



# Message from the President

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I hope all of you had a good break in December and now you are back to face another new challenging school year. This is my third year as the President of SPEA and it has been a great pleasure to serve all of you.

SPEA was established in 1975 by the late Dr Lau Teng Chuan. Dr Lau was the President from 1975 - 1992. He has achieved much and contributed significantly to the development of PE and sport in Singapore. In order to honor his contributions, SPEA has initiated an annual Lau Teng Chuan's Physical Education & Sport Sciences (LTC PE & SS) Symposium since 2013. The 2<sup>nd</sup> LTC PE & SS Symposium was held in July 2014 and it was well attended by international and local participants. In addition, a LTC Book Prize for the Masters of Science (Exercise and Sports Studies) in NTU/NIE was set up by the Lau's family in 2012. This year, Miss Karen Low is the recipient of the LTC book prize.

The nomination of the Outstanding Physical Education Teacher Award (OPETA) 2015 has started and I hope you can nominate deserving staff for this award. If you need more information, please visit our website <http://www.spea.org.sg>. The OPETA ceremony will be held in conjunction with the LTC PE & SS Symposium in 2015.

We have been publishing the newsletter online for a year and the response seems to be positive. In the next step, we hope to revamp the SPEA website to have a more dynamic platform for exchange of ideas and information sharing. This may replace the SPEA newsletter. We would like to hear your views.

In addition to organizing professional development courses, SPEA hopes to organize a trip to the 1<sup>st</sup> ASEAN Council of Physical Education and Sport Conference to be hosted by Semarang State University in Indonesia in September 2015. More details will be provided on the SPEA website.

We have amended SPEA's constitution and expanded members beyond PE teachers. We will like to encourage all PE teachers, coaches, and sport administrators to join SPEA as life members.

In conclusion, I hope for your continuing support for SPEA.



*Prof. John Wang*

## Editor's Comments

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Welcome back for another exciting year!

To serve you better, the editorial team has introduced new features to the SPEA Newsletter, including sections on current issues and professional practices to level up our professional knowledge and practices.

In this issue, we have invited our President, Prof. John Wang to share with us his views on the relevance of the National Physical Fitness Award (NAPFA) in schools. For professional sharing, some strategies on teaching values intentionally through Physical Education (PE) and sport have been proposed based on reviewed of literature and initial empirical work done in Singapore as we continue our journey to achieve athletes/students-centric and values/life-skills driven programmes through PE and sport. We encourage your submissions to these newly created sections and contribute to our fields so that together, we learn and grow! Enjoy reading!



*Dr Koh Koon Teck*

Founded - 1975

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# TEAM SERVING YOUR INTERESTS



## SPEA Management Committee Members

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Vice President (Planning & Development):	Mr Ong Bok Liong
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The Singapore Physical Education Association is committed to the promotion of sound physical education and healthy lifestyle.

*Towards  
Professionalism in  
Physical Education*

# ANNOUNCEMENT

## Lau Teng Chuan Book Prize Winner 2014

*By: Ho Yieng Yieng*

Established in 2013, the Lau Teng Chuan Book Prize is awarded to the top graduand of the Master of Science (Exercise and Sport Studies) each year. We are pleased to announce that Miss Karen Low is the second recipient of this award.

Prior to her secondment to PESTA as a Programme Manager, she headed the PE and Aesthetics department in White Sands Primary School since 2007. Currently, her role requires her to work closely with PE teachers in terms of the subject knowledge and pedagogical knowledge so as to deliver quality PE programme that is aligned with the new PE syllabus. Her passion for sports and desire to develop the younger generations to be physically competent has fueled her teaching career the past 11 years.

Being an all-rounded student, Karen has received numerous awards such as: MOE Postgraduate Scholarship in 2013, MOE scholarship in 2009, NTU Sportswoman of the year in 2002, SPE Sports Scholarship in 2000 and SSC Sports Excellence (SPEX) Grant awarded by Temasek Polytechnic in 1998.



