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# The Effects of a Non-traditional High School Physical Education Curriculum on the Development of Lifelong Engagement in Physical Activity

Meghan Trimer

*The College at Brockport*, [mtrim2@brockport.edu](mailto:mtrim2@brockport.edu)

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The Effects of a Non-traditional High School Physical Education Curriculum on the  
Development of Lifelong Engagement in Physical Activity:  
A Synthesis of the Research Literature

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A Synthesis Project  
Presented to the  
Department of Kinesiology, Sport Studies, and Physical Education  
The College at Brockport State University of New York

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In Partial Fulfillment of the Requirements for the Degree  
Masters of Science in Physical Education Pedagogy

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By:  
Meghan Trimer  
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The College at Brockport State University of New York  
Brockport, New York

Department of Kinesiology, Sport Studies, and Physical Education

Title of Synthesis Project: The Effects of a Non-traditional High School Physical Education

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Read and Approved by:

*Cathy Houston-Wilson*

Instructor

5/15/19

Date

Accepted by the Department of Kinesiology, Sport Studies, and Physical Education, The College at Brockport, State University of New York, in partial fulfillment of the requirements for the degree Master of Science in Education (Physical Education Pedagogy).

*Cathy Houston-Wilson*

Chairperson, Department of Kinesiology,  
Sport Studies, and Physical Education

5/15/19

Date

## Table of Contents

Abstract.....	4
Chapter 1: Introduction.....	5-9
Chapter 2: Methods and Procedures.....	10-12
Chapter 3: Literature Review.....	13-24
Chapter 4: Results and Discussion.....	24-26
References.....	27-28
Appendix A: Article Grid.....	29-38

### **Abstract**

The purpose of this synthesis is to examine the effects of a non-traditional high school physical education curriculum on the development of lifelong engagement in physical activity. Additionally, a purpose of this synthesis is to give insight into the impact that physical education teachers have on student motivation to live an active lifestyle. The main goal of a physical educator is to promote lifetime participation in physical activity (Baldwin et al., 2002). The way in which a student perceives their physical education teacher and curriculum can have a long-lasting effect on their desire to live an active lifestyle. What are the benefits of teaching students through a nontraditional physical education curriculum? How can a nontraditional physical education program give students the tools and knowledge to be motivated to be physically active for a lifetime? The research studies synthesized through this project were analyzed in hopes to come to a conclusion about the effects of a non-traditional high school physical education curriculum on the development of lifelong engagement in physical activity.

**Keywords:** physical education, life long fitness activities, non-traditional activities, outdoor education, adventure education

## **Chapter 1**

### **Introduction**

Physical education plays a key factor in young adolescents motivation to be physical activity. The main goal of a physical educator is to promote lifetime participation in physical activity (Baldwin et al., 2002). Many school districts put the emphasis of their curriculum on team sports, however some believe that students do not learn how to be physically active for a lifetime through this type of curriculum. According to Ennis (2014), there are many different curricular models that physical educators can use to teach students. For example, the Sport Education model created by Daryl Siedentop (1984) provides children with enjoyable sport experiences in class, pushing them to develop qualities of a literate, enthusiastic, competent sport competitor. Additionally, Bunker and Thorpe (1982) created the Teaching Games for Understanding. Finally, Charles Corbin (1975) created the Fitness for Life model that teaches students why it is important to be physically active along with the science and knowledge behind physical fitness and its components. To prepare students for a lifetime of physical activity, physical educators need to use a combination of sport, physical activity, dance, and adventure activities as the means to an end for personal and social growth in physical education class (Ennis, 2014).

Physical education teachers have relied on some classic team sports like football, basketball, handball, and volleyball for many years as a way to develop their physical education curriculum (Lara-Sanchez et al. 2010). Many people believe that these traditional sports should not be taken out of physical education class, as they are a staple of American sports and motivate student's interest in being part of a team (Mckee, 2013). Furthermore, teaching traditional team sports teaches students teamwork, discipline, and how to apply

rules in game situations (McKee, 2013). However, a variety of studies show that these types of activities do not teach students how to be physically active for a lifetime or promote growth in the cognitive and affective domain (Ballard et al., 2012; Ennis, 2017. Lara-Sanchez et al., 2010. Schwab et al., 2014.) By expanding physical education curricula outside the realm of traditional sports, physical educators can teach to the class as a whole, not just the athletes on sports teams. Using non-traditional activities such as dance, weight lifting, and adventure activities can motivate students that are not interested in competitive sports to still have a desire to be physically active through a different outlet of physical activity. (Schachter, 2010).

There are many factors that influence a student's desire to participate in a sport based activity class or a nontraditional activity class in college. Some of these factors include, but are not limited to familiarity, enjoyment, skillfulness, social influences, high school physical education experiences, etc. (Cyr, 2001. Hildebrand et al., 2001). A student's perception of their physical education experience can have an effect on the activities they choose to participate in as they go into adulthood. A wide range of studies display that one reason students chose one type of activity class over another was due to their experience in physical education in school (Cyr, 2000. Hildebrand et al., 2001. Mears, 2005). Additionally, studies have shown that not only curriculum, but also things such as their teacher's motivation, enthusiasm, and ability to give feedback influenced their desire to be active outside of school and as they head into college or the work force (Lackman & Chepyator-Thompson, 2017).

