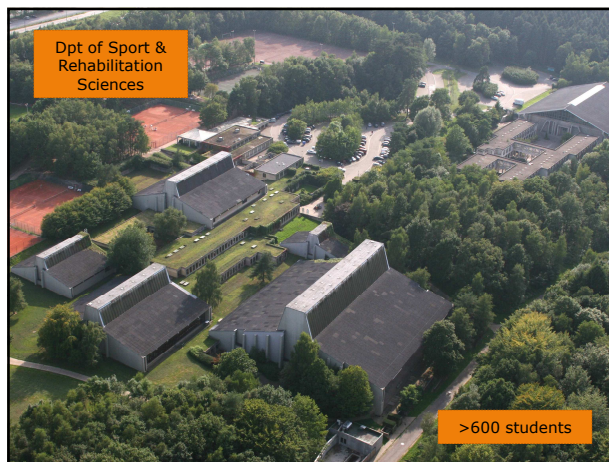
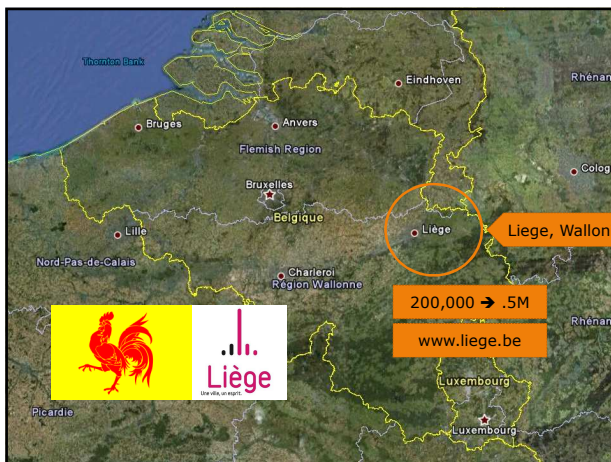


Physical education and leisure: What's the link?

Prof. Marc CLOES
Department of Sport and Rehabilitation Sciences
University of Liege, Belgium

2016 LARASA World Leisure Congress
Durban, South Africa – June 27-30, 2016



www.aiesep.org

2017 International Conference - University of Antilles and Guyana, Guadeloupe – November 7-11

Three questions... among others

- What does the society expect from PE?
- What the PE teacher should do for that?
- What are the links with leisure?

6

Current priority

Preparing physically educated citizens in PE

13

PE as PA promotion means ...

The PE teacher should be the corner stone of the actions ...

JOURNAL OF TEACHING IN PHYSICAL EDUCATION, 2004, 23, 281-299
© 2004 HUMAN KINETICS PUBLISHERS, INC.

The PE teacher is THE specialist of PA 😊

**Physical Education:
A Cornerstone for Physically Active Lifestyles**

Marlene K. Tappe
Purdue University

Charlene R. Burgeson
National Association for Sport and Physical Education

15

Concept 1 – Physical literacy

- PE for what? (Whitehead, 2007, 2013; Mandigo et al., 2009)
- Link to the acquisition by the youth of knowledge, skills and attitude that will make them **physically educated persons** for their whole life (NASPE, 2004)
- PE has a concrete mission to follow learning objectives that are useful and usable **outside the school walls**

16

Concept 2 - Accountability

- PE for what?
- Concrete effects !!!
- PE = Developmental activity
 - Motor dimension
 - Physical dimension
 - Cognitive dimension
 - Affective dimension
 - Social dimension

Acquisition of a healthy lifestyle

Need to collect data ?

17

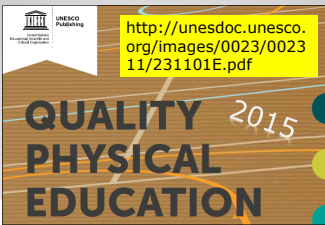
Concept 3 – Quality PE

- AIESEP Specialist Seminar in Jyväskylä (2013)
 - QPE reaches the objectives for all students
 - Objectives should reflect the specific cultural contexts
 - QPE classes should allow students to have positive individual and collective learning experiences where they develop knowledge, skills and dispositions that allow them to be autonomous and responsible decision makers relative to engagement in PA and sport in their lives

18

Quality Physical Education

- "The learning experience offered to {all} children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need **to lead a physically active life.**"



<http://unesdoc.unesco.org/images/0023/002311/231101E.pdf>

19


What does it mean?

