?

- (a) How does this vision relate to your vision you explained above?
- (b) How does the curriculum's vision influence the types of physical activities you implement in your teaching?

Q12: What types of physical activities do you believe are best suited to achieving the aim and vision of the Manitoba physical education curriculum?

By collecting this interview data, I was able to answer in greater depth the parts of the research questions that inquire into teachers' rationales as to why they believe physical education has the primary purpose they identified (research question 1) and as to why they choose the types of physical activities they do in their teaching (research question 2). This data also allowed me to respond in greater depth to my research question 3 that asks in what way and to what degree are

the primary purposes of physical education provided by the physical education teachers congruent with the implemented types of physical activities and their rationales, as well as in what way and to what degree are the primary purposes of physical education provided by the physical education teachers, the implemented types of physical activities and their rationales congruent with the aim of physical education as specified in the Manitoba physical education curriculum (research question 4). In order to provide this greater depth, I used follow-up questions to probe deeper into interviewees' beliefs and rationalizations than was possible in the survey strand of the study.

### **Delimitations**

The survey strand of the study was delimited to kindergarten to grade twelve physical education teachers in Manitoba. The interview strand was delimited to kindergarten to grade twelve Manitoba physical education teachers in a pre-selected urban school division. The study was undertaken through surveys and interviews and was delimited to teachers' perspectives only and did not include the perspectives of students, administrators (unless they happen to teach physical education at the time of the study), and parents. The study was also delimited to the school year 2017-2018.

## Limitations

Though my research begins to address student well-being and the Manitoba physical education curriculum, the findings of the study have limitations. One limitation may exist due to the fact that the interview strand of my study only involved one school division in Manitoba and that this school division is an urban school division. Perhaps physical education teachers from other school divisions or from rural or northern school divisions might share a totally different philosophy on the purpose of physical education.

The findings might also be limited by the teachers' knowledge of the Manitoba physical education curriculum that took part in the study. Teachers are expected to respond to questions about the aim and vision of the curriculum. It would be my assumption that in responding to the questions they are quite knowledgeable of the curriculum documents and what they entail, but it was not an inclusion criterion whether teachers' knowledge of the curriculum was accurate.

There might be a limitation of the findings of my study because participants self-selected, and those who have a problem with the current curriculum might be more inclined to want to participate.

Another limitation is that the study relies on teachers' self-reports. For the study I will not actually see teachers teach or see their course outlines, which limits the triangulation of the data.

Another limitation may exist due to the time in which my research took place. Surveying and interviewing teachers at the end of the school year will require teachers to remember what kind of activities they did months before.

## Data Analysis

### Survey Strand of the Study

For this strand of my study I obtained the survey results from all teachers who volunteered to participate in the study. I looked at the demographic background information of the respondents that includes reported grade(s) of physical education they are teaching, their years' experience as a physical educator, and their percentage designated to teaching physical education/health education to students. The reported grade(s) of physical education were divided into 3 categories: early years (Kindergarten to Grade 5), middle years (Grade 6 to Grade 8), and senior years (Grade 9 to Grade 12). The reported years of experience as an educator were divided into 2 categories: 0-10 years' experience, and >10 years of experience. The reported percentage designated to teaching physical education/health education was divided into 2 categories: 0%-50% teaching assignment, and > 50% teaching assignment.

Next, I categorized the responses given to survey question 4 that asks for participants' beliefs about the primary purpose of physical education. As categories I used a scheme of purposes of physical education derived from the literature. I calculated the frequency of occurrences of each purpose in the responses by the participants (Research Question 1). Then I evaluated these findings in terms of their alignment with the aim and vision of the Manitoba physical education curriculum (Research Question 4a). Descriptive statistics was used to present the findings relative to the demographic data.

Next, I evaluated the responses given to survey question 5 that asks why participants hold the belief and view about the primary purpose(s) of physical education they have provided in their

response to survey question 4. I reviewed the responses and looked for common themes across responses. These themes then served to categorize the responses to survey question 5 (Research Question 1). Then I evaluated these findings in terms of their alignment with the rationale provided in the Manitoba physical education curriculum (Research Question 4a). Descriptive statistics was used to present the findings relative to the demographic data.

Next, I evaluated the responses given to survey questions 6 and 7 that ask for the types of physical education activities that participants use and the frequency of their use. The responses were categorized first according to the distinction between (a) traditional skill/sports-based model of instruction and (b) more of a constant physical activity model of instruction. Depending on the details with which participants described the activities they used, I divided each of these two categories further. Descriptive statistics was used to present the findings relative to the demographic data (Research Question 2).

Then I evaluated the responses given to survey question 8 that asks participants for the rationale or reasoning as to why they choose the types of physical activities in their teaching. I reviewed the responses and looked for common themes across responses. These themes then served to categorize the responses to survey question 8 (Research Question 2). Then I evaluated these findings in terms of their alignment with the rationale provided in the Manitoba physical education curriculum (Research Question 4a). Descriptive statistics was used to present the findings relative to the demographic data.

Then I evaluated the congruency as defined in the literature between participants' responses to survey questions 4 and 6 (Research Question 3a).

## Interview Strand of the Study

The first three interview questions provided demographic background information for the interviewees, which included reported grade(s) of physical education they are teaching, their years' experience as a physical educator, and their percentage designated to teaching physical education/health education to students. I correlated the responses to the subsequent questions with this demographic background information. In order to complement the findings from the survey strand of the study, the same categorization of the responses was used for the interview responses to the first three questions. The reported grade(s) of physical education was divided into 3 categories: early years (Kindergarten to Grade 5), middle years (Grade 6 to Grade 8), and senior years (Grade 9 to Grade 12). The reported years of experience as an educator was divided into 2 categories: 0-10 years' experience, and >10 years of experience. The reported percentage designated to teaching physical education/health education was divided into 2 categories: 0%-50% teaching assignment, and > 50% teaching assignment.

Interview questions 4-8 are identical to those on the survey for the survey strand of the study. In accordance with the plan to integrate the findings of the two study strands, the analysis of the responses to these five interview questions complemented the findings of the responses to these questions in the survey, by providing a more in-depth data source. For this purpose, I focused my analysis of the responses on the *quality* of their beliefs and educational practices and their rationales for those beliefs and practices as *the participants express those* rather than on the categories used in the survey strand of the study.

As is the case for the survey responses, interviewees' responses to interview questions 4-8 helped me respond to Research Questions 1, 2, 3a, and 4a, respectively. The data analysis of the

interview responses to question 9 helped me deepen my response to Research Question 3a; the responses to interview question 10 to Research Question 3b; and the responses to interview questions 11 and 12 to Research Questions 4a and 4b.

In order to complement the findings from the survey strand to respond in more in depth to Research Questions 1, 2, 3a, and 4a, and to Research Questions 3b and 4b, I used a grounded theory approach to the analysis of the interview data to questions 4-12 (Creswell, 2007; Strauss & Corbin, 1990). Accordingly, I first used open coding to develop “categories of information” (Creswell, 2007, p. 160); then I used axial coding to interconnect these categories (p. 160); then I engaged in selective coding to build “a ‘story’ that connects the categories” (p. 160). Finally, I drew from this “story” theoretical propositions in response to Research Questions 1-4.

My final step in the analysis of the data was to bring the complementary findings from the two strands of the study together to provide a final response to the four research questions of my study.

### **Validity and Trustworthiness of the Findings**

In quantitative research, external validity “refers to the generalizability of research results” (Langbein, 2015, p. 27). To increase external validity of my findings of the survey strand of the study, I invited *all* physical education teachers in Manitoba to participate in the study. Furthermore, as the demographic information of the survey participants shows, the study involved representation of physical education teachers with different combinations of demographic features, using the different categories for grade levels, years of experiences as an



educator, and percentage designated to teaching physical education. This increases external validity of the findings.

For the interview strand of the study, I have taken some measures to increase its trustworthiness (Lincoln & Guba, 1985). To increase the credibility of the findings (explanations), I have taken three measures. First, I used member checking to increase the credibility of the explanations for the participants of the interview strand of the study. Second, I asked interviewees to respond also to the survey questions from the survey strand of the study, so that the explanations of the interview strand can be better matched as explanations of the findings of the survey strand of the study. Third, I used a range of demographic criteria in the selection of participants. The inclusion of demographic data with the findings of the interview strand of the study also increased the transferability (applicability) of the study.

## CHAPTER 4

### THE SURVEY STRAND: RESPONDING TO RESEARCH QUESTIONS 1 AND 2

#### Introduction

In this chapter I present the findings of the survey strand of my study, which involved an anonymous survey that was completed by physical education teachers in Manitoba.

The first section provides what physical education teachers in Manitoba believe to be the primary purpose of physical education and their rationale as to why they carry this belief. These responses will help answer research question one of my study that asks the following question:

What do Manitoba physical education teachers in Manitoba (with different levels of experience and different PE teaching assignments) believe to be the primary purpose of physical education and why do they believe that?

The second section provides the types of physical activities that Manitoba physical education teachers implement in their teaching and their rationale as to why they implement such activities. These responses will help answer research question two of my study that asks the following question:

What types of physical activities are currently implemented by Manitoba physical education teachers (with different levels of experience and different PE teaching assignments) and what is their rationale for it?

The final section of this chapter provides the percentages that physical education teachers in Manitoba have reported in regards to their implementing a model based on a mastery of skills

related to a sports discipline versus a model that promotes constant physical activity. This will further help answer research question two of my study.

The demographical information of all the survey participants from the survey strand of my study can be found on page 51 in *Chapter 3: Methodology* section of this thesis.

## **The Purpose of PE and Their Rationales: Responding to Research Question 1**

### **Introduction**

In this section I provide what physical education teachers in Manitoba believe to be the primary purpose of physical education and their rationale as to why they carry this belief. These responses will help answer research question one of my study that asks the following question: What do Manitoba physical education teachers in Manitoba (with different levels of experience and different PE teaching assignments) believe to be the primary purpose of physical education and why do they believe that? For this purpose, I present the findings from the responses to questions 4 and 5 of my survey.

Question 4 of my study asked survey participants to describe in their own words and according to their own beliefs and viewpoints what they believe to be the primary purpose(s) of physical education. In response to this question I extracted the following themes:

- 1- To develop skills to participate in sports
- 2- To get students physically active

- 3- To develop a physically active and healthy lifestyle
- 4- To develop well-being (physical, emotional, and/or mental)
- 5- To develop fundamental movement skills (physical literacy)
- 6- To develop social skills
- 7- To expose students to a variety of sports and/or activities

Question 5 of my study asked survey participants why they hold their belief and viewpoint about this being the primary purposes(s) of physical education. In response to this question I extracted the following themes:

- 1- Believe it will help students develop a physically active and healthy lifestyle
- 2- Believe it will improve the current system in place
- 3- Believe it is the best way to address societal health issues
- 4- Based on personal life experiences
- 5- Believe it will lead them to well-being (physical, emotional, and/or mental)
- 6- Believe it will address sedentary lifestyles
- 7- Because it is taught this way in University

The following tables with summaries provide an in-depth look at results in relation to the above two questions. The first section provides the responses of all PE teachers across years of experiences and PE assignment portion, while the second section provides the responses of PE teachers across early, middle and senior year streams - across years of experiences and PE assignment portion.

## Responses of All PE Teachers across Years of Experiences and PE Assignment Portion

Table 3 identifies all of the survey participants beliefs and viewpoints to the primary purpose of physical education and their rationale for believing so.

Participant	Belief and viewpoint to primary purpose of physical education							Rationale to holding belief and viewpoint						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1			X		X			X						
2			X		X			X						
3			X	X	X							X		
4			X		X	X					X			
5			X							X			X	
6		X	X				X	X						
7		X			X	X						X		
8			X		X			X				X		
9		X		X		X		X						
10				X										X
11					X	X			X					
12			X		X						X			
13*			X	X						X	X	X		
14*	X		X		X		X							
15*			X					X						
16*		X			X		X			X			X	
17*		X				X						X		
18*			X	X	X			X						
19*				X							X			
20*			X		X			X						
21*			X	X		X	X	X						
22		X	X		X			X					X	
23			X		X			X						
24		X	X							X				
25**			X					X						
26**			X		X		X	X				X		
27		X	X					X			X			
28			X		X			X						
29			X		X	X	X	X		X			X	
30			X				X	X						
31			X		X			X						
32	X		X	X				X						
33			X					X				X		
34	X	X		X				X	X					
35		X	X					X		X		X		
36		X		X			X					X		

37		x	x	x							x	x		
38			x					x						
39			x									x		
40			x									x		
41			x		x		x	x						
42			x		x			x						
43			x					x				x		
44***				x	x				x					
45***			x		x			x						

*Table 3.* Beliefs, viewpoints, and rationales of survey participants (\* indicates a teacher who teaches EY and MY; \*\* indicates a teacher who teaches MY and SY; \*\*\* indicates a teacher who teaches EY, MY, and SY).

**Purpose of PE.** 78% (35 out of 45) of physical education teachers— across years of experiences and PE assignment portion – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). In addition, 49% (22 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as a primary purpose of PE/HE: develop fundamental movement skills (rationale 5).

**Rationale for purpose of PE.** 84% (38 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6). In addition, 60% (27 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as a rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1).

## Responses by Stream

All EY teachers across years of experiences and PE assignment portion. Table 4 identifies all EY PE survey participants beliefs and viewpoints to the primary purpose of physical education and their rationale for believing so.

Participant	Belief and viewpoint to primary purpose of physical education							Rationale to holding belief and viewpoint							Stream			Years Experience		% of PE in timetable		
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	EY	MY	SY	<10	>10	<50	>50	
1			x		x			x							x			x				x
2			x		x			x							x			x				x
3			x	x	x							x			x			x				x
4			x		x	x					x				x			x				x
5			x							x			x		x			x			x	
6		x	x				x	x							x			x			x	
7		x			x	x						x			x				x			x
8			x		x			x				x			x				x			x
9		x		x		x		x							x				x			x
10				x										x	x				x			x
11					x	x			x						x				x		x	
12			x		x						x				x				x		x	
13*			x	x						x	x	x			x	x		x				x
14*	x		x		x		x								x	x		x				x
15*			x					x							x	x		x				x
16*		x			x		x			x			x		x	x		x				x
17*		x				x						x			x	x		x				x
18*			x	x	x			x							x	x		x			x	
19*				x								x			x	x		x			x	
20*			x		x			x							x	x			x			x
21*			x	x		x	x	x							x	x			x			x
44**				x	x				x						x	x	x		x			x
45**			x		x			x							x	x	x		x			x

Table 4. Beliefs, viewpoints, and rationales of all EY PE survey participants (\* indicates a teacher who teaches EY and MY; \*\* indicates a teacher who teaches EY, MY, and SY).

**Purpose of PE.** 65% (15 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). In addition, 61% (14 out of 23) of EY

physical education teachers – across years of experiences and PE assignment portion – identified as a primary purpose of PE/HE: develop fundamental movement skills (rationale 5).

***Rationale for purpose of PE.*** 43% (10 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified as a rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). In addition, 70% (16 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6).

**Early years teachers with < 10 years experience.**

***Purpose of PE.*** 77% (10 out of 13) of EY physical education teachers – across PE assignment portion – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). In addition, 54% (7 out of 13) of EY physical education teachers – across PE assignment portion – identified as a primary purpose of PE/HE: develop fundamental movement skills (rationale 5).

Of those who just teach EY and not MY PE/HE, 100% (6 out of 6) of EY physical education teachers identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). In addition, of those who teach EY and not MY PE/HE more than 50% of the time, 100% (4 out of 4) of EY physical education teachers identified as primary purpose of PE/HE: develop physically active and healthy lifestyles AND developing fundamental movement skills. As well, of those who teach EY and not MY PE/HE less than 50%



of the time, 100% (2 out of 2) of EY physical education teachers identified as primary purpose of PE/HE: develop physically active and health life style (rationale 3) BUT NOT developing fundamental movement skills (rationale 5).

***Rationale for purpose of PE.*** 77% (10 out of 13) of EY physical education teachers – across PE assignment portion – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6); 100% (2 out of 2) of those who teach EY and not MY PE/HE less than 50% do so. In addition, 38% (5 out of 13) of EY physical education teachers – across PE assignment portion – identified as the rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1).

**Early years teachers with > 10 years experience.**

***Purpose of PE.*** 70% (7 out of 10) of EY physical education teachers – across PE assignment portion – identified as a primary purpose of PE/HE: developing fundamental movement skills (rationale 5); 100% (2 out of 2) of those who teach PE/HE less than 50% do so. In addition, 50% (5 out of 10) of EY physical education teachers – across PE assignment portion – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyle (rationale 3).

***Rationale for purpose of PE.*** Of those who teach PE/HE more than 50% of the time, 63% (5 out of 8) of EY physical education teachers identified as a rationale for their choice of

purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). 60% (6 out of 10) of EY physical education teachers – across PE assignment portion – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 5). In addition, of those who teach PE/HE more than 50% of the time, 75% (6 out of 8) of EY physical education teachers identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 5).

**EY teachers: Difference across years experience.** While 77% (10 out of 13) of EY physical education teachers with < 10 years experience identified “physically active and healthy lifestyle” as a primary purpose of PE/HE, only 50% (5 out of 10) of EY physical education teachers with > 10 years experience identified this as a primary purpose of PE/HE. A possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards.

While 77% (10 out of 13) of EY physical education teachers with < 10 years experience (100% (2 out of 2) of those who teach EY and not MY PE/HE less than 50%) identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6), only 60% (3 out of 5) of EY physical education teachers with > 10 years experience did so. Again, a possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards.

**Early years teachers with < 50% assignment.**

***Purpose of PE.*** 67% (4 out of 6) of EY physical education teachers – across teaching length – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). 50% (3 out of 6) of EY physical education teachers – across teaching length – identified as a primary purpose of PE/HE: develop fundamental movement skills (rationale 5). In addition, of those who just teach EY and not MY PE/HE with more than 10 years experience, 100% (2 out of 2) of EY physical education teachers identified as a primary purpose of PE/HE: develop fundamental movement skills (rationale 5). As well, of those who just teach EY and not MY PE/HE with less than 10 years experience, 100% (2 out of 2) of EY physical education teachers identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3).

***Rationale for purpose of PE.*** 50% (3 out of 6) of EY physical education teachers – across teaching length – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6). Of those who teach PE/HE with less than 10 years experience, 50% (2 out of 4) of EY physical education teachers identified as a rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). 60% (6 out of 10) of EY physical education teachers – across teaching length – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 5). In addition, of those who teach PE/HE with less than 10 years experience, 75% (3 out of 4) of EY physical education

teachers identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3).

**Early years teachers with > 50% assignment.**

*Purpose of PE.* 65% (11 out of 17) of EY physical education teachers – across teaching length – identified as a primary purpose of PE/HE: developing physically active and healthy lifestyle (rationale 3). 65% (11 out of 17) of EY physical education teachers – across teaching length – identified as a primary purpose of PE/HE: developing fundamental movement skills (rationale 5). In addition, of those who just teach EY and not MY PE/HE with less than 10 years experience, 100% (4 out of 4) of EY physical education teachers identified as primary purposes of PE/HE: develop physically active and healthy lifestyle (rationale 3) and develop fundamental movement skills (rationale 5).

*Rationale for purpose of PE.* 47% (8 out of 17) of EY physical education teachers – across teaching length – identified as a rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). In addition, 76% (13 out of 17) of EY physical education teachers – across teaching length – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6).

**EY teachers: Difference across assignment percentage.** EY physical education teachers with < 50% and > 50% PE/HE assignment are virtually the same with *approximately*

66% (4 out of 6 & 11 out of 17) having identified “physically active and healthy lifestyle” as a primary purpose of PE/HE. As well, only 50% (3 out of 6) of EY physical education teachers with < 50% PE/HE assignment identified “develop fundamental movement skills” as a primary purpose, whereas 65% (11 out of 17) of EY physical education teachers with > 50% PE/HE assignment identified this same purpose. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment place more emphasis on developing fundamental movement skills.

While 50% (3 out of 6) of EY physical education teachers with < 50% PE/HE assignment identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6), 76% (13 out of 17) of EY physical education teachers with > 50% PE/HE assignment did so. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment may feel like their time with students in the realm of physical education is vital for helping with student well-being and thus more emphasis must be placed in helping achieve this.

### **All MY teachers across years of experiences and PE assignment portion.**

Table 5 identifies all MY PE survey participants beliefs and viewpoints to the primary purpose of physical education and their rationale for believing so.

Participant	Belief and viewpoint to primary purpose of physical education							Rationale to holding belief and viewpoint							Stream			Years Experience		% of PE in timetable	
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	EY	MY	SY	<10	>10	<50	>50
13*			x	x						x	x	x			x	x		x			x
14*	x		x		x		x								x	x		x			x
15*			x					x							x	x		x			x
16*		x			x		x			x			x		x	x		x			x
17*		x				x						x			x	x		x			x
18*			x	x	x			x							x	x		x			x
19*				x							x				x	x		x			x
20*			x		x			x							x	x			x		x
21*			x	x		x	x	x							x	x			x		x
22		x	x		x			x					x			x		x			x
23			x		x			x								x			x		x
24		x	x							x						x			x	x	
25**			x					x								x	x	x			x
26**			x		x		x	x				x				x	x		x	x	
44***				x	x				x						x	x	x		x		x
45***			x		x			x							x	x	x		x		x

Table 5. Beliefs, viewpoints, and rationales of all MY PE survey participants (\* indicates a teacher who teaches EY and MY; \*\* indicates a teacher who teaches MY and SY; \*\*\* indicates a teacher who teaches EY, MY, and SY).

**Purpose of PE.** 75% (12 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). In addition, 56% (9 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified as a primary purpose of PE/HE: develop fundamental movement skills (rationale 5). As well, of those who just teach MY PE/HE – across years of experiences and PE assignment portion – 100% (3 out of 3) of MY physical education teachers identified as a primary purpose of physical education: develop physically active and healthy lifestyle (rationale 3).

***Rationale for purpose of PE.*** 50% (9 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified as a rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). In addition, 81% (13 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6).

**Middle years teachers with < 10 years experiences.**

***Purpose of PE.*** 67% of MY physical education teachers (6 out of 9) – across PE assignment portion – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). In addition, 44% (4 out of 9) of MY physical education teachers – across PE assignment portion – identified as a primary purpose of PE/HE: develop fundamental movement skills (rationale 5). As well, of those who teach MY and EY PE/HE more than 50% of the time, 60% (3 out of 5) of MY physical education teachers identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3).

***Rationale for purpose of PE.*** 78% (7 out of 9) of MY physical education teachers – across PE assignment portion – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6). In addition, 44% (4 out of 9) of MY physical education teachers – across PE assignment portion – identified as the rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1).

**Middle years teachers with >10 years experiences.**

***Purpose of PE.*** 86% (6 out of 7) of MY physical education teachers – across PE assignment portion – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyle (rationale 3); 100% (2 out of 2) of those who teach EY and MY but not SY PE/HE greater than 50% do so; 100% (3 out of 3) of those who teach only MY do so. In addition, 71% (5 out of 7) of MY physical education teachers – across PE assignment portion – identified as a primary purpose of PE/HE: developing fundamental movement skills (rationale 5).

***Rationale for purpose of PE.*** 71% (5 out of 7) of MY physical education teachers – across PE assignment portion – identified as the rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). In addition, of those who teach MY and EY but not SY PE/HE more than 50% of the time – 100% (2 out of 2) of MY physical education teachers identified as THE rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). As well, 86% (6 out of 7) of MY physical education teachers – across PE assignment portion – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5).

**MY teachers: Difference across years experience.** While 67% (6 out of 9) of MY physical education teachers with < 10 years experience identified “physically active and healthy lifestyle” as a primary purpose of PE/HE, 86% (6 out of 7) of MY physical education teachers



with > 10 years experience identified this as a primary purpose of PE/HE. A possible explanation to this discrepancy may be those who taught longer have recognized over the years how vitally important it is for students to develop a healthy and active lifestyle.

While 78% (7 out of 9) of MY physical education teachers with < 10 years experience identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6), 86% (6 out of 7) of MY physical education teachers with > 10 years experience did so. Again, a possible explanation to this discrepancy may be those who taught longer have recognized over the years how vitally important it is for students to develop student health and well-being.

#### **Middle years teachers with < 50% assignment.**

*Purpose of PE.* 75% (3 out of 4) of MY physical education teachers – across teaching length – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). In addition, 50% (2 out of 4) of MY physical education teachers – across teaching length – identified as a primary purpose of PE/HE: develop emotional, physical, and mental well-being (rationale 4). 50% (2 out of 4) of MY physical education teachers – across teaching length – identified as a primary purpose of PE/HE: develop fundamental movement skills (rationale 5). As well, of those who teach MY and EY PE/HE with less than 10 years experience, 100% (2 out of 2) of MY physical education teachers identified as a primary purpose of PE/HE: develop emotional, physical, and mental well-being (rationale 4).