## Statement of the Problem

As described above, there are various curriculum models that can promote physical activity in physical education classes. However, there is descent amongst researchers as to the best approach to develop motor skills and promote life-long physical activity habits. While there are some great attributes being brought to students, there are also many components of a physical education curriculum that are not being emphasized, as they should. Many students are not physically active outside of physical education. For example, according to *The US Physical Activity Guideline (2008)*, adolescents' ages 6 to seventeen years of age should be active for at least 60 minutes, seven days a week. However, according to the Center for Disease Control and Prevention (CDC, 2018), in 2015, only 27.1% of high school students participated in at least 60 minutes of physical activity seven days a week. Additionally, only 21.6% of school aged children and adolescents were engaged in more than 60 minutes of physical activity outside of school throughout a five-day school week (CDC, 2018).

Within these desired daily 60 minutes, the three most important types of activities that children and adolescents should be engaged in are bone-strengthening, aerobic, and muscle strengthening activities (*The US Physical Activity Guideline, 2008*). These activities include, but are not limited to swimming, biking, weight lifting, basketball, and tennis (*The US Physical Activity Guideline, 2008*). While this combination of activities can be taught in physical education, participating in them in class two to three times a week for 20-60 minutes is not an appropriate amount of physical activity each week to attain national health and activity guidelines set forth by *the US Department of Health and Human Services* and *The US Physical Activity Guideline for Americans*. Therefore, students need to be taught



activities and skills that can help them be physically active outside of school and as they progress throughout their life. Some schools put the focus of the curriculum on team sports while others try to incorporate more nontraditional, lifetime activities into the program. A combination of both types of activities can give students the most beneficial physical education program possible, in hopes to teaching students how to be physically active for a lifetime.

### **Purpose of the Synthesis**

The purpose of this synthesis is to examine the effects of a non-traditional high school physical education curriculum on the development of lifelong engagement in physical activity.

### **Research Questions**

1. What type of physical education curriculum best promotes students in learning how to be physically active for a lifetime?
2. What are the benefits of teaching students through a nontraditional physical education curriculum?
3. How can a nontraditional physical education program educate and motivate students to be physically active for a lifetime?
4. How does offering a wide range of activities in physical education class impact students' motivation to live an active lifestyle?

### **Operational Definitions**

1. **Traditional Physical Education Curriculum:** Instruction in physical exercise and sport games (Kulinna, 2008)

2. **Non-traditional Physical Education Curriculum:** Education that focuses on the development of interpersonal and intrapersonal relationships while participating in outdoor activities that include attributes of risk and challenge (Human Kinetics, Wagstaff & Attarian, 2009)
3. **Physical Activity:** Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a base level, bodily movement that enhances health (The US Physical Activity Guideline, 2008)

#### **Delimitations**

- All article reviews were written within the past 18 years (2000-2019).
- All articles related to the impact of traditional and non-traditional physical education curriculum on their physical activity habits.
- Research studies focused on participant's experiences and perceptions of their high school physical education curriculum as it relates to their physical activity engagement.
- All articles were peer reviewed and full text.

## Chapter 2 – Methods

The purpose of this chapter is to review the methods used to examine the effects of a nontraditional high school physical education curriculum on the development of lifelong engagement in physical activity.

The studies collected for this synthesis were located using the EBSCO database from The College at Brockport's Drake Library. Within the EBSCO database the following databases were searched: SPORTDiscus and Academic Search Complete. Within these databases a total number of 10 articles met the criteria for inclusion as part of the critical mass within this literature review. In order for an article to meet the criteria for selection in this synthesis it must have been published between 2001-present; this will provide this synthesis with the most up to date and current information available. Other criteria for selection included scholarly and peer reviewed articles that were full-text. Having scholarly and peer reviewed articles provides more validity within the articles and better overall quality. Other articles or sources selected as part of this literature review provided context about the topic, background information and supplemental information to complete the review. All articles and sources are appropriately cited in the reference section of this paper.

In order to gather valuable articles for this synthesis certain keywords and phrases were used when searching the database. The first keyword searched was physical education curriculum that resulted in 5,710 number of hits. To narrow the search, non-traditional activities was added as a secondary keyword, which resulted in 20 articles. These keywords were used to find articles in regards to physical education curriculum and non-traditional activities in a curriculum. Adding adventure education as a secondary key

word totaled 41 articles; adventure education is part of a non-traditional curriculum. A secondary key word of high school student perceptions resulted in 43 articles. When changing the secondary key word to lifetime physical activity, 179 items were shown. Lifetime physical activity is an important key word in narrowing down this synthesis's literature review because lifetime physical activity in relation to a physical education curriculum is crucial for the purpose of this synthesis. When using high school physical education as a key word, 7,342 articles came up. After adding curriculum impact as a secondary key word, it narrowed the search to 43 articles. Curriculum impact was chosen as a key word as it is important in relation to the purpose of this synthesis.

Articles that were selected for use in this synthesis were scholarly and peer reviewed articles that were full-text. Also, when selecting articles for use in this synthesis it was important that each article selected had valuable information in relation to the effects of a non-traditional high school physical education curriculum and its effects on the development of lifelong engagement in physical activity.

Specific criteria were used in order to be a part of the literature review. All of the articles selected were based on non-traditional high school physical education programs and its effects on students' engagement in lifelong physical activity. Participants in the studies reviewed were first year undergraduate college students and high school students.

