

# **Northern Health Research Conference May 30th-31st 2008**



**“Children-in -Care Perceptions of a  
Participatory Action  
Research Project between the Children’s  
Aid Society District of Sudbury  
and Manitoulin and Laurentian Universities  
English School of Education”**

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# **STRIPE**

**Student Teachers Researching in  
Inclusive Physical Education**

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**School of Education**

**SUDBURY ONTARIO CANADA**

*Learning. It's in our Nature.  
Apprendre, naturellement.*



# Readings ...

## *Listening for Change: Understanding the Experiences of Students in Physical Education*

*Louise Humbert, Ph.D.*

### The Dream

- I wish that everyone could go to phys-ed, do the best they can, and have fun and feel comfortable. I know that sounds like a dream, but I think that feeling comfortable is so important. If you don't feel comfortable, you can't be yourself, you can't do as well. It is almost like you need to feel like you belong in phys-ed, like it is OK for you to be there. It seems like most of the time only the good people get that feeling.

# Readings ...

*Listening for Change: Understanding the Experiences of Students in Physical Education*

*Louise Humbert, Ph.D.*

## I Want to Move

- Sometimes there is just way too much sitting around or we just listen or watch other people do things. If I wanted to learn that way, I would watch it on T.V. I want to do the stuff, not watch someone else. If you don't get to play, it is not much fun.

# Readings...

*This is the Kind of Experience I Plan to Encourage*  
*Ellen Singleton, Ph.D.*

- The trick to effectively managing competition in class depends on the judicious application of when and how much competition is allowed in class.
- Competition is negative depending on how it's handled (male respondent).
- A healthy level of competition depending that suits the students' needs is beneficial (female respondent)
- If it is emphasized too much, some students may not feel able to participate (i.e., feel inadequate, others prevent full participation). If it is appropriately used, competition offers fun, incentive and motivation (female respondent).
- It can both motivate students to participate and for those who are not so skilled serve to turn them off of PE. It depends on how it's allowed to manifest (male respondent).

# Ontario Curriculum – Ministry of Education

## Strands in the Health and Physical Education Curriculum

### 1) Healthy Living

- Healthy Eating
- Growth and Development
- Personal Safety and Injury Prevention
- Substance Use and Abuse

### 2) Fundamental Motor skills

- Locomotion/traveling
- Manipulation
- Stability

In combination with

### Living Skills

- personal, interpersonal communication, conflict resolution, goal setting, organizational, time-management, problem solving and decision making skills

### 3) Active Participation

- Physical activity
- Physical fitness
- Living skills
- Safety

# Participatory Action Research



# Working Principles

## Relationships

- promoting equality of those involved
- encourage personal, cooperative relationships

## Communication

- Acting in socially and culturally appropriate ways
- Can be understood by those involved

## Participation

- Dealing personally with people



## Inclusion

- Maximizing relevant involvement
- Including all affected groups

# STRIPE

Student Teachers Researching in  
Inclusive  
Physical Education

Mutual Non  
Disclosure  
Agreement  
(Sample)

# STRIPE 2007-2008 PROJECT

Teachers can benefit from:

- developing a philosophy, knowledge, and skills needed for an inclusive teaching practice
- addressing a wide range of students who differ in terms of their interests, readiness, learning styles ... (Pelletier, 2006).

Ball Tag

To your Keeper

Soccer

# STRIPE

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## Planning/ Reflecting



# Reflective Practitioners in Action

## Positive Critical Incidence

I was participating in free time with a student. I taught him how to do a secret handshake. This handshake made me feel good because it meant that I was giving my knowledge to the student. Also, the fact that the student remembered the handshake. This is a great feat for him because it shows that he remembered it.

## Standard of Practice

This shows that the student is learning something in the time we spent with him. Leadership in Learning Communities is displayed here by the fact that he would shake hands with me and demonstrate that he trusted me shows that he knows it is a safe environment.

