

ABSTRACT

Title of Dissertation: WHAT MAKES “FUN” FUN? INSIGHTS INTO CHILDREN’S PARTICIPATION IN PHYSICAL ACTIVITY

Christine J. Hopple, Doctor of Philosophy, 2015

Dissertation directed By: Professor David Andrews
Department of Kinesiology
School of Public Health

A rapidly accumulating body of literature points to fun as an important factor in the physical activity participation choices of children. Few studies, however, have conducted systematic, in-depth investigations into what children mean when they say an activity is fun. Scanlan and Lewthwaite’s (1986) Sport Enjoyment Model was used to guide this inquiry into children’s enjoyment of physical activity in the contexts of Physical Education, organized youth, and recreation. This descriptive, mixed-methods study involved a convenience sample of 98 fourth through sixth graders from six classes in three non-traditional public schools in a mid-Atlantic state. Data collection methods included focus group and duo interviews, an activity-related drawing, and a quantitative measure including both Likert and open-ended questions. Qualitative data was inductively analyzed using comparative analysis techniques with triangulation occurring across all data sources. Findings suggest that the reasons children gave for enjoying and not enjoying physical activity were numerous, varied, and compelling in nature. Although many factors were perceived similarly by many children, others were perceived quite differently. Thus, there appears to be an *idiomatic tendency of fun* – that is, what each individual child will perceive to be either fun or not is particular to that specific child, with some factors being more salient than others. Contextual factors also strongly influence whether a child will

find a specific physical activity to be fun or not, to the extent that these appear to have a stronger influence on the enjoyability of an activity than the activity itself. Lastly, data-gathering methods used with children (activity-oriented questions and card-sorting during focus group interviews) were very effective at stimulating discussion amongst children and uncovering what they think in a very non-threatening manner. Taken together, then, results suggest that the reasons as to why any given child will find an activity to be fun or not fun are complex, interwoven, highly individualistic, and dependent upon a number of contextual factors. Results can aid key players in developing policies and programs which hold the potential to increase children's enjoyment in physical activity while concurrently decreasing their non-enjoyment of activity.

WHAT MAKES “FUN” FUN? INSIGHTS INTO CHILDREN’S
PARTICIPATION IN PHYSICAL ACTIVITY

by

Christine J. Hopple

Dissertation submitted to the Faculty of the Graduate School of the
University of Maryland, College Park, in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
2015

Advisory Committee:
Professor David Andrews, Chair and Academic Advisor
Dr. Dena Deglau
Dr. George Graham, Research Advisor
Dr. Bradley Hatfield
Dr. Kathryn Wentzel, Dean’s Representative

© Copyright by
Christine J. Hopple
2015

Dedication

This dissertation is dedicated to the following individuals who have made an indelible impact upon me as a professional over the years. Each of you remain role models who continue to impact what I do each day:

*Dr. Billie J. Jones, my first professor of Physical Education at The Florida State University;

*Dr. Elsie Burton, professor of elementary physical education at The Florida State University;

*Mr. John Stearns, my student teaching supervisory teacher, Faulkner Street Elementary School, New Smyrna Beach, FL;

*Dr. Lynda Randall, my University student teaching coordinator;

*Mr. Manny Harageones, formerly Coordinator for Physical Education at the Florida Department of Education;

*Mr. Tom Holton, formerly Supervisor for Physical Education, Marion County, FL;

*Mr. Thomas George and Mr. Warren Hope, my first principals at College Park Primary School, Ocala, FL;

*Ms. Jodi Peebles, my colleague at College Park Primary School; and,

*Dr. George Graham, whose never-ending support and guidance embodies the very meaning of the word “mentor,” and whose amazing vision for the profession has been a constant source of inspiration for me.

Acknowledgements

I would like to acknowledge the following individuals for their contribution to making this dissertation a reality:

*First and foremost, the children and administrators at Northview, Yellow Springs, and Cooperative Learning Schools, without whose support and involvement this study would not have been possible;

*"Glenda," who served as co-moderator for this study;

*Members of my proposal defense committee, each of who helped to make this a better and stronger research study: Dr. Patricia Alexander, Dr. David Andrews, Dr. Dena Deglau, Dr. George Graham, Dr. Bradley Hatfield, and Dr. Kathy Wentzel;

*Members of my dissertation defense committee, for your patience and support;

*The support of colleagues who assisted me in the research process, especially Dr. Douglas Collier, Dr. Alisa James, Mr. Mark Manross, Dr. F. Michael Kozub, and Dr. Richard Sones;

*The support of my administration at The College at Brockport;

*Friends, too many to mention, who have supported me in ways both big and small. You always have my gratitude;

*My Aunt Barb and Uncle Bill, for your unending support, love, and belief in me; and,

*Last – but certainly not least – (Big) Richard and (Little) Richard, for your love, support, and unselfish acceptance of the time, effort, and resources which this project has involved.

Table of Contents

Dedication	ii
Acknowledgements	iii
Table of Contents	iv
List of Tables	viii
List of Figures	ix
Chapter One: Introduction	1
Statement of the Purpose	6
Assumptions	6
Limitations	6
Delimitations	7
Operational Definitions	7
Author Bias	8
Significance	8
Summary	11
Chapter Two: Review of Related Literature	12
Deconstructing the Construct of Fun	16
Is Fun Synonymous with Enjoyment?	17
Conceptually and Theoretically Defining Fun	18
Theoretical Frameworks for Studying Fun	21
Self-Determination Theory	22
Flow Theory	23
Sport Enjoyment Model	24
Situational Interest	29
Non-Enjoyment of Physical Activity	39
Measuring the Construct of Fun	30
Quantitative Measures Focusing on Enjoyment	31
Qualitative Measures Focusing on Enjoyment	43
Studies Utilizing Mixed-Methods to Measure Fun	46
Research Focusing on Children’s Perceptions of Fun	50
Fun Across Physical Activity Settings	54
Personal Characteristics Affecting Enjoyment in Physical Activity	62
Use of Focus Groups as a Research Methodology	68
Distinguishing Characteristics of Focus Groups	69
Advantages and Disadvantages of Using Focus	70
Focus Groups as Part of Mixed- and Multiple-Methods	73
Conducting Focus Groups with Children	77
Mechanics of Organizing and Implementing Focus Groups	79
Recruitment, Sampling, and Composition of the Focus Group	79
Decreasing Power Valence	81
Number of Interviewees per Group	82

Number of Interviews to Conduct	83
Interview Duration.....	84
Interview Location.....	85
Role of Moderator and Co-Moderator	85
Audio- and Video-Taping.....	86
Assent/consent and confidentiality	87
Interview Structure	87
Activity-Oriented Questioning	90
Use of Video Segments in Interviews	92
Data Analysis.....	95
Summary	97
Chapter Three: Methodology	99
Setting and Participants	99
Site Selection and Entry	99
Community Setting	102
Schools	103
Securing of Participants	106
Participants	108
Students	108
Researchers.....	109
Research Design.....	112
Data Collection and Management	113
Piloting Procedures.....	114
Quantitative Measure.....	116
Purpose and Development	117
Protocol and Management	120
Student Drawings	122
Purpose and Development	122
Protocol and Management	123
Focus Groups	124
Purpose and Development	124
Composition of the Focus Group.....	126
Number of Interviewees Per Group.....	130
Number of Interviews to Conduct.....	131
Protocol and Management	132
Decreasing Power Valence	132
Interview Location	133
Presence of a Co-Moderator	134
Audio-taping of the Interview.....	134
Interview Structure.....	135
Assent/Consent and Confidentiality	135
Interview Duration	136
Duo Interviews	138

Purpose and Development	138
Composition and Number of Duo Interviews.....	139
Protocol and Management	140
Data Analysis	141
Quantitative Measure.....	142
Student Drawings	143
Focus Group and Duo Interviews.....	145
Open Coding	145
Constant Comparison.....	146
Axial Coding.....	147
Trustworthiness and Authenticity of the Research	148
Quantitative Data: Quantitative Measure	149
Qualitative Data: Drawings and Interviews.....	150
Trustworthiness.....	150
Credibility	150
Transferability.....	154
Dependability.....	155
Confirmability.....	156
Authenticity.....	157
Summary	158
Chapter Four: Results (Assertion One).....	159
Introduction.....	161
Achievement/Intrinsic Factors	164
AI Factors Perceived as Fun	164
Being Skilled and Competent	165
Having Confidence in One’s Abilities.....	166
Improving One’s Skills.....	167
Learning Skills and Knowledge.....	168
Balance Between Skill and Challenge	169
AI Factors Perceived as Not Fun	170
Being Unskilled or Incompetent	171
Not Feeling Confident.....	174
A Lack of Learning or Goals	175
Not Understanding Skills or Knowledge of Activity.....	177
Inappropriate Balance Between Skill and Challenge.....	177
Achievement/Extrinsic Factors	178
AE Factors Perceived as Fun	179
Competition.....	179
Winning.....	180
Receiving Attention From Others	181
AE Factors Perceived as Not Fun	181
Disliking Competition.....	181
Pressure Related to Competition.....	184
Punishment for Performing Poorly	185
Too Much of a Focus on Winning.....	187

Losing	189
Performing Poorly in Public	189
Non-Achievement/Intrinsic Factors.....	190
NAI Factors Perceived as Fun	190
Feelings Resulting from Movement.....	190
Being “Free”	192
Kicking, Hitting, Tackling, and Punching	194
Physical Act of Performing Movements.....	196
Feelings Related to Stress Relief/Release.....	197
“Thrilling” Activities	199
Feelings Experienced as a Result of Physical Training and Exertion	199
Feelings of Being Active, Healthy, and Fit.....	201
NAI Factors Perceived as Not Fun	202
Over-Exertion	202
Feelings of Pain, Injury, Hurt, and Illness	205
Time/Scheduling Demands.....	207
Non-Achievement/Extrinsic Factors.....	208
NAE Factors Perceived as Fun	208
Positive Interactions with Peers	209
Cooperation and Teamwork.....	209
Support from Peers	210
Being Active with Family Members.....	211
Encouragement from Family Members to be Active.....	214
Interactions with Teachers and Coaches.....	217
NAE Factors Perceived as Not Fun	218
Bragging, Harassment, and Teasing	219
Ball-Hogs and Bullies	220
Arguing and Fighting in Activity Situations.....	220
Favoritism and bias by coaches and teachers	222
Coaches and Teachers Who are Too Strict	223
Summary	224
Chapter Five: Discussion and Implication of Results.....	226
Chapter Six: Conclusions and Recommendations	232
Appendices:	
A: Overview of Studies Involving Focus Group Data Collection Techniques...	238
B: Institutional Review Board Materials and Approval.....	253
C: Student Quantitative Measure	269
D: Duties of Co-Moderator	275
E: Focus Group and Duo Interview Protocol.....	276
F: Results – Assertion Five	279
G: Results – Assertions Two, Three, and Four.....	319
H: Summary of Statistical Analysis	413
References.....	376

List of Tables

1. Summary of Contact Made with Schools, by Entry Cycle
2. Information Detailing Number of Students Providing Consent/Assent
3. Overview of Phases Involved in the Research Study
4. Total Number of Occurrences Found at each Score for Self-Referent Section
5. Breakdown of Focus Groups by Skill Level, Gender, and School
6. Detailed Descriptive Information on Each Specific Focus Group
7. Summary of Duo Interview Composition, by Skill Level, Gender, Grade, and School
8. Detailed Descriptive Information on Each Specific Duo Interview
- F1. Composite Means, by Skill Level, for Different Activity Settings
- G1. Numerical Results for Each (Composite) Subset on Quantitative Measure
- G2. Characteristics of Participation Relating to Choice in Activity Settings
- G3. Comparison of Enjoyment of Physical Education Setting, by School
- G4. Listing of Helpful and Hurtful Behaviors by Adults in Activity Settings

List of Figures

1. Sport Enjoyment Model (Scanlan and Lewthwaite, 1986)
2. Summary of Findings for Assertion One, According to Sport Enjoyment Quadrants
3. Mungoia's (NVGr4) Activity Drawing
4. Michael's (YSGr5) Activity Drawing
- F1. Profile of Children's Physical Activity Participation
- F2. AlexMercer's (YSGr6) Activity Drawing
- F3. Brandon's (YSGr5) Activity Drawing
- F4. Michael's (YSGr5) Activity Drawing
- F5. Lilly's (YSGr5) Activity Drawing
- F6. Mungoia's (NVGr4) Activity Drawing
- F7. JJJ's (YSGr4) Activity Drawing
- F8. Drew's (YSGr6) Activity Drawing
- F9. MrISuckatPE's (NVGr4) Activity Drawing
- G5. Joann's (YsGr4) Activity Drawing

Chapter One: Introduction

What once were just statistics reporting the increasing girth of our nation's youth is now a full-fledged "war on obesity." Fighting this so-named "obesity epidemic" has become a national public health priority, as exemplified by the development of a number of programs and policies at the local and state levels. At the federal level, initiatives include legislation targeting nutrition (e.g., the recently developed "My Plate" dietary guidelines, and the first revamping of school nutrition legislation in 15 years) and physical activity (e.g., Michelle Obama's "Let's Move!" program). Aimed at bringing attention (as well as dollars) to problems associated with poor child nutrition and low levels of physical activity, these federal initiatives have sought to bring representatives from the food industry, physical activity, and child nutrition together with the aim of improving children's overall health and well-being.

This emphasis on childhood health is based, in part, on the commonly-held assumptions that physical activity is beneficial for one's health. It was not until the 1996 dissemination of the U.S. Surgeon General's Report on Physical Activity and Health, however, that research supporting this premise was unveiled by public health officials (Centers for Disease Control and Prevention [CDC], 1996). In this report, the lack of physical activity was named one of six official public health risk factors. The rationale for this status was upheld by three key points. First, it was established that greater amounts of regular physical activity, even if moderate in nature, actually led to lower death rates for adults of any age. Second, data demonstrated that smaller numbers of American adolescents and adults were physically active on a regular basis. Lastly, data also supported the commonly-held assumption that American youth and adults are becoming increasingly overweight and obese (CDC, 1996). Taken together, the report linked, for

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

the first time at an institutional level, the three factors of physical activity, weight management, and health risks.

Data gathered to support the Surgeon General's report was gathered mainly from research conducted with American adults and adolescents. The benefits (or conversely, the consequences of a lack) of physical activity in preschool and school-age children, however, are less well-documented (Sallis, Prochaska, & Taylor, 2000). While some evidence supports a link between the physical activity and obesity patterns of youth and health risk factors into adulthood (Freedman, Khan, Dietz, Srinivasan, & Berenson, 2001; Raitakan et al., 1994), the gathering of data of this type continues to be hampered by measurement issues (Welk, Corbin, & Dale, 2000). Other factors related to physical activity and children – including, for example, specific social, environmental, and personal factors that affect physical activity participation – are much more easily studied and documented. In addition, a growing number of studies, especially those using qualitative and mixed-methods, have begun to add to the larger picture of what physical activity children participate in and why they do so.

To this end, researchers have used a variety of lenses to more fully understand these activity patterns, using psychological (Dzewaltowski et al., 2007; Palffy, 2003; Waldron, 2003), physiological (Sallis, McKenzie, & Rosengard, 2009; Stratton & Fairclough, 2006; Young et al., 2007), and socio-ecological perspectives (Casey, Eime, Payne, & Harvey, 2009; Hume, Salmon, & Ball, 2005; Whitehead & Biddle, 2008). Studies using these models have focused on activity in settings that range from school physical education to recreational, leisure-time (i.e., play), and organized youth sport activity. Results from these studies tell us that fun is one of the most important reasons children give for their voluntarily participation in physical activity.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Conversely, we also know that a *lack* of fun is one of the main reasons why children elect to opt out of physical activity (Crane & Temple, 2014; McCarthy & Jones, 2007; Scanlan & Lewthwaite, 1986; Wankel & Kreisel, 1985; Wankel & Sefton, 1989).

This idea that children want physical activity to be fun is not a new concept to practitioners who work with children in activity settings. Making activity fun is both a conscious and unconscious goal of many educators, coaches, and activity directors (Cothran & Ennis, 1999; Garn & Cothran, 2006; O'Reilly, Tompkins, & Gallant, 2001). It is a largely uncontested given that children will continue their participation in an activity if it is perceived by them to be fun. Thus, a variety of enjoyable “carrots” have been developed and used on a variety of fronts to entice children to be active. Over the past decade or so, for instance, new activities (e.g., geocaching) and sporting-goods equipment have been designed with the “fun quotient” in mind. Internet-based activity programs such as “LogIt” (www.pecentral.org) are encouraging children to enter their daily pedometer steps and track their progress as they virtually walk across the United States. In addition, activities such as “exer-gaming” – which involves the use of physically interactive video-type games such as “Dance Dance Revolution” (DDR) – seeks to use the attractive elements of technology to engage members of the “Gamer Generation” in physical activity (Hansen, 2009).

Given this documented and perceived importance of the relationship between fun and physical activity by youth, however, it is surprising that few studies have been completed that attempt to seek a deeper understanding as to what the construct of fun really means to children much beyond the fact that it is, indeed, important to them (Garn & Cothran, 2006; Harmston,

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

2005; Kimiecik & Harris, 1996). There are a number of factors which may account for this lack of in-depth research on fun.

First – almost paradoxically, given its ubiquitous nature – it is difficult to define theoretically (Dudley, Okely, Pearson, & Cotton, 2011; Francis & Kentel, 2008; Garn & Cothran, 2006; Harmston, 2005; Kimiecik & Harris, 1996; Newman, 2008; O'Reilly et al., 2001). Second, perhaps due to the first, there has been no one clear cut theoretical framework by which the construct has been studied, especially one which cuts across each of the activity settings (i.e., physical education, youth sport, and recreation) (Cothran & Ennis, 1999; Garn & Cothran, 2006; Kimiecik & Harris, 1996; Mandigo, 1996; Ward, Saunders, & Pate, 2007). Third, when it has been a part of afore-mentioned studies, it has typically taken the form of descriptive studies such as survey research whose results tell us, for example, that fun is important to children – but doesn't drill down as to *why* fun is important, or why what is fun to one youngster is not fun to another (Garn & Cothran, 2006; Harmston, 2005). While recent studies appear to be taking a closer look at this construct, in actuality most results rarely move beyond the naming of activities that are enjoyable to youth, or how much fun these are to them (Harmston, 2005; Kimiecik & Harris, 1996; Woods, Graber, & Bolton, 2009). As Harmston (2005, p.5) notes, “literature relating to levels of enjoyment in physical activity is available...but sources of enjoyment literature is lacking.”

Lastly, another factor influencing research on fun revolves around the fact that many of the studies focusing on the construct of fun has occurred specifically in the youth sport context rather than in the other activity settings. Early studies by Wankel used motivation theory to guide his research on youth sport participants (Wankel & Kreisel, 1985; Wankel & Sefton, 1989).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Research from the same time frame by Scanlan and Lewthwaite (1986) led to their development of a two-dimensional model of sport enjoyment, which later evolved into the most salient element of the sport commitment model (Scanlan & Simons, 1992). (Scholars in this area note that “enjoyment,” while not necessarily being the same construct as fun, is a term that children use synonymously with fun; as such, it is used in this manner in the existing research as well as in this particular study). In general, these studies offered an “on-the-surface” view of fun discovered through research methods whereby researchers simply ask subjects to rate physical activities as fun or not, or rate the specific characteristics of their activity on a scale of “most fun” to “least fun.” These studies also typically tend to focus on children participating in very narrow and unique participation contexts – e.g., elite figure skaters, youth wrestlers, and hockey players (Scanlan & Lewthwaite, 1986; Scanlan, Stein, & Ravizza, 1989; Wankel & Sefton, 1989) – for which generalization to the larger population outside of these settings is problematic. In addition, most research conducted on the construct of fun has focused on its positive characteristics, with its negative characteristics – i.e., “un-fun” or non-enjoyment – largely ignored but for a few studies (e.g., Smith & Paar, 2007).

Thus, there is a gaping hole in the literature which begs to be studied further. In other words, paradoxically, the more fun is studied, the more it needs to be studied. It behooves us to “drill down” in order to uncover how children and youth – not just those involved in a youth sport setting, but also those who participate in other activity settings (or even who do not participate in physical activity at all) – view fun and the opposite, or un-fun, relative to physical activity. By doing so, we may be able to gain a fuller, richer picture of fun that broadens our understanding as to why children participate in physical activity in a variety of settings.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Statement of the Purpose

The overall purpose of this study, then, is to qualitatively determine children's perceptions of the construct of fun relative to their physical activity participation both in and out of the school setting. It will be guided by three specific research questions:

1. What are the characteristics of physical activity which children in this study perceive as being "fun" and "not fun"?

2. Does the setting in which the activity take place (e.g., school physical education, recreation, or organized sport/activity) influence whether or not a child perceives an activity as being fun?

3. What differences, if any, exist in how boys and girls of differing grade and/or skill levels describe fun in physical activity?

Assumptions

It is assumed, for purposes of this study, that all individuals will reflect their honest opinions during the interviews.

Limitations

1. The physical activities chosen to be discussed with subjects represented in the study were chosen independently of any units or activities found in the school's physical education curriculum.

2. The sample in this study is limited in number, and therefore it can not be considered representative of the larger population.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

3. The sample in this study is drawn from one mostly-rural community in the eastern United States; therefore, it cannot be considered representative of the larger population either within the respective state, or United States, in general.

Delimitations

1. The students interviewed in this research are from fourth, fifth, and sixth graders at only two schools in one school district in the United States.

2. The spectrum of physical activity found in the subjects' school, community, and family is determined, in part, by the geographical location and cultural foundation of the community in question (e.g., surfing is not a physical activity that occurs in this setting, while children do take part in hunting, due to both its economic as well as recreational roots in the community).

Operational Definitions

1. Physical Activity: "any bodily movement produced by skeletal muscles which results in energy expenditure" (Caspersen, Powell, & Christenson, 1985).

2. Physical Education: Planned, sequential, school-based programs of physical activity with a goal of the psychomotor, cognitive, and affective development of children.

3. Organized youth activity: Sports or other physical activities where you go each week at a certain time to a specific place, you have a coach or teacher who tells you what to do, you practice for them, your parents probably pay for you to take part in them, and at different times, you have competitions where you find out how good you are, compared to others.

4. Recreational physical activity: "Physical activity that is freely chosen during leisure time" (Harmston, 2005).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author Bias

1. The author does not hold any recognizable biases toward the topic or subjects involved in this study.

2. The author does have her own personal preferences as to the types of activities she thinks are fun and not fun, based on experiences in both her childhood and adulthood.

Significance

Over the past few decades, data demonstrates that smaller numbers of Americans are physically active on a regular basis. National survey data from 2009, for example, show that only 18% of high school students were vigorously active on a daily basis, with 29% of these youth reporting no physical activity at all (CDC, 2010). Levels of physical activity by children in clearly defined contexts such as active transport, school physical education, and organized sports have also been shown to have declined in recent years (Dollman, Norton, & Norton, 2005). Recent trends among youth suggest that children who are not active in childhood continue to be inactive as they move into adolescence; this pattern appears to continue into adulthood (Raitakan et al., 1994; Trudeau, Laurencelle, & Shephard, 2004). Data from 1997 reports that only 15% of adults performed the recommended amount of daily physical activity (a 50% decrease from data reported in 1992), and a staggering 40% of American adults reporting no physical activity involvement at all. Thus, it is easy to see why increasing the physical activity participation levels of American youth and adults is an important component of the latest national health goals (CDC, 2000).

Public health officials now also recognize the direct connection between physical activity and the incidence of overweight and obesity. While children and youth's activity rates have

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

decreased over the past few decades, the rates of overweight and obesity among youth have, conversely, increased. All age groups (preschool, elementary, and adolescents) reflect an increase in the number of overweight youth during the time frames of 1988-1994 to 2005-2006. Overweight rates for preschool children (ages 2-5) – who are generally considered to be the most active group of our population – increased 50% during this time period, with 11% now considered overweight. During the same time frame, the rate of overweight school-age children rose to 15%, and for youth ages 12-18, the overweight rate now stands at 18% (CDC, 2008). Since 1980, the amount of children termed medically obese has tripled, with 16.3% of both children and adolescents ages 2-19 measuring a body mass index over the 95th percentile for their respective age and sex (CDC, 2008).

The public health ramifications of this obesity crisis are enormous, both during childhood and on into adulthood. Children and adolescents who are overweight and obese are more likely to suffer from hypertension, type II diabetes, heart disease, and high cholesterol in their adult years (Freedman et al., 2001). These conditions have resulted in annual hospital costs of \$127 million during 1997-1999 alone (CDC, 2008). Since over 50% of the adult U.S. population is currently considered overweight or obese (CDC, 2000), it is safe to assume that many of these same overweight and obese children and adolescents will be likely to be so as adults – which thus continues their health risks into adulthood. Beyond the medical costs associated with the conditions of overweight and obesity, youth who are overweight and obese also suffer enormous negative emotional and social consequences as a result of their condition (Dietz, 1998).

Disparities relative to physical activity and conditions of overweight and obesity have been documented to exist across age, economic, racial, gender, and ethnic boundaries. Overall,

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

these trends are especially prevalent among youth from minority and low socioeconomic populations (Wilson, Williams, Evans, Mixon, & Rheume, 2005). The incidence of overweight in African-American youth, for example, is reported to be 27.5% in males and 26.6% in females (Ogden, Flegal, Carroll, & Johnson, 2002) – almost twice the total for children overall. Children from minority and low socioeconomic backgrounds have also been shown to be less physically active than their non-minority counterparts (Crespo, Smit, Carter-Pokras, & Andersen, 2001).

Research has also shown that levels of physical activity, beginning in early childhood, decrease as age increases. The transition from elementary to middle school is a critical period for activity drop-out, especially for girls (CDC, 1996). Overall, girls of all ages receive less physical activity than do boys, while Hispanic youth are less likely than African Americans to receive the daily MVPA requirements. These youth, in turn, are less likely to be as active as Caucasian Americans (CDC, 2000). Economically, individuals with lower incomes and less education are typically not as physically active as those with higher degrees of income and education (CDC, 2000).

These trends are not just an American phenomenon; it is documented that children in non-American, developed countries (e.g. Britain, Canada, France, Australia, and New Zealand) share common health trends and concerns (Francis & Kentel, 2008). The obesity crisis, along with its many negative consequences, appears to be an international phenomenon.

Given these somber statistics, it becomes apparent that it is not only necessary, but also critical, to more fully understand the variety of factors which affect the physical activity participation of children and youth. Findings from previous studies conducted in organized youth sport, school, and recreational settings tell us that youth must first and foremost view an activity

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

as being fun if they are to continue their engagement in that activity. Yet, what exactly this means – from a child's perspective – is not yet fully understood. Because children – and their activity levels – differ across skill, age, gender, ethnic, and socio-economic lines, is it possible that their reasons for finding different activities fun also vary? Thus, this research study seeks to provide insight into a significant factor that has the potential to positively affect physical activity programming, and in turn, the physical activity levels of youth.

Summary

There is a substantial amount of literature which points to fun as an important factor in the physical activity participation patterns of children. Few studies, however, have systematically studied what fun actually means to children, relative to their physical activity participation. It is also not known or well understood why the same physical activity – for example, basketball – in a particular context is fun to some children and not to others. A more in-depth and well-rounded understanding of this construct may assist policy makers, curriculum developers, and teachers and coaches in developing programs that are more likely to increase the physical activity participation of youth of varying interests and abilities, and assist in reversing the current trend toward physical inactivity.

Chapter Two: Review of Literature

Physical inactivity was first named a major health risk factor by the U.S. Surgeon General in 1996 (CDC, 1996). This milestone reflected the growing understanding of the relationship between lifestyle-related diseases such as cancer, Type II diabetes, and heart disease and a lack of physical activity. Physical activity (PA) itself is broadly defined as “any bodily movement produced by skeletal muscles which results in energy expenditure” (Caspersen et al., 1985, p. 126). Thus, exercise, leisure, sports, structured activity programs, and daily living physical activities all have the potential to be health-enhancing. Whereas hours of this health-enhancing moderate to vigorous physical activity (MVPA) was once a part of most American’s daily work and living routines, the most recent statistics report that only one in five (21%) of American adults met the recommended 2008 health guidelines of 20-30 minutes of MVPA per day for at least five days a week (CDC, 2014).

This decline in activity is not unique to adults; the amount of time children now spend in physical activity has also decreased. Although the 2008 Physical Activity Guidelines for Americans recommend that youth participate in daily moderate-to-vigorous physical activity for at least 60 minutes per day (United States Department of Health and Human Services [USDHHS], 2008), it is estimated that 61.5% of children aged 9-13 years do not participate in any organized physical activity outside of school hours, and that 22.6% do not engage in *any* free-time physical activity (CDC, 2002). In addition, only one-quarter (24.8%) of youth aged 12-15 years engaged in moderate-to-vigorous physical activity, including activities both in school and outside of school, for at least 60 minutes per day (Fakhouri et al., 2012). At the same time,

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

perhaps not surprisingly, obesity rates for children and adolescents have also increased (Hedley et al., 2004).

Given this state of physical inactivity, public health monies for research on the topic have been made available from both governmental (e.g., National Institutes of Health) and private (e.g., Robert Wood Johnson and W.K. Kellogg Foundations) agencies, with the intent of identifying both causes and solutions for the problem. Since it was identified as a public health concern, research into physical activity has increased across the different age groups in our population (Pearce, 2009). Specific subsets of these groups have also been studied, reflecting the growing understanding that the determinants of physical inactivity may change across social, cultural, and economic lines. In their 2004 review of physical activity-related research conducted with children, Wallhead and Buckworth note that there are few consistently correlated variables for children's physical activity; those identified include perceived physical competence, enjoyment of physical activity, intention, direct help and support from parents and significant others, and opportunities to be active. Consistent and pervasive throughout the studies they reviewed is the finding that physical activity must first and foremost be perceived as being fun by youth; it is a necessary prerequisite for participation (Allender, Cowburn, & Foster, 2006; De Bourdeaudhuij et al., 2005; Francis & Kentel, 2008; Kientzler, 1999; Sallis et al., 2000; Sallis & President's Council on Physical Fitness and Sports, 1994; Woods et al., 2009).

Given its importance in influencing physical activity participation of both children and adults (Garn & Cothran, 2006; Griffin, Chandler, & Sariscany, 1993; Harmston, 2005; Mandigo, 1996; O'Reilly et al., 2001; Wiersma, 2001), then, there is a need to systematically study fun as a construct in its own right (Francis & Kentel, 2008; Garn & Cothran, 2006; Harmston, 2005;

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Strean & Holt, 2000; Woods et al., 2009). As Garn and Cothran (2006, p.281) state, "Fun...is a critical factor that must be better understood if we are to understand children's initial and continued engagement in physical activity." Yet, few studies have deconstructed fun past its current role in the physical activity literature as either a source of enjoyment, or as a measure of *how much* an individual likes an activity (Harmston, 2005). In other words, in most studies of the afore-mentioned areas, fun has been found to be an answer to either "Why do you participate in (x) activity?" or "How much do you enjoy (y) activity?" Yet, rarely do questions about fun seek to determine *what exactly children mean when they say they "enjoy" an activity, or that it is fun.* This is a position supported by Kimiecik and Harris (1996), who note "it is known that children consider enjoyment a very important element of their [sport] participation, but it is not known what they mean when they say they enjoyed or did not enjoy their [sport] experience" (p. 249). It is apparent, then, that a chasm exists in the literature between the understanding of fun as a reason for children's participation in physical activities and our adult understanding of what exactly this means. Thus it appears, paradoxically, that the more fun appears in the literature, the more it needs to be studied. To this end, three major research questions will guide this inquiry into children's perceptions of fun:

1. What are the characteristics of physical activity which children in this study perceive as being fun and "not fun"?
2. Does the setting in which the activity take place (e.g., school physical education, recreation, or organized sport/activity) influence whether or not a child perceives an activity as being fun?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

3. What differences, if any, exist in how boys and girls of differing age, grade, and/or skill levels describe fun in physical activity?

In order to answer these questions, it is helpful to first provide a review of how the construct of fun has been addressed in the research literature. Thus, the following review of literature will be organized into five main sections:

- 1) The first section will attempt to deconstruct the construct of fun. To this end, this section will present the theoretical bases upon which the construct of fun has been studied by other researchers. This will include a review of how fun is defined in the research literature, the major issues heretofore found when studying fun, the different theoretical models which have been used to study fun, the various methods which have been utilized in order to measure the construct of fun, and a focus on the negative aspects of fun in physical activity, namely, the non-enjoyment of physical activity.
- 2) The second section will directly address Research Question 1, which focuses on the characteristics of physical activity which children perceive as being fun or not fun. In other words, what do we currently know about what children think is fun (or not), relative to physical activity in any setting?
- 3) The third section will directly address Research Question 2, which looks at the potential impact which different physical activity contexts or settings -- e.g., whether that physical activity takes place in organized activity, school Physical Education, or recreational settings -- may have on children's enjoyment in physical activity.

- 4) The fourth section will directly address Research Question 3, which seeks to determine how differing ages, grades, and/or skill level of children may affect their perceptions of fun in physical activity. In this section, a variety of factors which impact children's view of fun, including these afore-mentioned characteristics, will be presented.
- 5) Due to its importance as a method for researching fun in this specific study, the fifth and last section will provide a more detailed review of the use of focus groups, in general, as a methodological approach.

Deconstructing the Construct of Fun

Since the 1980's, the construct of fun has become increasingly prevalent as a construct-of-interest in the physical activity-related literature. It has, in fact, "...emerged as one of the key constructs for understanding and explaining the experiences and motivation of people who participate in sport, exercise, [and leisure] physical activities" (Kimiecik & Harris, 1996, p. 247). Despite its popularity as a theoretical construct, however, its use has resulted in a modern-day research conundrum: on one hand, it is glamorous and enticing to study, but on the other, it has proven to be elusive. Its study has been and continues to be hampered by a number of constraints, including whether or not it is viewed as being synonymous with other terms such as "enjoyment," how the term has been both conceptually and operationally defined, the lack of one agreed-upon theoretical framework by which it can be studied, and how it is measured. Because these are major issues with critical implications, each will be discussed along with literature relevant to the issue presented, below.

Is fun synonymous with enjoyment? There is ongoing debate as to whether the terms fun and enjoyment can be used synonymously. Given its implications, it seems germane to address this issue first. In the mainstream literature, fun is defined as that which “provides amusement or enjoyment” (Merriman-Webster, 2010). This definition illustrates the inescapable connection – in both the mainstream and the research literature - between the use of the terms fun and enjoyment. Some researchers (Kimiecik & Harris, 1996; Lorusso, Pavlolich, & Chunlei, 2013) see distinctions between the two terms. Streat and Holt (2000) concur, stating that they believe fun to be “a positive emotional state that is a subset of enjoyment... that is to say, all fun is enjoyable, but enjoyment cannot be simply categorized as fun” (n.p.). Scanlan and Simons (1992) also view enjoyment as being a multifaceted, broad and inclusive term which goes beyond just that of fun. Still another unique perspective is offered by Podilchak (1991). In his study which involved young adult males who played video games, participants’ insight led him to suggest that fun is a social, interactive process which relies on the presence of others, whereas enjoyment is a solitary, intrinsic affect that is reflective and personal. Lorusso et al. (2013) agree with Podilchak’s distinction, stating that they believe fun to be more “in the moment,” while enjoyment relates to a deeper feeling that is longer lasting in nature.

Despite these differences in the belief as to whether fun and enjoyment are indeed conceptually synonymous, there is general agreement in the youth sport (and other) literature to suggest that both children and adults use these terms interchangeably to mean the same thing (Dismore & Bailey, 2011; Kimiecik & Harris, 1996; O’Reilly et al., 2001; Scanlan & Simons, 1992; Wankel, 1997). While researchers in the youth sport literature typically use the term enjoyment to denote “the broader, more inclusive construct that encompasses several aspects of

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

the multifaceted competitive sport experience” (i.e., what children view as fun) (Scanlan & Lewthwaite, 1986; Wankel, 1997), fun is the comparative, more widely used term in the Physical Education pedagogy literature (Garn & Cothran, 2006). *Thus, for purposes of this study, and following the above consensus in the literature, these terms will heretofore be used interchangeably.*

Conceptually and operationally defining fun. The second major issue regarding the study of fun surrounds the question as to how researchers both conceptually and operationally define the construct in physical activity-related settings. At this time in the literature, there are many differing views amongst researchers on exactly what constitutes enjoyment or fun and no universal agreement as to how it should be defined. In searching for a definition of fun, the perspective of the researcher studying the construct, as Kimiciek and Harris (1996, p. 249) suggest, greatly impacts whether it is viewed as an “affect, attitude, or something very different.” While these researchers suggest that they believe the construct to be “something very different”, they note that most researchers of the construct tend to either not define it at all, or conversely, pre-assume it is a positive affect. They broadly suggest that taking either a deductive or interpretive approach to research would greatly impact how one conceptualizes the construct of fun. In their view, a deductive approach presupposes that one must define the construct *a priori* before it can be studied, while someone with an interpretive approach would enter into the research setting without preconceived ideas as to what the construct means for those being studied, and would therefore seek to uncover their meaning(s) of the construct. They note that while they subscribe to one paradigm (i.e., deductive), they acknowledge that others look at the

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

construct from an alternative perspective, with a large amount of disagreement between these differing “camps” created as a result.

For example, some consider fun to be a subjective aspect that is derived from the satisfaction gained from obtaining mastery of movement, or conversely, a psychological process that is the experience itself (Csikszentmihayli, 1992). For others, it is a temporary, extrinsic construct that is undesirable as an outcome for an instructional program such as in Physical Education (i.e. “having fun”) (McNamee & Bailey, 2009), or conversely, a long-term intrinsic effect that is necessary to keep students motivated to move outside the school setting and into their adult years (Prochaska, Sallis, Slymen, & McKenzie, 2003). Some view it as a singular affect, while others view it as having both an affective and cognitive component (Wankel, 1997) or perhaps even an affective, cognitive, motivational, physiological, behavior, and social response (Liukkonen, Barkoukis, Watt, & Jaakkola, 2010). Still others see it as being synonymous with the theoretical construct of flow (Csikszentmihayli, 1990; Kimiciek & Harris, 1996; Mandigo, 1996), while for others, it is the same as intrinsic motivation (Deci & Ryan, 1985).

While there is not one mutually-agreed upon conceptual definition of the term, one definition which has garnered much attention and support has been posited by Scanlan and her colleagues (Scanlan, Carpenter, Schmidt, Simons, and Keeler, 1993) through their work on the construct in the youth sport setting (Kimiciek and Harris, 1996). They define enjoyment as “a positive affective response to the [sport] experience that reflects generalized feelings such as pleasure, liking, and fun” (1993, p. 6). To Scanlan and Lewthwaite (1986), the construct is larger in scope than either flow or intrinsic motivation and is therefore multidimensional in nature; this

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

view is also supported, in part, by Garn and Cothran (2006), Hashim, Grove, and Whipp (2008), and Liukkonen et al. (2010).

Researchers are not alone in their disagreement about how to define the construct of fun; this is also an issue for professionals who are responsible for creating fun physical activity programs. Studies with Physical Education teachers (Griffin et al., 1993; Cothran & Ennis, 1998; O'Reilly et al., 2001) suggest that while teachers agree that fun is an important aspect of their instructional program, there is a marked "lack of conceptual clarity" in defining it, resulting in the need for a "clearer definition of the concept" (Griffin et al., 1993, p. 64).

The inability to agree on a conceptual definition of fun has also impacted its ability to be operationally defined. Thus, despite (or maybe because of!) its ubiquitous nature, fun in the physical activity literature appears to many times be defined tacitly – and therefore, differently by different individuals (Francis & Kentel, 2008; Garn & Cothran, 2006; Griffin et al., 1993; Kimiecik & Harris, 1996). For example, O'Reilly et al. (2001, p. 212) state that "everyone assumes they know the meaning of the word 'fun'...[but] even an informal investigation [in their case, with seven physical education teachers] into the definition of the word varies according to the referenced source" (p. 212). They suggest that children "often use the word fun to predict or evaluate the worth of activities in which they engage...[whereas] for teachers, fun is a more complex term, spread like an umbrella in conversation over pedagogical issues concerning skill, attitude, participation and knowledge" (p. 211). Further compounding its definition is that it also appears to be just as easy – or sometimes, even easier – for children and adults to define or explain fun in terms of what it is *not*, rather than what it *is* (McCarthy & Jones, 2007; O'Reilly et al., 2001; Portman, 1995).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Despite the difficulty in finding agreement on a conceptual and operational definition of the term fun and the ensuing implications for studying the construct (Kimiecik & Harris, 1996), Wankel (1997) suggests that having one exclusive, *a priori* definition of the term construct is actually “not a generally accepted perspective” (p. 99), given that it is important to uncover the definition which participants themselves ascribe to the term. While he found that youth in his research have had different views on “what was fun [in their organized sport experiences]” (p. 100), they all had a “meaningful shared understanding” relative to the question “How much fun did you have [in today’s game]?”, and thus, “knew whether they had fun or not” (1997, p. 101).

In summary, because Scanlan et al.’s 1993 definition of fun is, as Garn and Cothran (2006, p. 282) state, indicative of a “more organized conceptual framework” and one that has found support in the literature, their definition will be utilized, for purposes of this study, as the “default” definition for the construct of enjoyment/fun. In keeping with this, their theoretical/conceptual framework of the Sport Enjoyment model will be used as the framework upon which this construct will be studied; it will be presented in the following section.

Theoretical frameworks for studying fun. Just as there are a variety of perspectives on how to define fun, there are a number of theoretical perspectives used by researchers to guide inquiry into this topic, with no one framework universally agreed-upon for its study. This lack of agreement has been a major obstacle encountered by researchers seeking to study the construct (Garn & Cothran, 2006; Hashim et al., 2008; Kimiecik & Harris, 1996; Liukkonen et al., 2010; Mandigo, 1996; O’Reilly et al., 2001; Ward et al., 2007). This absence of clarity has resulted in it being, in the words of Garn and Cothran (2006, p. 282), “unlinked and unexamined via any [one] consistent conceptual framework.” Yet given the importance of looking at fun when studying

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

children's participation in physical activities, it behooves researchers to tackle the issue. Thus, an overview of theoretical models used to study the construct of fun is detailed below.

Since the conception of research in this area, scholars have debated which theory best provides a framework upon which to study and measure the construct (Kimiecik & Harris, 1996; Wankel, 1997). To date, three theoretical frameworks have mainly been utilized to explore the construct of fun: Self-determination theory, Flow theory, and the Sport Enjoyment model. (Elements from a fourth theory, achievement-goal theory, have also been supported through and linked to research on fun, especially the presence of task-involved goal orientations [Garn & Cothran, 2006; Wankel & Sefton, 1989]. This theory, however, has not been widely adopted as of yet and thus will not be presented in more detail.) In addition, one framework which at first glance may appear helpful in the quest to study fun, that of situational interest, is presented along with reasoning to suggest why in actuality it is *not* a viable framework upon which to study the construct.