For this synthesis a total number of 15 articles were used to compile data on the topic of non-traditional high school physical education curriculum and the effects it has on students engagement in life long physical activity. Articles came from a variety of journals including *The Journal of Physical Education, Recreation, and Dance*, *Journal of Physical Education and Sport*, and *Physical Education*.

The critical mass for this synthesis is comprised of 6,408 number of participants. Within the 10 number of articles used for the literature review there was a total of 1,593 males, and 1,707 females who acted as participants throughout the 10 studies.

Data were analyzed using the following methodologies for the studies under review. For the majority of the studies under review, qualitative measures such as semi structured interviews and open-ended questions in the form of a questionnaire, survey, or interview were administered to collect data. Focus group interviews were also used in a couple studies. To analyze data, a computer software called SPSS was used to analyze the quantitative data from the questionnaires and formulate standard deviations and means from Likert Scale questions. Excel was used to organize data from the open-ended survey questions and then further broken down into common themes. For the studies that used interviews as a method of data collection, data from the interviews were transcribed and then coded and split into categories and arranged into themes, which helped in forming conclusions for the study. One study utilized chi-squares along with central tendency and dispersion to analyze Likert Scale questions. Grounded theory, content analysis, thematic content, and constant comparison methods were also used when analyzing qualitative data. Frequency distributions, unpaired t tests, and one-way variances were also used to analyze quantitative data.

## **Chapter 3**

### **Review of Literature**

The purpose of this chapter is to review literature in regards to non-traditional high school physical education curriculums and their effects on student engagement in lifelong physical activity. These articles have been categorized based on the type of study conducted, setting and/or participants of the study, and the main focus of the research. Specifically, the following topics will be presented: student perceptions of their high school physical education curriculum, motivational effect of high school curriculum on undergraduate students, and sport based vs. non-traditional physical education curriculum.

#### **Effect of High School Physical Education Programs on Undergraduate Students**

Cyr (2000) examined factors that contributed to student self-selection of sport activity classes compared to outdoor activity classes at the University of Wisconsin La Crosse. This study consisted of 22 participants, 11 who were enrolled in sport classes, five female, six male, and 11 who were enrolled in outdoor activity classes, six female, five male as a part of this study. They were all interviewed by the researcher, answering questions in regards to why they chose one type of class over the other. This study concluded that top two reasons why students chose a specific class was due to the relationship between participating in the sport and the enjoyment factor (64%). Closely following those factors was familiarity (41%) with the sport or activity and social interaction. These results suggest that physical education curriculums can greatly have an effect on the activities, if any, that students choose to participate in as they get into adulthood.

In a similar study which examined reasons why college students chose certain physical education activity classes as well as participants perceptions of their high school

physical education program was also studied (Hildrebrand & Johnson, 2001). Participants included 812 undergraduate students from a Southeastern college, (443 females and 369 males) who were enrolled in 12 different physical activity classes. As a result of this study, 81% of participants said they took a class because they enjoyed the activity and 77% said it was due to interest in the activity. Additionally, 82% of participants said they were successful in high school physical education class, motivating them to participate in a certain type of class. This study gives insight into physical education programs teaching activities that promote life-long physical fitness.

Mears (2008) guided a study to determine if exposure to a diverse high school physical education curriculum had an effect on young adult physical activity levels. Participants in this study consisted of 1,920 undergraduate students on two different college campuses. A survey was administered with questions relating to participants high school physical education curriculum and experience, content area available to them, and current levels of physical activity. Based on the physical activity question responses, data concluded that students who completed a high school physical education curriculum which contained three or more content areas (aquatics, outdoor adventure, team, physical conditioning, etc.) had greater levels of fitness components such as muscular and cardiovascular strength and endurance, flexibility, and engagement in sport. This expresses the need for physical education curriculums to teach a wide range of activities from sports to outdoor activities to fitness activities. Team sports ranked highest among all activities taught, however, these students reported lower muscular and cardiovascular strength and endurance than the students who had a more diverse curriculum. Furthermore, results concluded that participants only engaged in sport activity on average one night a week.

This reveals the need for physical education programs to teach more relevant, worthwhile activities in the curriculum, ones that will benefit student physical activity levels as they go into adulthood. Results yield the need for a diversified curriculum as it greatly impacts student physical activity levels as they become young adults.

Mears (2005) also conducted a study focusing on the impact that multiple semesters of physical education and curriculum content had on an undergraduate's current level of physical activity. The participants in this study consisted of 1,175 college undergraduates at Southwest Missouri State University and the University of Arkansas. Participants engaged in a survey that was split up into four different categories: high school physical education experience, high school physical education curriculum, demographics, and current level of physical activity. Results indicated that students who were enrolled in three or more semesters of high school physical education were more likely to be physically active than those who had fewer than three semesters of physical education. Furthermore, students who had a high school physical education curriculum that was diverse, with activities expanding far beyond team sports, were significantly more physically active than those who had a team-sport based physical education curriculum. These results exemplify the importance of student's receiving an adequate amount physical education in high school and that the content being taught greatly impacts a student's desire and motivation to be physically active into the upcoming years of their life.