Iain

# Table 1 *List of the Teaching Behaviours Generated by ECHO Students*

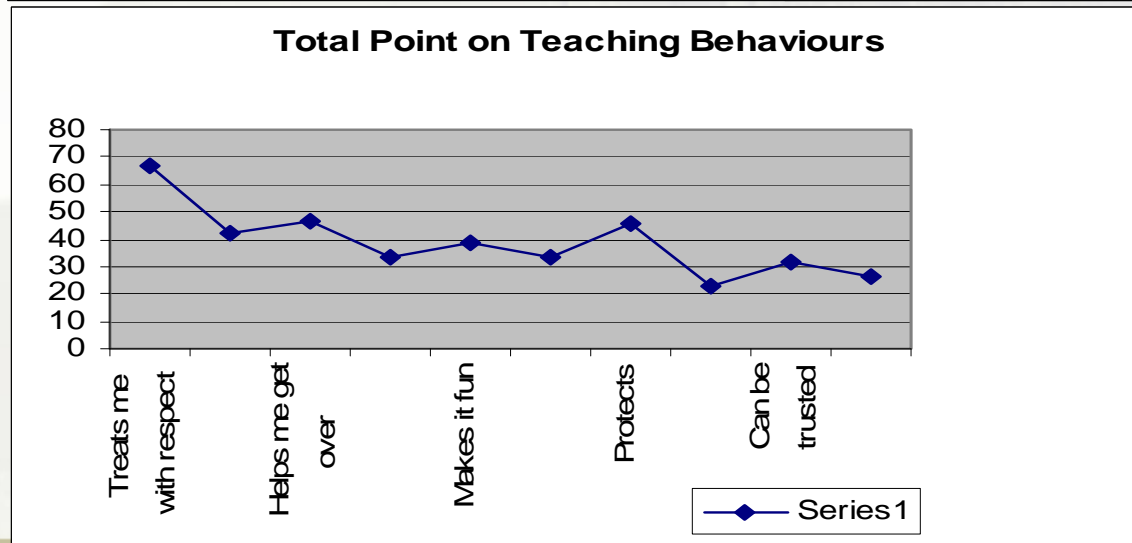
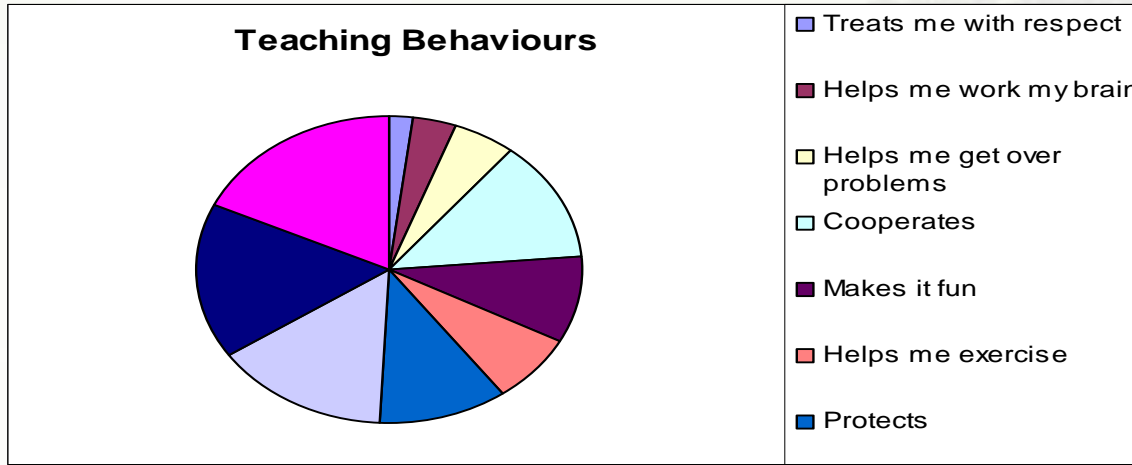
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## What are ECHO teacher dos?

- treats me with respect
  - helps me work my brain
  - helps me get over problems
  - cooperates
  - makes it fun
  - helps me exercise
  - protects
  - does things honestly
  - can be trusted
  - understands
- 

## Teaching Behaviours Selected

# Figure 1 *Teaching Behaviours Selected by ECHO Students*



# Table 2 *Teaching Behaviours Selected by ECHO Students*

Treats me with respect	10	10	10	10	10	10	7	<b>67</b>
Helps me work my brain	9	9	3	4	7	5	5	<b>42</b>
Helps me get over problems	8	8	4	7	9	9	2	<b>47</b>
Cooperates	4	7	1	5	4	4	8	<b>33</b>
Makes it fun	6	6	2	6	5	8	6	<b>39</b>
Helps me exercise	7	5	5	8	6	1	1	<b>33</b>
Protects	5	4	9	3	8	7	10	<b>46</b>
Does things honestly	3	3	7	2	2	3	3	<b>23</b>
Can be trusted	2	2	8	2	3	6	9	<b>32</b>
Understands	1	1	6	9	1	4	4	<b>26</b>
<b>Total</b>	<b>55</b>	<b>55</b>	<b>55</b>	<b>56</b>	<b>55</b>	<b>55</b>	<b>55</b>	

# Youth Perceptions of Teacher Behaviours

## Trust

- ECHO teachers can be trusted because I feel trust. When I can trust ECHO teachers, I treat them with respect. When I can trust ECHO teachers, I feel happy and cheery. When ECHO teachers understand me, it encourages me to play more then I used to.

## Cooperation

- ECHO teachers cooperate with me because they help us learn and I say thank you. When ECHO teachers cooperate with me, I feel very good. When ECHO teachers cooperate with me it encourages me to listen.

The logo for STRIPE, with the word in large, bold, orange and yellow gradient letters.