Self-determination theory. Early research into (sport) enjoyment evolved directly from the motivation literature (Scanlan & Lewthwaite, 1986). Deci and Ryan's theory of Self-Determination (SDT) (1985) has been used especially for this purpose. The main premise of this theory suggests that where one is on the motivation/amotivation continuum is influenced by the three factors of autonomy, competence, and relatedness (Ryan & Deci, 2000). One's competence in physical skills, especially, is seen as a key factor influencing why one is motivated (or not) to participate in activity settings. Some researchers, however, see enjoyment or fun as being broader in scope than just intrinsic motivation; this view is summarized by Hashim et al. (2008) when they note, "there is a tendency to view enjoyment as synonymous with intrinsic motivation,

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

but such a view may be overly simplistic” (p. 184). While Deci and Ryan (1985) suggest that intrinsic motivation serves as the groundwork for enjoyment, others suggest that the opposite is actually true (Kimiecik & Harris, 1996). Thus, while SDT remains a viable model for the study of fun, its use may be limited until more progress is made on resolving these, and other, conflicting views.

Flow theory. Another theory often used in the examination of enjoyment is the psychological feeling of “flow,” as defined by Csikszentmihayli (1990). According to his theory, flow is seen as the optimal balance between skill and challenge. When this balance is disrupted, either anxiety (challenge is too difficult) or boredom (not enough challenge) results (Mandigo, 1996). From this perspective, then, *enjoyment* is synonymous with *flow* (Kimiecik & Harris, 1996). The rationale for this stems from Csikszentmihayli’s (1990) thoughts, as stated below by Kimiecik and Harris:

Enjoyment is really an optimal experience, one of high quality, the key element of which is an end in itself; the activity becomes intrinsically rewarding and autotelic as a result of flow experiences. An enjoyable activity is one that is done not with the expectation of some future benefit, but simply because the doing itself is the reward (1996).

Applied to participation in physical activity, if a child with low skill, for example, finds a physical task to be *too* difficult, he or she will cease participation in this activity – or change it so that the challenge is more closely aligned to their skill level (Sanders & Graham, 1995). Conversely, should a highly-skilled child find an activity to be too easy, boredom will ensue, followed by a cessation of participation in said activity.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

A number of researchers in the physical activity literature have found theoretical connections between fun and flow, including Wankel and Sefton (1989) and Wankel (1993), who involved participants in youth sports settings. Mandigo (1996) also investigated the connection between fun and flow in his research involving over 330 fifth through eighth graders in Physical Education from eleven different schools in Canada. He found evidence to support that these constructs were empirically linked, with higher amounts of fun found for activities for which the participants also were experiencing high levels of flow. He noted, however, that further study needed to be completed to be sure these results were consistent across additional contexts (e.g., recreational settings). He also noted that other factors such as “social interaction”, which impacted the amount of fun children had in activities, could not be easily accounted for in the Flow Theory model. Garn and Cothran (2006) also recognized similar difficulties in using the Flow Theory to describe fun in Physical Education. In their study, the teacher-student relationship, task factors, and social opportunities were found by students to be important facets of fun. Supporting Mandigo's findings, the authors report that while Flow Theory could certainly account for task-related factors (i.e. competence and skill), it was not able to easily aid in understanding additional factors such as student-teacher dynamics and social relationships. They posit that the Sport Enjoyment model is a better fit in explaining the varied factors relating to fun. Given its potential for explaining fun, then, this model is explained next in more detail.

Sport enjoyment model. The Sport Enjoyment model was first proposed in the 1980's by Scanlan and Lewthwaite as they sought a method to systematically categorize the factors affecting children's enjoyment of the competitive sport experience. In this model, they defined sport enjoyment as “an individual's positive affective response to his or her competitive sport

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

experience which reflects feelings and/or perceptions such as pleasure, liking, and experienced fun" (1986). This definition went beyond the (then) accepted idea that sport enjoyment was related to "merely the achievement and performance aspects of sport" (Scanlan & Lewthwaite, 1986). To further clarify the model, Scanlan and Simons noted that sport enjoyment is "more differentiated than global positive affect, but more general than a specific emotion such as excitement" (1992). Although Wankel and Kreisel first posited in 1985 that sport enjoyment was comprised of factors both intrinsic to (e.g., excitement, personal accomplishment) and extrinsic from (e.g., winning, pleasing others) the sport activity itself, Scanlan and Lewthwaite's model went a step further to suggest that enjoyment was comprised of both achievement and non-achievement components *as well as* both intrinsic and extrinsic elements.

Constructed originally as a two-dimensional model, four quadrants make up the totality of the Sport Enjoyment Model (see Figure 1) (Scanlan & Lewthwaite, 1986). Factors in each of these quadrants relate to what Scanlan and Lewthwaite suggest are the sources (or determinants) of sport enjoyment, based on the 2x2 Intrinsic/extrinsic/achievement/non-achievement model. Quadrant I is comprised of Achievement/Intrinsic (AI) factors such as personal perceptions of competence and control, including perceived ability and attainment of mastery goals. Quadrant II, Achievement/Extrinsic (AE), is made up of predictors related to personal perceptions of competence and control that are derived from other people, such as social recognition of ability and achievement and positive social evaluation. Quadrant III, Nonachievement/Intrinsic (NAI), is comprised of predictors related to internal factors such as sensations, exhilaration, release of tension, and action, as well as those relative to competition, such as excitement. Quadrant IV, Nonachievement/Extrinsic (NAE), are those predictors related to non-performance aspects of

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

sport such as affiliation with peers and positive interactions with adults such as coaches and parents.

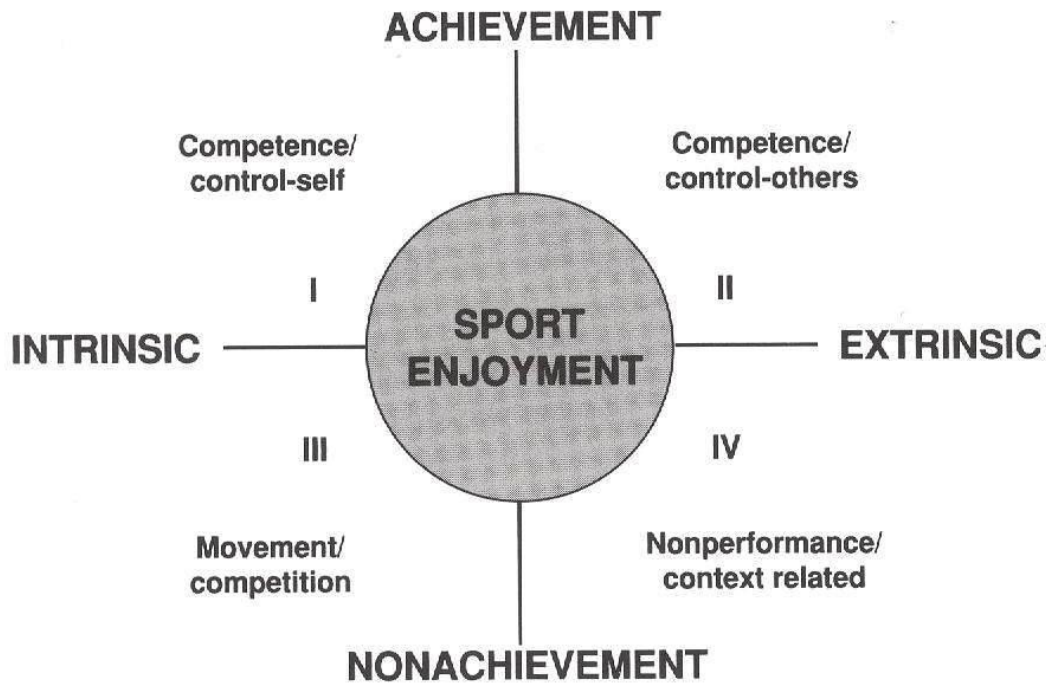


Figure 1. Sport Enjoyment Model

Reprinted, with permission, from T.K. Scanlan and R. Lewthwaite, 1986, "Social psychological aspects of competition for male youth sport participants: IV. Predictors of enjoyment," *Journal of Sport Psychology* 8(1): 25-35.

As the construct evolved in the literature, sport enjoyment came to be seen as part of a larger model of Sport Commitment, which includes other components such as personal investment, the attractiveness of alternatives to involvement, and social constraints (Scanlan et al., 1993; Scanlan & Simons, 1992). In the subsequent questionnaire they developed, these researchers found that the construct of sport enjoyment was the most dominant factor contributing to sport commitment and the continued participation of youth in organized sport (Scanlan et al., 1993).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Being well established in the youth sport literature, and with no one clear cut theoretical framework upon which to study fun in the broader physical activity literature, the Sport Enjoyment model has begun to be increasingly used as a conceptual framework by researchers both within and outside the youth sport setting (Garn & Cothran, 2006; Griffin et al., 1993; Hashim et al, 2008; Liukkonen et al, 2010; MacPhail, Gorely, Kirk, and Kinchin, 2008; McCarthy and Jones, 2007; Newman, 2008; Smith & St. Pierre, 2009; Woods et al., 2009). In weighing the best theory upon which to study the construct of fun in physical education, Garn and Cothran used this model as a guide when developing a survey designed to measure college students' and physical education teachers' perceptions of fun in their K-12 physical education experiences. Results from their study suggested that the Sport Enjoyment model was a better fit for studying this construct in physical education compared to other theories such as the Flow Theory. The authors' rationale for this was that while the Flow Theory was helpful in explaining their "task" findings, it was not as helpful in explaining the contributions of the key themes of the student-teacher relationship and social opportunities to fun. The Sport Enjoyment model, however, with its more comprehensive framework, provided to them a more useful heuristic upon which to explain and understand their findings. Specifically, Garn and Cothran found that the achievement/intrinsic (e.g., skill-challenge balance) quadrant and nonachievement/extrinsic (e.g., social relationships with teachers and friends) quadrant were most readily applicable to the physical education setting. They also noted, however, that the Sport Enjoyment model was not a perfect fit for the physical education setting. They questioned the absence of highly-ranked constructs in the remaining two quadrants (achievement-extrinsic and nonachievement-intrinsic), and posited whether the setting could be a reason for this difference – for example, the youth

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

sport setting involves participants who self-select to be involved in the activity, whereas participants' participation in physical education is mandatory. Even with this limitation, however, Garn and Cothran (2006) suggest that the model provides the much-needed means to begin conceptualizing fun in physical education. MacPhail et al. (2008) concur with the potential of the model to conceptualize why Physical Education is seen as fun by students, as they used this model in their study investigating students' thoughts about a Sport Education season. They found numerous sources of enjoyment (e.g., team affiliation, mastery of skills, and competition) spread across the four quadrants of the model. Hashim et al. (2008) used this model as a basis for the development of a questionnaire designed for students in grades eight to 10, and found support for six different teaching processes, fit across the four quadrants of the model, which were related to students' enjoyment in Physical Education.

In summary, the Sport Enjoyment model is increasingly being used as a viable theoretical model upon which to study the multifaceted examination of fun/enjoyment in both the physical education and non-physical education setting. One of its strengths is that it clearly defines the term enjoyment, although one of its possible limitations is that it is assumed *a priori* to be a positive affective state – something which it may not actually be true (Kimiecik & Harris, 1996). Even with its possible limitations, however, it holds promise as a means for physical activity researchers to move beyond the present descriptive studies in order to study this construct which is both pervasive and of critical importance to both teachers and children.

One additional motivational theory, that of Situational Interest, has indirectly studied enjoyment via one of its components, that of "Instant Enjoyment." A brief review of this theory is below.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Situational interest. This theory posits that there are appealing effects of an activity's characteristics on the individual that affect one's motivation to undertake an activity (Krapp, Hidi, & Renninger, 1992). Interest in an activity can be either personal (i.e. an individual's preference for participating in an activity) or situational (i.e. an appealing characteristic of the activity itself) in nature. Chen, Darst, and Pangrazi (1999) validated five sources of situational interest as found in a physical activity (basketball): Exploration intention, Novelty, Attention demand, Challenge, and Instant enjoyment. In determining which of these five most highly correlated to total interest (i.e., "this activity is fun for me"), Chen, Darst, and Pangrazi (2001) found instant enjoyment to be the highest predictor of total interest in both a gymnastics and basketball activity. According to these researchers, this finding supports Kimiecik and Harris' (1996) contention that enjoyment is an optimal experience (in physical activity) that leads a person to develop a greater interest in an activity and motivates him/her to continue participating in the activity. What is not known relative to this model, however, is exactly how "instant" enjoyment differs from enjoyment (or fun) in general. Are these terms synonymous? How lasting – or fleeting – are the effects of "instant enjoyment"? Questions such as these suggest that this theory is still in the development stages, and as such, is not a viable theory from which to study the construct of fun, at this time.

Non-enjoyment of physical activity. The study of factors relating to individuals' non-enjoyment of physical activity is a relatively recent phenomenon in the research literature. In most instances, the reporting of children's non-enjoyment of physical activity has been a by-product of researchers' efforts of focusing on the enjoyment of activity. Few studies to date have named the study of non-enjoyment of activity as an overt goal of the research study. One of these

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

studies, by McCarthy and Jones (2007), looked at British children's enjoyment and non-enjoyment of their organized sport participation during the sampling years as a major goal of their research. Their study found that sources of non-enjoyment of children included inappropriate psychosocial support, an increasing emphasis on competition, negative feedback and reinforcement, injuries, pain, and the demonstration of a lack of competence. In addition, Davison, Schmalz, and Downs (2010) conducted a study which had the goal of explaining adolescent girls' disinclination for physical activity. They found five factors to be significant in explaining why the girls did not enjoy activity: low perceived competence, lack of opportunities to be active, high perceived exertion, concern about physical appearance, and threats to the girls' gender identity. Based on the extant literature, it appears that there is a clear gap in the study of factors which negatively affect children's enjoyment of physical activity.

Measuring the Construct of Fun

The majority of the research studies in this review which address the role of enjoyment in children's physical activity have used either one of the three afore-mentioned theories as a framework for the research, or even at times, no framework at all. Most of these studies have utilized quantitative research methods, while others to a lesser degree, either qualitative or mixed-methods research. It should be noted that for some of the studies in this review, the construct of enjoyment or fun was the main construct of interest guiding the purposes or questions for the research, while for others, fun or enjoyment was uncovered as a variable of interest due to the research design and methods utilized in the study.

Many times, these lines were drawn according to the quantitative/qualitative divide—i.e., for many quantitative studies, measuring fun or enjoyment of physical activity was a main intent

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

of the researchers going into the research endeavor, while in the studies utilizing qualitative methods such as interviews, important (but unforeseen) topics surrounding the topic of fun arose from the data. Each approach, however, has its own set of limitations and advantages. Issues related to the former include discovering how much children enjoy (or don't enjoy) an activity, but not really discovering the reasons as to *why* children liked (or didn't like) an activity (Harmston, 2005). As Wiersma (2001) states, "merely knowing that enjoyment is related [to specific variables]...contributes little to understanding the conditions under which enjoyment is experienced" (p. 154). Smith and St. Pierre (2009) agree, noting that the use of quantitative methods has resulted in research only "breaking the surface" relative to factors that students view as helpful, or detracting, from their Physical Education experiences. Hence the advantages of using qualitative methods, as these "allow [youth] the opportunity to describe their experiences without the limits of 'experimenter derived categories'" (Scanlan et al., 1989, p. 66). On the flip-side, however, the same researchers concede that "conducting in-depth interviews with children may be problematic and difficult to analyze", and Smith and St. Pierre (2009) remind us that qualitative findings are difficult to generalize to other populations. Liukkonen et al. (2010) see room for both approaches, however, as in their view, the multidimensionality of the construct allows for the measurement of both antecedents (i.e. sources) of enjoyment (such as determined from a quantitative measure) as well as perceptions of individuals (likely to be uncovered via qualitative means). In the review below, studies pertinent to each of the research methods – quantitative, qualitative, and mixed – will be presented.

Quantitative measures focusing on enjoyment. A review of the extant literature clearly demonstrates that the construct of fun (or its synonym, enjoyment) has been predominately

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

studied using a quantitative perspective. In this review, quantitative measures outnumbered qualitative and mixed-methods studies by just over a 4:1 ratio. Measures utilizing quantitative methods can generally be separated into three different groups: first, those which have been developed for the intent of measuring *only* the construct of enjoyment; second, those for which enjoyment is a *subset* (consisting of a small number of items) of a larger measure that also addresses additional constructs; and third, larger measures which included either just one or a few questions pertaining to enjoyment.

In the first group, six measures which focus solely on the construct of fun or enjoyment have been developed and administered with the intent of validating the measure with a particular population (typically youth). The first measure is the “Physical Education Enjoyment Rating Scale,” developed by Prochaska et al. (2003). This measure utilized a six-point visual (facial) scale and was validated through a variety of statistical means with over 400 fourth grade students. It was subsequently used to measure students’ enjoyment of Physical Education over a three-year period of time; results included a strong correlation between students' reports of liking physical activity in their Physical Education (P.E.) class, and their actual engagement in activity both in and out of their P.E. class. The second measure focusing solely on enjoyment, “Sources of Enjoyment in Youth Sport Questionnaire” (SEYSQ), was developed by Wiersma (2001). The purpose for the development of this measure was to test the sources of enjoyment in the youth sport model proposed by Scanlan and Lewthwaite (1986) by developing a quantitative measuring instrument using content and construct validation methods. A five-person expert panel reviewed the original 40 items for content validity, resulting in the net 31 items used initially on the measure with children. These items began with the stem “During the times when I most enjoy

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

sport, I usually experience that enjoyment from...”, and asked youth to rate each item on a Likert scale (1=not at all, 5=very much). Sample items included “Playing up to my potential,” “Working hard in practice,” and “Being with my friends on my team” (Wiersma, 2001, p. 165). After exploratory factor analysis was completed with these items based on the results from 286 youth sport athletes aged 12-18 (representing 14 different sports), three items were deleted for the next phase of confirmatory factor analysis. This revised measure was administered to 896 youth aged 12-18 (representing 15 sports). Their results suggested that “the two most important sources of enjoyment for the athletes in this study represent personal performance mastery and competitive challenge, in which intrinsic processes are underscored” (p. 173). Their results lent support for the sources of enjoyment found in Scanlan and Lewthwaite’s model, and were a positive step in validating these factors through quantitative means.

Hashim et al. (2008) also used the Sport Enjoyment Model as a basis upon which to develop and validate an inventory designed to measure Australian high school students’ enjoyment of their Physical Education classes. Using processes previously uncovered as part of the four quadrants, the researchers pared the initial 39 items down to 20 questions; their analysis uncovered six teaching processes related to students’ enjoyment: self-referent competency, other-referent competency, teacher-generated excitement, activity-generated excitement, peer interaction, and parental encouragement. The process which was most strongly correlated with P.E. enjoyment was activity-generated excitement. The researchers also found similar parallels between components found in both the high school and the youth sport setting.

The fourth measure focusing solely on enjoyment of physical activity is the “Sports Enjoyment Questionnaire” (Duda, 1992), which is a five-item questionnaire designed to uncover

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

the extent to which participants find sports participation enjoyable. The instrument has been shown to be internally consistent, with higher scores correlating to greater levels of sports enjoyment. Faith et al. (2002) used this measure for their study of 576 fifth through eighth graders, in which they looked at the relationship between weight criticism during physical activity (WCA) and the physical activity patterns of youth.

The fifth tool is one of the most commonly-used measures validated for use in quantifying enjoyment of physical activity (whether done for exercise or sport) is that of the Physical Activity Enjoyment Scales (PACES), originally developed by Kendzierski and DeCarlo (1991). Their 39-item version asked college-age students to rank their enjoyment of activity on a bi-polar, seven-point scale, with lower scores signifying higher degrees of enjoyment. Sample items include statements asked participants to rate how they felt at the moment about the physical activity they had been doing according to whether they enjoyed/hated it, felt bored/interested, found it energizing/tiring, etc. Content analysis by experts, as well as statistical analysis of students' responses resulted in the reduction of number of items to 19. Motl et al. (2001) then validated the measure with American adolescent girls, revising the original scale down to 16 items and revising the original seven-point scale to a five-point scale. The PACES measure has subsequently been used, either in the original form or by Motl et al.'s revised form, by a large number of professionals (Aumand, 2005; Cai, 1998; Carraro, Young, & Robazza, 2008; Crocker, Bailey, Faulkner, Kowalski, & McGrath, 1997; Davison et al., 2010; Dudley et al., 2010; Dunton et al., 2009; Hagberg, Lindahl, Nyberg, & Hellenius, 2009; Schneider & Graham, 2009; Toh, Guelfi, Wong, & Fournier, 2011). Using the PACES as its basis, Dishman et al. (2005) validated a short form of PACES with girls in grades six and eight, resulting in the S-

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

PACES. This version consisted of only the seven negatively worded items from Motl et al.'s (2001) version, utilizing statements such as "When I am active I dislike it" and "When I am active it's no fun at all." These items were rated on a five-point scale (1=disagree a lot; 5=agree a lot) and reverse scored. The S-PACES has subsequently been utilized and/or validated by additional researchers (Garcia, 2008; Paxton et al., 2008).

The sixth and last measure focusing solely on enjoyment was a ten-item Thurstonian paired comparison inventory developed by Wankel and Kreisel (1985). Administered to over 800 participants age seven to 14 from three different sports, the measure focused on youths' enjoyment of their sporting experiences. Researchers found that a large degree of consistency was found across both age and sport levels for the four enjoyment factors of improving skill, testing abilities, personal accomplishment, and excitement of the game.

The second group of quantitative measures (n=11) utilized subsets of items designed to measure enjoyment as just one aspect of children's overall physical activity participation. The subsets generally included three or more questions relating to enjoyment or fun. Many times, the larger measures were designed and validated with the intent to measure varied aspects of youth's thoughts on enjoyment of a particular context of physical activity and determine any potential correlations between the intended variables of interest. These commonly addressed variables include those related to intrinsic motivation, perceived competence, effort, and future intentions to be active. The enjoyment subsets were many times revisions of previously-validated measures which may or may not have been designed specifically for the physical activity setting for which it was currently being used, and the authors were interested in validating the subset and the larger measure with the new population.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

One of these subsets in the literature has been taken from Ryan's (1982) original Intrinsic Motivation Inventory (IMI). McCauley, Duncan, and Tammen (1989) revised the four items on the IMI which pertained directly to enjoyment; Mandigo, Holt, Anderson, and Sheppard (2008) then utilized these same four items as a means of measuring differing aspects of over 700 students' (grades four to seven) motivation to participate in four different types of games found in the Teaching Games for Understanding (TGfU) model. (Examples of questions, rated on a seven-point Likert scale, included items such as "I enjoyed it very much" and "It was fun"; besides enjoyment, other aspects measured in their study included those such as perceived autonomy, perceived competence, and relatedness). MacPhail et al. (2008) utilized the same enjoyment IMI subset with nine to 11 year old boys and girls in the United Kingdom, while Lintunen, Valkonen, Leskinen, and Biddle (1999) utilized it with 11-15 year old boys and girls in Finland. Lyu and Gill adapted three of the items of the IMI related to enjoyment for school use in their 2011 study focusing on perceived competence, enjoyment, and effort in Physical Education which involved over 500 Korean students from six middle schools (three with same-sex and three with co-educational Physical Education classes). The three enjoyment items (e.g., "I enjoy physical education lessons") were rated by students on a seven-point Likert scale. Their results indicated that enjoyment, in part, varied according to gender and whether or not the class was single-gender or co-educational in nature. Wang and Liu (2007) also utilized the IMI subset to measure enjoyment in 343 adolescent girls in Singapore.

Another measure which included enjoyment as a construct of interest is that of the "Children's Self-Perceptions of Adequacy in and Predilection for Physical Activity", or CSAPPA, developed by Hay (1992). Hay used a version of a scale originally developed by

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Harter in 1982 to measure to what degree children have a predilection for and perceived adequacy in physical activities, based on whether they feel they are fun, enjoyable, or if they like them. In the 20-item scale, two mutually exclusive items were given (e.g., "Some kids really enjoy physical education class" or "Other kids don't like physical education class"). Participants had to choose the one of the two statements which was most like them, and then rate whether it was "really true for me" or "sort of true for me." The CSAPPA was administered to over 1200 children ages 9-16 over a two-year period of time, and covered activity settings in Physical Education, youth sports, leisure, and recess. Statistical analyses confirmed strong levels of test-retest reliability ($r = 0.70-0.89$) with excellent as well as strong predictive and construct validity for youth ages nine to 16 years of age. The CSAPPA was found to be useful for identifying children who were at-risk for reduced levels of activity and increased levels of inactivity-related disorders. Other researchers have since utilized the CSAPPA for their research purposes, including Cairney et al. (2007) and Klentrou, Hay, and Plyley (2003). Hay, Hawes, and Faught revised the scale in 2004.

The "Pre-Adolescent Attitudes toward Physical Education Questionnaire" (PAAPEQ) was developed by Shropshire and Loumidis (1996) in order to look more closely at the relationship between over boys' and girls' perceived competence and their enjoyment of Physical Education classes. Carroll and Loumidis (2001) then utilized the same measure in their study of over 900 children aged 10-11 in the United Kingdom. The nine items focusing on enjoyment were scored by participants using a four-point Likert scale. Statistical analyses found a moderate positive and significant relationship between perceived competence in and enjoyment of Physical Education for all children in the sample.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

A commonly-used measure of youth's enjoyment in physical activity is the "Sport Enjoyment Scale" (Scanlan et al., 1993), which is just one part of the larger "Sport Commitment Scale" which reflects their Sport Commitment Model. Designed to delve into children's commitment to participate in their chosen youth sport(s), the measure also looked at the constructs of involvement opportunities and alternatives, social constraints, and personal investment. Overall, each subset of the scale was validated (exhibiting high levels of reliability and validity) with over 1500 youth aged 10-20. The enjoyment subset of the scale consists of four items, with examples including items such as "Do you enjoy playing in (program) this season?" and "Do you have fun playing in (program) this season"? The four words of "enjoy," "happy," fun, and "like" were found by the researchers to be consistent with the enjoyment concept in the youth sport literature (Scanlan & Simons, 1992) and were also found to be easily understood by children. The authors suggested that future researchers add items to the core sets for their own specific research application/needs, in accordance with established construct definitions. A number of researchers have since utilized the enjoyment subset of the Sport Commitment Scale for their own research purposes. Liukkonen et al. (2010) utilized a Finnish version of the scale with grade 6 boys and girls; Cox, Smith, and Williams (2008) utilized the scale with boys and girls in grades 6 and 7; Martin (2006) used a revised version for Australian boys and girls (age 12-18) who had disabilities; McDonough (2002) utilized the scale with over 200 11-14 year old girls; and Theeboom, De Knopp, and Weiss (1995) adapted two questions of the subscale in their study involving 119 children who were involved in organized sports. In a related study, Garn and Cothran (2006) utilized Scanlan and Lewthwaite's (1986) Sport Enjoyment Model (later revised in 1992; see Scanlan and Simons) in order to delve into over 190

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

youths' (aged 18-22) and teachers' perception of fun in Physical Education classes. Hashim et al. (2008) also developed a 37-item measure based on the same model in order to validate Scanlan and Lewthwaite's model in a high school Physical Education setting. Their study involved administering their measure to over 320 boys and girls in grades 8-10.

One measure involving enjoyment as just one aspect of participation in physical activity, albeit with smaller numbers of students and used by smaller numbers of researchers, include Cunningham's (2007) "Physical Activity Class Satisfaction Questionnaire" (PACSQ). The PACSQ was validated with over 200 college-aged students participating in physical activity classes, and looked on "fun and enjoyment" as well as other factors related to overall class satisfaction, including interactions with others, improvement of health and fitness, and diversionary experiences. Salmon, Owen, Crawford, Bauman, and Sallis (2003) developed the "Physical Activity and Sedentary Behavior Scale," which was designed to uncover the associations of sedentary behavior and physical activity involvement with the factors of enjoyment, barriers, and activity preferences. Administered to over 1300 adults aged 18 and over, the enjoyment subset of the measure asked participants to rate attributes of 12 physical activities (both structured—as in team sports—and unstructured, as in washing the car) and nine sedentary behaviors on a five-point Likert scale. Their results showed that those individuals reporting higher levels of enjoyment were more likely to also report high levels of activity.

Shapiro and Ulrich (2002) designed a study, using their "Expectancy Value Questionnaire," to examine the relationship between components of the Expectancy-Value model and perceptions of physical competence of children both with and without learning disabilities, across the activity contexts of physical education, recess, and home. Shapiro and

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Ulrich's measure had four questions related to enjoyment as one subset along with usefulness, importance, and gender orientation of selected motor skills. The measure was administered to over 60 children between the ages of 10 and 13, and asked participants to answer questions such as "How much do you like playing the sports and games (in the pictures) when you are outside the home" (or during recess and when in physical education class), according to the original seven-point Likert scale. Statistical analyses verified both the validity and reliability of the measure. Results from this study indicated that enjoyment accounted for 30% (girls) and 34% (boys) of the variance of perceived physical competence, a finding that the authors believed was of importance when looking into children's involvement with physical activity.

As part of the TAAG research efforts, Greiser et al. (2008) assessed enjoyment of Physical Education (one item) and physical activity (seven items), both, of over 1400 sixth grade girls using eight items based on a five-point Likert scale. While the first question was the same used by Barr-Anderson et al. (2008), the latter questions consisted of seven items, each of which began with the stem "When I am Active..." Girls were asked to rate the degree to which they felt bored, disliked the physical activity, were depressed, frustrated, not interested, were not having fun, and would be rather doing something else. There was a generally overall positive feelings about enjoyment of Physical Education and physical activity by most of the girls in the study.

Visual scales designed to measure enjoyment of activities were developed by two different groups of researchers. Hagberg et al. (2009) used a modified Visual Analog Scale with over 110 Swedish adults aged 19 and over, in which asked participants in a controlled study had to rate a variety of group exercise activities according to five discrete alternatives ranging from "entirely negative" to "entirely positive." Howe, Freedson, Feldman, and Osganian (2010)

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

utilized the Facial Affective Scale (FAS), a nine-point Likert scale of facial expressions ranging from sad to happy, in order to measure the perceived enjoyment of thirty children's games from Physical Education by over 30 grade three children. Results indicated that 22 of the games were statistically rated as enjoyable by children, with tag type games being rated the highest by students.

King et al. (2006) administered the Children's Assessment of Participation and Enjoyment (CAPE), a 55-item measure which they had previously developed in 2004 so as to provide construct validation data for this and an additional measure (Preferences for Activities of Children, or PAC). The CAPE was designed to measure enjoyment of activities along with other dimensions of activity such as intensity, diversity, and with whom participation took place. It includes physical and non-physical activities that take place outside the school setting and which are defined as being recreational, active, social, skill-based, or self-improvement in nature. This version of the CAPE included 49 items, and was validated with over 400 children both with and without disabilities, aged six to 15 years. Researchers found that enjoyment scores were significantly related to their areas of (athletic) competence. Subsequent studies also utilized the CAPE for use with children both with and without disabilities (Engel-Yeger, Jarus, Anaby, & Law, 2009; King et al., 2010; King, Petrenchik, Law, & Hurley, 2009; Majnemer et al., 2008).

The third and remaining group of quantitative measures consists of those which included typically only one item that pertained to subjects' enjoyment of physical activity. In all of these cases, the item was part of a larger measure focusing on varying aspects of subjects' involvement and participation in physical activity (whether in recreational, organized sport, or Physical Education settings). The purpose for these measures was not to validate a measure relating to

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

youth's enjoyment, but rather, to explore a large number of variables relating to youths' participation in physical activity and determine correlations between these variables.

As examples in this group, Bengoechea, Sabiston, Ahmed, and Farnoush (2010) utilized one item to assess adolescents' enjoyment of Physical Education (i.e., "How do you like the following subject: Gym/Physical Education") through the use of a four-point Likert scale. In this study, Physical Education enjoyment was significantly associated with participation in both organized and unorganized physical activity among both younger and older adolescents. Barr-Anderson et al. (2008) surveyed over 1500 adolescent sixth-grade girls for the TAAG (Trial for Activity in Adolescent Girls) study in order to determine potential associations between enjoyment of Physical Education classes and selected sociodemographic, personal, and perceived school environment factors. Enjoyment of Physical Education was also measured using one question (i.e., "I enjoy PE") rated on a five-point Likert scale (this question was utilized in a previous public health study). Seventy-seven percent of the girls agreed that they "enjoyed PE", and the variables of physical activity level, perceived benefits of physical activity, self-efficacy for leisure-time physical activity, and perceived school climate for girls' physical activity as influenced by teachers were all positively associated with the girls' enjoyment of Physical Education. Trost et al. (1997), Felton et al. (2002), and Wankel and Sefton (1989) each utilized one question only on a larger measure to determine youth's enjoyment of Physical Education or youth sport. Wankel and Sefton's findings support that fun is a positive mood state for children that is affected by how much one is challenged as well as one's perceived competence.

Using a different method of data collection, Sallis, Prochaska, Taylor, Hill, and Geraci (1999) utilized a telephone survey with over 1500 children in grades four through 12 and their

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

parents. Children were asked to, in part, rate their enjoyment of physical education; parents were asked to rate their level of enjoyment of physical activity. Enjoyment of Physical Education was significant across five of the six subgroups (e.g., boys or girls in grades four through six were two subsets), and, significant associations for Physical Education enjoyment with physical activity were found in all of the subsets. Lastly, Mandigo (1996) utilized one question regarding fun in his study with fifth through eighth grade Canadian students. Students were asked to rank their feelings on the question "During gym class...I have fun" on a five-point Likert scale. Additional subsets related to boredom, anxiousness, desire to participate again. The question on fun as well as the others subsets were based on the skill, challenge, and intrinsic motivation scales proposed by Csikszentmihalyi and Csikszentmihalyi's (1992) Electronic Sampling Measures (ESM).

From the above studies, researchers were able to uncover variables related to physical activity participation which are most impacted by youths' enjoyment of physical activity. For example, enjoyment was found to be a main predictor of physical activity involvement (Siegel, 1999; Stucky-Ropp & DiLorenzo, 1993; DiLorenzo, Stucky-Ropp, Vander Wal, & Gotham, 1998). DiCagno, Crova, and Pesce (2006) found that enjoyment influences motor coordination improvement in youngsters, and was a predictor of staying committed to participating in youth sports (Martin, 2006). Findings similar to some of these above factors were also supported through research involving qualitative and mixed-methods; these are detailed in the sections below.

Qualitative measures focusing on enjoyment. Studies involving qualitative methods to uncover children's views on fun relative to physical activity participation were utilized far less

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

commonly than those involving quantitative means. In the 15 studies found to utilize qualitative methods such as interviews and observations, the main goal of the researcher was to uncover youth's perspectives on a specific facet of physical activity. The four studies which follow utilized focus groups as the main source of data collected. Dyck (2002) interviewed six students (three males, three females) in seventh grade about their Physical Education experiences as one part of a case study analysis and found that Physical Education was fun for them, especially when they had a choice of activity in which to participate. Kilborn (1999) interviewed 27 rural girls in the eleventh grade regarding their Physical Education experiences and found that the main goal for Physical Education, to them, was to have fun and get a break from academic activities. McCarthy and Jones (2007) identified sources of enjoyment (e.g., competence) and non-enjoyment (e.g., competition) in youth sports activities by youth age seven to 12. Robbins, Talley, Wu, and Wilbur (2010) interviewed 40 boys in grade six in seven different focus groups regarding their perceived barriers and benefits of physical activity, and found that the boys most enjoyed the activities which they could perform well; technology was also an important factor in their enjoyment of physical activity.

Only one study utilized open-ended written questions to elicit children's views on physical activity. Harmston (2009) investigated the sources of enjoyment of children's participation in physical activity when she asked over 50 students in second, fourth, and seventh grades about their enjoyment of physical activity and choices of free-time activities through the use of three questions. Fun was cited by youth in her study as the most common reason for participating in physical activity. Activities being boring or not fun was the most common reason given for *not* participating in the activities.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

The majority of the qualitative studies utilized interviews as the primary source of data collection, although journals, observations, document analysis, photography, and physical activity logs were additional sources of data utilized by researchers in these studies. Humbert (1995) interviewed 50 girls in grades nine through 12 relative to their experiences in Physical Education and found that just as for Kilborn (1999), the girls “just wanted to have fun.” Miller and Kuhanek (2008) conducted individual interviews of 10 children ranging in age from seven to 11 on their play experiences and found that fun was their top reason for choosing specific activities. Rowley (1996) conducted a case study of six 10 year old students with their physical activity experiences as the central focus, and found that those the youth considered to be most fun were challenging to the students, allowed them to be active, and involved friends. Woods et al. (2009) interviewed 39 youth who were taking part in a summer activity program about their physical activity likes and dislikes. Using a “critical incident” technique, the researchers found that the youth most enjoyed water sports, and also found that fun to them involved activities in which they won or excelled, as well as those which involved friends or family members. Smith and St. Pierre (2009) interviewed both American and English youth, age 14-15, regarding their enjoyment in Physical Education. Students in both settings found four areas which impacted the fun students had in P.E.: teachers (e.g., their behaviors), individual characteristics and peers (e.g., competence and social interactions), the activities provided (those focusing on team sports and teamwork, especially), and the P.E. environment itself (e.g., grouping students by skill level).

Gilbert (1997) interviewed over 40 girls (most who did participate in organized sports) about their sporting and activity experiences. fun was one of the most important reasons as to why the girls participated in organized sport; other reasons included encouragement received

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

from adults, social interactions, and skill development. In the youth sport setting, Scanlan et al. (1989) interviewed 26 elite level figure skaters to explore their reasons for enjoyment of skating. Four main areas (sources) of enjoyment emerged from the interviews and open-ended questions skaters were given; these included social and life opportunities, perceived competence, social recognition of their competence, and the act (movement sensations) found in skating. Some of these findings were reasons not previously found by the researchers in their quantitative-focused studies on youth sport enjoyment. Streat and Holt (2000) interviewed 17 coaches, parents, and youth participants from a variety of organized sports, and administered concept maps to 147 total participants, as well. A main finding was that games were fun while practices and drills were “not fun.”

Studies utilizing mixed-methods to measure fun. A number of studies utilized both qualitative and quantitative means of collecting data to determine what youth thought about fun. For most of these studies, a quantitative measure was combined with qualitative interviews of youth and/or teachers; additional sources of data included journals, observations, and task sheets. The majority of studies which utilized mixed methods centered around youths' experiences in Physical Education. MacPhail et al. (2008) delved into over 70 Year 5 English students' perceptions of a Sport Education unit through the use of interviews (teachers were also interviewed). In addition, students completed a survey both before and after the season which included, in part, the revised interest-enjoyment subset from the IMI (McCauley et al., 1989). Through quantitative results, students reported the Sport Education season to be fun, although not significantly more fun than their “regular” Physical Education. The researchers noted that interviews, however, portrayed a different story—that students articulated in detail how much

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

they enjoyed the Sport Education season—and surmised that a “ceiling effect” with the questionnaire may have limited the reporting of fun on that measure. Naim (2006) incorporated both closed and open-ended questions on a measure that was administered to almost 100 youth in grades six to eight in order to uncover their thoughts about Health and Physical Education (HPE) in a co-educational setting. His results suggested that both boys and girls found HPE to be fun and enjoyed participating in activities, although they desired a wider range of activities to be presented in class. Garn and Cothran (2006) used both the critical incident technique and surveys with over 190 undergraduate students and their teachers to delve into their thoughts about how much and why they found collegiate Physical Education activities, centered around team sports, fitness, and individual/dual activities, to be fun. Their findings suggested that personal competence, social opportunities, and how the teacher set up the environment impacted the enjoyment students felt in each of the three different settings. They also reported a difference in how students and teachers viewed fun in the educational setting; teachers and students ranked the nonachievement-extrinsic factors of fun (e.g., playing with friends) differently, suggesting a possible disconnect as to what teachers, vs. students, believe to be the role of fun in Physical Education. Welch (2008) also worked with over 150 students who played racquetball or tennis in collegiate courses in order to determine their thoughts on physical activity. Data sources included both surveys and interviews. Results, grounded in the Flow Theory, suggested that fun was one of the primary reasons as to why the individuals participated in the activities.

O'Reilly et al. (2001) administered a questionnaire and also interviewed seven female physical educators as to how they viewed fun and its role in Physical Education. Their results suggested that teachers found fun to be an important objective for their classes, even though they

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

struggled to define what the term meant. They felt that games of low-organization and requiring less skill were “more fun” for students, and thought that a lack of success by students corresponded to a lack of fun. Cai (1998) used three of Mosston's teaching styles (command, reciprocal, and inclusion) as the basis for his research into how almost 100 college students enjoyed classes in karate or racquetball. He used task sheets, group and individual interviews, and the PACES survey (revised for Physical Education) to measure fun. He found a significant difference in students' enjoyment of karate depending on the teaching style used, with students rating the command style more enjoyable; no difference was found between the styles for the sport of racquetball. Lastly, Mandigo (1996) investigated fun with over 600 students ages nine to 14 at 11 different schools and one recreation program taking part in Physical Education, organized sport, or a developmentally-based activity program developed specifically for Canadian youth. He utilized surveys, journals, and focus group interviews as means of data collection. Results from his five-part study suggested that fun in Physical Education and youth sport were influenced by variables such as students' skill, motivation, and quality of feedback from coaches/teachers. The amount of fun students had in P.E. or sport varied in part with students' school grade and perceived competence; only differences in grade were found for the developmental program. He also found that data found across the different methods was similar, showing a high degree of triangulation across sources.

One mixed-methods studies centered around students' involvement in leisure-time activities. Francis and Kentel (2008) conducted interviews and administered surveys to over 200 students in grades six and eight in 13 Canadian schools in order to discover what recreational activities were fun-provoking to them. In addition, two studies focused in on youths' perceptions

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

of physical activity in general. Stucky-Ropp and DiLorenzo (1993) conducted interviews with over 240 dyads of mothers and children, and administered a survey, to more fully examine social learning variables that might affect their involvement in physical activity. Youths' enjoyment of physical activity was a salient predictor of PA involvement for both boys and girls. In a similar study, DiLorenzo et al. (1998) included both parents and children from over 100 families in their study on youth's involvement in physical activity; participants completed questionnaires and interviews as part of a longitudinal analysis of children's exercise habits for a comprehensive study on cardiovascular health. One question for both parents and children was related to enjoyment of physical activity. Findings suggested that enjoyment of physical activity appeared to be the most important predictor of physical activity levels by children in grades five and six. Findings also suggested that a child's enjoyment of physical activity was an important predictor of exercise. Lastly, two studies worked with subjects who were involved in activity programs. Hughes et al. (2007) asked over 1500 students classified as overweight, obese, or severely obese, who were taking part in a special ten week activity program in Scotland, to rate their enjoyment of the activity sessions on a scale of one to 10. Selected students, parents, and coaches in the program were involved in focus group interviews, and open-ended questionnaires were also given to selected head teachers. Results indicated that the students enjoyed learning new games and making new friends; the average rating for boys' enjoyment of the activities across the program duration was a score of eight, while it was nine for girls. Lastly, Woods et al. (2009) sought to uncover the influence of perceived competence and motives for engaging in physical activity with over 40 youth, age seven to 12, who took part in an activity program. Interviews were conducted before (with all participants) and after (with 12 youth) the summer activity

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

program. Surveys were also administered to all participants. In their interviews, 29 of the students gave fun right off the bat as the primary reason why they took part in a favorite activity. Seven additional students used similar words to convey enjoyment. Interestingly, few students went beyond this to explain *why* they thought the activities were fun; if they did, reasons included that they were good at the activity and that it had healthful benefits. Students felt that activities they were not good at were not fun, and intended to continue to participate in activities that they felt were fun.