***Rationale for Purpose of PE.*** 75% (3 out of 4) of MY physical education teachers – across teaching length – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5). In addition, 50% (2 out of 4) of MY physical education teachers – across teaching length – identified as the rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1).

**Middle years teachers with > 50% assignment.**

***Purpose of PE.*** 75% (9 out of 12) of MY physical education teachers – across teaching length – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). In addition, 58% (7 out of 12) of MY physical education teachers – across teaching length – identified as a primary purpose of PE/HE: develop fundamental movement skills (rationale 5). Of those who teach MY and EY PE/HE with less than 10 years of experience, 60% (3 out of 5) of MY physical education teachers identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). Of those who just teach MY PE/HE – across teaching length – 100% (2 out of 2) of MY physical education teachers identified as primary purposes of PE/HE: develop physically active and healthy lifestyles (rationale 3) and develop fundamental movement skills (rationale 5). Of those who teach MY and EY PE/HE with more than 10 years of experience, 100% (2 out of 2) of MY physical education teachers identified as primary purposes of PE/HE: develop physically active and healthy lifestyles (rationale 3). As well, of those who teach MY, EY, and SY PE/HE with more than 10 years of

experience, 100% (2 out of 2) of MY physical education teachers identified as primary purposes of PE/HE: develop fundamental movement skills (rationale 5).

***Rationale for Purpose of PE.*** 58% (7 out of 12) of MY physical education teachers – across teaching length – identified as the rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). In addition, 83% (10 out of 12) of MY physical education teachers – across teaching length – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5,6).

**MY teachers: Difference across assignment percentage.** MY physical education teachers with < 50% and > 50% PE/HE assignment are the same with 75% (3 out of 4) having identified “physically active and healthy lifestyle” as a primary purpose of PE/HE. In addition, MY physical education teachers with < 50% and > 50% PE/HE assignment are virtually the same with *approximately* 50% (2 out of 4 & 7 out of 12) having identified “fundamental movement skills” as a primary purpose.

**All SY teachers across years of experiences and PE assignment portion.** Table 6 identifies all SY PE survey participants beliefs and viewpoints to the primary purpose of physical education and their rationale for believing so.

Participant	Belief and viewpoint to primary purpose of physical education							Rationale to holding belief and viewpoint							Stream			Years Experience		% of PE in timetable		
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	EY	MY	SY	<10	>10	<50	>50	
25*			x				x									x	x	x				x
26*			x		x		x					x				x	x		x		x	
27		x	x				x				x						x	x				x
28			x		x		x										x	x				x
29			x		x	x	x				x						x	x				x
30			x				x										x	x				x
31			x		x		x										x	x				x
32	x		x	x			x										x	x			x	
33			x				x					x					x		x			x
34	x	x		x			x	x									x		x			x
35		x	x				x			x		x					x		x			x
36		x		x			x						x				x		x			x
37		x	x	x							x	x					x		x			x
38			x				x										x		x			x
39			x										x				x		x			x
40			x										x				x		x			x
41			x		x		x										x		x			x
42			x		x		x										x		x			x
43			x				x						x				x		x			x
44**				x	x					x						x	x	x			x	x
45**			x		x			x								x	x	x			x	x

Table 6. Beliefs, viewpoints, and rationales of all SY PE survey participants (\* indicates a teacher who teaches MY and SY; \*\* indicates a teacher who teaches EY, MY, and SY).

**Purpose of PE.** 86% (18 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). In addition, 38% (8 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified as a primary purpose of PE/HE: develop fundamental movement skills (rationale 5).

**Rationale for purpose of PE.** 95% (20 out of 21) of SY physical education teachers—across years of experiences and PE assignment portion – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1,

3, 5, 6). In addition, 76% (16 out of 21) of SY physical education teachers– across years of experiences and PE assignment portion – identified as a rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1).

**Senior years teachers with < 10 years experience.**

***Purpose of PE.*** 100% (7 out of 7) of SY physical education teachers – across PE assignment portion – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3).

***Rationale for purpose of PE.*** 100% (7 out of 7) of SY physical education teachers – across PE assignment portion – identified as the rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). In addition, 100% (7 out of 7) of SY physical education teachers – across PE assignment portion – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6).

**Senior years teachers with > 10 years experience.**

***Purpose of PE.*** 79% (11 out of 14) of SY physical education teachers – across PE assignment portion – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyle (rationale 3). Of those who just teach SY PE/HE more than 50% of the time,

36% (4 out of 11) of SY physical education teachers identified as a primary purpose of PE/HE: to get students physically active (rationale 2).

***Rationale for purpose of PE.*** 93% (13 out of 14) of SY physical education teachers – across PE assignment portion – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5). In addition, 82% (9 out of 11) of SY physical education teachers – across PE assignment portion – identified as the rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). As well, 73% (8 out of 11) of SY physical education teachers – across PE assignment portion – identified as the rationale for their choice of purpose that they believe it will lead students to physical, mental, and/or emotional well-being (rationale 5). Of those who just teach SY PE/HE more than 50% of the time – 64% (7 out of 11) of SY physical education teachers identified as rationales for their choice of purpose that they believe it will: help students develop a physically active and healthy lifestyle (rationale 1) and lead students to physical, mental, and/or emotional well-being (rationale 5). Of those who just teach SY PE/HE more than 50% of the time – 100% (11 out of 11) of SY physical education teachers identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5).

**SY teachers: Difference across years experience.** While 100% (7 out of 7) of SY physical education teachers with < 10 years experience identified “physically active and healthy lifestyle” as a primary purpose of PE/HE, only 79% (11 out of 14) of SY physical education teachers with > 10 years experience identified this as a primary purpose of PE/HE. A possible

explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards. In addition, perhaps the focus for those teachers is to just get students active and moving.

SY physical education teachers with < 10 and > 10 years experience are virtually the same with almost 100% (7 out of 7 & 13 out of 14) having identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6),

**Senior years teachers with < 50% assignment.**

***Purpose of PE.*** 100% (2 out of 2) of SY physical education teachers – across teaching length – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3).

***Rationale for purpose of PE.*** 100% (2 out of 2) of SY physical education teachers – across teaching length – identified as the rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). In addition, 100% (2 out of 2) of SY physical education teachers – across teaching length – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 5).

**Senior years teachers with > 50% assignment.**

***Purpose of PE.*** 84% (16 out of 19) of SY physical education teachers – across teaching length – identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). Of those who just teach SY PE/HE with less than 10 years of experience, 100% (5 out of 5) of SY physical education teachers identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). Of those who just teach SY PE/HE with less than 10 years of experience, 60% (3 out of 5) of SY physical education teachers identified as a primary purpose of physical education: develop fundamental movement skills (rationale 5). Of those who just teach SY PE/HE with more than 10 years of experience, 82% (9 out of 11) of SY physical education teachers identified as a primary purpose of PE/HE: develop physically active and healthy lifestyles (rationale 3). Of those who just teach SY PE/HE with more than 10 years of experience, 36% (4 out of 11) of SY physical education teachers identified as a primary purpose of PE/HE: to get students physically active (rationale 2). Of those who teach SY, EY and MY PE/HE with more than 10 years of experience, 100% (2 out of 2) of SY physical education teachers identified as a primary purpose of PE/HE: develop fundamental movement skills (rationale 5).

***Rationale for Purpose of PE.*** 74% (14 out of 19) of SY physical education teachers – across teaching length – identified as the rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). Of those who just teach SY PE/HE with less than 10 years of experience, 100% (5 out of 5) of SY physical education teachers identified as the rationale for their choice of purpose that they believe it will



help students develop a physically active and healthy lifestyle (rationale 1). Of those who just teach SY PE/HE with more than 10 years of experience – 64% (7 out of 11) of SY physical education teachers identified as rationales for their choice of purpose that they believe it will lead students to physical, mental, and/or emotional well-being (rationale 5). In addition, 95% (18 out of 19) of SY physical education teachers – across teaching length – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6). As well, of those who just teach SY PE/HE – across teaching length – 100% (16 out of 16) of SY physical education teachers identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6).

**SY teachers: Difference across assignment percentage.** While 100% (2 out of 2) of SY physical education teachers with < 50% PE/HE assignment identified “physically active and healthy lifestyle” as a primary purpose of PE/HE, only 84% (16 out of 19) of SY physical education teachers with > 50% PE/HE assignment identified this as a primary purpose of PE/HE. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment may feel like their time with students in the realm of physical education might need to be focused in other areas such as developing skills for sports instead of focusing on developing a physically active and healthy lifestyle.

While 100% (2 out of 2) of SY physical education teachers with < 50% PE/HE assignment identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 3, 5, 6), only 95% (18 out of 19) of SY physical education teachers with > 50% PE/HE assignment did so. Again, a possible explanation to this discrepancy may be those who have a greater PE/HE assignment may feel like their time with

students in the realm of physical education might need to be focused in other areas such as developing skills for sports instead of student well-being.

### **Comparison across Streams**

**Purpose of PE.** A common theme across the streams – across years of experiences and PE assignment portion – was found to be the belief that a primary purpose to physical education is to develop physically active and healthy lifestyles (rationale 3) with 65% (15 out of 23) of EY physical education teachers, 75% (12 out of 16) of MY physical education teachers and 86% (18 out of 21) of SY physical education teachers having identified this as a primary purpose of PE/HE.

In addition, another common theme across the streams – across years of experiences and PE assignment portion – was found to be the belief that a primary purpose to physical education is to develop fundamental movement skills (rationale 5). However, the data suggested that this belief is more prevalent in EY and less as you get to SY as 61% of EY physical education teachers (14 out of 23), 56% of MY physical education teachers (9 out of 16) and 38% of SY physical education teachers (8 out of 21) reported this as so.

**Rationale for purpose of PE.** In terms of the rationale for the purpose of physical education, a common theme across the streams – across years of experiences and PE assignment portion – was found to be the rationale that they believe it will help students develop a physically active and healthy lifestyle (rationale 1). However, the data suggested that this belief is more prevalent in SY and less as you get to EY as 43% (10 out of 23) of EY physical education

teachers, 56% (9 out of 16) of MY physical education teachers and 76% (16 out of 21) of SY physical education teachers reported this as so.

In addition, another common theme across the streams – across years of experiences and PE assignment portion – was found to be a rationale where at least one reason was linked to student health or well-being (rationales 1, 3, 5, 6). The data suggested that this belief is more prevalent in SY and less as you get to EY as 70% (16 out of 23) of EY physical education teachers, 81% (13 out of 16) of MY physical education teachers and 95% (20 out of 21) of SY physical education teachers reported this as so.

## **The Types of Activities and Their Rationales: Responding to Research Question 2**

### **Introduction**

In this section I will outline the data for what types of physical activities physical education teachers in Manitoba implement in their teaching and their rationale as to why they implement those types of physical activities. These responses will help answer research question two of my study that asks the following question: What types of physical activities are currently implemented by Manitoba physical education teachers (with different levels of experience and different PE teaching assignments) and what is their rationale for it? For this purpose, I present the findings from the responses to questions 6 and 8 of my survey.

Question 6 of my study asked survey participants what types of physical activities they currently implement in their physical education teaching. In response to this question I extracted the following themes:

- 1- Traditional sports (team and/or individual)
- 2- Alternative sports (wrestling, lacrosse, rugby, etc.)
- 3- Low organized games (LOG's), including tag games
- 4- Teaching Games for Understanding (TGfU)
- 5- Fitness activities (cardio, weights, circuits, etc.)
- 6- Outdoor education
- 7- Basic movement skill development

Question 8 of my study asked survey participants the rationale or reasoning as to why they chose the types of physical activities they implement in their teaching. In response to this question I extracted the following themes:

- 1- It is outlined in the curriculum
- 2- It helps students develop skills in sports that are played during extra-curricular hours
- 3- It helps students develop skills in popular recreational sports
- 4- It helps students develop physical literacy
- 5- It is best suited for student well-being
- 6- It is best suited to get students physically active

- 7- It is the best way to expose students to a variety of activities
- 8- It is best suited to keeping students motivated, and/or having fun
- 9- It is best suited to achieving a healthy, active lifestyle
- 10- The belief that low organized games (LOG's) are better than focusing on a mastery of specific sport skills
- 11- It is best suited to keeping students engaged and interested
- 12- It is best suited to fostering an inclusive environment

The following tables with summaries provide an in-depth look at results in relation to the above two questions. The first section provides the responses of all PE teachers across years of experiences and PE assignment portion, while the second section provides the responses of PE teachers across early, middle and senior year streams - across years of experiences and PE assignment portion.

### **Responses of All PE Teachers across Years of Experiences and PE Assignment Portion**

Table 7 identifies all survey participants' physical activities they implement in their teaching and their rationale for doing so.

Participant	Types of physical activities implemented in teaching							Rationale for implementing physical activities in teaching											
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12
1		x				x										x			
2							x				x		x						
3		x	x	x	x									x					
4	x	x	x											x		x			x
5	x				x		x				x		x						x
6			x												x				x
7				x	x						x				x				x
8							x				x				x				x
9	x		x		x		x								x				
10	x		x		x		x								x				x
11			x									x							
12	x		x				x												x
13*	x	x	x		x								x						
14*	x		x		x		x						x	x					
15*			x											x					
16*	x		x		x						x					x			
17*				x	x									x					
18*	x		x		x						x		x						x
19*	x	x	x								x								
20*			x								x					x			
21*	x	x	x		x	x	x										x		
22	x	x	x		x	x									x				x
23	x	x	x		x		x			x					x				
24	x		x								x					x			
25**	x			x							x				x				
26**	x		x		x	x													x
27	x	x			x	x								x					
28	x	x	x		x						x								x
29	x		x	x	x											x			
30															x				
31	x	x	x		x												x		
32	x	x			x			x	x	x									
33	x	x			x	x					x								
34	x	x	x		x					x	x	x	x						
35	x	x	x		x						x		x						
36	x	x			x	x											x		
37					x									x					
38	x				x														x
39	x				x						x								x
40															x	x			
41	x				x	x									x		x		
42			x												x		x	x	
43		x			x														x
44***			x	x	x		x					x							
45***															x				x

*Table 7.* Physical activities implemented and rationales of all survey participants (\* indicates a teacher who teaches EY and MY; \*\* indicates a teacher who teaches MY and SY; \*\*\* indicates a teacher who teaches EY, MY, and SY).

**Types of physical activities.** 69% (31 out of 45) of physical education teachers— across years of experiences and PE assignment portion – identified either traditional sports (rationale 1) and/or alternative sports (rationale 2) as a physical activity they implement in their teaching. In addition, 64% (29 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: fitness activities (rationale 5). 62% (28 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). 58% (26 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: low organized games (rationale 3). As well, 38% (17 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: alternative sports (rationale 2).

**Rationale for types of physical activities.** 33% (15 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as a rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). In addition, 31% (14 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as a rationale for their choice of physical activities based on student interest (rationale 11).

## Responses by Stream

**All EY teachers across years of experiences and PE assignment portion.** Table 8 identifies all EY PE survey participants' physical activities they implement in their teaching and their rationale for doing so.

***Types of physical activities.*** 70% (16 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: low organized games (rationale 3). 52% (12 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: fitness activities (rationale 5). 49% (11 out of 23) of EY physical education teachers across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). As well, 57% (13 out of 23) of EY physical education teachers across years of experiences and PE assignment portion – identified either traditional sports (rationale 1) and/or alternative sports (rationale 2) as a physical activity they implement in their teaching.

***Rationale for types of physical activities.*** 35% (8 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified as a rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). In addition, 35% (8 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified as a rationale for their choice of physical activities based on student interest (rationale 11).



Participant	Types of physical activities implemented in teaching							Rationale for implementing physical activities in teaching												Stream		Years Experience		% of PE in timetable					
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	EY	MY	SY	<10	>10	<50	>50			
1		x				x									x					x				x				x	
2							x				x									x				x				x	
3			x	x	x									x						x				x				x	
4	x	x	x											x		x		x		x				x				x	
5	x					x					x		x					x		x				x			x		
6				x											x				x					x			x		
7					x	x							x						x						x			x	
8																			x						x			x	
9	x			x		x									x					x					x			x	
10	x			x		x														x					x			x	
11				x																x						x		x	
12	x			x																x						x		x	
13*	x	x	x			x														x	x			x				x	
14*	x			x		x														x	x			x				x	
15*				x																x	x			x				x	
16*	x			x																x	x			x				x	
17*					x	x														x	x			x				x	
18*	x			x		x														x	x			x				x	
19*	x	x	x																	x	x			x				x	
20*				x																x	x					x		x	
21*	x	x	x			x	x	x												x	x					x		x	
44**				x	x	x														x	x	x				x		x	
45**																				x	x	x					x		x

Table 8. Physical activities implemented and rationales of all EY PE survey participants (\* indicates a teacher who teaches EY and MY; \*\* indicates a teacher who teaches EY, MY, and SY)

**Early years PE teachers with < 10 years experience.**

*Types of physical activities.* 69% (9 out of 13) of EY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: low organized games (rationale 3). 54% (7 out of 13) of EY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: fitness activities (rationale 5). 54% (7 out of 13) of EY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). In addition, 69% (9 out of 13) of EY physical education teachers – across PE assignment portion – identified either traditional sports (rationale 1) and/or alternative sports (rationale 2) as a physical activity they implement in their teaching. Of those who teach EY and MY PE/HE more than 50% of the time, 80% (4 out of 5) of EY physical education teachers identified as a physical activity they implement in their teaching: low organized games (rationale 3). Of those who teach EY and MY PE/HE more than 50% of the time, 80% (4 out of 5) of EY physical education teachers identified as a physical activity they implement in their teaching: fitness activities (rationale 5). Of those who teach EY and MY PE/HE more than 50% of the time, 60% (3 out of 5) of EY physical education teachers identified as a physical activity they implement in their teaching: traditional sports (rationale 1). Of those who just teach EY PE/HE more than 50% of the time, 75% (3 out of 4) of EY physical education teachers identified as a physical activity they implement in their teaching: alternative sports (rationale 2).

*Rationale for types of physical activities.* 54% (7 out of 13) of EY physical education teachers – across PE assignment portion – identified as the rationale for their choice of physical

activities that they believe it will help students get physically active (rationale 6). In addition, 38% (5 out of 13) of EY physical education teachers – across PE assignment portion – identified as the rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). As well, 77% (10 out of 13) of EY physical education teachers – across PE assignment portion – identified as the rationale for their choice of physical activities at least one reason that is linked to student health or well-being (rationales 6, 9).

**Early years PE teachers with > 10 years experience.**

*Types of physical activities.* 70% (7 out of 10) of EY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: low organized games (rationale 3). 60% (6 out of 10) of EY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: basic movement skill development (rationale 7). 50% (5 out of 10) of EY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: fitness activities (rationale 5). 40% (4 out of 10) of EY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). Of those who just teach EY PE/HE less than 50% of the time, 100% (2 out of 2) of EY physical education teachers identified as a physical activity they implement in their teaching: low organized games (rationale 3). Of those who teach EY and MY PE/HE more than 50% of the time, 100% (2 out of 2) of EY physical education teachers identified as a physical activity they implement in their teaching: low organized games (rationale 3). Of those who just teach EY PE/HE more than 50% of the time, 75% (3 out of 4) of EY

physical education teachers identified as a physical activity they implement in their teaching: fitness activities (rationale 5). Of those who just teach EY PE/HE more than 50% of the time, 75% (3 out of 4) of EY physical education teachers identified as a physical activity they implement in their teaching: basic movement skill development (rationale 7).

***Rationale for types of physical activities.*** Of those who just teach EY PE/HE more than 50% of the time, 75% (3 out of 4) of EY physical education teachers identified as the rationale for their choice of physical activities based on student interest (rationale 11). In addition, 30% (3 out of 10) of EY physical education teachers – across PE assignment portion – identified as the rationale for their choice of physical activities at least one reason that is linked to student health or well-being (rationales 6, 9).

**EY teachers: Difference across years experience.** EY physical education teachers with < 10 and > 10 years experience are virtually the same with approximately 70% (9 out of 13 & 7 out of 10) having identified “low organized games” as an implemented physical activity. In addition, EY physical education teachers with < 10 and > 10 years experience are roughly the same with approximately 50% (7 out of 13 & 5 out of 10) having identified “fitness activities” as an implemented physical activity. As well, EY physical education teachers with < 10 and > 10 years experience are roughly the same with approximately 45% (7 out of 13 & 4 out of 10) having identified “traditional sports” as an implemented physical activity.

While 60% (6 out of 10) of EY physical education teachers with > 10 years experience identified “basic movement skill development” as an implemented physical activity, only 23% (3 out of 13) of EY physical education teachers with < 10 years experience identified this as an

implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards.

While 77% (10 out of 13) of EY physical education teachers with < 10 years experience identified as the rationale for their choice of physical activities at least one reason that is linked to student health or well-being (rationales 5, 6, 9), only 30% (3 out of 10) of EY physical education teachers with > 10 years experience did so. Again, a possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards.

#### **Early years PE teachers with < 50% assignment.**

*Types of physical activities.* 83% (5 out of 6) of EY physical education teachers – across teaching length – identified as a physical activity they implement in their teaching: low organized games (rationale 3). 67% (4 out of 6) of EY physical education teachers – across teaching length – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). Of those who just teach EY PE/HE with more than 10 years experience, 100% (2 out of 2) of EY physical education teachers identified as a physical activity they implement in their teaching: low organized games (rationale 3). In addition, of those who teach EY and MY PE/HE with less than 10 years experience, 100% (2 out of 2) of EY physical education teachers identified as a physical activity they implement in their teaching: low organized games (rationale 3) AND traditional sports (rationale 1).

***Rationale for types of physical activities.*** 67% (4 out of 6) of EY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities based on student interest (rationale 11). 50% (5 out of 10) of EY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). Of those who just teach EY PE/HE with less than 10 years experience, 100% (2 out of 2) of EY physical education teachers identified as the rationale for their choice of physical activities based on student interest (rationale 11). In addition, of those who teach EY and MY PE/HE with less than 10 years experience, 100% (2 out of 2) of EY physical education teachers identified as the rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). As well, 50% (3 out of 6) of EY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities at least one reason that is linked to student health or well-being (rationales 5, 6).

**Early years PE teachers with > 50% assignment.**

***Types of physical activities.*** 65% (11 out of 17) of EY physical education teachers – across teaching length – identified as a physical activity they implement in their teaching: low organized games (rationale 3). 59% (10 out of 17) of EY physical education teachers – across teaching length – identified as a physical activity they implement in their teaching: fitness activities (rationale 5). 41% (7 out of 17) of EY physical education teachers across teaching length – identified as a physical activity they implement in their teaching: basic movement skill development (rationale 7). 41% (7 out of 17) of EY physical education teachers – across teaching

length – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). 53% (9 out of 17) of EY physical education teachers – across PE assignment portion – identified either traditional sports (rationale 1) and/or alternative sports (rationale 2) as a physical activity they implement in their teaching. Of those who teach EY and MY PE/HE with less than 10 years experience, 80% (4 out of 5) of EY physical education teachers identified as a physical activity they implement in their teaching: low organized games (rationale 3) AND fitness activities (rationale 5). Of those who teach EY and MY PE/HE with more than 10 years experience, 100% (2 out of 2) of EY physical education teachers identified as a physical activity they implement in their teaching: low organized games (rationale 3). Of those who teach EY and MY PE/HE with less than 10 years experience, 75% (3 out of 4) of EY physical education teachers identified as a physical activity they implement in their teaching: traditional sports (rationale 1). Of those who just teach EY PE/HE with less than 10 years experience, 75% (3 out of 4) of EY physical education teachers identified as a physical activity they implement in their teaching: alternative sports (rationale 2). Of those who just teach EY PE/HE with more than 10 years experience, 75% (3 out of 4) of EY physical education teachers identified as a physical activity they implement in their teaching: fitness activities (rationale 5).

*Rationale for types of physical activities.* 29% (5 out of 17) of EY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities that they believe it will help students get physically active (rationale 6). In addition, 29% (5 out of 17) of EY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). As well, 35% (6 out of 17) of EY physical education teachers –

across teaching length – identified as the rationale for their choice of physical activities that they believe it is the greatest way to expose students to a variety of activities (rationale 7). Of those who just teach EY PE/HE with more than 10 years experience, 75% (3 out of 4) of EY physical education teachers identified as the rationale for their choice of physical activities based on student interest (rationale 11). Of those who teach EY and MY PE/HE with less than 10 years experience, 80% (4 out of 5) of EY physical education teachers identified as the rationale for their choice of physical activities that they believe it will help students get physically active (rationale 6). 59% (10 out of 17) of EY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities at least one reason that is linked to student health or well-being (rationales 5, 6, 9).