Student Teachers Researching in  
Inclusive  
Physical Education

Perceived  
Effect  
of teaching  
behaviours  
(Sample)

# Youth Perceptions of Teacher Behaviours

## Problem Solving

- ECHO teachers help me get over my problems because they know it would be good for me because I might be feeling sad. When ECHO teachers help me get over my problems, I am happy and feel love. When ECHO teachers help me get over my problems, I feel happy and sometimes I feel like I am going to cry. When ECHO teachers help me get over my problems, it encourages me to read and want to do more games.

## Protection

- ECHO teachers protect because they care about us and don't want us to get in trouble. When ECHO teachers protect, I respect them back. When ECHO teachers protect, I feel relieved, like nothing bad is going to happen. When ECHO teachers protect, it encourages me to follow the rules so I don't get hurt.

# STRIPE

Student Teachers Researching in  
Inclusive  
Physical Education

Perceived  
Effect  
of teaching  
behaviours  
(Sample)

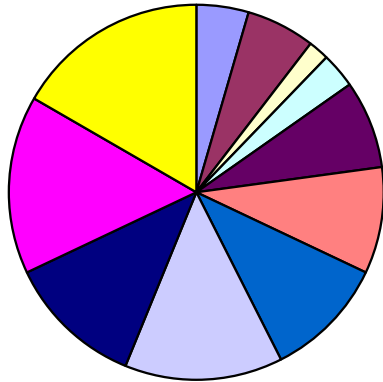
# Table 3 *List of Activities Generated by ECHO Students*

- 
- **What were your favourite activities?**
  - Getting Help
  - Role Playing
  - Playing at Free Time
  - Brain Work
  - Figuring Out Obstacle Courses
  - Playing Soccer
  - Playing New Games
  - Free time with Friends
  - Doing Relaxation Exercises
  - Doing Exit Fun
  - Eating Pizza
- 

## Selected Activities

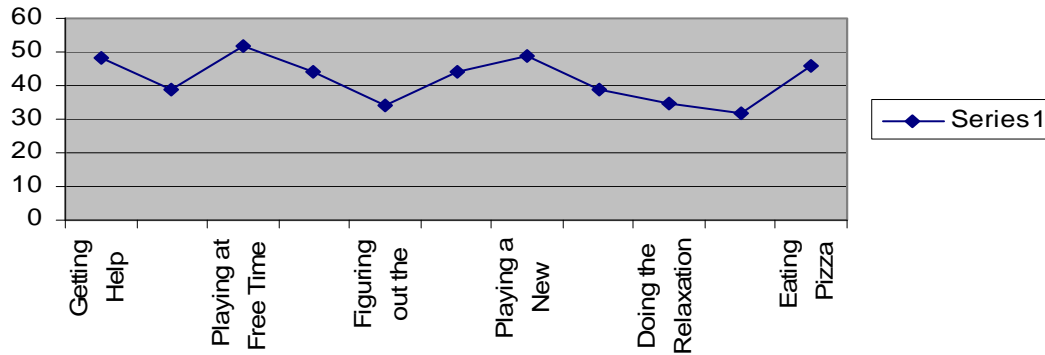
# Figure 2 Statements Selected by ECHO Students

**Favourite ECHO Activities**



- Getting Help
- Role Playing
- Playing at Free Time
- Brian Work
- Figuring out the Obstacle Course
- Playing Soccer
- Playing a New Game

**ECHO Activities**



# Table 4 Activities Selected by ECHO Students

Points	R	N	S	B	A	T	J	Total
Getting Help	9	9	10	1	2	11	6	48
Role Playing	8	2	9	2	3	4	11	39
Playing at Free Time	11	1	3	10	11	9	7	52
Brain Work	10	11	8	3	1	6	5	44
Figuring out the Obstacle Course	7	8	1	4	10	3	1	34
Playing Soccer	6	7	2	5	9	5	10	44
Playing a New Game	5	6	7	11	8	8	4	49
Free Time with Friends	3	5	4	9	7	2	9	39
Doing the Relaxation Exercise	4	4	6	6	6	7	2	35
Doing the Exit Fun	2	3	11	8	4	1	3	32
Eating Pizza	1	10	5	7	5	10	8	46
<b>Total</b>	<b>66</b>	<b>66</b>	<b>66</b>	<b>66</b>	<b>66</b>	<b>66</b>	<b>66</b>	

A variety of  
Activities to  
Address  
Diverse  
Needs

# ECHO Graduation



## STRIPE

Student Teachers Researching in  
Inclusive  
Physical Education

How would you describe **ECHO**?

**Education + Active**  
Seeing People + Fun  
Super Cool  
Eating Pizza  
Just Plain Cool  
**ECHO ROCKS!!!**

# References

Pelletier, J. (2006). Researching student perceptions of physical education classes. In E. Singleton and A. Varpalotai (Eds.), *Stones in the sneaker: Active theory for secondary school physical and health educators* (pp. 119-137). London, ON: Althouse Publication.

# Working Principles

## Relationships

- Promoting equality of those involved
- Encourage personal, cooperative relationships

## Communication

- Acting in socially and culturally appropriate ways
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## Presentation to Student Teachers (Sample)