

PE for inclusion and positive experiences – quantitative and qualitative results from a randomized controlled trial.

Aim

Evaluations of PE-practices in Denmark have shown an overly focus on traditional ball games, competition and performance climate. This leads to a division of children in those who succeed and those who don't based on physical performance (Munk and Von Seelen, 2011). The aim of the current study was to evaluate the implementation and effect of a PE-program grounded in the self-determination theory (Deci & Ryan, 2000) on motivation and self-perceived competences.

Methods

'*Move for Well-being in Schools*' is a multicomponent intervention aiming at improving psychosocial well-being through physical activities (Smedegaard et al., 2016). One of the components is the PE-program which focuses on mastery climate, team-based learning and increased variation in activities. The PE-program consists of eight courses of four lessons with a duration of 90 minutes. PE-teachers participated in a competence development program, and the program was implemented in 4th to 6th grade at 12 schools in 2016-2017. Implementation was evaluated through questionnaires, observations and interviews; and the effect was evaluated through student questionnaires.

Results

The implementation of the PE-program was high, as up to 90 % of PE-teachers used the lesson plans for more than half of their PE-classes. The observations of PE and following interviews revealed a high degree of adaptation - sometimes not aligned with core principles of the program. The proportion of students stating to be motivated or very motivated for PE was 89% before the intervention, and decreased to 87% after the intervention with no difference between intervention and control schools.

Conclusions

The current study elucidates the challenges PE in Denmark faces, where the current culture continues to cause division of students according to their physical abilities and motivation for ball games. It is possible to change this culture, and the pre-designed program based on inclusion- and motivation-principles is a viable solution.

References

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Biography (80 words)

Søren Smedegaard and Lars Breum Christiansen have the last three years been working full time on '*Move for well-being in schools*'. Søren is PhD-fellow; has a master of science degree in Sport and Health from University of Southern Denmark; and has been PE-lecturer at the teacher education (University College Lillebælt). Lars is project manager; has the same master degree; and a Ph.D. in Active Living with a focus on physical activity in the school setting.