**EY teachers: Difference across assignment percentage.** While 83% (5 out of 6) of EY physical education teachers with < 50% PE/HE assignment identified “low organized games” as an implemented physical activity, only 65% (11 out of 17) of EY physical education teachers with > 50% PE/HE assignment identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment may feel like their time with students in the realm of physical education might need to be focused in other areas such as developing skills for sports instead of implementing more of a constant physical activity approach.

EY physical education teachers with < 50% and > 50% PE/HE assignment are roughly the same with approximately 55% (3 out of 6 & 10 out of 17) having identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 5, 6, 9).



**All MY teachers across years of experiences and PE assignment portion.** Table 9 identifies all MY PE survey participants' physical activities they implement in their teaching and their rationale for doing so.

***Types of physical activities.*** 81% (13 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: low organized games (rationale 3). In addition, 69% (11 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). As well, 63% (10 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: fitness activities (rationale 5).

***Rationale for types of physical activities.*** 44% (7 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified as a rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). In addition, 31% (5 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified as a rationale for their choice of physical activities that they believe it is best suited to get students active (rationale 6).

Participant	Types of physical activities implemented in teaching							Rationale for implementing physical activities in teaching												Stream			Years Experience		% of PE in timetable		
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	EY	MY	SY	<10	>10	<50	>50	
13*	x	x	x		x								x							x	x					x	
14*	x		x		x		x						x	x						x	x					x	
15*			x										x							x	x					x	
16*	x		x		x						x				x					x	x					x	
17*				x	x								x							x	x					x	
18*	x		x		x						x		x				x			x	x					x	
19*	x	x	x								x									x	x					x	
20*			x								x				x					x	x					x	
21*	x	x	x		x	x	x									x				x	x					x	
22	x	x	x		x	x								x							x					x	
23	x	x	x		x		x		x		x				x						x					x	
24	x		x								x				x						x					x	x
25**	x			x							x			x							x	x				x	
26**	x		x		x	x											x				x	x				x	x
44***			x	x	x		x					x								x	x	x				x	
45***													x					x			x	x				x	

Table 9. Physical activities implemented and rationales of all MY PE survey participants (\* indicates a teacher who teaches EY and MY; \*\* indicates a teacher who teaches MY and SY; \*\*\* indicates a teacher who teaches EY, MY, and SY).

**Middle years PE teachers with < 10 years experience.**

*Types of physical activities.* 78% (7 out of 9) of MY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: low organized games (rationale 3). In addition, 78% (7 out of 9) of MY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). 46% (6 out of 13) of MY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: fitness activities (rationale 5). Of those who teach EY and MY PE/HE less than 50% of the time, 100% (2 out of 2) of MY physical education teachers identified as a physical activity they implement in their teaching: low organized games (rationale 3) and traditional sports (rationale 1). Of those who teach EY and MY PE/HE more than 50% of the time, 80% (4 out of 5) of MY physical education teachers identified as a physical activity they implement in their teaching: low organized games (rationale 3) and fitness activities (rationale 5). As well, of those who teach EY and MY PE/HE more than 50% of the time, 60% (3 out of 5) of MY physical education teachers identified as a physical activity they implement in their teaching: traditional sports (rationale 1).

*Rationale for types of physical activities.* 38% (5 out of 13) of MY physical education teachers – across PE assignment portion – identified as the rationale for their choice of physical activities that they believe it will help students get physically active (rationale 6). In addition, 44% (4 out of 9) of MY physical education teachers – across PE assignment portion – identified as the rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). Of those who teach EY and MY PE/HE more than 50%

of the time, 80% (4 out of 5) of MY physical education teachers identified as the rationale for their choice of physical activities that they believe it will help students get physically active (rationale 6). Of those who teach EY and MY PE/HE less than 50% of the time, 100% (2 out of 2) of MY physical education teachers identified as the rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). As well, 67% (6 out of 9) of MY physical education teachers – across PE assignment portion – identified as the rationale for their choice of physical activities at least one reason that is linked to student health or well-being (rationales 6, 9).

**Middle years PE teachers with > 10 years experience.**

*Types of physical activities.* 86% (6 out of 7) of MY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: low organized games (rationale 3). In addition, 57% (4 out of 7) of MY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: fitness activities (rationale 5). As well, 57% (4 out of 7) of MY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). 43% (3 out of 7) of MY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: basic movement skill development (rationale 7). Of those who just teach MY PE/HE – across PE assignment portion – 100% (3 out of 3) of MY physical education teachers identified as a physical activity they implement in their teaching: low organized games (rationale 3) and traditional sports (rationale 1).

***Rationale for types of physical activities.*** 43% (3 out of 7) of MY physical education teachers – across PE assignment portion – identified as the rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). In addition, 33% (3 out of 9) of MY physical education teachers – across PE assignment portion – identified as the rationale for their choice of physical activities at least one reason that is linked to student health or well-being (rationales 5, 9).

**MY teachers: Difference across years experience.** While 86% (6 out of 7) of MY physical education teachers with > 10 years experience identified “low organized games” as an implemented physical activity, only 78% (7 out of 9) of MY physical education teachers with < 10 years experience identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards.

While 78% (7 out of 9) of MY physical education teachers with < 10 years experience identified “traditional sports” as an implemented physical activity, only 57% (4 out of 7) of MY physical education teachers with > 10 years experience identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who have taught less may see it necessary to teach more school-based sports for specific reasons.

While 56% (5 out of 9) of MY physical education teachers with < 10 years experience identified as the rationale for their choice of physical activities as getting students physically active, 0% (0 out of 7) of MY physical education teachers with > 10 years experience identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy

may be those who taught longer believe that the activities they implement in their teaching are naturally getting students physically active so focusing on that is not necessary.

While 67% (6 out of 9) of MY physical education teachers with < 10 years experience identified as the rationale for their choice of physical activities at least one reason that is linked to student health or well-being (rationales 5, 6, 9), only 33% (3 out of 9) of MY physical education teachers with > 10 years experience did so. Again, a possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards.

**Middle years PE teachers with < 50% assignment.**

*Types of physical activities.* 100% (4 out of 4) of MY physical education teachers – across teaching length – identified as a physical activity they implement in their teaching: low organized games (rationale 3) AND traditional sports (rationale 1).

*Rationale for types of physical activities.* 75% (3 out of 4) of MY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). Of those who teach EY and MY PE/HE with less than 10 years experience, 100% (2 out of 2) of MY physical education teachers identified as the rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). In addition, 50% (2 out of 4) of MY physical education teachers – across teaching length – identified as the rationale for

their choice of physical activities at least one reason that is linked to student health or well-being (rationales 6, 9).

**Middle years PE teachers with > 50% assignment.**

*Types of physical activities.* 75% (9 out of 12) of MY physical education teachers – across teaching length – identified as a physical activity they implement in their teaching: low organized games (rationale 3). 67% (8 out of 12) of MY physical education teachers – across teaching length – identified as a physical activity they implement in their teaching: fitness activities (rationale 5). 58% (7 out of 12) of MY physical education teachers – across teaching length – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). Of those who just teach MY PE/HE – across teaching length – 100% (2 out of 2) of MY physical education teachers identified as a physical activity they implement in their teaching: traditional sports (rationale 1), alternative sports (rationale 2), low organized games (rationale 3) AND fitness activities (rationale 5). Of those who teach EY and MY PE/HE with more than 10 years experience, 100% (2 out of 2) of MY physical education teachers identified as a physical activity they implement in their teaching: low organized games (rationale 3). Of those who teach EY and MY PE/HE with less than 10 years experience, 80% (4 out of 5) of MY physical education teachers identified as a physical activity they implement in their teaching: low organized games (rationale 3) AND fitness activities (rationale 5). As well, of those who teach EY and MY PE/HE with less than 10 years experience, 60% (3 out of 5) of MY physical education teachers identified as a physical activity they implement in their teaching: traditional sports (rationale 1).

***Rationale for types of physical activities.*** 29% (5 out of 17) of MY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities that they believe it will help students get physically active (rationale 6). 29% (5 out of 17) of MY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). 35% (6 out of 17) of MY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities that they believe it is the greatest way to expose students to a variety of activities (rationale 7). Of those who just teach EY PE/HE with more than 10 years experience, 75% (3 out of 4) of MY physical education teachers identified as the rationale for their choice of physical activities based on student interest (rationale 11). Of those who teach EY and MY PE/HE with less than 10 years experience, 80% (4 out of 5) of MY physical education teachers identified as the rationale for their choice of physical activities that they believe it will help students get physically active (rationale 6). In addition, 59% (10 out of 17) of MY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities at least one reason that is linked to student health or well-being (rationales 5, 6, 9).

**MY teachers: Difference ACROSS assignment percentage.** While 100% (4 out of 4) of MY physical education teachers with < 50% PE/HE assignment identified “low organized games” as an implemented physical activity, only 75% (9 out of 12) of MY physical education teachers with > 50% PE/HE assignment identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment may feel like their time with students in the realm of physical education might need



to be focused in other areas such as developing skills for sports instead of implementing more of a constant physical activity approach.

While 100% (4 out of 4) of MY physical education teachers with < 50% PE/HE assignment identified “traditional sports” as an implemented physical activity, only 58% (7 out of 12) of MY physical education teachers with > 50% PE/HE assignment identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment may have a broader sense of possible physical activities they implement with their students from developing them over time.

While 75% (3 out of 4) of MY physical education teachers with < 50% PE/HE assignment identified as the rationale for their choice of physical activities that they believe it will help students develop physical literacy, only 29% (5 out of 17) of MY physical education teachers with > 50 % PE/HE assignment did so. A possible explanation to this discrepancy may be those who have a lower PE/HE assignment may still see the need to focus on developing physical literacy, whereas those with a greater PE/HE assignment may recognize that this develops through the physical activities they implement in their teaching and thus a focus on this is not necessary.

**All SY teachers across years of experiences and PE assignment portion.** Table 10 identifies all SY PE survey participants’ physical activities they implement in their teaching and their rationale for doing so.

Participant	Types of physical activities implemented in teaching							Rationale for implementing physical activities in teaching												Stream			Years Experience		% of PE in timetable	
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	EY	MY	SY	<10	>10	<50	>50
25*	x			x							x			x						x	x	x			x	
26*	x		x		x	x											x			x	x		x	x		
27	x	x			x	x							x							x	x			x		
28	x	x	x		x					x							x			x	x			x		
29	x		x	x	x										x					x	x			x		
30													x							x	x			x		
31	x	x	x		x										x					x	x			x		
32	x	x			x			x	x	x										x	x		x			
33	x	x			x	x					x									x		x		x		
34	x	x	x		x				x	x	x	x								x		x		x		
35	x	x	x		x						x		x							x		x		x		
36	x	x			x	x									x					x		x		x		
37					x								x							x		x		x		
38	x				x												x			x		x		x		
39	x				x						x						x			x		x		x		
40													x	x						x		x		x		
41	x				x	x								x	x					x		x		x		
42			x										x		x	x				x		x		x		
43		x			x												x			x		x		x		
44**			x	x	x		x					x						x	x	x		x		x		
45**													x				x	x	x	x		x		x		

Table 10. Physical activities implemented and rationales of all SY PE survey participants (\* indicates a teacher who teaches MY and SY; \*\* indicates a teacher who teaches EY, MY, and SY).

***Types of physical activities.*** 76% (16 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: fitness activities (rationale 5). In addition, 67% (14 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). 43% (9 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: alternative sports (rationale 2). As well, 38% (8 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: low organized games (rationale 3).

***Rationale for types of physical activities.*** 29% (6 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified as the rationale for their choice of physical activities that they believe it will help students get physically active (rationale 6). In addition, 24% (5 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified as a rationale for their choice of physical activities that they believe it will help students develop a physically active and healthy lifestyle (rationale 9).

**Senior years PE teachers with < 10 years experience.**

***Types of physical activities.*** 86% (6 out of 7) of SY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching:

traditional sports (rationale 1). 71% (5 out of 7) of SY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: fitness activities (rationale 5). In addition, 57% (4 out of 7) of SY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: alternative sports (rationale 2). Of those who just teach SY PE/HE more than 50% of the time, 80% (4 out of 5) of SY physical education teachers identified as a physical activity they implement in their teaching: traditional sports (rationale 1) AND fitness activities (rationale 5). As well, of those who just teach SY PE/HE more than 50% of the time, 60% (3 out of 5) of SY physical education teachers identified as a physical activity they implement in their teaching: alternative sports (rationale 2).

***Rationale for types of physical activities.*** 44% (4 out of 9) of SY physical education teachers – across PE assignment portion – identified as the rationale for their choice of physical activities at least one reason that is linked to student health or well-being (rationales 6, 9).

**Senior years PE teachers with > 10 years experience.**

***Types of physical activities.*** 79% (11 out of 14) of SY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: fitness activities (rationale 5). In addition, 57% (8 out of 14) of SY physical education teachers – across PE assignment portion – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). Of those who just teach EY PE/HE more than 50% of the time, 82% (9 out of 11) of SY physical education teachers identified as a physical activity they

implement in their teaching: fitness activities (rationale 5). Of those who just teach EY PE/HE more than 50% of the time, 64% (7 out of 11) of SY physical education teachers identified as a physical activity they implement in their teaching: traditional sports (rationale 1). In addition, of those who just teach EY PE/HE more than 50% of the time, 45% (5 out of 11) of SY physical education teachers identified as a physical activity they implement in their teaching: alternative sports (rationale 2).

***Rationale for types of physical activities.*** 36% (4 out of 11) of SY physical education teachers – across years of experiences and PE assignment portion – identified as rationales for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4), it is best suited to getting students active (rationale 6) and it is based on student interest (rationale 11). Of those who just teach SY PE/HE more than 50% of the time, 36% (4 out of 11) of SY physical education teachers identified as rationales for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4) and it is best suited to getting students active (rationale 6). 57% (8 out of 14) of SY physical education teachers – across PE assignment portion – identified as the rationale for their choice of physical activities at least one reason that is linked to student health or well-being (rationales 5, 6, 9).

**SY teachers: Difference across years experience.** While 86% (6 out of 7) of SY physical education teachers with < 10 years experience identified “traditional sports” as an implemented physical activity, only 57% (8 out of 14) of SY physical education teachers with > 10 years experience identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who taught longer were prepared for a different

curriculum with a different purpose, which they still teach towards. Those teachers with less years' experience may come out of University believing that teaching traditional sports are a large part of physical education.

While 71% (5 out of 7) of SY physical education teachers with > 10 years experience identified "fitness activities" as an implemented physical activity, 79% (11 out of 14) of SY physical education teachers with > 10 years experience identified this as an implemented physical activity of PE/HE.

SY physical education teachers with > 10 and < 10 years experience are roughly the same with approximately 75% (5 out of 7 & 11 out of 14) having identified "fitness activities" as an implemented physical activity in their teaching.

#### **Senior years PE teachers with < 50% assignment.**

*Types of physical activities.* 100% (2 out of 2) of SY physical education teachers – across teaching length – identified as a physical activity they implement in their teaching: traditional sports (rationale 1) AND fitness activities (rationale 5).

*Rationale for types of physical activities.* In looking at SY physical education teachers with < 50% PE assignment, there were no common themes to emerge in regards to their rationale for the types of physical activities they implement.

**Senior years PE teachers with > 50% assignment.**

*Types of physical activities.* 74% (14 out of 19) of SY physical education teachers – across teaching length – identified as a physical activity they implement in their teaching: fitness activities (rationale 5). In addition, 63% (12 out of 19) of SY physical education teachers – across teaching length – identified as a physical activity they implement in their teaching: traditional sports (rationale 1). As well, 42% (8 out of 19) of SY physical education teachers – across teaching length – identified as a physical activity they implement in their teaching: alternative sports (rationale 2). Of those who just teach SY PE/HE with more than 10 years experience, 82% (9 out of 11) of SY physical education teachers identified as a physical activity they implement in their teaching: fitness activities (rationale 5). Of those who just teach SY PE/HE with more than 10 years experience, 64% (7 out of 11) of SY physical education teachers identified as a physical activity they implement in their teaching: traditional sports (rationale 1). Of those who just teach SY PE/HE with more than 10 years experience, 45% (5 out of 11) of SY physical education teachers identified as a physical activity they implement in their teaching: alternative sports (rationale 2). Of those who just teach SY PE/HE with less than 10 years experience, 80% (4 out of 5) of SY physical education teachers identified as a physical activity they implement in their teaching: traditional sports (rationale 1) AND fitness activities (rationale 5). As well, of those who just teach SY PE/HE with less than 10 years experience, 60% (3 out of 5) of SY physical education teachers identified as a physical activity they implement in their teaching: alternative sports (rationale 2) AND low organized games (rationale 3).

***Rationale for types of physical activities.*** 32% (6 out of 19) of SY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities that they believe it will help students get physically active (rationale 6). Of those who just teach SY PE/HE with more than 10 years experience, 36% (4 out of 11) of SY physical education teachers identified as rationales for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4). Of those who just teach SY PE/HE with more than 10 years experience, 36% (4 out of 11) of SY physical education teachers identified as rationales for their choice of physical activities that they believe it will help students get physically active (rationale 6). 63% (12 out of 19) of SY physical education teachers – across teaching length – identified as the rationale for their choice of physical activities at least one reason that is linked to student health or well-being (rationales 5, 6, 9).

**SY teachers: Difference across assignment percentage.** While 100% (2 out of 2) of SY physical education teachers with < 50% PE/HE assignment identified “traditional sports” as an implemented physical activity, only 63% (12 out of 19) of SY physical education teachers with > 50% PE/HE assignment identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment may feel like their time with students in the realm of physical education might need to be focused in other areas to helping students achieve what they set out as the goals for physical education.

While 100% (2 out of 2) of SY physical education teachers with < 50% PE/HE assignment identified “fitness activities” as an implemented physical activity, only 74% (14 out of 19) of SY physical education teachers with > 50% PE/HE assignment identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be



those who have a greater PE/HE assignment may feel like their time with students in the realm of physical education might need to be focused in other areas such as developing skills for sports instead of implementing more of a constant physical activity approach.

### **Comparison across Streams**

**Types of physical activities.** A common theme across the streams – across years of experiences and PE assignment portion – was low organized games (rationale 3) as an implemented type of physical activity. However, the data suggested that roughly twice as many EY and MY physical education teachers implement low organized games in comparison to SY physical education teachers with 70% (16 out of 23) of EY physical education teachers, 81% (13 out of 16) of MY physical education teachers and 38% (8 out of 21) of SY physical education teachers having identified this as an implemented type of physical activity.

In addition, another common theme across the streams – across years of experiences and PE assignment portion – was fitness activities (rationale 5) as an implemented type of physical activity. However, the data suggested that this belief is more prevalent in SY and less as you get to EY as 52% (12 out of 23) of EY physical education teachers, 63% (10 out of 16) of MY physical education teachers and 76% (16 out of 21) of SY physical education teachers reported this as so.

As well, another common theme across the streams – across years of experiences and PE assignment portion – was traditional sports (rationale 1) as an implemented type of physical activity. However, the data suggested that more MY and SY physical education teachers implement traditional sports in comparison to EY physical education teachers with 49% (11 out

of 23) of EY physical education teachers, 69% (11 out of 16) of MY physical education teachers and 67% (14 out of 21) of SY physical education teachers having identified this as an implemented type of physical activity.

**Rationale for types of physical activities.** In terms of the rationale for the types of physical activities, a common theme across the streams – across years of experiences and PE assignment portion – was found to be the rationale that they believe it will help students develop physical literacy (rationale 4) with 35% (8 out of 23) of EY physical education teachers, 44% (7 out of 16) of MY physical education teachers and 24% (5 out of 21) of SY physical education teachers reported this as so.

In addition, a common theme across the EY stream – across years of experiences and PE assignment portion – was found to be a rationale that was based on student interest (rationale 11) with 35% (8 out of 23) of EY physical education teachers reporting this. The data also suggested that a common theme across the MY and SY streams – across years of experiences and PE assignment portion – was found to be a rationale that was based on it being best suited to get students active (rationale 6) with 31% (5 out of 16) of MY physical education teachers and 29% (6 out of 21) of SY physical education teachers reported this as so.

## **Allocation of Instruction – Mastery of Skills Versus Constant Physical Activity: Responding to Research Question 2**

### **Introduction**

In the last section I provided what types of physical activities are currently implemented by physical education teachers in Manitoba. In this section I provide the percentages that physical education teachers in Manitoba have reported in regards to their implementing a model based on a mastery of skills related to a sports discipline versus a model that promotes constant physical activity. This will further help answer research question two of my study that asks the following question: What types of physical activities are currently implemented by Manitoba physical education teachers (with different levels of experience and different PE teaching assignments) and what is their rationale for it? For this purpose, I present the findings from the responses to questions 7a and 7b of my survey.

Question 7a of my study asked survey participants what percentage of their teaching do they allocate to instruction that focuses on a mastery of skills related to a sports discipline?

Question 7b of my study asked survey participants what percentage of their teaching do they allocate to instruction that engages students in constant physical activity?

The following tables with summaries provide an in-depth look at results in relation to the above two questions. The first section provides the responses of all PE teachers across years of experiences and PE assignment portion, while the second section provides the responses of PE teachers across early, middle and senior year streams - across years of experiences and PE assignment portion.

## Responses of all PE Teachers across Years of Experiences and PE Assignment Portion

Table 11 identifies all survey participants' percentage of teaching allocated to both mastery of skill and constant physical activity.

Participant	Types of physical activities implemented							Mastery of skill	Constant physical activity
	1	2	3	4	5	6	7	%	%
1		x				x		50	50
2							x	20	80
3		x	x	x	x			10	90
4	x	x	x					40	85
5	x				x		x	20	80
6			x					20	80
7				x	x			50	50
8							x	10	80
9	x		x		x		x	30	30
10	x		x		x		x	50	50
11			x					10	90
12	x		x				x	20	60
13*	x	x	x		x			20	80
14*	x		x		x		x	35	60
15*			x					10	90
16*	x		x		x			40	40
17*				x	x			20	75
18*	x		x		x			65	90
19*	x	x	x					30	70
20*			x					25	75
21*	x	x	x		x	x	x	30	70
22	x	x	x		x	x		35	65
23	x	x	x		x		x	25	75
24	x		x					10	75
25**	x			x				60	40
26**	x		x		x	x		15	15
27	x	x			x	x		20	80
28	x	x	x		x			30	40
29	x		x	x	x			20	80
30								30	50
31	x	x	x		x			20	40

32	x	x			x			55	10
33	x	x			x	x		5	95
34	x	x	x		x			25	75
35	x	x	x		x			25	75
36	x	x			x	x		25	40
37					x			10	70
38	x				x			10	60
39	x				x			25	75
40								20	80
41	x				x	x		30	50
42			x					25	75
43		x			x			0	100
44***			x	x	x		x	10	75
45***								20	80
<b>AVERAGE</b>								<b>25.7</b>	<b>69.2</b>

*Table 11.* Mastery of skill and constant physical activity percentages of all survey participants (\* indicates a teacher who teaches EY and MY; \*\* indicates a teacher who teaches MY and SY; \*\*\* indicates a teacher who teaches EY, MY, and SY).

When we take a look at the responses of all PE teachers across years of experiences and PE assignment portion, the data suggests that PE teachers allocate their instruction to a model that focuses on constant activity 69.2% of the time which is almost three times more than in comparison to a model that focuses on a mastery of skills related to a sports discipline, a reported 25.7% of the time.

### Responses by Stream

**All EY teachers across years of experiences and PE assignment portion.** Table 12 identifies all EY PE survey participants' percentage of teaching allocated to both mastery of skill and constant physical activity.

Participant	Types of physical activities implemented							Mastery of skill %	Constant physical activity %	Stream			Years Experience		% of PE in timetable	
	1	2	3	4	5	6	7			EY	MY	SY	<10	>10	<50	>50
1		x				x		50	50	x			x			x
2							x	20	80	x			x			x
3		x	x	x	x			10	90	x			x			x
4	x	x	x					40	85	x			x			x
5	x				x		x	20	80	x			x		x	
6			x					20	80	x			x		x	
7				x	x			50	50	x				x		x
8							x	10	80	x				x		x
9	x		x		x		x	30	30	x				x		x
10	x		x		x		x	50	50	x				x		x
11			x					10	90	x				x	x	
12	x		x				x	20	60	x				x	x	
13*	x	x	x		x			20	80	x	x		x			x
14*	x		x		x		x	35	60	x	x		x			x
15*			x					10	90	x	x		x			x
16*	x		x		x			40	40	x	x		x			x
17*				x	x			20	75	x	x		x			x
18*	x		x		x			65	90	x	x		x		x	
19*	x	x	x					30	70	x	x		x		x	
20*			x					25	75	x	x			x		x
21*	x	x	x		x	x	x	30	70	x	x			x		x
44**			x	x	x		x	10	75	x	x	x		x		x
45**								20	80	x	x	x		x		x
<b>AVERAGE</b>								<b>27.6%</b>	<b>70.9%</b>							

Table 12. Mastery of skill and constant physical activity percentages of all EY PE survey participants (\* indicates a teacher who teaches EY and MY; \*\* indicates a teacher who teaches EY, MY, and SY).

