

Σκοπός της ψυχολογίας στη Φ.Α.  
και στο νεανικό αθλητισμό

Aim of psychology in Physical Education  
and youth sport

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# AIM OF THE MODULE

- Οι φοιτητές
  - θα αποκτήσουν τις απαραίτητες γνώσεις και ικανότητες που θα τον κάνουν ικανούς να εξηγούν τη συμπεριφορά παιδιών και εφήβων στη φυσική αγωγή και στον αθλητισμό
  - και να εφαρμόσουν αυτή τη γνώση για να προάγουν την υγεία και ποιότητα ζωής παιδιών και εφήβων.
- Students
  - will acquire the necessary knowledge and competencies that will enable them to **explain children's and adolescents' behaviour** in physical education and sport contexts
  - and to apply effectively their knowledge to **promote children's and adolescents' health and quality of life.**

# Μαθησιακά Αποτελέσματα

## Learning outcomes

- Κατανόηση των παραγόντων που καθορίζουν την ένταξη των παιδιών στον αθλητισμό
- Το οποίο αποτελεί τη βάση για πρωτοτυπία στην ανάπτυξη και εφαρμογή ιδεών για την προαγωγή της άσκηση παιδιών και εφήβων.
- understand the determinants of children's and adolescents' sport and physical activity involvement,
- which provides a basis for originality in developing and applying ideas for the promotion of children's and adolescents' sport and exercise involvement;

- Κατανόηση των παραγόντων που καθορίζουν την ηθική και υπεύθυνη συμπεριφορά των παιδιών στον αθλητισμό
- Το οποίο αποτελεί τη βάση για πρωτοτυπία στην ανάπτυξη και εφαρμογή ιδεών για την προαγωγή της κοινωνικής υπευθυνότητας παιδιών και εφήβων.

- know what are the determinants of moral and socially responsible behavior in youth sport,
- which provides an opportunity for originality in developing and applying ideas for the promotion of social responsibility in youth sport contexts;

- Μπορούν να εφαρμόσουν τη γνώση τους για τη δημιουργία ενός κλίματος στο νεανικό αθλητισμό που προάγει τις θετικές προσδοκίες για όλα τα παιδιά και διατηρεί την ισότητα

- can apply their knowledge and understanding to create a climate in youth sport that promotes positive expectations for all children and maintains equality;

- Μπορούν να εφαρμόσουν τη γνώση τους για να βοηθήσουν παιδιά και εφήβους να κατανοήσουν πώς να αναπτύξουν και να εφαρμόσουν **κοινωνικές και συναισθηματικές δεξιότητες** που είναι κατάλληλες για τη **φυσική δραστηριότητα** και πώς να μεταφέρουν αυτές τις δεξιότητες σε άλλους χώρους όπως **σχολείο, παρέες και οικογένεια**.

- Can apply their knowledge in order to **assist children and adolescents understand how to develop and apply social-cognitive and emotional skills** which are appropriate in physical activity and social contexts, and how to **transfer these skills in other contexts such as school, peer and family**;

- Μπορούν να **μεταδώσουν** τη γνώση και τα συμπεράσματά τους για τη συμπεριφορά παιδιών και εφήβων σε χώρους άθλησης και άσκησης σε ειδικούς και με ειδικούς σε θέματα αθλητικής ψυχολογίας.

- can **communicate their conclusions** about children's and adolescents' behaviour in sport and exercise contexts, and the knowledge and rationale underpinning these, to sport and exercise psychology specialists and non-specialist audiences clearly and unambiguously;

- Έχουν τις δεξιότητες μάθησης που τους επιτρέπουν να μελετούν στο πεδίο της ψυχολογίας της Φ.Α. και του αθλητισμού των νέων με ένα τρόπο που είναι κυρίως **αυτόνομος και αυτό-κατευθυνόμενος**.

- have the learning skills to allow them to continue to study in the field of psychology in physical education and youth sport in a manner that may be largely **self-directed or autonomous**.



# Readings for next class

1. Roberts, G., & Papaioannou, A. (2014). Achievement motivation in sport settings. In A. Papaioannou & D. Hackfort (Eds.), *Routledge Companion to Sport and Exercise Psychology: Global Perspectives and Fundamental Concepts* (49-67). London: Routledge.