- PE should be focused on current society needs and requirements
- Sports and cultural physical activities → Tools for general aims and not final objectives

Pühse et al. (2010)

- PE teachers have to show what they are doing
- Development of a Pedagogical Model for Health-Based Physical Education

Haerens et al. (2011)



20

The specific role of PE teacher


- **Basic role** of PE in the promotion of an active lifestyle (Cloes, 2010)
 - ☞ Fight against inactivity (representations)
 - ☞ Water safety; basic life support; automated external defibrillation
 - ☞ Warming up; cooling down; stretching; fitness
 - ☞ Ergonomic principles, respiratory control; relaxation
 - ☞ Selection of ones working intensity; heart beats checking; muscles and body functioning
 - ☞ Improvement of motor skills (balance, manipulative skills, work in high situation, running ...)
 - ☞ ...
 - ☞ And - of course - learning of sport activities !

Skill & knowledge

21

The specific role of PE teacher

- **Specific actions** of PE in the promotion of an active lifestyle (Cloes et al., 2009a)
 - ☞ Diversified activities
 - ☞ Students' notebook/portfolio
 - ☞ Out of school's leisure activities
 - ☞ Initiation into unusual sports



22

The specific role of PE teacher

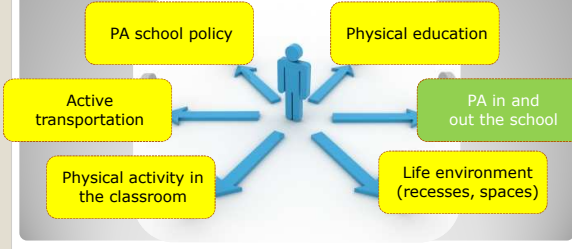
- **Newer role** of PE in the promotion of a healthy lifestyle (Cloes, 2010)
 - ☞ Nutrition (hydration, sport dietetics ...)
 - ☞ Sleep
 - ☞ Stress (relaxation in daily life situations ...)
 - ☞ Smoking, alcohol, drugs, medicine
 - ☞ Sex, risk behaviours (driving)
 - ☞ Hygiene

→ Health and Physical Education ??

23

The specific role of PE teacher

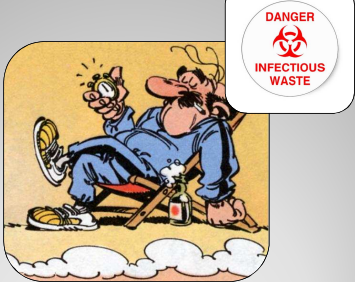
- **Newer role** of PE in the coordination of the PA promotion within the school



Snyers et al., 2014


24

Never again: Utopia?



A cartoon illustration of a man in a wheelchair, looking distressed. A biohazard symbol with the text "DANGER INFECTIOUS WASTE" is overlaid on the image.

25



A photograph of a family (a woman, a child, and a man) riding bicycles on a dirt path through a wooded area. The image is reflected below.

Links with leisure?

PA in and out the school

- What to do?
 - Informing
 - Discovering new activities
 - Experimenting
 - Providing confidence
- What kind of activities?
 - Outdoor
 - Fitness
 - Tourism



A cartoon of Daffy Duck in a dynamic pose, with the text "allez go on y va" written below him.

27

Outdoor

- Students experiment activities that they will be able to practice after school (with family or friends)




Two photographs: one showing a group of people on bicycles on a dirt path, and another showing a person sitting on a large tree branch. The word "Biking" is written over the first photo and "Orienteering" is written over the second.

28

Outdoor

- Students experiment activities that they will be able to practice after school (with family or friends)




Two photographs: one showing people in kayaks on a river, and another showing a large group of people in winter gear on a snowy slope. The word "Kayaking" is written over the first photo and "Skiing" is written over the second.