*"Everyone likes learning and has the ability to learn when given a positive, fun and non-threatening environment"  
--- Karen's teaching philosophy.*

## Upcoming Events in 2015

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1. Teambuilding Workshop (Feb, 2015)
2. Lau Teng Chuan Symposium and Outstanding Physical Education Teacher Award (April, 2015)
3. SPEA Family Day (March/April, 2015)
4. 1<sup>st</sup> ASEAN Council for PE & Sport Conference (September 2015, Indonesia)

# Asian Conference for Physical Education and Sports Science (ACPCESS)



By: Eugene Chew

Held at the Institute of Technical Education College East from 7 to 9 July 2014, the ACPCESS incorporated the 4<sup>th</sup> ASEAN Universities Conference on Physical Education & Sports Science, the 2<sup>nd</sup> Tianjin-Singapore International Conference, and the 2<sup>nd</sup> Lau Teng Chuan Symposium into a bigger event covering a wide participation from various quarters. Participants benefited from the keynote addresses, oral/poster presentations and workshops that were classified under five strands (sports science, sport management, sports coaching, sports studies, pedagogy in physical education). Presenters from more than 20 universities, colleges and institutions engaged the participants with their professional sharing.

In their keynote lectures held over the three-day conference, Prof. Kathy Armour (University of Birmingham), Prof. Mark Lewis (Loughborough University), Prof. Susan Capel (Brunel University), and Prof. Alan Smith (Michigan State University) informed and inspired the audience who were tertiary students, educators and academics. Various workshops topics such as sports taping, teaching methods, juggling, street dance, skipping, and fundamental movement skills offered participants a variety of learning experience, and kept them actively involved. Besides informal interactions and discussions among participants, there was time for some social interactions and cultural exchange during the closing dinner. Semarang State University (Indonesia) who will be hosting the 1<sup>st</sup> ASEAN Council for Physical Education and Sport (ACPES) Conference in 2015 extended their invitation and welcome to all participants.



*Oral presentations at ACPCESS 2014*



*Workshop presentations at ACPCESS 2014*



*Participants' interaction at the ACPCESS 2014*

# 2nd Lau Teng Chuan Symposium 2014

By: Zason Chian Lit Khoon



The 2nd Lau Teng Chuan Symposium was held at the Institute of Technical Education (College East) on 9th July 2014. This annual event is part of the SPEA's effort to remember our PE pioneer, the late Dr. Lau Teng Chuan and his contributions to the physical education and sports science fraternity. At this year's symposium, prominent speakers from the National Institute of Education (Dr. Nicholas Aplin) and Chulalongkorn University (Dr. *Vijit* Kanungsukkasem) were invited. Dr. Quek Jin Jong chaired the symposium. Dr. Aplin shared on the historical development of PE and sport in Singapore, including the topic of women participation. Our overseas speaker, Dr. Kanungsukkasem gave a tribute to Dr. Lau Teng Chuan and presented on PE and sport issues around the ASEAN region. He also took the opportunity to announce the setting of the ASEAN Council of Physical Education and Sport (ACPES).



*Opening of LTC PE & SS Symposium by Dr Quek Jin Jong 2014*



*Participants viewing poster presentations at the 2nd Lau Teng Chuan Symposium 2014*

The Lau Teng Chuan Symposium was another great platform for the Physical Education and Sports Science (PESS) and Sports Science and Management (SSM) students from Nanyang Technological University to showcase their educational achievements through oral and poster presentations.



*Symposium panel at LTC PE & SS Symposium 2014*

# ASEAN Council of Physical Education and Sport (ACPES)



*By: John Wang*

It has been a dream come true for SPEA to extend its influence beyond Singapore shore. With much deliberate effort, a few key members of SPEA have worked closely with the PE associations and organisations in ASEAN countries in the last few years. Finally, on 9 July 2014, the ASEAN Council of Physical Education and Sport (ACPES) was formed with the participation of more than 20 members from five ASEAN countries (Thailand, Indonesia, Malaysia, Philippines, and Singapore). The mission of ACPES is to promote communication, interaction, and cooperation among ASEAN physical education and sport professionals and students in educational, scientific, and research institutions, and to forge a closer collaboration towards one ASEAN.