Answer Review Questions

1-4

# Readings for next class

2 Duda, J.L. Papaioannou, A., Appleton, P., Quested, E.J., & Krommidas, C. (2014). Creating adaptive motivational climates in sport and physical education, In A. Papaioannou & D. Hackfort (Eds.), *Routledge Companion to Sport and Exercise Psychology: Global Perspectives and Fundamental Concepts* (pp. 544-558). London: Routledge.

Answer Review Questions: 1

*For your help with your assignment with the coaches, please see also Exercise 1 of this chapter*

# Assignment

- Choose one of the module topics (e.g. motivational climate, intrinsic motivation, morality, life-skills etc.)....

Σκοποί της Φυσικής Αγωγής και του  
νεανικού αθλητισμού στη Σύγχρονη  
Κοινωνία

Aims of Physical Education & youth  
sport in contemporary societies



# World Health Organization: Benefits of Physical Activity for Young People

Aims of  
PE

Σωμα-  
ΤΙΚΟΣ

- Η τακτική φυσική δραστηριότητα οικοδομεί υγιή οστά, μυς και συνδέσμους, βοηθάει στον έλεγχο του βάρους, στη μείωση του λίπους και στην ανάπτυξη αποτελεσματικής λειτουργίας της καρδιάς και των πνευμόνων.

Regular physical activity assists young people to:

Somatic-  
Physical  
Health

- develop healthy musculoskeletal tissues (i.e. bones, muscles and joints);
- develop a healthy cardiovascular system (i.e. heart and lungs);
- develop neuromuscular awareness (i.e. coordination and movement control);
- maintain a healthy body weight



# World Health Organization: Benefits of Physical Activity for Young People

## Aims of PE

Ψυχο-  
κινητικός

- Η τακτική σωματική άσκηση διευκολύνει στην ανάπτυξη δεξιοτήτων κίνησης και βοηθά στην πρόληψη και έλεγχο των συναισθημάτων άγχους και κατάθλιψης.

Psycho-  
motor

- Facilitates the development of movement skills and it has psychological benefits in young people by improving their control over symptoms of anxiety and depression.



# World Health Organization: Benefits of Physical Activity for Young People

## Aims of PE

### ΚΟΙΝΩΝΙΚΟΣ

- Η συμμετοχή σε παιχνίδια και αθλήματα συμβάλει στην κοινωνική ανάπτυξη δίνοντας ευκαιρίες για φυσική αυτό-έκφραση, αυτοπεποίθηση, κοινωνική αλληλεπίδραση και κοινωνική ενοποίηση.

### social

- Physical activity assists in the social development of young people by providing opportunities for self-expression, building self-confidence, social interaction and integration



# World Health Organization: Benefits of Physical Activity for Young People

Σκοποί  
ΦΑ

Υγιές  
τρόπο  
ζωής

Healthy  
lifestyle

- Η ένταξη σε κατάλληλα καθοδηγούμενες φυσικές δραστηριότητες και αθλήματα βοηθούν να καλλιεργήσουν την υιοθέτηση υγιών συμπεριφορών (αποχή από το κάπνισμα, αλκοόλ και ναρκωτικών) και επιδείξουν υψηλότερες ακαδημαϊκές επιδόσεις.
- Involvement in appropriately designed physical activities assist young people to adopt more readily other healthy behaviours (e.g. healthy diet and avoidance of tobacco, alcohol and drug use) and demonstrate higher academic performance at school.



Στόχοι διεθνών αναλυτικών  
προγραμμάτων Φ.Α.

Aims & Standards in  
International P.E. curricula

# Content Standards in Physical Education USA

A physically educated person:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.

# Content Standards in Physical Education USA

A physically educated person:

5. Exhibits responsible personal and social behavior in physical activity settings.
  6. Demonstrates understanding and respect for differences among people in physical activity settings.
  7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- Please rate from 1 to 10 to indicate how much in your opinion each of these standards are achieved in your country\_\_

# Content Standards in Physical Education USA

Their aim:

Identify consensus statements related to what a student should :

- Know
  - And be able to do
- as a result of a quality PE program.

# Content Standards in Physical Education USA

- Establish **teacher-friendly guidelines for assessment** of the content standards.

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities..

Movement competence implies:

- The development of sufficient ability to enjoy participation in physical activities,
- A foundation to facilitate continued motor skill acquisition,
- Increased ability to engage in appropriate motor patterns in daily physical activities.