29

Fitness

- Students experiment activities that they will be able to practice after school (with family or friends)



Two photographs: one showing people climbing a colorful wall, and another showing people on exercise machines in a gym. The word "Climbing" is written over the first photo and "Aerobic" is written over the second.

30

Tourism

- Students experiment activities that they will be able to practice after school (with family or friends)



Sport museum



Stadium

31

Tourism

- Students experiment activities that they will be able to practice after school (with family or friends)



Hiking-Tour




Championship


32

Future

- Students experiment activities that they will be able to practice after school (with family or friends)



Laser game



Vertical dance

33



Research on PE and leisure ...

Context of Sport Pedagogy

- Analysis of the research content in ARIS congresses

THE LEISURE CONTEXT. A FORGOTTEN TOPIC OF SPORT PEDAGOGY?
 Maria Cioara
 Department of Sport Sciences, University of Lugoj (Romania)

Category	Percentage
Physical education	~10
Teacher education	23,3
Science of coaching	18,7
Adapted physical activity	2
Leisure	0,9
Other	2

Muresand, Robini & Poggi (2010)

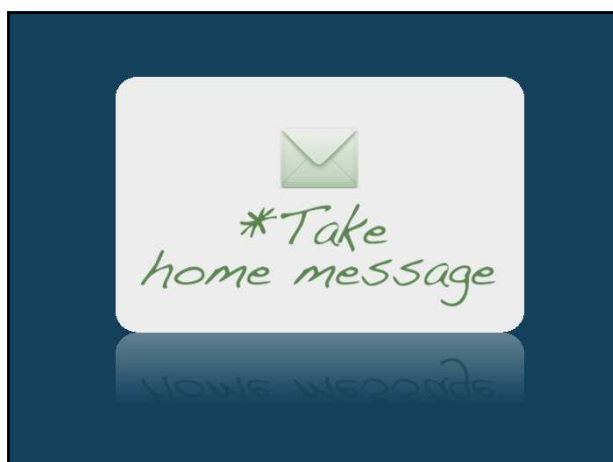
Only few papers focusing on the leisure context

2014 AIESEP Specialist Seminar
F.E.F.S.-Timisoara

HOME
ABSTRACTS
KEYNOTE SPEAKERS
COMMITTEES
SEMINAR PRESENTATION
PHOTO
CONTACT



The Pedagogical Side of Outdoor and Leisure activities



Five key messages

- PE teachers should become real cornerstones of the PA promotion at school
- They have to be involved in PE as well as in the other dimension of PA at school
- PE has to underline that their course allow to practice activities organized outside the school, lifelong

38

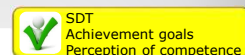
Five key messages

- PE teachers have to establish contacts with all actors of the leisure market and implement concrete projects
- Research is needed in order to enhance the links between PE and leisure

39

A first step: The PAMIA principles

- **P** - Foster play/pleasure: *give meaningfulness and increase pleasure*
- **A** - Foster achievement and learning: *70-80% («delicious uncertainty») through individualizing (levels +1 et -1; individual goals)*
- **M** - Foster movement: *propose activities situations that lead students to move, to expand energy*
- **I** - Foster interactions: *increase contact with others and with the environment*
- **A** - Foster autonomy: *give students opportunities to make decisions*



40



Many thanks for your interest

Marc.Cloes@ulg.ac.be

References

References

44

- AIESEP (2014). 2014 AIESEP Position Statement on Physical Education Teacher Education. Retrieved on Internet: <http://aiesep.org/wp-content/uploads/2014/11/2014-AIESEP-Position-Statement-on-Physical-Education-Teacher-Education.pdf>
- Cloes, M. (2010). The active school concept: A project for PE teachers. Keynote delivered at Timisoara, Roumanie – 50 years of History in education, performance and research, November 4-7 2010. Retrieved from <http://hdl.handle.net/2268/132209>
- Cloes, M. (2014). The leisure context. A forgotten topic of sport pedagogy. In, A. Albuquerque, C. Pinheiro & R. Resende (Eds.), *A Formação de Formadores em Educação Física e Desporto. Perspectivas Internacionais Tendências atuais* (pp. 111-121). Avioso S Pedro : Instituto Universitario da Maia. Disponible sur Internet: <http://hdl.handle.net/2268/172153>
- Cloes, M., Del Zotto, D., & Motter, P. (2009). What PE teachers do to promote a lifelong active lifestyle in their students? An analysis by the critical incidents technique in Wallonia. *Congrès Mondial 2008 de l'AIESEP « Sport pedagogy research, policy and practice: International perspectives in physical education and sports coaching. North meets South, East meets West »*, Sapporo, 21-25 Janvier.