Lackman and Chepyator-Thomson (2017) investigated first year university student's perspectives of their high school physical education experience, specifically in an urban setting. This study consisted of 16 students, 12 females and 4 males, between the ages of 18-25 at an urban southeastern university. Participants in this study underwent



semi-structured interviews with open ended questions in regards to their high school physical education experience, high school physical education curriculum, attributes of their high school physical education program that stood out, and the instructional strategies that were used by their physical education teachers. This study concluded that sports typically dominated curriculum however, students wished their programs included a wider range of activities, including more non-traditional activities such as outdoor education or Frisbee. Furthermore, students stated that they wish they had more opportunities for physical education in high school by having more semesters offered. Students reported that their teacher's lack of enthusiasm and ability to give feedback heavily influenced their desire to be physically active outside of school. This study indicates the need for physical education teachers to diversify their curriculum to meet the skills and interests of all students. Also, it shows the significant impact a physical education teacher and program can have on student's motivation to live a physically active lifestyle.

Barney. Pleban, Prusak, and Wilkinson (2015) also examined college student's thoughts and feelings on their high school physical education experience and how it has had an effect on their physical activity patterns after graduating high school. Participants included 1,034 college students, (488 females and 546 males) were involved in this study. To collect data, a 19-question questionnaire was given out to all participants. These 19 questions were in the format of open ended questions and Likert scale questions pertaining to student's high school physical education program and activities that were taught, what activities they liked or disliked and why, activities that seemed worthwhile compared to those that seemed pointless, and how often they currently participate in physical activity. The results concluded that while many students enjoyed participating in team sports in

high school, since that time, they have come to realize that they would have liked more lifetime activities offered in physical education as it would have benefitted them greater in the long run. Additionally, students stressed the importance of physical educators in explaining to students why activities such as tennis and weight lifting are beneficial in staying active throughout life. Students felt that their high school physical education programs did not give them the skills and knowledge to live an active life due to the repetitiveness of the same competitive team sports that they participated in. These activities put the focus on sport play rather than learning how to be active individuals. Overall, this study reveals the need for physical education programs to shift from focusing on team sports to incorporating lifetime fitness activities that will give students the skills and knowledge to live an active lifestyle.

### **Sport Based vs. Non-Traditional Physical Education Curriculums**

Traditional sport based physical education programs appear to be the norm not only in the United States but also in England. Baldwin, Fairclough, and Stratton (2002) looked at the type of physical education curriculum that was dominant in 89 secondary schools in England. The purpose of this study was to consider which type of program best promoted lifetime participation in physical activity. Participants included 51 Heads of Physical Education who all answered a questionnaire regarding the type of activities included in their physical education curriculum along with extra-curricular activities. This study concluded that team sports dominated over lifetime activities, while lifetime activities were more prevalent during extra-curricular time. Female physical education teachers offered more lifetime activities than males as part of the curriculum, while males focused more on team sports. An overlooking conclusion from this study was that physical

educators need to recognize which activities will have the greatest value into adulthood and use that mindset to revamp their curriculums so that students are learning activities that help them in being physically active for a lifetime.

In an article review by Ballard and Chase (2004) the positive impact of physical education programs that incorporate non-traditional activities can have on students was presented. Activities such as archery, bowling, and orienteering, to name a few, were discussed throughout this article. The idea of physical educators taking risks to better the learning experience for their students is concluded at the end of this article. Furthermore, the authors concluded that the addition of non-traditional activities will encourage students to invest more time in these lifetime activities into adulthood, ultimately giving them the knowledge and confidence to be physically active for a lifetime.

Lara-Sanchez (2010) also examined the benefits of teaching from a non-traditional activity-based physical education curriculum as opposed to team sports. Examples of activities used in physical education class that are not sport based but instead, activities that focus on teaching students to be active through the physical, social, and emotional domain were discussed. These activities provide a fun experience while aiding in developing a sense of physical activity creativity, meaning that there are many different outlets to be physically active. While all students can benefit from a non-traditional activity-based curriculum, the author pointed out that female students found it more attractive than male students, due to their lack of interest and lack of variety in the team sports that they have been playing for years. If physical education teachers can start to build their curricular foundation around more activities than just team sports, students of

both genders are more likely to buy in and see the positive benefits that come from participating in a variety of different activities.

In determining reasons why non-traditional physical education programs are more beneficial to students than traditional team sports-based programs, Schachter (2010) concluded that the current state of youth and adolescent health in the United States is not where it should be as inactivity and obesity rates continue to rise. He identified the potential positive physical, mental, and social/emotional benefits that students can receive from a more unique, non-traditional physical education program, ultimately guiding them in learning how to be physically active for a lifetime and promoting healthy lifestyle habits.

Ennis (2017) conducted a large-scale literature review related to *transformative physical education*. In other words, a physical education program that used a combination of sport education, adventure activity, and dance to teach students how to be physically active for a lifetime. The literature suggests that teaching students a wide range of activities will help in reaching interests of all students, ultimately increasing their motivation to be active outside of school. If students can become familiar with activities that are available to them in their community rather than thinking that competitive team sports is the only way to be active, they will be more likely to pursue an active lifestyle. Physical educators play a large role in students' knowledge and perception of physical activity and through a diverse physical education curriculum this goal of lifetime fitness is more likely to be possible.

Schwab and Dustin (2014) investigated ways to create a holistic recreation and physical education program through non-traditional activities. The authors supported the use of allowing non-traditional activities such as hiking, biking, and kayaking to be used to meet the physical education requirement for students as these activities have some sort of

controlled risk factor incorporated with them that can increase student interest and desire to participate along with cultivating positive character traits. Adding non-traditional activities to a curriculum can give student's benefits well beyond the physical realm that is associated with exercise and physical activity. Through this case study, implications were made in regards to physical education curriculums switching the focus from competitive team sports to lifelong leisure activities that will have a greater impact on students in the long run.