**Early years PE teachers with < 10 years experience.** The average percentage of teaching allocated to instruction focusing on a master of skills related to a sports discipline was 29.2%, whereas the average percentage of teaching allocated to instruction focusing on constant physical activity was 74.6%.

**Early years PE teachers with > 10 years experience.** The average percentage of teaching allocated to instruction focusing on a master of skills related to a sports discipline was 25.5%, whereas the average percentage of teaching allocated to instruction focusing on constant physical activity was 66%.

**Early years PE teachers with < 50% assignment.** The average percentage of teaching allocated to instruction focusing on a master of skills related to a sports discipline was 27.5%, whereas the average percentage of teaching allocated to instruction focusing on constant physical activity was 78.3%.

**Early years PE teachers with > 50% assignment.** The average percentage of teaching allocated to instruction focusing on a master of skills related to a sports discipline was 27.6%, whereas the average percentage of teaching allocated to instruction focusing on constant physical activity was 68.2%.

**All MY teachers across years of experiences and PE assignment portion.** Table 13 identifies all MY PE survey participants' percentage of teaching allocated to both mastery of skill and constant physical activity.

Participant	Types of physical activities implemented							Mastery of skill %	Constant physical activity %	Stream			Years Experience		% of PE in timetable	
	1	2	3	4	5	6	7			EY	MY	SY	<10	>10	<50	>50
13*	x	x	x		x			20	80	x	x		x			x
14*	x		x		x		x	35	60	x	x		x			x
15*			x					10	90	x	x		x			x
16*	x		x		x			40	40	x	x		x			x
17*				x	x			20	75	x	x		x			x
18*	x		x		x			65	90	x	x		x		x	
19*	x	x	x					30	70	x	x		x		x	
20*			x					25	75	x	x			x		x
21*	x	x	x		x	x	x	30	70	x	x			x		x
22	x	x	x		x	x		35	65		x		x			x
23	x	x	x		x		x	25	75		x			x		x
24	x		x					10	75		x			x	x	
25**	x			x				60	40		x	x	x			x
26**	x		x		x	x		15	15		x	x		x	x	
44***			x	x	x		x	10	75	x	x	x		x		x
45***								20	80	x	x	x		x		x
<b>AVERAGE</b>								<b>28.1%</b>	<b>67.5%</b>							

Table 13. Mastery of skill and constant physical activity percentages of all MY PE survey participants (\* indicates a teacher who teaches EY and MY; \*\* indicates a teacher who teaches MY and SY; \*\*\* indicates a teacher who teaches EY, MY, and SY).

**Middle years PE teachers with < 10 years experience.** The average percentage of teaching allocated to instruction focusing on a master of skills related to a sports discipline was 35%, whereas the average percentage of teaching allocated to instruction focusing on constant physical activity was 67.8%.

**Middle years PE teachers with > 10 years experience.** The average percentage of teaching allocated to instruction focusing on a master of skills related to a sports discipline was 19.3%, whereas the average percentage of teaching allocated to instruction focusing on constant physical activity was 66.4%.



**Middle years PE teachers with < 50% assignment.** The average percentage of teaching allocated to instruction focusing on a master of skills related to a sports discipline was 30%, whereas the average percentage of teaching allocated to instruction focusing on constant physical activity was 62.5%.

**Middle years PE teachers with > 50% assignment.** The average percentage of teaching allocated to instruction focusing on a master of skills related to a sports discipline was 27.5%, whereas the average percentage of teaching allocated to instruction focusing on constant physical activity was 68.8%.

**All SY teachers across years of experiences and PE assignment portion.** Table 14 identifies all SY PE survey participants percentage of teaching allocated to both mastery of skill and constant physical activity.

Participant	Types of physical activities implemented							Mastery of skill %	Constant physical activity %	Stream			Years Experience		% of PE in timetable	
	1	2	3	4	5	6	7			EY	MY	SY	<10	>10	<50	>50
25*	x			x				60	40		x	x	x			x
26*	x		x		x	x		15	15		x	x		x	x	
27	x	x			x	x		20	80			x	x			x
28	x	x	x		x			30	40			x	x			x
29	x		x	x	x			20	80			x	x			x
30								30	50			x	x			x
31	x	x	x		x			20	40			x	x			x
32	x	x			x			55	10			x	x		x	
33	x	x			x	x		5	95			x		x		x
34	x	x	x		x			25	75			x		x		x
35	x	x	x		x			25	75			x		x		x
36	x	x			x	x		25	40			x		x		x
37					x			10	70			x		x		x
38	x				x			10	60			x		x		x

39	x				x			25	75			x		x		x
40								20	80			x		x		x
41	x				x	x		30	50			x		x		x
42			x					25	75			x		x		x
43		x			x			0	100			x		x		x
44**			x	x	x		x	10	75	x	x	x		x		x
45**								20	80	x	x	x		x		x
<b>AVERAGE</b>								<b>22.9%</b>	<b>62.1%</b>							

*Table 14.* Mastery of skill and constant physical activity percentages of all SY PE survey participants (\* indicates a teacher who teaches MY and SY; \*\* indicates a teacher who teaches EY, MY, and SY).

**Senior years PE teachers with < 10 years experience.** The average percentage of teaching allocated to instruction focusing on a master of skills related to a sports discipline was 33.6%, whereas the average percentage of teaching allocated to instruction focusing on constant physical activity was 48.6%.

**Senior years PE teachers with > 10 years experience.** The average percentage of teaching allocated to instruction focusing on a master of skills related to a sports discipline was 17.5%, whereas the average percentage of teaching allocated to instruction focusing on constant physical activity was 68.9%.

**Senior years PE teachers with < 50% assignment.** The average percentage of teaching allocated to instruction focusing on a master of skills related to a sports discipline was 35%, whereas the average percentage of teaching allocated to instruction focusing on constant physical activity was 12.5%.

**Senior years PE teachers with > 50% assignment.** The average percentage of teaching allocated to instruction focusing on a mastery of skills related to a sports discipline was 21.6%, whereas the average percentage of teaching allocated to instruction focusing on constant physical activity was 67.4%.

### **Responses across Stream**

When we take a look at the responses of PE teachers across EY, MY and SY streams - across years of experiences and PE assignment portion - the data suggests that EY, MY and SY PE teachers allocate their instruction to a model that focuses on constant activity roughly the same amount of time with EY, MY and SY reporting percentages of 71%, 68% and 62% respectively. That being said, the data clearly suggests that as you go from EY to SY this percentage decreases. EY PE teachers reported the highest percentage and the SY PE teachers reported the lowest percentage. Therefore, the data suggests that more EY PE teachers implement a model that focuses on constant physical activity than in comparison to SY PE teachers.

When we take a look at the responses of PE teachers across EY, MY and SY streams - across years of experiences and PE assignment portion - the data suggests that EY, MY and SY PE teachers allocate their instruction to a model that focuses on a mastery of skills related to a sports discipline roughly the same amount of time with EY, MY and SY reporting percentages of 28%, 28% and 23% respectively.

Although the years of experience and PE assignment portion did not affect the results of EY and MY PE teachers, it was particular of note that SY PE teachers with less than 10 years

experience reported implementing a model that focuses on constant physical activity 49% of the time (much lower than the average 62%) and a model that focuses on the mastery of skills related to a sports discipline 34% of the time (much higher than the average 23%).

## **Answering Research Question 2**

### **Responses of all PE teachers across years of experiences and PE assignment portion.**

In putting the last two sections together and in trying to answer research question two of my study, when we take a look at the responses of all PE teachers across years of experiences and PE assignment portion, the data suggests that PE teachers allocate their instruction to a model that focuses on constant activity 69.2% of the time which is almost three times more than in comparison to a model that focuses on a mastery of skills related to a sports discipline, a reported 25.7% of the time. The type of physical activity implemented most with the use of a constant physical activity model was low organized games with 58% (26 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identifying this as a physical activity they implement in their teaching.

In addition, those PE teachers that reported using a model that focuses on a mastery of skills related to a sports discipline with an average 25.7% of the time, implement traditional sports and/or alternative sports most of the time as the data suggests that 69% (31 out of 45) of physical education teachers– across years of experiences and PE assignment portion – identified either traditional sports and/or alternative sports as a physical activity they implement in their teaching.

**Responses by stream.** When we take a look at the responses of PE teachers across EY, MY and SY streams - across years of experiences and PE assignment portion - the data suggests that EY, MY and SY PE teachers allocate their instruction to a model that focuses on constant activity roughly the same amount of time with EY, MY and SY reporting percentages of 71%, 68% and 62% respectively. That being said, the data clearly suggests that as you go from EY to SY this percentage decreases. EY PE teachers reported the highest percentage and the SY PE teachers reported the lowest percentage. Therefore, the data suggests that more EY PE teachers implement a model that focuses on constant physical activity than in comparison to SY PE teachers. The data also suggested that a common theme across the streams – across years of experiences and PE assignment portion – was the use of low organized games as an implemented type of physical activity and therefore was the most likely implemented physical activity while PE teachers taught using this type of a model. The data suggested that roughly twice as many EY and MY physical education teachers implement low organized games in comparison to SY physical education teachers with 70% (16 out of 23) of EY physical education teachers, 81% (13 out of 16) of MY physical education teachers and 38% (8 out of 21) of SY physical education teachers having identified this as an implemented type of physical activity.

In contrast, when we take a look at the responses of PE teachers across EY, MY and SY streams - across years of experiences and PE assignment portion - the data suggests that EY, MY and SY PE teachers allocate their instruction to a model that focuses on a mastery of skills related to a sports discipline roughly the same amount of time with EY, MY and SY reporting percentages of 28%, 28% and 23% respectively. The data also suggested a common theme across the streams – across years of experiences and PE assignment portion – was the use of traditional sports as an implemented type of physical activity and therefore was the most likely

implemented physical activity while PE teachers taught using this type of a model. The data suggested that more MY and SY physical education teachers implemented traditional sports in comparison to EY physical education teachers with 49% (11 out of 23) of EY physical education teachers, 69% (11 out of 16) of MY physical education teachers and 67% (14 out of 21) of SY physical education teachers having identified this as an implemented type of physical activity.

## CHAPTER 5

### THE INTERVIEW STRAND

#### Introduction

In this chapter I present the findings of the interview strand of my study, which involved one on one interviews with six physical education teachers from one Manitoba school division. The demographical information of all the survey participants from the interview strand of my study can be found on page 55 in *Chapter 3: Methodology* section of this thesis.

The first section provides a summary of the six participants responses in relation to the following questions that were asked in the interview:

#### *Purpose of Physical Education*

Q4: In your own words, and according to your own beliefs and viewpoints, what do you believe is the primary purpose of physical education (you might list more than one purpose if applicable)?

Q5: Why do you hold this belief and viewpoint about this being the primary purpose(s) of physical education?

#### *Teaching Practice*

Q6: What types of physical activities do you currently implement in your physical education teaching?

Q7: What percentage of your teaching do you allocate to

(a) instruction that focuses on the mastery of skills related to a sports discipline?

- (b) instruction that engages students in constant physical activity (for example, Teaching Games for Understanding (TGFU), Log Games, Stations, Learning Centers, etc.)?

Q8: What is the rationale or reasoning as to why you choose the types of physical activities you implement in your teaching?

The next section provides a summary of the six participants responses in relation to the answers they provided in their interview.

The final section takes a look across all six participants and provides a discussion on the findings, specifically looking at the similarities and differences across all six participants and providing and understanding as to what these similarities and differences actually mean.

## **Findings Across All Participants**

### **Purposes of PE and Their Rationales**

The responses of the six participants to interview question 4 resulted in the following four themes for the identified purpose of physical education:

- 1- To develop skills to participate in sports
- 2- To develop a physically active and healthy lifestyle
- 3- To develop well-being (physical, emotional, and/or mental)



- 4- To develop fundamental movement skills (physical literacy)

How the themes are distributed across the six participants is shown in Table 15:

<b>THEMES</b>	<b>Participants</b>
<b>1</b>	#5
<b>2</b>	#2, #3, #4, #5. #6
<b>3</b>	#1, #2, #4, #6
<b>4</b>	#5

*Table 15.* Interview participants: Themes for the purpose of physical education.

These findings of the interview strand of my study are right in line with the findings of the survey strand of my study as in the survey strand 78% (35 out of 45) of physical education teachers– across years of experiences and PE assignment portion – identified as a primary purpose of PE: develop physically active and healthy lifestyles (theme 2).

When looking at the survey findings across the streams, a common theme – across years of experiences and PE assignment portion – was found to be the belief that a primary purpose to physical education is to develop physically active and healthy lifestyles, with 65% (15 out of 23) of EY physical education teachers, 75% (12 out of 16) of MY physical education teachers and 86% (18 out of 21) of SY physical education teachers having identified this as a primary purpose of PE.

The responses of the six participants to interview question 5 resulted in the following four themes for the rationales for their view on the primary purpose(s) of physical education:

*THEMES:*

- 1- Believe it will help students develop a physically active and healthy lifestyle
- 2- Believe it is the best way to address societal health issues
- 3- Based on personal life experiences
- 4- Believe it will lead them to well-being (physical, emotional, and/or mental)

<b>THEMES</b>	<b>Participants</b>
<b>1</b>	#4, #5
<b>2</b>	#6
<b>3</b>	#2
<b>4</b>	#1, #3, #6

*Table 16.* Interview participants: Themes for the rationales for their view on the primary purpose(s) of physical education.

These findings of the interview strand of my study are right in line with the findings of the survey strand of my study as in my survey strand of my study 84% (38 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as the rationale for their choice of purpose at least one reason that is linked to student health or well-being (rationales 1, 2 and 4). In addition, 60% (27 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as a rationale for their choice of purpose that they believe it will help students develop a physically active and healthy lifestyle (rationale 1), which also aligns with the findings represented in Table 16.

## Physical Activities Used to Teach PE and Their Rationales

The responses of the six participants to interview question 6 resulted in the following seven themes for the types of physical activities implemented in their physical education teaching:

### *THEMES:*

- 1- Traditional sports (team and/or individual)
- 2- Alternative sports (wrestling, lacrosse, rugby, etc.)
- 3- Low organized games (LOG's), including tag games
- 4- Teaching Games for Understanding (TGfU)
- 5- Fitness activities (cardio, weights, circuits, etc.)
- 6- Outdoor education
- 7- Basic movement skill development

<b>THEMES</b>	<b>Participants</b>
<b>1</b>	#2, #4, #5, #6
<b>2</b>	#4, #5, #6
<b>3</b>	#1, #2, #4
<b>4</b>	#1, #3
<b>5</b>	#2, #4
<b>6</b>	#4
<b>7</b>	#2, #3, #4, #5

*Table 17.* Interview participants: Themes for the types of physical activities implemented in their physical education teaching.

These findings of the interview strand of my study are right in line with the findings of the survey strand of my study as the findings of the survey strand were that 69% (31 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identifying either traditional sports (rationale 1) and/or alternative sports (rationale 2) as a physical activity they implement in their teaching. In addition, 58% (26 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as a physical activity they implement in their teaching: low organized games (rationale 3), which also aligns with the findings represented in Table 17.

When looking at the survey findings across the streams, a common theme – across years of experiences and PE assignment portion – was low organized games (rationale 3) as an implemented type of physical activity with 70% (16 out of 23) of EY physical education teachers, 81% (13 out of 16) of MY physical education teachers and 38% (8 out of 21) of SY physical education teachers having identified this as so. As well, another common theme across the streams – across years of experiences and PE assignment portion – was traditional sports (rationale 1) as an implemented type of physical activity with 49% (11 out of 23) of EY physical education teachers, 69% (11 out of 16) of MY physical education teachers and 67% (14 out of 21) of SY physical education teachers having identified this as an implemented type of physical activity. All of these numbers are right in line with the findings from the interview strand of the study as represented in Table 17.

The responses of the six participants to interview question 7 resulted in the following percentages of activity allocations in their physical education teaching:

<b>Participant</b>	<b>Mastery of skill</b>	<b>Constant Physical Activity</b>
<b>1</b>	0%	100%
<b>2</b>	50%	50%
<b>3</b>	30%	70%
<b>4</b>	10%	90%
<b>5</b>	25%	75%
<b>6</b>	33%	66%
<b>Average</b>	<b>25%</b>	<b>75%</b>

*Table 18.* Interview participants: Percentages of activity allocations in their physical education teaching.

These findings of the interview strand of my study are right in line with the findings of the survey strand of my study as in my survey strand of my study the findings were that PE teachers allocate their instruction to a model that focuses on constant activity 69.2% of the time and a model that focuses on a mastery of skills related to a sports discipline, a reported 25.7% of the time.

When looking at the survey results across the streams - across years of experiences and PE assignment portion - the data suggests that EY, MY and SY PE teachers allocate their instruction to a model that focuses on constant activity roughly the same amount of time with EY, MY and SY reporting percentages of 71%, 68% and 62% respectively. In addition, when looking at the survey results across the streams - across years of experiences and PE assignment portion - the data suggests that EY, MY and SY PE teachers allocate their instruction to a model that focuses on a mastery of skills related to a sports discipline roughly the same amount of time with EY, MY and SY reporting percentages of 28%, 28% and 23% respectively. All of these numbers are right in line with the findings from the interview strand of the study as represented in Table 18.

The responses of the six participants to interview question 8 resulted in the following eight themes for the rationales interviewees presented for their choice of physical activities the implement in their physical education teaching:

*THEMES:*

- 1- Believe it will help students develop skills in sports that are played during extra-curricular hours
- 2- Believe it is best suited for student well-being
- 3- Believe it is best suited to get students physically active
- 4- Believe it is the best way to expose students to a variety of activities
- 5- Believe it is best suited to keeping students motivated, and/or having fun
- 6- Believe it is best suited to achieving a healthy, active lifestyle
- 7- Believe it is best suited to keeping students engaged and interested
- 8- Believe it is best suited to fostering an inclusive environment

<b>THEMES</b>	<b>Participants</b>
<b>1</b>	#6
<b>2</b>	#1
<b>3</b>	#1, #3
<b>4</b>	#2, #4, #5, #6
<b>5</b>	#2, #3, #6
<b>6</b>	#2, #5
<b>7</b>	#2, #4, #6
<b>8</b>	#1

*Table 19.* Interview participants: Rationales for their choice of physical activities the implement in their physical education teaching.

These findings of the interview strand of my study are right in line with the results of the survey strand of my study as in my survey strand of my study 33% (15 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified as a rationale for their choice of physical activities that they believe it will help students develop physical literacy (rationale 4).

When looking at the survey results across the streams, a common theme – across years of experiences and PE assignment portion – was found to be the rationale that they believe it will help students develop physical literacy (rationale 4) with 35% (8 out of 23) of EY physical education teachers, 44% (7 out of 16) of MY physical education teachers and 24% (5 out of 21) of SY physical education teachers reported this as so. All of these numbers are right in line with the findings from the interview strand of the study as represented in Table 19.

### **Participant 1: Early Years Teacher with 10 or Less Years of Experience in PE**

#### **Purposes of PE and Their Rationales**

Participant #1 believes that PEPE is intended to address student well-being:

*The primary purpose of physical education is ... to develop a better understanding about health and wellness.*

They believe that in order to develop well-being, you must create an environment in which students can learn about themselves. In the process they will develop interests, which will lead them to aspirations, which will lead them to pursue what it is that brings them happiness:

*Learning more about yourself helps individuals develop interests, which leads to aspirations, and encourages meaningful learning experiences.*

### **Physical Activities Used to Teach PE and Their Rationales**

Their class consists of a variety of low organized games with a Teaching Games for Understanding approach. A mastery of skills related to a sports discipline approach is non-existent with this participant. They strictly use a model which allows for constant physical activity 100% of the time:

*I do not focus on “mastery of skills” I focus more on fundamental skill development followed by skill refinement. Basic games that progressively requires more skill and decision making.*

This participant provides us with an understanding that in order for students to achieve a positive state of well-being, a constant physical activity model is better suited in comparison to a model that encompasses a mastery of skills related to a sports discipline:

*I choose games and activities that foster inclusion, high levels of movement (short classes), balanced with fair challenges which students can be successful.*



The physical activities that participant #1 implements are highly influenced by their belief about the primary purpose of physical education:

*Yes, it guides my decision-making processes on a class by class approach. As well as on a study by student approach.*

In other words, participant #1 uses physical activities that they feel are best suited for helping develop student well-being. They know what the aim and vision of the Manitoba physical education curriculum is and believe it is very accurate in terms of their day-to-day planning and teaching. The physical activities that participant #1 implements are influenced by the curriculum's vision:

*It essentially umbrella's all physically activities and I strive to meet this aim so it would influence my teaching.*

In terms of what model is best suited for achieving the aim of the Manitoba PEPE curriculum, participant #1 believes that it is a model based on constant physical activity, as well as activities that promote cardio-vascular endurance, gross-motor skills, and effective decision-making:

*In the context of my teaching games that require brief instructions, they can be adapted relatively easy (sometimes on a class-by-class basis), and activities that promote cardio-vascular endurance, gross-motor skills, and effective decision-making.*

## **Participant 2: Early Years Teacher with More Than 10 Years of Experience in PE**

### **Purposes of PE and Their Rationales**

Participant #2 strongly believes in the notion that PE is to develop student well-being and to create physically active and healthy lifestyles for their students:

*I think it is to teach or educate kids on the benefits of being physically, mentally and emotionally fit now and for their future.*

This suggests that if a PE teacher checked off both purposes, there might be a “means-end” relationship between the two: developing student well-being is essential for creating a physically active and healthy lifestyle. They believe this based on their own personal life experiences:

*Because I am a teacher... That's what I get paid to do and that is what I have learned to be really important.*

### **Physical Activities Used to Teach PE and Their Rationales**

Their class consists of a variety of activities such as traditional sports, low organized games, fitness activities and activities that promote fundamental movement skill development. Participant #2 provides the rationale for implementing these types of physical activities based on their belief that they are best suited to exposing students to a variety of activities that they will find fun and interesting, all in order to achieving a healthy and active lifestyle:

*Well I think the activities I pick cover everything a child needs to know, learn, and experience for a healthy life. Variety is good. It keeps the kids interested and coming to class. As well they are fun, students enjoy them.*

This suggests that if a PEPE teacher checked off rationales based on a variety of activities, best suited to keep students interested, or best suited to keeping students having fun, they might be based on the intention that they help achieve a physically active and healthy lifestyle.

Participant #2 uses the mastery of skills related to a sports discipline 50% of the time and finds that a negative to this model is that some students, especially at an early age, have difficulty with losing. Also, in order to play an actual game, students must have developed a skill level to a certain level. It is very challenging to get all students to this point. Potential benefits to this model include teaching lifelong skills in games, being part of a team, and developing good sportsmanship.

Participant #2 also uses a model that is based on more constant physical activity approach 50% of the time. They believe that a positive aspect of this model is a greater variety of skills that are being taught as well as increased participation:

*I think the positives would be a greater variety of skills that are being taught as well as increased participation. Not every student likes all the sports we teach.*

They believe that a negative aspect of this model was a lack of learning specific skills for lifelong sports or activities.

The physical activities that participant #2 implements are highly influenced by their belief about the primary purpose of physical education:

*Yes, I do believe that. I teach to what I want them to learn and experience. Teaching should and do meet my philosophy and learning criteria.*

In other words, participant #2 uses physical activities that they feel are best suited for helping students develop a physically active and healthy lifestyle. They know what the aim and vision of the Manitoba physical education curriculum is and believe it is very accurate in terms of their vision:

*I think it's actually very close to my vision. The only thing is that I believe the version from Manitoba education misses out on the team sports. Yes, my program only runs 50/50 in terms of team sports as opposed to the other side but I think that a lot of people after they leave school are involved in a lot of team sports and I think it's important that we teach and emphasize the team sports as well too.*

The physical activities that participant #2 implements are influenced by the curriculum's vision:

*I think what it asks what the teachers to follow in the provision is basically what I do but I also extend it to the team sports as well. Yes, it is important to teach individuality and to make sure they are fit and they understand fitness for the rest of their lives, but again I think it's also important that we teach some team sports for specific skills and for lifelong learning and enjoyment as well.*

Participant #2 believes that both a constant physical activity model and a model based on a mastery of skills related to a sports discipline are best suited for achieving the aim of the Manitoba PEPE curriculum:

*I think it's a combination of both team sports, the focus on specific skills, as well as the general activities that involve a lot of kids in terms of low organized games and stations and such. I believe there are positives and negatives to both but their needs to be in my opinion a melding of both of them to get a well-rounded child and adult in the older years.*

### **Participant 3: Middle Years Teacher with 10 or Less Years of Experience in PE**

#### **Purposes of PE and Their Rationales**

Participant #3 strongly believes in the notion that PEPE is to develop student well-being and to create physically active and healthy lifestyles for their students:

*I think the end goal is to have kids grow into adults with the vision of being active and healthy for life.*

Their rationale for their explanation of the purpose of physical education is based on their focus on student well-being:

*I think it creates a happier and healthier society, more productive society and it's just good for you.*

#### **Physical Activities Used to Teach PE and Their Rationales**

Their class consists of a variety of activities that promote fundamental movement skill development with a Teaching Games for Understanding approach.