In summary, researchers have used a variety of research methods in order to collect information about the construct of fun relative to physical activity. While the majority of these methods were quantitative in nature, a number of recent studies utilizing either qualitative or multiple methods of inquiry have added to our knowledge as to what makes “fun” fun for youth. Throughout these studies, researchers have sought to look at fun from specific vantage points – for example, from the perspectives of boys...girls...adolescents...rural and urban youth...and others. To further – and more fully – explore what the literature says about these and other variables relative to fun, the next three sections will address the intent of each research question, in numerical order.

Research Focusing on Children's Perceptions of Fun

The first research question addresses the issue of what actually constitutes “fun,” from a child's perspective. That is, what are the characteristics of various physical activities which previous studies have shown to be fun for children? Conversely, what are the characteristics of physical activities that make them “not fun?” To begin to answer the former question, it is best to begin with that which we know most about regarding fun from the extant literature – that is, what

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

are the sources of enjoyment for children, relative to physical activity? No matter which theoretical framework one comes from or the setting in which the activity takes place (e.g. Physical Education vs. youth sports), the answers to this question are fairly clear. Children find physical activity that is challenging – that which is not too easy, but also not too challenging for their skill level – to be fun (Mandigo et al., 2008; McCarthy & Jones, 2007; Rowley, 1996; Smith & St. Pierre, 2009; Wankel & Kreisel, 1985; Wankel & Sefton, 1989, Wiersma, 2001). Youths' perceived competence of their physical abilities is another factor that influences the “fun factor” of an activity (Cairney et al., 2007; Carroll & Loumidis, 2001; King et al., 2006; Lintunen et al., 1999; Robbins et al., 2010; Scanlan & Lewthwaite, 1989; Shapiro & Ulrich, 2002; Smith & St. Pierre, 2009; Wang & Liu, 2007). Barr-Anderson et al. (2008) also found self-efficacy to be a factor that influenced children's enjoyment of activity in Physical Education class. Children enjoy improving their physical skills, learning new skills, and having a sense of mastery over the skill requirements of the game or activity being played (Hughes et al., 2007; MacPhail et al., 2008; Portman, 1995; Wankel & Kreisel, 1985; Wiersma, 2001; Woods et al., 2007). They also find personal success and accomplishment to be a source of enjoyment, such as when they do well in a game situation or play their personal best (Wankel & Kreisel, 1985; Wankel, 1989; Scanlan et al., 1989). Especially in the youth sport setting, some children find the excitement of game situations to be enjoyable (McCarthy & Jones, 2007; Streat & Holt, 2000; Wankel & Kreisel, 1985). A number of youth find the sensation inherent in moving/movement to be enjoyable (McCarthy & Jones, 2001; Scanlan et al., 1989), while others found activities that allowed them to be active (vs. sitting out, for example) to be enjoyable (Felton et al., 2002; Mandigo, 1996; Rowley, 1996). Having a wide variety of activities, and the ability to choose

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

from them, are also seen as being important for youths' enjoyment in activity settings (Bengoechea et al., 2010; Cox et al., 2008; Felton et al., 2002; Mandigo, 1996).

One source of enjoyment that greatly impacted youths' enjoyment of physical activity (in Physical Education and youth sports, especially) was that of the teacher or coaches' behavior. For example, did the teacher exhibit encouraging and helpful behaviors (Gilbert, 1997; McCarthy & Jones, 2006; Scanlan & Lewthwaite, 1986)? Did the teacher or coach make the movement situation fair and equitable for all students, so that they found the activity setting a caring place to be (Barr-Anderson et al., 2008; Fry & Gano-Overway, 2010; Garn & Cothran, 2006)? Did the teaching styles, methods, and activities used facilitate students' skill development (Aumand, 2005; Cai, 1998; Fox, Rejeski, & Gauvin, 2000; Garn & Cothran, 2006; Smith & St. Pierre, 2009)? Another factor that greatly impacted whether or not youth found activity to be enjoyable involved the social aspect of playing. Children also consistently find that playing with friends, making new friends, and feeling an affiliation with others in the activity setting adds to their enjoyment of physical activity (Felton et al., 2002; Garn & Cothran, 2006; Gilbert, 1997; Hughes et al., 2007; MacPhail et al., 2008; Mandigo et al., 2008; McDonough, 2002; Rowley, 1996; Scanlan et al., 1989).

While most research on the construct of enjoyment in activity has centered on the characteristics which make it fun, a call has been made for a greater understanding of the factors which affect youth's *non-enjoyment* relative to physical activity (McCarthy & Jones, 2007). Most studies which have reported "non-fun" factors have typically been exposed during inquiry into children's *enjoyment* of activity (Mandigo et al., 2008; Smith & St. Pierre, 2009; Woods et al., 2009); only one known study to date (McCarthy and Jones, 2007) has specifically expressed

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

a focus on non-enjoyment as one of its research goals. From the above studies, factors which have been seen as “not fun” by students include perceived *incompetence* (that is, youth do not feel they can adequately perform the necessary skills) (Davison et al., 2010; Woods et al., 2009), criticism of their weight by coaches (Faith et al., 2002), a feeling of being punished for not performing or behaving well (McCarthy & Jones, 2007); and fatigue, injury, overtraining, or being hurt (Davison et al., 2010; McCarthy & Jones, 2007; Woods et al., 2009). Additionally, Smith and St. Pierre (2009) found that youth mentioned being made to publicly perform certain skills/activities in Physical Education did not add to their enjoyment of participation. A few studies have focused on constructs which are similar in nature to non-enjoyment of activity. Davison et al. (2010) developed and validated the “G-DAS” Scale (Girls’ Disinclination for Physical Activity Scale) for use with teenage girls’ and found that low perceived competence, lack of opportunities, high perceived exertion, concern about physical appearance, and threats to girls’ gender identity all impacted the girls’ reasons for disliking physical activity. Crane and Temple (2015) conducted a systematic review of the literature related to youths’ dropping out of organized youth sports. Their conclusions suggested that five major areas caused students to cease participation in youth sports: lack of enjoyment, perceptions of competence, social pressures, competing priorities and physical factors such as maturation and injuries. They recommended that future research efforts focus on uncovering the interrelationships between these factors, and suggested that studies utilizing mixed-methods approaches would be beneficial for future use.

In summary, results from studies have consistently reported factors which serve as a source of enjoyment for children relative to physical activity, and to a lesser degree, what they

find to be “not fun.” While the majority of these factors run across the various settings in which physical activity takes place (i.e. Physical Education, recreation or leisure, and organized sporting activities), it does behoove us to take a closer look at how fun is viewed in each of these settings.

Fun Across Physical Activity Settings

There is a growing interest amongst researchers as to how activity participation in one context or setting (such as Physical Education) impacts (or is impacted by) activity participation in another setting (such as leisure activities or youth sports), and thus, a number of studies looking at physical activity – and youths’ enjoyment of it – have been undertaken in order to discern these differences (Carroll and Loumidis, 2001; Cox et al., 2008).

To begin, it may be important to note that there is some discussion (but little agreement) in the literature as to whether fun should be defined differently according to different physical activity contexts (e.g. leisure, organized sport, or exercise) (Harmston, 2005; Wankel, 1997). In other words, does fun mean the same thing when the context or setting in which it is being measured changes? Wankel (1997) suggests that the answer to this question is “yes”, as he sees the broader factors which make both youth sports and exercising (fitness) activities enjoyable to participants in each respective setting being similar in nature, as they facilitate participants’ interest in continuing to be involved in their given activity, no matter the setting. Other researchers, however, believe that all physical activity settings may not be identical. Garn and Cothran (2006), for example, note that research supports the finding that motivational orientations for participating in different types of physical activities (e.g. individual sports and fitness activities) vary with the setting. Given this, they suggest that participants in different

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

types of activities, including those in team sports as well as the afore-mentioned settings, may look upon enjoyment or fun in these contexts differently. Hagberg et al. (2009) note that even though many studies utilize the term “physical activity” they actually mean “physical exercise”, and the two can differ as “enjoyment of PA in general may be quite different” from PA that involves work, transportation, yard work, and more (p. 741). King et al. (2009) concur with others who consider the distinction between both “formal” and “informal” recreational activities to be an important one, especially for youth with disabilities (one of the foci of their study). They consider formal activities to be organized (and typically, physical) activities led by a coach or leader (e.g., youth sports and clubs) while informal activities are those which are generally initiated by the child and have little to no prior planning (i.e. are spontaneous). It should be noted that their definitions of the two settings do not pertain only to physical activities; to them, “informal” activities, for example, can also include activities such as reading, crafts, and hobbies. Lastly, Harmston (2005) notes that while “physical activity” is an all-encompassing term, activity in the categories such as physical education, sports, and play differ in organization, complexity, and competition, and thus, “when defining physical activity, play, game, and sport, the reason for studying each [relative to enjoyment] separately becomes clear” (p.5).

It is clear that the lack of understanding of how to address enjoyment in each of the different settings as noted above is mirrored in how the studies in this review looked at or defined the various settings. In a few cases, youth were asked about their experiences across physical activity with no distinction being made (or seen) by the author between the various settings. Gilbert (1997) and Casey et al. (2009), for example, asked girls about their experiences in sport and physical activity, in general. Pearce et.al. (2008) interviewed middle school students

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

about how they similarly viewed physical activity in general. Interestingly, they noted that students had no difficulty in cognitively understanding the concept of “physical activity,” and considered everything they did as “physical activity” based on their primary criterion of body movement.

In other studies, however, care was taken by researchers to ensure that a distinction *was* made between specific settings. Davison et al. (2010, p. 292), for example, asked girls to think about “sports and physical activities in general that make your heart rate increase and get you out of breath.” They then provided definitions of each of the settings for the girls, so they would be sure to consider physical activity done in sports (e.g., team soccer), organized settings (e.g., dance), and unorganized settings (e.g., walking or horseback riding). Hagberg et al. (2009) focused their study on the enjoyment of “physical exercise”, which they defined as activities that are “aimed at increasing health, well-being and so on,” as opposed to “physical activity,” which they see as “covering all kinds of body movement” (p. 741). There appeared to be no confusion regarding what was meant by the specific term “Physical Education” by any researcher (or subject).

Relative to enjoyment of PA undertaken in various settings, a number of studies have focused on activity as part of Physical Education classes (this setting was in actuality that which was most often specified). Rowley (1996) interviewed six 10-year old children in an urban elementary school regarding their participation in activity in both physical education and leisure settings. These children wanted physical education class to be fun, which they felt was enhanced by taking part in activities which were challenging to them, allowed them to be active, and gave them the opportunity to play with friends. In her 2002 study, Dyck utilized a case-study

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

methodology to study six 7th grade students' (three boys, three girls) thoughts on their Physical Education experience. A significant theme which emerged is that students felt physical education was fun, and that physical activity was seen as more attractive when they could interact with their friends as well as choose the activity, partners, and/or rules by which to participate. In another study with middle school boys and girls, Naim (2006), through a questionnaire with both open- and closed-ended questions, found that both genders enjoyed participating in physical education and saw it as active and fun, although they preferred to have a wider range of activities from which to choose (instead of just team sports).

Portman (1995) used interviews to elicit perceptions about physical education from 67 9th graders; she found, in part, that students enjoyed P.E. most when they were able to be successful at the activities, and conversely, disliked it when they were not able to be successful. Most of these students who did not enjoy P.E. did not wish to continue their participation in class after their high school requirement had been fulfilled. When Kilborn (1999) interviewed rural Canadian 11th grade girls regarding their physical education classes, she found that the girls valued physical education as an enjoyable break in their school day – it was a place they could go to have fun. This same finding was echoed by Hohepa, Schofield, and Kolt (2006), whose study focused on New Zealand high school youth.

Humbert (1995) utilized interviews, photography, and journals as a means to elicit perceptions on physical education from 50 urban Canadian high school girls. She found that the majority desired physical education to be fun and liked it best when they could take part in activities with their friends, but they also desired a wider range of activities from which to choose. In their study of 15 and 16 year old British students, Smith and Paar (2007) found a

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

“near universal acceptance” that P.E. should be fun, and that it was most enjoyable to participate in activities in which they were competent, as well as ones they could do with friends. In another study set in the physical education classroom, O'Reilly et al. (2001) sought to discover what fun meant to seven female Canadian physical educator teachers, given that it is stated as a common objective of physical education programs. To them, fun was equated with games that were of low organization (i.e., little rules), large group participation, and little skill, so that all students would be able to be involved and active.

In the youth sport setting, similar to the above studies, it is apparent that one of the main reasons for continued sport participation is that it is fun. Conversely, a lack of fun is a main reason as to why participation in sport ceases (Gilbert, 1997; Scanlan & Lewthwaite, 1986; Wankel & Kreisel, 1985; Wankel & Sefton, 1989). Wankel and Kreisel (1985) surveyed over 800 youth from the sports of soccer, baseball, and hockey; their results indicated that factors such as the improvement of one's skills, testing one's skills against another, and excitement of the game greatly influenced how much fun they had in the sport season. Social factors such as belonging to a team (affiliation) and being with friends was a medium importance. Wankel and Sefton (1989) surveyed over 100 youth in hockey and ringette both before and after games throughout their sport season and found that the factors of performing well, being challenged (i.e. there was a balance between the skill level required for the game, and their personal skill level), and postgame positive affect were consistently the strongest predictors of how much fun youth had in the sport season. McCarthy and Jones (2007) interviewed youth ages seven to 12 regarding their sport experiences; their results indicated that younger and older children both found factors such as their perceived competence, social friendships and involvement, and a

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

mastery-oriented learning environment to highly influence the fun they had in their sport. Older children reported that, in part, challenge and excitement of the game to also greatly influence the fun in their season. This latter finding was similar to that found by Streat and Holt (2000), when they sought to explore, through interviews, the similarities and differences found in the concept of fun between 147 Canadian parents, coaches, and youth athletes. Although there were some differences, all three groups were in agreement that “skill drills” were boring and that scrimmages and games were viewed as more fun. In keeping with the perceived importance of fun during participation, MacPhail and Kirk (2006), through their ethnographic study of youth who were beginning to specialize in a specific sport, found that perceived level of ability, social friendships, and competition itself were factors that influenced their enjoyment of the sport (and led to their continued participation in the it).

Relative to the leisure/recreational setting, Francis and Kentel (2008) both surveyed and interviewed 220 Canadian ‘tweens and teens about fun in their leisure time and the interaction of digital media on their physical activity habits (which of course, it did have an impact!).

Harmston (2005) asked children of varying grades what physical activity they would choose to participate in during an hour of free time (i.e. not during Physical Education). Miller and Kuhanek (2008) also interviewed children age seven to 11 about their play (leisure) experiences. Macdonald, Rodger, Abbott, Ziviani, and Jones (2005) found that fun in physical activity in general was important to 13 Australian children ages seven and eight, yet this was contrasted by their awareness that they should be active for reasons related to health, not fun.

Lastly, some researchers purposefully asked youth about the multiple settings of Physical Education, youth sports, and/or recreation. For example, as part of their summer (recreational)

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

sports camp, Woods et al. (2009) interviewed 39 children (24 boys, 15 girls) aged seven to 12 years regarding their most fun and least fun incidents during the camp, in physical education, and in sports settings. Children found the water activities (e.g., swimming) in camp to be most fun, while least fun were incidents which involved the child receiving an injury, or being low-skilled. These were compared with their comments regarding Physical Education; specific activities such as “sharks and minnows tag” were considered most fun, while a variety of different activities were named least fun. In a free-play type environment, third grade children found tag-type games to be most enjoyable. In the sports context, most fun involved winning or participating with their friends or family, while least fun revolved around losing or drills and practice. In their study, eight children were not able to offer a specific most fun and/or least fun incident, which they attributed in part to the young age of some of the campers. Carroll and Loumidis (2001) sought to uncover potential relationships between, in part, over 900 youths' (ages nine to 10) enjoyment of Physical Education and their levels of physical activity outside of school. They (perhaps surprisingly) found no significant difference in the participation level of physical activity outside of school by youth who rated Physical Education more, or less, enjoyable. Their findings did support, however, the idea that the judgments children make about, for example, their perceived competence in one context (i.e., school Physical Education) did relate to their enjoyment in that context, and also impacted their voluntary participation in activity in another setting (i.e. outside school). (In their study, they classified any physical activity completed outside of school Physical Education as “physical activity.”) Mandigo (1996) also focused on students' perceptions of their activity involvement in Physical Education classes, organized sports, and a similar developmental physical activity program (SportCAN) designed specifically to get

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

students physically active. Shapiro and Ulrich (2002) investigated the perceived competence of children with disabilities across the three contexts of Physical Education, outdoor recess, and at home; gender differences were found in perceptions of competence in recess and home settings (boys rated higher) while there were no significant differences between groups in the Physical Education setting.

In summary, the distinction between the different settings or contexts in which physical activity can be undertaken as well as discussion as to the importance of these distinctions is gaining notice in the literature. There is not, however, full agreement about whether or not youth view fun in these settings in a similar fashion. Some similarities have been found in youths' enjoyment in physical activity across the various settings of Physical Education, organized activity, and recreation/leisure; these include factors such as perceived competence, the challenging of one's abilities, and the social arena/friendships. Some differences specific to each setting, however, have been found, and given that there is not yet widespread agreement among researchers that enjoyment is the same in each of these settings, it would appear that further research into physical activity enjoyment in each setting, and across settings, would be important to conduct.

Thus, this study will seek to uncover differences between enjoyment in the settings of Physical Education, youth sport, and leisure/recreational activities to in part address this gap in the literature. It will also seek to uncover any differences found in the enjoyment of activities, in any of these settings, by children of differing gender or grade. To this end, the next section will report findings from studies which detail how children of differing personal factors such as gender, age or grade, race, ethnicity, and/or cultural background view (fun in) physical activity.

Personal Characteristics Affecting Enjoyment in Physical Activity

A number of studies have been conducted which have focused on how children with different characteristics such as gender, race, body-mass index, and more view physical activity. Some of these studies focused solely on the construct of enjoyment or fun, while in other studies, researchers were searching for information on factors which correlated with enjoyment of physical activity. A review of these studies follow, with attention given to findings relative to obese and overweight youth, children who are younger (vs. adolescents, for example), youth of various races or ethnicities, and differences relative to boys vs. girls.

Obesity and overweight youth's activity levels and preferences have been the focus of studies by De Bourdeaudhuij et al. (2005); Deforche, De Bourdeaudhuij, and Tanghe (2006); Robbins et al. (2010); Trout and Graber (2009); and Walker, Caine-Bish, and Wait (2009). The former two utilized surveys to determine that overweight and obese adolescents who are less active have, in part, a less positive attitude toward physical activity (i.e., find activity less fun). Trout and Graber (2009) used interviews with seven female and five male overweight adolescents to determine their perceptions of and experiences in physical education. Their findings suggest that many of these youngsters avoided activity participation because they felt that their lack of fitness and overweight was made more visible to fellow students through actions of the teacher. This was done to such an extent that many of them exhibited varying degrees of learned helplessness. Walker et al. (2009) asked 35 overweight children ages 8-12 to draw themselves "doing something" at the commencement of their involvement in a 10-week weight-management program. These drawings and the ensuing discussions about them were qualitatively analyzed. The majority of these children drew themselves involved in a non-

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

sedentary activity, which suggest that the children in this study, even though overweight, have positive perceptions of physical activity. Hughes et al. (2007) evaluated a pilot school-based intervention activity program lasting for 10 weeks for obese and overweight Glasgow children; participants' enjoyment and attendance indicated that it was a positive experience and one worth continuing.

Relative to *age differences*, young children's activity patterns and preferences were explored by Macdonald et al. (2005) and Rowley (1996). Both sets of researchers found that youngsters they studied, aged seven to 10, had definite feelings about the importance of fun in physical activity, whether this activity was in or out of physical education class. These students, in part, equated fun with activities which challenged their abilities, allowed for active participation, and which permitted them to play with friends. DiLorenzo et al. (1998), in seeking to uncover social learning variables of most relevance to children's exercise, found that a child's enjoyment of physical activity greatly impacts whether or not he or she will continue to exercise in the future; this was especially true for younger children. American and English secondary students' perceptions of enjoyment in Physical Education were explored by Smith and St. Pierre (2009); youth in both countries found factors related to teacher impact, students/peers, class activities and content, and the class environment to similarly affect enjoyment in the setting.

In comparing open-ended responses from *children across age and grade groups*, Harmston (2005) found that children in grades two, four, and seven who chose to be physically active did so because it was fun. McCarthy and Jones (2007) used interviews to explore sources of enjoyment and non-enjoyment in sports in children aged seven to 12, and found that while there were many similarities, there were also differences across the age groups. All age groups

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

reported perceived competence and friendships, for example, as being sources of enjoyment. Younger children, however, were more likely to express factors such as movement sensation as reasons for enjoyment, while older children were more likely to recognize factors such as social recognition of their competence and encouragement as factors that contributed to their enjoyment in sport. Wankel and Kreisel (1985) surveyed youth ages seven to 14 via four different age groups, and found that their reasons for enjoying youth sports were consistent across the sport involved (hockey, baseball, or hockey) as well as across age groups. (Reasons given included personal accomplishment and excitement of the sport/game.) In a similar follow-up study, Wankel and Sefton (1989) found slight negative associations ($r = -.10$) between age and fun (i.e. as children grew older, they found games experiences across a season to be less fun).

Differences in physical activity preferences of *varying racial or ethnic groups* were explored in three different survey-research studies. Siegel (1999), in studying the similarities and differences between Mexican and American youths' reasons for sport participation, found that their reasons for participating were similar, with the primary reason being fun. Grades appeared to be more of a reason that Mexican youth dropped out of participation, versus American youth. Grieser et al. (2008) studied 1466 sixth-grade girls who represented racial differences of black (20%), 21% Hispanic (21%), white (47%), and mixed or other race (12%). Results indicated that both black and Hispanic girls experienced less enjoyment of physical activity than white girls, although black girls significantly enjoyed school physical education more so than white girls (i.e., found it more fun). Barr-Anderson et al. (2008) also studied sixth-grade girls' enjoyment (among other factors, as determined by the TAAG studies) of Physical Education; they found that enjoyment of PE class was significantly greater for Black girls than White girls. Greensley

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

and Gronbeck (1978) administered an attitudinal survey for physical activity to 73 black and white children in grades four to six. No significant differences were found for race or sex in the areas of physical activity for health, fun, or cathartic reasons (e.g., release of stress). Black children were significantly more likely to take part in activity for social reasons, while white children were more likely to do so for reasons related to risk. There were no significant differences for one's physical performance (skill) level as a factor for participation in activity. Felton et al. included over 1600 eighth grade girls in their 2002 study on differences in physical activity between rural/ urban and black/white girls. They found that in general, black girls were less active than white girls, but they appeared to enjoy physical activity more. Rural white girls and black urban girls also appeared to have more favorable attitudes toward physical activity than their opposing counterparts.

In another cultural-related study, Yan and McCullagh (2004) found, through the use of a physical activity questionnaire, that American-born Chinese youth are more likely to participate in sports or physical activities because of factors such as being able to travel, use equipment, and having fun, compared to their (non-Chinese) American and ethnic Chinese counterparts. They also found that inter-cultural differences due to age and gender were greater than intra-cultural differences, suggesting that youth in different cultures are subject to different socio-cultural norms and attitudes regarding sport and activity participation. These and others studies, then, indicate that while there are certainly similarities across racial and ethnic divides, there are definite differences which must be taken into account when designing activity programs for different groups of youth.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Studies focusing on *gender* have been especially prevalent in the literature, given that physical activity rates for girls, especially, drop off across their adolescent years (Kilborn, 1999). This also reflects a wider belief that males perceive activity differently than females; for example, boys are generally expected (and found) to be higher in perceived competence of their abilities, as well as in enjoyment of activity, than girls (Carroll & Loumidis, 2001; Shapiro & Ulrich, 2002). In Greensley and Gronbach's (1978) study mentioned earlier, significant differences for participating in physical activity were found between girls and boys; girls valued activities more for social and aesthetic reasons, whereas boys valued victory- and fitness-related aspects of activity more. Overall results from researchers such as Casey et al. (2009), Gilbert (1997), Kientzler (1999), Kilborn (1999), and Whitehead and Biddle (2008) indicate that girls are more likely to participate in activities when they are perceived as fun and when they involve being active with friends. Conversely, peer teasing adversely affected their interest in being involved in activity. Parental support, especially in the form of performing activity with them, was found to be an important factor that encouraged girls to be active in the studies by Whitehead and Biddle (2008) and Kientzler (1999). Trost et al. (1997) found that boys and girls had different factors which predicted vigorous physical activity (VPA); reasons for the former included self-efficacy in overcoming barriers to activity, and for the latter, enjoyment of school physical education, mother's activity level, and race were significant predictors of VPA. In studies focusing on co-educational or single-sex Physical Education classes, Naim (2006) found that only approximately one quarter of both boys and girls would prefer single-sex classes. In Lyu and Gill's (2011) study, Korean females in co-educational middle schools enjoyed Physical Education less than their female counterparts in single sex classes (as well as boys in both

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

settings). In Portman's (1995) study centering on ninth-graders perceptions of Physical Education, one theme that emerged was that students generally preferred to be separated by gender for their Physical Education classes. Lastly, Klentrou et al. (2003), based upon their study of over 200 Canadian youth approximately 14 years old, found that girls showed significantly less enjoyment of physical activity than their male counterparts.

In their study of *minority* boys and girls, Wilson et al. (2005) found that physical activities which were perceived by girls as fun, provided health benefits, involved their friends, and offered an element of choice were more motivational in nature than those without these characteristics. While the majority of the studies above focused only on girls' perceptions of activity (as opposed to comparing boys' and girls' perceptions), these and other findings suggest that there are a number of unique, as well as similar, reasons for both boys' and girls' participation in physical activity. Relative to *students with disabilities*, Cairney et al. (2007) explored enjoyment of PE class in students ages nine to 14, some of whom had been diagnosed with Developmental Coordination Disorder (DCD). Their results found that youth with DCD report lower average enjoyment scores in Physical Education than those without DCD.

In summary, it is becoming increasingly clear that youth of varying personal characteristics such as gender, age, and ethnicity differ in their enjoyment of physical activity. Having a more complete understanding of exactly how and why these characteristics affect youths' enjoyment is critical to the development and implementation of activity programs that have positive effects on students. One method by which this greater understanding can be determined is through the use of interviews with children and youth, including the use of focus groups. Because focus groups have typically been conducted with adults, and have begun to

become more popular for use with children and youth, it is important to fully understand the purposes of focus group use as well as various factors which can affect their successful use.

Thus, the next section of this review of literature will focus on the use of focus groups in qualitative research.

Use of Focus Groups as a Research Methodology

As a qualitative research methodology, the use of focus group interviews allow researchers to gain a deeper understanding of what individuals, as part of a group, think and feel about a topic. Defined as a “research technique that collects data through group interaction on a topic determined by the researcher” (D. L. Morgan, 1996), “focussed groups” were originally used by Merton and colleagues in World War II to examine the effectiveness of propaganda efforts on soldiers; their main use since that time has been as the dominant tool of applied research in marketing (D. L. Morgan, 1988, 1996). Used increasingly as a research tool over the past few decades, focus groups have found application in diverse fields such as sociology, education, political science, and communications. The usefulness of focus groups as a means for determining what individuals think about specific issues (and the group norms that surround them) has led to their recent, extensive use in studies related to health-related quality of life (HRQL) issues such as obesity (Davis & Davis, 2008; Lieberman, 2009; Trout & Graber, 2009), breast cancer (Haines et al., 2010), tobacco use (Rothwell & Lamarque, 2010; Treacy et al., 2007), epilepsy (Moffat, Dorris, Connor, & Espie, 2009; Ronen, Rosenbaum, Law, & Streiner, 2001), asthma (Thompson et al., 2007), breast-feeding (Russell, Richards, Jones, & Hoddinott, 2004), nutrition (Dorey & McCool, 2009; Kling, Cotugna, Snider, & Peterson, 2009; Ross, 1995; Zeinstra, Koelen, Kok, & de Graaf, 2007), sexual abuse (Self-Brown, Rheingold, Campbell, &

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

de Arellano, 2008), HIV-AIDS (Alquati Bisol, Sperb, & Moreno-Black, 2008; Kitzinger, 1994), community health education (Atkinson, Billing, Desmond, Gold, & Tournas-Hardt, 2007; Bauer, Patel, Prokop, and Austin, 2006; Bauer, Yang, & Austin, 2004), quality of care (Baker, Hayes, & Fortier, 1998; Bender, Harbour, Thorp, & Morris, 2001; Boyden, Esscopri, Ogi, Brennan, & Kalsy-Lillico, 2009; Brannen & Pattman, 2005; Brugge, Edgar, George, Heung, & Laws, 2009; Day, Carey, & Surgenor, 2006; Eskelinen & Caswell, 2006; Katz et al., 2009) and cerebral palsy (Fereday, MacDougall, Spizzo, Darbyshire, & Schiller, 2009). Over the past few years, focus group studies have also been used increasingly by physical education and other physical activity researchers to delve into the effectiveness of physical activity programming for both children and adults (Cox, Schofield, & Kolt, 2010; Dwyer et al., 2006; Eime, Payne, Casey, & Harvey, 2010; Gibbons & Humbert, 2008; Hohepa, et al., 2006; Humbert et al., 2008; Humbert et al., 2006; Johnson, Tillgren, & Hagströmer, 2009; Kilborn, 1999; Kimball, Jenkins, & Wallhead, 2009; Koekoek, Knoppers, & Stegeman, 2009; MacDougall, Schiller, & Darbyshire, 2009; Monge-Rojas, Garita-Arce, Sánchez-López, & Colón-Ramos, 2009; Roth et al., 2009; Smith, Green, & Thurston, 2009; Smith & Parr, 2007; Whitehead & Biddle, 2008; Wilson et al., 2005; Wright, Wilson, Griffin, & Evans, 2010). See Table 2 for a complete overview of studies involving focus group data collection methods.

Distinguishing characteristics of focus groups. No matter the topic being studied, there are two distinguishing characteristics of focus groups. First, the researcher holds an important, unique role in creating, monitoring, and guiding the group discussion for the purpose of collecting research data (D. L. Morgan, 1996; Myers, 1998). Second, and perhaps most important, true focus group research explicitly plans for and uses this interaction among group

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

members to generate data, so that the results should reflect this dynamic interaction – something which is lacking in many so-called “focus groups” studies (Kitzinger, 1994; D. L. Morgan, 1996; Wibeck, Dahlgren, & Oberg, 2007). These characteristics sets focus groups apart from other types of interviews such as in-depth interviews (i.e., interviews taking place with one individual), duo- or dyadic interviews (i.e., in-depth interviews taking place with two individuals) (Zeinstra et al., 2007), nominal group interviews (i.e., where each participant is interviewed as an individual, and collective results are shared with the group and responded to by each member) (Stewart & Shamdasani, 1990), Delphi group interviews (where a panel of experts are asked to forecast future events, and group members react to these) (Stewart & Shamdasani, 1990), and observations of naturally occurring groups (Barbour & Kitzinger, 1999; D. L. Morgan, 1996).

Advantages and disadvantages of using focus groups. It is generally agreed-upon that focus groups are especially beneficial for research studies that have unique, particular goals. First, they are considered most useful when they produce new information or results that would not have been possible if standard methods only (e.g., surveys or individual interviews) had been used (D. L. Morgan, 1996). In other words, their most unique feature is their “explicit use of group interaction as part of the method” (Kitzinger, 1995, p. 299) which produces insights that would be less accessible without this specific interaction (D. L. Morgan, 1996). This interaction allows researchers to gain insights into the complex behaviors and motivations of those involved in the group, partly as a result of the participants’ ability to question, agree or disagree with each other, and draw out other group members both in verbal and nonverbal ways (Kitzinger, 1994; D. L. Morgan, 1996). This makes focus groups especially helpful in studies which focus on sensitive topics such as HIV-AIDS (Kitzinger, 1994) and 9/11 (Peek & Fothergill, 2009), where

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

individuals interviewed alone may not be as willing to discuss a taboo subject as when they are in a group (Farquhar, 1999; Hoppe, Wells, Morrison, Gillmore, & Wilsdon, 1995)

Second, focus groups are “particularly useful for exploratory research where rather little is known about the phenomenon of interest” (Stewart & Shamdasani, 1990), giving researchers a basis and direction upon which to structure future studies. Last, they also have been successfully used for the purposes of program planning and needs assessments (Wyatt, Krauskopf, & Davidson, 2008), developing or refining a measurement instrument (such as a survey) (Alquati Bisol, et al., 2008; O'Donnell, Lutfey, Marceau, & McKinlay, 2007), determining the effectiveness of media campaigns (Self-Brown et al., 2008), and for the further exploration or interpretation of previously-gathered research results (Asbury, 1995; Linhorst, 2002).

Beyond their usefulness for helping to meet specific research goals, there are additional, unique advantages of using focus groups versus other research data collection tools. First, focus groups have been lauded for giving voice to minorities and individuals in marginalized groups such as those with disabilities, among others, as they allow (sub)cultural values or group norms to be exposed (Kroll, Barbour, & Harris, 2007; D. L. Morgan, 1996). They are also seen as beneficial for empowering research subjects as active participants in the research process—that is, allowing participants to feel that their role in the process is of importance or that their thoughts are validated by knowing that others have the same views (Kitzinger, 1995). Another potential advantage of using focus groups is that they are fairly efficient to conduct in terms of time and ability to involve more people in a small amount of time, thus allowing for initial breadth of coverage on a topic (D. L. Morgan, 1988; Self-Brown et al., 2008; Stewart & Shamdasani, 1990).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Linhorst, in his 2002 review of studies in social work which have used focus groups, acknowledges that there are specific instances when it is *not* appropriate to use focus groups as a data collection tool, no matter the topic or population being studied. First, they should not be used when the primary purpose is something other than research (e.g., as in therapy), as their primary purpose is to collect data (D. L. Morgan, 1996). Second, they should not be used when the mix of participants could either lead to situations in which confidentiality is compromised, or when there is a power imbalance between members of the group (e.g., both supervisors and workers) (Kitzinger, 1995). Similar to this, it should also be noted that there is always the potential for individual voices to be silenced by the larger group; thus, careful attention needs to be paid to ethical issues when setting up and dealing with focus groups (Kitzinger, 1995; Wright et al., 2010). Third, they should not be used when participants do not have enough background or involvement with the topic being studied, or conversely, when they are so invested in the topic that they are not able to freely and objectively discuss it. Fourth, they should not be used when statistical data from a representative sample is necessary and desirable. Last, from a practical standpoint, focus groups should not be used when scheduling and other logistical concerns would prohibit the effective completion of the interview. Along these lines, Kitzinger (1995) also notes that a large amount of time and potentially, of resources, is needed to prepare for and conduct focus groups – a potential negative for their use in research situations.

When deciding whether or not to use focus group interviews during research, it may be helpful to look at the effectiveness of results gained from studies using focus groups compared to those using other data collection methods (e.g. surveys and other interview types). When comparing results from studies using only focus groups or surveys, for example, focus groups

were found to be more effective in providing more in-depth information on the desired topic, although surveys were found to be more effective for determining the occurrence and prevalence of specific attitudes or experiences among participants (D. L. Morgan, 1996). Compared to individual or nominal interviews, focus groups have been found to collect 60% - 70% *less* data (i.e. number of ideas) (D. L. Morgan, 1996). They are, however, believed to be *more* efficient in collecting data from a number of people, versus the individual interview (D. L. Morgan, 1996; Stewart & Shamdasani, 1990). It is apparent, then, that focus groups must be used judiciously so the match between a study's intended purpose and methods is strongest (D. L. Morgan, 1996).

Focus groups as part of mixed- and multiple-methods. Although focus groups have and continue to be used as an independent research tool, they have also been used increasingly as part of "mixed-methods" research (Hoffman, 2009; Mason, 2006; D. L. Morgan, 1996). This use of both quantitative and qualitative methods of data collection in the same study – that is, a "**Qual-*quan***" (i.e. quantitative methods embedded in a qualitative study) or "**Quan-*qual***" (i.e. qualitative methods embedded in a quantitative study) methodological approach (Creswell, 2009; Hoffman, 2009) – is being increasingly used by researchers to provide a view beyond that which any one method of inquiry itself could allow (Creswell, 2009; Darbyshire, MacDougall, & Schiller, 2005; Koekoek et al., 2009; O'Donnell et al., 2007; Self-Brown et al., 2008). Because mixed methods research studies are able to take advantage of the best of both research traditions, Creswell (2009) notes how this approach is particularly advantageous for use in the complex and multi-layered topics found in social and health-science research. D. L. Morgan (1996) relates four different ways in which focus groups can be combined with quantitative means:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- surveys form the primary research method, and focus groups serve in a preliminary capacity in order to help researchers design the content of the survey in question. Currently, this is the most common use for mixing methods;
- focus groups are the primary method while surveys provide preliminary information to assist in the selection of samples or topics for focus groups. This usage is comparatively rare;
- surveys are the primary research method, but focus groups are used to follow-up the survey and help interpret the survey results. This allows researchers to clarify information and probe survey results more deeply. This method is the second most common usage of focus groups in mixed-methods research; and
- focus groups are the primary method and surveys are used as a follow-up, in order to examine how prevalent specific themes from the focus groups are among a smaller survey group. This is the most rare mixed-method combination.

“Mixed” combinations such as the above typically follow one of six main mixed methods strategies. Each is distinguished from the others depending on the four factors of timing (is the data collected concurrently, or in different phases?), weight (which research approach is most emphasized, qualitative or quantitative?), mixing (when and how is data from the different methods combined?), and theorizing (what type of larger, theoretical perspective will guide the entire design? Will it be a theory from, for example, social sciences, or a broad theoretical lens such as a postmodern perspective?) (Creswell, 2009). These six main designs include sequential explanatory, sequential exploratory, sequential transformative, concurrent triangulation strategy (the most familiar type), concurrent embedded, and concurrent transformative strategy (Creswell,

2009). While it is beyond the scope of this literature review to delve into each of these strategies in more detail, it is helpful to realize that the use of focus groups in mixed methods research can take many forms, depending on the intent and goals of one's research. Even though there are a number of issues (epistemological, political, technical) related to the mixing of both quantitative and qualitative methods such as surveys and focus groups (Bryman, 2006; Creswell, 2009), the increasing use of this research strategy is seen as one of the more practical ways to bridge the quantitative/qualitative divide (Creswell, 2009; Morgan, 1996).

Focus groups are also being used increasingly in conjunction with other types of qualitative methods. This use of a “*Qual-qual*” data collection protocol (Creswell, 2009; Hoffman, 2009; Nepal, 2010), in which more than one qualitative data collection method is used within the same study, allows one to gain a more complete picture of the topic at hand as well as triangulate data across collection methods (Clark, 2009; Creswell, 2009; Darbyshire et al., 2005; Fontana & Frey, 1994; Hoffman, 2009). Other qualitative data collection techniques researchers have used in combination with focus groups include participant observation and document analysis (Clark, 2009), observations alone (Eskelinen & Caswell, 2006), Photovoice and narratives (Downey, Ireson, & Scutchfield, 2009; Fereday et al., 2009; MacDougall et al., 2009; Wang & Burris, 1997); the creation of maps, clay products, and posters (Fereday et al., 2009; MacDougall et al., 2009; Ronen et al., 2001), and drawing (Harris & Barnes, 2009; Koekoek et al., 2009). Focus groups have also been combined with one-on-one and in-depth interviews (Clark, 2009; Darbyshire et al., 2005; Downey et al., 2009; Eskelinen & Caswell, 2006; Fereday, et al., 2009; Gibbons & Humbert, 2008; Harris & Barnes, 2009; Koekoek et al., 2009; Lieberman, 2009; MacDougall et al., 2009; Peek & Fothergill, 2009; Ronen et al., 2001; Russell,

et al., 2004; Tarlow & Mahoney, 2005; Wang & Burris, 1997; Zeinstra et al., 2007), although some research suggests that the order in which these occur – i.e., solitary interview before the focus group, or visa-versa – may impact the data which results (Kitzinger, 1994; Morgan, 1996).

While Morgan (1996) states that most focus groups are “mixed” with quantitative methods such as surveys (see above section), the majority of studies in this review of literature which involved children in focus groups used a variety of qualitative, not just quantitative, methods along with the focus group interviews. Most of the **Qual-qual** studies cited above, especially those involving drawing, creation of products, mapping, and use of Photovoice (i.e. the taking of and subsequent discussion of photographs – a form of “visual sociology” developed by Wang and Burris (1997), were conducted with children. A resounding consensus of researchers (Einarsdottir, Dockett, & Perry, 2009; Koekoek et al., 2009; Morgan, Gibbs, Maxwell, & Britten, 2002) thus appear to agree with Darbyshire and colleagues (2005) that

Quantitative surveys and experimental studies...cannot by themselves provide all the information and insight required to appreciate children's experiences (p. 420)...It seems almost intuitively appealing to imagine that a range of methodological strategies would capture a broader and deeper range of children's perceptions and experiences than a reliance on a single technique [such as focus groups] (p. 423).

In their study, Darbyshire et al. found that using “multiple methods” of data collection (e.g., both Photovoice and mapping techniques) added complementary and unique data to that which would have been gathered from using focus group interviews alone; the insights gained were more than “just more” data. This viewpoint was also supported by the analysis of results from three different qualitative methods used in Koekoek et al.'s (2009) study on children's

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

perceptions of their learning in physical education. These researchers found that their focus groups yielded more information, including unique information, than either their semi-structured in-depth interviews or the “draw and tell” technique alone, since children were able to talk longer on one topic than in their interviews. They suggest, however, that future research should continue to discover the “best” ways of eliciting the thoughts and ideas of children. Because this seeks to do just that, through the use of focus groups with children, the following section will more specifically address the unique nature of interviewing children using this technique.

Conducting focus groups with children. From a research standpoint, most studies involving children have been “research on”, versus “research with”, children themselves (Darbyshire et al., 2005). The lack of studies that allow children’s voices to be heard is a shortcoming of research in general (Darbyshire et al., 2005; Humbert et al., 2008; Smith & Parr, 2007). This gap is mirrored in the physical activity literature, as “little research exists that examines the ways in which the nature and purposes of [physical education and] physical activity are viewed by those for whom it is intended: namely, young people themselves” (Smith & Parr, 2007, p. 39).

