

# **A model-based practice in PE and its transference to students' autonomous extracurricular physical activity: A case in primary school**

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Introduction. Physical Education (PE) programmes that seek to promote healthy lifestyles among young people require student-centred methods enhancing autonomous and responsible behaviour to facilitate the transfer of physical activity (PA) involvement beyond lessons. Thus, pedagogical models can be effective student-centred methodologies to achieve this purpose (Haerens et al., 2011). This work aimed to explore the influence of an intervention hybridizing Health-Based PE and Sport Education to promote the autonomous practice of physical activity outside PE lessons.

Method. The intervention was designed by the collaboration of teachers with experience and knowledge in the two models. The hybridization was built considering the transference of autonomy and responsibility from the teacher to the students through methodological considerations fitting within the models (e.g., use of resources or roles). The intervention lasted 11 lessons of 45 and 60 minutes alternatively using rope-skipping as a health-related content. Qualitative data were collected from different participants in the process: 30 students (group interviews at the end of the program); PE teacher (interview at the end of the program); and two researchers (field diary during the intervention). Data were analysed using a multiphase approach combining inductive-deductive content analysis and constant comparison (Smith & Gannon, 2018).

Results. Concerning the transference of PA practice outside PE lessons, students revealed that they increased their time of practice during school timetables, extracurricular time, or outdoors school in the last weeks of the intervention. Most of them met and grouped outdoors to practice rope-skipping choreographies autonomously supported by the resources to practice the activity (e.g., ropes or sheets informing how to perform warm-ups and stretching). In this sense, the transference of autonomy and responsibility through the methodologies employed was well-assimilated to students. However, when trying to organize PA out of school, students had to deal with some conflicts as, for instance, how to manage to reach an agreement among the group members. Finally, the collaboration of the school providing spaces and resources (i.e., ropes and music players) to students emerged as a facilitator to achieve positive outcomes in increasing their practice. Conversely, the length of the intervention was a limiting factor because a longer intervention could have helped to assimilate autonomy and responsibility, contributed to increasing PA practice and helped to consolidate some health-related behaviours in students.

Conclusion. The intervention using models-based practices in PE facilitated students' autonomous practice beyond PE lessons, although students had to deal with some constraints. Notwithstanding, these results must be interpreted with caution because could not ensure the consolidation of these behaviours in the physical activity practice of students.

## References

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