*I try to mix it up in terms of movement skills and I definitely want to implement a wide variety of movement skills strategies from the teaching games for understanding perspective, you know target games, invasion games, etc. You want to make sure that all students get a taste of a bunch of different strategies and skills.*

This suggests that those PEPE teachers that have checked off basic movement skill development as one of the physical activities they implement may be based on it being best suited to helping students develop a physically active and healthy lifestyle.

Participant #3 provides the rationale for implementing these types of physical activities based on their belief that they are best suited to getting students physically active as well as motivated and having fun:

*I think there is a number of different reasons. I think movement is one, enjoyment is another one. The type of movement that the kid is doing, the type of strategies that the kids are learning all play into the rationale as to why I am choosing those activities.*

This suggests that if a PEPE teacher checked off rationales based on getting students physically active, or motivated and having fun, they might have based on their intention for helping students achieve a physically active and healthy lifestyle.

Participant #3 uses the mastery of skills related to a sports discipline 30% of the time and finds that a negative to this model is that some students are more polarized to an avenue of being active as opposed to getting instruction and learning a specific skill. A potential benefit to this model is that students may see and feel an improvement in the skill they are working on. They express how there are a lot of sports that are offered in their school division throughout the year and you want students to be a part of them. By helping develop the skills required to play the specific sport, they may be more apt to taking part in those sports offered.

This suggests that a PEPE teacher may adopt a model that is based on a mastery of skill related to a sports discipline in order to help achieve a physically active and healthy lifestyle. Furthermore, in a school division, the system in place that offers a variety of sports may promote a mastery of skills related to a sports discipline model. As this PEPE teacher suggests, teaching

these skills are necessary to helping students feel confident enough in order to participate in the sports offered and thus become more physically active.

Participant #3 also uses a model that is based on more constant physical activity approach 70% of the time. They believe that a positive to this model that some students are more polarized to more low organized games and general getting to move around on a regular basis. They believe that a negative to this model would be the fact that there are many students who display a keen interest in learning sport-related activities, especially with the numerous sports that are displayed throughout the media:

*I see there are many students that have a keen interest in learning sport-related activities and they have a drive to master certain skills related to the sports world. There is a lot of kids that see things on television, whether it be the World Cup, and it could really motivate them to want to get moving. So, it's not to say that you can't do that through a teaching games for understanding model, through stations, centers, or low organized games, it may just look a little bit different.*

The physical activities that participant #3 implements are highly influenced by their belief about the primary purpose of physical education:

*If the goal is for kids to move and look at themselves to be active for life, I think that enjoyment is a huge factor that plays into physical education competency and learning of the skills will almost come organically. If the kids are enjoying what they are doing it will kind of motivate them to do it for the rest of their lives.*

In other words, participant #3 uses physical activities that they feel are best suited for helping students develop a physically active and healthy lifestyle. They know what the aim and vision of the Manitoba physical education curriculum is and believe it is very accurate in terms of their vision:

*I think that the vision is for students to be physically active and have a healthy lifestyle for all students regardless of whatever model of teaching or learning it may be. We are trying to reach out to all students and I think that in my vision I think I said that looking down the road all students see themselves as being physically active for life.*

The physical activities that participant #3 implements are influenced by the curriculum's vision:

*I think that as physical educators you always have to have the big picture and ask yourself why you were doing the things that you are doing from a short-term perspective but also from a long-term perspective. And if you think about the vision as a long-term perspective it definitely affects what I am teaching.*

Participant #3 believes that a model that is adaptable is best suited for achieving the aim of the Manitoba PEPE curriculum. In order to achieve the aim of the curriculum, they believe you must assess your class and figure out what activities would be best suited to keeping them engaged which will eventually lead them to finding something they like that they can carry forward towards a physically active and healthy lifestyle:

*I think that adaptability is a huge factor here. I have classes that you can see that the needs change quite often I think the key here is that you are looking to have 100% participation as best as possible with all classes and that might look a little differently. I think you want to definitely change the different types of activities you are doing on a consistent basis so that kids remain engaged physically, mentally, and emotionally and then hopefully they find something or things that they really enjoy that will carry forward when they don't have as much guidance into adulthood.*



#### **Participant 4: Middle Years Teacher with More Than 10 Years of Experience in PE**

##### **Purposes of PE and Their Rationales**

Participant #4 strongly believes in the notion that PEPE is to develop skills in sport and to create physically active and healthy lifestyles for their students:

*We want to educate our students to have lifelong interest in remaining physically fit, being active, having a healthy lifestyle, understanding knowledge, and appreciation of different skills within sports and activities and ultimately leading to a lifelong healthy lifestyle.*

This suggests that if a PEPE teacher checked off both purposes, there might be a “mean-end” relationship between the two: developing skills in sport are a means for physically active and healthy lifestyle.

Their rationale for their explanation of the purpose of physical education is based on their focus on developing physically active and healthy lifestyles:

*I believe that our learners are going to go out into the world after they are finished with school they may not be playing in organized sports but they should have a basis of understanding of the different activities and sports that are out there so they can make important decisions about how they may participate whether it is something as simple as gardening, riding a bike, cross country skiing in the winter, on their own joining sports teams, playing recreationally or going on to an elite-level. It's good that the kids have grounding and at least a little bit of an opportunity to have tried and to pursue some of the activities that we have been we have been giving them and experiencing.*

## Physical Activities Used to Teach PE and Their Rationales

Their class consists of a variety of activities that include traditional sports, alternative sports, low organized games, fitness activities, outdoor education, and a promotion of movement skill development. This suggests that those PEPE teachers that have checked off traditional sports, alternative sports, low organized games, fitness activities, outdoor education, or basic movement skill development as one of the physical activities they implement, it may be based on the belief that it is best suited to helping students develop a physically active and healthy lifestyle.

Participant #4 provides the rationale for implementing these types of physical activities based on their belief that they are best suited to providing students with a variety of activities as well as keeping students engaged and interested for the purposes of one day hoping it will lead to an active and healthy lifestyle:

*We like to make it broad spoked so that we are going to appeal to the interests of all learners. You are going to have some kids that are going to want to play basketball and then of course we can't just cater to one group so then we are doing something that is more striking like a badminton, tennis, lacrosse, Kanga-ball, or cricket. They are being introduced as new activities so that even if somebody is not so strong at say a basketball game, when they come and play some of these other activities they get an opportunity to show or to demonstrate their abilities.*

This suggests that if a PEPE teacher checked off rationales based on presenting students with a variety of activities, or keeping them engaged and interested, they might have based on their intention for helping students achieve a physically active and healthy lifestyle.

Participant #4 uses the mastery of skills related to a sports discipline 10% of the time and finds that a negative to this model is that some students are more polarized to an avenue of being active as opposed to getting instruction and learning a specific skill:

*I think like anything there is a certain amount of interest and when kids aren't interested in something they tend to lack the focus. You tend to see behavioral issues, there might be some issues with classroom management whereas if you are doing something that somebody likes they are going to be keen and they're going to be interested and they're going to try to show their best.*

Participant #4 also uses a model that is based on more constant physical activity approach 90% of the time. They believe that a positive to this model that some students are more polarized to more low organized games and general getting to move around on a regular basis. They believe that a negative to this model would be there being no down time for students to rest and refocus in order to ensure that they are capable of producing their best efforts:

*Again, you're going to have some kids that need or require more rest so you have to build that in so they have an opportunity to come back fresh and that's why the instruction time gives them a chance to refocus, let their brain kind of absorb what we are working on and then maybe when they go in and have other attempts at trying the skill that we are working on they can acquire some better success when they have been informed.*

The physical activities that participant #4 implements are highly influenced by their belief about the primary purpose of physical education. In other words, they use physical activities that they feel are best suited for helping students develop a physically active and healthy lifestyle.

Participant #4 knows what the aim and vision of the Manitoba physical education curriculum is and believe it is very accurate in terms of their vision:

*I really think that our kids benefit from having experience with a number of different activities so that we can develop those healthy lifestyles and interests and positive attitudes for the future and that only comes from expanding their ideas about what are the actual activities that pertain to their own physical development and for skill work for a number and variety of different activities.*

The physical activities that participant #4 implements are influenced by the curriculum's vision:

*Once again, we use a variety of activities throughout the year and we try to pull from novel and interesting ideas and new ideas. There is nothing we won't give a try to at one point or another whether it is dance or introducing ideas from indigenous education through jigging and through Aboriginal games, all the way to doing traditional activities like volleyball and basketball. We want to provide a gamut of activities for all and they can be sometimes low organized games which anybody can appreciate and enjoy, all the way to developing high specific skills.*

Clearly participant #4 believes that providing a multitude and variety of activities is best suited for students to find what it is that they like and are passionate about. In the process they will find a physical activity that they fall in love with which will lead them to pursue it into adulthood and lead them on a path of developing a physically active and healthy lifestyle. This is once again re-iterated when participant #4 was asked the question as to which model is best suited to achieving the aim of the Manitoba PEPE curriculum:

*My personal take on that is that we want all kids to experience everything so they can make that informed decision about what they are going to do when they quit that basketball, volleyball, hockey, lacrosse, or soccer team. After 15 years old we see the statistics that too many kids are dropping out alarmingly and we want to see that you know it doesn't matter about gender or age, we want to see the kids involved in lifelong activities to keep their interests and mental health at the top of their game and that means being active daily and if possible having a lot of enjoyment indoors or out.*

## **Participant 5: Senior Years Teacher with 10 or Less Years of Experience in PE**

### **Purposes of PE and Their Rationales**

Participant #5 strongly believes in the notion that PEPE is to create physically active and healthy lifestyles for their students:

*Lifelong physical activity and developing those skills in order to achieve that.*

They really feel strongly that in order to create this lifestyle, a student must obtain the fundamental movement skills necessary for participating in sports and/or activities:

*Really just making sure that your students or your participants in your class have a good basis in fundamental skills for movements and then being able to adapt that later on in life to be healthy.*

This suggests that if a PEPE teacher checked off both purposes, there might be a “mean-end” relationship between the two: fundamental movement skills are a means for physically active and healthy lifestyle.

### **Physical Activities Used to Teach PE and Their Rationales**

Participant #5's class consists of a variety of traditional sports as well as alternative sports. Throughout participation their students will learn the fundamental movement skills needed in order to be able to successfully create an active and healthy lifestyle. There is an

external influence from other PEPE in their department that effects what sorts of sports, games and activities are played in their gymnasium.

*I would say maybe a little bit but it also depends on your department and what activities you are already doing and what activities you have available to you. While you try your best to touch on those things and dealing where you want to go sometimes it works sometimes it doesn't.*

This suggests that for PEPE teachers' responses that these might be influenced not just by personal values but also by contextual situation and constraints.

Participant #5 uses the mastery of skills related to a sports discipline 25% of the time and finds that a negative to this model is that some students may pick up on a specific skill quicker than others so for that particular student they could be wasting class time while others are still in need of further skill development for a specific task or technique:

*I would say the negative is you could drag on the mastery of learning component because some kids might pick it up quicker than others and then you're wasting a lot of time on something that maybe is or is not necessary for activity afterwards.*

They also see a huge benefit for a model that is based on more constant physical activity and use this model 75% of the time:

*I think a huge benefit is that you get to get active right away and you are into it and you are learning as you go versus having to break it up in the beginning and say this is how you were going to do this step by step, and this is how you're going to do this and then go into activity afterwards.*

They believe that the negative to this model is that a student might never quite fully master the specific skill in which they were playing the game with. They might use the skill

necessary in the game, such as kicking a soccer ball, but they might not have taken the time or been given the time during a game situation to fully master it.

*You could be working at it for a whole three classes and maybe at the end of it they just can't kick that ball they haven't figured out that you have to use whatever part of your foot to properly make contact right, so I mean the downfall is they never pick up on the skill at all.*

Participant #5 believes that what they are doing is very much in line with the Manitoba PEPE curriculum in trying to create physically active and healthy lifestyles in their students. They believe that PE is a stepping stone and a perfect avenue for getting students on this path. However, they do not feel that the aim and vision of the Manitoba PE curriculum influences what types of physical activities they implement in their gymnasium. Although there are guidelines and parameters set out by the curriculum, they are just guidelines and ideas for what can be used. Participant #5 is more focused and influenced on the parameters within their school.

*I wouldn't say it does affect my teaching, it's kind of like a guideline that you can follow and you do your best to try to fit within the parameters of your school.*

This adds to the influence and impact of the context beyond a teacher's personal values.

In terms of what model is best suited for achieving the aim of the Manitoba PE curriculum, participant #5 believes that it is both a model based on constant physical activity as well as a model based on a mastery of skills related to a sports discipline, with a slight favor for a model based on constant physical activity:

*Definitely a combination of both a mastery of skills related to a sports discipline as well as a promotion of constant physical activity. Leaning towards more being active versus skill-based.*

They feel that although constant physical activity is very important, you must develop some skills in order to do well in an activity and thus still have a passion and motivation to continue on with the activity.

*You're definitely going to need some skills to want to continue in it too because if you are not doing well in the activity then you are probably not going to continue with it.*

Rationale for why “skill development” is important for lifelong physical activity: the assumption that skills are important for actually taking up physical activity.

### **Participant 6: Senior Years Teacher with More Than 10 Years of Experience in PE**

#### **Purposes of PE and Their Rationales**

Participant #6 strongly believes in the notion that PE is to develop student well-being and to create physically active and healthy lifestyles for their students:

*I think the purpose is to promote healthy living an active lifestyle so that they have longevity and doesn't put a strain on the healthcare system or themselves.*

Their rationale for their explanation of the purpose of physical education is based on their focus on student well-being and addressing societal health issues:



*When you look at statistics and studies done from all over the world as to what countries are the healthiest, they incorporate physical activity as part of the daily routine. It's part of their lifestyle. It's engraved from a very young age until they pass so I think that's what it should be about.*

### **Physical Activities Used to Teach PE and Their Rationales**

Their classes include a variety of units consisting of traditional and alternative sports:

*Each unit will be a different type of activity whether it be team sports, individual sports, or alternative activities. So, I try my best to make it a variety so that they are exposed to different things.*

This suggests that those PE teachers that have checked off either traditional or alternative sports as the physical activities they implement in their teaching, it may be based on it being best suited to helping students develop a physically active and healthy lifestyle.

Participant #6 provides the rationale for implementing these types of physical activities based on their belief that they are best suited to developing skills in sports that are played during extra-curricular hours, exposing students to a variety of activities, keeping students engaged and interested as well as enjoying what they are doing:

*I think some of it is geared towards what is offered through interscholastic competitions MHSAA but not all of it. I mean there is a lot of activities that I would like to add to what we do but a lot of times it's just, you know, we are constricted to time, equipment, weather, transportation but it's not run completely by MHSAA sports. I would try and have as many different activities as I can. It's also based on the level of interest of the class itself. If you have a big group of students that are highly competitive and want to do all team sports well that's going to be more of the units' I will focus on. Based on what the kids want to do. If the kids aren't interested in that I will change it up and do more individual based*

*activities because it should be something they enjoy otherwise they are never going to do it.*

This suggests that if a PE teacher checked off rationales suited to developing skills in sports that are played during extra-curricular hours, exposing students to a variety of activities, keeping students engaged and interested, or having fun, they might have based on their intention for helping students achieve a physically active and healthy lifestyle. This also suggests that for PE teachers' responses that these might be influenced not just by personal values but also by contextual situation and constraints.

Participant #6 uses the mastery of skills related to a sports discipline 33% of the time and finds that a negative to this model is that students spend a lot of time mastering a skill in which they are most likely not going to use later in adulthood as their participation in that specific sport later on in life is unlikely:

*If you are always focusing on the mastery of skill which is driven from sport, especially competitive sport, then you are assuming that every student wants to do that which is not the case and the majority of students who leave High School will never be in anything competitive again. It's all lifestyle activities, going to the gym, riding a bike, rollerblading, skiing, skating*

Participant #6 also uses a model that is based on more constant physical activity approach 66% of the time. They believe that a negative with this model would be the fact that there may be times after High School where opportunities arise to play a sport and if you haven't developed the skill to play that sport and feel confident to play it, you will end up missing out on an opportunity to be physically active.

The physical activities that participant #6 implements are highly influenced by their belief about the primary purpose of physical education:

*I tell students all the time that if they aren't very coordinated or they don't like team sports or they don't want the competition, I completely agree with them and they don't have to. They don't have to like it. Not everybody is going to like it but my philosophy is that if you want to live a healthy long life you have to find something that you can have in your life to incorporate as part of your daily routine and your lifestyle to keep you able to do the things you want to do.*

In other words, participant #6 uses physical activities that they feel are best suited for helping students develop a physically active and healthy lifestyle. They know what the aim and vision of the Manitoba physical education curriculum is and believe it is very accurate in terms of their vision:

*It's pretty much what I'm saying. It's important to have a healthy life, to do what you need to do to pick something that you hopefully enjoy otherwise you're not going to do it.*

The physical activities that participant #6 implements are influenced by the curriculum's vision:

*I would say there are some structures in place that make it very difficult to do certain activities. Like to fulfill more of the alternative activities based on availability, transportation, that kind of thing. Like you know policy to transport or what kind of equipment you can or cannot use. Which I mean, say for example going skating, or tobogganing, there is so much policy that we have to be cautious with kids. But I mean after 3:15 when school is out they can do what they want so why not engage in those activities in a safe way. I think there should be more flexibility in that regard but I guess part of that is interpreted from liability issues.*

This adds to the influence and impact of the context beyond a teacher's personal values.

Participant #6 believes that a model that caters personal choice of physical activity is best suited for achieving the aim of the Manitoba PE curriculum. In order to achieve the aim of the curriculum and lead students to a path on a journey to a physically active and healthy lifestyle,

they should be offered courses that are either traditionally sports-based with a mastery of skill component, or more geared toward a constant physical activity approach. By High School students know what they passion is in regards to physical activity and being able to pursue that avenue would lead the student into the best chance for achieving a physically active and healthy lifestyle:

*I think especially for High School, after grade 10 they know, students know what they like to do and what they don't like to do and I mean the availability to stay within courses whether or how they are offered. Whether they have the option to select team sports and they get to put into a course or individual sports and they get put into a course or alternative activities. Then at least they are choosing the activities that they would normally choose outside of school. So, I think if we had that flexibility in timetables and courses I think there would be a lot more participation and activity amongst the students for classes instead of struggling with trying to accommodate everybody in one class.*

### **Findings Across All Six Participants**

In looking across all six participants the data suggests many similarities and some differences. For starters, when looking at the primary purpose(s) to physical education, a common theme – across years of experiences and PE assignment portion – was developing physically active and healthy lifestyles. The main theme – across years of experiences and PE assignment portion – for the rationale for their choice of purpose was the belief that it was best suited to helping students develop a physically active and healthy lifestyle. One other theme – across years of experiences and PE assignment portion – was found to be a rationale where at least one reason was linked to student health or well-being.

The interview participants' main choices for types of physical activities implemented were traditional sports, alternative sports, and low organized games. The main themes – across years of experiences and PE assignment portion – for the rationale or reasoning as to why they chose those types of physical activities was based on the belief that it was best suited to expose students to a variety of activities, keeping students motivated, and keeping students engaged and interested.

The interview participants reported using instruction that focuses on the mastery of skills related to a sports discipline on average 25% of the time and instruction that engages students in constant physical activity three times as much with a reported average of 75% of the time.

Table 20 presents the positive and negative aspects of the two different models of instruction together with illustrating comments from the participants.

<b>Model of instruction</b>	<b>Positive or Negative</b>	<b>Comment</b>
Mastery of skill	-	Some students, especially at an early age, have difficulty with losing.
Mastery of skill	-	In order to play an actual game, students must have developed a skill level to a certain level. It is very challenging to get all students to this point.
Mastery of skill	-	Some students may pick up on a specific skill quicker than others so for that particular student they could be wasting class time while others are still in need of practice.
Mastery of skill	-	Students spend a lot of time mastering a skill in which they are most likely not going to use later in adulthood as their participation in that specific sport later on in life is unlikely.
Mastery of skill	+	Teaching lifelong skills in games, being part of a team, and developing good sportsmanship.
Mastery of skill	+	Students may see and feel an improvement in the skill they are working on. They express how there are a lot of sports that are offered in their school division throughout the year and you want students to be a part of them. By helping develop the skills required to play

		the specific sport, they may be more apt to taking part in those sports offered.
Constant physical activity	+	A greater variety of skills that are being taught as well as increased participation.
Constant physical activity	+	Some students are more polarized to more low organized games and general getting to move around on a regular basis.

*Table 20.* Interview participants: Positive and negative aspects of the two different models of instruction.

The interview participants all agreed that their beliefs about the primary purposes of physical education highly influence the types of physical activities they implement in their teaching. In other words, PE teachers provide the rationale that they implement physical activities which they feel are best suited for helping students develop a physically active and healthy lifestyle. Therefore, those PE teachers that implement log games in their teaching do so as they believe it will help students develop a physically active and healthy lifestyle. In contrast, those PE teachers that implement traditional sports believe it is best suited to helping students develop a physically active and healthy lifestyle.

The interview participants were all aware of the aim and vision of the Manitoba physical education curriculum, believe it matched well their own overall beliefs, and believe that what they are doing is best suited to achieving the aim and vision set out by the curriculum, which is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles (Manitoba Education and Training, 2000).

The EY and MY PE teacher participants feel that the aim and vision of the Manitoba physical education curriculum influences what types of physical activities they implement in their gymnasium. However, the SY PE teacher participants are well aware of the aim and vision

of the Manitoba physical education curriculum but do not feel that the aim and vision of the Manitoba physical education curriculum influences the types of physical activities they implement in their gymnasium. Rather external influences such as what fellow PE teachers are teaching, as well as the sport seasons that take place divisionally are factors that impact what physical activities are implemented. This adds to the influence and impact of the context beyond a teacher's personal values.

The interview participants provided a wide range of beliefs in relation to what model is best suited to achieving the aim and vision of the Manitoba physical education curriculum. These included a model based on constant physical activity, a model based on a mastery of skills related to a sports discipline, a model that is adaptable, as well as a model that provides a multitude and variety of activities.

## CHAPTER 6

### INTEGRATING THE SURVEY AND INTERVIEW STRANDS:

### RESPONDING TO RESEARCH QUESTIONS 3 AND 4

#### Introduction

In this chapter I integrate the survey and interview findings of my study. This will help me answer research questions 3 and 4 of my study, which are:

- *Research Question 3a:* In what way and to what degree are the primary purposes of physical education provided by the physical education teachers (with different levels of experience and different PE teaching assignments) congruent with the implemented types of physical activities and their rationales?
- *Research Question 3b:* How can the way and degree of congruency be understood/explained?
- *Research Question 4a:* In what way and to what degree are the primary purposes of physical education and their rationales provided by the physical education teachers (with different levels of experience and different PE teaching assignments), the implemented types of physical activities and their rationales congruent with the aim of physical education and the rationale as specified in the Manitoba physical education curriculum?
- *Research Question 4b:* How can the ways and degrees of congruency be understood/explained?



The results of my study allow for the integration of the findings of the survey and interview strands since the responses for each participant in the interview study aligns (more or less) with the responses given for the specific group of PE teachers in the survey strand.

The demographical information of all the survey participants from the survey strand and interview strands of my study can be found on pages 51 and 55 respectively in *Chapter 3: Methodology* section of this thesis.

### **Congruency of Purpose and Activities and Their Rationales:**

#### **Responding to Research Question 3**

##### **Across All PE Teachers**

Upon looking at all PE teachers, my study suggests that 78% (35 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified developing a “physically active and healthy lifestyle” as a primary purpose of PE/HE. In addition, my study suggests that 49% (22 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified developing “fundamental movement skills” as a primary purpose of PE/HE. The interview strand of my study suggests that those PE teachers that identify developing “fundamental movement skills” as a primary purpose to PE/HE, may do so based on their belief that it is best suited to helping students develop a physically active and healthy lifestyle.

