

## Reviewing The Literature on Juvenile Sports and Meaningful Experiences in Physical Education

**Dr. Salman Haroon**

Assistant Professor at University of Lahore [at-isalman@gmail.com](mailto:at-isalman@gmail.com)

**Dr. Uzair Jutt**

Assistant Professor at University of Lahore at [Juttuzair@gmail.com](mailto:Juttuzair@gmail.com)

### Abstract

The objective of this study is to conduct a comprehensive analysis of previous research on the subject of significant encounters that adolescents have in relation to participating in physical education and youth sports. An exhaustive examination of fifty empirical studies completed in the English language between 1987 and the present was carried out subsequent to their evaluation by subject-matter experts. The study revealed that the important themes of social connection, enjoyment, difficulty, motor competence, and individually relevant learning significantly influenced the meaningful experiences of young people in physical education and sport. These themes provide direction for future program development and implementation with the goal of improving the quality of youth sports and physical education. Moreover, it is crucial to highlight the significance of creating instructional methodologies within the realms of teenage sports and physical education that facilitate and promote meaningful involvement.

**Keywords:** Curriculum; meaningfulness; pedagogy; social interaction; students

### Introduction

In the last half-century, scholars have dedicated significant efforts to examining the significance and characteristics of meaning within the domains of physical education and youth sports. Scholars have posited that the act of movement possesses an intrinsic worth in enhancing the human experience by serving as a mechanism for creating meaning (Arnold, 1979; Brown, 2008; Hawkins, 2008; Kretchmar, 2000; McCaughtry & Rovigno, 2001; Metheny, 1968; Rintala, 2009). This examination centers on the various forms of movement that are typically incorporated into physical education and youth sports programs inside educational institutions, encompassing disciplines such as gymnastics, dance, swimming, and various games. Scholars have examined the interpretations of different forms of movement in the context of physical education and youth sports from diverse perspectives.

Quennerstedt, Almqvist, and Ahman (2011) conducted a study that examined the interpretations and applications attributed to objects, such as a ball, within the context of physical education. Their research employed a transactional socio-cultural framework to explore the process of learning. In contrast, the study conducted by Nilges (2004) employed a transcendental phenomenological approach to examine the signification attributed to bodily motion within the realm of artistic dance. In many instances, authors have employed the overarching notion of meaning to elucidate the experiences of participants or the findings of studies. In this process, they have alluded to distinct types of meanings that can be considered significant. In a wide and commonplace manner, Kretchmar's (2007) definition of meaning is to be examined and

interpreted. The comprehensive range of human experience is contained by it, which includes emotions, sensations, aspirations, ideals, and other cognitive processes (p. 382). As per the provided definition, the concept of meaning can be differentiated from stimulation, and experiences that are considered meaningful are characterized by their "personal significance" (Kretchmar, 2007, p. 382). Distinguishing between meaningful experiences and those devoid of meaning is also possible. The definitions proposed by Kretchmar (2007) and Metheny (1968) are grounded in the differentiation between two categories of meanings: notations, which pertain to symbolic representations, and connotations, which encompass unique and personal interpretations of meaning. Connotations are inherently subjective and contingent upon an individual's assessment of a given context, as well as their personal interests, emotions, and sentiments (Metheny, 1968).

Consequently, individuals engage in the cognitive process of synthesis and reconciliation to attribute significance to many experiences across several temporal dimensions (i.e., past, present, and future), encompassing interpersonal connections, material objects, informational content, and educational methodologies. According to Metheny (1968), personal relevance is established when individuals actively engage with a subject, internalize it, and develop a sense of involvement with it. The significance and relevance of the concept, as well as its importance to us, can be observed through the experience of connection (Metheny, 1968, p. 5). The term "meaningful" is predominantly employed in this research to denote connotative meanings that hold personal value. This usage is adopted to avoid confusion with the broader and more generic interpretation of the term "meaning." Meaningful engagement in physical education and youth sports holds considerable significance in terms of its potential to greatly influence the quality of life (Kretchmar, 2006).