The objectives of the Council are:

- To encourage and campaign for a high standard of professional preparation in the field of physical education and sport among the ASEAN countries.
- To promote research in the areas of physical education and sport.
- To facilitate international exchanges among researchers and students in physical education and sport in the ASEAN regions.
- To assist young scholars/graduate students in conducting research in physical education and sport.
- To establish links with other institutions and organisations involved in physical education and sport.
- To organise conferences in the areas of physical education and sport.
- To publish resources and literature related to physical education and sport.



*ACPES President A/P Vijit delivered his speech at the LTC PE & SS Symposium 2014*

# ASEAN Council of Physical Education and Sport (ACPES)



The key council members are:

<b>1</b>	<b>President</b>	<b>A/P Vijit Kanungsukkasem</b>	<b>Chulalongkorn University, Thailand</b>
<b>2</b>	Vice President (Internal Affairs)	A/P Supranee Kwanboonchan	Srinakharinwirot University, Thailand
<b>3</b>	Vice President (External Affairs)	Prof Aminuddin Yusof	University Putra Malaysia, Malaysia
<b>4</b>	Honorary Secretary	Prof John Wang	NIE, NTU, Singapore
<b>5</b>	Ast Honorary Secretary	Prof Tandiyo Rahayu	Semarang State University, Indonesia
<b>6</b>	Honorary Treasurer	Dr Koh Koon Teck	NIE, NTU, Singapore
<b>7</b>	Auditor	Dr Chairat Choosakul	Maharakham State University, Thailand
<b>8</b>	Auditor	Dr Rebecca Alcuizar	Mindanao State University, Philippines

The 1<sup>st</sup> ACPES Conference will be held in Semarang State University, Indonesia, in September 2015. More details will be provided at a closer date.

# CURRENT ISSUES

## Is The National Physical Fitness Award (NAPFA) Still Relevant?

*By: John Wang*

In many countries, the aim of its physical education (PE) programme is focused at the achievement and maintenance of a healthy active lifestyle for its populations. There are concerns that the habitual physical activity of the average child has decreased greatly with the advancement in computer technology and entertainment (Chia, Wang, Teo-Koh, Quek, & Gosian, 2002; Robinson et al., 1993). At the same time, the rate of obesity seems to be on the rise in many countries (Biddle, Sallis, & Cavill, 1998; Pate & Shephard, 1989).

There is evidence that physical fitness and physical activity have a positive influence on young people's psychological health (Biddle, 1995; Calfas & Taylor, 1994; Mutrie & Parfitt, 1998; Tortoler, Taylor, & Murray, 2000). Following a review of 48 articles, Tortolero et al. (2000) found strong or moderate support for the relationship between physical activity and physical fitness in youth in several psychological variables such as self-efficacy, self-esteem, greater perceived physical competence and decreases in depression and stress.

All-round fitness is the key to enjoying a higher quality of life. To be able to carry out daily tasks without undue fatigue or to enjoy leisure-time to the fullest requires a certain degree of fitness. The National Physical Fitness Award (NAPFA) measures both health-related and performance-related fitness. Performance-related fitness includes muscular endurance, power, agility, speed and co-ordination. Health-related fitness includes cardiorespiratory (heart-lung and circulatory) or aerobic fitness, muscular strength, flexibility and body composition (percentage of body fat). A reasonable level of health-related fitness prevents heart disease, obesity and musculo-skeletal disorders. These benefits of fitness and having an active and healthy lifestyle are very clear indeed.