My study also suggests that 58% (26 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified “low organized games” as a physical activity they implement in their teaching. In addition, 62% (28 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified “traditional sports” as a physical activity they implement in their teaching. The interview strand of my study suggests that those PE teachers that implement “traditional sports” in their teaching may do so based on their belief that they are best suited to helping students develop a physically active and healthy lifestyle.

The interview strand of my study suggests that PE teachers’ beliefs about the primary purposes of physical education highly influence the types of physical activities they implement in their teaching. In other words, PE teachers provide the rationale that they implement physical activities that they feel are best suited for helping students develop a physically active and healthy lifestyle. Therefore, those PE teachers that implement log games in their teaching do so as they believe it will help students develop a physically active and healthy lifestyle. In contrast, those PE teachers that implement traditional sports believe it is best suited to helping students develop a physically active and healthy lifestyle. However, when we look at the literature, there is an overwhelming amount of research demonstrating the benefits of physical activity for overall health and well-being in comparison to the development of skills in sports. The literature also illustrates that teaching models with an emphasis placed on physical activity in physical education have resulted in many positive outcomes for students and showed significance towards helping students develop physically active lifestyles. While teachers may believe there is a congruency between implementing traditional sports in order to develop a physically active and healthy lifestyle, this is not held up by the literature. Therefore, those PE teachers who teach low

organized games with the belief that it will help develop a physically active and healthy lifestyle are teaching with the right vision and are implementing the right types of physical activities, while those PE teachers who teach traditional sports with the belief that it will help develop a physically active and healthy lifestyle are teaching with the right vision but are implementing the wrong types of physical activities.

### **By Stream**

**Early years teachers.** Upon looking at the EY stream as a whole, my study suggests that 65% (15 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified developing a “physically active and healthy lifestyle” as a primary purpose of PE/HE. My study also suggests that 70% (16 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified “low organized games” as a physical activity they implement in their teaching. However, 57% (13 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified either “traditional sports” and/or “alternative sports” as a physical activity they implement in their teaching.

The interview strand of my study suggests that EY PE teachers’ beliefs about the primary purposes of physical education highly influence the types of physical activities they implement in their teaching. In other words, EY PE teachers provide the rationale that they implement physical activities that they feel are best suited for helping students develop a physically active and healthy lifestyle. Therefore, those EY PE teachers that implement log games in their teaching do so as they believe it will help students develop a physically active and healthy

lifestyle. In contrast, those EY PE teachers that implement traditional sports and/or alternative sports believe it is best suited to helping students develop a physically active and healthy lifestyle. However, when we look at the literature, there is an overwhelming amount of research demonstrating the benefits of physical activity for overall health and well-being in comparison to the development of skills in sports. The literature also illustrates that teaching models with an emphasis placed on physical activity in physical education have resulted in many positive outcomes for students and showed significance towards helping students develop physically active lifestyles. While teachers may believe there is a congruency between implementing traditional and/or alternative sports in order to develop a physically active and healthy lifestyle, this is not held up by the literature. Therefore, those EY PE teachers who teach low organized games with the belief that it will help develop a physically active and healthy lifestyle are teaching with the right vision and are implementing the right types of physical activities, while those EY PE teachers who teach traditional and/or alternative sports with the belief that it will help develop a physically active and healthy lifestyle are teaching with the right vision but are implementing the wrong types of physical activities.

When we take a look more specifically at EY across years' experience, my study suggests that while 77% (10 out of 13) of EY physical education teachers with < 10 years' experience identified "physically active and healthy lifestyle" as a primary purpose of PE/HE, only 50% (5 out of 10) of EY physical education teachers with > 10 years' experience identified this as a primary purpose of PE/HE. A possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards. EY PE teachers with < 10 years' experience might have a different response that is linked to their experience with recent education practices.

EY PE teachers with < 10 and > 10 years' experience are virtually the same with approximately 70% (9 out of 13 & 7 out of 10) having identified "low organized games" as an implemented physical activity. EY PE teachers with < 10 and > 10 years' experience are virtually the same approximately 45% (7 out of 13 & 4 out of 10) having identified "traditional sports" as an implemented physical activity.

When we take a look more specifically at EY across assignment percentage, my study suggests that EY PE teachers with < 50% and > 50% PE/HE assignment are virtually the same with approximately 66% (4 out of 6 & 11 out of 17) having identified "physically active and healthy lifestyle" as a primary purpose of PE/HE.

While 83% (5 out of 6) of EY physical education teachers with < 50% PE/HE assignment identified "low organized games" as an implemented physical activity, only 65% (11 out of 17) of EY physical education teachers with > 50% PE/HE assignment identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment may feel like their time with students in the realm of PE might need to be focused in other areas such as developing skills for sports instead of implementing more of a constant physical activity approach. Whereas those PE teachers with less of a PE/HE assignment might give a higher weight to a model that focuses more on the promotion of physical activity as they have more of a limited amount of time with students and want to ensure that they are implementing a model that they feel would be best suited for helping students develop a physically active and healthy lifestyle.

**Middle years' teachers.** Upon looking at the MY stream as a whole, my study suggests that 75% (12 out of 16) of MY physical education teachers – across years of experiences and PE

assignment portion – identified developing a “physically active and healthy lifestyle” as a primary purpose of PE/HE. In addition, 56% (9 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified developing “fundamental movement skills” as a primary purpose of PE/HE. The interview strand of my study suggests that those PE teachers that identify “fundamental movement skills” as a primary purpose to PE/HE, may do so based on their belief that it is best suited to helping students develop a physically active and healthy lifestyle.

My study also suggests that 81% (13 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified “low organized games” as a physical activity they implement in their teaching. In addition, 69% (11 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified “traditional sports” as a physical activity they implement in their teaching.

The interview strand of my study suggests that MY PE teacher beliefs about the primary purposes of physical education highly influence the types of physical activities they implement in their teaching. In other words, MY PE teachers provide the rationale that they implement physical activities that they feel are best suited for helping students develop a physically active and healthy lifestyle. Therefore, those MY PE teachers that implement log games in their teaching do so as they believe it will help students develop a physically active and healthy lifestyle. In contrast, those MY PE teachers that implement traditional sports believe it is best suited to helping students develop a physically active and healthy lifestyle. However, when we look at the literature, there is an overwhelming amount of research demonstrating the benefits of physical activity for overall health and well-being in comparison to the development of skills in sports. The literature also illustrates that teaching models with an emphasis placed on physical

activity in physical education have resulted in many positive outcomes for students and showed significance towards helping students develop physically active lifestyles. While teachers may believe there is a congruency between implementing traditional sports in order to develop a physically active and healthy lifestyle, this is not held up by the literature. Therefore, those MY PE teachers who teach low organized games with the belief that it will help develop a physically active and healthy lifestyle are teaching with the right vision and are implementing the right types of physical activities, while those MY PE teachers who teach traditional sports with the belief that it will help develop a physically active and healthy lifestyle are teaching with the right vision but are implementing the wrong types of physical activities. The interview strand of my study also suggests that MY PE teachers may promote a mastery of skills related to a sports discipline based on the divisional system that is in place. It suggested that MY PE teachers may feel that teaching skills is necessary in order to help students feel confident enough in order to participate in sports offered and thus become more physically active, in the process leading to a physically active and healthy lifestyle.

When we take a look more specifically at MY across years' experience, my study suggests that while 67% (6 out of 9) of MY physical education teachers with < 10 years' experience identified "physically active and healthy lifestyle" as a primary purpose of PE/HE, 86% (6 out of 7) of MY physical education teachers with > 10 years' experience identified this as a primary purpose of PE/HE. A possible explanation to this discrepancy may be those who taught longer have recognized over the years how vitally important it is for students to develop a physically active and healthy lifestyle. In addition, MY PE teachers with > 10 years' experience may have been prepared for a different curriculum with a different purpose, which they still teach towards.

While 86% (6 out of 7) of MY physical education teachers with > 10 years' experience identified "low organized games" as an implemented physical activity, only 78% (7 out of 9) of MY physical education teachers with < 10 years' experience identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards. In addition, while 78% (7 out of 9) of MY physical education teachers with < 10 years' experience identified "traditional sports" as an implemented physical activity, only 57% (4 out of 7) of MY physical education teachers with > 10 years' experience identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who have taught PE/HE with less experience may see it necessary to teach more school-based sports for due to the influence of the divisional system in place that is based on specific sport seasons.

When we take a look more specifically at MY across assignment percentage, my study suggests that MY PE teachers with < 50% and > 50% PE/HE assignment are virtually the same with approximately 75% (3 out of 4) of MY physical education teachers having identified "physically active and healthy lifestyle" as a primary purpose of PE/HE.

While 100% (4 out of 4) of MY physical education teachers with < 50% PE/HE assignment identified "low organized games" as an implemented physical activity, only 75% (9 out of 12) of MY physical education teachers with > 50% PE/HE assignment identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment may feel like their time with students in the realm of PE might need to be focused in other areas such as developing skills for sports instead of implementing more of a constant physical activity approach. Whereas those PE teachers with



less of a PE/HE assignment might give a higher weight to a model that focuses more on the promotion of physical activity as they have more of a limited amount of time with students and want to ensure that they are implementing a model that they feel would be best suited for helping students develop a physically active and healthy lifestyle. In addition, 100% (4 out of 4) of MY physical education teachers with < 50% PE/HE assignment identified “traditional sports” as an implemented physical activity, only 58% (7 out of 12) of MY physical education teachers with > 50% PE/HE assignment identified this as an implemented physical activity of PE/HE. A possible explanation may be those who have a greater PE/HE assignment may have a broader sense of possible physical activities they implement with their students from developing them over time.

**Senior years teachers.** Upon looking at the SY stream as a whole, my study suggests that 86% (18 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified developing a “physically active and healthy lifestyle” as a primary purpose of PE/HE. In addition, 38% (8 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified developing “fundamental movement skills” as a primary purpose of PE/HE. The interview strand of my study suggests that SY PE teachers believe in order to create a physically active and healthy lifestyle, a student must obtain fundamental movement skills necessary for participating in sports and/or activities. Therefore, those SY PE teachers that identify “fundamental movement skills” as a primary purpose of PE/HE, may do so based on their belief that it is best suited to helping students develop a physically active and healthy lifestyle.

My study also suggests that 67% (14 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified “traditional sports” as a

physical activity they implement in their teaching. It also suggested that 43% (9 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified “alternative sports” as a physical activity they implement in their teaching. However, only 38% (8 out of 21) of SY physical education teachers – across years of experiences and PE assignment portion – identified “low organized games” as a physical activity they implement in their teaching. The interview strand of my study suggests that those PE teachers that implement “traditional sports” and/or “alternative sports” in their teaching may do so based on their belief that they are best suited to helping students develop a physically active and healthy lifestyle.

The interview strand of my study also suggests that SY PE teachers’ implementation of physical activities are highly influenced not just by personal values but also by contextual situations and constraints. There is an external influence from other PE/HE teachers in their department that affects what sorts of sports, games and activities are played in their gymnasium.

When we look at the literature, there is an overwhelming amount of research demonstrating the benefits of physical activity for overall health and well-being in comparison to the development of skills in sports. The literature also illustrates that teaching models with an emphasis placed on physical activity in physical education have resulted in many positive outcomes for students and showed significance towards helping students develop physically active lifestyles. While teachers may believe there is a congruency between implementing traditional and/or alternative sports in order to develop a physically active and healthy lifestyle, this is not held up by the literature. Therefore, those SY PE teachers who teach low organized games with the belief that it will help develop a physically active and healthy lifestyle are teaching with the right vision and are implementing the right types of physical activities, while the majority of SY PE teachers who teach traditional and/or alternative sports with the belief that

it will help develop a physically active and healthy lifestyle are teaching with the right vision but are implementing the wrong types of physical activities.

When we take a look more specifically at SY across years' experience, my study suggests that while 100% (7 out of 7) of SY physical education teachers with < 10 years' experience identified "physically active and healthy lifestyle" as a primary purpose of PE/HE, only 79% (11 out of 14) of SY physical education teachers identified this as a primary purpose of PE/HE. A possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards. In addition, SY PE teachers with < 10 years' experience might have a different influence that is linked to their experience with recent education practices.

While 86% (6 out of 7) of SY physical education teachers with < 10 years' experience identified "traditional sports" as an implemented physical activity, only 57% (8 out of 14) of SY physical education teachers with > 10 years' experience identified this as an implemented physical activity of PE/HE. A possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards. Those teachers with less years' experience may come out of university believing that teaching traditional sports are a large part of physical education.

When we take a look more specifically at SY across assignment percentage, my study suggests that while 100% (2 out of 2) of SY physical education teachers with < 50% PE/HE assignment identified "physically active and healthy lifestyle" as a primary purpose of PE/HE, only 84% (16 out of 19) of SY physical education teachers with > 50% PE/HE assignment identified this as a primary purpose of PE/HE. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment may feel like their time with students in the realm of

physical education might need to be focused in other areas such as developing skills for sports instead of focusing on developing a physically active and healthy lifestyle. Or perhaps they teach how they were taught in school and as a result of having such a great experience while learning and playing sports believe this is the way to go and the model in which physical education should be taught. Whereas those PE teachers with less of a PE/HE assignment might give a higher weight to a model that focuses more on the promotion of physical activity as they have more of a limited amount of time with students and want to ensure that they are implementing a model that they feel would be best suited for helping students develop a physically active and healthy lifestyle.

### **Comparison Across Streams**

A common theme across the streams – across years of experiences and PE assignment portion – was found to be the belief that a primary purpose to physical education is to develop physically active and healthy lifestyles with 65% (15 out of 23) of EY physical education teachers, 75% (12 out of 16) of MY physical education teachers and 86% (18 out of 21) of SY physical education teachers having identified this as a primary purpose of PE/HE.

In addition, another common theme across the streams – across years of experiences and PE assignment portion – was found to be the belief that a primary purpose to physical education is to develop fundamental movement skills. However, the data suggested that this belief is more prevalent in EY and becomes less as you get to SY as 61% of EY physical education teachers (14 out of 23), 56% of MY physical education teachers (9 out of 16) and 38% of SY physical education teachers (8 out of 21) reported this as so. The interview strand of my study suggests

that those PE teachers that identify developing “fundamental movement skills” as a primary purpose to PE/HE, may do so based on their belief that it is best suited to helping students develop a physically active and healthy lifestyle.

A common theme across the streams – across years of experiences and PE assignment portion – was that participants use low organized games as a type of physical activity. However, the data suggested that roughly twice as many EY and MY physical education teachers implement low organized game in comparison to SY physical education teachers with 70% (16 out of 23) of EY physical education teachers, 81% (13 out of 16) of MY physical education teachers and 38% (8 out of 21) of SY physical education teachers having identified this as an implemented type of physical activity. In addition, another common theme across the streams – across years of experiences and PE assignment portion – was traditional sports as an implemented type of physical activity. However, the data suggested that more MY and SY physical education teachers implement traditional sports in comparison to EY physical education teachers with 49% (11 out of 23) of EY physical education teachers, 69% (11 out of 16) of MY physical education teachers and 67% (14 out of 21) of SY physical education teachers having identified this as an implemented type of physical activity. The interview strand of my study suggests that those PE teachers that implement “traditional sports” in their teaching may do so based on their belief that they are best suited to helping students develop a physically active and healthy lifestyle.

The interview strand of my study suggests that PE teachers’ beliefs about the primary purposes of physical education highly influence the types of physical activities they implement in their teaching. In other words, PE teachers provide the rationale that they implement physical activities that they feel are best suited for helping students develop a physically active and

healthy lifestyle. Therefore, those PE teachers that implement log games in their teaching do so as they believe it will help students develop a physically active and healthy lifestyle. In contrast, those PE teachers that implement traditional sports believe it is best suited to helping students develop a physically active and healthy lifestyle. However, when we look at the literature, there is an overwhelming amount of research demonstrating the benefits of physical activity for overall health and well-being in comparison to the development of skills in sports. The literature also illustrates that teaching models with an emphasis placed on physical activity in physical education have resulted in many positive outcomes for students and showed significance towards helping students develop physically active lifestyles. While teachers may believe there is a congruency between implementing traditional sports in order to develop a physically active and healthy lifestyle, this is not held up by the literature. Therefore, those PE teachers who teach low organized games with the belief that it will help develop a physically active and healthy lifestyle are teaching with the right vision and are implementing the right types of physical activities, while those PE teachers who teach traditional sports with the belief that it will help develop a physically active and healthy lifestyle are teaching with the right vision but are implementing the wrong types of physical activities.

One other common theme across the streams – across years of experiences and PE assignment portion – was that participants use fitness activities as a type of physical activity. However, the data suggested that this belief is more prevalent in SY and less as you get to EY as 52% (12 out of 23) of EY physical education teachers, 63% (10 out of 16) of MY physical education teachers and 76% (16 out of 21) of SY physical education teachers reported this as so.

## **Congruency with the Curriculum: Responding to Research Question 4**

### **Across All PE Teachers**

Upon looking at all PE teachers as a whole, my study suggests that 78% (35 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified developing a “physically active and healthy lifestyle” as a primary purpose of PE/HE. This is right in line with the aim and vision of the Manitoba physical education curriculum which is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles (Manitoba Education and Training, 2000). However, my study also suggests that 49% (22 out of 45) of physical education teachers - across years of experiences and PE assignment portion - identified developing “fundamental movement skills” as a primary purpose of PE/HE. It would appear as though these PE teachers have the wrong aim and vision in comparison to the curriculum. This may not be the case as the interview strand of my study suggests that if a PE teacher checked off “fundamental movement skills” they may have done so based on their belief that it is best suited to helping students develop a physically active and healthy lifestyle. This suggests a “mean-end” relationship between the two: developing fundamental movement skills are a means for physically active and healthy lifestyle. While there is 49% (22 out of 45) of PE teachers who focus on developing fundamental movement skills, they might see it as a means to another end, which is that of developing a physically active and healthy lifestyle. As my survey study suggests, 82% (18 out of 22) of PE teachers checked off both “fundamental movement skills” and “physically active and healthy lifestyle” as the primary purpose of PE/HE.

My study also suggests that 58% (26 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified “low organized games” as a physical activity they implement in their teaching. In addition, 62% (28 out of 45) of physical education teachers – across years of experiences and PE assignment portion – identified “traditional sports” as a physical activity they implement in their teaching. According to the literature, it would appear that the PE teachers who are implementing low organized games are implementing the types of activities that are in line with achieving the aim and vision of the Manitoba physical education curriculum, whereas those PE teachers that are implementing traditional sports as a physical activity are not. The interview strand of my study suggests that PE teachers’ beliefs about the primary purposes of PE highly influence the types of physical activities they implement in their teaching. While PE teachers may believe there is a congruency between implementing traditional sports in order to develop a physically active and healthy lifestyle, this is not held up by the literature. Therefore, those PE teachers who teach low organized games with the belief that it will help develop a physically active and healthy lifestyle are teaching with an aim and vision that is right in line with the Manitoba physical education curriculum and are implementing the right types of physical activities in order to achieve this, while those PE teachers who teach traditional sports are teaching with an aim and vision that is right in line with the Manitoba physical education curriculum but are implementing the wrong types of physical activities in order to achieve this.



## By Stream

**Early years teachers.** The interview strand of my study suggests that EY PE teachers are well aware of the aim and vision of the Manitoba physical education curriculum and believe it influences their day-to-day planning and teaching. The interview strand of my study also suggests that EY PE teachers believe that a model based on constant physical activity is best suited to achieving the aim of the Manitoba physical education curriculum.

Upon looking at the EY stream as a whole, my study suggests that 65% (15 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified developing a “physically active and healthy lifestyle” as a primary purpose of PE/HE. The interview strand of my study further supports these findings. This is right in line with the aim and vision of the Manitoba physical education curriculum which is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles (Manitoba Education and Training, 2000). However, my study also suggests that 61% (14 out of 23) of EY physical education teachers - across years of experiences and PE assignment portion - identified developing “fundamental movement skills” as a primary purpose of PE/HE. It would appear as though these EY PE teachers have the wrong aim and vision in comparison to the curriculum. This may not be the case as the interview strand of my study suggests that if a EY PE teacher checked off “fundamental movement skills” they may have done so based on their belief that it is best suited to helping students develop a physically active and healthy lifestyle. This suggests a “mean-end” relationship between the two: developing fundamental movement skills are a means for physically active and healthy lifestyle. While there is 61% (14 out of 23) of EY PE teachers who focus on developing fundamental

movement skills, they might see it as a means to another end, which is that of developing a physically active and healthy lifestyle. As my survey study suggests, 71% (10 out of 14) of EY PE teachers checked off both “fundamental movement skills” and “physically active and healthy lifestyle” as the primary purpose of PE/HE.

The interview strand of my study also suggests that the physical activities in which EY PE teachers implement are influenced by the curriculum’s vision and they believe that what they are doing is very much in line with the Manitoba physical education curriculum in trying to create physically active and healthy lifestyles in their students. That being said, my study suggests that 70% (16 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified “low organized games” as a physical activity they implement in their teaching. In addition, 57% (13 out of 23) of EY physical education teachers – across years of experiences and PE assignment portion – identified either “traditional sports” and/or “alternative sports” as a physical activity they implement in their teaching. According to the literature, it would appear that the majority of EY PE teachers who are implementing low organized games are implementing the types of activities that are in line with achieving the aim and vision of the Manitoba physical education curriculum, whereas those EY PE teachers that are implementing traditional and/or alternative sports as a physical activity are not. The interview strand of my study suggests that EY PE teachers’ beliefs about the primary purposes of PE highly influence the types of physical activities they implement in their teaching. While EY PE teachers may believe there is a congruency between implementing traditional and/or alternative sports in order to develop a physically active and healthy lifestyle, this is not held up by the literature. Therefore, those EY PE teachers who teach low organized games with the belief that it will help develop a physically active and healthy lifestyle are teaching with an aim and vision

that is right in line with the Manitoba physical education curriculum and are implementing the right types of physical activities in order to achieve this, while those EY PE teachers who teach traditional and/or alternative sports are teaching with an aim and vision that is right in line with the Manitoba physical education curriculum but are implementing the wrong types of physical activities in order to achieve this.

When we take a look more specifically at EY across years' experience, my study suggests that while 77% (10 out of 13) of EY physical education teachers with < 10 years' experience identified "physically active and healthy lifestyle" as a primary purpose, only 50% (5 out of 10) of EY physical education teachers with > 10 years' experience identified this as a primary purpose of PE/HE. Therefore, a greater amount of EY PE teachers with < 10 years' experience are teaching EY PE with a purpose that is more in line with the Manitoba physical education curriculum than in comparison to EY PE teachers with > 10 years' experience. A possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards. EY PE teachers with < 10 years' experience might have a different response that is linked to their experience with recent education practices.

EY PE teachers with < 10 and > 10 years' experience are virtually the same with approximately 70% (9 out of 13 & 7 out of 10) having identified "low organized games" as an implemented physical activity. EY PE teachers with < 10 and > 10 years' experience are virtually the same with approximately 45% (7 out of 13 & 4 out of 10) having identified "traditional sports" as an implemented physical activity.

When we take a look more specifically at EY across assignment percentage, my study suggests that EY PE teachers with < 50% and > 50% PE/HE assignment are virtually the same

with approximately 66% (4 out of 6 & 11 out of 17) having identified “physically active and healthy lifestyle” as a primary purpose of PE/HE.

While 83% (5 out of 6) of EY physical education teachers with < 50% PE/HE assignment identified “low organized games” as an implemented physical activity, only 65% (11 out of 17) of EY physical education teachers with > 50% PE/HE assignment identified this as an implemented physical activity of PE/HE. Therefore, according to the literature, a greater amount of EY PE teachers with < 50% PE/HE assignment are implementing physical activities that are in line with achieving the aim and vision of the Manitoba physical education curriculum than in comparison to EY PE teachers with > 50% PE/HE assignment. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment may feel like their time with students in the realm of PE might need to be focused in other areas such as developing skills for sports instead of implementing more of a constant physical activity approach. Whereas those PE teachers with less of a PE/HE assignment might give a higher weight to a model that focuses more on the promotion of physical activity as they have more of a limited amount of time with students and want to ensure that they are implementing a model that they feel would be best suited for helping students develop a physically active and healthy lifestyle.

**Middle years’ teachers.** The interview strand of my study suggests that MY PE teachers are well aware of the aim and vision of the Manitoba physical education curriculum and believe it influences their day-to-day planning and teaching. The interview strand of my study also suggests that MY PE teachers believe that a model that provides a multitude and variety of activities is best suited to achieving the aim of the Manitoba physical education curriculum. In the process of being presented with a multitude and variety of activities, a student will find a

physical activity that they will fall in love with which will lead them to pursue it into adulthood and lead them on a path of developing a physically active and healthy lifestyle.