The quality of physical education experiences is influenced by the learner's predetermined learning objectives and their personal valuation of physical education (Chen, 1998). Consequently, the nature of significant events varies in a personalized manner for each individual. From a social constructivist perspective, the formation and comprehension of individual interpretations of meaning are influenced by affective and socio-cultural elements, rather than being separated from reality. This approach suggests that these interpretations are not inherently fixed or static, but rather malleable and subject to external influences (Light, Harvey, & Memmert, 2013). To investigate the elements of engagement that promote meaningful experiences beyond the influence of social and cultural differences in different physical education and youth sport settings, our study aims to explore connections among individual experiences, as documented in existing scholarly works. The aforementioned characteristics, including social connection, enjoyment, challenge, improved motor competence, and delight, are indicative of significant experiences within the domains of physical education and youth sports.

These criteria were utilized as a guiding framework in our pursuit of attaining these outcomes. It is suggested that the discovery of shared readings in the field of physical education and youth sports, which participants perceive as significant, could

provide valuable support to educators and coaches in the facilitation and promotion of meaningful experiences for students. In addition to considering the elements of significant experiences as discussed by Kretschmar (2006), a multitude of conceptual investigations have provided a robust philosophical basis for advocating the importance of meaningful engagement and the creation of meaning. These aspects should be given precedence in the field of physical education, spanning various settings such as higher education, the community, and schools. Furthermore, scholarly research suggests that individuals are more inclined to adopt and maintain an active lifestyle when they derive personal significance from engaging in activities that possess sociable, challenging, rewarding, or intrinsically joyful qualities (Teixeira, Carraça, Markland, Silva, & Ryan, 2012).

To be more exact, those who dedicate themselves to physical activity for their entire lives are often motivated by intrinsic factors such as personal fulfillment, challenge, satisfaction, and joy, rather than external factors like preventing illness or losing weight. Nevertheless, it remains uncertain if prioritizing meaningful involvement can effectively promote long-term engagement in physical activity. Pringle (2010), Thorburn and MacAllister (2013), and other scholars have advised exercising caution in making the assumption that there is a direct correlation between more meaningful experiences and involvement, due to insufficient evidence. The objective of this article is to conduct a comprehensive analysis of existing literature and data pertaining to the meaningful experiences of young individuals in physical education and youth sport. This analysis takes into consideration the imperative to enhance meaningful engagement within contemporary manifestations of physical education and youth sport.

### **Methods**

The primary inquiry informing our analysis is: What are the experiences that hold significance for young individuals in the domains of physical education and youth sports? In light of acknowledging the distinctions between youth sports and physical education, an examination was conducted on the participation contexts of both domains, as there exists a significant convergence in terms of policy, practice, and research orientations (Cassidy, Mallett, & Tining, 2008). Furthermore, scholarly research has revealed that the presence or absence of meaningful experiences significantly influences the rates of continuing involvement or attrition in both domains (Crane & Temple, 2015; Lodewyk & Pybus, 2012). In accordance with the findings of Kretschmar (2006), the identification of effective strategies for delivering purposeful experiences has the potential to mitigate the downward trend in adolescent engagement in sports and physical education.

The issue at hand is a cause for concern across multiple contexts, with a special emphasis on the Americas. The data reveals a decline in the percentage of students participating in physical education classes in Ontario, Canada, as they progress from grade 9 to grade 10. Specifically, the proportion of students engaged in physical education declined from 98% in grade 9 to 49% in grade 10. The decline in participation rates in physical education classes among high school students in the United States, as

reported by the Centers for Disease Control and Prevention (CDC, 2016, p. 41), is similar to the situation observed in certain regions of Brazil, where less than 35% of high school students engage in physical education activities (Tassitano et al., 2010). Based on data from Canadian Heritage (2013), there was a decline of 4% in sports participation among those aged 15 to 19 from 1992 to 2010. In comparison, sports participation declined by 17% across all age groups during the same period. Three databases were employed for the initial search, namely Web of Science Complete, Education Source, and Sport Discus. Our search was restricted to empirical research publications that were published in peer-reviewed journals in the English language, namely between the years 1987 and 2015. The primary area of interest in our study was the meaningful involvement of individuals under the age of 18 in these particular contexts (Maivorsdotter, Lundvall, & Quennerstedt, 2014). As a result, our study did not encompass papers that investigated the experiences of university-aged students or pre-service teachers about the perception of meaningfulness in the context of physical education and youth sport.