A call for the use of focus groups to discover children’s inner voices (Darbyshire et al., 2005; Fereday et al., 2009; Harmston, 2005) as well as the growing trend toward their actual use as a research methodology, however, has begun to help open the inner world of children to adults. The last ten years has seen an explosion of their use with children, most of these occurring in the fields of health education and health psychology (Gibson, 2007). Focus groups have been used increasingly as a means of determining children’s perceptions about factors which affect their participation in physical activity, with recent examples being studies by Cox,

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

et al., 2010; Darbyshire et al., 2005; Dwyer et al., 2006; Eime et al., 2010; Fereday et al., 2009; Gibbons & Humbert, 2008; Hohepa et al., 2006; Humbert, Chad, Bruner, et al., 2008; Humbert, Chad, Spink, et al., 2006; Hume et al., 2005; Kilborn, 1999; Koekoek et al., 2009; Kuhn, 2003; MacDougall et al., 2009; Monge-Rojas et al., 2009; Niven, Henretty, & Fawkner, 2014; Roth et al., 2009; Smith et al., 2009; Smith & Parr, 2007; Wilson et al., 2005; and Wright et al., 2010.

As a methodology, focus groups are especially well-suited to use in research with children. A group setting is not only more comfortable for most children (vs. a one-on-one interview), but it also allows children to more easily verbalize everyday thoughts when being a part of and responding to their peers' discussion (Koekoek et al., 2009). They also allow a way for children to participate in research without having the skills of reading and writing (Wyatt et al., 2008). Despite these advantages, however, some literature speaks to the challenges of conducting focus groups with children (M. Morgan, et al., 2002). For example, children, especially those who are younger, have a more difficult time expressing themselves verbally, which can make it more difficult for the researcher to understand the true intentions of their thoughts (Wyatt et al., 2008). Also, due to their lack of sophisticated social skills (at least, from an adult perspective), children may find it more difficult to navigate the skill of making one's thoughts known while at the same time trying to understand others' thoughts (Wyatt et al., 2008). Recent articles, however, suggest these are better seen as unique issues to be accounted for when designing one's study, versus insurmountable challenges (Clark, 2009; Darbyshire et al., 2005; Gibson, 2007; Koekoek et al., 2009; Kuhn, 2003; M. Morgan et al., 2002, Peek & Fothergill, 2009). From their experiences gained from these studies, many of the above authors have suggested guidelines for the use of focus groups with children; the majority of these are issues

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

relating to the mechanics of organizing and implementing focus groups. As such, these issues will be presented below, with a general overview from the literature first given, followed by the authors' specific suggestions and examples taken from current research involving children.

Mechanics of organizing and implementing focus groups. As with all research, it is important to consider all facets of the methodology to be used ahead of time. Given the unique nature of focus groups as well as the challenges involved in using them with children, there are a number of issues to which a careful researcher must give thought. These are centered around the following topics:

- Recruitment, Sampling, and Composition of the Focus Group
- Decreasing of Power Valence
- Number of Interviewees per Group
- Number of Interviews to Conduct
- Interview Duration
- Interview Location
- Role of Moderator and Co-Moderator
- Audio- and Video-Taping
- Assent/Consent and Confidentiality
- Interview Structure
- Activity-Oriented Questioning
- Use of Video Segments in Interviews

Recruitment, sampling, and composition of the focus group. Recruitment has been called the “single most common source of failure” (D. L. Morgan, 1995, p. 514) as well as an

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

overlooked and underestimated aspect of focus group research (Krueger, 1994; D. L. Morgan, 1995). Because of the cost and time involved in setting up and working with focus groups, over-recruitment is suggested in order to end up with actual focus groups instead of interviews with only one or two participants. Although children involved in focus groups have been recruited from a variety of settings such as recreational centers (Wilson et al., 2005), churches (Peek & Fothergill, 2009), and medical-related centers (Day et al., 2006; Fereday et al., 2009; Ronen et al., 2001), most of the focus groups found in studies in this review of literature were recruited from the school setting.

It is generally agreed-upon by experts that one should strive for homogeneity within each focus group so that participants have common experiences relative to the focus of the research (Asbury, 1995; Kitzinger, 1995; D. L. Morgan, 1996), yet have sufficient variation to allow for contrasting opinions (Krueger, 1994). This similarity between group members is what allows group members to feel more comfortable with each other and bond as a group (Asbury, 1995; Krueger, 1994). In order to achieve this homogeneity, it is suggested that focus group participants be purposefully selected according to relevant “break factors” (Clark, 2009). These break factors allows for segmentation, or the “sorting of different categories of participants into different groups”, (D. L. Morgan, 1996, p. 519). Segmenting along break factors not only facilitates discussion but also allows for comparison across research groups in the research project (D. L. Morgan, 1995, 1996). It is an accepted method for achieving similarity across factors such as differing gender, age, marriage status, socioeconomic status, ethnicity, activity level, developmental/cognition level, and more (Asbury, 1995; Peek & Fothergill, 2009). In this review of literature, additional unique break factors included whether or not students were in a

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

non-/academic track (Smith & Parr, 2007), family support of physical activity (Humbert et al., 2008), and health factors (Ronen et al., 2001). According to D.L. Morgan (1995, 1996), however, the disadvantage of segmenting groups, is that it increases the number of groups one must conduct; he suggests that more than one focus group should be conducted for each segment, whenever possible, to ensure that data gathered truly reflects those in the segment, not just the participants from one groups.

When participants are recruited from the same location, there is always the possibility that “pre-existing” groups can result – i.e., individuals who already know each other through working together, such as teachers from a pre-school or children from the same classroom or school. There is an overall lack of consensus in the literature as to the effectiveness of using these pre-existing or friendship groups (Brannen & Pattman, 2005; Gibson, 2007; Krueger, 1994; M. Morgan et al., 2002; Peek & Fothergill, 2009). One potential disadvantage from their use is that those who are in such close proximity to each other could actually limit data acquisition. Kitzinger (1994) has found that members of pre-existing groups, however, can more easily relate each others' comments to shared incidents in their daily lives, as well as “call out” a person on a contradiction between what they say in the interview and what their actions are on a daily basis. She also points out that pre-existing groups are themselves a social context within which “ideas are formed and decisions are made” (1994, p. 105) thus, making them helpful and meaningful contexts in their own right (Kitzinger, 1995; Peek & Fothergill, 2009).

Decreasing power valence. Krueger (1994) states that it is important for all participants in a group to have equal power status – i.e., one person is not subordinate to another – in order to make sure all members are equally comfortable in speaking. This is especially important, he

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

notes, should one be using pre-existing groups which many times already have determined levels of power. To decrease this imbalance, it is suggested that wise use of segmentation (e.g., according to gender and/or friendship groups be used (Peek & Fothergill, 2009). Wilson et al. (2005) and Wright et al. (2010) used school and recreation staff to specifically separate middle school participants into different focus groups, while Darbyshire et al. (2005) kept peer pressure in mind when they divided children from classrooms into groups.

To address this issue when conducting focus groups with children, it is imperative for the moderator to immediately address the power imbalance between themselves and the children (Peek & Fothergill, 2009). It is important for children to see the moderator as an interested adult figure rather than an authoritative adult (Clark, 2009; Gibson, 2007; M. Morgan et al., 2002). Techniques that have been found to be successful in decreasing the power valence include using smaller group sizes, and sitting (if possible, on mats) at the same level (e.g., on the floor) (Hopple & Graham, 1995; Kuhn, 2003; M. Morgan et al., 2002; Peek & Fothergill, 2009), preferably in a circular arrangement, and allowing children the choice of where to sit (Gibson, 2007). Peek and Fothergill (2009) also suggest that in smaller focus groups with children that one, versus two, main moderators be used. Einarsdottir et al. (2009) also suggest the use of activities such as drawing as a means to reduce the power context, as an activity such as this does not force children to maintain eye contact with the moderator. Gibson (2007) suggests that future research involving focus groups assist in providing assistance on this complex issue.

Number of interviewees per group. Although the “effect of group size has not been described yet” (Gibson, 2007, p. 475), it is generally recommended that a focus group consist of at least three people and up to twelve, although they can range from as few as two or as many as

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

twenty. Kitzinger (1995) and Bryman (2008) suggest an optimal number for a group in the range of four to eight, while Peek and Fothergill (2009) suggest groups of three to five. Larger groups often time result in a number of people being silent while others speak frequently, especially if they may not have much emotional attachment to the topic at hand (Bryman, 2008), whereas smaller groups can allow for more individuals to have an opportunity to talk. There is, however, some disagreement as to whether a group of two or three actually qualifies as a focus group. Brannen and Pattman (2005) note that this number of participants is more like an in-depth interview, while M. Morgan et al. (2002) concedes that a group of this number can be “tiring” for all involved. But both also note that smaller groups in their studies were still was able to yield data that was valuable and informative, especially when the discussions were interspersed with activities.

Relative to focus groups involving children, Gibson (2007) suggests that age should dictate the size of the group, with generally smaller groups of children preferred over larger groups. She suggests four to six students per group at the ages of six to 10 and up to eight per group for older children, and that focus groups not be used with children under six due to their limited verbal and communication abilities. Zeinstra et al. (2007) suggests that duo-interviews be held with children aged four to eight. Overall, four to five children per group seems to be an ideal number no matter the age of the children involved (Gibson, 2007; M. Morgan et al., 2002).

Number of interviews to conduct. It is generally accepted that enough focus groups in a study need to be conducted so that one achieves “data saturation”; that is, no new thoughts are being generated, and/or that the researcher is able to anticipate the answers from subsequent groups (Asbury, 1995; Clark, 2009; D. L. Morgan, 1996). As a rule of thumb, four to six groups

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

are commonly suggested (D. L. Morgan, 1996), with Asbury (1995) suggesting three to four groups. Bryman (2008), in a review of literature involving focus groups, notes a range of eight to 52 used in the studies, with 10 to 15 being common. He notes, however, that the sheer amount of data generated should make one lean toward smaller, versus larger, number of groups. As suggested earlier, more groups are recommended if the population was segmented according to a larger number of variables (D. L. Morgan, 1995).

Interview duration. Generally, a focus group will last anywhere from approximately 30 minutes to two hours, depending upon a variety of factors such as interest and ages and ease of participants (Kitzinger, 1995). In this review of literature, it was not uncommon to find studies, especially those conducted with adult focus groups, lasting anywhere from 60 to 150 minutes (Alquati Bisol et al., 2008; Boyden et al., 2009; Brugge et al., 2009; Eskelinen & Caswell, 2006; Kitzinger, 1994; Kling et al., 2009; Myers, 1998).

Because children's attentions spans are limited, it is suggested that sessions involving children be broken up into segments, with a break for refreshments given halfway through the interview. Gibson (2007) and M. Morgan et al. (2002) suggest that younger children (aged seven to 11) be involved for no longer than two 20-minute sessions, while older children can more easily attend up to two 30- to 45-minute sessions. Indeed, a review of studies utilizing focus groups with children indicate that most interviews held to this rule of thumb (Day et al., 2006; Dixon et al., 2010; Dorey & McCool, 2009; Fereday et al., 2009; Gibbons & Humbert, 2008; Monge-Rojas et al., 2009; Russell et al., 2004), although there were exceptions lasting anywhere from one to two hours (Davis & Davis, 2008; Jaffee & Manzer, 1992; Olson, Kutner, & Warner, 2008; Rothwell & Lamarque, 2010). Wyatt et al. (2008) suggest a maximum of 90 minutes for

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

older adolescents and young adults; for children ten to 14 years, no more than 60 minutes is suggested, and if the participants are less than 10 years old, the interview should last a maximum of 45 minutes. M. Morgan et al. (2002) suggest that two sessions of approximately 20 minutes each, separated by a break for refreshments, is optimum for children age seven to 11.

Interview location. A site should be chosen that will allow children to feel at ease; if in a school, the room should not be, whenever possible, a classroom, as it can convey specific (unintended) expectations to the children and authority to the adult (Clark, 2009; Darbyshire et al., 2005).

Role of moderator and co-moderator. The use of a moderator is pre-eminent in the use of focus groups. A good moderator can make all the difference in the results one gains from a focus group; skills that an effective moderator should possess include background knowledge on and interest in the given topic, empathy, good communication skills, self-discipline, respect for participants, a sense of humor, and an ability to put participants at ease (Krueger, 1994; Stewart & Shamdasani, 1990). The main role of a moderator is to make participants feel at ease and encourage participants to talk, while providing some – but not too much! – direction or structure in terms of topics discussed (Asbury, 1995; Bryman, 2008; D. L. Morgan, 1996). A moderator may give more structure to a group by the number and topic of questions asked (i.e., that which is less important is ignored, and more time is given to discussing topics of most interest to the researcher), as well as by how he or she manages the group (i.e. the degree to which she or he allows some to talk) (D. L. Morgan, 1996). Generally, “less” involvement is considered “more” (Bryman, 2008), although there is a fine line between a moderator being too much, or not enough, involved, with little agreement in the literature as to where this line is drawn (D. L.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Morgan, 1996). The goals of the research and the field of research may impact this line, as focus groups conducted in marketing tending to be more highly controlled, for example (D. L. Morgan, 1996).

A number of researchers suggest the use of a co-moderator or facilitator to sit in the background, observe the group's dynamics, and unobtrusively take notes (Asbury, 1995; Krueger, 1994; D. L. Morgan, 1996). Because one of the unique strengths of focus groups is its ability to capture how members of a group interact, a co-facilitator should take notes as to which group member speaks most or least often, the tone of the discussion, and other non-verbal modes of communication used by participants (Asbury, 1995). A co-facilitator can also assist with late members, those who need to leave, etc.

Audio- and video-taping. The focus group interview should be audio-taped and transcribed as soon as possible, in order to help guide future group interviews (Barbour & Kitzinger, 1995; Kitzinger, 1999; Kitzinger & Farquhar, 1999; Wyatt et al., 2008). Some also suggest videotaping, if possible (Stewart & Shamdasani, 1990), although others (D. L. Morgan, 1988) see little reason to use it, given the potential for it to be obtrusive to participants. It is suggested that the moderator ask participants for permission to tape the conversation before doing so. When audio-players are used with children, it is suggested that the moderator then ask children to come up with a pseudonym and have each say that name out loud. Playing back their voice, and/or allowing the child to use the recording equipment to do so, allows the children to feel more at ease with the use of the device (Kuhn, 2003), as well as helps identify the voice of each participant (Barbour & Kitzinger, 1999). This also ensures to the moderator that the device

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

is working properly. Bonello and Ennis (2008) found that having two players, a digital MP3 player as well as an analog tape player, is helpful in case of technical difficulties.

Assent/consent and confidentiality. Before the interview even begins, it is important to involve the children in the study and allow them to feel a part of the research process. One way this can be done is by giving children their own assent form, written in terms they can understand, for them to sign and return to the researcher (Hohepa et al., 2006; M. Morgan et al., 2002; Wilson et al., 2005). This is in addition to the consent form given to parents. As previously mentioned, asking permission from children to audiotape the conversation, as well as a discussion of confidentiality issues (see next section, below) are helpful in addressing these issues with children.

Interview structure. A focus group session will generally follow the sequence of “beginnings, opening, discussion, and wrap-up” (Gibson, 2007; Stewart & Shamdasani, 1990). While it is of great importance for any researcher to carefully plan the structure for a focus group interview, it is even more important that all aspects of interviews with children be thought of in advance. Researchers who have previously conducted focus groups have utilized a variety of unique techniques to make their interviews run as smoothly as possible. A number of these are presented below; these have all been utilized with children (and as such will be referenced this way), although a number of them have also been used successfully with adults.

In the “beginning” part of the session, introductions are made, and the moderator should explain, in terms the child or youth can understand, the purpose of the study as well as their role and that of a co-moderator, if used. Ground rules for how the interview will be conducted should be reviewed; these can include how to get attention (hands don't have to be raised), one person

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

should speak at a time, what to do if one has to use the bathroom or stop taking part in the interview, and what confidentiality means (Smith & Parr, 2007). It is also suggested that these be put onto a flip chart so children can see them, and they be allowed to add any as part of the discussion (Clark, 2009).

In the “opening” phase, the moderators may wish to use a variety of games or “ice-breakers” activities to help participants feel at ease in the interview setting. Techniques that researchers have found to be successful include introductions of names, a “hot potato” game with a ball that involves use of names, paper/pencil exercises where children fill out a chart on “Who is your favorite (team, TV show, sport, etc.)”, and those which involve movement (e.g., line up according to last names/pet names/birthdays/number of siblings) (Gibson, 2007; M. Morgan, et al., 2002). Another idea is to ask group members to collectively sort cards upon which are written different statements, according to how much they agree or disagree with the statements (Kitzinger, 1995), or pile sorting, i.e. the sorting of cards, pictures, or even objects according to their similarities and differences from each other (Colucci, 2007). These piles then become a springboard from which the moderator can begin conversation with participants.

When developing the interview protocol for a focus group, Clark (2009, p. 153) emphasizes the need for a “focusing story, event, topic, or task to place as a centerpiece in the discussion [phase of the interview]”. Without this focus, she continues, “...it is all-too-easy for researchers to host a group discussion, as opposed to a focus group, because there is no “focus” to the discussion”. Thus, care must be taken by the researcher to provide a strong focus for the group discussion and questioning in this opening phase which can then be maintained throughout the interview. Previously used focusing strategies include objects such as puppets, hats, or

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

medical apparatus to focus the discussion (Clark, 2009) and the reading of a children's story (Davis & Davis, 2008).

During the discussion phase, questions are asked in typically a semi-structured format ordered from least to most specific (Stewart & Shamdasani, 1990). During this time, it is suggested that "yes/no" and "why" questions be avoided (Stewart & Shamdasani, 1990), with "how" questions preferred. Questions relating to specific events or situations are easier for children to respond to, versus more open and general questions (Wyatt et al., 2008). Whenever possible, probing and clarifying questions should be used in order to ensure that the child's intended thoughts are accurately recorded. (Darbyshire et al., 2005) discovered that using specific strategies such as taking on the persona of an "interested idiot" was successful in helping children to feel more comfortable and interested in discussing the topic, since *they* were being acknowledged as the experts on the topic at hand. Special care also must be given to ethical considerations such as having children disclose possibly socially incriminating evidence in front of their peers (Clark, 2009), as well as paying attention to their verbal and nonverbal signals which may indicate their unease (Wyatt et al., 2008).

In the ending phase of the interview, children should be asked to give thoughts on the interviewing process, as well as allow them to give additional thoughts or questions that may not be related to the study's purposes (M. Morgan et al., 2002). They should be briefed on what will happen with the data generated from their interview (Bryman, 2008), and if necessary, asked if they would be interested in speaking further with the interviewer (e.g., if the focus groups were followed up by in-depth interviews) (Gibson, 2007). As an ethical practice, it is suggested that children be offered compensation in the form of a token of thanks (which they can decide

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

whether to take or not), commensurate with their age and the amount of persuasion needed to get them to take part in the study (Gibson, 2007). Tokens used by some researchers have included money (M. Morgan et al., 2002), a t-shirt and snacks (Ronen et al., 2001), and sporting equipment given to their school (Humbert et al., 2008). Members are then thanked in the “ending” and what will happen with the data is explained (Bryman, 2008). At the conclusion of the interview, field notes should be written down as soon as possible, and interviews then transcribed for analysis (Stewart & Shamdasani, 1990).

Activity-oriented questioning. A variety of “activity-oriented questions”, which typically require participants to “do” something (not just talk) (Colucci, 2007), can be used during the “discussion” section of the interview to both assist the group members in feeling more comfortable with the group dynamic as well as to continue to provide a focus around which discussion can take place (Barbour & Kitzinger, 1999). They are also especially helpful for use when conducting focus groups with children; M. Morgan et al. (2002) also suggest that they be used halfway through the interview as a break for children, as they serve to keep the children more interested and engaged in the topic (especially for interviews which are longer in duration).

Activity-oriented strategies which have been found to be successful in previous studies conducted with children include “show me” strategies which involved children’s demonstrations (Darbyshire et al., 2005), the use of props such as sand, clay, and dolls (Einarsdottir et al., 2009), “magic wand” scenarios and team debates (Day et al., 2006), painting on faceless puppets (Ronen et al., 2001), picture sorting (Colucci, 2007), the use of photos to stimulate discussion (Fereday et al., 2009; Wyatt et al., 2008), development of a news bulletin using photos (Kitzinger, 1994), metaphorical techniques involving photos (Kling et al., 2009), an actual

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

breastfeeding demonstration by mother and child (Russell et al., 2004), and even food tasting (Zeinstra et al., 2007). The use of additional activities during the interview such as writing, discussing pictures, making play dough available, and acting out vignettes or role-playing can not only help children feel more at ease by diverting their attention away from the moderator, but assist them in verbalizing their thoughts, as well (Clark, 2009; Fereday et al., 2009; Gibson, 2007; M. Morgan et al., 2002; Ronen et al., 2001; Zeinstra et al., 2007). Artifacts from these activities may or may not become additional data which can be analyzed.

The use of drawing as a strategy to help children further express their thoughts has been an especially popular technique used in interviews with children. Drawing, according to Einarsdottir et al. (2009), can be seen as “meaning making”; that is, the picture becomes more than just a representation of the children’s thoughts, to actually getting at their underlying intentions and purposefulness. Engaging children in “drawing-telling” – i.e., inviting children to draw while engaging them in conversation (Einarsdottir et al., 2009)— is another technique by which additional information can be gleaned from children, in a very “child friendly” way (Harris & Barnes, 2009; Wyatt et al., 2008). Although Einarsdottir et al. (2009) acknowledge that not all children enjoy drawing, they have found that the advantages to its use outweigh the negative, and note that using it in groups of smaller size is one way to lessen any potential negatives of using either drawing, or “drawing-telling”, techniques with children.

A number of researchers have asked children to depict, either through drawing and/or photography, events or situations which reflect the opposites on a “good/bad” continuum. For example, in a study conducted by M. Morgan et al. (2002), children were asked to draw “good” and “bad” things about having asthma; in Ronen et al. (2001), children were asked to draw

important places in their life where good and bad epileptic experiences took place; in Fereday et al. (2009) children were asked to photograph activities that were “easy”, “a little more difficult”, and “hard” for them to complete, due to having the medical condition of diabetes, asthma, or cystic fibrosis; and in Day et al. (2006), children who had previously been involved with mental health care were asked to draw pictures depicting their family either “happy” or “unhappy” with their appointments. As Einarsdottir et al. (2009) found, doing this allows the activity to move beyond just an activity they engage in, to one which allows the researcher to see the meaning making behind their choices.

Use of video segments in interviews. The use of video segments, viewed either from popular videos, videos on the internet (e.g., “youtube”), or videos developed by a group or organization, have become a powerful technique used during focus group interviews. Video segments can be used as part of one activity-oriented question in the interview protocol, or, it can also be the main vehicle around which participants give feedback. A rationale for their use is nicely summarized by Eskelinen and Caswell (2006), who posit that “video is a more rich and motivating material than a text and it is easier for participants to grasp the situation and identify themselves with it” (p.499).

Video footage has begun to be used frequently in research focusing on health-related topics. For example, Boyden et al. (2009) showed participants a video (on DVD) which explained the mental health services, offered by a particular organization, for individuals with learning disabilities. Participants were asked to rate the content and visual impact of the DVD so improvements, if needed, could be made. Eskelinen and Caswell (2006) played a 20-minute video vignette (scenario) at the beginning of their focus group; following it, four social worker

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

teams involved in their study were then asked to discuss how they would address the given scenario; teams' assessment of the client/situation were then compared for quality assurance purposes. Haines et al. (2010) in their study focusing on breast cancer public service announcements (PSAs) with young women ages 15 to 24, presented three different video messages from 13 different websites and five "youtube" videos before asking participants to discuss their (perceived) effectiveness. Rothwell and Lamarque (2010) used similar media from their state's anti-tobacco campaign as a means to stimulate discussion on the PSA with youth ages 16 to 17, while Self-Brown et al. (2008) showed television PSAs from a media campaign addressing childhood sexual abuse to focus group participants ages 18 and over, to gain their insights into the effectiveness of the campaign.

Jenkins et al. (2010) described their use of developmental vignettes (i.e., hypothetical scenarios which unfold through a series of stages) in their focus groups which centered around the topic of drug treatment. Vignettes, they note, can be presented on the computer, video, or even paper. They also presented the use of "IDVs", or "interactive developmental vignettes", which were hyper-linked Powerpoint presentations that allowed the outcome of the vignette to change, depending upon the choices made by the participants. In Katz et al.'s (2009) study on colorectal cancer, three different focus groups of adults ages 50 to 84 first helped to develop a video aimed at improving doctor-patient communication on colorectal screening; subsequent focus groups either screened and/or rated the developed product for its effectiveness. In another study focusing on the development of an instrument to measure physician decision making (O'Donnell et al., 2007), focus group participants were asked to view and then respond to video vignettes of (actor) patients. Thompson et al. (2007) presented minute-long video clips, from the

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

internet, of children and adults who wheezed; the Guatemalan mothers involved in the study were then asked to identify and discuss the medical symptoms of asthma which they, or their children, may have experienced. In studies focusing on physical activity, Roth et al. (2009) showed adult participants videos of children sledding, skating, and participating in other winter forms of physical activity, in their study of barriers to wintertime physical activity by Somali youth. In Mandigo and Holt 's (2006) study on optimal challenge in physical education, elementary school children (aged seven to nine years) viewed video clip of themselves participating in a physical education activity, and were then asked to describe their experiences of optimally challenging activities.

In non-health related studies involving video clips, Olson et al. (2008) used printed color images from popular gaming videos to show to boys ages 12 to 14, during focus groups which sought to uncover how children perceive the uses and influence of violent interactive games. While videos themselves were not shown during the focus groups, the still shots were taken from the actual videos.

In all of these studies, both short video snippets as well as longer video footage were shown to participants (in most cases, either young or older adults) so as to elicit their thoughts on the topic and/or to gain opinions about the video itself. Although not used extensively with younger children, Colucci (personal correspondence, 2010) notes that while the use of video footage with children may not be widespread at this time, it is essentially just like the use of photographs (which has been widely utilized in children's focus groups), as both are a "visual stimulus" upon which to focus discussion. It may be that the use of video footage in studies

involving children will increase in popularity, as visual media's role in society becomes even more ingrained.

Data analysis. While data analysis techniques have been fairly well defined for qualitative research in general, this has not been the case for research involving focus groups. Much of this is due to two factors; one, that the use of focus groups themselves originated in marketing, which did not find it necessary to transcribe interview data (Frankland & Bloor, 1999; Myers & Macnaghten, 1999). Second, it is also considered to be generally more difficult to transcribe and analyze, given the number of people in a group as well as the potential for group members to be talking at one time (Bryman, 2008). Nonetheless, as Myers (1998) summarizes, the ultimate aim of [analysis in] focus group interviews is that "...researchers need to be able to show *how* something was said, and in what situation, as well as *what* was said" (p. 106). To this end, analysis needs to be a carefully thought-out process.

There is some disagreement among experts as to whether the unit of analysis from focus group dialogues should be considered "the group, the participants, or the participants' utterances" (D. L. Morgan, 1996). It is generally accepted, however, that the group – not the individual – is considered the fundamental unit of analysis (Asbury, 1995; D. L. Morgan, 1988, 1995; Stewart & Shamdasani, 1990). While one can analyze focus group transcripts from a "conversation-analytic perspective" (e.g., using discourse analysis techniques), which has as its objective the illumination of features of ordinary talk such as turn-taking and interruptions, distinctive analytic techniques need not be used in order to analyze focus group data (Frankland & Bloor, 1999). Rather, Barbour and Kitzinger (1999) suggest that analysis follow the same processes used in analyzing other qualitative data, with the addition of referencing the group

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

context that is unique to focus groups. To do this, they suggest that one should start from “an analysis of group[s] rather than individuals” and seek to strike a balance “between looking at the picture provided by the group as a whole and recognizing the operation of individual 'voices' within it” (Barbour & Kitzinger, 1999).

Given the unique nature of the interaction between focus group members, careful attention must be given to not only what the individuals and the group say, but also the context within which statements are made (Asbury, 1995; Kitzinger & Farquhar, 1999; D. L. Morgan, 1995). To assist in identifying group interactions and the context within which specific comments are spoken, it is important that non-verbal language (e.g., body language) and additional interactions such as jokes, sensitive moments, story-telling, arguments, mutual reinforcement, agreements, and disagreements, are taken into account (Kitzinger & Farquhar, 1999; Myers, 1998). Take, for example, the telling of a joke by a participant. The statement could be analyzed for its actual content (i.e. the idea it and the surrounding discussion was addressing), but it might also be useful to know that it was a “joke” (especially if a number of them were found throughout the interview) as well as how others in the group responded to it (e.g., did others laugh? Look disgusted?). To capture these aspects of group interaction, it is also important that interview transcriptions be supplanted with observations taken especially from the co-moderator, in order to gain the largest picture of what was taking place in the interview (Stewart & Shamdasani, 1990).

Once transcribed, data is typically entered into a qualitative text analysis software program designed to aid systematic analysis, such as MaxQDA (Gmbh, 2010). Subsequent analysis should be guided by the intent of the study (Krueger, 1994) and conducted according to

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

standard qualitative techniques such as constant comparison, grounded theory or analytic induction (i.e., deviant case analysis) (Strauss & Corbin, 1998). During systematic analysis, labels (or index codes) are typically applied to data, with the intent of "facilitating comparative analysis by gathering all data on a particular topic under one heading, in order to make the study of material manageable for analysis purposes" (Frankland & Bloor, 1999, p. 146). In this cyclical process, new codes emerge as additional data is analyzed, older codes may be changed, and certain codes begin to be subsumed under larger category headings, thus facilitating comparative analysis across data (Frankland & Bloor, 1999). No matter which technique being used, "all analysis is essentially comparative" (Frankland & Bloor, 1999, p. 146), so that ultimately, the researcher can "make systematic comparisons within the data and ensure that all data from all cases contribute to the analysis, rather than selectively using some cases and ignoring others" (Frankland & Bloor, 1999, p. 150). The end result of quality systematic analysis, of course, is to produce qualitative research results that are both trustworthy and authentic.

Summary

In summary, focus groups have been used increasingly over the past decade to study the attitudes and perceptions of individuals on a given topic. They have been used increasingly in a variety of research fields, and along with this surge has been an increase in their use with children and youth. When children are involved, extra care must be taken to put children at ease in the research setting and conduct the interview in an ethical manner. This engagement of children in the research process is one way to address the ethical viewpoint that children have a right to be heard and to be engaged in the research process (Harris & Barnes, 2009), especially when the results will impact policies and procedures set in place by adults to help children.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Physical activity programs, whether conducted in the school, recreation, or youth sport context, have a great impact on the physical activity habits of children; clearly, some of these are seen by children as being fun, while others are not. Through the use of focus groups as a research methodology, and using the Sport Enjoyment model as a theoretical basis, it is hoped that researchers will gain a deeper understanding of children's perceptions of the construct of fun, relative to their voluntary participation in physical activity.

Chapter Three: Methodology

The overall purpose of this study is to determine children's perceptions of the construct of fun, relative to their participation in voluntary physical activity both in and out of the school setting. The following three questions will guide this inquiry:

1. What are the characteristics of physical activity which children in this study perceive as being fun and "not fun"?

2. Does the setting in which the activity take place (e.g., school physical education, recreation, or organized sport/activity) influence whether or not a child perceives an activity as being fun?

3. What differences, if any, exist in how boys and girls of differing grade and/or skill levels describe fun in physical activity?

The following sections will outline the methods used to accomplish this goal, including a presentation of the study's setting and participants (including how access to the schools and participants was gained), research design, data collection techniques and management controls, as well as data analysis.

Setting and Participants

Site selection and entry. This study was conducted in a mixed (suburban/rural) school district (pseudonym: Central School District) with an enrollment of approximately 6900 student in the Middle Atlantic area of the United States. The school district itself consists of five traditional elementary schools, two middle schools, and one senior high school. There are a number of alternatives to the traditional public schools in this district; these include non-traditional chartered public schools (n=4; enrollments range from 50 to 300) as well as a number

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

of private, mostly religious-affiliated, schools. According to recent census data, the majority of students in Central School District are Caucasian (approximately 88%); approximately 6% identify as Asian and 3% as African-American. According to the 2011-2012 state testing statistics, this district far surpassed the average statewide percentage of students performing at or above the “basic” level for both the mathematics and reading portions of the statewide assessment program. It also routinely is ranked in the upper quartile of districts in the state in terms of per pupil expenditure. Because of the numerous requests this particular district receives for research to be conducted in its schools, it is extremely difficult (if not impossible) to gain research access to the traditional public schools in this district. Due to this constraint, I initially pursued entry to a number of alternative format schools in the district. Contact was initially and simultaneously made with four different schools; see Table 1 for a description of the schools with which I made contact as part of this first entry cycle, the method by which the school was initially contacted, and the resulting decision/action from the administrators.

School (all pseudonyms)	Type of School; School District or Locale	Grades in School; enrollment in grades 4-6	Initial Contact Method	Decision was made re. access
First Entry Cycle				
Fairway	Private, Religious; Central District	K-8; approx. 100;	In person	Access not granted, after meeting
Northview	Public, Charter; Central District	1-8; approx. 50	Via electronic correspondence	Access granted, after meeting
Yellow Springs	Public, Charter; Central District	K-8; approx. 280	Via electronic correspondence	Access granted, after meeting
Outer Landry Valley	Private, Religious; Central District	K-8; approx. 300	Via electronic correspondence	Access not granted, after initial contact
Second Entry Cycle				
Cooperative	Public, Charter;	5-8; approx. 50	Via electronic	Access granted,

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Learning School	Central District		correspondence	after meeting and positive Board decision
BelleVue Elementary	Public; Bellevue District	K-5; approx. 480	Via a personal contact, followed by electronic correspondence	Access not granted, after correspondence

Table 1. Summary of Contact Made with Schools, by Entry Cycle

Once initial contact was made and a school director/principal agreed to meet with me for further information, a meeting time was arranged at a time convenient to his/her schedule. During this meeting I gave a brief overview of my research (including specifics such as who my intended subjects were, my methods of data collection, timelines, benefits to the school and children, etc.), a copy of my interview questions/protocol, the parental consent letter, and the child assent letter; I also answered any further questions which the principal or director may have had at that time. At either the conclusion of this meeting or within a week, each director/principal contacted me regarding their ability to allow access, with two schools initially agreeing and two declining.

To allow myself as wide of a sample pool as possible, I decided at this time to initiate contact with two additional schools in a second cycle of contact (see Table 1). I first contacted the director of another charter school (Cooperative Learning School) in the local public school system. During my initial meeting with the director, I followed a similar protocol as with the previous school heads by giving similar information both verbally and in written form. The director also requested a copy of the letter of my proposal’s official acceptance from the Institutional Review Board (IRB) from the University of Maryland, and told me that he would work on my behalf to submit the proposal to the Board of the school when it met a few weeks

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

later. At that meeting, the board of Cooperative Learning School agreed to allow me access to its students. I also concurrently made contact with the principal of an elementary school in a nearby district through a teacher who taught at the school; while the principal was receptive to the idea of my conducting research at her school, I was directed to gain official permission through the district office; they did not grant access. At this point, since I now had access to approximately 100 students in grades four through six at three different schools, the decision was made to not make any further contact with any additional schools and to commence data collection. Because schools at which I could conduct research were limited to those for which I could gain access, my sample was thus chosen by convenience sampling.

Because this study involved the participation of human subjects, all methods and procedures involved were submitted beforehand to the University of Maryland Institutional Review Board (IRB) for approval. All IRB forms, including those allowing parental consent and child assent, were made available to personnel and others involved in this study.

Community setting. This study was conducted in a small, mixed suburban/rural school district in the Middle Atlantic area of the United States; it is officially termed a “small city” by the state’s department of education. The surrounding community and schools in the district are not in close proximity to any major metropolitan area and are heavily influenced by the large research institution which is located in the town (and is the town’s largest employer). The community and schools offer a wide variety of activity programs in which children are able to participate. Along with both intramural and traditional interscholastic athletic teams being offered at the middle and high schools, children in the district are able to participate in a variety of recreational and competitive physical activities at settings such as at the YMCA and at local

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

businesses, which offer instruction in activities such as dance, gymnastics, martial arts, hockey and figure skating, wrestling, horseback riding, and more. Many youth also take part in organized sports leagues in the community such as Little League (including softball) and Pop Warner football. Recreational activities such as hunting are also popular with many students in this community; students are excused from school to go deer hunting on the first day of the season, if they desire.

Schools. Three schools accepted my request for access: Northview, Yellow Springs, and Cooperative Learning School (all pseudonyms). Northview School is a public charter school that houses less than 100 students in grades 1-8. Students at Northview come from a variety of racial, ethnic, and economic backgrounds. With an emphasis on smaller class size, Northview prides itself on the ability to individualize instruction and teach to the “whole child.” Because of this, faculty are able to be flexible in placing students in classrooms, with some classrooms consisting of students from multiple grades (e.g., students from grades five and six were in the same classroom). Northview is physically located in a converted church building in a residential area. Because it backs up to a local recreational park, Northview is easily able to utilize the grassy areas, covered pavilion, jogging trail, playground, and tennis courts during the day for Physical Education and other school activities. Northview has a smaller-sized open area in the basement of their facility that is available for indoor physical activity instruction/activity, although the height of the ceiling makes it unable to accommodate many physical activities. Students at Northview receive Physical Education twice each week for 45 minutes each. Classes are led by a state certified physical educator, “Nathan.” At the time of this study, Nathan was in his second year of teaching at this school and his third year of teaching, overall. His additional duties at the

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

school included teaching Health to students in the classroom as well as serving as a paraprofessional in different classrooms at the school. Activities in the Physical Education curriculum include mostly traditional games and fitness activities.

Although Yellow Springs was incorporated as a charter school, its physical building, surrounding grounds, and organizational structure are most similar to those found in traditional public schools. Home to almost 300 students in grades K-8, Yellow Springs has separate, intact classrooms for students in grades kindergarten through four on the first level of the school; students in grades five through eight occupy the upper level, switching from teacher to teacher according to the class period, much like for a traditional middle school. Yellow Springs focuses on a rigorous academic program and includes a strong multicultural component to its curriculum. Each student at Yellow Springs receives foreign language instruction in both Chinese and Spanish; a variety of events showcase different world cultures throughout the year at Yellow Springs. Because of this strong multicultural emphasis, Yellow Springs has a very diverse student body; a large proportion of students come from families whose backgrounds originate from a wide variety of Asian, European, and Middle Eastern countries; many of the students hold dual citizenship. A large indoor multipurpose room with a high ceiling enables physical activities to be conducted inside; large grassy areas, blacktop areas, and playgrounds are able to be used outside for Physical Education and recess. Physical Education classes are offered to all students once per week for 40 minutes per class time. In this program, students participate in a variety of mostly team-oriented sports and activities (such as soccer, football, parachute, and others). "Miss Meredith," the Physical Education teacher at Yellow Springs, held an emergency permit/certification to teach Physical Education for the year in which this study was undertaken;

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

she had not been formally trained in this content area, and, the year in which my study was undertaken was the first time she had taught Physical Education. The school's director noted that it was common that a position at his school typically be used as a "stepping stone" toward receiving a position in a traditional school in the district, and thus, turnover in this position is high.

Just as for Northview School, Cooperative Learning School is also located in a converted church building. Its location, however, is in a more mixed commercial/residential area and thus, of the three schools, it has the smallest area -- only a small grassy field -- available for physical activity instruction. As a chartered middle school, Cooperative Learning School focuses its instruction on the use of problem-based learning and technology for students in grades five through eight. As at Northview School, Cooperative Learning School's classrooms consists of students from varying grades, with grades five and six mixed together into two different classrooms and grades seven and eight organized in a similar manner. The student body at Cooperative Learning School is the least diverse of the three schools taking part in this study, with most of the students being of Caucasian descent. Students at Cooperative Learning School take a variety of "special" area classes in either a one or two hour "block" schedule two days a week throughout the school year. Three times a year, students are able to rank order the "specials" they wish to take part in for the upcoming trimester; they must choose one physical activity each trimester, with other activities including a variety of Arts such as drawing, painting, cake decorating (very popular among all the students!), music, choir, and more. For Physical Education class, students typically have the option to go to a nearby gymnastics center for a two-hour block of instruction, as well as the opportunity to participate in activities such as yoga, team

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

sports, volleyball, running, and more. While many of the physical activity “specials” are taught by local (outside) individuals with expertise in that activity area, there is also a Physical Education teacher, “Martin,” who is based at the school and offers instructional activities such as games, sports, and fitness activities at the school itself. Martin holds a state certification in Physical Education; he also received an emergency permit to act as a day-to-day substitute at the school for all subject areas.

Securing of participants. In order to secure participants for this study, I corresponded with teachers of all available classes of fourth, fifth, and sixth grade students at the three schools in order to set up a short (approx. 15 minutes) initial meeting with each class of students, at a time that was convenient to the teachers and the students. The intent of this initial meeting with students was three-fold. First, I discussed the purpose of the study with students in general terms only in order to minimize any potential Heisenberg effects (Patton, 1990) (e.g., “I’m interested in finding out what kinds of physical activities children your age think are fun”); second, I presented the need for this study (letting them know that I truly would like to get their opinions so that we as adults can do a better job of learning about, and providing, enjoyable physical activities for students of their age); and third, I outlined potential benefits for them and their classes (healthy snacks during interview, and, sporting goods equipment for each class that participated). Following IRB procedure, I made sure to advise students during this meeting that all discussions during interviews would:

- take place in small groups,
- involve no right or wrong answers,

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- their involvement would not in any way connected to their school grades/performance, and,
- all information would be held confidential (i.e. "I will not tell your parents, teachers, or coaches about anything that you say").

At this time, I also explained about and asked students to give assent to participate in the study at this time. In doing this, I advised children that I would not use any personal information from them (either through interviews and/or the quantitative measure and drawing) in my study if they did not wish for it to be included, and thus they could give assent (or not). I also explained and distributed the parental consent letter to children for later return to school (to their teacher or the school secretary by a specified due date); I informed children that I would not interview them unless their parents or guardians gave consent and also that they, themselves, provided assent. At Yellow Springs School, upon the director's request, parental consent letters were also sent home electronically on the same day as my meeting with students, along with a short electronic letter from the director explaining the purpose of the study (which I had written in advance for him). Any parents with questions were encouraged to e-mail me; I did receive a few replies from parents, to which I promptly replied. After this initial meeting with each class, I intermittently returned to each school after the specified due dates in order to pick up any signed consent letters from parents. Given the small number of consents initially received at one school site, the principal assisted in identifying parents, based on those children who had already provided assent, who were likely to provide consent; she and/or myself spoke directly with these additional parents, resulting in additional subjects to be involved in the study. Table 2 gives specific information on the number of students for whom assent only, and consent only, was

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

received, as well as those returning both consent and assent. Once all permissions were received, focus group and potential duo interview composition was able to be determined.

	School	# in Potential Pool of Participants	# Students providing Assent	# Parents Providing Consent	# Students with both Assent and Consent
Gr. 4	Northview	10	5	5	5
	Yellow Springs	20	17	6	6
Gr. 5	Northview	7	3	3	3
	Yellow Springs	17	15	13	13
	Cooperative Leader	10	7	4	4
Gr. 6	Northview	2	0	0	0
	Yellow Springs	20	16	5	5
	Cooperative Leader	11	8	3	3
TOTAL		98	69	39	39

Table 2. Information Detailing Number of Students Providing Consent/Assent

Participants. Participants in this study consisted of fourth, fifth, and sixth grade students at the afore-mentioned schools, as well as myself and a co-moderator as researchers. More information on the backgrounds and insights each contributed to this study are detailed below.