- Cloes, M., Motter, P., & Van Hove, A. (2009). Students' perception of the role of their secondary school in promoting an active lifestyle. In, T. Rossi, P. Hay, L. McCuaig, R. Tinning & D. Macdonald (Eds). *Proceedings of the 2008 AIESEP World Congress «Sport pedagogy research, policy and practice: International perspectives in physical education and sports coaching. North meets South, East meets West»*, Sapporo, January 21-25 {cd-rom – ID: 186}. Brisbane: HMS, University of Queensland.
- Haerens, L., Kirk, D., Cardon, G., & De Bourdeaudhuij, I. (2011). Toward the Development of a Pedagogical Model for Health-Based Physical Education, *Quest*, 63:3, 321-338. <http://dx.doi.org/10.1080/00336297.2011.10483684>
- Kohl 3rd, H.W., Craig, C.L., Lambert, E.V., Inoue, S., Alkandari, J.R., Leetongin, G., & Kahlmeier, S. (2012). The pandemic of physical inactivity: global action for public health. *The Lancet*, 380, 294-305. doi.org/10.1016/S0140-6736(12)60898-8
- Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2009). Physical Literacy for Educators. *Physical and Health Education Journal*, 75, 27-30.
- McLennan, N. & Thompson, J. (2015). *Quality Physical Education (QPE). Guidelines for policy-makers*. Paris, France: UNESCO. Available on Internet: <http://unesdoc.unesco.org/images/0023/002311/231101E.pdf>
- Morris, C. (2013). Designed to Move. *National Civic Review*, 102(4), 55-56. doi: 10.1002/ncr.21157
- Musard, M., Robin, J.-F. & Poggi, M.-P. (2010). Les recherches ARIS : contextes d'intervention étudiés et thématiques de recherche. *eJRIEPS*, 19, 124-194.

45

- NASPE (2004). *Moving into the Future: National Standards for Physical Education* (2nd ed). Reston, VA: Author. Retrieved from <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>
- Pühse, U., Gerber, M., Mouton, A., & Cloes, M. (2010). L'EPS : de l'exception à la normalité. *Revue de l'Éducation Physique*, 50, 2, 55-61. Retrieved from <http://hdl.handle.net/2268/67676>
- Snyers, J., Halkin, A.-S., Lejacques, T., Schmit, J., Williot, J., Cloes, M. (2014). Multidimensional Analysis of the Importance Given to Physical Activity Promotion in Secondary Schools of French-Speaking Belgium. *The Global Journal of Health and Physical Education Pedagogy*, 3, 3, 212-227. Available on Internet: <http://hdl.handle.net/2268/171066>
- Tappe, M.K. & Burgeson, C.R. (2004). Physical Education: A Cornerstone for Physically Active Lifestyles. *Journal of Teaching in Physical Education*, 23, 4, 281-299.
- UNESCO (2013). *Declaration of Berlin. 5th International Conference of Ministers for Physical Education and Sport (MINEPS V)*. SHS-2013/WS/6. Available on Internet: <http://unesdoc.unesco.org/images/0022/002256/225617m.pdf>
- UNESCO (2015). *International Charter of Physical Education, Physical Activity and Sport*. SHS/2015/PI/H/14 REV. Available on Internet: <http://unesdoc.unesco.org/images/0023/002354/235409e.pdf>
- Whitehead, M. (2007). Physical Literacy: Philosophical Considerations in Relation to Developing a Sense of Self, Universality and Propositional Knowledge. *Sport, Ethics and Philosophy*, 1, 3, 281-298.
- Whitehead, M. (2013). Definition of physical literacy and clarification of related issues. *ICSSPE Bulletin*, 65, 28-33.

46