

MOTIVATING YOUTHS TO BE PHYSICALLY ACTIVE THROUGH PE

To motivate students to continue their PA beyond PE lessons, it is important to facilitate students' PE experience towards the state of intrinsic motivation. That is, students participate in PA for the satisfaction inherent in the activity, that is, doing "for its own sake" (Ryan & Deci, 2000a).

In a study conducted by Chatzisarantis and Hagger (2009), results indicated that pupils who were taught by autonomy-supportive teachers reported stronger intentions to exercise during leisure time and participated more frequently in leisure-time physical activities than pupils that were not. PE teachers may consider the following tips to increase student perception of autonomy support.

1) Provide Rationale:

Use meaningful and relevant rationale endorsing the health benefits and mood-enhancing effects of physical exercise.

2) Feedback:

Provide feedback related to pupils' effort rather than performance, and avoid administering controlling positive feedback (e.g. avoid saying: 'you did well, as you were supposed to').

3) Acknowledge students' difficulties:

Be empathetic and acknowledge difficulties that their pupils may experience with respect to performance of certain physical education tasks.

4) Provide Choice:

Use neutral language (e.g. physical education may be fun) and not controlling modal operators (e.g. physical education should be fun) in communicating rationale feedback and in acknowledging personal difficulties. Offer choices that are meaningful to students so as to encourage them to work on their interested tasks and achieve their personal goals (Flowerday & Schraw, 2000).

REFERENCES

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