Students. Ninety-eight boys and girls in grades four through six (ages nine through 12) in the Central School District were involved in data collection efforts that were a part of this study. The demographics of children in the study were consistent with the overall demographics of the district, with 88% identifying as Caucasian, 6% as Asian, 3% as African American, and 3% identifying otherwise. Students in this grade range were chosen to be involved in this study due

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

to two specific factors. First, their increased cognitive and verbal ability allows them to communicate more effectively than younger children, especially in the interview setting used in this study. Second, students in these grades are near or at the transition time between childhood and adolescence which is of critical importance in the continued participation in physical activity, especially for girls (Whitehead & Biddle, 2008).

The sample of students in this study is best described as a convenience sample; that is, they were a “captive audience” from their particular school setting. In addition, those who took part in interviews were purposively sampled from all students returning consent/assent (Payne & Payne, 2004). Because of this, they were not necessarily representative of the larger population of fourth, fifth, and sixth grade students in the region, state, or nation in which this study was conducted.

Researchers. As the main researcher for this study, I am currently seven years past the completion of my coursework and comprehensive exams, all part of the requirements needed to gain my doctoral degree at the University of Maryland. I have had extensive experience in the Physical Education and physical activity arenas which positively contributed to my successful undertaking and completion of this study. First, I am a veteran physical education teacher, having taught four years at a K-2 public school in Florida, as well as four additional years teaching students in PreK-5th grades (at one “home” school, and at another school to which I travelled) in the Roanoke City (VA) public schools. During these time frames, I also taught a number of sports and physical activities through community programs such as Parks and Recreation programs, YMCA's, and community swimming sites; these included after-school programs for children, swimming and diving lessons, gymnastics, and flag football. I also

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

coached springboard diving for two different high school varsity teams. All of these experiences built upon my years of interest in movement as a child and teen; while an “expert” in none, I was interested and competent in a number of non/competitive activities such as gymnastics, dancing, swimming, diving, tennis, and figure-skating.

My interest in qualitative research began during the coursework and research I was involved with as part of my master's degree program at Virginia Tech. During that time, I was part of a team which completed a qualitative study focusing on physical education teachers' ability to improvise during their teaching (Graham, Hopple, Manross, & Sitzman, 1993). For my thesis, I planned and conducted a qualitative study in which I interviewed, transcribed, and analyzed over fifty-five fourth and fifth grade students, teachers, and administrators from two different schools; the topic of interest was students' knowledge and perceptions about the required physical fitness tests they completed in their physical education classes. This work led to a publication in the seminal monograph in a professional journal which focused on the qualitative inquiry into “students' voices in physical education” (Hopple & Graham, 1995). My interest and work in qualitative research was furthered during my doctoral program, in which I served as a research assistant for a four-year NIH-sponsored physical education curriculum intervention (Hopple & Ennis, 2008, 2009). As part of this grant, I had numerous opportunities to increase my expertise in conducting field observations, interviews, and document analyses with both teachers and students involved in the study. Due to my experience with this grant as well as with this research study as well as my work as an educator in the public schools, I have passed all necessary trainings required for work with human subjects testing and have received all state requirements needed when working with children in school situations.

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

I have a strong belief that in order to be effective teachers – and if we as professionals are to make an impact in the physical activity participation of children – then it is imperative for us to gain insights into their thoughts and opinions about physical activity. Without this background, we run the risk of “shooting blindly in the dark” – that is, developing programs and curricula which sound good, but in the real world of children, may not be effective. As stakeholders in their activity patterns, we need to listen to their voices and not assume we already know, or take, their perspectives for granted. Because fun is widely mentioned as one of the primary reasons that children, and adults, choose to participate in physical activity it seems critical that we attempt to understand why one physical activity (or sport) is fun for some children and unpleasant or worse for other youngsters.

My co-moderator for this study, Glenda Hershberger (pseudonym), was personally known to me through her role as director of an after-school activity program for children at a local school. As an older adult, Glenda had been concurrently enrolled in a bachelor’s degree program in Psychology at the local University. She had experience working in research settings at both this University (through a part-time job she held) as well as a previous full-time position at another major research institution in the eastern U.S., where she was involved in studies that utilized both quantitative and qualitative research methodologies. Through my personal work with Glenda, it was apparent that she would make an excellent co-moderator – she worked well with children, was extremely organized and reliable, and was knowledgeable about the research process as well as the demands associated with taking part in a study. Because of her work experiences and requirements, Glenda also had received all of the state clearances required of employees who work with children, as well as had undergone (and passed) training for working

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

with human subjects by the National Institutes for Health (NIH). While Glenda did not receive payment for her work as co-moderator, she was more interested in receiving the experience from being involved in the study; I later provided her with a written recommendation that she was able to add to her professional dossier.

Research Design

In order to gain insights into the concept of fun, this study followed a descriptive, cross-sectional research design. Essential elements of this research design included using a number of subjects in order to obtain variation, collecting data at essentially a single point in time (vs. a longitudinal study), and a focus on examining the experience of the construct in question (Bryman, 2004). In this study, data from a variety of qualitative and quantitative sources, including focus groups comprised of children of varying gender, grades/ages, and skill levels were conducted in essentially the same period of time (e.g., over a six week period). The intent was to discern the perceptions and experiences of those involved in the focus group and duo interviews relative to the construct of fun in physical activity. The study was conducted in four phases which were generally completed in a linear fashion, although there was some overlap across phases as are outlined in Table 3. The first phase consisted of development and piloting of the different data sources as well as the gaining of Institutional Review Board (IRB) permission to conduct the study. Access to school sites followed, with the gaining of participant assent and parental consent completed upon approval from school sites. Data collection commenced as soon as possible after assent/consent was gained. Data analysis including transcription, triangulation, and/or peer reviews occurred both during and after data collection was complete.

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Phase	Goals	Timeline
<i>One</i>	Piloting and analysis of: <ul style="list-style-type: none"> ○ Survey Instrument ○ Drawing Protocol ○ Focus Group Protocol ○ Duo Interview Protocol Obtaining of Institutional Review Board (IRB) Permission	May 2012 - May 2013
<i>Two</i>	Gaining of Access to School Sites Seeking of Participant Assent and Parental Consent	March – June 2013
<i>Three</i>	On-going data collection and initial data analysis	April – June 2013
<i>Four</i>	Data Analysis Peer Reviews	July 2013 – May 2015

Table 3. Overview of Phases Involved in the Research Study

Data Collection and Management

Data gathered during this study came from the use of four main data sources: 1) a quantitative measure, 2) activity drawings, 3) focus group interviews, and 4) duo interviews. This study utilized a mixed method (i.e. **Qual-quant**) methodological approach (Creswell, 2009; Hoffman, 2009; Mason, 2006; D. L. Morgan, 1996). More specifically, it followed a “concurrent embedded strategy”, as the focus and duo group data served as the primary data sources and data derived from the questionnaire and drawings provided a supportive role, and, all data types were collected in one phase (Creswell, 2009). Because most previous studies which focused on

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

uncovering children's perceptions about the role of fun in their physical activity participation have used a quantitative approach, the use of these combined approaches is seen as a viable and appropriate alternative means through which to meet the study's goals.

Data collection methods utilized in this study occurred in Phases One and Three. Phase One tasks (i.e., piloting) are detailed first, followed by information on each data collection source used in Phase Three. Where noted and when appropriate, further information on data collection tools and protocols may be found in Appendices C (Quantitative Measure) and E (Focus Group and Duo Interview Protocols).

Piloting procedures. Piloting procedures were completed in Phase One so as to ensure that data collection procedures would be both effective and efficient and that collection instruments would be able to yield usable data related to the aims of this study. In May 2012, students in an intact 6th grade classroom (n=10) from Fairway School served as a pilot for data collection procedures and the instruments themselves. Grade six students were chosen so that if access would have been granted at this same school for further participation in the study, any potential threats (e.g., testing) to internal validity would have been minimized. Following IRB procedures, parents of each student in the classroom were asked to provide consent, and students to provide assent, before students were able to take part in any interviews. All data remained confidential and parents were informed that data collected during the piloting would not be utilized as part of the larger research report. All aspects of the piloting procedures were attended to by Glenda, the co-moderator introduced in the earlier section.

Previous to the piloting session, I developed an interview protocol/script to guide the administration of the measure. At a time/day convenient to both teachers and students, all

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

students in the class were asked to complete the questionnaire and drawing activity as part of a typical instructional classroom activity. Thus, there was no need for parental consent in order for students to take part in this data collection component. Each student was provided with a questionnaire as well as a page for the drawing activity (the co-moderator, Glenda, was supplied with a copy of the complete measure and administration protocol). The measure was administered according to the procedures outlined in the respective section, below. After this session was completed, I took field notes while conducting separate debriefing sessions with the classroom teacher (who had been in an area of the classroom, off to the side, where she was not visible to students) as well as with Glenda.

On a different day after the collection of the questionnaire and drawings, one focus group (consisting of six students total—two boys and four girls) was composed from those children providing assent and parental consent. This interview was conducted in an empty classroom following the procedures outlined in the specific data collection section found later in this chapter, although, the use of the video snippets with children was not able to be utilized due to technical issues. Immediately after completion of the focus group interviews, one duo individual took place with one boy and one girl who also had taken part in the focus group interview (following a short break for students). Again, a debriefing session with co-moderator Glenda took place after the interviews, during which I also recorded field notes.

Upon completion of these initial data collection efforts and at the suggestion of my research advisor, I transcribed each interview and constructed a listing of the questions asked of students, organized according to my study's research questions. Doing this enabled me to see how thoroughly I was addressing each research question and if there were any gaps in my

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

interview protocol. I also completed a basic analysis for each question in the quantitative measure by determining the mean for each question for all students total, as well as the groupings of more-skilled/lesser-skilled children and boys/girls. I developed a descriptive chart using data from one question and shared this with my research advisor. Based on his feedback, and both my own and my co-moderator's field notes, and my field notes, applicable aspects of the protocols and procedures for the quantitative measure, activity drawings, interviews, and consent/assent forms were revised as needed.

Because it was desirable to pilot the use of the video snippets, a second piloting session took place approximately one year later, in early May, 2013 to test only this portion of the focus group interview protocol. Again, this piloting session was held at Fairway School (in a small conference room) with a small group of three fourth and fifth grade students (one girl and two boys) who were a part of the after-school program. I personally contacted/talked to each child's parent(s) and received both written consent/assent from both parents and children. During this time, I was able to have students view the two different video snippets and ask them questions related to the videos and the concept of fun relative to physical activity. Again, Glenda served as co-moderator for the session, and we debriefed and recorded field notes after the showing of the video. As for the earlier piloting session, the interview protocol was revised as necessary based upon this experience.

Quantitative measure. Data from the quantitative measure completed by students in this study contributed to the study's aims in a variety of ways. A copy of the measure can be seen in Appendix C. The purpose, make-up, protocol for administration, and security issues related to this measure are detailed below.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Purpose and Development. I developed the quantitative measure for students in order to both objectively and subjectively gain insights into children's views on fun in the physical activity contexts of organized sport, Physical Education, and recreation. The specific purposes for using this measure were fourfold. First, it assisted me in gaining both descriptive and demographic data about each student. This data included students' ages, grade, gender, classroom, and in which physical activities, and to what extent, they participate in physical activity outside the school setting (e.g., if they play in youth sports or recreational activity after school with friends). Second, data from this measure was used to inform focus group and duo interview composition and discussion. For example, students who tended to rate themselves higher, vs. lower, on their perceptions of competence/skill were grouped together for purposes of conducting a more effective interview. Too, knowing what activities students enjoyed participating in was used to help me tailor specific questions and/or prompts during the interview. Third, the measure provided attitudinal data about students' perceptions on the role of fun in physical activity. Lastly, data from the measure was used as a means to triangulate data across all data sources.

Initial efforts in developing the measure were reviewed by research committee members with feedback utilized for subsequent revisions. Questions in the first section, "About Yourself and Physical Activity" were based upon similar items developed and validated by Hashim et al. (2008) in their questionnaire measuring youths' enjoyment in Physical Education. These items in their "Other-referent Competency" category were written based upon the previously demonstrated relationship between students' enjoyment of activity and their perceptions of physical competence by Carroll and Loumidis (2001) and others. The framework for questions in

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

each of the remaining sections of “About Organized Sports and Activities”, “About Physical Education”, and “About Recreation” were based on the Sport Enjoyment Scale developed by Scanlan, Carpenter, Schmidt et al. (1993). In developing and validating this scale, these researchers substituted the four nearly synonymous adjectives of “enjoy”, “happy”, fun, and “like” to vary the base of four similar Likert scale questions as they found that these terms were consistent with the Enjoyment construct in the sport literature and were easily understood by young athletes (Scanlan & Simons, 1992). This Sport Enjoyment Scale later became one subset of the larger “Sport Commitment Scale” (Scanlan et al., 1993). The five-point Likert subscales for Sport Commitment were then validated across three different phases with over 1100 boys and girls aged 9-19 years of age representing a variety of ethnicities, organized sports, and competition levels (Scanlan, Carpenter, Lobel, and Simons, 1993). Cronbach’s alpha coefficient was used by these researchers to check for internal consistency of their scales’ subsets; alpha was determined to be .95 for the Sport Enjoyment subscale. Through factor analysis, an interfactor correlation of .69 was found between the Sport Commitment and Sport Enjoyment variables; thus, the researchers concluded that the individual items in each subscale were found to uniquely measure their corresponding constructs (sport enjoyment, commitment, etc.) as intended. Based upon the strength of these and their other findings, the authors suggested that

Other items can be added to the core set [of questions] in specific research applications. The addition of such measures should be based on characteristics of the sample to be examined, but [also] in accordance with the established construct definitions. (Scanlan, Carpenter, Schmidt et al., 1993, p. 36)

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

A number of researchers have thus adapted the Sport Enjoyment subscale to fit their specific needs (e.g., Cox et al., 2008; Liukkonen et al., 2010; Martin, 2006; McDonough & Crocker, 2002; Theeboom et al., 1995). I have done the same for this study; in my quantitative measure, the four base questions which comprised the Sport Enjoyment Scale have remained constant while I changed the “(program/sport)” part of the prompt to reflect students’ views on fun in the three different physical activity settings (i.e. organized sports or activities, Physical Education, and Recreation/Leisure). While the five-point Likert scale has remained the same as in the original Sport Enjoyment Scale, I changed the scale descriptors (“Not at All” to “Very Much”) to better fit my study’s purposes. Open-ended questions followed each set of Likert-scale questions to allow children to further explain their thoughts about activities in each setting, with the last question providing children an opportunity to present any thought(s) they had about being physically active.

Content validity of my measure was addressed in three different ways. The first was through the piloting (i.e. Phase One) of the measure with children from the same age and grade as those who took part in Phase Three of the study. Second, two experts in the field of children’s Physical Education were asked to review questions on the measure so as to ensure their appropriateness and validity for use with children. Feedback from these experts suggested that the content and questions were indeed appropriate for students in this age range. Third, the appropriateness of the reading level for students in this age range was reviewed by the teacher of the students who were involved in the piloting of the measure, with any adjustments suggested being made.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Protocol and management. The quantitative measure was administered to every student in each classroom of students that was involved in either Phase One (piloting) (n=10) or Phase Three (data collection) (n=98; see Table 2) during a time that was convenient for the teacher(s) and students involved. Before the actual measure was given to students, I involved them in a class discussion about the various contexts in which physical activity could take place—i.e. Organized Sports or Activities, Physical Education, and Recreation or Leisure. Examples from each of these three settings and the differences between them were suggested by students and discussed so that any clarifications could be made and/or misconceptions rectified. Once it was determined that students understood the differences between the settings, but before the measure was handed out, students were reminded that there were no right or wrong answers to the questions on the survey; that no one by myself would see their answers; and that their grade in any class would not be affected by what they did/did not do on the survey. They were told they did not have to answer a particular question if they did not feel comfortable doing so, and, if they so choose to do so, they could sit quietly instead of completing the measure. At this point, questions (if any) were answered, and students were requested to think of pseudonym and write it at the top of their survey. They were then instructed to begin filling out the first section (“About Yourself”) when they received the measure and to put their pencil down when they were done. Once all pencils were down, I read my introduction to the next section (“About Yourself and Physical Activity”) and had students write their answer to each question after I read each one. Again, when all were done, I read the introduction to the next section (“About [Current] Organized Sports and Activities”), prompting students to answer each question after I read it aloud. Before each of the last three sections (“About [Previous] Organized Sports and

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Activities”, “About Physical Education”, and “About Recreation”), I read a short introduction and then had students complete the sections on their own, since the four questions for each were similar in format to the preceding ones. This protocol is similar to that followed for the administration of the 3DPAR instrument used as part of the ACT study (Weston, et al., 1997; Wilson, et al., 2008). The time spent on introduction, discussion, and completion of the measure took approximately 35 minutes.

At Northview School, because the number of potential subjects was quite small (n=21) and it worked out better for the teachers' and students' schedules, the quantitative measure was administered to all students directly after the initial meeting with students during which their assent to be involved in the study was requested. Immediately before this session I involved these students in a short Physical Education-related activity (appropriate for their skill level, and offered by myself as a benefit to the school and students).

Once collected, measures and drawings were organized by classroom/grade and alphabetically by last name. In keeping with IRB procedures, each individual student (measure) was assigned an identification number (consecutively numbered, starting with number 100); this number and school abbreviation were written on the top right hand corner of each measure. All data, including students' names and corresponding identification number, demographic information, and numeric responses to questions were then entered into one master Excel spreadsheet which is located on my personal computer. Measures for children who provided assent for their data to be utilized as part of the study (n=69; see Table 2) were separated from those who did provide assent (n=29), both with the physical hard copy as well as on the Excel spreadsheet. Measures for children not providing assent were managed in a similar manner as for

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

those who did provide assent. To ensure data security and students' confidentiality, all measures are stored in a locked file cabinet in my office to which only I have access. Electronic data is saved both on the hard drive of a computer which is only accessible through the use of a password, and a back-up of this data is copied onto a DVD that is also locked securely in a file cabinet in my office. All data will be kept in a secure location for no less than 10 years from the date of data collection, and if destroyed, will be done in such a way as to preserve the confidentiality of participants.

Student drawings. Another data source utilized in this study is that of children's drawings about physical activity. Just as for the questionnaire above, the purpose, make-up, protocol for administration, and security issues related to the drawings are detailed below.

Purpose and development. Drawings have been used with children in a large number of previous studies as a means of eliciting additional, insightful data from students that may not come forth from interviews only and/or can add to the interview process (Darbyshire et al., 2005; Einarsdottir et al., 2009; Fereday et al., 2009; M. Morgan et al., 2002; Ronen et al., 2001; Russell et al., 2004; Wyatt et al., 2008). In this study, students were asked to complete a drawing which depicts their answer to the question, "When you think about Physical Activity, what is the first thing that comes to your mind?" After completion students were also asked to describe, in writing, what their picture depicts as well as the setting in which it is taking place. The purpose for asking students to complete a drawing activity was threefold. First, the additional information was utilized as a tool during the focus group and duo interviews. For example, each child's drawing was able to serve as a prompt for discovering new information from them, or for getting them to elaborate upon either the drawing and/or answers they have already given (i.e. "draw and

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

tell"). Second, the drawings provided another source of data to be triangulated to interview data and the quantitative measure results. Third, by being asked a very open-ended question, it was expected that students would be most likely to draw that which was uppermost in their mind (i.e. to which they have the strongest emotional reaction). Thus, it is expected that the drawings children developed were true representations of their inner thoughts and feelings.

Protocol and management. As was procedure for the quantitative measure, each student involved in both Phase One (piloting) (n=10) and Phase Three (data collection) (n=98; see Table 2) was asked to draw a picture related to physical activity. This was done after the completion of the questions on the measure (the drawing was actually the last page of the packet given to students). Students were first asked to write their pseudonym at the top of the page. They were reminded that there was no right or wrong activity or drawing, and the activity they choose can take place in the school (i.e. Physical Education), youth sport, or recreation setting. They were reassured that the quality of their drawing would not make any difference, and that they could use whatever medium (crayons, marker, pencil) that they wished to use. The completion of the drawing took anywhere from approximately five to 15 minutes. After data collection was complete, a copy of each drawing was made in order to facilitate analysis; each of these was labelled with the student's pseudonym (if not already having been done) and assigned the same identification number as the quantitative measure. Just as for the quantitative measure, drawings from children who provided assent for their data to be utilized in the study (n=69) were separated from those who did not provide assent (n=29), although they were managed similarly. Organized by class, these copies are stored with the quantitative measures for each class in a locked file cabinet in my office to which only I have access.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Focus groups. Focus groups are defined as a “research technique that collects data through group interaction on a topic determined by the researcher” (D. L. Morgan, 1996, p. 130), with the goal being the identification of a broad range of experiences and perspectives by participants (Brod, Tesler, & Christensen, 2009). They are typically semi-structured group interviews in which participants are actively encouraged by the moderator to discuss a topic with which they have great personal experience. Focus groups are widely accepted as a viable method of qualitative inquiry, used either alone or as part of mixed- or multiple-methods (Creswell, 2009; Peek & Fothergill, 2009).

Purpose and development. The use of focus group interviews in this study allowed for a deeper and more robust exploration of a topic that heretofore has been studied through more superficial (mainly quantitative) means. In this study, focus groups were used to identify new information, explore topics, and gather a breadth of information on a topic from participants' perspectives (D. L. Morgan, 1988; Peek and Fothergill, 2009). In addition, the group setting allowed children to more easily verbalize their everyday thoughts and to stimulate and respond to their peers' thoughts, as well as to agree or disagree with each other (Brod et al., 2009; Koekoek et al., 2009).

Whenever focus groups are used, it is critical for the moderator to have first developed a set of semi-structured questions as well as a schedule for the group interview (Brod et al., 2009; Darbyshire et al., 2005; Stewart & Shamdasani, 1990; Wyatt et al., 2008). Therefore, I developed a protocol of interview questions which reflected the guiding questions of this study (see Appendix B) and were informed by my previous knowledge gained through both professional experience and my review of literature. These questions included broad questions as well as

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

specific probes used for follow-up. As previously detailed, all questions were piloted with children who were involved with Phase One of the study, with any necessary changes made before Phase Three (data collection) was undertaken.

Because the main objective in a focus group is to provide – and keep – a focus for discussion, researchers have found the use of active facilitation to be helpful for maintaining that focus (Clark, 2009; Kitzinger, 1994). Therefore, two different “activity oriented questions” (Colucci, 2007) were used in this study to engage children in the topic and maintain their interest in the discussion. The protocol for both of these were piloted beforehand and found to be informative and interesting for children to complete. The first activity involved an exercise in which pairs of children (or in some instances, each student singly) sorted index cards on which were written a specific physical activity (e.g., basketball, soccer, playing in the snow, jumping rope, playing tag) into three different piles: “fun!”, “not fun”, and “so-so” (those which sometimes were, sometimes not, and/or those activities for which a pair of students could not agree on a rating or weren't sure). The conversations held between students as they sorted the cards and the resulting piles were found during piloting to be informative additions to the focus group interview. In the second activity, focus group participants were shown two different video “snippets” from “YouTube” showing children actually playing basketball, one in a recreational setting and the other in an organized youth sport setting. These snippets (<http://www.youtube.com/watch?v=SMVFZkATbpQ> and <http://www.youtube.com/watch?v=KwSc2osW62U>) were used in order to elicit children's thoughts about not only the activity itself, but also to gain insight into any potential differences

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

which the setting (e.g., a youth sport game vs. playing on the playground) might make in the students' perceptions of fun.

Once the interview guide was developed, important factors such as who should be included in each focus group, how many interviewees should be in each group, and how many interviews should be conducted were addressed. A rationale for how each of these factors was specifically addressed in the study follows.

Composition of the focus group. It is critical that members of a focus group feel a sense of comfort and cohesiveness in the group setting so as to allow for the flow of interactions as well as the collection of data that is a true reflection of the participants' thoughts (Brod et al., 2009). One method to achieve this is through "segmentation", which is defined by D. L. Morgan (1996, p. 519) as the "sorting of different categories of participants into different groups" in order to achieve homogeneity across a variety of factors such as differing gender, age, ethnicity, and activity level (Brod et al., 2009; Asbury, 1995; Peek & Fothergill, 2009). When deciding who to group together for focus group interviews, Asbury (1995) recommended that careful consideration be given to grouping students together who have similar "cultural experiences"; she defines these experiences as not just those such as gender and age/grade, but also any "...other [break] factor that may have bearing on the topic to be discussed...that makes participants feel free to offer their input" (1995, p. 416). In a review of studies involving the use of focus groups to explore children's and adolescents' health and physical activity viewpoints, the single most common break factor around which groups were composed was that of gender (Bauer et al., 2006; Cox, et al., 2010; Dixon, et al., 2010; Dorey & McCool, 2009; Kimball et al., 2009; Lieberman, 2009; M. Morgan et al., 2002; Wilson et al., 2005), with the second most

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

common factor being that of grade/age. It was determined that for purposes of this study, having children who perceived their physical abilities/skill level to be on the higher end in the same interview with children who perceived their physical abilities/skill level to be on the lower end could be potentially discomforting to the students rated at the lower skill level and might inhibit their willingness to give their opinions on the topic. Thus, on recommendation of my research committee, it was decided that the first break factor would be that of skill level.

To separate students by skill level, I first totaled the self-assigned scores from the first three questions on the quantitative measure (the self-referent "About Yourself and Physical Activity" section) for each student who completed the measure and whose scores could be determined (n=86). The three questions were as follows:

1. In general, do you think you are good at sports or physical activities? _____
2. In general, do others tell you that you are good at sports or physical activities? _____
3. In general, do you like being physically active? _____

Students scored each question from on a scale of one (low) to five (high); the maximum overall score thus was 15 points with a minimum possible score of three. Because it was desirable to identify those at the extremes, the number of occurrences for each potential total score from three to 15 was first determined (see Table 4) . Keeping in mind the "markers" of students potentially scoring all 5's (i.e. a total of 15; roughly "high"), all 4's (i.e. a total of 12; roughly "middle"), and all 3's (i.e. a total of 9; roughly "low") while also looking at the distribution of total scores across the range of total scores, a large group of "middle" scores was identified (i.e. "students tending to be at a medium skill level"), with scores above this group being labelled "students

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

tending to be at a high skill level” and scores below this group labelled “students tending to be at a low skill level.”

Total Score for “About Yourself” Section	15	14	13	12	11	10	9	8	7	6	3
Occurrence of each Score	19	9	8	18	8	11	5	3	1	4	1
Total Number of Scores at each Level	n = 28 “Tend to be at a High Skill Level”		n=45 “Tend to be at a Medium Skill Level”				n=13 “Tend to be at a Low Skill Level”				

Table 4. Total Number of Occurrences Found at each Score for Self-Referent Section

Using these designations, the next step involved placing each student whose skill-related responses were able to be determined *and* for whom assent was received (n=65) into one of the three levels, based upon his or her individual score. At this point, teachers and/or administrators were consulted in order to confirm the skill level of students. Then, using skill levels as the segregating factor, children who had returned both consent and assent (n=39; see Table 2) were divided, on paper, into focus groups of four to six students. At times, the small number of students available to be interviewed at a given school site (either due to scheduling issues at the school or the numbers providing both assent/consent) limited the ability to compose a group with participants all of the same skill level. When this occurred, care was taken to balance group composition by gender. Conversely, if there was a large pool of students, all with the same skill levels and gender from which to choose, attention was next given to choosing students who represented a range of activity participation patterns as represented by each student’s questionnaire and drawing responses. Classroom teachers were also consulted in this process so as to distribute students who were likely to be more or less talkative across the groups as well as

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

to identify the possibility of any detrimental friendship pairings between students. Table 5 provides a breakdown of how many students from each skill level were involved in the focus group interviews, organized by school and gender.

		Grade 4		Grade 5		Grade 6		TOTAL		
School	Skill Level	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	TOT
Northview	High	0	1	1	1	n/a	n/a	1	2	3
	Med	2	0	1	0	n/a	n/a	3	0	3
	Low	2	0	0	0	n/a	n/a	2	0	2
	Total	4	1	2	1	n/a	n/a	6	2	8
Yellow Springs	High	1	1	2	1	1	0	4	2	6
	Med	1	3	0	1	2	2	3	6	9
	Low	0	0	0	0	0	0	0	0	0
	Total	2	4	2	2	3	2	7	8	15
Cooperative Leader	High	n/a	n/a	0	0	0	0	0	0	0
	Med	n/a	n/a	1	1	1	1	2	2	4
	Low	n/a	n/a	0	1	0	0	0	1	1
	Total	n/a	n/a	1	2	1	1	2	3	5
Grand TOTAL		6	5	5	5	4	3	15	13	28
Grade Level Totals		Grade 4 = 11		Grade 5 = 10		Grade 6 = 7			TOT	28
Skill Level Totals		Low = 3		Medium = 16		High = 9				

Table 5. Breakdown of Focus Groups by Skill Level, Gender, and School.

Table 6 provides a description of each specific focus group according to school, perceived skill level, gender, and grade.

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Focus Group #	Description of group composition by perceived Skill Level and (Gender, Grade)
1 – Northview (NVFG1)	H (F, 5) H (M, 5) H (F, 4) M (M, 5)
2 – Northview (NVFG2)	M (M, 4) M (M, 4) L (M, 4) L (M, 4)
3 - Yellow Springs (YSFG1)	H (M, 4) H (F, 4) M (F, 4) M (M, 4) M (F, 4) M (F, 4)
4 – Yellow Springs (YSFG2)	H (M, 5) H (M, 5) H (F, 5) M (F, 5)
5 – Yellow Springs (YSFG3)	H (M, 6) M (F, 6) M (M, 6) M (M, 6) M (F, 6)
6 – Community Leader (CLFG1)	M (M, 5) M (F, 6) M (M, 6) M (F, 5) L (F, 5)

Table 6. Detailed Descriptive Information on Each Specific Focus Group

Number of interviewees per group. A review of research utilizing focus groups with children indicates that most groups tend to include between four to six participants, especially for groups with younger children (Brod et al., 2009; Morgan et al., 2002; Peek & Fothergill, 2009; Ronen et al., 2001; Wyatt et al., 2008). The researcher’s previous research experience conducting focus groups of four to five upper elementary students suggests that this range is both

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

manageable and effective (Hopple & Ennis, 2008). Focus groups of only two to three are not as effective, as the discussion lacks the back-and-forth verbal interaction which a larger group allows (M. Morgan et al., 2002). The piloting of the focus group interview protocol confirmed that while six children in a group was possible to work with, a group size of four or five children was more ideal. In this study, three of the six focus groups were comprised of four students each; two had five children each, and one group had six students. Factors which affected how many children were in a group included balancing the number of students from one grade/class who had provided both consent/assent across one or more focus groups (e.g., one group of six was seen as more appropriate than two groups of three), the decision to involve as many students as possible from each classroom in the interviews (so as to not exclude one child out of six, for example), and the availability of each student to talk at a particular scheduled interview time.

Number of interviews to conduct. When determining how many focus groups to conduct, it is expected that enough interviews are conducted such that “saturation” occurs. This is defined as the process of collecting data until no new data is obtained (Clark, 2009) to the extent that participants’ responses are generally predictable and that major trends tend to recur (Ambert et al., 1995). As a rule of thumb, it is suggested that four to six focus groups are typically sufficient to provide saturation of data (D. L. Morgan, 1996), although Asbury (1995) suggests this can potentially occur with three to four focus groups, while Brod et al. (2009) suggest this range when supplemented by four to six individual interviews. Clark (2009) details that another rule of thumb is the use of at least one, and perhaps two, groups per segment; as the number of segments increases, so too should the number of interviews (D. L. Morgan, 1996). Given these guidelines, the recommendations of my research committee, and the three different grade levels involved in

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

this study, it was suggested that I conduct a minimum of six focus group interviews which reflected as much of a range of skill levels, gender, and grade, as possible. After completing six focus group interviews at three different schools, both Glenda and I felt there was little variation in children's responses, suggesting that a saturation point had been reached. Thus, a decision was made at that point to cease any further focus group interviews.

Protocol and Management. All focus group interviews were conducted in a manner which allowed for the comfort and safety of the children involved, as well as a maximum amount of data to be efficiently gathered in the time available. In order to achieve this, the following factors were considered:

- Decreasing of Power Valence
- Interview Location
- Presence of a Co-Moderator
- Audio-Taping of the Interview
- Assent/Consent and Confidentiality
- Interview Structure
- Interview Duration

Each of these is explained in more detail, below.

Decreasing power valence. When conducted in a school setting, focus groups can inherently reflect the norms and codes of conduct typically associated with that school/teacher situation. Care, then, must be taken to decrease this hierarchical adult-child relationship (M. Morgan et al., 2002). To achieve this, interviews were purposefully held in a quiet, informal setting with which children were familiar so as to allow for a more congenial interview

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

atmosphere (versus, for example, in a laboratory setting at a University). They were conducted around a common table/area at which all participants sat, suggesting a shared interest and ability to dialogue (versus, for example, me being up front and students in a traditional desk format, which would suggest a more formal teacher/student relationship). I introduced myself to the children with the use of my first name, and the fact that neither myself nor the co-moderator (who was sitting unobtrusively to the side or behind) were previously known to these students assisted in decreasing the inherent power valence between us as adults and the children as subjects (Clark, 2009; M. Morgan et al., 2002). To make students feel comfortable with me as the interview moderator, I tried to open the interviews with “small talk” that was of interest to students – e.g., where they might be going over their summer break, what they were looking forward to during the summer, etc. – in order to “break the ice.” Other factors contributing to a decrease of discomfort among participants were that students were interviewed with classmates with whom they were familiar, the presence of snacks or lunch (i.e., “we’re just eating and talking”), allowing students to use their pseudonym (which they wrote on their name tag), and allowing students to hear their recorded voices played back. All of these helped to build and keep students’ interest and comfort during the interview period.

Interview location. It is suggested that focus group interviews with children be held, whenever possible, in an informal setting (such as a youth center or library) so as to make participants feel as comfortable as possible (M. Morgan et al., 2002). The researcher’s previous experience of conducting both duo (Hopple & Graham, 1995) and focus group (Hopple & Ennis, 2008) interviews in empty portable as well as regular classrooms suggested that either of these would be appropriate for this study’s purposes. In this study, interviews were held whenever

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

possible in a quiet, private location of the school such as an empty classroom or other instructional area of the school with which the children were familiar. In one instance at Yellow Springs, the room had to be changed mid-way through the interview due to a schedule change, but another room was quickly located resulting in minimal disruption to the interview.

Presence of a co-moderator. A number of researchers suggest the use of a co-moderator or facilitator to sit in the background, observe the group's dynamics, assist with technical issues and children, if necessary, and unobtrusively take notes (Asbury, 1995; Brod, et al., 2009; Krueger, 1994; D. L. Morgan, 1996) (see Appendix D for a list of duties for the co-moderator in this study). One co-moderator, Glenda, was present during each focus group interview; she sat in a location that was slightly to the side yet slightly removed from the main table, which allowed her to easily view all participants, yet do so as unobtrusively as possible. Glenda's presence proved invaluable for her insights on what was taking place during the focus group interviews, suggestions she had for putting students together for the duo interviews, assisting with procedural tasks such as helping with refreshments/lunch, helping to keep track if a student had to leave to use the restroom, for example, and perhaps most importantly, for taking field notes. Although Glenda typically did not typically involve herself directly in the conversation, there were a few instances where she did follow up a student's thoughts with a question, for clarification.

Audio-taping of the interview. To aid data analysis, each interview was audio-taped using two different methods. First, interviews were recorded digitally using an MP3 player, with an analog (i.e. standard tape recorder with 60 or 90 minute cassette tapes) also used as a back-up. The use of two devices ensured that data from each interview would be gathered, should a

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

technical difficulty(s) arise with one device, unbeknownst to the researcher, during data collection (Bonello & Ennis, 2008; Brod et al., 2009) (technical difficulties did occur in one instance, making it extremely helpful that two devices were utilized in each interview!). The devices were placed in the middle of the interview area, with a microphone used with the MP3 player, so that all voices could easily be recorded. After giving their assent to be recorded, students were able to speak their pseudonym and then hear it played back, at the beginning of each interview.

Interview structure. Focus group sessions generally follow the sequence of “beginnings, opening, discussion, and wrap-up” (Gibson, 2007; Stewart & Shamdasani, 1990). This structure was also be utilized in this study. After a short introduction, a card activity served as an “opening” to the ensuing discussions, followed by additional activities and discussion of other topics. A conclusion/wrap-up gave each child a chance to add any further information to the interview, whether or not it was a topic that had previously been brought up. Doing this allows for the child to identify that information which is of most importance to him/her (which is helpful for data analysis), as well as allows for the identification of any new information which can be considered for insertion into following interviews (Brod et al., 2009).

Assent/consent and confidentiality. In keeping with IRB procedures, only children whose parents had provided written consent (n=39) were potentially able to take part in the focus group interviews. All children who were asked to be a part of the focus groups had also previously given their assent, in writing, to take part in the interviews. Following guidelines for ethical and proper data collection (Brod et al., 2009), assent from children to take part in and be audio-taped was also requested at the beginning of the interview, along with advising students that they

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

would be able to discontinue their involvement in the focus group interview at any time they wished, by returning to their classroom. To ensure confidentiality, participants were asked to use the pseudonym he/she had previously chosen for him/herself during the interview; name-tags for each child with this name assisted in this process.

Interview duration. Because children's attention spans and ability to stay involved in verbal discussion are limited, it is suggested that focus group interviews with children be no longer than one hour per session. M. Morgan et al. (2002) suggest that two sessions of approximately 20 minutes each, separated by a break for refreshments, is optimum for children age seven to 11. A review of studies utilizing focus groups with children indicate that most interviews subscribed to one of these two suggestions (Day et al., 2006; Dixon et al., 2010; Dorey & McCool, 2009; Fereday et al., 2009; Gibbons & Humbert, 2008; Monge-Rojas et al., 2009; Russell et al., 2004). This information, as well as the researcher's previous experience with interviewing children in a group setting (Hopple & Ennis, 2008) and the piloting of the focus groups, suggests that given the age of participants taking part in this study, a duration of approximately 30-45 minutes maximum is an appropriate length for these interviews. The duration of focus group interviews were generally held to this time length, with one being slightly less due to the end-of-day school schedule.

Once completed, all digitally audiotaped interviews (i.e., ".mp3" files) were immediately downloaded onto my personal computer's hard drive and also copied onto a back-up DVD. To assist with data analysis, most interviews were later sent electronically to a transcriptionist in order to be transcribed (I myself transcribed a few of the interviews). In our initial conversations, following suggested protocol (MacLean, Meyer, and Estable, 2004; Poland, 1995),

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

transcriptionists were provided with guidelines to follow when transcribing the interviews (e.g., double space in between statements, the importance of transcribing verbatim accounts, and highlight any words, phrases, or sections they were unsure of). In addition, in keeping with proper ethical practice (MacLean et al., 2004; Tilley & Powick, 2002), they agreed to keep all data confidential; Jessica (pseudonym), for example, responds to my request by writing, "I am good with confidentiality" (her spelling; personal correspondence, 6/3/13), and asked to delete files from their computer once completed interviews were received by me. Transcriptionists were encouraged to write and ask me any questions as they began the transcribing process; I also requested that they send me the first four or five pages of their first transcription so I could review it for comparability and dependability (Poland, 1995). When transcriptionists returned the finished ".docx" format file, they noted in the email any difficulty they had with transcribing that particular file. Following suggested guidelines (MacLean et al., 2004; Poland, 1995), I also encouraged transcriptionists to send me feedback about their reactions to the interviews; this debriefing allowed for additional insight into the interview during analysis. Additional insights from each interview in the form of field notes taken by either myself and/or the co-moderator were added to the transcripts at this point, therefore allowing these thoughts and observations on participants and the interviews themselves to become a part of the data. Upon receipt of each file, I immediately saved it to my computer hard drive, again with a back-up on external memory sources. I am the only person who now has access to the electronic data; copies of both the ".docx" and ".mp3" files are saved on my computer, and back-ups DVDs are kept along with hard copies of data in a locked file cabinet to which only I have access. A paper copy of transcribed interviews and cassette tapes of the interviews are secured in a locked cabinet to

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

which only I have access. Accompanying this data is a list of all participants (authentic names coded with pseudonyms and identification number) as well as all original written notes of the interview taken by the co-moderator.

Duo interviews. The use of semi-structured interviews with pairs of children served as the final data source in this study. The purpose, development, protocol for administration, and security issues related to these interviews are detailed below.

Purpose and development. The purpose of the duo interviews was fourfold: first, it allowed myself as the researcher to delve deeper into topics and thoughts brought up by children during the focus group interviews; second, it allowed me to further probe thoughts and feelings children may have recorded on their questionnaire and/or drawing; third, it gave me the opportunity to bring up any new issues/topics with children that were specific to one or both of the children being interviewed; and lastly, it aided in documenting the credibility of data through the use of triangulating data across the data sources.

The interview protocol for the duo interviews was developed in a similar fashion to those of the focus group interviews. First, a protocol of basic interview questions which reflected the guiding questions of this study (see Appendix C) were developed. These questions were then piloted with children who were involved with Phase One of the study, with necessary changes made before data collection was undertaken. Before each interview took place, I reviewed each student's questionnaire and drawing in order to develop a list of clarifying and probing questions. In addition, any follow-up questions to the focus group interviews, as detailed from either my own or Glenda's field notes or observations, were also written down to be asked of specific students.

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Composition and number of duo interviews. An effort was made to conduct as many duo interviews as schools’ and students’ schedules allowed. In total, 13 pairs of children (n=26 total) from all three schools combined were interviewed. Keeping the break factor of skill level in mind, care was taken to interview two students of the same skill levels together whenever possible. Care was also taken to pair children of a similar gender together and to interview as many children from the three various skill levels as possible (see Table 7 for a complete listing of duo interview participants by school, skill level, gender, and grade). Most students who took part in a duo interview had previously taken part in a focus group, although due to availability to be interviewed, some students (n=6) took part in a duo interview but not a focus group interview. Factors that went into deciding who to put together in an interview included which students were available at a given time, suggestions from classroom teachers as to who might work well together, including as many students who provided consent/assent as possible, and decisions made by myself based upon students’ answers on their quantitative measure. Table 8 provides a summary of information on duo interview participants.

