

## Promoting Inclusion Through Team Sport Activities:

A Motivational Climate Intervention in Multicultural Physical Education Classes in Denmark

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## Purpose

- Examine the effects of mastery and performance motivational climate manipulations on students'
  - Psychological Integration at the immediate PE setting (*Evolving emotional relationship with the PE class*)
    - > Perceived class inclusion
    - > Perceived class identification

## Methods

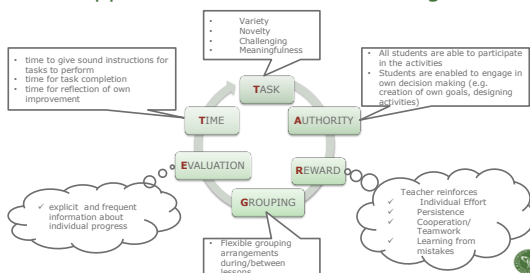


## Environmental Features: Perceived Motivational Climate

Performance Climate Characterized by	Mastery Climate Characterized by
Promotion of normative comparison with others	Promotion of self-improvement on tasks
Reward of normative standards	Reward of effort and persistence
Punishment of mistakes	Being supported in seeing mistakes as part of learning, instead of failure
Emphasize winning	Emphasizing learning and skill development & allowance to make own choices

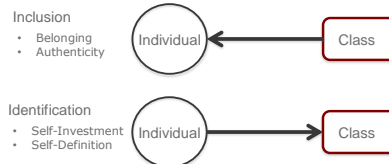
Motivational Climate Scale for Youth Sports (Smith, Cumming & Smoll, 2008)  
 Based on: Ames, 1992; Nicholls, 1989

## The TARGET Approach to Inclusive Teaching



Based on: Ames, 1992

## Outcomes: Class Inclusion & Identification



Group Inclusion Scale (Jansen, Otten, van der Zee & Jans, 2014),  
 Multicomponent In-Group Identification Scale (Leach et al., 2008)

## The Model



## Design & Sample

**Quasi-Experimental (naturalistic setting):**  
 Intervention Classes: N= 2 (7<sup>th</sup> grade & 9<sup>th</sup> grade)  
 Control Classes: N= 3 (7<sup>th</sup> grade, 8<sup>th</sup> grade, 9<sup>th</sup> grade)

N	Grades	Age (M)	Gender (%)		* Ethnic Status (%)	
			Female	Male	Majority	Minority
101	7-9	13.8	55	45	38	62

\* Minority status: At least one parent born in other country than Denmark

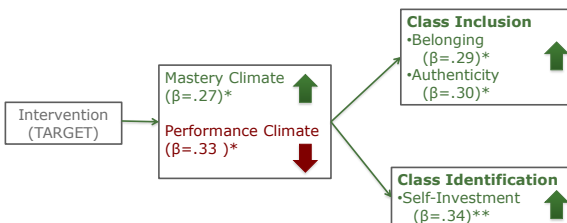


## The Intervention

- Silkeborg (Jutland)
- **20 Weeks**
  - 1x/week; 90min.
  - (Distribution of questionnaires at pre- and post-intervention)
- **2 Units of Team Sport Activities**
  - Team Adventure Race
  - A new competitor to football: Quidditch (Harry Potter)



## The Results



\*p<0.05; \*\*p<0.01

Analysis: General Linear Model Procedure; Comparisons of mean scores of intervention and control group at post-intervention, adjusted for baseline scores of outcome measures



## Conclusion & Discussion

- Present findings support the use of TARGET (by means of team sport activities) as a tool for promotion of class inclusion and identification within multicultural PE classes (irrespective of ethnic status)
- Simultaneous satisfaction of students' needs for belongingness and individuality! (accentuation of superordinate similarities "we", expression of subordinate self "I")



## Future Perspectives

- Longer intervention periods
- Larger sample sizes
- Differing contents/activities
- Possible outcomes of group-inclusion and identification in a multicultural PE settings