The authors of this study recognized the substantial body of scholarly literature on meaningful interaction, as evidenced by the works of Hawkins (2008), Kretchmar (2001, 2005a, 2007, 2008), and McCaughtry & Rovegno (2001). They expressed a desire to include a significant portion of this existing research in their own definition of meaningful engagement. Nevertheless, we deemed it worthwhile to consolidate the existing empirical information in order to substantiate these theoretical viewpoints. Consequently, our review was confined to empirical research exclusively. The decision to designate 1987 as the termination year was influenced by the release of a research monograph on the Process-Product Curriculum Framework (PPCF) in the *Journal of Teaching in Physical Education*. Jewett and Bain (1985, p. 73) assert that the PPCF offers an all-encompassing depiction of a curricular model centered on personal meaning within the domain of physical education. Several scholars have provided descriptions of the implementation of the PPCF (Pedagogy of Powerful Communication Framework) and other pedagogies focused on meaning in various educational settings, encompassing both adult and child learners. Subsequent to that time, there has been a dearth of literature pertaining to the PPCF, which can be attributed to the intricate nature of incorporating the model within educational environments (Jewett, Bain, & Ennis, 1995).

Since the publication of the monograph in 1987, scholarly investigations on meaningful experiences have predominantly utilized interventions or approaches on a limited scale. Our objective was to conduct an analysis and provide a summary of these findings. The term 'meaning' was used cautiously in our search phrases, taking into consideration its frequent occurrence in both written and spoken texts. As an illustration, conducting a search on Google Scholar using the keywords "meaningful" or "meaningfulness" yields an approximate count of three million search results. When the search term "physical education" is included, the number of search results exceeds 100,000, rendering the process of evaluation arduous and unfeasible. In order to conduct this evaluation, we exclusively considered articles in which the authors clearly

articulated the objective and/or conclusions of their study with regards to the identification of significant events. While acknowledging the possibility of further research that examines specific activities or models showcasing meaningful engagement without explicitly employing the terms "meaning" or "meaningful," we defer to the authors' terminology and their specific usage of terms to inform our decisions regarding inclusion and exclusion. Consequently, the initial four stages of the review process necessitated the categorization of various combinations of pliable substances based on their framing in terms of meaning, population, and context.

Within the initial category, denoted as "framing of meaning," a selection of terms and phrases were utilized, namely "meaning-making," "making meaning," "sense-making," "making sense of," "making sense of," "making meaning of," "personal significance," and "personal meaning." These terms, as observed in the existing literature, exhibit a degree of synonymity or interchangeability with the concept of meaning. At the outset, we made an effort to incorporate terms such as "meaningful" and "meaningless" into our search. However, due to the overwhelming number of relevant results over 50,000, we decided to exclude these terms from further exploration. Within the population group, various names were employed to refer to individuals falling within the age range of childhood, student hood, and adolescence.

These phrases encompassed "child\*," "student\*," "pupil," "preschool," "elementary," "primary school," "middle school," "high school," "secondary school," "youth," "adolescent," and "teen\*." In the context category, we employed the terms "physical education," "fitness education," "physical activity," "sport," "games," "dance," and "gym class." The powerful search capabilities and Boolean operators (namely "or" and "and") provided by each database were utilized to conduct searches for the aforementioned phrases. A total of 16 outcomes were yielded from the examination of the three databases utilizing the more restricted terminology, which proved to be inadequate in facilitating a thorough evaluation. During the subsequent stage of the review process, subsequent to acquiring knowledge about supplementary studies that centered on significant experiences, we proceeded to scrutinize the reference lists of each article in order to identify pertinent discoveries. Furthermore, a search was conducted on Google Scholar for each of the 16 papers obtained from the database search. The articles that mentioned each paper were then scrutinized to identify any pertinent findings. Subsequently, the identical methodology was employed to conduct a search on Google Scholar in order to identify these novel discoveries.