		Grade 4		Grade 5		Grade 6		TOTAL		
School	Skill Level	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	TOT
Northview	High	0	0	0	0	n/a	n/a	0	0	0
	Med	2	0	0	0	n/a	n/a	2	0	2
	Low	2	0	0	0	n/a	n/a	2	0	2
	Total	4	0	0	0	n/a	n/a	4	0	4

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Yellow Springs	High	1	1	3	1	0	0	4	2	6
	Med	0	2	1	3	2	2	3	7	10
	Low	0	0	0	0	0	0	0	0	0
	Total	1	3	4	4	2	2	7	9	16
Cooperative Leader	High	n/a	n/a	1	0	1	0	2	0	2
	Med	n/a	n/a	1	1	0	1	1	2	3
	Low	n/a	n/a	0	1	0	0	0	1	1
	Total	n/a	n/a	2	2	1	1	3	3	6
TOTAL		5	3	6	6	3	3	14	12	26
Grade Level Totals:		Gr. 4 = 8		Gr. 5 = 12		Gr. 6 = 6			TOT	26
Skill Level Totals:		Low = 3		Middle = 15		High = 8				

Table 7. Summary of Duo Interview Composition, by Skill Level, Gender, Grade, and School

Protocol and management. Just as for the focus group interviews, all duo interviews were held in a quiet, empty classroom or other instructional space in each school at a time that was convenient for the classroom teacher and students (e.g., they did not occur during outdoor physical activity time, etc.). Healthy snacks or pizza (if the interviewed occurred over lunchtime) and drinks were made available for students during the interview. Interviews were audiotaped using both a digital (.mp3) player as well as a traditional (analog) cassette player. Once an interview was completed, the data was managed following the exact same protocol as described earlier for the focus group interviews. Again, as for those interviews, I again am the only person who now has access to the paper and electronic copies of these files.

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

School	Duo Interview #	Participant Name	Skill Level	Gender	Grade	Part of Focus Group Interview?
Northview	1 (NVDuo1)	Mr. ISuckatPE Mungoia	L L	M M	4 4	Y Y
	2 (NVDuo2)	Pack Bob2	M M	M M	4 4	N Y
	3 (YSDuo1)	Osiris JoAnn	H H	M F	4 4	Y Y
Yellow Springs	4 (YSDuo2)	Lizzie Anya	M M	F F	4 4	Y Y
	5 (YSDuo3)	Brandon Michael	H H	M M	5 5	Y Y
	6 (YSDuo4)	Lilly Keven	H M	F F	5 5	Y Y
	7 (YSDuo5)	The Other Guy Duke	M M	M M	6 6	Y Y
	8 (YSDuo6)	Elizabeth Sierra	M M	F F	6 6	Y Y
	9 (YSDuo7)	Cody Taylor Susie	M M	F F	5 5	N N
	10 (YSDuo8)	Joe George	H M	M M	5 5	N N
	11 (CLDuo1)	Mike Butler	H H	M M	5 6	N N
Community School	12 (CLDuo2)	Kevin Jeffri	M L	M F	5 5	Y Y
	13 (CLDuo3)	Jo Larri	M M	F F	5 6	Y Y

Table 8. Detailed Descriptive Information on Each Specific Duo Interview

Data Analysis

Data were analyzed using quantitative and/or qualitative means. The initial analysis process began with the commencement of the focus group interviews; once all interviews were complete, qualitative and quantitative data were analyzed concurrently in hopes of triangulating findings. The analysis of each of these data sources is explained more fully below.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Quantitative measure. Analysis of the quantitative aspects of the measure occurred concurrently with the analysis of the interview data. Data were analyzed by first examining the spreadsheet to insure that responses were entered properly. Based on the development of the measure, items were organized into five different sets: "About Yourself and Physical Activity", "About [current] Organized Sports and Activities", "About [previous] Organized Sports and Activities", "About Physical Education", and "About Recreation." Using these sets, three key statistical analyses were then determined. First, descriptive statistics (measures of central tendency) were produced in order to provide an overall picture of students' views on fun in the different physical activity settings. Second, Cronbach's alpha was computed to provide reliability estimates for each of the five sets of questions. Third, initial component analysis was performed in order to further examine the underlying dimensions of the overall measure and the 19 items. This component analysis was used to determine if identified constructs in the instrument development were supported by underlying dimensions of the data set. Please see Appendix F for more detailed information for each variable, individually, as well as each subscale.

Analysis of the open-ended questions began after the initial coding of the interview data. For questions in which asked children to identify a specific activity (i.e. numbers two and six, 21, 22, 27, and 28), a frequency count for each discrete response was determined. This allowed for the identification of the most commonly-specified activity. Due to the large number of discrete responses, activities were then grouped into categories such as dance, team, or individual sports/activity so that a better sense of the type of activity could be gained. Answers for questions two and six (past and current organized activities) were separated out according to

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

school and grade level, but because no discernable differences were found across these results, data for the remaining two settings were not separated out by school or grade level.

Analysis of the open-ended questions took place in two different phases. First, for questions numbered 15 and 16 in which students were asked to explain their choices of activities they did (and did not) like in the organized sport/activity setting, students' answers were separated out according to school and grade level. Responses were then open-coded using previously-developed interview codes (with additional codes identified, if necessary) to facilitate triangulation. Again, because at this point there were no major differences in the type of responses discerned between grade levels, the responses for the open-ended questions in the other settings of Physical Education and Recreation/Leisure (i.e. numbers 21, 22, 27, and 28) were not separated out by school or grade level. These responses were coded using the same open codes previously developed. In the next round of analysis, children's responses to the "explanation" questions (numbers 15, 16, 21, 22, 27, and 28) were separated out according to skill level. For the final question (#29) in which students were able to write anything else about physical activity that they wished, responses were grouped according to those with either a positive, negative, or neutral valence. These responses were also coded using the same codes previously developed.

Student drawings. Drawings were analyzed utilizing both quantitative and qualitative approaches following procedures used by Hume et al. (2005) in their analysis of children's maps and drawings. In these procedures, the mixed-methods data analysis approach of "data transformation" (Creswell, 2009) is used to "quantify the qualitative data." Two "rounds" of analysis took place; the first round analyzed different aspects of the drawings according to

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

school, grade level, and gender. In the second round, aspects of the drawings were analyzed according to skill level.

In the first round, four different types of analysis took place. First, a frequency count of each discrete type of activity (e.g., trampoline, jogging, archery) depicted in each drawing was made. Second, an overall valence of each drawing's depiction was determined, if possible (i.e. if it portrayed a positive, neutral, or negative affect). Third, an effort was made to determine the setting in which each drawing occurred by analyzing students' explanations of their drawing. Lastly, specific features in the drawings (e.g., type of activity, presence of family member or animal, etc.) were recorded in list format. Each feature was considered to be a code or theme; similar themes were then grouped into categories (e.g., team activities; activities conducted by self; those showing an inanimate object only such as a soccer ball, etc.). For each of these themes, data was quantitatively analyzed by determining a frequency count of the total number of times each occurred (e.g., "equipment" may appear in 25% of all drawings). Overall categories and results generated were triangulated against those generated by the interview data. In addition, themes generated from individual students' drawings were used to confirm data related to the assertions developed out of the interview data.

In the second round of analysis, drawings were analyzed two different ways according to skill level. First, a frequency count of activities depicted in the drawings was made using the same or similar categories developed for the first round of analysis. Second, the valence of each drawing was then determined for each picture. Again, results were triangulated against those generated by interviews and open-ended questions.

Focus group and duo interviews. A general inductive approach using the constant comparison method (CCM) (Boeije, 2002; LeCompte & Preissle, 1993) for analyzing data was used to guide the analysis of interview data gathered in this study. The CCM is the principle method for analyzing data in order to develop grounded theory (Boeije, 2002; Glaser & Strauss, 1967; Payne & Payne, 2004; Strauss & Corbin, 1998) as well as other qualitative research traditions (i.e. methodological strategies) such as Ethnography, Phenomenology, and Case Studies. In this analysis method, data is continuously compared with the aim of discovering similarities and differences across data sources, to identify common patterns amongst data, and to fully describe all aspects of these patterns in order to provide as rich and robust description of what the data is 'saying', as possible (Boeije, 2002).

Open coding. Initial analysis of the focus and duo interviews conducted in this study took place as soon as interviews were conducted and certain themes or concepts began to stand out; as suggested by experts, this resulted in additional questions and probes about those themes being used in future focus group and duo interviews (Ambert et al., 1995, Brod et al., 2009). An initial listing of themes was developed as completed transcriptions were checked for accuracy. The process of "open" (Emerson, Fretz, & Shaw, 1995; Payne & Payne, 2004; Strauss & Corbin, 1998) coding began in earnest once verified transcripts were entered into the qualitative text analysis computer program "The Ethnograph," which allowed for a line-by-line numbering of the entire interview text. During this first phase of coding, concepts (i.e. thoughts, meanings, and ideas) which were "significant and analytically interesting" (Strauss & Corbin, 1998, p. 93) were identified as interview transcripts were read, with the initial list of these descriptive concepts or codes being revised as necessary. Throughout this process, specific instances of interview text –

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

either at the word, phrase, sentence, and/or paragraph levels – where positive or negative cases of each of these codes occurred were electronically identified. In this process, described by Boeije (2002) as “fragmentation”, coded segments of data are “lifted” out of the context of the interview from which they originally occurred so that like segments could then be “connected” later in order to arrive at larger, more abstract categories that describe what is occurring in the data. The process of comparing codes across all interviews (i.e., “comparative analysis”) was continually used to verify existing concepts and to add additional concepts as necessary (Dwyer et al., 2006). As existing codes were then refined (or deleted), previous instances in interviews where those concepts were utilized were also revised. At different points in this initial coding process, interviews were shared with two professionals with expertise in both qualitative research and children’s physical education in order to verify the accuracy of the coding; in one case, coded interviews were sent for verification of the coding, and in the other, uncoded interviews were provided so as to allow for a comparison of that expert’s generated open codes to mine.

Constant comparison. As the process of open coding took place, patterns among these codes began to emerge, with research notes made of these similarities for future reference. Once all open coding was finished, intensive reading of each interview as well as all text of similarly-identified open codes occurred. Through a deductive process, initial patterns in codes were then combined into more abstract categories. For example, in this study, the two open codes of “bullying” and “fighting” were connected (along with others) under the category name of “interpersonal dynamics.” These categories, because they were fewer in number than open codes, made it more easy to conceptualize the data and view it in more abstract terms (Strauss & Corbin, 1998). The cyclical process of comparing data and looking for both similarities and

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

differences in the interview transcripts in this study allowed for the eventual identification of approximately 10 categories. As before, this list of categories and the corresponding open codes (i.e. a “code tree”) were given to the same experts consulted earlier for their review, verification, and feedback. As interview data continued to be analyzed, these categories continued to be revisited and refined as necessary; constant comparison techniques were again used to verify the existence of categories as well as to either add or negate categories, as appropriate. If necessary, open codes were also refined throughout this process. Once the identification of categories was complete, interview data (labelled by open codes) associated with each specific category was electronically “cut and pasted” and saved into one document so that all instances of interview data corresponding to each category could be grouped together. Once printed, each separate instance of interview data within each category was numbered consecutively. These numbered excerpts allowed for the easy organization and identification of specific data instances throughout the remainder of the analysis process. The main ideas described by each piece of interview data were then organized and outlined, by category, onto large pieces of newsprint in order to assist in seeing “what was happening” in each category. At this point, pertinent data from student drawings and the quantitative measure, as well as relevant research notes, were also added to the information for each category, as appropriate.

Axial coding. Through the process of reading and analyzing data under each category, initial assertions were then identified which were used to describe the main ideas found in each category. This allowed for the relationships both within and across categories – also termed the process of “axial coding” (Strauss & Corbin, 1998) – to be generated. These main assertions (or “core categories”) were “theoretically dense descriptions” of what the data “was saying” (Payne

& Payne, 2004, p. 101). These main assertions allowed the most salient aspects of the data to be described. The existence of these core assertions were again verified, deleted, and/or revised through the use of the constant comparative process, with a search for negative and deviant cases providing a balanced perspective on all generated categories and assertions. As before, these assertions were also given to (three) experts who acted as “friendly critics” to the process and results. Based on their feedback, the continued analysis of data – i.e. looking at the data from different perspectives – resulted in revisions to these main assertions. When it was felt that this process was complete, the instances of data belonging to each core assertion (aided by the earlier numbering of data excerpts) were printed and literally “cut and pasted” onto large pieces of newsprint, thus allowing for all instances of data to be organized in such a way as to facilitate the writing process. This process has been used successfully by the author and others in previous qualitative research projects (Bonello & Ennis, 2008; Hopple & Graham, 1995; Manross, 1994).

Trustworthiness and Authenticity of the Research

The end result of good research, whether it has been conducted using quantitative or qualitative methods, is that it makes a substantive contribution to empirical knowledge and/or advance current theory (Ambert et al., 1995). To achieve this, the constructs of validity and reliability need to be addressed. For mixed-methods research, Creswell (2009) notes that experts in the area advocate that these constructs be addressed separately for both the *quantitative data* and the *qualitative findings* of the study. Reflecting these lines of thought, both the quantitative and qualitative portions of this study will be addressed separately, according to each specific data collection method.

Quantitative data: Quantitative measure. It is accepted that the strength of quantitative data traditionally depends, to a large degree, on the ability of the researcher to minimize threats to both internal and external validity and reliability. Relative to the questionnaire, typical threats to internal validity include those related to both testing and instrumentation. In this study, due to the questionnaire being administered “one time only”, the threats of testing (i.e. children remembering responses for later testing) and instrumentation (i.e. instrument changes between pre- and post-testing) were minimized. In terms of external validity, common threats include the interactions of selection and treatment, the setting and treatment, and history and treatment. Because the participants in this study were purposely selected from a convenience sample, and because the possible pool of subjects was small, it is impossible for results from the quantitative measure to be generalized to children who do not take this measure and who are outside this particular setting. Because characteristics related to children and what they see as being fun can change over time, results from this questionnaire cannot be generalized to children who may take the same measure at a future date.

Content validity of the questionnaire has previously been addressed in the respective “development” section. Briefly, content validity of the instrument was addressed through the piloting (i.e. Phase One) of the measure with children of the same age/grade as those who took part in Phase Three (data collection) of the study. Two professionals with expertise in the area of children’s physical education/physical activity, and one classroom teacher, reviewed questions on the measure so as to ensure their appropriateness and validity. Research committee members were also asked to provide input on the measure, with feedback used to revise the measure as appropriate. In addition, four portions of the measure had previously been developed and

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

validated as part of the four-question Sport Enjoyment Scale developed by Scanlan, Carpenter, Schmidt, et al. (1993). Statistical analysis of these four components and one additional part ("About Yourself and Physical Activity") resulted in encouraging estimates of reliability, with Cronbach's alphas ranging from .771 to .965. When underlying dimensions of the measure were examined further through component analysis, the five components accounted for 84% of the total variance in findings, supporting the construct validity of the measure relative to measuring students' enjoyment of physical activity in the three different settings.

Qualitative data: Drawings and interviews. Guba and Lincoln (1994) and Lincoln and Guba (1985) and were among the first to suggest that the unique nature of qualitative research demands that these constructs be approached differently than for quantitative studies. This has been echoed more recently by others, including Creswell (2009) and Hammersley (1992). Guba and Lincoln (1994) suggest that the two primary criteria of *trustworthiness* and *authenticity* be considered the "litmus test" for rigorous, high-quality qualitative research studies. These constructs will be discussed below, relative to the two data sources that are qualitatively driven: the student drawings and the duo and focus group interviews.

Trustworthiness. Trustworthiness is composed of four distinct constructs: credibility, transferability, dependability, and confirmability; they consider these the qualitative equivalent to the quantitative-related issues of internal validity, external validity, reliability, and utility, respectively (Lincoln & Guba, 1985; Ronen et al., 2001). More information on each of these, and how this study addresses each, is detailed below.

Credibility. Credibility, or truth value (Lincoln & Guba, 1999), answers the question of "How believable are the findings (from "x" study)?" It is similar to the traditional construct of

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

internal validity. First, Goetz and LeCompte (1984) suggest that qualitative researchers adopt procedures that increase the likelihood that an authentic picture of the participants' reality is elicited. To this end, my decision to use focus and duo groups with children as my main research method is highly consistent with the research questions and objectives of my study. There is no better way, for example, to discover children's thoughts and feelings on a subject than to directly ask them! Also, attempts were made to verify children's thoughts during the interview as a form of "*member checking*" (Bryman, 2008). This ensured that the children's thoughts were accurately described and understood, and that any uncertain issues were clarified at either the current, or in a future, interview with a specific child. Because the data is coming directly from children themselves, it is also realistic to believe that the data reflects high content and face validity (Ronen et al., 2001). It was apparent that children were being forthright during interviews as they at times questioned each other if they did not agree with an answer another child gave, and while they may have considered others' thoughts, they typically did not change their opinions during discussion. For example, in one focus group (YSFG2), Brandon states, "I'd rather play sports like football and baseball and basketball" (0445-0446), to which Keven (female) replies "I don't know, baseball is kinda boring to me" (0448-0449); Brandon stays with his original response "It's just soccer isn't my favorite sport...I think that other sports are a little bit more active...I like that more" (0451-0455). Questioning by peers and/or myself as moderator also led at times to students reflecting upon and refining their thoughts; this can be seen in the following exchange between "MrISuckatPE" (M) and myself (C) during a duo interview (NVDuo1), in which I had pointed out an inconsistency in what he had said:

M: "Um...oh I guess...you changed...what you said made me reconsider what I said..."

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

C: Well go ahead and talk about it...

M: ...I'm not sure...

C: ...Why...think about it a little bit more...why are you reconsidering?

M: Well, because you make a good point, like there are more kids [here]. (0249-0257).

MrISuckatPE attempts to further explain his thoughts, and as he thinks aloud, his interview partner Mungoia asks MrISuckatPE to clarify what he was saying, by stating, "What the heck?" (0269). MrISuckatPE goes on to explain that his thoughts, now that he thought about them more, were based more on the school he previously attended, versus his current school, which was new to him. In these exchanges and others, it was apparent that children's opinions were their own and that they were interested in providing an accurate description of their thoughts and feelings, even if others held different or opposing views.

Another way to produce a high level of credibility is demonstrated by designing and carrying out the study according to good (accepted) practice (Bryman, 2008). In qualitative research, this includes the use of sound methodology and protocol, the use of a semi-structured interview guide, appropriate analysis of the data, and documentation of the findings (Brod et al., 2009). To this end, I have been transparent with the rationales and procedures for the selection of my study's site, sample, and methods of data collection and analyses. These decisions have been based upon previously-completed, rigorous qualitative studies, with the sources well-documented.

The technique of *triangulation* is another method used to establish credibility to the findings and their interpretations (Ambert et al., 1995; Bryman, 2008; Denzin & Lincoln, 2005; Lincoln & Guba, 1999; Payne & Payne, 2004). The utilization of more than one data collection

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

method in my study, as well as the inclusion of multiple interviews, allowed for data to be corroborated both across as well as between interviews and other data sources. Another means by which triangulation can help establish “truth value” is through the use of a co-moderator. In this study, Glenda – who is, in Patton’s words, a form of “analyst triangulation” (1990) -- assisted in the triangulation process, as thoughts, questions, and possible alternate interpretations were discussed with her in between- and after-interview debriefing sessions. Any concerns or misconceptions were brought out and addressed in future interviews. Throughout the data collection phase, Glenda served as a “sounding board” against which ideas, observations, and concepts were checked.

Lincoln and Guba (1999) suggest additional ways to increase the credibility of findings. One is by performing *external checks* on the inquiry process itself as data analysis takes place. To this end, I involved three content experts (not involved with the study) who have extensive experience with interviewing children and/or analyzing qualitative interviews to review my coding and ensuing assertions, in order to ensure that categories and themes accurately reflect children’s views on the topic and that proper analytic processes were being used. Another strategy to is the refining of working hypothesis by using *negative case analysis* -- that is, checking assertions against past and future data, to account for all possible cases (i.e. data which does, and does not fit, my themes and assertions).

It is also important to establish the accuracy of transcribed interviews, given that their “form and accuracy...play a key role in determining what data are analyzed and with what degree of dependability” (MacLean et al., 2004, p. 113; Poland, 1995). To ensure the trustworthiness of the transcriptions, I randomly selected interviews from each transcriptionist to

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

be spot-checked by comparing the transcription against the original recording, in order to verify the accuracy of each transcription. Since some discrepancies were found, all transcribed interviews were hence fully checked by myself, as per recommendations by MacLean et al. (2004). Field notes were also used to address any questions which the transcriptionist may have noted (via previously agreed-upon procedures).

Transferability. Transferability, or applicability, is akin to the traditional construct of external validity (Lincoln & Guba, 1999). It answers the questions of, do (or can) the findings from this study apply to other contexts, and, what is the degree to which this study can be replicated (Bryman, 2008)? Although qualitative studies such as this one cannot easily be generalized to other contexts (due in part to the small sample size involved, as well as the purposeful sampling of children involved), they can provide a rich accounting of the details of the study. Doing this will allow another researcher who may be interested in “transferring” details of this study to another context, sample, etc. to conclude whether such a transfer is a possibility (Lincoln & Guba, 1999). To facilitate this process, I have sought to provide as many details about the rationales for and the specific methods for data collection and analysis, in as transparent a manner as possible, including providing great detail relative to the sources I have utilized in the designing of this study. In addition, my study of the construct of fun in physical activity is one which is germane to many children from a number of settings, thus allowing for the potential study of the construct with other samples. When presenting findings from this study, I sought to provide what Creswell (2009) calls a “thick, rich description” so that future readers can clearly understand the particulars of the study and thus see the findings as realistic.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Dependability. This construct answers the question of whether or not the study's findings are likely to occur again at other times – in other words, to what degree is the study and its results applicable to other research situations in which similar methods are utilized, and, to what degree can theoretical influences from the study be justified (LeCompte & Preissle, 1993; Lincoln & Guba, 1999; Payne & Payne, 2004)? This is considered to be akin to the quantitative-related constructs of external and internal reliability (LeCompte & Goetz, 1982; Lincoln & Guba, 1999). Ronen et al. (2001) suggest that a study with high applicability increases the opportunities for the findings of the study to be used by, and useful for, potential users of those findings.

Strategies which Lincoln and Guba (1999) and Bryman (2008) suggest to ensure dependability, and which I as researcher have used, include the undertaking of an “auditing” approach. This was accomplished by first keeping complete records of methods and data (i.e., an “auditing trail”) so that results can be justified to outside sources. Lists of children in each class, who returned consent/gave assent, pseudonyms and identification numbers, transcription records, copies of codes, and accurate field notes are just some of the records that have been meticulously kept and which were referred to both during and after the data collection phase; these are available to anyone who may be interested in viewing them. Second, the interview co-moderator, Glenda, confirmed that what I as the main researcher saw and heard during the focus group and duo interviews was in agreement with what she saw and heard. This was accomplished mainly through after-interview debriefing sessions. Third, I involved professional colleagues who had experience in the analysis process to act as “devil’s advocates” during the data analysis process, as a means of confirming codes and themes (Darbyshire et al., 2005) generated during analysis.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Fourth, I asked colleagues to ascertain the degree to which proper procedures, as set forth in this document, were followed both during and at the conclusion of, data analysis. The use of the computer program "The Ethnograph" is a key component for demonstrating and verifying the steps undertaken in the analysis process. Additionally, to ensure the reliability (and credibility) of each transcribed interview, I checked each transcript (before it was coded) against the original recording to make sure it was transcribed in as error-free and as complete manner as possible.

Confirmability. The final construct involved in trustworthiness is that of *confirmability*. This construct parallels that of objectivity, and seeks to establish that the researcher has allowed his or her values or biases to intrude on the study's methods and results in as minimal a role as possible. This ensures that the researcher's influence as "researcher-as-instrument" (LeCompte & Preissle, 1993) – that is, their own perceptions and interpretations of the research contexts such as the focus group interviews – affects the outcomes of the interviews, and data, to the smallest extent possible. To increase confirmability, Lincoln and Guba (1999) suggest that the researcher keep a daily log which includes the detailing of a daily schedule and logistics of the study, reflections on what is happening pertinent to the researcher's values and interests as well as any speculations about what the data is describing, and the rationale for any methodological decisions made during the course of the study. They also suggest that the auditors – colleagues who seek to establish that research procedures are followed in good faith – can examine the study's data and results as well as this log to ensure that the researcher has not overtly allowed his or her personal values to sway either their conduct (e.g., in this case, how they administer the focus group interviews) or the findings derived from the data.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Ronen et al. (2001) also suggest that confirmability can be increased by describing the sample adequately, giving a detailed description of how and in what sequence data was collected, detailing up front any possible personal assumptions, values, or biases the researcher may bring to the study, not allowing original hypotheses to bias actual findings, and lastly, to guard against the possibility of this occurring by triangulating data. As researcher, I already have undertaken these suggestions by first including my biases up front and by my keeping of a research log throughout the entire process of data collection through analysis. During interviews, I sought to present as neutral a stance as possible, and utilized my co-moderator and additional colleagues as a check against any undue influences of potential biases I may have held onto the data and results.

Authenticity. The additional criterion of *authenticity* (Lincoln & Guba, 1999) is concerned with issues related to the wider political impact of the research. This criterion seeks to uncover the degree to which the research itself enables those who are located within the sphere of the (study's) social setting to better appreciate their place in this sphere, as well as to advocate for better practice and feel empowered to make desired changes (Bryman, 2008). While it is suggested that this criteria has not received widespread acceptance among (qualitative) researchers, Bryman (2008) details that other qualitative researchers have suggested similar criteria that has found more acceptance. For example, Hammersley (1992) suggests that qualitative research must be *relevant* – i.e., how important is the topic under study, and what is its contribution to the literature in the associated field of study (Bryman, 2008)? He also recognizes that the relevance of a particular topic may be different for the researcher than for the participants or practitioners found in the respective social sphere, and both of these viewpoints

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

must be taken into consideration. Yardley, as stated in Bryman (2008, p. 380) uses the related criteria of *impact and importance* – that is, what is the “importance of [the study] having an impact on and significance for theory, the community on which the research is conducted, and for practitioners?” To this end, this research study has sought to detail to a great degree the importance of investigating this topic with its sample, both for researchers in the field as well as practitioners (e.g., teachers) who may then benefit from any possible findings from the study. Because this topic has not been studied in depth in the physical activity literature to date, yet has the potential to be extremely relevant from a practical perspective, it is hoped the case for its possible importance and contribution to the field has been justified.

Summary

This study sought to investigate children's (ages 9-11) perceptions of the construct of fun, relative to physical activity, across a variety of settings (i.e. leisure/recreational, physical education, and youth sport). All participants provided assent, with confidentiality ensured as per IRB-accepted practice. The study utilized a descriptive, cross-sectional design based on qualitative methods; methods of data collection included focus group and duo interviews as well as both student drawings and a quantitative measure. Qualitative analysis techniques are consistent with techniques related to constant comparison and grounded theory. This study has sought to increase the transferability and authenticity of the results through the use of multiple strategies such as clear documentation of and strong support for the rationale and methods utilized in the study, triangulation across data sources, and the use of content experts to verify findings and decrease bias. It is hoped that the results of this study will make a valuable contribution to the both researchers and practitioners in the physical activity field.

Chapter Four: Results (Assertion One)

Through data gathered from children's quantitative measures (including both Likert and open-ended questions), activity drawings, and focus group and duo interviews, five major assertions were developed which assisted in providing answers to the three different research questions which guided this inquiry. These three research questions, with their related assertions, are as follows:

Research Question 1: What are characteristics of physical activity which are seen as fun or not fun by children?

Assertion One: Children are able to richly describe their participation in physical activity in terms of a broad variety of diametrically-opposed (fun or not fun) characteristics.

Research Question 2: Does the setting in which the physical activity takes place make a difference in how children perceive whether it is fun or not?

Assertion Two: Children prefer to be physically active in settings in which they have choices over who/what/when/where and how they participate.

Assertion Three: Negative behaviors displayed by "Constantly Disturbing People" minimize children's enjoyment of physical activity in a variety of settings.

Assertion Four: The helpful or hurtful behaviors of adults in various physical activity settings greatly influence children's enjoyment of physical activity in those settings.

Research Question 3: Are there differences between children of differing skill level or grade?

Assertion Five: Children's interest, value, and enjoyment of physical activity ranges along a continuum from those who are "Disinclined" to those who are "Immersed" in activity.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Findings pertinent to Assertion One are provided in this chapter with a discussion of these findings found in the subsequent chapter (i.e., chapter number five). Results for Assertions Two through Five are found in the appendices. In each of these results chapters, children's voices from focus group and duo interviews are attributed to them through the use of pseudonyms which the children themselves chose. In all interview text, the capital letter "C" in a verbal exchange pertains to myself as the moderator of the interview. A systematically-determined reference (given in parentheses) follows each specific quote from children and assists in locating the particular quote within the data set. The first two letters refers to the school site at which the interview took place ("NV" refers to Northview School, "YS" refers to Yellow Springs School, and "CL" refers to Cooperative Learning School); the next letter(s) and number denotes the specific focus group (FG) or duo (D) interview which took place at the particular given school. For example, "NVFG3" refers to the third focus group conducted at Northview School. This is then followed by the grade level of the students who are taking part in the interview (e.g., "Gr5" would denote a fifth-grade student talking, whereas "Gr5/6" would denote both fifth and sixth graders in the same interview); and the numbers following the period refer to the specific line of computer-generated, numbered text at which the given exchange begins (e.g., ".0200" means that the quote begins at line 200 of the numbered interview). In a few instances where it was not possible to attribute a statement to a specific child (typically occurring during a focus group interview, when more than one child was talking at the same time), either "boy" or "girl" will be used to denote the gender of the child who is speaking. Children's statements from the quantitative survey are recounted using their exact spelling and grammar, with clarification added as necessary; their referenced information includes their name, school (using the

abbreviations given above), and grade level. In any case when a pseudonym (or the ensuing discussion) does not easily allow for the identification of the child's gender, this information will also be given at the end of a reference.

Research Question 1: What are characteristics of physical activity which are seen as fun or not fun by children?

Assertion One: Children are able to richly describe their participation in physical activity in terms of a broad variety of diametrically-opposed characteristics which they saw as being either fun or not fun. That is, their descriptions tend to have either a strong negative or positive valence; they tend to view an activity as being either fun or not fun, enjoyable or not enjoyable, or else they liked – or didn't like – the activity. It is helpful and important to realize during the interviews in this study, children utilized these three sets of descriptors (i.e., “fun”, “enjoyable”, and “like” – or the converse) in a similar fashion. That is, if an activity was seen as being fun or enjoyable, the children liked it; conversely, if an activity was not enjoyable or not fun, they did not like it. To illustrate this point, take the following exchanges in which the children use the terms simultaneously. In the first example, Duke discusses why he and Sierra put “running laps” in their not fun pile during the card-sorting activity at the beginning of the focus group interview:

C: So, Sierra and Duke, why is running laps not fun for you?

Duke: I just don't like it much...I just don't really take a liking to it. (YSFG3Gr6.0515)

Conversely, in the same interview, James discusses why he put the same activity in his fun pile:

James: I love running...so that is what I enjoy.

C: So for you is that fun, then?

James: Mhmm [nods approval] (YSFG3Gr6.0549).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

In a different focus group interview, Pack explains his preference for basketball:

C: Do you like playing on teams, Pack? Would you like to be on a basketball team, a boy's?

Pack: Yeah.

C: That would be fun for you?

Pack: Yeah [nods approval] (NVFG1Gr4/5.0751).

In the beginning of this fourth grade focus group interview, children (in pairs) are given information as to how to complete the card-sorting activity:

C: ...So you make three piles, one you both think are fun, can both agree on, one pile activities you both agree are no fun, and activities you can't agree on. OK? Go!

As students are sorting their cards, they are discussing their choices:

Girl (to her partner, a boy): Fun or not fun?

Boy: I don't like yoga [card is put in the not fun pile] (YSFG1Gr4.0032)

At times, children also equate "boring" with "not fun," as this exchange relates:

C: So...just playing around...why is that "fun"?

George: Because you are not doing something that is boring to you. (YSD8Gr5.0482)

Perhaps Lizzie's explanation best summarizes the explanation of what fun means, relative to children's thoughts on physical activity:

C: So if you had to explain to someone your age why you think participating in physical activity is fun and you can't use the word "fun," how would you describe it?

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Lizzie: I would describe it, “Great,” another word for fun is stuff that you do, stuff with people that you see that you have a really good feeling about it, and you enjoy doing it, that’s what kinda fun is, that’s what I would say. (YSD2Gr4.0018)

Taken together, then, children’s descriptions of what they find to be fun (or not fun) – and at times, what they like (or do not like) about the activity – add to our understanding of fun in children’s physical activity. Using Scanlan and Lewthwaite’s Sport Enjoyment Model as the basis upon which to organize and explain the results, Figure 1 gives an visual overview of findings that are fun (+) and no fun (-) in each of the model’s quadrants. This figure is followed by a complete description of the findings, beginning with factors related to the Achievement/Intrinsic quadrant.

Achievement/Intrinsic (AI)	Achievement/Extrinsic (AE)
<ul style="list-style-type: none"> *Being Skilled and Competent (+) *Having Confidence in one’s Abilities (+) *Improving One’s Skills (+) *Appropriate Balance between Skill and Challenge (+) *Learning Skills and Knowledge (+) *Being Unskilled (-) *Not feeling Confident (-) *A Lack of Learning or Goals (-) *Not Understanding Skills or Knowledge in Activity (-) *Inappropriate balance between skill and challenge (-) 	<ul style="list-style-type: none"> *Competition (+) *Winning (+) *Receiving Attention from Others (+) *Disliking Competition (-) *Pressure related to Competition (-) *Punishment for Performing Poorly (-) *Too Much of a Focus on Winning (-) *Losing (-) *Performing Poorly in Public (-)

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Non-Achievement/Intrinsic (NAI)	Non-Achievement/Extrinsic (NAE)
<ul style="list-style-type: none"> *Feelings Resulting from Movement (+) *Being “Free” (+) *Hitting, Kicking, Tackling, and Punching (+) *Physical Act of Performing Movements (+) *Feelings Related to Stress Relief/Release (+) *”Thrilling” Activities (+) *Feelings Experienced as a Result of Physical Training and Exertion (+) *Feelings of Being Active, Healthy, and Fit (+) *Over-Exertion (-) *Feelings of Pain, Hurt, Injury, and Illness (-) *Time/Scheduling Demands (-) 	<ul style="list-style-type: none"> *Positive Interactions with Peers (+) *Cooperation and Teamwork (+) *Support from Peers (+) *Being Active with Family Members (+) *Encouragement to be Active from Family Members (+) *Interactions with Coaches and Teachers (+) *Bragging, Harassment, and Teasing (-) *Ball-Hogs and Bullies (-) *Arguing and Fighting in Activity Situations (-) *Favoritism by Coaches and Teachers (-) *Coaches and Teachers Who are Too Strict (-)

Figure 2. Summary of Findings for Assertion One, According to Sport Enjoyment Quadrants

Achievement/Intrinsic (AI) Factors

Achievement/Intrinsic factors are those characterized by one’s perceptions of physical competence which are reinforced and controlled by ones’ self – e.g., the feelings of confidence which one has about one’s abilities, the attainment of mastery-related goals, and high levels of perceived ability. Below, children’s descriptions of AI-related factors they perceive to be both fun and not fun are provided, supported by interview text, drawings, and both quantitative and qualitative data from students’ quantitative measures.

AI factors perceived as fun. Based on data from children in this study, the AI-related factors of being skilled or competent, having confidence in one’s abilities (related to both skill and fitness), improving in one’s skills, having an appropriate balance between skill and challenge, and learning (both physical and cognitive) are all critical elements of these children

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

having fun in, and consequently liking, a specific physical activity. Each is more fully explained below.

Being skilled and competent. The AI factor likely seen as most important for an activity to be fun by children in this study was that of being skilled. In fact, being skilled or competent in an activity was listed more often on the quantitative measure than any other reason (n=35) for why children liked participating in a particular activity in any activity setting. The more skilled that a child was in an activity, the more likely he or she was to find that same activity to be fun. As an example, take this exchange with Lizzie:

C: ...Why is softball fun for you?

Lizzie: Because I'm one of the good players on my team. I can catch the ball, I'm not afraid of the ball, I can throw the ball, I can hit the ball, I can do everything with the ball.

(YSD1Gr4.0492)

Kevin likes volleyball for a similar reason because "I'm just kinda' good at it and it's fun" (CLFG1Gr5.285). When discussing why she likes ballet, Elizabeth says she enjoys it "because I'm like really flexible, like I was born really flexible, so that's fun" (YSD6Gr6.0045). Osiris, similarly, likes yoga "because I'm flexible" (YSEFG1Gr4.245/boy). Soccer is a popular activity and sport to play in the local community, and a number of students in this study enjoyed soccer because they were good at the skill of kicking. For example, soccer is fun to JohnPeter because he's "good at it" (NVFG2Gr4.0252), while Kris finds it to be fun because he "get[s] to kick the ball into a goal...and steal the ball from other players" (NVFG1Gr4/5.0227). Mike has similar thoughts when he says that playing soccer for recreational purposes is fun because "...sometimes it's really awesome because the people aren't quite as skilled...so sometimes you score like ten

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

goals and it's really cool" (CLD1.0448). Kevin explains that he likes soccer because "I'm just like really fast, so I like run up and I don't score often, but it's fun to run up and shoot" (CLFG1Gr5.0125). In speaking about others who were skilled, Anya says that she thinks basketball would be fun "if you were actually good at it and you knew that you could do [skills]" (YSFG1Gr4.0636). Children's answers on the quantitative measure exemplified similar thoughts, and include statements such as "I play baseball...I like it because I'm good at it" (Kevin, CLGr5), "I practiced a lot [at soccer and baseball] so I am really good" (Mike, CLGr6), "I like to play kickball and soccer. It is fun and I'm good at them" (Michael, YSGr5), "Climbing...I have the skills" (WhatUpAHomieJr, YSGr6/boy), "I like[d] to play soccer because it was the only thing I was good at" (TheOtherGuy, YSGr6), and "I like to play pickle ball and baddmitten. I think they are fun and I am kind of good at them" (Karen, CLGr6).

Having confidence in one's abilities. Children also see the connection between doing well in an activity and developing their confidence. For example, Joann explains that she enjoys dance, clogging, and gymnastics because of the "performing part of it...I like bringing out my talent" (YSD1Gr4.0316). Joe discusses why his performance in a competitive, organized game of soccer is important to him:

I see them (coaches) writing down, there is a tally of all the goals, the yellow cards, and the red cards we get.

C: Really, so is that fun for you? Do you make a lot of goals?

Joe: I made a hat trick, that's three goals the last time I played.

C: Really? That's very cool. So that's important to you to be able to get those good tallies?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Joe: Yes.

C: Why is that important to you?

Joe: They make me have some pride in myself. (YSD8Gr5.0083)

Improving one's skills. It is also apparent that improving one's skills and seeing personal improvement in their abilities is fun for some children. On their surveys, children explained that "I like playing them [rollerblading, basketball, and sometimes soccer] because...every time I do it I get better" (Smile, YSGr6/girl), "Soccer because I'm improving a lot" (Cardi, YSGr5/boy), and "Skateboarding because...I love when you finally land a trick you have been working so hard on" (AlexMercer, YSGr6) were common responses given by children as to why they liked their favorite activity. During the interviews, a number of students discussed how going up against others who were also skilled was challenging for them and helped them to improve their own skills. Butler and Mike, for example, discuss their experiences on a (youth sport) soccer team:

Butler: Some people...can be more skilled.

Mike: And they give you a way to get challenged so you get better.

C: And that is fun to go against people who are—

Mike: Yeah! It's really awesome!

Butler: Yeah. It makes you improve. It's really fun and so like! (CLD1Gr5/6.0397)

Many children also found the goal of improvement to be more important than the extrinsic goal of winning. Bobbi explains her thoughts, saying "In a way, you always win, because as long as you're beating your own score...you always win...say like the last time you played you only got one, if you got two that time you beat your last score...what your personal score was."

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

(NVFG1Gr4/5.0290). Anya says that “when we play pass [with a soccer ball], we count the points like one to one...everybody is so focused into getting another goal that nobody remembers the score anymore” (YSD2Gr4.0212). Kevin says that “I like baseball because I used to be bad at baseball, but I learned and became really good” (CLGr5).

Learning skills and knowledge. Learning new skills or knowledge about a particular game was also integrally linked to the idea of improvement by many children in this study. Brandon explains how “...I like a lot of rules and prefer it to be hard and complicated and I like learning all the rules and learn everything and learn the statistics and the players and everything (YSFG2Gr5.0540). Butler also “likes sports with rules...I like something when I can see the point of the game and know what to do in the game...” (CLD1Gr5/6.1154). Pack discusses how learning in Tae Kwon Do is important to him: “I like [it] because it’s fun and you wear a belt...learning new moves...and getting new belts and doing different moves is fun” (NYD2Gr4/5.0033). On the survey, some children explained their thoughts about learning skills and concepts: “[I like cheerleading] because I learn how to do flips and cartwheels” (Denise, YSGr4); “servivle skills it is a lerning excpeince” (Fander, CLGr5); “The main reasons [I like ice skating] is because I got to learn how to do it or more stuff about it and it was fun” (Smile, YSGr6/girl), and, “Fencing, it helps you to defend yourself” (Mack, CLGr6). Other cognitively interesting aspects of physical activities also made them fun for some children. For example, Jo (CLGr6) states that she likes fencing because “it was different from anything I did before.” Lizzie explains in her interview that she thinks playing the game “Capture the Flag” in Physical Education at her school is fun because of all the strategy involved in “ambushing” the other side and bringing teammates who were previously caught back over to their side; TheDoctor and

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

WhatUpAHomieJr (both sixth grade boys at Yellow Springs School) agree with her that the “strategy” is what makes the game so fun. Keven (YSGr5) has a similar thought about soccer when she says she likes it for its “stratigecness.” Duke likes the game of “knockout” in Physical Education because “I think the set-up of it is interesting, because there are no other games where you can eliminate other people in sort of that way” (YSFG3Gr6.0935). He also enjoys springboard diving because “whenever we learned something new, it was very exciting.” Sierra likes her fun pile activities of swimming, skateboarding, playing in the snow, and jumping on the trampoline because “they are all interesting. It’s not like some things you just do...but you’re not really enjoying them...they are interesting” (YSFG3Gr6.0229). Lastly, Lucky13 (YSGr4) says on her survey that she enjoys “frizbee...becase it is unpreitibal where it will go.”

Balance between skill and challenge. Just as for Mike and Butler, the balance between being challenged but still improving and being successful was a critical one in terms of children finding an activity to be fun. Lilly explains how running is hard, but, it’s “...one of those things where I like it but I also don’t like it because it gets me frustrated, and I’m like, ‘Ughh, I don’t want to do this’ but [then] like ‘Yay, I’m getting faster!’” (YSD4Gr5.0128). John Peter says that besides the fact that he’s good at it, soccer is fun for him because “it’s hard and interesting” (NVFG2Gr4.0262). Butler says that yoga is “hard” for him, but it’s also fun, because “in the end result, you’re going to get stronger...your abs...your arms...your legs...a lot of the parts of your body are going to get stronger, so I think it’s technically fun for me because I know I’m going to get better” (CLD1Gr5/6.0866). “Because it’s challenging” was a common reason given on the quantitative measure as to why children enjoyed activities in which they participated in during Physical Education or in the organized activity setting. Children’s statements include ones such

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

as “I like playing [baseball and soccer] because they are challenging” (Mike, CLGr6), “[I like] mushroom ball because it is fun and hard...soccer because it is a challenge” (Lizzie, YSGr4); “Kickball, it’s a challenge” (Joann, YSGr4); and, “[Skating]...I like it because it was something I never did and because it was challenging and I like challenging things” (KTMartin, YSGr6/girl).