# 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

What does it mean for an 8<sup>th</sup> grade student? (aged ~14 )

- Demonstrates competence in modified versions of a variety of movement forms
  - Example
  - Performs a variety of simple folk and square dances.
  - Uses basic offensive and defensive strategies in a modified version of a team sport and individual sport.
- How can we assess it?

- Volleyball:
- **Students play a 4-with-4 person cooperative game. The intent is for the players to keep the ball going back and forth across the net as many times as they can before it hits the floor. At least two hits on each side before the ball can cross the net.**
- Criteria for assessment:
- The number of times the ball passes across the net
- The number of combination passes and sets used by the teams
- The number of successful serves



# Group project

- A group of 8 students creates a performance using 3 dances of their choice that they have previously learned. They must practice until they are able to perform those dances without error.
- Criteria of assessment:
- Performed correctly by all participants.
- Performed smoothly and with the appropriate rhythm.

## 2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

- Ability of the learner to use cognitive information to understand and enhance skill acquisition and performance.
- Application of concepts from disciplines such as motor learning, sport psychology & sociology, biomechanics, exercise physiology.

- For example, effects of anxiety on performance, principle of specificity of training.
- Knowledge and practice application of these concepts enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity.

An 8<sup>th</sup> grade student? (aged ~14 )

- Understands and applies relatively advanced movement and game activities.
- Identify the critical elements of relatively advanced movement skills.
- Identify the characteristics of highly skilled performance in a few movement forms.

# Examples

## 1. Peer observation.

- One student is assigned to observe a modified game of tennis and to record points for the use of two different offensive strategies and one defensive strategy

### Criteria for Assessment:

- Accurately observes and records the use of a strategy.
- Objectively observes both performers

## 2. Student project.

- Students will plan and teach a simple dance or game to a small group of 4<sup>th</sup> grade students.
- Students should:
- Develop a written plan that describes practice sessions appropriate for learning component skills and the activity as a whole.
- Keep a journal reflecting the results of each practice session and adjustments that will be made for the next practice session.
- Summarize the experience by describing what was learned about how to learn a new skill.

## Example: 12<sup>th</sup> Grade

- Students interview an elite-level performer in a particular movement activity. The purpose of the interview is to determine what elite performers know about the scientific factors and principles that affect their performance. In a 5-page paper they describe the information given by the athlete and discuss any additional factors that they athlete may have omitted.

### Criteria for assessment

- Obtain appropriate information during the interview.
- Correctly assess the accuracy of the information given by the athlete.

### 3. Participates regularly in physical activity.

- This standard should connect what is done in the PE class with students' lives outside of PE.

An 8<sup>th</sup> Grade student:

- Should be a participant in at least one physical activity outside of the school setting on a regular basis.
- Should set physical activity goals and participate in individualized programs of physical activity based on the results of fitness assessments, personal fitness goals, and interest.



# Examples

Β' Γυμνασίου  
8th Grade

An 8<sup>th</sup> Grade student:

Undertakes a planned personal exercise program designed with the help of the teacher.

Criteria of evaluation

- Selects program goals that are relevant and personally accurate
- Applies principles of practice and conditioning appropriately
- Maintains program throughout period of time
- Achieves goals of the program
- Presents a well-organized and accurate log

## Student project.

- Selects a physical ability based on their own personal interest, desire & capability. Then they develop a plan for implementing a regular program involving this activity in which they describe the skill and fitness development of the activity, describe practice sessions, equipment, facilities and cost. They summarize indicating level of goal fulfillment, enjoyment, and potential for long-term involvement.
- Criteria for assessment
- Incorporate goals for the development of skill and fitness in their plan.
- Accurately describe appropriate practice sessions, equipment, cost.
- Include personal perspectives, goal attainment, and analysis of long-term participation.

## 4. Achieves and maintains a health-enhancing level of physical fitness

- Students should be encouraged to develop higher levels of basic fitness and physical competence, including:
  - Cardiorespiratory endurance
  - Muscular strength
  - Flexibility
  - Body composition

- Fitness levels should be established on a personal basis.

High schools students should

- acquire understanding of the fitness components, how each is developed and maintained, and their importance
- be able to design and develop and appropriate personal fitness program that enables them to achieve desired levels of fitness.