### **High School Student Perceptions of their Physical Education Program**

Rikard and Banville (2006) examined high school student's attitudes about the activities taught in their physical education program. An additional purpose of this study was to determine the effectiveness of these high school physical education curriculums in actually improving student skill and fitness levels. Six high schools participated in this study, totaling 515 students, (267 female and 246 males). Of the total number of participants, 159 students were also selected to be part of a focus group. Data were collected using a questionnaire with statements and questions in regards to students' perceptions of their physical education curriculum, activities they liked, disliked or wanted added, and the overall impact of their schools physical education program on their engagement in physical activity outside of school. Focus group participants also engaged in small group 45-minute interviews. It was concluded that students preferred a wider range of sport and fitness activities in the curriculum along with an increase in the level of challenge throughout these activities. Moreover, most students enjoyed the activities that were offered to them however; they would like more interesting, different activities to be added. Students felt that more variety and challenge in the curriculum would increase their

motivation to be active outside of school. All in all, this study showed the need for physical educators to find ways to diversify their curriculum with outside the box activities to motivate students to be active in their daily life.

Mehmeti (2015) conducted a study that examined student attitudes about their motivation in regards to their physical education program and their overall participation in physical education class. Participants included 305 10<sup>th</sup> and 11<sup>th</sup> grade students, (150 females and 155 males), who completed questionnaires in regards to their perceptions of their physical education program along with activities they would like to participate in, time spent on sport activity, and their motivation to be active. Focus group interviews were also conducted. Data from this study showed that 71.8% stated that teachers focused too much on traditional team sports such as football or volleyball and not enough on a variety of different activities such as fitness activities. This hinders students' ability to be physically active and motivated to engage in physical activity experiences. A variety of activities will increase student interest and participation in class as opposed to teaching the same repetitive team sports every year. With a wider range of activities that meet the interests of many students, motivation to be physically active through physical education class is likely to increase.

Mehmeti and Halilaj (2018) examined factors that motivate students to be physically active. Additionally, they investigated the effect of physical education programs on student motivation and participation in sports and activities outside of school. For this study, 526 8<sup>th</sup> and 9<sup>th</sup> grade students, (259 females, 267 males) answered questionnaires based on their perception of motivation to participate in physical activity and how their physical education teacher had an impact on them living an active lifestyle. Additionally,

students were asked to state the number of days they are active during a week and how important being active was to them. Results showed that 89% of participants were not intrinsically motivated to be engaged in physical education activities. Additionally, 78% of participants stated that physical education teachers are not doing a suitable job in teaching the foundational sports skills and lifetime activities needed to be physically active outside of school and 68% of students reported that their physical education teacher was never fully engaged in class. This lack of engagement decreased student motivation and participation. Finally, 71.8% of participants reported that their physical education program was based on traditional sports rather than lifetime activities, although they would have preferred a more diverse curriculum. These results demonstrate the significant impact that physical education programs have on student's motivation to be physically active outside of school.

Wilkinson and Bretzing (2011) conducted a study examining high school girls' perceptions of fitness activities available to them in physical education and the effect it has on their motivation to live an active lifestyle. Participants included 83 girls who were enrolled in three sections of a fitness for life course that met two to three times a week for 90 minutes for a semester. Data were collected using field notes and a questionnaire. The questionnaire asked what participants preferred more, fitness units or sports units and what benefits they see from participating in fitness units. Results concluded that 74% of participants preferred fitness units to sports units due to its health benefits, the carry over into lifetime activities, skill set, and availability to participate outside of school. Participants felt that they were able to better focus on themselves and their own fitness rather than worrying about the competitive nature or their skill level. In conclusion, this study shows

the need for physical education programs to incorporate fitness activities such as kickboxing, weight lifting, Pilates, and yoga as options in the physical education curriculum. These options help individuals who are not into competitive sports to focus on their own fitness while learning activities that they can participate in outside of school. Having more options in physical education class will ensure that students of all different skill and interest level are getting what they need to be physically literate adults with the ability to live an active lifestyle.

Another form of non-traditional physical education is the incorporation of dance to promote physical activity engagement. Baker (2015) directed a self-study focusing on the effects of dance in a physical education curriculum. Data were collected through teacher journals, student feedback, and lesson plans. Ten students were used in this study as feedback for the researcher. Results of this self-study concluded that dance can be a great socializing agent for students of all ages. Furthermore, it can improve student self-confidence physically, mentally, and socially. Student feedback recorded that dance education gave them a sense of community with their peers and also improved confidence when moving. Students concluded that they gained knowledge of new dances and also were getting a great workout at the same time. This study gives insight into a non-traditional lifetime activity that can be utilized in physical education curriculums that benefits students in ways that traditional sports may not.

### **Summary**

The purpose of this chapter was to review literature in relation to high school physical education curriculum and its effects on student's motivation to live an active lifestyle. Specifically, the effects that incorporating non-traditional activities in a



curriculum has on students desire to be active in their daily life, as they head into college and the work force. The literature that was reviewed gave insight into the positive effects of a diverse high school physical education program, how students' perceived their high school physical education program, and the effects of high school physical education on undergraduate students. The research articles reviewed gave meaningful insight for the future in improving physical education curriculums that will better student motivation to be active throughout a lifetime.