Although learning, being skillful and successful in activities, and feeling confident in one’s ability to do well in activity was a major component of children having fun in an activity, children in this study were easily able to discuss related, but opposite, factors which led to their non-enjoyment of physical activity. These are detailed in the section which follows.

AI factors perceived as not fun. A perfect example of the negative AI factors which contribute to children finding an activity to be not fun can be found in the following exchange which took place in a fourth grade, all boy focus group interview with Mungoia, MrISuckatPE, Bob, and John Peter. They are discussing why they all just sorted cards for running, dancing, yoga, and football into their no fun piles:

C: Give me one or two words why these things are no fun, just in general.

MrISuckatPE: They suck.

C: Tell me why...describe why.

JohnPeter: They’re boring.

Bob: Tiring.

Mungoia: Embarrassing.

C: Why are they embarrassing, Mungoia?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Mungoia: Dancing to me is embarrassing, because my dances are not that good. Yoga, I feel embarrassed because anybody else in yoga class knows a lot more about yoga and they're like you're doing that totally wrong, and starts yelling at me about that. Football I get embarrassed because I feel like I am the slowest one there and I fall down. Running laps, well, I get embarrassed because I can't run laps that easily. (NVFG2Gr5.0651)

This exchange encapsulates a number of the reasons which children in this study gave as to why they felt an activity was not fun – that is, by feeling unskilled, unfit, unconfident about one's abilities, not learning anything nor improving, or, having an incorrect balance between skill and challenge. Each of these reasons will be explored in more detail, below.

Being unskilled or incompetent. Many children in this study cited not being able to perform skills as a major reason as to why they do not enjoy a particular activity, both in the interviews as well as on the quantitative measure (n=11). For example, Elizabeth explains why she put the activity of “skateboarding” in her no fun pile, simply “...because I don't know how to do it!” (YSFG3Gr6.0315). Similarly, Brandon says that he doesn't like yoga and hula-hooping because “...I really don't care for it, but I also don't know how to do it” (YSFG2Gr5.578). In the open-ended questions on the quantitative measure, children noted they didn't like certain activities “Because I can't hit the ball [in baseball]” (Mooley, CLGr6/boy; Pack, NVGr4), “...I was never good at it [soccer]” (Lilly, YSGr5), “Because its hard [badminton]” (Jeffri, CLGr5), “Bacsketball...because I am not good at it” (Mordici, YSGr4/girl), “[Dodgeball] because it is hard to turn [and] twist” (Lizzie, YSGr4), “I don't like kickball because I am bad at it” (Fanona, YSGr4/girl), “I can't hit with the bat!” (CodyTaylor, YSGr5), and “I don't like soccer because kids just past to the best players and I'm not the best player” (Susy, YSGr5). Bob dislikes

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

volleyball because he is not skilled in it; his thoughts also suggest that he thinks he will never be good in volleyball:

C: ...Do you like volleyball, Bob?

Bob: (shakes head no)

C: Why not?

Bob: It's just, every time - I miss the ball. It's just not my thing. (NVD2Gr4/5.0214)

Take the following focus group interview exchange, as sixth grade children discuss the girls in the video playing basketball, and one girl in particular who appears to be not so skilled:

TheOtherGuy: See that girl in the back?

C: Yeah, what about her?

TheOtherGuy: She is not really keeping up with the group and she's just walking instead of running.

Elizabeth: It doesn't look like she is having much fun.

James: Well, she is running, she's just not like trying.

C: Is she having fun?

James: No, it doesn't look like it.

Sierra: No.

James: It looks like she is guarding the people just to make, just to make...

C: Well, why do you think that she is not having fun versus other girls who might be having fun?

Duke: Maybe she is not as good at it. (YSFG3Gr6.0812)

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

The activity of basketball seemed to engender many strong feelings by students, especially those who were not able to play it well. MrISuckatPE, as his pseudonym might suggest, had much to say as to why he did not enjoy physical activity – especially if it was basketball related. For example, as the boys in his focus group discussed basketball and related games, he stated “I really hate H-O-R-S-E, because I can’t shoot” (NVFG2Gr4.0890). Bob also says he doesn’t want to play basketball because “I suck, I don’t even know how to shoot” (NVFG2Gr4.0805). Kevin doesn’t like this game because:

Everybody thinks that because I am kind of tall that I would be really good at it, but when I actually tried playing it I was actually really really bad at it, so it was kinda’ hard for me to get past everybody without holding the basketball without losing control of it...it was too hard for me to play. (CLD2Gr5.201)

For a number of students, not being able to physically complete certain tasks due to not being fit or being low in a component of fitness contributed to not feeling efficacious about one’s ability to perform the activity. Here, Megan discusses why basketball might not be fun for some boys:

C: Can you think of a reason why some boys might not like to play it? Why it might not be fun?

Megan: Some boys, no offense to them, are absolutely hopeless...every single day, every single time...they turn into penguins (shows waddling, as if too large to move).

C: So if you are out of shape would that make things not so fun?

Megan: Yep, pretty much. (NVFG1Gr4/5.0761)

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

MrISuckatPE later goes on to discuss his dislike of football: "...I don't have the physical strength to do any of it, I can't throw a ball, I can't run fast, I can't tackle..." (NVFG2Gr4.0534). He adds in his survey that other activities are not fun for him because they are "too hard for a weakling like me." Pack dislikes yoga because "I just really don't like [it]...I just hate stretching." When asked why he dislikes stretching, he replies "it's a little hard sometimes" (NVFG1Gr4/5.0550). Anya doesn't like gymnastics for a similar reason "I don't exactly like gymnastics because I'm not very flexible" (YSD4Gr4.0450). On his survey, AlexMercer (YSGr6) says that he initially didn't like basketball "because I did not have nearly enough stamina when I first started playing."

Not feeling confident. It was apparent that many children who did not feel very skilled at an activity had low levels of self-confidence which seemed to be directly tied to not being able to perform the necessary skills. Take MrISuckatPE, for example. He did try organized youth basketball for a season but didn't want to continue, as he describes in the following exchange:

C: What about it [basketball] made you say no way, I'm not doing this anymore?

MrISuckatPE: Well, no other person besides me was insulting myself, I was insulting myself and I was like, really, it was really hard and I really couldn't do it very well. I scored one goal the whole season. (NVD1Gr5.0367)

He also describes how when he swims, he usually tries to focus on something other than the physical demands, like "I'm still far away from the end of the line. Then of course, being negative to something also takes my mind off it" (NVFG2Gr4.0734). Anya describes how basketball would be fun "if you were actually good at it and you knew that you could do something" (YSFG1Gr4.0636). Alas, although youth basketball was fun for a higher skilled

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

teammate of hers because “everyone would pass to her, she could always shoot” (YSFG1Gr4.0644), for her personally, it wasn't fun because “I couldn't do anything, because I was like, I couldn't get to the basket in time to actually take the time to shoot, all I do is pass” (YSFG1Gr4.0652). Kevin – a fifth grade male who was fairly skilled at activities such as baseball – totally knows that he will never be good in some activities: “I don't...there are some sports like tennis and like swimming that I never, I just won't ever really be good at” (CLD2Gr5.0232). In the same vein, Larri is confident that she wouldn't want to play basketball because “...if you mess up, then you totally just make your team go to the bottom. I can't do that...I would totally freak out [if I did that]” (CLD3Gr6.0480). It was also interesting to hear children speak about others who are not confident about their abilities. For example, Michael says that “not everybody...feels as good about themselves as being athletic, and so they don't really feel like they're going to do well...and they don't like that” (YSD3Gr5.0062). Osiris says that some children “...they think because they're bad at it that they'll be made fun of” (YSD1Gr4.0251/boy), while Mike says that peers who aren't as good “...feel that they, if I'm not as good as anybody else, I don't want to play” (CLD1Gr5/6.0358).

A lack of learning or goals. Children also found “pointless” or “boring” activities to be non-enjoyable. At least nineteen students named an activity on the quantitative measure being “pointless” or “useless” as a reason for it not being fun, as did a number of children in the interviews. For these children, activities which had no purpose or goal or in which no learning took place were just no fun at all. JohnPeter, for example, finds many physical activities to be pointless. He doesn't like jumping on the trampoline, for example, because “you just go up and down, up and down...so there's no point in it for you” (NVFG2Gr4.0099). Football to him is

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

“lame – all you do is throw a football and get a touchdown” (NVFG2Gr4.0521), while yoga “has no point...it has no point in this world at all. I don't get it” (NVFG2Gr4.0691). Mike doesn't like wallball “because I don't see the point of it, all you do is throw the ball against the wall and then you run up to the wall, I mean, I know how to play it, I know the rules and stuff, I don't really see the main point of it” (CLD1Gr5/6.1052). Over 13 children responded on their surveys that they disliked an activity because it was “boring” or “useless”; Sethicus (YSGr5) goes on to elaborate about his previous involvement with karate: “I never used it and it was too expensive...it was just for show and [was] absolutely useless.” To Duke, a number of activities such as playing tag and jumping on the trampoline “have no real objective”, but he dislikes running laps even more because “this one has even less of an objective, you just have to run around the track” (YSFG3Gr6.0517). A number of children at Yellow Springs found the parachute to be “pointless” (DeathReaper, Jason, JJHardy, Gr4). Many times, children appeared to consider the idea of “boring” to be interchangeable with “pointless.” For example, on her survey, Azalia (YSGr4) notes that “I don't like soccer very much because we almost always play it and it gets old after a while”, while another says “parachute games, they are very boring cause you don't really do anything.” Joann (YSGr4) writes on her survey that soccer is “Soooo boring”, while Jeffri, in her interview, thinks that running is “...kind of boring. Like you are not really doing anything all that much just kind of running around and around and around” (CLD2Gr5.0402). The parachute was also seen as “boring” to Osiris and others in his focus group interview because “...all you do is sit there and do this [moves arms up and down]” (YSFG1Gr4.0414).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Not understanding skills or knowledge of activity. To some children, not understanding the goals, rules, or strategy involved in an activity influenced it being viewed as not fun. To TheOtherGuy, not understanding the sport of football makes it not fun for him, saying, "I don't get it" (YSFG3Gr6.0953). On their surveys, two girls agree, saying, "I don't like football because it's really complicated" (Smile, YSGr6) and "I don't like playing football because I don't completely understand the game" (KTMartin, YSGr6). MrISuckatPE, in talking about basketball in his interview, says he is "just...not into that kind of stuff... I remember during basketball they were making references to famous players...and you had to do these fancy moves, it meant like directions in basketball, but I forget what it was...it was like not go this way; now go do blah blah blah and I am like 'What's that?'" (NVD1Gr4.0425).

Inappropriate balance between skill and challenge. Lastly, children saw the incongruence between their skills and the level of difficulty of the activity in which they were participating to be a factor that made the activity not enjoyable. Elizabeth, for example, talks about her ballet instructors: "My other two teachers who left knew me really well, they were right at the right level, like it wasn't too hard or it wasn't too easy, and the new teachers that I have, they are either too hard or too easy, and it's not as enjoyable because it's not at my level and I don't know them as well" (YSD6Gr6.0074). Mike explains how he has been in activities in which "if it's too hard for them, they're like we're not going to do this, we're quitting" (CLD1Gr5/6.1205); for him, skateboarding was one of these activities. He explains how "I tried it, but I never got really good...I really don't like it" (CLD1Gr5/6.1017). Similarly, Brandon says that skateboarding and biking are not fun for him, as "I never really learned to do [them]...seems hard to me...and I just felt kind of discouraged so I never really wanted to try

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

and do it" (YSFG2Gr5.0645). Lastly, MrISuckatPE explains that while he can choose to take part in an organized sport of his choice, he doesn't get to choose the difficulty level:

...I don't get to choose the difficulty level. It's like before you start a computer game, it's like, choose your difficulty, easy, medium, hard, extreme. Sometimes you play organized sports you want to go for like easy, but then there is a little, not really, metaphorically speaking...it says in tiny letters "2-5 year olds" for easy, and then for medium is says like "6-8 year olds" and then for hard it is like nine to...I'm easy level, but I am an older kid, so they expect the same thing. If I started taking gymnastics classes right now I would be expected to stand on my head, do a cartwheel...I don't know how to do a cartwheel and it ends up with me going [makes a funny noise].

C: So not being able to do these things make that not very much fun?

MrISuckatPE: Right. (NVFG2Gr4.0297)

Thus, achievement/intrinsic factors appear to greatly affect the levels of both the enjoyment and non-enjoyment of physical activity for children in this study. Being skilled – or at least feeling that one has the skills to be successful in an activity – clearly went a long way in helping children to view an activity as fun, while not being able to successfully perform an activity (or feeling as if one couldn't do it) caused many children to opt out of an activity altogether. These internalized emotions and thoughts are in contrast to the factors from the next category, which is comprised of Achievement/Extrinsic (AE) factors.

Achievement/Extrinsic (AE) Factors

Achievement/extrinsic factors include personal perceptions of competence that, unlike AI factors, are dependent upon or derived from feedback from others. These factors include those

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

such as winning (i.e., scoring more than others), doing better than others such as through competitive situations, and being recognized by others (e.g. other players or the audience) for one's achievement. Below, children's descriptions of AE-related factors they perceive to be both fun and not fun are provided, supported by interview text, drawings, and both quantitative and qualitative data from students' quantitative measures.

AE factors perceived as fun. To some children in this study, AE factors such as being in competitive situations and doing better than others, winning, and gaining attention from others due to their involvement in physical activity were seen as fun.

Competition. For some children in this study, certain games they played – whether on the playground, for recreation, or in organized youth activities – were fun because they involved the element of competition. In fact, one of the most common reasons (n=8) given on the quantitative measure as to why children enjoyed participating in the organized activity setting was because it was “competitive.” According to Brandon, the purpose of competition is to “determine who is the better person in the game...by putting two people against each other, or two teams against each other, and then beating and not being mean about it, but just seeing who could do better” (YSD3Gr5.0023). Some children thrive on comparing their skills against others. For example, on the quantitative measures, AlexMercer (YSGr6) writes that “I like playing [basketball, cross country running] because “I am extremely competitive, I compete with everything. I feel like I have to be better than the guy standing next to me”, while JKRichard (YSGr6) says that “it's great going against other people for fun.” Brandon (YSGr6) writes on his survey that he likes competition because “I can just let everything else go.” Elizabeth (YSGr6) likes the game of Knock-Out at recess because “I really enjoy the competition of trying to get the people out and

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

people can't chose to like not give you the ball because everyone gets a turn and so...and I like also enjoy like trying to stay in and not get eliminated" (YSD6Gr6.0322). Kris likes being able to compete versus others and "steal the ball from other players" in soccer (NVFG1Gr4/5.0237). Some children just enjoy doing better than others; Miko (YSGr4), on her survey, writes that swimming is fun because she "was the fastest in my swimming class," while Joe (YSGr5) likes soccer "because you can show off your skills." Other children, through their survey answers, stated that they enjoyed activities such as dodgeball "because it's fun to play a really competative game" (JohnDoe, CLGr6), football "competition, love the sport" (Stefan, CLGr6), and ice-skating "I am going to Nationals to compete" (Mordici, YSGr4/girl). Larri likes "...competitive swimming, myself. I'm on the swim team, I really like it. It's like two of my favorite things combined, beating people competitively and not sweating to death" (CLFG1Gr5/6.0238). Lilly used to play organized soccer, but quit going because there actually wasn't *enough* competition. She explains in her interview, "The way we were playing it, it wasn't really a competition or anything, I kinda' like competitions. It was just kicking the ball around...and I was like, 'Ugh, I have to go to soccer, and ugh, annoying.' So I just said, maybe soccer is not right for me" (YSD4Gr5.0096).

Winning. For some students, the concept of winning, related to competition, is also important; Megan thinks that scoring goals in soccer is fun "because you get to win and winning is fun, I don't know why, but it is" (NVFG1Gr4/5.0266). Lilly (YSGr5) quit soccer as described above but instead, she now competes in swimming. She describes on her survey that she likes it because "...I can get better and win competitions." On her survey, Sierra (YSGr6) thinks that

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

gymnastics is fun because "...it is very physical which helps strength, and I won most competitions."

Receiving attention from others. Lastly, Michael talks about the attention he receives from other children because of his participation in football: "It's kind of cool to have a uniform and stuff, just t-shirts and stuff that you play in...the other kids are like WOW, because they're not used to seeing a lot of gear like that" (YSD3Gr5.0189).

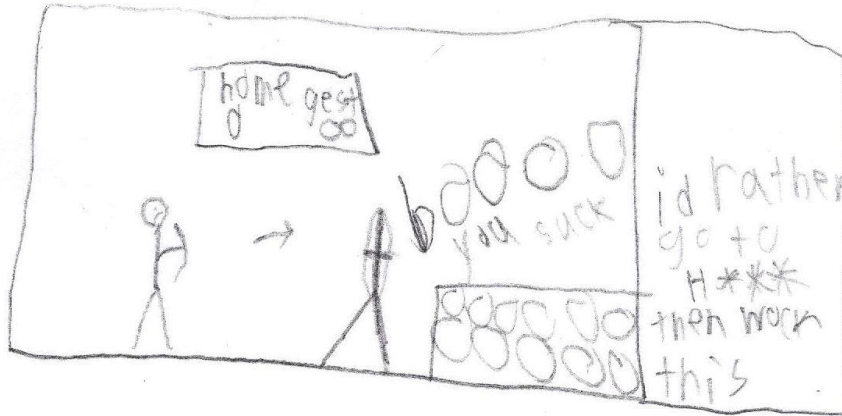
Although the above children enjoyed competition and winning, not all students who took part in this study felt the same way. In fact, many more children had intense feelings which were *not* enjoyable about competition and other Achievement/Extrinsic factors. Findings related to each of these follow.

AI factors perceived as not fun. AI factors perceived as being unenjoyable to some students in this study include disliking competition, feelings of pressure to do well from others, losing, too much of a focus on winning, public display of doing poorly or being last, and being yelled at, harassed, or punished for poor performance.

Disliking competition. Although a number of children in this study did enjoy the thrill of competition, there were many more students who did *not* enjoy this facet of their physical activity experience. To these children, competing against others was detrimental to their overall enjoyment of the activity involved. Jeffri, for example, likes the trampoline because "...there's no competition, because I suck at competition" (CLFG1Gr5/6.0062). Another child writes in his survey that he doesn't enjoy soccer because "...it was too competitive." Mungoia (NVGr4) wrote in his survey that he enjoyed archery, but his activity drawing actually portrays a negative experience taking place during an archery competition (see FIGURE 2).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

When you think about Physical Activity (either Organized sports or activities, PE at school, or activity at home), draw the first thing that comes to your mind:



Very briefly describe your picture below – for example, what is happening in your picture? In which setting (Organized sport, PE, or recreation) is your picture taking place?

I'm shooting an arrow
and losing.

Figure 3. Mungoia's (NVGr4) Activity Drawing

During the interview, Mungoia describes the setting of his picture: "This is, this is me shooting arrows. I am at...I'm the home, shooting an arrow and I got zero, the guest has infinity.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Everyone is saying 'Boo, you suck!'" (NVD1Gr4.0518). He and I then go on to discuss the difference between his opinions in his duo interview:

C: ...you tell me you do like archery.

Mungoia: Yes I do...it's fun.

C: But then this [drawing] is making me think that archery, that you don't like it?

Mungoia: I like it, I just don't like the competition.

C: So for you not fun means....

Mungoia: Competition (NVD1Gr4.0551).

MrISuckatPE then goes on to discuss his own views on competition:

MrISuckatPE: I don't like competitions either.

C: How does it make you feel when you get in that kind of a situation?

MrISuckatPE: Like, yeah...I'm really...

Mungoia: Stressed

MrISuckatPE: I'm only good at basketball...when there isn't, like, ten, nine other kids, no wait...nine other kids...like, one kid jumping up in front of me [uses loud voice, pounding on the table], "You can't shoot it, you can't shoot it!" or "Come on [his name]...come on [his name]!"

C: Gotcha.

MrISuckatPE: Encouraging doesn't help me...

Mungoia: Stress!

MrISuckatPE: While I'm trying to think about it, "[his name] you can do it, [his name] you can do it!" is not helping!

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

C: Well, what would help?

MrISuckatPE: If all nine of them just completely disappeared! (NVD1Gr4.0575).

Children also realize that skill level may impact one's thoughts about competition.

Michael thinks that "...Not everybody is more athletic or feels good about themselves as being athletic, and so they don't really feel like they're going to do well if you compete and they don't like that" (YSD3Gr5.0062). But he and Brandon do agree that there may be some kids who *are* athletic but still don't like to compete, because "...maybe they don't like to be as competitive, and they might not think that their friends will be happy if they compete and win or something" (YSD3Gr5.0073).

Pressure related to competition. A number of children in this study discussed the relationship between a focus on competition and the concept of pressure as being no fun, whether it was pressure to perform a skill in a specific situation or to perform it "just right." Take Anya, for example; she doesn't enjoy competitive soccer as much as playing it in a recreational setting, because "...when I play [competitive] soccer, I have the feeling of pressure, I don't know why, but I feel like if I have the ball, there's something about it that makes me feel like, Oh no, you have to do this and you have to pass, and you have to make it to the person, or you have to make it in the goal" (YSD2Gr4.0200). In the fourth grade focus group interview at Yellow Springs, a number of the children think that swimming on their own is more fun than swimming on a team, because, as one boy says, "[on a team]...you have to swim perfectly" (YSFG1Gr4.0145). In the same interview, they discuss the girls playing (organized, youth) basketball in an actual game situation; as they discuss the two teams playing against each other, Joann, who also played

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

basketball on a youth team, says “you have a lot of pressure on you when you’re trying to shoot” (YSFG1Gr4.0578). The four girls in the focus group go on to discuss basketball:

Azalia: I like it [basketball] better at home because you don’t have all that pressure from the teams.

Anya: What Azalia said, because, well, I don’t like teams a lot unless it’s a sport I’m good at.

C: Why?

Joann: The pressure.

Lizzie: It’s like someone is putting a rock on your head and pushing! Pushing! Pushing!
(YSFG1Gr4.0619)

MrISuckatPE, too, enjoys playing basketball in a recreational setting better, for similar reasons: “...I enjoy it better [by myself, at home] than with basketball with other people, because there is no competition, there is no one like pressing me to get it right” (NVD1Gr4.0474).

Punishment for performing poorly. Sometimes, the pressure to perform well in activity situations resulted in children receiving criticism, harassment, and even punishment for doing poorly, typically from coaches and teachers. Elizabeth describes an incident with her softball coach that involved pressure, a focus on winning, and punishment:

C: ...You were under pressure? From who?

Elizabeth: I had a really strict coach a few years ago and she, it just wasn’t as fun because she always kept us like really “You have to win, you have to win” and I liked having fun and being free.

C: So what kinds of things would she say that would not be enjoyable?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Elizabeth: Sometimes she would like, she didn't really say things but until like after the game, but if she says that we didn't try our best then we would have to like clean up the field.

C: You have to do what?

Elizabeth: You have to clean up the field. And it wasn't always enjoyable to have to think "Oh I have to do good or else I'm going to be punished." (YSD6Gr6.0104)

Mike describes how sometimes his coach tells them, "I told you this, 10 times, now go run a lap!" (CLD1Gr5/6.0638). Kris recounts when his fourth grade teacher "...used to be in the Army...so if we'd ever get in trouble, we'd have to do 20 push-ups"; neither he nor the other students in his class liked having to do this, nor ever felt it was fun (NVFG1Gr4/5.0998). Jason, in talking about the girls in the basketball video, thinks that at least some of the girls are not having fun:

They're like, I'm going to lose, my coach is going to yell at me for losing.

Joann: I had a coach yell at me for missing a ball...that's not fun. (YSFG1Gr4.0590)

Brandon, too, talks about what can happen when one does poorly:

Brandon: ...If you mess up, they [the coach] might get angry at you or sit you down. Like also it's kinda' frustrating sometimes, because people can do things better than others, so if there are certain skills that you're not very good at, maybe you can't necessarily do that and they're going to get upset if say you're walking and somebody gets past you (YSD3Gr5.0097).

At Cooperative Learning School, Jo and Larri discuss why they like their gymnastics class, which they could sign up for as an elective:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Jo: It's like gymnastics is at your own pace, and they don't get upset if you don't know how to do something, but like if it's a specific sport...

Larri: Like baseball...

Jo: Then they'll expect you to be able to know how to do something, and they'll get mad at you...it's not at your own pace...

C: Who's "they"?

Both: Teachers, coaches (CLD3Gr6.0340).

Too much of a focus on winning. For some children, the problem with competition is that they see it as having too much of a focus on winning versus just playing and having fun.

Take the following exchange with Joann and Osiris as an example:

C: Can you tell me, is there ever a time when participating in physical activity is not fun for you?

Osiris: No!

C: No? Always?

Joann: Well actually, sometimes I don't really like it.

C: When is that?

Joann: Well, sometimes people, all they care about, if it's a soccer game, all they care about is winning, not really fun.

C: When does that happen...?

Joann: Yesterday.

C: Yesterday?

Joann: On the field [at school]. (YSD1Gr4.0118)

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Joann goes on to later say that teachers should “Try not to make it [physical activity] too organized. Try not to focus on winning. It’s the fun that matters!” (YSD1Gr4.0555). In the same interview, Osiris says that when he plays (competitive) football, he doesn’t like to focus on winning:

Well, if I got nervous, that would mean I was not having fun. Does that make any sense?

C: Tell me a little bit more, what you mean.

Osiris: Because if you’re nervous...most things that happen if you’re nervous in a game is, “Am I gonna’ win?” That does not matter, in fun. “Is the other team gonna’ win because they’re bigger than me?” That’s not fun. Or, “Oh my gosh, that guy has muscles”, and then like worrying, worrying...that’s not fun, it’s just more like, worrying. (YSD1Gr4.0395)

A number of children thought that an activity being more organized (i.e., with rules, and focusing on competition and winning) was okay in some situations such as if one played on a competitive soccer team, but not when one is playing in Physical Education at school:

Brandon: ...If you’re gonna’ compete, like if you join a team to compete, that’s one thing, but if you’re gonna’ play in gym, it doesn’t really. Especially because a lot of people don’t really necessarily want to play that or don’t want to be on a team with that, so you don’t want to be that competitive about it, and so they don’t want all those rules that they might have to follow, and they might not know all those rules (YSD3Gr5.0122).

Mungoia has the same thoughts, even though he is at a different school:

Mungoia: Well, with most kids, they think that it’s fun [soccer at school] but to us we think that, why are you yelling over who gets the stupid ball at the beginning? We’re

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

playing soccer and he [teacher] is like “Which team should start with the ball?” and then everybody goes “ME, ME, ME!...”

MrISuckatPE: Drop the ball!

Mungoia: ...and I say “Why do you care about the ball? Why do you care about if you scored a goal? It is very too competitive, too competitive. (NVD1Gr4.0228)

Losing. Sometimes, though, some children *do* care about the ball! To these students, losing is just no fun at all. Joe, for example, plays competitive soccer; when asked if playing soccer is never fun for him, he responds “Yeah, when you are losing by like 11 points [laughing]!” (YSD8Gr5.0385). In discussing the girls in the video playing basketball, Bobbi is asked if she thought that some of the girls might not be having fun while playing; she responds, “Because one of them [teams] is losing, and normally whenever you’re losing [it’s not fun]” (NVFG1Gr4/5.0650).

Performing poorly in public. Along the same lines, children view doing poorly in public – for all to view their incompetence – as being not fun. Bobbi says she was glad her class didn’t run any laps that morning, as she doesn’t like “running laps or walking laps or doing anything that has to do with laps...because you have to walk around a huge lap and most of the time I’m always last...” (NVFG1Gr4/5.0483). Jeffri agrees with a classmate who says that yoga is “uncomfortable,” adding that she especially dislikes having to do yoga during class “especially when you’re doing it publicly” (CLFG1Gr5/6.0372). Jo doesn’t mind skateboarding at home, “but in front of people, it’s weird...[you wouldn’t want people to see] you falling on your face, that would be bad!” (CLFG1Gr5/6.0517).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

It is clear that children in this study found external pressure and criticism, punishment from others when they performed poorly, a focus on competition against others and winning, and having to perform skills in public when they were not successful (or perceived that they were not successful) as detrimental to them having fun in those situations. These external and internal factors related to achievement have impacted the enjoyment – or non-enjoyment – which children have found in physical activity situations. What follows next are findings, both intrinsic and extrinsic, which relate to factors which are *not* related to achievement.

Non-Achievement/Intrinsic (NAI) Factors

NAI factors which impact children's enjoyment of physical activity include those feelings which are tied to the experience of the activity itself, including predictors related to physical activity and movement such as stress, action, sensations, exhilaration, and excitement. Also found in this category would be emotions and kinesthetic and tactile sensations children experience as a result of their movement experiences such as those which are scary or thrilling; feelings of creativity and self-expression; and feelings of strength, fitness, and training which are a result of training. Those experiences which are personally meaningful to children, leading them to perceive an activity as fun, are also integral to this category.

NAI factors perceived as fun. Findings which relate to this quadrant include feelings related to being active, followed by feelings of stress release/relief, feelings experienced as a result of physical training and exertion, feelings of being healthy and fit, and lastly, sensations gained from performing the movements or activities themselves.

Feelings resulting from movement. It was clear that children in this study enjoyed the physical movements and actions they performed, whether in the organized activity, Physical

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Education, and/or recreation setting. Time after time, children expressed their delight at being able to perform different movements and the sensations which resulted from these movements. Many of the findings found in the Non-achievement/Intrinsic quadrant centered around the feeling of, one might say, actually being “centered.” That is, many children in this study experienced feelings in certain physical activities which were all-consuming to them; in these situations, they were thinking of nothing else besides themselves, intent on the movements and sensations inherent in the activity. For example, Jo takes horseback riding lessons and thinks riding is fun, but what that looks like is different than most might think, as it requires her attention: “... You don’t have to be smiling to have fun, because like my coach always picks, my trainer always picks on me, ‘cause she says, ‘You’re allowed to smile!’ because I am like really concentrated when I do it” (CLD3Gr6.0926). For many children, jumping on the trampoline was a common one in which they could totally lose themselves in the actions and feelings involved in jumping; they absolutely loved the sensation of jumping and going high and being suspended in the air. Mungoia eloquently describes these feelings and why they are fun when he says, in response to the question as to why the trampoline is fun: “You get to feel the sensation of like being up in the air without touching the ground and to me it’s just feeling the vibration of the wind when you flip and that’s fun” (NVFG2Gr5.0086). Bob likes it because he “likes to be high in the air” (NVFG2Gr4.0110)., and Anya and Susy like jumping because it makes them “feel like I’m flying!” (YSFG1Gr4.0104/ YSD7Gr6.0069). JohnDoe says jumping is fun because “...it’s like, take that, gravity!”, while Larri follows with “It’s like you’re on the moon!” (CLFG1Gr5/6.0100). Mungoia likes that “...you get a bit of zero gravity at points when you jump” (NVFG1Gr4.0154), while Lilly says “it’s like I can fly, in outer space, yeah!”

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

(YSFG2Gr5.0124). TheOtherGuy talks about how jumping on the trampoline makes him feel like a kid(!) again: “Well, when I was a kid I always wanted to fly and trampolines and bounce houses and things like that they have been the things that have brought me closest to that” (YSFG3Gr6.0145).

Other activities, too, involve these feelings of flying and suspension in the air. Bob describes how he swims in a natural watering hole/pool in the summer and jumps off a rock “...it’s just really fun...probably [because] I’m just staying in the air for so long” (NVFG2Gr4.0216); JJHardy writes that “Swinging...it makes me fly”; Mungoia thinks slam dunking a ball is fun because “you get to feel like you’re flying” (NVFG2Gr4.0853). Similar to flying, MrISuckatPE thinks swimming is fun because “it feels like you are floating” (NVFG2Gr4.0161).

Being “free.” Part of what makes many of the movements alluring to the children is the idea of “freedom” and “being free”, of being caught up in the moment of moving and feeling, and thinking of nothing else. For example, Larri enjoys swimming laps sometimes, as “it just sort of occupies me” (CLD3Gr6.0802). Lizzie likes to jump on the trampoline, saying “I think it’s fun because you jump...you can go all over, you can free yourself all the while. You can free yourself!” (YSFG1Gr4.0089). Elizabeth says she likes jumping on the trampoline because “...You get to become free, like there are no rules you just have to make sure that you don’t break anything!” (YSFG3Gr6.0117). Susy echoes her thoughts about the trampoline: “...Yeah, it just kind of makes you feel free!” (YSD7Gr6.0102). Jeffri says it allows you to “...act like an idiot without getting in trouble” (CLFG1Gr5/6.0214). Other activities, too, contributed to children’s feelings of being open and free. For example, children in the fifth grade focus group at

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Yellow Springs described how their Health and Science teacher, “Mrs. D”, would sometimes have students move desks, make a circle in the middle of the room, put on some music, and dance; students who want to can go one at a time in the middle and “just do whatever they want.”

The children – both boys and girls – loved being able to do this because:

Brandon: ... You get to do whatever you want to music and everybody has fun and just likes to laugh and like watch each other.

Keven: It's like you're free!

Lilly: You can open yourself!

Keven: And you don't have to take lessons to be good at dancing! (YSFG2Gr5.0129)

When asked to describe why they think that dancing is on their fun pile, Susy and Cody explain why using similar reasons:

Susy: Dancing, it's fun, because you get to show your true self.

Cody: Plus you listen to music and dance.

Susy: It doesn't make you stressed, makes all of your stress go away, feels so nice!

Cody: [It] feels like you just love you for yourself.

Susy: I feel like I'm flying! (YSD7Gr6.0051).

Some physical activities were fun to children because they get to look on their everyday world in a different way. Take Mike and Butler's thoughts as they talk about why they like jumping on the trampoline:

Mike: When you're jumping, you see things from a different perspective.

C: What do you mean?

Butler: It's like you're up high and you can see and you just...

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Mike: ... You're up high and you can see things differently. Sometime... you can just see it in a different way. (CLD1Gr5/6.0201).

In the fourth grade focus group at Northview School, the boys talk about why they put "playing in the snow" in their fun pile:

Bob: I really just like playing in the snow and I've had good experiences, so it's really fun for me no matter what.

C: Tell me another good experience in the... playing in the snow.

Bob: Like one time in the morning I had just woken up and it was completely white, and I loved that so much.

C: What makes it so fun for you, like going out where it is totally white, were no one's been, or what?

JohnPeter: Yeah, I guess I like kind of exploring the snow even after it's been to places I've been before. The snow just makes things so much different (NVFG2Gr4.0462).

Kicking, hitting, tackling, and punching. Children in this study enjoyed being able to physically perform different movements. Football was a great example of an activity for boys, especially, which provided opportunities for them to perform movements they enjoyed such as kicking and throwing. For example, Osiris thinks football is fun because he can "kick, throw, tackle, get injured, stuff like that" (YSFG1Gr4.0185), and "...you can tackle, push, kick, it's fun to play" (YSFG1Gr4.0206). Pack thinks "it's fun when you play football, because you get to punt, you get to get a touchdown, you get to kick it [a ball] up into a goal area, and you get pretty much get to tackle" (NVFG1Gr4/5.0236). Tackling, it seems, was one of the most fun parts of playing football for those who enjoyed playing it; as James says "...what makes it more fun is

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

when you get to tackle people” (YSFG3Gr6.0962). When asked if he liked tackling, Pack says “Yeah”; when asked if liked if people tackled him, he responded, “Yeah, I don’t really mind” (NVFG1Gr4/5.0242). Michael loves it even more, saying that he thinks that “hitting is the most fun thing on earth!” (YSFG2Gr5.0292). Jason likes football because “I like to injure people...it’s my favorite part!” (YSFG1Gr4.0191). Mike, who plays football with his friends, likes it because:

We just have fun, and we don’t really do tackle, we do two-hand touch, just because it makes you better, faster, able to juke better. I love it when it’s tackle because sometimes you can just plow through everybody with your shoulder down.

C: And that’s fun for you?

Mike: Yeah. (CLD1Gr5/6.0921)

Hitting other people or things was not relegated, however, just to tackling. Martial arts were mentioned as a fun activity because “we do a lot of kicking and punching.” For Megan, volleyball is fun “...because you can hit things” (NVFG1Gr4/5.0319), and Jo thinks fencing is fun because “you got to stab people with the foil” (CLD3Gr6.0563/girl). Jo also likes the game of dodgeball that is offered at Cooperative Learning School before it begins for the day for those who wish to take part, because:

...if you don’t like someone, you can throw a dodgeball at them, really hard.”

Larri: And it doesn’t matter, it’s the spirit of the game!

Jo: Yep, I don’t know why, it’s also fun, I don’t know why! (CLD3Gr6.0741)

Children also enjoyed being able to hit others through the fun activity of snowball fights. Many children put the “playing in the snow” card in their fun pile; when asked what makes playing in the snow so fun, JohnPeter says “You can chuck stuff at people” (NVFG2Gr4.0442); Joann and

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Azalia both think throwing snowballs is fun because they like “throwing stuff at [my] brother[s] (YSFG1Gr4.0285).

Physical act of performing movements. The enjoyment of performing other physical movements was also important to children in this study. Many – if not almost all – children loved the feelings associated with jumping, and more specifically, jumping on a trampoline. Jason says jumping on the trampoline is fun “because I like to jump” while Joann follows this up with her thoughts about how fun it is to jump with her friends “I just like jumping...I’ll start jumping, and I’m really light, so if my friends are jumping with me, whenever they jump, I’ll go up even higher than I usually will! (YSSF1Gr4.0085). Keven agrees; she thinks jumping on the trampoline by oneself is fun, but not as much fun compared to jumping with a friend: “It’s different levels of fun, because if you’re with another person you can play a game, do cartwheels and stuff” (YSFG2Gr5.0111). Mungoia likes it because “You can do fun tricks like flipping” (NVFG2Gr4.0080), while Mike thinks “It’s just so awesome to jump super high...really cool” (CLD1Gr5/6.0187). Children in the second focus group at Yellow Springs speak for many others when they talk about loving to jump on the trampoline:

Keven: You can bounce up and down, up and down...you can do flips, you can basically do anything you want!

Lilly: It’s exciting!

Brandon: You can run around on it, too!

C: Why is it exciting? What makes it exciting?

Keven: I don’t know. You’re jumping up and down, that’s pretty exciting!

Lilly: Bounce, bounce, bounce...

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

C: is it the motion, just the...

Michael: It's like jumping on your bed but 100 times better!

Lilly: Your Mom doesn't yell at you for it! (YSFG2Gr5.0086)

Other feelings associated with movements also were mentioned by children. Mike, for example, enjoys the feelings associated with the moment of contact when hitting a ball when in baseball, saying "I like baseball a lot because it's fun to hit the ball and connection, it's fun, it's [an] awesome feeling when you drive the ball so deep" (CLD1Gr5/6.1078). Many children like swimming, for similar reasons as Lizzie's as she explains "I think swimming is fun because you can splash in the water, play Marco Polo and stuff like that, and you can play water tag, you can jump, do flips on a diving board, that's what I really like" (YSFG1Gr4.0116). Azalia likes swimming "because I take diving class, so I like to do flips and stuff" (YSFG1Gr4.0131), while Larri says "it was nice to feel really refreshed after swimming for a while." Jo participated in cheerleading when she was younger; she was the "flyer" because she was the smallest and she liked "doing flips and being thrown in the air" (CLD3Gr6.0545). Jason likes yoga because "...the yoga ball, it's fun to play with", although he doesn't like the "meditation, stretching...meditation, stretching" (YSFG1Gr4.0249). Many other students do enjoy this aspect of yoga, however; their thoughts on this topic, and more, follow.

Feelings related to stress relief/release. Contrary to Jason, a number of children in this study were able to describe different activity situations, including yoga, which made them feel relaxed and not stressed. For example, Anya likes yoga because it is "relaxing" (YSFG1Gr4.0265), while Butler likes it not only because it makes him stronger, as mentioned earlier, but also because "...it's kind of a time to like, relax, like, if you're stressed, but you can

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

also just relax” (CLD1Gr5/6.0737). Sometimes at home during his free time, he will “...just be randomly doing it [downward dog] and you don’t even realize...when I feel sort of tight and I just want to stretch out [to] get my muscles relaxed” (CLD1Gr5/6.0757). Swimming was mentioned by a few students as being relaxing in nature; Susy describes a benefit of swimming as “...[not] get so stressed, it’s relaxing...I love to stroke, it’s so fun, it’s like washing away your stress” (YSD7Gr6.0081). Lilly feels that “...if you’re really mad, you don’t have to take your anger on a person, you can take it out on the water...and you can hit the water as much as you want to!” (YSFG2Gr5.0300). CodyTaylor says you can “...just be by yourself...it relaxes you” (YSD7Gr6.0144). TheOtherGuy likes taking martial arts; the best part of it for him is “Like being able to focus on other things rather than my own problems” (YSD5Gr6.0040). For James, jumping on the trampoline, running, or lifting weights serve as “stress relievers” for him (YSFG3Gr6.0132), while Sierra feels that a “...little jog can be fun and relaxing” (YSFG3Gr6.0533). Susy also thinks that dancing “...is fun because...it doesn’t make you stressed, makes all of your stress go away, feels so nice!” (YSD7Gr6.0062). Brandon likes competing because “...if you’re stressed out or if there’s something going on...you can just be a different person and just let all that out and just play” (YSD3Gr5.0213). Michael, in the same interview, agrees, saying “Yes, I do that too, sometimes. Like if I’m either at home or at school and I’m either like mad at my brother or something happened, I would take it out on competing” (YSD3Gr5.0222). On their quantitative measures, children’s statements uphold the importance of activities relieving stress; they liked “biking...so I can relax (Smile, YSGr6)”, “football...I can just let everything else go (Brandon, YSGr5)”, and “dodgeball, because it helps if I have a bad day (Lucky13, YSGr4).”

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

“Thrilling” activities. Some children found fun physical activities to be those which led to positive feelings that were the opposite of relaxing – that is, more along the lines of “thrilling.” For example, Bob thought his “fun pile” activities were “exhilarating!” (NVFG2Gr4.0148); to Joe, they were “exciting” (YSD8Gr5.0312); and Bobbi described them as “Awesomeness!” (NVFG2Gr4/5.0109). Megan loves snowboarding; she loves the feeling when you “...fall on your face, it’s really fun when I fall on my face!” (NVFG1Gr5.0188). To Keven, football is “dangerous, but fun...I like dangerous things, but I stay away from knives, those aren’t fun!” (YSFG2Gr5.0490). Mungoia thinks that bobsledding is “REALLY fun” because “you get to control where you go instead of randomly zooming...and you’re going fast!” (NVFG2Gr4.0499). While these feelings were a result of activities which children saw as being more along the lines of play, “work” was also involved. Next, feelings children experienced as a result of working their bodies hard are detailed.