The methods employed in this study resulted in the production of 161 goods that satisfied the established criteria. Upon the identification of 161 publications, each manuscript underwent a thorough assessment process to ascertain its empirical nature, peer-reviewed status, and specific focus on the significant involvement of individuals under the age of 18 in juvenile sports and physical education. After conducting a comprehensive evaluation of our initial choices, we have decided to exclude 111 publications. The main reasons for their rejection were the absence of empirical evidence and a disdain for school-aged populations. A total of fifty articles successfully passed the screening process and have been included in the final review. The essential



discoveries of the fifty publications were coded individually by the three authors. Subsequently, a comparative analysis was conducted, wherein these elements were juxtaposed and amalgamated to establish a preliminary structure including distinct categories arranged according to monthly themes. In a study conducted by Jakobsson, Lundvall, and Redelius (2014), it was discovered that the predominant factor influencing the continued participation of young individuals in club sports was their level of satisfaction. Consequently, this article was categorized under the "fun" classification. The emergent categories, specifically 294 S. Benetial, had multiple instances of expansion, collapse, and alteration during their lifespan. Subsequently, we conducted a comparative analysis between the categories and the criteria for meaningful experience established by Kretschmar (2006).

The last category, referred to as "social interaction," was confirmed through a comparison of our research findings on the roles played by peers, classmates, teachers/coaches, and other individuals with the requirements for "social interaction" outlined by Kretschmar (2006). Furthermore, we incorporated initial context-specific categories. For example, the term "competition" falls into the broader category of "challenge" in our classification system. According to Kretschmar (2006), the fifth criterion was identified as "delight." "The evaluated studies did not offer adequate evidence to substantiate the notion of "delight." "Nonetheless, ample evidence exists to substantiate the importance of individually relevant learning in facilitating meaningful experiences, hence justifying the incorporation of this theme. The framework encompasses five key components, namely: (a) motor competence; (b) enjoyment; (c) challenge; and (d) individually pertinent learning.

## Results

During the course of the inquiry, a total of fifty unique studies were identified. However, it is worth noting that out of the total number of studies analyzed, only 15 of them placed significant emphasis on meaningful engagement in relation to specific research topics. This indicates that for the previous 25 years, there has been a lack of sufficient formulation or articulation of a goal focused on generating empirical data regarding significant experiences. Given the aforementioned circumstances, the outcomes of the four reviews demonstrate consistent patterns observed in several limited-scale research, shedding light on the empirical substantiation of assertions concerning the necessity of meaningful encounters in the context of physical education and sports among adolescents. Based on our assessment, a significant proportion of scholars have obtained their insights on significant encounters in teenage sports and physical education mostly through qualitative investigations with limited numbers of participants.

This observation is unsurprising, as the term in question often highlights the unique and context-specific nature of significant experiences. The method that was found to be most commonly used (41) was interviewing, which encompassed various forms such as formal and informal, individual, or focus group. This was followed by naturalistic or filmed observations (23). Nevertheless, it is important to acknowledge that certain studies utilized diverse approaches. Additional methods of data gathering

encompassed student drawings (nine instances), photography (four instances), student notebooks (three instances), text analysis (four instances), and miscellaneous methods (eight instances). A total of eighteen research employed questionnaires as their primary data collection method, utilizing either open-ended questions (three studies), quantitative instruments with Likert scale responses (nine studies), or a combination of both methods (three studies). Three investigations were unable to adequately delineate the unique characteristics of the questionnaire.

The limited amount of empirical research dedicated to investigating meaningful experiences, along with the scarcity of longitudinal studies, highlights a notable disparity between our comprehension of how individuals perceive meaningful experiences and how to effectively promote them. This discrepancy exists despite the well-established conceptual foundation that supports the prioritization of meaningful experiences in physical education and sport environments. The present study consolidates the scientific data endorsing the prioritization of meaningful experiences, while also pinpointing domains that necessitate further investigation. The promotion of a tailored protocol and a significant encounter was advocated. Nilges (2004) conducted a small-scale qualitative study whereby it was posited that an individual's impression of the conveyance of meaningful events in physical education is subject to impact by their emotions and sentiments. The demonstration of the aforementioned concept was carried out through an extensive quantitative investigation, which encompassed the creation and execution of a Personal Meaningfulness Scale. This study involved a total of 698 secondary school students specializing in physical education, hailing from three distinct educational institutions (Chen, 1998). Chen's (1998) study provided empirical evidence in support of the proposition that the construction of meaning is a subjective and individualized process.