Upon looking at the MY stream as a whole, my study suggests that 75% (12 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified developing a “physically active and healthy lifestyle” as a primary purpose of PE/HE. The interview strand of my study further supports these findings. This is right in line with the aim and vision of the Manitoba physical education curriculum which is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles (Manitoba Education and Training, 2000). However, my study also suggests that 56% (9 out of 16) of EY physical education teachers - across years of experiences and PE assignment portion - identified “fundamental movement skills” as a primary purpose of PE/HE. It would appear as though these MY PE teachers have the wrong aim and vision in comparison to the curriculum. This may not be the case as the interview strand of my study suggests that if a MY PE teacher checked off “fundamental movement skills” they may have done so based on their belief that it is best suited to helping students develop a physically active and healthy lifestyle. This suggests a “mean-end” relationship between the two: developing fundamental movement skills are a means for physically active and healthy lifestyle. While there is 56% (9 out of 16) of MY PE teachers who focus on developing fundamental movement skills, they might see it as a means to another end, which is that of developing a physically active and healthy lifestyle. As the survey strand of my study suggests, 78% (7 out of 9) of MY PE teachers checked off both “fundamental movement skills” and “physically active and healthy lifestyle” as the primary purpose of PE/HE.

The interview strand of my study also suggests that the physical activities in which MY PE teachers implement are influenced by the curriculum's vision and they believe that what they are doing is very much in line with the Manitoba physical education curriculum in trying to create physically active and healthy lifestyles in their students. That being said, my study suggests that 81% (13 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified “low organized games” as a physical activity they implement in their teaching. In addition, 69% (11 out of 16) of MY physical education teachers – across years of experiences and PE assignment portion – identified “traditional sports” as a physical activity they implement in their teaching. According to the literature, it would appear that the majority of MY PE teachers who are implementing low organized games are implementing the types of activities that are in line with achieving the aim and vision of the Manitoba physical education curriculum, whereas those MY PE teachers that are implementing traditional sports as a physical activity are not. The interview strand of my study suggests that MY PE teachers' beliefs about the primary purposes of PE highly influence the types of physical activities they implement in their teaching. While MY PE teachers may believe there is a congruency between implementing traditional sports in order to develop a physically active and healthy lifestyle, this is not held up by the literature. Therefore, those MY PE teachers who teach low organized games with the belief that it will help develop a physically active and healthy lifestyle are teaching with an aim and vision that is right in line with the Manitoba physical education curriculum and are implementing the right types of physical activities in order to achieve this, while those MY PE teachers who teach traditional sports are teaching with an aim and vision that is right in line with the Manitoba physical education curriculum but are implementing the wrong types of physical activities in order to achieve this.

When we take a look more specifically at MY across years' experience, my study suggests that while 67% (6 out of 9) of MY physical education teachers with < 10 years' experience identified "physically active and healthy lifestyle" as a primary purpose of PE/HE, 86% (6 out of 7) of MY physical education with > 10 years' experience identified this as a primary purpose of PE/HE. Therefore, a greater amount of MY PE teachers with > 10 years' experience are teaching MY PE with a purpose that is more in line with the Manitoba physical education curriculum than in comparison to MY PE teachers with < 10 years' experience. A possible explanation to this discrepancy may be those who taught longer have recognized over the years how vitally important it is for students to develop a physically active and healthy lifestyle. In addition, MY PE teachers with > 10 years' experience may have been prepared for a different curriculum with a different purpose, which they still teach towards.

While 86% (6 out of 7) of MY physical education teachers with > 10 years' experience identified "low organized games" as an implemented physical activity, only 78% (7 out of 9) of MY physical education teachers with < 10 years' experience identified this as an implemented physical activity of PE/HE. Therefore, according to the literature, a greater amount of MY PE teachers with > 10 years' experience are implementing physical activities that are in line with achieving the aim and vision of the Manitoba physical education curriculum than in comparison to MY PE teachers with < 10 years' experience. A possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards. In addition, while 78% (7 out of 9) of MY physical education teachers with < 10 years' experience identified "traditional sports" as an implemented physical activity, only 57% (4 out of 7) of MY physical education teachers with > 10 years' experience identified this as an implemented physical activity of PE/HE. Once again, a greater amount of

MY PE teachers with > 10 years' experience are implementing physical activities that are in line with achieving the aim and vision of the Manitoba physical education curriculum than in comparison to MY PE teachers with < 10 years' experience. A possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards. EY PE teachers with < 10 years' experience might have a different response that is linked to their experience with recent education practices. In addition, those who have taught PE/HE with less experience may see it necessary to teach more school-based sports for due to the influence of the divisional system in place that is based on specific sport seasons.

When we take a look more specifically at MY across assignment percentage, my study suggests that MY PE teachers with < 50% and > 50% PE/HE assignment are virtually the same with 75% (3 out of 4) of MY physical education teachers having identified "physically active and healthy lifestyle" as a primary purpose of PE/HE. However, while 100% (4 out of 4) of MY physical education teachers with < 50% PE/HE assignment identified "low organized games" as an implemented physical activity, only 75% (9 out of 12) of MY physical education teachers with > 50% PE/HE assignment identified this as an implemented physical activity of PE/HE. Therefore, according to the literature, a greater amount of MY PE teachers with < 50% PE/HE assignment are implementing physical activities that are in line with achieving the aim and vision of the Manitoba physical education curriculum than in comparison to MY PE teachers with > 50% PE/HE assignment. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment may feel like their time with students in the realm of PE might need to be focused in other areas such as developing skills for sports instead of implementing more of a constant physical activity approach. Whereas those PE teachers with less of a PE/HE assignment



might give a higher weight to a model that focuses more on the promotion of physical activity as they have more of a limited amount of time with students and want to ensure that they are implementing a model that they feel would be best suited for helping students develop a physically active and healthy lifestyle.

**Senior years teachers.** The interview strand of my study also suggests that SY PE teachers believe that both a constant physical activity model and a model based on a mastery of skills related to a sports discipline is best suited to achieving the aim of the Manitoba physical education curriculum.

Upon looking at the SY stream as a whole, my study suggests that 86% (18 out of 21) of SY PE teachers – across years of experiences and PE assignment portion – identified developing a “physically active and healthy lifestyle” as a primary purpose of PE/HE. This is right in line with the aim and vision of the Manitoba physical education curriculum which is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles (Manitoba Education and Training, 2000). However, my study also suggests that 38% (8 out of 21) of SY PE teachers - across years of experiences and PE assignment portion - identified developing “fundamental movement skills” as a primary purpose of PE/HE. It would appear as though these SY PE teachers have the wrong aim and vision in comparison to the curriculum. This may not be the case as the interview strand of my study suggests that if a SY PE teacher checked off “fundamental movement skills” they may have done so based on their belief that it is best suited to helping students develop a physically active and healthy lifestyle. This suggests a “mean-end” relationship between the two: developing fundamental movement skills are a means for physically active and healthy lifestyle.

While there is 38% (8 out of 21) of SY PE teachers who focus on developing fundamental movement skills, they might see it as a means to another end, which is that of developing a physically active and healthy lifestyle. As the survey suggests, 88% (7 out of 8) of SY PE teachers checked off both “fundamental movement skills” and “physically active and healthy lifestyle” as the primary purpose of PE/HE.

The interview strand of my study suggests that SY PE teachers are well aware of the aim and vision of the Manitoba physical education curriculum but do not believe that it influences what types of physical activities they implement in their gymnasium. Rather external influences such as what fellow PE teachers are teaching, as well as the sport seasons that take place divisionally are factors that play in to what physical activities are implemented. That being said, my study suggests that 67% (14 out of 21) of SY PE teachers – across years of experiences and PE assignment portion – identified “traditional sports” as a physical activity they implement in their teaching. In addition, 43% (9 out of 21) of SY PE teachers – across years of experiences and PE assignment portion – identified “alternative sports” as a physical activity they implement in their teaching. Whereas only 38% (8 out of 21) of SY PE teachers – across years of experiences and PE assignment portion – identified “low organized games” as a physical activity they implement in their teaching. According to the literature, it would appear that the majority of SY PE teachers are implementing types of activities that are not in line with achieving the aim and vision of the Manitoba physical education curriculum. However, the interview strand of my study suggests that SY PE teachers’ beliefs about the primary purposes of PE highly influence the types of physical activities they implement in their teaching. While SY PE teachers may believe there is a congruency between implementing traditional sports and/or alternative sports in order to develop a physically active and healthy lifestyle, this is not held up by the literature.

Therefore, those SY PE teachers who implement traditional sports and/or alternative sports with the belief that it will help develop a physically active and healthy lifestyle are teaching with an aim and vision that is right in line with the Manitoba physical education curriculum but are implementing the wrong types of physical activities in order to achieve this, while those SY PE teachers who implement low organized games are teaching with an aim and vision that is right in line with the Manitoba physical education curriculum and are implementing the right types of physical activities in order to achieve this.

When we take a look more specifically at SY across years' experience, my study suggests that while 100% (7 out of 7) of SY PE teachers with < 10 years' experience identified "physically active and healthy lifestyle" as a primary purpose, only 79% (11 out of 14) of SY PE teachers with > 10 years' experience identified this as a primary purpose of PE/HE. Therefore, a greater amount of SY PE teachers with < 10 years' experience are teaching SY PE with a purpose that is more in line with the Manitoba physical education curriculum than in comparison to SY PE teachers with > 10 years' experience. A possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards. In addition, SY PE teachers with < 10 years' experience might have a different influence that is linked to their experience with recent education practices.

While 86% (6 out of 7) of SY PE teachers with < 10 years' experience identified "traditional sports" as an implemented physical activity, only 57% (8 out of 14) of SY PE teachers with > 10 years' experience identified this as an implemented physical activity of PE/HE. Therefore, according to the literature, a greater amount of SY PE teachers with > 10 years' experience are implementing physical activities that are in line with achieving the aim and vision of the Manitoba physical education curriculum than in comparison to SY PE teachers with

< 10 years' experience. A possible explanation to this discrepancy may be those who taught longer were prepared for a different curriculum with a different purpose, which they still teach towards. Also, those teachers with less years' experience may come out of University believing that teaching traditional sports are a large part of physical education and might feel the external pressure to implement traditional and alternative sports in order to have their students read to play and compete in the divisional sporting events.

When we take a look more specifically at SY across assignment percentage, my study suggests that while 100% (2 out of 2) of SY PE teachers with < 50% PE/HE assignment identified "physically active and healthy lifestyle" as a primary purpose, only 84% (16 out of 19) of SY PE teachers with > 50% PE/HE assignment identified this as a primary purpose of PE/HE. Therefore, SY PE teachers with < 50% PE/HE assignment are implementing physical activities that are more in line with achieving the aim and vision of the Manitoba physical education curriculum than in comparison to SY PE teachers with > 50% PE/HE assignment. A possible explanation to this discrepancy may be those who have a greater PE/HE assignment may feel like their time with students in the realm of physical education might need to be focused in other areas such as developing skills for sports instead of focusing on developing a physically active and healthy lifestyle. Whereas those PE teachers with less of a PE/HE assignment might give a higher weight to a model that focuses more on the promotion of physical activity as they have more of a limited amount of time with students and want to ensure that they are implementing a model that they feel would be best suited for helping students develop a physically active and healthy lifestyle.

## Comparison across Streams

A common theme across the streams – across years of experiences and PE assignment portion – was found to be the belief that a primary purpose to physical education is to develop physically active and healthy lifestyles with 65% (15 out of 23) of EY physical education teachers, 75% (12 out of 16) of MY physical education teachers and 86% (18 out of 21) of SY physical education teachers having identified this as a primary purpose of PE/HE. This is right in line with the aim and vision of the Manitoba physical education curriculum which is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles (Manitoba Education and Training, 2000).

In addition, another common theme across the streams – across years of experiences and PE assignment portion – was found to be the belief that a primary purpose to physical education is to develop fundamental movement skills. However, the data suggested that this belief is more prevalent in EY and less as you get to SY as 61% of EY physical education teachers (14 out of 23), 56% of MY physical education teachers (9 out of 16) and 38% of SY physical education teachers (8 out of 21) reported this as so. It would appear as though these PE teachers have the wrong aim and vision in comparison to the curriculum. This may not be the case as the interview strand of my study suggests that if a PE teacher checked off “fundamental movement skills” they may have done so based on their belief that it is best suited to helping students develop a physically active and healthy lifestyle. This suggests a “mean-end” relationship between the two: developing fundamental movement skills are a means for physically active and healthy lifestyle.

A common theme across the streams – across years of experiences and PE assignment portion – was low organized games as an implemented type of physical activity. However, the

data suggested that roughly twice as many EY and MY physical education teachers implement low organized game in comparison to SY physical education teachers with 70% (16 out of 23) of EY physical education teachers, 81% (13 out of 16) of MY physical education teachers and 38% (8 out of 21) of SY physical education teachers having identified this as an implemented type of physical activity. In addition, another common theme across the streams – across years of experiences and PE assignment portion – was traditional sports as an implemented type of physical activity. However, the data suggested that more MY and SY physical education teachers implement traditional sports in comparison to EY physical education teachers with 49% (11 out of 23) of EY physical education teachers, 69% (11 out of 16) of MY physical education teachers and 67% (14 out of 21) of SY physical education teachers having identified this as an implemented type of physical activity.

According to the literature, it would appear that the PE teachers who are implementing low organized games are implementing the types of activities that are in line with achieving the aim and vision of the Manitoba physical education curriculum, whereas those PE teachers that are implementing traditional sports as a physical activity are not. The interview strand of my study suggests that PE teachers' beliefs about the primary purposes of PE highly influence the types of physical activities they implement in their teaching. While PE teachers may believe there is a congruency between implementing traditional sports in order to develop a physically active and healthy lifestyle, this is not held up by the literature. Therefore, those PE teachers who teach low organized games with the belief that it will help develop a physically active and healthy lifestyle are teaching with an aim and vision that is right in line with the Manitoba physical education curriculum and are implementing the right types of physical activities in order to achieve this, while those PE teachers who teach traditional sports are teaching with an aim and

vision that is right in line with the Manitoba physical education curriculum but are implementing the wrong types of physical activities in order to achieve this.

One other common theme across the streams – across years of experiences and PE assignment portion – was fitness activities as an implemented type of physical activity. However, the data suggested that this belief is more prevalent in SY and less as you get to EY as 52% (12 out of 23) of EY physical education teachers, 63% (10 out of 16) of MY physical education teachers and 76% (16 out of 21) of SY physical education teachers reported this as so.

## CHAPTER 7

### CONCLUSION

The aim of this study was to find out in what way the purpose of physical education in the Manitoba curriculum is shared among Manitoba physical education teachers, how this purpose is or is not reflected in the activities chosen by those teachers in the implementation of the curriculum, and to understand any discrepancy between the vision of the Manitoba physical education curriculum and the reality in Manitoba physical education classrooms. Although the curriculum may be designed with a vision or goal in mind, teachers may not carry with them that same belief. In addition, these beliefs may or may not influence the types of physical activities they implement in their teaching.

The literature reviewed in this study presented the health and well-being challenges we currently face as a society and the notion that physical education can be an avenue to address such challenges. With the literature presenting the various views on what the primary purpose of physical education should be, a purpose to promote lifelong physically active and healthy lifestyles in students, which is in line with the aim and vision of the Manitoba physical education curriculum, would be best suited to address the health and well-being challenges we currently face as a society. The literature reviewed also suggested that a model that promotes physical activity would be better suited to achieving this goal than in comparison to a model that is based upon the mastery of skills related to a sports discipline.

When looking at the findings of the study, all of the results of the interview strand of my study were shown to be right in line and complement the results of the survey strand of my study. A common theme across all PE teachers, across streams, years of experiences and PE



assignment portion, was found to be the belief that a primary purpose to PE is to develop physically active and healthy lifestyles. This is right in line with the aim and vision of the Manitoba physical education curriculum, which is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles (Manitoba Education and Training, 2000). In addition, another common theme across all PE teachers, across years of experiences and PE assignment portion, was found to be the belief that a primary purpose to PE is to develop fundamental movement skills. However, the data suggested that this belief is more prevalent in EY and less as you get to SY. A possible explanation may be that EY teachers are prepared for a different focus and come out of university with the belief that helping students develop fundamental movement skills is of more importance in physical education than it is to develop specific skills in sports, which may be more of a focus for the SY streams. It would appear as though these PE teachers have the wrong aim and vision in comparison to the curriculum. However, this may not be the case, as the interview strand of my study suggests that those PE teachers that identified developing “fundamental movement skills” as a primary purpose for PE, may do so based on their belief that it is best suited to helping students develop a physically active and healthy lifestyle. In other words, PE teachers who focus on developing fundamental movement skills have the right aim but believe that a “wrong way” leads to this right aim.

In terms of the rationale for the purpose of physical education, a common theme across all PE teachers, across streams, years of experiences and PE assignment portion, was found to be the rationale that they believe it will help students develop a physically active and healthy lifestyle. However, the data suggested that this belief is more prevalent in SY and less as you get to EY. A possible explanation may be that SY teachers may feel like their time with students in

the realm of physical education is vital for helping with student well-being and thus put more emphasis on helping students create a physically active and healthy lifestyle in order to achieve this. In addition, another common theme across the streams, across years of experiences and PE assignment portion, was found to be a rationale where at least one reason was linked to student health or well-being. The data suggested that this belief is more prevalent in SY and less as you get to EY. Again, a possible explanation may be that SY teachers may feel that their time with students in the realm of physical education is vital for helping student with their well-being and thus put more emphasis on achieving this.

A common theme across all PE teachers, across streams, years of experiences and PE assignment portion was the use of low organized games as an implemented type of physical activity. However, the data suggested that roughly twice as many EY and MY physical education teachers implement low organized games in comparison to SY physical education teachers. A possible explanation may be that EY and MY teachers feel that their time with students in the realm of physical education might need to be focused on the promotion of physical activity through low games in comparison to developing skills in sports in order to achieve the aim and vision of the curriculum, which is to help students develop a physically active and healthy lifestyle.

In addition, another common theme across the streams, across years of experiences and PE assignment portion, was traditional sports as an implemented type of physical activity. The data suggested that approximately 1.5 times more MY and SY physical education teachers implemented traditional sports than in comparison to EY physical education teachers. A possible explanation may be that MY and SY teachers experience more influence of the divisional system in place that is based on specific sport seasons and might feel the external pressure to implement

traditional sports in order to have their students ready to play and compete in divisional sporting events. However, the interview strand of my study suggests that those PE teachers that implement “traditional sports” in their teaching may do so based on their belief that this is best suited to helping students develop a physically active and healthy lifestyle.

As well, another common theme across the streams, across years of experiences and PE assignment portion, was fitness activities as an implemented type of physical activity. However, the data suggested that this belief is more prevalent in SY and less as you get to EY. A possible explanation for SY teachers implementing more fitness activities might be that they feel that those activities would be best suited for helping students develop a physically active and healthy lifestyle.

The interview strand of my study suggests that PE teachers’ beliefs about the primary purposes of physical education highly influence the types of physical activities they implement in their teaching. In other words, PE teachers provide the rationale that they implement physical activities that they feel are best suited for helping students develop a physically active and healthy lifestyle. Therefore, those PE teachers that implement log games in their teaching do so because they believe it will help students develop a physically active and healthy lifestyle. In contrast, those PE teachers that implement traditional sports believe it is best suited to helping students develop a physically active and healthy lifestyle. However, when we look at the literature, there is an overwhelming amount of research demonstrating the benefits of physical activity for overall health and well-being in comparison to the development of skills in sports. The literature also suggests that teaching models with an emphasis placed on physical activity in physical education have resulted in many positive outcomes for students and have been significant in helping students develop physically active lifestyles. While teachers may believe

there is a congruency between implementing traditional sports in order to develop a physically active and healthy lifestyle, this is not held up by the literature. Therefore, those PE teachers who teach low organized games with the belief that it will help develop a physically active and healthy lifestyle are teaching with the right vision and are implementing the right types of physical activities, while those PE teachers who teach traditional sports with the belief that it will help develop a physically active and healthy lifestyle are teaching with the right vision but are implementing the wrong types of physical activities.

According to the literature, it would appear that the PE teachers who are implementing low organized games are implementing the types of activities that are in line with achieving the aim and vision of the Manitoba physical education curriculum, whereas those PE teachers that are implementing traditional sports as a physical activity are not. The survey strand of my study suggests that PE teachers' beliefs about the primary purposes of PE highly influence the types of physical activities they implement in their teaching. While PE teachers may believe there is a congruency between implementing traditional sports in order to develop a physically active and healthy lifestyle, this is not held up by the literature. Therefore, those PE teachers who teach low organized games with the belief that it will help develop a physically active and healthy lifestyle are teaching with an aim and vision that is right in line with the Manitoba physical education curriculum and are implementing the right types of physical activities in order to achieve this, while those PE teachers who teach traditional sports are teaching with an aim and vision that is right in line with the Manitoba physical education curriculum but are implementing the wrong types of physical activities in order to achieve this.

When we take a look at the responses of all PE teachers, across streams, years of experiences and PE assignment portion, the data suggests that PE teachers allocate their

instruction to a model that focuses on constant activity 69.2% of the time, which is almost three times more than in comparison to a model that focuses on a mastery of skills related to a sports discipline, a reported 25.7% of the time. The data suggested that as you go from EY to SY this percentage decreases. EY PE teachers reported the highest percentage and the SY PE teachers reported the lowest percentage. Therefore, the data suggests that more EY PE teachers implement a model that focuses on constant physical activity than in comparison to SY PE teachers.

The interview participants were all aware of the aim and vision of the Manitoba physical education curriculum, believe it is very accurate in terms of their overall beliefs, and believe that what they are doing is best suited to achieving the aim and vision set out by the curriculum, which is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles (Manitoba Education and Training, 2000).

The EY and MY PE teacher participants felt that the aim and vision of the Manitoba physical education curriculum influences what types of physical activities they implement in their gymnasium. However, the SY PE teacher participants were well aware of the aim and vision of the Manitoba physical education curriculum but did not feel that the aim and vision of the Manitoba physical education curriculum influences the types of physical activities they implement in their gymnasium. Rather external influences such as what fellow PE teachers are teaching, as well as the sport seasons that take place divisionally were seen as factors that play in to what physical activities are implemented. This adds to the influence and impact of the context beyond a teacher's personal values.

The interview participants provided a wide range of beliefs in relation to what model is best suited to achieving the aim and vision of the Manitoba physical education curriculum. These included a model based on constant physical activity, a model based on a mastery of skills related to a sports discipline, a model that is adaptable, as well as a model that provides a multitude and variety of activities.

Overall, PE teachers should implement physical activities that promote constant physical activities, such as low organized games, and believe that the purpose of physical education should be to help students develop a physically active and healthy lifestyle.

Personally, undertaking the study was a great experience that enriched me both personally and professionally. As a physical educator, I set out on this journey with the goal of gaining insight into what my colleagues in the field view as the primary goals for physical education. What is my purpose as an educator and where do I fit in to the whole process of educating students?

Based on my personal experience with physical education, I see first-hand the two types of models in action. I have personally seen the benefits of promoting physical activity as well as an emphasis on teaching skills and I am well aware of how they influence student well-being. I strongly believe that the purpose of physical education should be to help students become passionate about being physically active so much so that they will be more likely to lead an active healthy lifestyle and, thus, contribute to their well-being. I also personally believe that the best model in order to achieve this would be a model that promotes physical activity as opposed to one that focuses on the mastery of skills related to a sports discipline.

Future research should inquire into the perspectives of students. There would be great merit for future investigations focusing on student perspectives as to the purpose of physical

education as well as their thoughts on which physical activities contribute to their well-being and would certainly complement and expand on my current findings.

It is my hope that based on the findings of this study I will generate further discussions on the research topic. As physical educators, we will become more aware of what our purpose is as educators and what we can do in order to focus on developing a sense of positive well-being within our students. In the end, these discussions will hopefully lead to better practice in the area of teaching physical education and PE teachers will focus on the promotion of physical activity as opposed to developing specific skills in sports. In order to justify that the promotion of physical activity is better suited to developing physically active and healthy lifestyles in comparison to the mastery of skills related to a sports discipline, further studies would need to be carried out in adults that compare their adult activity patterns and whether or not they went through school having experienced a model that promoted constant physical activity versus a model that promoted the mastery of skills related to a sports discipline.

My study suggests that professional development options that might lead to better practice should focus on the aim and vision of the physical education curriculum and the research that supports that a model promoting constant physical activity is better suited to overall student well-being than a model that promotes the mastery of skills related to a sports discipline.