## **Chapter 4**

### **Results, Discussion, and Recommendations for Future**

The purpose of this chapter is to present the results, implications, and recommendations of this synthesis. Throughout this synthesis project and across the literature review, it is evident that physical education curriculums need to find a way to meet the needs and interests of all students through a diverse curriculum. While this does not mean team sports need to be eliminated completely, results suggest that physical educators should be focusing more on incorporating lifelong leisure activities that can have a positive impact on student's motivation and desire to be active for a lifetime. Results showed that students are not typically engaged in competitive team sports as they go into adulthood, which is why it is so crucial for physical education teachers to guide their curriculum with activities that students will be active in as they head into their adult lives such as fitness activities, outdoor recreation activities, and dance.

The role of a physical education teacher is to educate students on how to engage in lifelong physical activity. Secondly, their role is to motivate students through curricular content, teacher knowledge, and their own personal drive to be active. If students can see

that their physical education teacher is passionate about physical activity, students are more likely to buy into what is being taught to them. Additionally, physical educators are responsible for finding ways to show students the importance of being physically active, and the many different possibilities there are to be active on a daily basis. Showing students that there are many different outlets to live an active lifestyle is the first step in changing student perception and motivation to be active on their own. Furthermore, physical educators play an important role in how students' perceive physical activity and through a wide range of activities, physical education teachers can give students the knowledge that they need to be successful movers for a lifetime.

### **Recommendations for the Future**

The following are recommendations for future research on physical education curriculum and the important role that it plays in student's development of lifelong engagement in physical activity:

1. Expanding curricular content outside the realm of team sports will give students of different interest and skill levels a chance to realize their potential in physical activity.
2. Diversifying curriculum can increase student motivation and positively effect their lifelong development of physical activity.
3. Incorporating a wide range of activities in physical education has the ability to enhance student knowledge and motivation to live an active lifestyle.
4. Physical educators must understand the importance of lifetime participation in physical activity and teach those concepts to students each day.

5. To promote the development of lifetime fitness, physical education teachers need to educate students using a wide range of curricular activities.
6. Physical educators must be passionate about their career; if students can see that their teachers care, they will be more likely to trust in the content and information being presented.

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<b>Author</b>	<b>Title</b>	<b>Source</b>	<b>Purpose</b>	<b>Methods &amp; Procedures</b>	<b>Analysis</b>	<b>Findings</b>	<b>Recommendations</b>
Baker (2015)	Confessions of a teacher with two left feet: using self-study to examine the challenges of teaching dance in PETE	Asia-Pacific Journal of Health, Sport, and Physical Education	To examine the benefits of having dance integrated into physical education	Self-study involving researcher, 10 students helped with student feedback; lesson plans, student feedback, and reflective journals were used to collect data	Deductive and inductive approaches: content analysis and constant comparison methods used to code data and create themes/categories. After themes were identified, theoretical constructs related to occupational socialization were considered.	Results suggest the importance dance education has in enhancing students socialization skills and opening their mind to a new form of exercise	Dance education can give students many benefits that team sport may not. It is important to integrate this type of curriculum into physical education programs as it improves motor and socialization skills
Ballard & Chase (2004)	Nontraditional Recreation Activities: A Catalyst for Quality Physical Education	JOPERD	To discuss benefits of nontraditional recreation activities in physical education	Journal Article	Journal Article	Provides potential life long benefits to teaching nontraditional recreation activities in physical education	Students need to become familiar with activities that can keep them physically active and healthy for a lifetime, along with the health benefits from said activities

<p>Barney, Pleban, Wilkinson, &amp; Prusak (2015)</p>	<p>Identifying High School Physical Education Patterns After High School</p>	<p>Physical Educator</p>	<p>Examined college student's thoughts and feelings on their high school physical education experience and how it has had an effect on their physical activity patterns after graduating high school</p>	<p>1,034 college students, 481 females, 539 males completed a questionnaire on the effects their high school PE program had on their current level of physical activity/types of activities that were taught to them in high school PE and their overall perceptions of their PE program in high school</p>	<p>19-question questionnaire quantitative analyzed using chi-squares, open-ended questions analyzed based on thematic content of answers</p>	<p>Results showed that sports dominated PE curriculum across the board and that while at the time students enjoyed it, now that they are becoming young adults, they realize it would have been more beneficial for them to be taught lifetime activities in PE.</p>	<p>Students found their PE experience to be irrelevant, meaning physical educators are not doing their job in motivating/teaching students how to be physically active for a lifetime. Physical educators need to introduce students to activities that will keep them active for a lifetime</p>
<p>Cyr (2000)</p>	<p>What Factors Contribute to Student Self-selection of Sport Classes Compared to Outdoor Pursuit Classes at the University of Wisconsin La Crosse?</p>	<p>Thesis/Dissertation</p>	<p>To determine factors as to why students chose a sport based activity class over an outdoor activity class and vice</p>	<p>22 participants, 11 enrolled in sport classes, 11 enrolled in outdoor activity classes were interviewed by a researcher</p>	<p>Interviews, data broken down by grounded theory and concept analysis determining relationships of themes to particular themes</p>	<p>Results suggest that a variety of classes should be offered that address the various needs and interests of its participants</p>	<p>Students all have different needs and interests stemming from a variety of different factors such as past experiences, skill level, social influences, etc. that play a role in why they gravitate towards one type of activity class over</p>