The formulation of the concept seems to exhibit variability contingent upon the unique life experiences of each individual (p.303). Therefore, an individual's life experiences, including their early engagement in sports and physical activities, along with their distinct cultural and community values, have an impact on how they derive significance from a particular physical education setting and advance to subsequent ones (Chen, 1998). Consider one specific example as an illustrative case. According to a study conducted by Crance, Trohee, and Saury (2013), the impact of the sport education (SE) season on talented students was found to be highly influenced by their previous extracurricular athletic experiences. The findings of the research analysis indicate several overarching patterns that represent common individual perspectives on the significance of teenage engagement in sports and physical education. Distinct patterns could be seen based on sex/gender, grade level, socioeconomic position (SES), family structure, community, and school location. Chen (1998) conducted a study that revealed the influence of socioeconomic position, grade level, and gender on the perception of meaningfulness among high school students. Numerous studies conducted across diverse geographical settings have indicated that female students often get enhanced value from their physical education experience when engaging in non-sports-based activities, such as dance and personal fitness.

In a study conducted by Clark, Spence, and Holt (2011), a group of eight female sixth-grade students from Canada were interviewed. These participants expressed their dissatisfaction with the predominant focus on organized athletics in physical education classes, and instead expressed a preference for activities that allowed for self-expression and creativity. The choices of female pupils in secondary school were found to be similar. In a study conducted by Enright and O'Sullivan (2010), it was seen that a group of five female Irish students shown a preference for engaging in individual, non-competitive activities. These students actively collaborated with their teachers in order to co-design a curriculum for their physical education program. The research conducted by Gibbons (2009) and Gibbons and Gaul (2004) provides evidence that customizing physical education curricula to incorporate activities that are relevant and practical for female students can enhance the likelihood of meaningful experiences. The categorization of events as noteworthy by students was influenced by several social factors, such as family structure, school location, and socioeconomic level (Wright, MacDonald, & Groom, 2003).

The research findings indicate that parental influence has a substantial role in shaping children's perceptions and interpretations of their physical education encounters. Quarmby and Dagkas (2013) conducted interviews with children residing in low-income, single-parent households in order to examine the influence of their parents' attitudes towards physical activity on their engagement in such activities. Nevertheless, the authors failed to take into account the viewpoints of youngsters hailing from low-income households with two parents, in conjunction with those from single-parent households. Research has also indicated that cultural communities exert an influence on the significance attributed to physical activity by parents and children. In their study, Wright et al. (2003) conducted interviews with students enrolled in three Australian high schools that exhibited a range of regional, social, and cultural characteristics. The manner in which individuals "demonstrate variations in the construction of their lives and identities with regards to physical activity and physical culture, while employing comparable cultural resources" (p. 30) were exemplified through their engagement in physical exercise.

In a certain geographical setting, soccer emerged as the predominant form of physical exercise, although surfing held the utmost significance. The act of donning particular brands linked to the soccer player culture was considered socially unacceptable in the aforementioned setting. Therefore, the perception of personal relevance in physical education and teenage sport is subject to variation among individuals, contingent upon their geographical location and the prevailing values within their communities. These values, in turn, are shaped by a complex interplay of cultural, political, and economic forces. The identification of a meaningful experience is inherently subjective, yet, our study demonstrates a consistent association between regular engagement in adolescent sports and physical education activities on a monthly basis. The limitations of the methodology and experimental settings in these research have resulted in notable gaps in our understanding, despite the papers providing certain insights and uncovering patterns related to key experiences. Hence,



a more methodical methodology exists for examining the concept of meaningful involvement across many contexts. However, considering the extensive descriptive and demographic patterns that have been identified, our objective is to elucidate and articulate the monthly trends observed in the perception of young individuals regarding the importance of their involvement in youth sports and physical education. The subsequent sections will delve into this matter.