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## APPENDICES

### Appendix A

#### Online Survey (Survey Strand)

**Instruction:**

Thank you for taking part in this survey. Your participation is completely voluntary. Your responding to the survey questions will be taken as your informed consent to participate in the survey. You can withdraw your participation at any time before you submit your responses; you can also not respond to any question you do not want to answer. Since you are participating in the survey anonymously, you will not be able to withdraw your responses from the study once you have completed and submitted your survey.

Completing the survey should take you about 10 minutes.

I will provide a summary of the findings to the Physical and Health Educators of Manitoba (PHEMB) with the request to forward the summary to all its members.

If you have any questions regarding the survey, you can contact me at [umwincha@myumanitoba.ca](mailto:umwincha@myumanitoba.ca)

This research has been approved by the Education/Nursing Research Ethics Board of the University of Manitoba. If you have any concerns or complaints about this project, you may contact the Human Ethics Secretariat at [REDACTED] or email [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or my thesis supervisor, Dr. Thomas Falkenberg, at [REDACTED] or e-mail [Thomas.Falkenberg@umanitoba.ca](mailto:Thomas.Falkenberg@umanitoba.ca).

**Survey:**

Part I:

- Q1: What grade(s) of physical education are you teaching in this year's job assignment?  
 Q2: In totality, how many year(s) have you taught at least one physical education course (including the health curriculum)?  
 Q3: What percentage of this year's job assignment is designated to teach the physical education curriculum to students (including the health curriculum)?

Part II:

*Purpose of Physical Education*

- Q4: In your own words, and according to your own beliefs and viewpoints, what do you believe is the primary purpose of physical education (you might list more than one purpose if applicable)?  
 Q5: Why do you hold this belief and viewpoint about this being the primary purpose(s) of physical education?

*Teaching Practice*



- Q6: What types of physical activities do you currently implement in your physical education teaching?
- Q7: What percentage of your teaching do you allocate to
- (a) instruction that focuses on the mastery of skills related to a sports discipline?
  - (b) instruction that engages students in constant physical activity (for example, Teaching Games for Understanding (TGFU), Log Games, Stations, Learning Centers, etc.)?
- Q8: What is the rationale or reasoning as to why you choose the types of physical activities you implement in your teaching?

## Appendix B

### Interview Protocol (Qualitative Strand)

**Instruction:**

(At the beginning of the meeting, I will request the completed informed consent form. In case they forgot, I will have an extra copy of the form available.)

Thank you for taking part in this interview. Your participation in this interview is completely voluntary. You do not need to answer any questions you do not want to. You can withdraw from the interview at any time without any consequences to you. The interview should take about 45 minutes. Do you have any questions about the study, the informed consent form, or the interview at this time?

Semi-structured Interview:

**Part I:**

- Q1: What grade(s) of physical education are you teaching in this year's job assignment?  
 Q2: In totality, how many year(s) have you taught at least one physical education course (including the health curriculum)?  
 Q3: What percentage of this year's job assignment is designated to teach the physical education curriculum to students (including the health curriculum)?

**Part II:**

*Purpose of Physical Education*

- Q4: In your own words, and according to your own beliefs and viewpoints, what do you believe is the primary purpose of physical education (you might list more than one purpose if applicable)?  
 Q5: Why do you hold this belief and viewpoint about this being the primary purpose(s) of physical education?

*Teaching Practice*

- Q6: What types of physical activities do you currently implement in your physical education teaching?  
 Q7: What percentage of your teaching do you allocate to  
 (a) instruction that focuses on the mastery of skills related to a sports discipline?  
 (b) instruction that engages students in constant physical activity (for example, Teaching Games for Understanding (TGFU), Log Games, Stations, Learning Centers, etc.)?  
 Q8: What is the rationale or reasoning as to why you choose the types of physical activities you implement in your teaching?  
 Q9: Does your belief about the primary purpose of physical education you told me about earlier influence the types of physical activities you implement in your teaching? If yes, in what way?

*The Two Models*

- Q10: What do you believe to be the positives and negatives for students' well-being  
 (a) instruction that focuses on the mastery of skills related to a sports discipline?  
 (b) instruction that engages students in constant physical activity (for example, Teaching Games for Understanding (TGFU), Log Games, Stations, Learning Centers, etc.)?

*Manitoba Physical Education Curriculum*

Q11: Do you know what the aim and vision of the Manitoba physical education curriculum is?

- (a) How does this vision relate to your vision you explained above?
- (b) How does the curriculum's vision influence the types of physical activities you implement in your teaching?

Q12: What types of physical activities do you believe are best suited to achieving the aim and vision of the Manitoba physical education curriculum?

## Appendix C

### Recruitment Letter (Survey)



**Faculty of Education**  
Department of Curriculum, Teaching and  
Learning

230 Education Building  
University of Manitoba  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9014  
Fax (204) 474-7550

### Invitation to Participate in a Research Study on Physical Education in Schools in Manitoba

May 2018

Dear Prospective Study Participant,

My name is Gavin Winchar and I am a graduate student at the University of Manitoba working on a Master of Education degree. I am conducting a research study entitled *Lifelong Physically Active Lifestyles and the Manitoba Physical Education Curriculum: An Inquiry into Vision and Reality*.

**The purpose of my study** is to find out

- what Manitoba physical education teachers believe to be the primary purpose of physical education;
- what types of physical activities are currently implemented by Manitoba physical education teachers;
- how teachers' beliefs about the purpose of physical education connect with the implemented types of physical activities; and
- how teachers' beliefs about the purpose of physical education and their implemented physical activities connect with the Manitoba physical education curriculum.

**IF YOU ARE A TEACHER IN A MANITOBA SCHOOL WHO IS TEACHING AT LEAST ONE CLASS OF PHYSICAL EDUCATION THIS SCHOOL YEAR, I invite you to participate in an anonymous online survey (about 10 minutes long) to help me answer my research questions.**

**If you decide to participate in the survey, please click on the following link or copy and paste the web address into your browser:**

**[Redacted link]**

**Anonymity:** Participation in the survey is anonymous. All findings from the survey will not be reported by individual participant but in aggregated form.

**Potential Benefits:** Potential benefits of this study for participants include understanding of the actual contribution that physical education might make to the long-term well-being of students. Furthermore, the study can lead to a greater understanding of the present practice of physical education in Manitoba, which might support the much needed continued discussion about and the theorizing of the future directions of physical education in schools in Canada and abroad.

**Potential Risks:** There are no risks beyond the level of risk which might be encountered in daily living when participating in this survey.

This research has been approved by the Education/Nursing Research Ethics Board of the University of Manitoba. If you have any concerns or complaints about this project, you may contact the Human Ethics Secretariat at [REDACTED] or email [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or my thesis supervisor, Dr. Thomas Falkenberg, at [REDACTED] or e-mail [Thomas.Falkenberg@umanitoba.ca](mailto:Thomas.Falkenberg@umanitoba.ca).

If you have any questions about the study or the survey or if you have any concern, please feel free to email me at [umwincha@myumanitoba.ca](mailto:umwincha@myumanitoba.ca)

Thank you for your time and consideration.

Sincerely,

[signature]

**Gavin Winchar**, BSc, BEd, PBDE  
M.Ed. Student  
Faculty of Education  
University of Manitoba  
Winnipeg, Manitoba

## Appendix D

### Letter to the Physical and Health Educators of Manitoba (PHEMB)



**Faculty of Education**  
Department of Curriculum, Teaching and  
Learning

230 Education Building  
University of Manitoba  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9014  
Fax (204) 474-7550

### Research Study on Physical Education in Schools in Manitoba

May 2018

Dear Physical and Health Educators of Manitoba,

My name is Gavin Winchar and I am a graduate student at the University of Manitoba working on a Master of Education degree. I am conducting a research study entitled *Lifelong Physically Active Lifestyles and the Manitoba Physical Education Curriculum: An Inquiry into Vision and Reality*. The study is part of my M.Ed. work.

**The purpose of my study** is to find out

- what Manitoba physical education teachers believe to be the primary purpose of physical education;
- what types of physical activities are currently implemented by Manitoba physical education teachers;
- how teachers' beliefs about the purpose of physical education connect with the implemented types of physical activities; and
- how teachers' beliefs about the purpose of physical education and their implemented physical activities connect with the Manitoba physical education curriculum.

I am seeking physical education teachers across Manitoba to participate in an **anonymous** survey (about 10 minutes long) as part of my study.

**I am requesting your assistance in this project: Could you please forward the attached letter to the members of PHEMB? The letter is a recruitment letter for the survey and directed at physical education teachers in Manitoba. The letter contains information on my study and the link to the survey.**

If you forward the attached letter, I would very much appreciate your contacting me to let me know about it. My contact information is provided below.

This research has been approved by the Education/Nursing Research Ethics Board of the University of Manitoba. If you have any concerns or complaints about this project, you may

contact the Human Ethics Secretariat at [REDACTED] or email [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or my thesis supervisor, Dr. Thomas Falkenberg, at [REDACTED] or e-mail [Thomas.Falkenberg@umanitoba.ca](mailto:Thomas.Falkenberg@umanitoba.ca).

If you should have any questions concerning the research study or wish for more information, please feel free to contact me anytime via email or phone.

I appreciate your support and thank you in advance.

[signature]

**Gavin Winchar**, BSc, BEd, PBDE  
Graduate Student  
Master of Education Program  
University of Manitoba  
Winnipeg, Manitoba  
[REDACTED]  
[umwincha@myumanitoba.ca](mailto:umwincha@myumanitoba.ca)

## Appendix E

### Letter to Superintendents of Manitoba



**Faculty of Education**  
Department of Curriculum, Teaching and  
Learning

230 Education Building  
University of Manitoba  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9014  
Fax (204) 474-7550

### Research Study on Physical Education in Schools in Manitoba

May 2018

Dear [name of superintendent],

My name is Gavin Winchar and I am a graduate student at the University of Manitoba working on a Master of Education degree. I am conducting a research study entitled *Lifelong Physically Active Lifestyles and the Manitoba Physical Education Curriculum: An Inquiry into Vision and Reality*.

**The purpose of my study** is to find out

- what Manitoba physical education teachers believe to be the primary purpose of physical education;
- what types of physical activities are currently implemented by Manitoba physical education teachers;
- how teachers' beliefs about the purpose of physical education connect with the implemented types of physical activities; and
- how teachers' beliefs about the purpose of physical education and their implemented physical activities connect with the Manitoba physical education curriculum.

I am seeking physical education teachers across Manitoba to participate in an **anonymous** survey (about 10 minutes long) as part of my study. Findings from the survey will be reported in aggregated form.

**I am requesting your assistance in this project: Could you please forward the attached letter to the physical education teachers in your school division? The letter is a recruitment letter for the survey and directed at the physical education teachers in your school division. The letter contains information on my study and the link to the survey.**

This research has been approved by the Education/Nursing Research Ethics Board of the University of Manitoba. If you have any concerns or complaints about this project, you may



contact the Human Ethics Secretariat at [REDACTED] or email [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or my thesis supervisor, Dr. Thomas Falkenberg, at [REDACTED] 1486 or e-mail [Thomas.Falkenberg@umanitoba.ca](mailto:Thomas.Falkenberg@umanitoba.ca).

If you should have any questions concerning the research study or wish for more information, please feel free to contact me anytime via email or phone.

I appreciate your support and thank you in advance.

[signature]

**Gavin Winchar**, BSc, BEd, PBDE

M.Ed. Student

Faculty of Education

University of Manitoba

Winnipeg, Manitoba

[REDACTED]

[umwincha@myumanitoba.ca](mailto:umwincha@myumanitoba.ca)

## Appendix F

### Invitation to Participate (Interview)



**Faculty of Education**  
Department of Curriculum, Teaching and  
Learning

230 Education Building  
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Winnipeg, Manitoba  
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Telephone (204) 474-9014  
Fax (204) 474-7550

### Invitation to Participate in a Research Study on Physical Education in Schools in Manitoba

May 2018

Dear Prospective Study Participant,

My name is Gavin Winchar and I am a graduate student at the University of Manitoba working on a Master of Education degree. I am conducting a research study entitled *Lifelong Physically Active Lifestyles and the Manitoba Physical Education Curriculum: An Inquiry into Vision and Reality*.

**The purpose of my study** is to find out

- what Manitoba physical education teachers believe to be the primary purpose of physical education;
- what types of physical activities are currently implemented by Manitoba physical education teachers;
- how teachers' beliefs about the purpose of physical education connect with the implemented types of physical activities; and
- how teachers' beliefs about the purpose of physical education and their implemented physical activities connect with the Manitoba physical education curriculum.

**IF YOU ARE A TEACHER IN [name of school division] WHO IS TEACHING AT LEAST ONE CLASS OF PHYSICAL EDUCATION THIS SCHOOL YEAR, I invite you to participate in a one-on-one interview to help me answer my research questions. The interview would be conducted at a time and place of your convenience.**

**If you are interested in participating in a one-on-one interview with me, please contact me either by phone or e-mail. My contact information is given at the end of this letter.**

In the interview, I would ask you a number of questions about your views on the purpose of physical, why you hold this view, what type of physical activities you are using to implement the

curriculum, and your reasoning behind choosing those types of activities. The interview would take about 45 minutes and would be audio-recorded. No names of participants (only pseudonyms) will be used in any publication of the findings of the study.

This study has been approved by the superintendent (or designate) of Seven Oaks. Your participation in the study is completely voluntary. You do not need to answer any questions you do not want to, and you can withdraw from the interview at any time without any consequences to you.

The attached informed consent form contains further details about the study and what specifically your participation requires. Please read the document carefully, and do not hesitate to contact me if you have any questions or concerns. My contact information is given below.

This research has been approved by the Education/Nursing Research Ethics Board of the University of Manitoba. If you have any concerns or complaints about this project, you may contact the Human Ethics Secretariat at [REDACTED] or email [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or my thesis supervisor, Dr. Thomas Falkenberg, at [REDACTED] or e-mail [Thomas.Falkenberg@umanitoba.ca](mailto:Thomas.Falkenberg@umanitoba.ca).

If you have any questions about the study or the survey or if you have any concern, please feel free to email me at [umwincha@myumanitoba.ca](mailto:umwincha@myumanitoba.ca)

Thank you for your time and consideration.

Sincerely,

[signature]

**Gavin Winchar**, BSc, BEd, PBDE

M.Ed. Student

Faculty of Education

University of Manitoba

Winnipeg, Manitoba

[REDACTED]

[umwincha@myumanitoba.ca](mailto:umwincha@myumanitoba.ca)

## Appendix G

### Consent to Participate in an Educational Research Project (Interview)



**Faculty of Education**  
Department of Curriculum, Teaching and  
Learning

230 Education Building  
University of Manitoba  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9014  
Fax (204) 474-7550

### Informed Consent Form for a Research Study on Physical Education in Schools in Manitoba

*Researcher:* **Gavin Winchar**  
Graduate Student  
Faculty of Education, University of Manitoba  
[REDACTED]  
[umwincha@myumanitoba.ca](mailto:umwincha@myumanitoba.ca)

*Thesis supervisor:* Dr. Thomas Falkenberg  
Faculty of Education, University of Manitoba  
[REDACTED]  
[Thomas.Falkenberg@umanitoba.ca](mailto:Thomas.Falkenberg@umanitoba.ca)

*Research Project Title:* **Lifelong Physically Active Lifestyles and the Manitoba Physical Education Curriculum: An Inquiry into Vision and Reality.**

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

My name is Gavin Winchar and I am a graduate student at the University of Manitoba working on a Master of Education degree. I am conducting a research study entitled *Lifelong Physically Active Lifestyles and the Manitoba Physical Education Curriculum: An Inquiry into Vision and Reality*.

**The purpose of my study** is to find out

- what Manitoba physical education teachers believe to be the primary purpose of physical education;
- what types of physical activities are currently implemented by Manitoba physical education teachers;
- how teachers' beliefs about the purpose of physical education connect with the implemented types of physical activities; and
- how teachers' beliefs about the purpose of physical education and their implemented physical activities connect with the Manitoba physical education curriculum.

For my research I want to obtain data on participants' views on the purpose of physical education, why they hold this view, what type of physical activities they are using to implement the curriculum, and their reasoning behind choosing those types of activities.

### **One-on-One Interview**

Your participation would involve a one-on-one interview with me at a mutually agreeable time and place. If you so choose, you will receive an electronic copy of the transcript to check for accuracy. For this to be possible, you need to provide me with contact information at the time of the interview.

### **Confidentiality**

Your identity will be known to me and potentially to my supervisor. I will try my best to protect your identity as a participant in this study confidential. You will not be identified by name (pseudonyms will be used) in any dissemination of the interview findings. Also, the name of the school division will not be identified in any dissemination of the findings. I will keep the identifiable data (e.g., the consent forms, contact information for interview participants) separate from the non-identifiable data). Electronic data linked to this study, like interview transcriptions, will be stored on a password-protected laptop and on a pass-word protected USB memory stick. All paper documents linked to the study, like completed informed consent forms, will be locked in a filing cabinet at my home to which only I will have access. All written documents linked to the study will be shredded and all electronic data linked to the study will be destroyed within 3 years following the completion of my study, which (the destruction) will be before December 31, 2021.

### **Potential Risks**

There will be minimal risk involved to participants based on those which may be encountered in everyday life.

### **Potential Benefits**

Potential benefits of this study for you include understanding of the actual contribution that physical education might make to the long-term well-being of students. Furthermore, the study can lead to a greater understanding of the present practice of physical education in Manitoba, which might support the much needed continued discussion about and the theorizing of the future directions of physical education in schools in Canada and abroad.

**Feedback**

You can receive a summary of the findings of my study if you provide me with contact information in the section at the end of this informed consent form. The summary should be available in early 2019.

**Deception**

There is no deception involved in this research study.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and /or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

The University of Manitoba may look at your research records to see that the research is being done in a safe and proper way. This research has been approved by the [insert full name of appropriate REB]. If you have any concerns or complaints about this project you may contact any of the above-named persons or the Human Ethics Coordinator at [REDACTED] or [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca). A copy of this consent form has been given to you to keep for your records and reference.

Participant's Name \_\_\_\_\_

Participant's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Researcher Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Feedback:**

You can receive a summary of the findings of my study if you provide me with contact information here. The summary should be available in early 2019.

Your contact information (e-mail): \_\_\_\_\_

## Appendix H

### Letter to Seven Oaks Physical Education/Health Education Contact



**Faculty of Education**  
Department of Curriculum, Teaching and  
Learning

230 Education Building  
University of Manitoba  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9014  
Fax (204) 474-7550

### Research Study on Physical Education in Schools in Manitoba

May 2018

Dear [REDACTED],

My name is Gavin Winchar and I am a graduate student at the University of Manitoba working on a Master of Education degree. I am conducting a research study entitled *Lifelong Physically Active Lifestyles and the Manitoba Physical Education Curriculum: An Inquiry into Vision and Reality*. The study is part of my M.Ed. work.

**The purpose of my study** is to find out

- what Manitoba physical education teachers believe to be the primary purpose of physical education;
- what types of physical activities are currently implemented by Manitoba physical education teachers;
- how teachers' beliefs about the purpose of physical education connect with the implemented types of physical activities; and
- how teachers' beliefs about the purpose of physical education and their implemented physical activities connect with the Manitoba physical education curriculum.

I am seeking physical education teachers in Seven Oaks School Division to participate in a one-on-one interview (about 45 minutes long) as part of my study.

This study has been approved by the superintendent (or designate) of Seven Oaks School Division. The participation of Seven Oaks teachers in the study is completely voluntary.

**I am requesting your assistance in this project: Could you please forward the two attached documents to all physical education teachers in the School Division. For the purpose of this study, all teachers teaching at least one course of physical education are considered physical education teachers. One document is a letter recruiting teachers for the interview. The other letter is an informed consent form, which is necessary to sign in order to participate in the study.**

If you forward the attached letter, I would very much appreciate your contacting me to let me know about it. My contact information is provided below.

This research has been approved by the Education/Nursing Research Ethics Board of the University of Manitoba. If you have any concerns or complaints about this project, you may contact the Human Ethics Secretariat at [REDACTED] or email [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or my thesis supervisor, Dr. Thomas Falkenberg, at [REDACTED] or e-mail [Thomas.Falkenberg@umanitoba.ca](mailto:Thomas.Falkenberg@umanitoba.ca).

If you should have any questions concerning the research study or wish for more information, please feel free to contact me anytime via email or phone.

I appreciate your support and thank you in advance.

[signature]

**Gavin Winchar**, BSc, BEd, PBDE

Graduate Student

Master of Education Program

University of Manitoba

Winnipeg, Manitoba

[REDACTED]

[umwincha@myumanitoba.ca](mailto:umwincha@myumanitoba.ca)



## Appendix I

### Permission by Superintendent to Conduct the Study with Teachers in Seven Oaks School Division



**Faculty of Education**  
Department of Curriculum, Teaching and  
Learning

230 Education Building  
University of Manitoba  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9014  
Fax (204) 474-7550

### Permission to Conduct Research with Teachers in Seven Oaks School Division

May 2018

Dear [REDACTED],

My name is Gavin Winchar and I am a graduate student at the University of Manitoba working on a Master of Education degree. I am conducting a research study entitled *Lifelong Physically Active Lifestyles and the Manitoba Physical Education Curriculum: An Inquiry into Vision and Reality*.

**The purpose of my study** is to find out

- what Manitoba physical education teachers believe to be the primary purpose of physical education;
- what types of physical activities are currently implemented by Manitoba physical education teachers;
- how teachers' beliefs about the purpose of physical education connect with the implemented types of physical activities; and
- how teachers' beliefs about the purpose of physical education and their implemented physical activities connect with the Manitoba physical education curriculum.

As part of my study, I plan to undertake one-on-one interviews with physical education teachers in Seven Oaks School Division. In the interview I will ask for participants' views on the purpose of physical education, why they hold this view, what type of physical activities they are using to implement the curriculum, and their reasoning behind choosing those types of activities.

I plan to recruit six teachers as follows:

	<i>Physical education teaching experience (0-10 years)</i>	<i>Physical education teaching experience (over 10 years)</i>
<i>early years teacher</i>	participant 1	participant 2
<i>middle years teacher</i>	participant 3	participant 4
<i>high school teacher</i>	participant 5	participant 6

To recruit the six teachers, I plan to contact the Seven Oaks Physical Education/Health Education Contact person and ask him to send to all physical education teachers in Seven Oaks a recruitment letter (attached for your consideration) and an informed consent form (attached as well), which participants will have to sign before participating in the study.

**I request your permission to undertake the study as described in this letter and to contact the Seven Oaks Physical Education/Health Education Contact Person for the purpose of recruiting teachers for the one-on-one interviews. If you grant me permission, please sign at the end of this letter. You can then either return by e-mail the whole letter or just the last page with your signature. You can also contact me and I will come to your office and pick up in person this letter with your permission signature.**

### **One-on-One Interview**

The one-on-one interviews with me will be held at a mutually agreeable time and place.

### **Confidentiality**

The identity of participants will be known to me and potentially to my supervisor. I will try my best to protect participants' identity. No participant will be identified by name (pseudonyms will be used) in any dissemination of the interview findings. Also, the name of the school division will not be identified in any dissemination of the findings. Electronic data linked to this study, like interview transcriptions, will be stored on a password-protected laptop and on a password-protected USB memory stick. All paper documents linked to the study, like completed informed consent forms, will be locked in a filing cabinet at my home to which only I will have access. All written documents linked to the study will be shredded and all electronic data linked to the study will be destroyed within 3 years following the completion of my study, which (the destruction) will be before December 31, 2021.

### **Potential Risks**

There are no risks beyond the level of risk which might be encountered in daily living when participating in the study.

### **Potential Benefits**

Potential benefits of this study include understanding of the actual contribution that physical education might make to the long-term well-being of students. Furthermore, the study can lead to a greater understanding of the present practice of physical education in Manitoba, which might support the much needed continued discussion about and the theorizing of the future directions of physical education in schools in Canada and abroad.

**Feedback**

Participants can receive a summary of the findings of my study if they provide me with contact information on their informed consent form. I will automatically provide you/your office with a summary of the study. The summary should be available in early 2019.

**Compensation**

There is no compensation for taking part in this study.

**Deception**

There is no deception involved in this research study.

If you should have any questions concerning the research study or wish for more information, please feel free to contact me anytime via email or phone.

Sincerely,

[signature]

**Gavin Winchar**, BSc, BEd, PBDE

Graduate Student

Master of Education Program

University of Manitoba

Winnipeg, Manitoba

██████████

[umwincha@myumanitoba.ca](mailto:umwincha@myumanitoba.ca)

I hereby give Gavin Winchar permission to conduct the study as described in this letter and to contact the Seven Oaks Physical Education/Health Education Contact Person for the purpose of recruitment.

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Seven Oaks Superintendent or designate

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Date