			versa				another
Ennis (2017)	Educating Students for a Lifetime of Physical Activity: Enhancing Mindfulness, Motivation, and Meaning	Research Quarterly for Exercise & Sport	To look into a transformative physical education program which includes sport, adventure activity, and dance to help students grow in all domains	Literature Review	Literature Review	Physical education teachers need to focus on in class activities that will promote out of class active lifestyles; a diverse curriculum can motivate students to live a physically active lifestyle	Students need to become familiar with activities that they can do for a lifetime, rather than just team sports. Having a diverse physical education program can give students the skills and knowledge to live an active life.
Fairclough, Stratton, Baldwin (2002)	The Contribution of Secondary School Physical Education to Lifetime Physical Activity	European Physical Education Review	To determine the type of curriculum that best promotes of lifetime of participation in physical activity	51 Heads of PE from 89 secondary schools, 160 questionnaires in total	Cover letter and questionnaire focusing on information regarding types of PE curriculum and extra curricular programs	Team games dominated over lifetime activities however, lifetime activities were more dominant during extra curricular time	Physical educators need to understand the importance of lifetime participation in physical activity as a major goal to achieve as a teacher in the field; teaching students activities with the greatest value into adulthood
Hildebrand & Johnson (2001)	Determinant of College Physical Activity Class Enrollment:	Physical Educator	To test the hypothesis that young adults	812 undergraduate college students in 12 different	Descriptive statistics in three areas: student's	Results suggest that students chose an activity class based on positive	Physical education programs can have a crucial effect on students' perspective



	<p>Implications for High School Physical Education</p>		<p>participate in physical activities that they had positive experiences and feel confident performing, leading to conclusion on PE programs; to determine the difference in activity preferences between male and females</p>	<p>physical education activity classes, 443 females and 369 males; survey measuring reasons why students took physical activity classes, current level of physical activity, and their perception of their high school PE experience</p>	<p>reason for taking a class, perception of skill level in class, and perception of high school PE experience</p>	<p>experiences in the activity along with enjoyment and quality PE programs in high school. Males tended to choose sport based activity classes while females tended to choose non recreational activities</p>	<p>of physical activity well after they graduate. PE programs can have an enormous potential to increase physical activity participation in young adults; shows importance of a quality PE curriculum starting in elementary school</p>
<p>Kulinna (2008)</p>	<p>Models for Curriculum and Pedagogy in Elementary School Physical Education</p>	<p>Elementary School Journal</p>	<p>To provide insight into the different models that physical education teachers are using to teach their lessons</p>	<p>Literature Review</p>	<p>Literature Review</p>	<p>Some effective models to teach physical education are sport education, tactical games model, health-related physical education, and movement education</p>	<p>Using a variety of different methods to teach content in physical education is a great way to keep students engaged and motivated in class each day. It can also enhance your ability to be a physical education teacher. By finding</p>

							new ways to teach, you are growing and learning with your students.
Lackman & Chepyator-Thomson (2017)	Reflective Voices: Understanding University Students' Experiences of Urban High School Physical Education	Physical Educator	To determine first year university students' perspectives of their high school physical education experience	16 first year university students, ages 18-25; semi-structured interviews with open ended questions based on students overall high school PE experience	Data was recorded, transcribed, and analyzed to establish themes, interviews were audio-recorded and stored on a personal computer to ensure privacy and protection	Students curriculum was mainly team sport-based, and they wished they had the opportunity for more nontraditional activities, students wished they had more semesters of physical education offered to them in high school, physical education teacher's interest and enthusiasm effected student motivation to be active	Physical education teachers should provide students with a diverse curriculum to meet the skills and interests of all students. Being devoted and passionate about teaching kids to be physically active greatly impacts their motivation in being physically active outside of school; it is important that we are taking each lesson seriously so that our students see the importance of positive movement.
Lara-Sanchez, Zagalaz-Sanchez, Martinez-Lopez, & Berdejo-	Non-traditional Sports at School: Benefits For Physical and Motor Development	Journal of Physical Education and Sport	To examine the benefits of switching to a more nontraditional activity-based	Journal Article	Journal Article	Provides example of activities to be used in physical education class that are not sport based, rather hitting on physical, mental,	While nontraditional activities are attracting more female students than male, it is crucial as physical educators that we start to build

Del-Fresno (2010)			physical education curriculum			and social advantages through said activities	a coeducational curriculum that suits all students, motivating them to be physically active for a lifetime
Mears (2005)	Do Missouri High School Physical Education Programs Have an Impact on Life-Time Physical Activity?	JOPERD	To investigate the impact that multiple semesters of physical education along with a diverse curriculum had on students current level of physical activity	1,175 undergraduate students at two different universities completed surveys in regards to participants high school PE experience, currently level of physical activity, demographics and PE curriculum	Descriptive statistics, frequent distributions, and unpaired <i>t</i> tests to determine significance	Physical education curriculum and semesters enrolled in the class greatly impact students current level of physical activity and/or their motivation to live a physically active lifestyle.	Physical education teachers need to provide a curriculum to students that promotes an active lifestyle. Physical education teachers need to make sure students are getting a suitable amount of physical education in high school (at least three semesters) as this study shows how significantly this can effect a student's physical activity level.
Mears (2008)	Curriculum Diversity and Young Adult Physical Activity: Reflections from High School Physical Education	Physical Educator	To evaluate the effects that exposure to a diverse high school physical education curriculum	1,920 undergraduate students ages 18-24 completed a survey addressing high school PE experiences,	Frequency distributions, descriptive statistics, and one way Analysis of Variance	Physical activity questions concluded that students with a more diverse content area had higher levels of physical fitness principles and team sports typically	Re-examination of high school physical education curricular content is needed for physical education to serve its purpose in teaching students how to be physically active for a lifetime