The NAPFA is an annual test of physical fitness for students. All healthy students from Primary four onwards are required to participate in the NAPFA test. The NAPFA is a battery of assessments used to identify cardiovascular fitness, muscular strength, joint flexibility, muscular endurance, muscular power, agility and speed. These various components of fitness testing are reliable and valid indicators of health-related fitness (Giam, 1981). The NAPFA involves a series of six stations:

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1. Maximum number of bent-knee sit-ups in one minute, as a measure of anterior abdominal muscular endurance and strength.
2. Better of two standing broad jump (SBJ) distances, as a measure of lower limb extensor muscular power.
3. Better of two sit-and-reach (SnR; floating zero point) forward distances, as a measure of forward trunk flexibility, hip flexion and hamstring muscle stretch.
4. Maximum number of overhand-grasp regular pull-ups in half a minute for males >14 years old and overhand-grasp inclined pull-ups in half a minute for males <15 years old and females, as a measure of upper limb muscular endurance and strength. From January 2015, the pull-up will be replaced by push-up for all pre-national service (NS) students in pre-university institutions, polytechnics and the Institute of Technical Education (ITE).
5. Faster of two attempts to complete a 4 x 10 meter shuttle-run, as a measure of general speed, agility and coordination.
6. Minimum time taken to run-walk 1.6 km for primary schools and 2.4 km for secondary schools onwards, on a firm and level surface, as a measure of cardiorespiratory endurance (or aerobic) fitness and lower limb muscular endurance.

All of the station tests are attempted on the same day, with a 2–5 minute rest period permitted between stations. The run-walk item may be attempted on a different day, although sometimes a 2-week window limit is set. The standards for all these six test items will vary for the different age and sex groups. A minimum standard in all these six tests will be required before they can qualify for the gold, silver or bronze awards. This is to ensure that those who qualify will have a desirable level of fitness.

In a recent study conducted by Wang and his colleagues (Wang, Pyun, Liu, Lim, & Li, 2013), a secondary data analysis was conducted for secondary students. It was found that height is independent of all the fitness performance. Body weight, on the other hand, correlated closely with pull-ups, standing broad jump, 4 x 10 meter shuttle-run, and 1.6/2.4 km run. That is, having a healthy weight range is the key for all fitness performance.

In Wang et al.'s (2013) study, it was found that the rate of change can be represented by a quadratic trend for most of the five tests from secondary one to secondary four. In the quadratic trend, the physical fitness performance improved over time, particularly from secondary one to secondary three and slowed down between secondary three to secondary four.

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Students could give less than their best effort if they feel that a standard of a certain test is beyond their ability or when they achieved the maximum points. For example, for 'A' grade (five points) of standing broad jump, 15 years old students are required to jump further than 237 cm for boys and 182 cm for girls, according to the standards. For the girls' 2.4 km run-walk, it seems that the girls did not change over the four-year period; the mean scores from secondary two to secondary four were similar. It could be deemed that the fitness activity levels of adolescent girls may not have improved. Another plausible explanation would be girls' lack of motivation in this high-intensity test which is relatively lengthy and boring (Harris & Cale, 2006). An activity programme conducted in more interesting and enjoyable manners could expect girls' higher motivation and constant improvement in fitness (Kemp & Pienaar, 2009; Welk, 2008). In the case of the boys sit-ups, a constant improvement (39.31 for secondary one; 42.77 for secondary two; 44.16 for secondary three) was demonstrated over the period. Unlike other tests, the standard for an 'A' grade (maximum points) required between ages of 13 to 18 years in boys is consistently 42 sit-ups per minutes. Students may not be motivated to perform any higher so long as they achieved the maximum points. The non-significant within-individual variations across the four years in SnR, shuttle-run, and 2.4 km run-walk could be because these fitness performances may be more difficult to improve.

Another finding from the study was that there were school effects on all the physical fitness performance; however, the differences between schools were small. Different schools have different PE programmes for fitness training and that may have some impacts on the results. It may be good for those schools with good PE programmes to share their best practices to help other schools to improve on the physical fitness level of the students.

Finally, the evidence from the current study suggested that there were significant differences across individuals in all of the physical fitness performance indices for both genders over the four year periods. This is in line with the literature (e.g., Jones, Hitchen, & Stratton, 2000) which suggests that the differences could be due to genetic or environmental factors (Rowland, 2005).