### Conclusion

The current investigation is comprised of a review of fifty different empirical studies, and its primary objective is to do a data synthesis in order to provide some first insights into the numerous factors that lead to a positive experience in the realms of sport and physical education for adolescents. The current empirical knowledge concerning the effects of meaningful engagement suggests that there is a need to prioritize the facilitation of meaningful engagement among those engaging in physical exercise. This is the case since the available empirical research indicates that meaningful engagement has an influence. It is widely recommended that a heightened emphasis should be placed on prioritizing meaningful experiences in the field of physical education and the involvement of young athletes in sporting activities. This is because these two areas are directly related to the development of an athlete's athletic potential.

Nevertheless, additional research must be conducted to demonstrate the viability of this strategy. According to Kretchmar (2006, 2007), the research of strong theoretical arguments supporting the use of meaningful engagement as a core concept in sport and physical education merits further comprehensive and empirical investigation within real-world contexts. This line of inquiry is warranted since it could lead to important insights. In addition, the findings of our research provide some preliminary insights into possible tactics that could be used to assist young people in the process of generating meaningful experiences. According to the findings of our research, there are a number of important characteristics that must be present in order to make it easier for participants to acquire meaningful experiences. These factors include social contact, enjoyment, adversity, the development of motor skills, and individually applicable knowledge.

These five criteria provide an invaluable guideline for educators and trainers who are interested in encouraging meaningful participation in the design and delivery of physical education and sports courses. This methodology emphasizes the significance of taking a well-rounded approach, wherein numerous factors are taken into account collectively rather than being individually prioritized. This is in contrast to the traditional methodology, which prioritizes one thing at a time. In addition, the findings of our research highlight the importance of physical education teachers and coaches employing a pedagogical framework that takes into account the unique requirements and pursuits of their student body. This helps to ensure that students' experiences in physical education are both pleasurable and personally meaningful. It is vital that this method incorporate the facilitation of choice as well as proper levels of difficulty in order to guarantee the best possible opportunities for learning. In addition, it is essential for teachers and coaches to have a full awareness of the cultural and

community norms that pertain to physical education and the participation of adolescents in sports in their own specific surroundings. Awareness and sensitivity on this level are absolutely necessary for the successful implementation of the aforementioned requirements. The benefits derived from this evaluation can be broken down into two categories.

At the outset, educators and trainers are given direction regarding the precise activities in the realms of physical education and athletics that they should be supervising in order to prioritize significant engagement. The empirical data that has been offered regarding the features of youth participation that have been identified as relevant forms the basis for this advise. In addition, it is essential to recognize that the accumulation of empirical information convincingly substantiates the requirement that meaningful involvement be placed as a top priority for participants. Additionally, the identification of existing gaps in the body of literature that is now available serves as a basis for future research attempts, the purpose of which is to further strengthen the argument for the necessity of meaningful engagement in physical education and youth sports environments.

#### References

- Arnold, P.J. (1979). *Meaning in movement, sport and physical education*. London, UK: Heinemann.
- Azzarito, L., & Ennis, C.D. (2003). *A sense of connection: Towards social constructivist physical education*. *Sport, Education & Society*, 8, 179–197. doi:10.1080/13573320309255
- Barker, D., Quennerstedt, M., & Annerstedt, C. (2015). *Learning through group work in physical education: A symbolic interactionist approach*. *Sport, Education & Society* 20, 604–623. doi:10.1080/13573322.2014.962493
- Brown, T.D. (2008). *Movement and meaning-making in physical education*. *ACHPER Australia Healthy Lifestyles Journal*, 55(2/3), 5–9.
- Canadian Heritage. (2013). *Sport participation 2010: Research paper* (Catalogue No. CH24-1/2012-EPDF). Ottawa, ON: Author. Retrieved from [http://publications.gc.ca/collections/collection\\_2013/pcch/CH24-1-2012-eng.pdf](http://publications.gc.ca/collections/collection_2013/pcch/CH24-1-2012-eng.pdf)
- \*Carlson, T.B. (1995). *We hate gym: Student alienation from physical education*. *Journal of Teaching in Physical Education*, 14, 467–477. doi:10.1123/jtpe.14.4.467
- Cassidy, T., Mallett, C., & Tinning, R. (2008). *Considering conceptual orientations of coach education research: A tentative mapping*. *International Journal of Coaching Science*, 2(2), 43–58.
- Centers for Disease Prevention and Control (CDC). (2016). *Youth risk behavior surveillance—United States, 2015*. *Morbidity and Mortality Weekly Report*, 65, 1–180.