			had on physical activity levels in young adult lives	curricular content, and current levels of physical activity		dominated content	
Mehmeti (2015)	Motivational Level and Participation Barriers In School Physical Education Among Adolescents	Sport Mont	To determine student attitudes about their motivation in regards to physical education curriculum/ activities and their attitudes about participation barriers into school based PE and sport activities	305 10 <sup>th</sup> and 11 <sup>th</sup> grade students, 155 male, 150 female; motivational and participation questionnaires in regards to their perceptions on PE and physical activity	Quantitative data- SPSS 21 Excel used to organized data from open ended questions	Students cannot become more physically active or fit without a diverse range of opportunities in PE, need to be motivated to do so by physical educators	Physical education programs need to find ways to incorporate more fitness/nontraditional activities with challenges so that students become more interested and motivated to be active outside of school. PE teachers need to educate students on why it is so important to be physically active throughout life.
Mehmeti & Halilaj (2018)	How To Increase Motivation for Physical Activity among Youth	Missouri Journal of Health, Physical Education, Recreation, & Dance	To examine the motivating factors in student's being physically active along	526 8 <sup>th</sup> and 9 <sup>th</sup> graders, answered a questionnaire based on their perception of motivation to participate in	Quantitative data- SPSS 21 Excel used to organize data from open ended questions	Many students were not motivated by their physical education programs and teachers to live an active lifestyle. Curriculum did not teach students	Physical education curriculums need to expand their sports and activities so that students are being motivated to be physically active. Physical education

			with the effects of physical education programs on this issue	physical activity, and how often you are active each week and how important being active is to you		lifetime activities.	program heavily effect student's motivation and participation to be active outside of school.
Rikard & Banville (2006)	High School Students Attitudes about Physical Education	Sport, Education and Society	Examined high school students attitudes toward fitness and sport activities taught in PE class along with their perceived effectiveness of their PE curriculum in improving fitness and skills	515 9 <sup>th</sup> and 10 <sup>th</sup> grade students, 267 females, 246 males, questionnaires and focus group interviews were conducted to collect data	Questionnaires and focus group interviews, quantitative data analyzed using SPSS software, excel used to organize open-ended questions, interviews were transcribed	Students prefer a wider range of sport & fitness activities in the curriculum along with an increase in the level of challenge throughout these activities. Students enjoyed the activities that were offered to them but they would like more interesting, different activities to be added. Students felt that more variety & challenge in the program would increase their motivation to be active outside of school	Pushes for the need for PE teachers to find ways to diversify their curriculum with activities that are of interest and challenging to students to increase their motivation to be active outside of school. Hearing student's thoughts and feelings on how they perceive a schools PE program can be the turning point in changing PE curriculum for the better. Educators need to find ways to enhance student fitness with activities that can be done for a lifetime. Steering away from the same old militaristic

							teaching principles and activities can have a positive effect on student's motivation to live an active lifestyle
Schatner (2010)	Sports for Life	District Administration	To elaborate on reasons to expand PE curriculums outside of team sports and lifelong benefits for students that can come from a nontraditional curriculum	Literature Review	Literature Review	Activities such as Pilates, rock climbing, cycling, etc. are examples of activities being offered in school districts rather than the usual soccer, hockey, and football; sets students up to live a healthier life into adulthood	Physical education programs all over need to get on board with expanding the horizons of their school's PE program by adding in nontraditional life long skills and activities that students can use well after school and into adulthood
Schwab & Dustin (2014)	Engaging Youth in Lifelong Outdoor Adventure Activities Through a Nontraditional Public School Physical Education Program	JOPERD	To investigate ways to create a holistic recreation and physical education program through nontraditional activities	Case study	Cavett Eaton, masters student in parks, recreation, and tourism at the University of Utah	Physical education requirements can be meet in a number of different ways. Adding in nontraditional activities can give student's benefits well beyond the physical aspect.	Physical educators who want to educate the student as a whole should consider a program with nontraditional activities as this can give students an opportunity for exploration, team building, and decision making, which can be more

							beneficial in the long run than sport skill instruction.
Wilkinson & Bretzing (2011)	High School Girls' Perceptions of Selected Fitness Activities	Physical Educator	To examine the activities that high school females preferred in PE class- fitness or sport and the perceived benefits that these females believed they attained from participating in fitness activities; why they preferred one type of unit over another	83 10 <sup>th</sup> grade female students enrolled in a Fitness for Life course, answered a open-ended questionnaire	Questionnaire data was analyzed using the constant comparison methods, field notes were used during course time throughout this study	Majority of girls preferred fitness units over sport units due to the important health benefits of engaging in fitness for life activities, low competition level, and ability of increasing other skills through fitness activities. Students were able to see how these activities could be done during leisure time	Implies the need for physical education program to include more fitness-type activities into curriculum as it can have a positive benefit on students and can help them in being active for life. If students can see that you do not need to be an athlete to be active, they will be more enticed to use the fitness outlets taught in class on their own time. Teaching students how to be physically literate individuals comes with teaching a diverse curriculum with activities all across the board.