There are three major recommendations for practitioners from this study. Firstly, there is a need to review the standards of the physical fitness performance standards. The upper secondary students are not showing improvement after they reached a particular performance standard. Secondly, some of the tests are relatively easy for a particular gender (e.g., SnR for female), but some tests are quite tough (pull-ups for male older than 14 years old).

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However, all the six tests are given equal weighting to determine the standards. There is a need to review the test items as well. Finally, although there are variations within-individual, across-individual, and across schools, the year to year improvement in physical fitness performance was not substantial. The results suggest that schools may not need to spend too much time, effort, and resources in getting students to prepare the physical fitness tests every year.

To conclude, NAPFA should play the roles of learning about personal fitness and teaching students how to use information derived from its results. It should be used primarily to promote healthy lifestyles and physical activity, motivate young people, and to develop the knowledge and skills that are important to a sustained engagement in an active lifestyle. It should not be used for formative evaluation to further educational goals or to measure the effectiveness of the PE programmes in schools. From these perspectives, the NAPFA is still relevant.

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# PROFESSIONAL SHARING

## Strategies for Values-Driven Education through Physical Education & Sport

*By: Koh Koon Teck and Martin Camiré*

Participation in physical education and sport (PES) has been shown to lead to an abundance of benefits for individuals of all ages (Carron, Hausenblas, & Estabrooks, 2003; Shields & Bredemeier, 1995). Indeed, Shields and Bredemeier suggested that physical education, if properly structured, provides a suitable context to nurture the development of moral character in children. A number of scholars have also alluded to the array of developmental benefits that can emanate from students' participation in school sport programs (Gould & Carson, 2008). Indeed, Gould and Carson argued that sport can be a platform conducive to the development of competencies, including values, which can benefit youth's personal growth. The term *values* used in this article refer to "the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged to be good or desirable" (Halstead & Taylor, 2000, p. 169).

Given the assumed potential of PES in developing youth's values system, it is not surprising that education policy makers and curriculum developers want to use PES to contribute to youth development (Coakley, 2011). However, the promotion of developmental objectives in PES is not an automatic process; rather, it is highly dependent on the ability and knowledge of the instructors, such as physical education (PE) teachers and sport coaches, in delivering the programmes (2006; Bailey et al., 2009; Forneris, Camiré, & Trudel, 2012). It can lead to associated positive effects on self-esteem, educational pursuit, psychosocial functioning, fair-play, moral reasoning, and desired behaviours among adolescents if done explicitly (Harrison & Narayan, 2003; Vidoni & Ward, 2009). Otherwise, it can also associate with negative outcomes such as discrimination, racism, aggression, and win-at-all cost attitudes that distort fair play if left to chances (Bredemeier, Weiss, Shields, & Cooper 1987; Buford-May 2001). Given that the current emphasis towards a student-centric, values-driven education in Singapore, with PES programs being viewed as opportune settings in which to teach values (Ministry of Education, 2013), equipping PE teachers and sport coaches with appropriate pedagogical strategies for imparting values represents a most effective means of nurturing the development of all students.

# PROFESSIONAL SHARING

We would like to share with our readers a values training protocol (see Table 1) used with a local primary school with four PE teacher/sport-coaches and 100 students/athletes. We learned that for PES to be a context conducive to the learning of values, adult leaders must be trained appropriately, guided by established theory such as Kolb's (1984) theory of experiential learning. The results showed how the students/athletes experienced marked improvements in relation to values awareness for both groups.

More specifically, a pre-post self-report questionnaire demonstrated how students/athletes were significantly ( 21% versus 74%) more likely to understand their school's four values (i.e. integrity, resilience, commitment, and respect).

In-depth interview with PE teachers/sport coaches and students/athletes revealed that: (a) sport coaches reported that the training programme helped them acquire pedagogical strategies and increased their motivation for teaching values, (b) students/athletes reported that they were able to apply some of the values learnt through sport in non-sport settings, (c) thorough explanations and debriefing by PE teachers and sport coaches facilitated the transfer of values, and (d) time constraints might hinder the transfer of values (Koh, Ong, & Camiré, 2014).