\*Chen,A.(1998).Meaningfulnessinphysicaleducation:Adescriptionofhighschoolstudents' conceptions.JournalofTeachinginPhysicalEducation,17,285–306.doi:10.1123/jtpe.17.3.285

\*Clark,M.I.,Spence,J.C.,&Holt,N.L.(2011).Intheshoesofyoungadolescentgirls: Understandingphysicalactivityexperiencessthroughinterpretivedescription. Qualitative ResearchinSport,Exercise&Health,3,193–210.doi:10.1080/2159676X.2011.572180

Crance,M.-C.,Trohel,J.,&Saury,J.(2013).Theexperienceofahighlyskilledstudentduring handballlessonsinphysicaleducation:Arelevantpointtothegapbetweenschoolandsports contextsofpractice. PhysicalEducation&SportPedagogy, 18,103–115.doi:10.1080/17408989.2012.666790

\*Crane,J.,&Temple,V.(2015).Asystematicreviewofdropoutfromorganizedsportamong childrenandyouth. EuropeanPhysicalEducationReview, 21,114–131.doi:10.1177/1356336X14555294

\*Dismore,H.,&Bailey,R.(2011).Funandenjoymentinphysicaleducation:Youngpeople'sattitudes.ResearchPapersinEducation,26,499–516.doi:10.1080/02671522.2010.484866

Dwyer,J.J.,Allison,K.R.,LeMoine,K.N.,Adlaf,K.M.,Goodman,J.,Faulkner,G.E.,&Lysy,D.C.(2006).Aprovincialstudyofopportunitiesforschool-basedphysicalactivityinsecondary schools.TheJournalofAdolescentHealth,39,8086.doi:10.1016/j.jadohealth.2005.10.004

\*Dyson,B.P.(1995).Students'voicesintwoalternativeelementaryphysicaleducationprograms. JournalofTeachinginPhysicalEducation,14,394–407.doi:10.1123/jtpe.14.4.394

\*Enright,E.,&O'Sullivan,M.(2010).‘CanIdoitinmypyjamas?’Negotiatingaphysicaleducation curriculumwithteenagegirls.EuropeanPhysicalEducationReview,16,203–222.doi:10.1177/1356336X10382967

\*Erhorn,J.(2014).Physicaleducationandtheeverydaymovementofprimaryschoolchildren.InternationalSportsStudies,36,39–62.

\*Fry,J.M.,Tan,C.W.K.,McNeill,M.,&Wright,S.(2010).Children'sperspectivesonconceptualgamesteaching:Avalue-addingexperience.PhysicalEducation&SportPedagogy,15,139–158. doi:10.1080/17408980902813927