# What does it mean for an 8<sup>th</sup> grade student?

- Participates in a variety of health-related fitness activities in both school and non-school settings.
- Assesses physiological indicators of exercise during and after physical activity.
- Understands and applies basic principles of training to improving physical fitness.
- Begins to develop personal fitness goals independently.
- **Meets the health-related fitness standards as defined by Fitnessgram.**

# Examples

B' Γυμνασίου  
8th Grade

- Students monitor their heart rate before, during, and immediately following a variety of physical activities performed during class. Students prepare a written report describing the physiological response to exercise, providing their own heart rate information as a basis for illustrating the body's response to a minimum of 3 different activities..

## Criteria for Assessment

- Accurately take their own pulse
- Demonstrate understanding of selected physiological responses to exercise (e.g., increased heart rate, heavy breathing, sweating) in the report
- Correctly differentiate the body's response to physical activities of various intensities

- Students assess their own fitness level during the Fall term. Based on this assessment they establish personal fitness goals and design a fitness training program that would enable them to achieve these goals over a period of 3 months.
- Criteria for Assessment
- Accurate assessment of their current level of fitness
- Set realistic, yet challenging goals
- Design a program that has the potential to meet the identified goals
- Accurately assess the degree to which the goals have been attained
- **Meet personal goals as established**

## 5. Demonstrates responsible personal and social behavior in physical activity settings

- Achievement of self-initiated behaviors that promote personal and group success.
- Middle school students should identify the purposes for rules and procedures and become involved in decision making procedures to establish rules and procedures for specific activity situations.
- High school students should initiated responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings.



## Examples

- After each class period the students record in a journal examples of their behavior in which they displayed good sportsmanship and examples in which they did not display

### Criteria for Assessment

- Accurately records those behaviors
- Increases the number of positive examples and decreases the number of negative examples over time.

## 6. Demonstrates understanding and respect for differences among people in physical activity settings

- Develop respect for individual similarities and differences through positive interaction among participants in physical activity.
- Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race and socio-economic status.

# Examples

- Students are asked to identify the predominant minority population in their school, local community, or state. Based on this information, students are requested to learn a game or dance native to one of those populations.
- Criteria for Assessment
- Identifies characteristics that make the activity unique and distinguishable.
- Notes similarities with games or dances from other areas.
- Works with both high and low skilled individuals to learn new games and dances.

## Examples

- Students gather a list of various professional, college, and high school mascots (both picture and name) and identify which might be offensive for different cultural, ethnic, and gender groups.

### Criteria for Assessment

- A comprehensive list of mascots
- Correctly identify the troublesome mascots and the groups that might find them offensive
- Provide sound reasons for the offensiveness of the identified mascots

## 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction

- Develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.
- Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun.
- These benefits entice people to continue participation in activity throughout the life span.

## Examples

- After participating in both a team and individual sport activity, students write an essay discussing the differences of opportunities for social interaction in each. Which did they prefer; Why; What activities does the student participate in with friends; How are social factors important in the selection of an activity?
- Criteria for Assessment
- Recognize the social benefits of participation in physical activity.
- Identifies the differences in social aspects of team and individual sports.
- Identifies reasons for enjoying participation.

## Examples

- Students are requested to write a dialogue convincing a friend to try out for or participate in a sport or activity. The dialogue should highlight the reasons that participation can be enjoyable, from both a physical and social standpoint.
- Criteria for Assessment
- Identifies enjoyment and challenge as some of the reasons to participate in the activity.
- Indicates that the positive aspects far outweigh the negative ones.
- Identifies several benefits of participation in physical activity

**Growth /  
mastery**

**Life-long  
exercise**

**Knowledge  
& attitudes**

**equality**

**responsibility**

**Motor &  
sport skills/  
abilities**



# Project – Part A

Until 20 November: Literature Review on a topic related to some of these 5-7 aims e.g.,

- Promoting physical activity through participation in youth sport/PE,
- Promoting intrinsic motivation and enjoyment in youth sport/PE
- Promoting social competences (e.g., cooperation) or life skills through youth sport/PE
- promoting equality, inclusion or multicultural education in youth sport or in PE,
- promoting moral behavior or social responsibility in youth sport/PE
- Creating a positive motivational climate in youth sport/PE class
- Promoting psychological well-being through youth sport/PE,
- Etc.

# Project – Part B

- Until 15th December: Interviews from 2 coaches or PE with regard to what they are doing in relation to the promotion of the aim that you chose (e.g., promotion of equality).
- January: Presentation of findings from interviews to students in class and discussion of findings.