We used experiential learning theory (Kolb 1984) to develop context-specific learning situations (activities) that were purposefully planned to create teachable moments (e.g., imbalanced playing situations) that were then debriefed to allow PE students and athletes to reflect on their learning experience, thereby fostering meaningful learning. The PE teachers and sport coaches provided their PE students and athletes with specific activities that illustrate how sport skills and values can be taught concurrently without compromising the curriculum time and learning objectives of PES programmes. Using PES in such a fashion provides a context in which students and athletes can genuinely experience, reflect on, practice, and ultimately transfer important values at school, at home, and in the community (Camiré, Forneris, Trudel, & Bernard, 2011; Petitpas, Cornelius, Van Raalte, & Jones, 2005).

# PROFESSIONAL SHARING

Table 1. The four phases of the values training programme

Phase	Content
<b>Introductory</b>	<ul style="list-style-type: none"> <li>• Provided participants with an overview of the programme.</li> <li>• Asked participants to reflect the importance of teaching values and their coaching philosophies.</li> <li>• Identified and defined the values to be taught (i.e. school's values - integrity, resilience, commitment, and respect) as well as their meanings.</li> <li>• Introduced Kolb's (1984) experiential learning theory to participants, and provided game scenarios to demonstrate the theory-practice link.</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Demonstrated a 'live' football training session designed to teach technical skills and school's values currently to the participants, guided by a detailed sample football session plan.</li> <li>• Allowed a period of two-week for participants to plan their own six-week coaching plan.</li> <li>• Participants received feedback on their plans via email from the first author.</li> <li>• Discussion and consultation continue until the coach and first authors are satisfied with the coaching plan.</li> </ul>
<b>Practical</b>	<ul style="list-style-type: none"> <li>• Participants carried out their six-week coaching plan.</li> <li>• Lessons were video recorded. Participants were required to review the video clip on each session they had taught for reflection.</li> <li>• The first author viewed two video clips together with each coach to provide feedback and facilitate coach's reflection.</li> <li>• The first author visited each coach twice over the 6-week of the intervention programme. Constructive feedback was provided to each coach.</li> <li>• Coaches were encouraged to approach the first author as and when they needed assistance or seek clarification.</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Gathered feedback from the participants on the strengths of the programme.</li> <li>• Identified areas for improvement for the programme.</li> </ul>

# PROFESSIONAL SHARING

Based on our research experiences, the following strategies are recommended when planning and implementing values development programmes:

## ***Identify and Define the Values to be Learned***

Most of the schools in Singapore have their core values (e.g., resilience, integrity, honesty) to be developed through formal (e.g., Maths, Science) and informal (after school structured sport programmes) school's curriculum to their students. However, the values chosen by individual school can vary considerably. It is therefore important for policy makers, school leaders, teachers and coaches to identify and define the values deemed most important in the context in which they operate, as well as the desired outcome they hope to achieve through their sport programmes. By focusing on the specific values and meanings to be developed, PE and sport programmes create a coherent learning environment contributing to positive development outcomes for students and athletes.

## ***Provide Teachers and Coaches with Opportunities to Learn Pedagogical Skills***

Previous studies have supported the notion that the success of PE and sport programmes in achieving positive developmental outcomes is influenced largely by the attitudes and behaviours of those delivering the programmes (Bailey et al., 2009; Gould, Carson, & Blanton, 2013). Given that PE teachers and sport coaches might not always possess the knowledge necessary to foster intentional values education (Gould et al., 2013), it is crucial for policy-makers, sport administrators, and coach education programmers to provide them with the necessary and appropriate learning opportunities. In this regard, well-designed training programme focusing on technical (e.g., passing, shooting) and values (e.g., sportspersonship, integrity) are necessary in the tool box of all PE teachers and sport coaches (Gould et al., 2013). Based on our experiences implementing programmes, we have learned that well conceived interventions, guided by established theory, provide empirical evidence on how sport skills and values can be taught concurrently and effectively without compromising overall learning objectives.