- \*Garn,A.C.,Cothran,D.J.,&Jenkins,J.M.(2011).Aqualitativeanalysisofindividualinterestin  
middleschoolphysicaleducation:Perspectivesofearly-  
adolescents.PhysicalEducation&SportPedagogy,16,223-  
236.doi:10.1080/17408989.2010.532783
- \*Georgakis,S.,&Light,R.(2009).Visualdatacollectionmethodsforresearchontheaffectiv  
edimensionsofchildren'spersonalexperiencesofPE.ACHPERAustraliaHealthyLifestyle  
s Journal,56(3/4),23-27.
- \*Gibbons,S.L.(2009).Meaningfulparticipationofgirlsinseniorphysicaleducationcourse  
s.CanadianJournalofEducation,32,222-244.
- \*Gibbons,S.L.,&Gaul,C.A.(2004).Makingphysicaleducationmeaningfulforyoungwom  
en:Casestudyineducationalchange.Avante,10(2),1-16.
- \*Gillison,F.,Sebire,S.,&Standage,M.(2012).Whatmotivatesgirlstotakeupexerciseduri  
ngadulthood?Learningfromthosewhosucceed.BritishJournalofHealthPsychology,17,  
536-550. doi:10.1111/bjhp.2012.17.issue-3
- \*Gray,S.,Sproule,J.,&Wang,C.K.J.(2008).Pupils'perceptionsandexperiencesinteami  
nvasiongames:AcasestudyofaScottishsecondaryschoolanditsthreefeederprimaryschoo  
ls. EuropeanPhysicalEducationReview,14,179-201.doi:10.1177/1356336X08090705
- \*Ha,A.S.,Johns,D.P.,&Shiu,E.W.(2003).Students'perspectiveinthedesignandimpleme  
ntationofthephysicaleducationcurriculum.PhysicalEducator,60,194-207.
- \*Haras,K.,Bunting,C.J.,&Witt,P.A.(2006).Meaningfulinvolvementopportunitiesinrop  
es courseprograms.JournalofLeisureResearch,38,339-362.
- Hawkins,A.(2008).Pragmatism,purpose,andplay:Struggleforthesoulofphysicaleducati  
on.Quest,60,345356.doi:10.1080/00336297.2008.10483585
- \*Hemming,P.J.(2007).Renegotiatingthepriamaryschool:Children'semotionalgeographi  
esofsport,exerciseandactiveplay.Children'sGeographies,5,353-  
371.doi:10.1080/14733280701631817
- How,Y.M.,Whipp,P.,Dimmock,J.,&Jackson,B.(2013).Theeffectsofchoiceonautonomou  
smotivation,perceivedautonomysupport,andphysicalactivitylevelsinhighschoolphysic  
aleducation.JournalofTeachinginPhysicalEducation,32(2),131-  
148.doi:10.1123/jtpe.32.2.131

\*Jakobsson, B. (2014). What makes teenagers continue? A salutogenic approach to understanding

youth participation in Swedish club sports. *Physical Education & Sport Pedagogy*, 19, 239–252. doi:10.1080/17408989.2012.754003

Jakobsson, B. T., Lundvall, S., & Redelius, K. (2014). Reasons to stay in club sport according to 19-year-old Swedish participants: A salutogenic approach. *Sport Science Review*, 23, 205–224. doi:10.1515/ssr-2015-0002

Jewett, A., & Bain, L. L. (1985). *The curriculum process in physical education*. Dubuque, IA: Brown.

Jewett, A. E., Bain, L., & Ennis, C. (1995). *The curriculum process in physical education*. Madison, WI: Brown and Benchmark.

\*Kinchin, G. D., MacPhail, A., & Ni Chróinín, D. (2009). Pupils' and teachers' perceptions of a culminating festival within a sported education season in Irish primary schools. *Physical Education & Sport Pedagogy*, 14, 391–406. doi:10.1080/17408980802584982

\*Kinchin, G. D., & O'Sullivan, M. (2003). Incidences of student support for and resistance to a curricular innovation in high school physical education. *Journal of Teaching in Physical Education*, 22, 245–260. doi:10.1123/jtpe.22.4.245

\*Koekoek, J., & Knoppers, A. (2015). The role of perceptions of friendships and peers in learning skills in physical education. *Physical Education & Sport Pedagogy*, 20, 231–249. doi:10.1080/17408989.2013.837432

\*Koekoek, J., Knoppers, A., & Stegeman, H. (2009). How do children think they learn skills in physical education? *Journal of Teaching in Physical Education*, 28, 310–332. doi:10.1123/jtpe.28.3.310

Kretchmar, R. S. (2000). Movement subcultures: Sites for meaning. *Journal of Physical Education, Recreation & Dance*, 71(5), 19–25. doi:10.1080/07303084.2000.10605140

Kretchmar, R. S. (2001). Duty, habit, and meaning: Different faces of adherence. *Quest*, 53, 318–325. doi:10.1080/00336297.2001.10491748