## ***Facilitate Debriefing***

Effective debriefing in sport promotes performance appraisal and is used to verify if lesson objectives have been met (Hogg, 2002). Debriefing represented a strategy used by the PE teachers and sport coaches in our intervention programme that proved to be effective and put the participants in situations where they had to reflect on their behaviours. To ensure the effectiveness of debriefing, PE teachers and sport coaches must be equipped with the knowledge necessary to reinforce athletes' active participation in the debriefing process and ultimately stimulate the learning of values. In this regard, Kolb's (1984) four-stage learning cycle can be used to facilitate the teaching of values by deliberately designing activities and by engaging in reflection on the activities undertaken to promote learning.

# PROFESSIONAL SHARING

PE teachers and sport coaches must specifically include values in their teaching/coaching plan and must ask specific questions at the end of each activity to highlight the learning objectives (i.e. movement skills and values).

## ***Focus on the Transfer of Values***

Many researchers have noted how the transfer of values is not an automatic process; it needs to be constantly and explicitly highlighted for positive outcomes to occur (2006; Camiré et al., 2011; Gould et al., 2013). PE and sport provide a context that allows athletes to genuinely experience, reflect on, practice, and ultimately transfer important values at school, at home, and in the community (Camiré et al., 2011; Petitpas et al., 2005). Nonetheless, past research has demonstrated how such transfer is a difficult process that often occurs over long periods of time (Martinek, Schilling, & Johnson, 2001). The biggest barriers to transfer are that students and athletes are often not aware that they have learned values that may be of use to them outside the PE and sport and/or may not have the requisite knowledge and confidence to transfer their skills to other contexts (Danish, Petitpas, & Hale, 1993). Martinek et al. (2001) suggested that for some youth, transfer might only occur later in life when a certain level of cognitive maturity has been attained.

To reinforce the transfer of values, PE teachers and sport coaches should constantly and explicitly facilitate the process by giving students and athletes the confidence to decide how/where they wish to transfer the values learned in PE and sport to non-sport setting (e.g., in class). If we take the value of 'respect' as an example from our intervention programme, students and athletes may propose that in addition to respecting opponents during game, they will attempt to transfer this value in class by making conscious efforts to respect classmates who have different opinions during class discussions. In practical terms, PE teachers and sport coaches can pair up students/athletes and ask them to monitor each other's transfer plan. Putting in place such structure helps to reinforce values learned and increases the likelihood that the transfer of values from sport to non-sport setting will occur (Gould et al., 2013).

## ***Promote Parental Involvement***

Past research has revealed how parental attitudes and behaviours are highly associated with athletes' prosocial behaviours (Brustad, 1996), and that young sport participants tend to derive more enjoyment from sport in the presence of appropriate parental support (Kanters & Casper, 2008). Sport-based values training programmes should involve parents more closely by having them take on important roles in the values learning process of students/athletes. For example, PE teachers and sport coaches can communicate to parents the values they have taught to their students/athletes and ensure that they transfer the action plan and receive support at home. In addition, parents can role model the values taught in PE and sport at home and offer PE teachers and sport

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## Conclusion

For PE and sport to be a context conducive to the learning of values, PE teachers and sport coaches must be trained appropriately. In this article, we have demonstrated how a purposefully designed values training programme can be taught to them using established theory such as Kolb's experiential learning theory (Kolb, 1984). We also provide some strategies on how to teach values intentionally and how to transfer the learning of values from sport to non-sport settings. Nevertheless, we acknowledge that many benefits claimed for PE and sport participation are highly dependent on contextual and pedagogic variables (Bailey et al., 2009). More interventions and theory-based research are needed to ensure that PE and sport programmes are deliberately designed to provide youth with opportunities to improve as sportspersons and productive citizens who can make positive contributions to society (Bailey et al., 2009; Gould et al., 2013).

## Authors' Note:

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