Feelings Experienced as a Result of Physical Training and Exertion. A number of children found pushing themselves physically – that is, sweating, working hard, and becoming stronger – to be enjoyable. Take James and his focus group peers as they discuss working hard, physically:

James: I love running because it gets to the point where you have run enough laps and you get extremely tired and I love my mental and my physical abilities to tell myself “you gotta keep on going”...and I keep on going, and every time I keep on going I get stronger and stronger and faster and faster at it so that is what I enjoy.

C: So for you is that fun, then?

James: Um-hmm [nods].

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

C: Anyone else?

TheOtherGuy: I find pushing myself to my limits to be fun because you always get to see the limits of the human body and...

James: You get to see limits, your physical limits....

Elizabeth: ...I like running, I mean I don't like running laps, but I like pushing myself to my potential." (YSFG3Gr5.0549)

CodyTaylor also likes running, saying that sometimes when you run, "...you get tired, but it's like fun" (YSD7Gr6.0084). Along the same lines, Susy likes swimming because "...whenever you are swimming laps...swimming makes you stronger. It makes your arms stronger, and your legs, because you are pumping them" (YSD7Gr6.0144). In another interview, Jeffri discusses how she does not like to do jumping jacks or running laps, but Jo (slightly) disagrees with her:

Jo: ...I like to jump and jack!

C: Do you like working your body hard?

Jo: Kind of (CLFG1Gr5/6.0428).

As another example, take this exchange from the fourth grade focus group interview at Yellow Springs:

C: Do you all like when you're participating in physical activity, do you mind getting hot and sweaty, and working your body hard?

Osiris: Um-hmm!

C: You like doing that? How do you feel when you do that?

Osiris: Awesome!

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Joann: Cool!..well, actually, hot! (YSFG1Gr4.0160)

Many children appreciated the benefit of being healthy and fit which came as a result of working their body hard and being active. Their thoughts on this topic follow.

Feelings of Being Active, Healthy, and Fit. Children in this study were able to describe how physical activity was helping them to be a healthy and fit individual. They clearly valued being able to be active. For example, on their surveys, a number of children described their liking of activities because they got to be involved in activity and physically use their bodies. For example, Mooley (CLGr6) says he “likes basketball because I like being active”; Mack (CLGr6) likes playing football and other activities because “you get to use your strength”; Susy (YSGr5) likes ballet because she was “exersizing a lot and its fun”; Super (YSGr5) says he enjoys football because he is “Extrazie [*sic*], active, always running.” George (YSGr5) says he “got to run around when I wanted...I did not have to stay still” and Katie (YSGr5) says you can “get your energy out” when she plays basketball. James (YSGr6) says he is “always active and had more than enough fun” when playing track and field and football, and Elizabeth (YSGr6) says she “likes doing ballet because it is good escercise, and it is fun [and] I liked playing softball because you can run.”

Children were also able to talk about the connection between being active and being healthy. As an example, when asked to describe in a few words why they thought their fun pile activities were fun, Megan replied “keeping you fit” (NYFG1Gr4/5.0119). Michael’s response was “Energizing...energetic, healthy” (YSFG2Gr5.0211), while Butler says that taking part in a yoga class at school makes him feel “Happy, that I’m getting a workout. ‘Cause I want to be active and I want to be healthy” (CLDuo1Gr5/6.0844).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

While it was apparent that children experienced many positive feelings as a result of being physically active, the opposite was also true. Many children were able to discuss, in details which follow in the next section, the different negative feelings and sensations they have had as a result of experiences in physical activity.

NAI factors perceived as not fun. Findings related to *negative* intrinsic factors that are not related to achievement yet which result in children's non-enjoyment of physical activity include feelings of physical exertion, hurt, injury, pain, and being stressed in their daily schedules.

Over-exertion. One of the most common reasons children gave for not enjoying certain physical activities was that it resulted in them being "tired" or "over-tired"; over 15 children gave one of these two feelings on their quantitative measure as a reason for why they did not enjoy a particular activity. For a number of these children, running, especially, was an activity that elicited these negative feelings. Jeffri, for example, explains how she gets "overactive" when she runs laps "a lot and you don't really have time to stop and cool down for a bit before you can start back up" (CLD2Gr5.0428). On their surveys, children mentioned that they don't enjoy running because "it tires my legs" (Keven, YSGr5), "I would get tired very quickly [if I ran in my free time]" (Duke, YSGr6), and because "I lose a lot of energy" (TheOtherGuy, YSGr6). Jason explains why he doesn't like running laps when he goes to Physical Education class: "I'm all tired for playing the game. I don't like running laps before games, because it makes me all tired. I'm like, how am I supposed to play this game if I'm already tired?" (YSFG1Gr4.0395). In the fourth grade focus group at Northview School, all four boys put "running laps" on their no fun pile; their discussion as to why follows:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Mungoia: I like to walk better.

C: Why is running so different from walking?

Mungoia: Because you use more energy more quickly [when running]

Bob: It makes my lungs burn if I run for too long.

MrISuckatPE: I don't have the lower body strength and my heart is not strong enough, so like did you see the lap outside? If I run all the way around that, I wheeze for like the next two minutes (NVFG2Gr4.0577).

Similarly, when Kevin runs, "...my lungs get all...there is like a lot of phlegm in them and it all starts to hurt and I can't breathe"; he also dislikes swimming because "...I just can't portion out my energy too well so I always get exhausted and it usually ends up being hard for me to swim" (CLD2Gr5.0234). Swimming is also "very tiring" and thus "not a favorite" to JohnPeter (NVFG2Gr5.0178), while Elizabeth "enjoys swimming laps" but "...I don't like trying to do them fast because then I get like too out of breath and it is not fun anymore" (YSFG3Gr6.0390). Jeffri doesn't mind swimming because it is more "laid back," but, she does dislikes other sports such as basketball because "you are constantly running back and forth, back and forth without being able to stop that much" (CLD2Gr5.0077). George (YSGr5) agrees, writing that he disliked basketball because "Sometimes we had to run when I was tired." Azalia doesn't mind running laps that much, but she too dislikes the quick running when playing tag games, because "it's too t-i-r-i-n-g [sighing] (YSFG1Gr4.0354). Lastly, Bob thinks that when he does an activity, even one which he likes such as the trampoline, for too long – like for "25 minutes" – that "it's not fun" because "I get so tired" (NVD3Gr4.0302). On his survey, TheOtherGuy (YSGr6) writes that he "dislikes martial arts a little because it worked me really

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

hard and I was always tired”, while Smile (YSGr6) dislikes scooter soccer because she “gets tired easily.”

A number of children disliked the feeling of working so hard that they became all sweaty. Joann doesn't like running laps so much, because “it makes you all sweaty” (YSFG1Gr4.0313); JohnPeter dislikes running laps because “I have to take a shower and I hate showers!” (NVFG2Gr5.0581). Jo doesn't mind running laps sometimes, but, “...it only depends...sometimes I get really sweaty and hot and I don't like that” (CLFG1Gr6.0548). Joann says she thinks that some kids don't like playing sports because “it might get them all hot and sweaty” (YSD1Gr4.0241). So while some children don't mind overly working their body, others clearly do...but where is the line between being the two? In the following exchange, TheOtherGuy and Duke try to describe the fine line between being active, being *too* active, and still having fun:

C: I noticed...you said you like being active...but you don't like to run a lot because you lose energy...so it seems like there is this balance between...

TheOtherGuy: Having fun and wasting your energy.

C: How do you know when you've wasted your energy? How do you know when you've done too much?

TheOtherGuy: If I don't...if I didn't enjoy it in the first place but I still did it I would consider that a waste of energy, or if I wanted to try something new but I didn't like it then...I actually wouldn't consider that a waste of energy because you were trying it out.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Duke: And I would consider something a waste of energy if I was playing something for so long and without a break and I would be feeling so much strain on myself and that would just be, you can already tell that it is just going to be a waste. (YSD5Gr6.0090)

Some children preferred to participate in activities that are not quite as strenuous as others or those which allow them to take a periodic break. For example, Jeffri says she enjoys walking “because it’s not as stressing as other sports.” Bob doesn’t mind running in soccer as much as running laps because “...you don’t have to run quite as fast and you don’t have to run for so long that it makes my lungs burn and when I’m really tired I just go back to be goalie” (NVFG2Gr4.0633). Jeffri likes more “laid back things” like swimming and walking because they are easier (CLD2Gr5.0029), while Bobbi doesn’t mind jumping on the trampoline, but, she doesn’t like doing jumping jacks “because you actually have to jump...it’s easier to jump on a trampoline because there are more springy things” (NVFG1Gr4/5.0430).

Feelings of pain, hurt, illness, and injury. Closely tied to feelings of being overworked or overactive (or being a result of them), a number of children did not enjoy certain activities because of the feelings of pain, hurt, illness, or injury which they could, or have, experienced during those activities. Children at Cooperative Learning School, for example, discuss running and getting ill:

Larri: There are excuses to everything but like at my old school there really wasn’t for P.E. If you were in that class you were supposed to do it, no matter what. If you laid down and died you’d still have to do it.

C: That’s pretty hard core!

JohnDoe: It’s like people are sick, you’d still have to do our one mile run.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Jeffri: [mimicking teacher] "Oh, you don't look that sick, you're fine! Go run 20 laps, whatever... go puke over there." (CLFG1Gr5/6.0987)

Some activities were mentioned by students because they physically hurt. Yoga, especially, was considered no fun for some students because of its effects on their body. Larri says that "it makes my butt and hurt!...it makes my face hurt...because there are some poses where you have to put your face down on the mat and it hurts you" (CLFG1Gr5/6.0330). For Jeffri, it "hurts, and is painful" (CLFG1Gr5/6.0365); Elizabeth thinks it is "too physical...it hurts your muscles more" (YSFG1Gr3.0467). Larri also dislikes stretching because "it hurts" (CDD30611). Anya discusses how they used to play the game of dodgeball in Physical Education but no longer, because "...you kinda like have to dodge the ball or you might get hit so people throw it, and they throw it really hard, and if it hits you in the stomach is really hurts because it's thrown with so much force...so that won't be that fun" (YSD2Gr4.0333). CodyTaylor also was glad they didn't play dodgeball anymore because people "throw really hard, we have these really soft balls, and it hurt[s] even more" (YSD7Gr60622). At a different school, dodgeball was Larri's "least favorite" game because "I feel like I get injured..I bruise like a melon!" (CDD3.0674). She writes on her survey that "I don't like getting hit with balls...I'm an easy target so usually I get pelted by many people." For similar reasons, Jeffri doesn't like being the goalie in soccer because "...it hurts...I always end up getting it in the shins and the stomach and stuff" (CLFG1Gr6.0187). Lizzie explains the relationship between being hurt and an activity being no fun: "It's not fun when you get hurt. I did a track meet for the YMCA in [town]...and I hurt my ankle doing it. So I had to wear a brace" (YSD2Gr4.0134). She later describes how a teammate on her softball team became hurt from being hit by a ball, and that was no fun (YSD2Gr4.0502). CodyTaylor dislikes

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

baseball or softball for the same reason, as “I just don’t like doing it, it’s hard and it’s sort of dangerous because you can get hit with the ball” (YSD7Gr6.0583). On their surveys, over 10 children discuss being hurt or injured as a reason for not liking an activity; Cardi (YSGr5/boy) said “in kickboxing I was the youngest so I got hurt”, James (YSGr6) dislikes the “injuries” from playing football, and Lizzie (YSGr4) doesn’t like basketball because “you get hurt and you get pushed.” Even though a number of children (usually boys) thought football and tackling, especially, was fun, not everyone was of the same feeling. Anya doesn’t like it because “I don’t want to end up in the emergency room...I do break easily!” (YSFG1Gr4.0213); MrISuckatPE doesn’t like it because “...I can’t tackle without hurting myself more than the person I tackle”; the only time he can see football being fun is “when I’m not being tackled” (NVFG2Gr4.0534). Elizabeth thinks it’s not fun “because people get hurt” (YSFG3Gr6.0958).

Time/scheduling demands. Lastly, a number of children in this study disliked or did not enjoy an activity because of the demands it put on their time. Lucky13 (YSGr4), for example, writes on her survey that she didn’t like playing soccer and softball because “it makes my sechuel [sic] crazy! And I have to rush after school.” Joann (YSGr4), both in her interview and on her survey, says that she had to quit gymnastics because “my time was squished.” Brandon (YSGr5) writes that he doesn’t enjoy doing organized activities because “When it’s late...I have to get my homework done quickly when I’m tired.” Chassde (YSGr6/girl) didn’t like going to soccer practice because “it took away from other time”, while Patricia (YSGr6) didn’t like “waking up on the weekends early” in order to go to Irish Step dancing.

In sum, many children experience positive, uplifting feelings from their involvement from physical activity, but it is clear that many other children do not. For these other children,

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

activity can be a painful and negative experience. Summer (pseudonym), acting as transcriber for some of the interviews, is herself an athlete in college. In a note to me about what she was hearing from children, she had this to say about factors related to the NAI quadrant which verifies a number of the points which children raised:

One very important reoccurring point was the idea of pushing a person to their bodily limits in the realm of athletics...if the younger generation of coaches and athletes could find ways to push their athletes while keeping the integrity of the game and the body of the athlete in mind, then the athletic realm may become more popular to those groups turned away by harsh punishment and injuries. In the end all the children agree that they play the sport or activity because they enjoy the atmosphere, the game, and the memories. Speaking from experience, real love for the sport will get a child to play through injury and pain, but why should they have to for their devotion to the game when precautionary steps could have been taken to keep them healthy? (YSD6Gr6.0350).

Non-Achievement/Extrinsic (NAE) Factors

The final quadrant of Scanlan and Lewthwaite's Sport Enjoyment Model is that of factors relating to Non-achievement/Extrinsic (NAE) factors. These include non-performance aspects of sport/activity such as social interactions, relationships with peers and significant adults (i.e. coaches, teachers, parents), and the opportunity to take part in life experiences through participation in activity.

NAE factors perceived as fun. The following section will provide results centered around the areas of social interactions with peers, interactions with coaches and teachers, and

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

lastly, interactions with family, all of which contribute to children's enjoyment of physical activity.

Positive interactions with peers. Children in this study valued the positive interactions they had with peers and the contribution which they made to making physical activity participation fun. Megan and Kris like playing with others; Kris says he “would play with anyone who was nice”; Megan says “Yeah, I would, too” (NVFG1Gr4/5.0831). Larri wouldn't want to be on a team, saying, “I'm terrible at...that stuff,” but she does like to play football or volleyball with friends at school, saying “It's really fun because you're like with people that you know, friends, there's really no goal, sometimes, a lot of times we don't even keep track of points, and when we do, it's not like a huge thing when somebody loses” (CLD3Gr6.0467). Bobbi also prefers to play with basketball with her friends on the playground, because “then I maybe would be able to be with people I know better, like friends at my school, or friends from other schools” (NVFG1Gr4/5.0876). Lizzy (YSGr4) writes on her survey that she likes gymnastics because “it was enjoyable and fun to be with friends;” Stefan (CLGr6) says that “playing with friends also had a huge effect” on his enjoyment of football. Joe (YSGr5) likes soccer because “when you play...you make friends.” Chasde (YSGr6) says she “like[s] to run and be with friends”, while TheOtherGuy (YSGr6) says martial arts are fun because “there were friends I could enjoy my time with.”

Cooperation and teamwork. The concept of working together – cooperating, and teamwork – was important to many of the children. For example, Osiris likes playing on a team because of “teamwork, and it's fun!” (YSD1Gr4.0062). Michael describes cooperating with his teammates: “I used to run track and that was like my favorite part of running because, we're all

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

cooperating and if one person falls behind you still got another person who can go faster than the other person” (YSFG2Gr5.0724). Lilly enjoys playing “capture the flag” in P.E. class because “you have to learn a lot of teamwork...it’s just fun and then you could save people and once you capture the flag, it’s just victory!” (YSD4Gr5.0374). She thinks that it is important for the class to play as a group, because “it’s important for people to learn teamwork. Because when you grow up they’re not always going to say well, because you don’t want to do that or you don’t like it you don’t have to do that, and in life there’s always going to do something that you need to do” (YSFG2Gr5.0935). Friends can work well together; because of this, Lizzie suggests that their teacher should put “friends on [one] team and then friends that are not friends. Well, friends on one team and then non-friends on the other team.”

C: How would that make it more fun?

Anya: She’s saying, like the people who are friends put them together because they seem to work well.

Lizzie: And the people that don’t like the friends, on opposite teams. (YSD2Gr4.0585)

Support from peers. Children also valued the support and comradery that participating with others brought. Joe enjoys playing soccer on his competitive team because “You have more chemistry there, like you play with those people...three times a week and they are at like my skill for soccer and they know what I do. And I know what they do. So we get along easily” (YSD8Gr5.0184). Keven says she likes running “if I have a person that will push me but that also compliments me” (YSFG2Gr5.0702). MrSuckatPE talks about the time he played organized basketball, in which he did not do so well. The one time he scored a goal, his teammates were “like ‘Oh my God you scored a goal yeeaahhhh!’ because I suck at it and I was just so happy that

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

they were happy for me, they all realized that I knew I wasn't very good, so they supported me and that was you know much better than soccer where they were like 'You suck!'"

(NVD1Gr5.0366). Lizzie describes the time one of her teammates in softball got hit hard by a ball to where it hurt badly, and "one of the other team that we were playing, one of the team members came out and they gave our pitcher a hug, 'cause they were best friends"

(YSD2Gr4.0507).

Being active with family members. While participating with friends and others who were "nice" was important to children in this study, it was also apparent that they valued the time spent participating in activity with family members. A number of the children talked about playing with their siblings or other family members just for fun. Joann, for example, says "I like mini-games with my brother, with my friends, like mini baseball, with my brother's little tiny bat" (YSFG1Gr4.0443). Duke enjoys when he "go[es] to the pool with my family" (YSD5Gr6.0078). George says that "sometimes I go to the park that we have near us and I go with my sister and we play basketball." When asked if that is fun for him, he says it is, "because you are doing something that is not boring to you" (YSD8Gr5.0477). Pack enjoys playing "popcorn" on the trampoline, which is when "...you can sit down and then they jump, and then go super high, my little brother, he's very small, he was on there, and [we] jumped and he almost flew all the way out of the net [around the trampoline]" (NVFG1Gr4/5.0163). Kevin enjoys the same activity at his friend's house; together, they make "my little brother curl up in a ball...and he'd fly really high...that was fun!" (CLFG1Gr5/6.0076). Keven says she enjoys running "sometimes...like yesterday...we were just going to do a loop around the neighborhood and my little brother was on a bike and I was like being a tough trainer. I'm like 'There is no stopping,

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

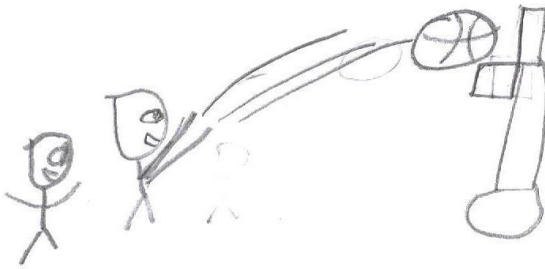
keep on peddling, if there is a hill you got to keep on peddling' ... I'm like, I shouldn't be able to pass you, c'mon, I'm running!" (YSD4Gr5.0150). Azalia thinks it is fun to "throw snowballs at my brother" (YSFG1Gr4.0285). Larri talks about her father, "Well, my dad really helps me with it [baseball], we also go to baseball games and stuff, like we have season tickets to the Horns [local minor league team]—front row seats!...yeah, it's really fun. And he helps me with it [playing baseball]. And also, it's sort of "quality time" [she makes 'air quotes'] (CLD3Gr6.0393). When asked what she does with her Dad, she says "It's not always baseball baseball, sometimes it's just throwing the ball, and sometimes we're at my neighbor's house and we're playing, and then he comes over and starts to pitch" (CLD3Gr6.0424). Joe explains how both of his brothers make playing volleyball fun for him; they play for the local high school team which won the State competition, and so "...both of my brothers are big fans of volleyball...and they are pretty good and they make me involved in it...so I'll be playing volleyball [this summer]" (YSD8Gr5.0013). Cody says she thinks playing football is fun, because "...both my cousins play and it's a boy and a girl, and my father...we like throwing it around...I don't like rough football; I just like throwing around a football. I don't like the football where you just clash together" (YSD7Gr6.0515). Osiris does lots of activities which he thinks are fun, in his spare time at home: "I do football, I do wallball, I do push-ups, I do work outs, I do ballet with my Mom even though I don't like it much. I play with my older brother, I give my older brother piggy back rides, which is a workout, which is really hard!" (YSD1Gr4.0535). Michael, too, is very involved with his family in physical activity; in fact, his drawing it shows him playing basketball with his little brother (see Figure 4). He explains his drawing further: "I like to show him how to do stuff because he's very VERY VERY athletic...I'm trying to teach him to be very

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

athletic and multi-sport talented, I guess... I like playing with my brother a lot"

(YSD3Gr5.0229).

When you think about Physical Activity (either Organized sports or activities, PE at school, or activity at home), draw the first thing that comes to your mind:



Very briefly describe your picture below – for example, what is happening in your picture? In which setting (Organized sport, PE, or recreation) is your picture taking place?

I am playing basketball with my little brother. Recreation

Figure 4. Michael's (YSGr5) Activity Drawing

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Encouragement from family members to be active. A number of children talked in detail about how their parents or other family members either encourage them or directly involve them in various types of physical activities. Keven, for example, says that “My Dad wants to put me back in karate because he thinks I need to learn patience and self-defense...I’d rather do something like...kickboxing or something, because my Mom is in that...she is a yoga teacher, she has a degree for it! (YSD4Gr5.0029). Larri’s activity drawing shows her swimming; she explains it “I took lessons because my mother was like ‘You need to learn how to swim!’ even though I learned to swim when I was three...sometimes I like to swim laps and stuff” (CLD3Gr6.0770). Kevin, who plays baseball, recalls that his parents “...signed me up one day and didn’t ask me or anything, or they asked me if I liked playing and I guess I said yes because I didn’t know what it was. So I played and I got really determined to keep playing and so I got better” (CLD2Gr5.0370). Sometimes the encouragement is done more subtly, as George explains how he got involved in soccer: “My dad because he plays soccer and so I wanted to try. And I did, and I thought it was really fun” (YSD8Gr5.0129).

Lilly, for example, doesn’t necessarily like running, but it’s not as bad when it’s done with her family:

I enjoy running with my Mom because it’s fun...she’s a good trainer...she has me like running and sometimes we have little races to a certain point, and it’s just fun, she taught me how to run faster and learn my form better.

C: So she helps you out...didn’t you say....something about your Dad?

Lilly: Yeah, he likes to [run] every morning when the weather is nice or on the weekends...he’ll go out for a mid-day run and say ‘Lilly, come along with me’ and so we

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

run along and we talk about stuff...he'll say 'Okay, we are going to run for a minute and walk for a minute'...that kind of thing.

C: So do you think it is important to your parents that you are involved in activity?

Lilly: Yes...well, they always tell me that if you're not enjoying something you don't have to do it but it's kind of funny that they're the ones who say "You should go for a run even though you don't want to!" (YSD4Gr5.0318)

Kevin talks about his enjoyment of running:

I actually really like running because I just like to run, so having a goal to run just is rewarding.

C: Give me an example of one of your goals.

Kevin: Once my cousin wanted me to run around [a local] park with her, and we did three laps, I think each one was like a third of a mile. So there is like all this terrain and it was kind of hard, but I really wanted to do it with her so it was fun, but it was tiring, I just for some reason liked running through the park (CLD2Gr5.0406).

Mungoia describes how "...my Dad, I think he is a really good runner and he has tricks like he says whenever you put a foot down you breathe in and whenever you put the other foot down you breathe out" (NVD1Gr4.0087). James wants to go into the military when he is older; he has family members who encourage him to stay in shape now so that he can run the three mile run "like a piece of cake!" (YSFG3Gr6.0646). Sierra, in the same interview, then goes on to talk about her parents:

Both of my parents are, my Mom is a little obese and my Dad has gotten to the point where he has diabetes and so my Mom is always pushing me to stay in stuff, physical

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

activities, anything I can get into just to make sure that I don't end up out of shape like them (YSFG3Gr6.0675).

Family members are also very supportive of children who are involved in organized activities.

Here, Brandon and Michael talk about how their families support their participation:

Brandon: That's the same with my dad, and my older sister Alanis [pseudonym], we, she's a little bit different, and she's very athletic and she can throw the football and kick it, guys are always wanting to be on her team, and always saying how good she is. She helps me out, my dad helps me out, we just like to play, so it's nice to spend time with them...He's not like the expert and stuff...he's not really like the most coordinated, [but] he knows everything. But he can at least help me out, and he can at least help me learn more...he just supports.

Michael: My mom does that a lot, too. She comes to every one of my games. Sometimes it's a little embarrassing, she'll wear my jersey!

Brandon: My Mom does too!

Michael: ...She'll like do all the stuff, it's really funny. She takes me to a bunch of sports and she always brings my brother who'd wear my old cleats or something and they'll switch practice jerseys!

Brandon: I have a little sister and she's from Haiti, and she has a lot of difficulties but she is very close to me and she likes to come to the games and cheer and if I am just on the field and don't like have to do anything, she'll be cheering me.

Michael: ...Yeah, sometimes you need support!

C: Do you ever worry if you mess up that they're going to say something?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Michael: No, I don't, because my Mom just says, you might have messed up, but you did really good. She'll tell me the things I did good first and she'll just tell me that I can try harder next time.

Brandon: ...one time my Grandad...he came to one of my games, and I was really excited, but then our team lost and I was kind of nervous, but he had to leave but he told my Mom that I did a really good job...(YSD3Gr5.0255).

Jo talks about why she thinks that her equestrian work is fun and how her Mom was key in getting her involved in it: "Well, I really like animals and I grew up around them and my Mom grew up around them so she's really good at knowing horses, and our horse, something that I thought was cool is my Mom took my horse to this special ed thing where people who didn't have the ability to do a bunch of things, they could ride our horse (CLD3Gr6.0862).

Interactions with coaches and teachers. Interactions with other adults such as coaches and teachers also helped to make participating in different physical activities enjoyable for children. Butler thinks that if your coach for your team "...is really nice, you just have fun" (CLD1Gr5/6.0492). A number of children on sports teams talked about the encouraging behaviors of their coaches and how it positively affected them and their enjoyment of their sport. For example, Brandon likes how his coach is encouraging toward his efforts: "...even sometimes when I lose, the coaches have always said that I work very hard and that I'm good. Which makes me feel good, because I feel disappointed when I lose and not like the best" (YSD3Gr5.0340). Joe also recounts how his coach "...said that I was one of the best on the team. Well, I'm a midfielder so I don't make many goals. But when I do I get really happy!" (YSD8Gr5.0121). Butler, too, talks about how he thought he wasn't very good at soccer and wouldn't make the

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

travel team, but, "...I tried out and [coach] said you're on the team and like my point of view changed. I felt like I can do – I just came into practice thinking I can do it and the coaches kept saying you're amazing, like really good, you've really improved" (CLD1Gr5/6.0427). Larri appreciated it when the gymnastics coaches for Physical Education "...don't push you too hard"; Jo agrees, saying "It's like gymnastics is at your own pace, and they don't get upset if you don't know how to do something" (CLD3Gr6.0304). Sierra says that her knew karate teacher (unlike her old one) "...push[es] you, but if you feel like they're pushing you too far, you're allowed to back off just a bit", and this makes the activity "more fun" (YSD6Gr6.0186).

Kris thinks that adults such as Physical Education teachers could make physical activity more fun for kids by "having the adults play with us. Like teachers trying to knock down pins with us" (NVFG1Gr4/5.0960). Mike has similar thoughts about his soccer coaches when he says "...It's more fun when they're doing it, because they're usually like really awesome at it, so you have like a really challenging time, and you can get better pretty easily" (CLD1Gr5/6.1200). Butler says that when his coach "...tells us to [run down and back] he does it with us, so it makes a difference...he does it with us, so that makes it fun" (CLD1Gr5/6.0663).

NAE factors perceived as not fun. Unfortunately, not every child has positive impressions and interactions with significant adults and peers in physical activity settings. In fact, the negative interactions which children in this study recounted with peers, especially, were numerous, significant to them, and clearly made the activity involved not fun. These interactions with peers will be addressed first, below, followed by those with family and then other adults such as teachers and coaches.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Bragging, harassment, and teasing. A sure reason for an activity to be not fun is when peers would brag, harass or tease others, or be a “ball hog.” MrISuckatPE says of his soccer experience, “My team was jerks” and goes on to describe the reasons for this statement:

The reason I don't like soccer is because of personal experience...I did two seasons of soccer. The first season there was a ball hog who kept the ball from everyone and my second season was just horrible...they stole the ball from each other to show off and they didn't take the fact that I wasn't very good well. Like I would miss...not score a goal and they would be like “You suck!,” and then like when I play gym, here at school, there's a certain kid in our class who we always gets into arguments, even if I don't have anything to do with it. I guess I'm just...when that certain kid is doing anything that's bragging or something, it doesn't actually matter to most people, it just ticks me off...My brain doesn't like him so when he's acting cool and stuff, I just find some reason to hate him, he's like if they go like “Yeah, good job,” my brain goes like “Ah, stupid, he didn't do anything, he sucks.” (NVFG2Gr4.0291)

The only way a game of soccer would be more fun for him, he says, is to have friends on his team, with “absolutely no bragging, not even like a ‘yeah!’.” He would like it better if he:

Could like choose the people on my team...set the rules, like if our team scores a goal or their team scores a goal and you brag, if we brag, you automatically have to forfeit the point, or something like that to prevent, to say absolutely not to bragging, and if I could choose so even if they disagree with that rule, I'd have the kids that bothers me the most on my team, and the kids on my team would be my friends, too (NVFG2Gr4.0354).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Ball-hogs and bullies. Ball-hogs, Elizabeth says, affects how much fun one has when playing a game. She said she “kind of enjoyed” playing soccer at recess, but then people “started to be like, not pass to you and try to do everything themselves and it got really boring because you would never get passed to and so if people are being like really mean then it’s not fun.” These people, whom she calls “ball hogs” on her survey, says, “...they pretend you don’t exist. And they never pass to you and they...ignore you” (YSD6Gr6.0293). Pack says ball hogs are “rude;” they are always “holding [the ball] off from others, not giving them a chance” (NYFG1Gr4/5.0643). On his survey, he mentions how in soccer, he “don’t like haw [*sic*] we brag.” On her survey, KTMartin (YSGr6) says that “I don’t like playing soccer because some people will get the ball and then won’t let anyone else do anything.”

Bullies, too, especially stood out for making activity experiences unenjoyable. Bullies, Lizzie says, are “hurtful kids, who like dodgeball.” When asked what she means by this, she explains that “hurtful kids” are kinda like bullies, that like hurting other children. Like, let’s say I was the bullet and Anya was my main target. I would go for her more than for anybody else. I want to get her out and I don’t really like her...it still hurt her because she’s afraid of the bully and she can’t get away from that” (YSD2Gr4.0359). Cardi (YSGr5/boy) says that “in the past, I was bulleyed [*sic*], when I learned kickboxing, I was not bullied.” Being teased also made situations no fun; Lilly and Michael say that if one of their friends was teased, it would make them stressed and want to take out their stress at the end of the day (YSFG2Gr5.0313).

Arguing and fighting in activity situations. More than any other negative qualities in their peers, children in this study abhorred the many instances of arguing and fighting which occurred in different physical activity settings. Many times these behaviors took place at school.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Anya says how at school “it’s kinda’ sad, because everybody starts arguing over the rules, it kinda’ ruins the game because if you argue over the rules, you can’t get anything done, you sit there arguing all day” (YSFG1Gr4.0463). She tells of a time when “...we used to bring out a ball every day and every time we’d get into two teams and we’d start playing but people had arguments about whether you think you are playing keep away or soccer”; Lizzie said that this was “...no fun...after a while it got not fun because you...get confused about what you’re playing” (YSD2Gr4.0100). MrISuckatPE says that at his school, “P.E. is like dumb, it’s just arguments” (NVD5Gr4.0261). Mungoia, in the same interview, recounts a time when they were going to play a game to which he didn’t know the rules, and “everyone was yelling and I couldn’t hear him [teacher] saying the rules and I’m like ‘Who even cares about rules if you don’t listen to them?’...and then I don’t know what to do.” MrISuckatPE then says that when that happens, “...then they all get mad at you.” Mungoia agrees, saying that kids at their school are “too competitive. They will fight even if it [the ball] clearly was in the middle of the goal, they say ‘No, it missed, it went off the edge!’” (NVD1Gr5.0395). Lizzie says that playing games like soccer or baseball at school “it’s not fun...they [kids] would fight even though they’re a team” (YSD2Gr4.0163). In talking about the game of kickball at his school, Brandon says that the game itself can be fun, but, “...then we have lots of issues that aren’t fun, like it’s really unfair...the teams, people always fight...and people are getting upset for no reason just because someone catches their ball or something” (YSFG2Gr5.0367). Michael, in the same interview, describes a scene from one day after Physical Education class: “Most people after gym class it usually ends up like four people crying, like six people pushing each other in the hallways, like out of anger and like the rest of the class is arguing. In one class it was so bad...when we went

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

back to class everybody was crying and everybody had said that they wanted Math class better than gym class” (YSD3Gr5.0426). Osiris says that he doesn't like soccer that much, because “...there's always arguments and everyone thinks they have to win and they cheat” (YSD1Gr4.0453). Keven explains how during the game of “Fish Out of Water” (a tag-like game), peers would “...get upset about [being tagged] and then they say ‘Uhhh, I was taking a break’ right when you tagged them. So it's somewhat fun” (YSD4Gr5.0233). TheOtherGuy recounts a time when “...someone got out...the one that got out gets so mad that they...got really mad and tried to hit person A and they broke out in a fight and we had to pull them apart” (YSD5Gr6.0301). More children noted that fighting, arguing, yelling, and harassment as reasons for their non-enjoyment of activities, on their surveys, than any other reason; common statements include that “in kickball, soccer, everyone fights” (Super, YSGr6); “I don't like kickball because everyone fights” (Susy, YSGr5); “There was arguments and disagreements that wasted time” (Keven, YSGr5); and, “I don't like to play mushroom ball, because others would hold grudges” (TheOtherGuy, YSGr6).

Favoritism and bias by coaches and teachers. Besides the negative incidents with peers, children also described a few instances as to how interactions with other adults, namely teachers and coaches, also at times negatively impacted children's enjoyment of certain physical activities. Children disliked it when coaches showed favoritism to specific players; Jeffi didn't like playing basketball because “...my coach was someone I knew, and he had two daughters that were on the team and his daughters were always doing the main parts and then everybody throughout the season got to be point guards or one of the main parts but me” (CLFG1Gr4/5.0793). Brandon says that his Physical Education teacher “...sometimes it's

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

athletic people and sometimes there's certain athletic people she favors over the other athletics", which made class no fun for him and others (YSD3Gr5.0355). Kevin describes how some coaches would ignore children on the team who weren't as good as others: "I got help from one coach the last time I played, the last season I played baseball...all the other coaches, they didn't care who came up, they didn't care to do stuff with me because I wasn't that good"

(CLD3Gr5.0108). Mike notes that coaches "...if we're [kids] are quitting, just don't ignore them, because some coaches do" (CLD1Gr5/6.1200). In the same interview, Butler describes how it's not fun when coaches ask the players to do something, and they "...just stand there and watch us and go 'run faster, run faster!' and it's like, if you want us to go faster, how about you go faster...if we can do it, why can't you do it, and you're making us do it, that doesn't seem fair to me" (CLD1Gr5/6.0663).

Coaches and teachers who are too strict. Some coaches focus too much on winning; Elizabeth talks about a coach who was "really strict...it just wasn't as fun [to play for her] because she always kept us like really, 'You have to win, you have to win!' and I liked having fun and being free" (YSD6Gr6.0114). Similarly, children thought that teachers and coaches who were "too strict" made things not fun – for example, Butler says that "...depending on the coach, it [game] can be fun sometimes...if they're really strict with you it can't be fun" (CLD1Gr5/6.0112). Along with being too strict, children saw coaches or teachers being too bossy or angry at children to be no fun. Brandon, for example, explains how "...if you mess up they might get angry at you or set you down" (YSD3Gr5.0097). He also doesn't like how his teacher "...she'll make unfair teams, and then yell at the team who's losing" (YSD3Gr5.0355). Bobbi, at another school, thinks that the teacher could be "less bossy"; Kris agrees, saying how

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

“...my old gym teacher was very bossy, he would yell at you if you would just stop to take a break, he would yell at you...this teacher could yell as loud as the fire drill”

(NVFG1Gr4/5.0981). When asked how that made him feel, Kris responded “It would make me feel very very scared, spooked...and like in the cartoons, all white” (NVFG1Gr4/5.1033). Jo agrees that the person leading the activity can make a difference in the activity being fun or not, after talking about how a coach of a friend of hers “was constantly yelling at her” (CLD3Gr6.0647).

Another common no fun behavior of coaches or teachers, as explained by children in this study, was when they pushed children too far, past what they perceived as their own limits. In answer to the question of what would make activity more fun for children, Butler says, “...Listen to what they [kids] have to say on what they want to do, because they know where their limits are, they know if you push them beyond them, sometimes they won't want to do it, they'll just give up” (CLD1Gr5/6.1168). Sierra talks about the time her karate teacher “...pushed us really really really really really really hard and he wouldn't let us back off not even the tiniest bit and we were all really mad at him and that just made us even more stressed out” (YSD6Gr6.0255).

Summary

Scanlan and Lewthwaite's 2x2 model for Sport Enjoyment (1986) served as the basis for describing what children think is fun, and not fun, about physical activities in different settings. The data, based on focus group and duo interviews as well as a quantitative measure and student drawings, provide a rich picture of what children like and do not like about their involvement in physical activity. Developing a greater understanding of these factors allow policy makers,

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

curriculum and program designers, and those who work daily with children in these settings to provide more appropriate and appealing physical activity experiences for children.

Chapter Five: Discussion and Implication of Results

Based on results from children in this study, factors in the Achievement/Intrinsic (AI) quadrant such as skillfulness and perceived competence were almost universally cited as impacting whether or not an activity was perceived to be fun. These findings are consistent with those from other studies in the literature (e.g., Carroll & Loumadis, 2001; Davison et al., 2010; McCarthy & Jones, 2007; Robbins et al., 2010; Shapiro & Ulrich, 2002; Smith & St. Pierre, 2009; Wankel & Sefton, 1989). The emphasis which youth in this study gave to the importance of learning new skills, improving existing skills, and/or learning about all aspects of games (e.g., statistics and strategies) build upon findings by others such as MacPhail et al., (2008), Portman (1995), Wankel & Kreisel, (1989), Wiersma (2001), and Woods et al., (2009). Conversely, as was found in part by Garn and Cothran (2006) and McCarthy and Jones (2007), children's perceived lack of confidence in their ability to be successful in an activity, along with their inability to perform skills, move with success, or even understand rules and other knowledge about the games were major factors affecting their non-enjoyment of that activity. Together, and simply put, the strength of children's views in this area suggest that they not only want, but truly *need*, to learn and understand skills and concepts in order to feel positive about an activity, whether that learning comes from a teacher, coach, parent, or even a same-age or older-peer. It was clear that for many children in this study, the lack of learning or explicit goals for an activity (i.e., performing "pointless" activities) resulted in them either physically and/or emotionally disengaging from that activity. This need mirrors Garn and Cothran's (2006) and Hashim et al.'s (2008) call for the use of mastery orientations in Physical Education, but also suggests that this should be an important element of organized youth sports and activities, as well.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

It was also clear from this study's findings that children innately understood and valued the concept of "developmental appropriateness." They were able to eloquently state, using children's words, the adult intent behind the emphasis on "developmentally appropriate Physical Education (DAPE)" which was brought to the forefront in the profession in the 1990's (Castaneda et al., 1993). They saw a match between the skill level required of the activity and the skill level of the child participating in the activity as necessary requirement for it to be "fun." No matter the setting, the children wanted an appropriate balance between skill and challenge; when this balance was not present, consistent with Csikszentmihalyi's "Flow Theory" (1990) and findings by Sanders and Graham (1995), children in this study were inclined to either change the parameters of the activity if possible (e.g., changing the rules of a recreational game) or if that was not possible, they simply became unmotivated (or even vehemently opposed to) wanting to continue participating in that setting. We know from previous research (McCarthy & Jones, 2007) that children who find organized youth activities or sports non-enjoyable will typically elect to no longer take part in them, but children in school-based Physical Education programs generally do not have this option. It was evident from children in this study that a constant stream of team sports activities and mass games in Physical Education which focused on the improper use of competition and keeping children "busy, happy, and good" (Tousignant & Siedentop, 1983) many times had an actual opposite effect. Given this, as well as the stated aim of Physical Education programs to provide children with the skills and motivation to become and stay physically active for a lifetime (SHAPE, 2013), it would seem important for Physical Education Teacher training programs to take a renewed (and rejuvenated) look at their curricula and the activities found therein to ensure that they reflect the principles upon which this child-

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

centered approach was built. Doing this can ensure that future teachers have the ability to design learning experiences which enhance, instead of detract from, children's enjoyment of those activities. As has been called for previously, it is also clear that Physical Education teachers themselves must examine their curricula and instructional practices in order to ensure that they are developmentally appropriate (Hashim et al., 2008; Lorusso et al., 2013). The commonly-held belief that maximizing students' enjoyment in Physical Education has to be done at the expense of competition, skill improvement, and learning -- a conundrum made explicit by teachers in studies such as O'Reilly et al., 2001 -- is outdated and indefensible in our current era. Not only does this go against the stated wants and needs of children in this and other studies, but it also negates the goals of the very same physical educators who believe that their mission is to get children moving, active, and healthy.

Also important to children's enjoyment of various activities were non-achievement/intrinsic (NAI) related factors such as feelings and sensations inherent in the activity itself. Results from this study suggest that feelings which engulf the child -- which wrap them up "in the moment" -- are of critical importance in drawing children into, and continuing their interest, in an activity. Perhaps similar to an adult's experience of a "runner's high" (and Csikszentmihalyi's 1990 definition of being in a "flow experience"), this total losing of oneself in the activity at hand in one way or another was mentioned by a majority of students as being critical to whether or not an activity was viewed as "fun." Whether it was the feeling of "flying" while jumping on a trampoline or the thrill of participating in activities such as snowboarding, children in this study thrived on the positive, intrinsic sensations and feelings they gained from experiencing their world from this physical perspective. Conversely, the experiencing of

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

negative sensations, such as when one experiences pain, injury, or becomes over-exerted, or the experiencing of stress due to being put into unwanted competitive experiences was found in part to be a contributing factor for some children's non-enjoyment of physical activities. These findings are consistent with those from Davison et al. (2010) and McCarthy and Jones (2007). Because children experience so much of their world through their physical selves first, realizing the potential for these two extremes and their immediate impact for either motivating children or turning them away from participating in activity would be important to those responsible for developing and leading activity sessions. In addition, an unexpected finding related to the surprising number of children in this study who discussed the presence of unwanted stress in their life due to factors such as school-related demands and being teased or bullied (or having friends who were the recipients of these actions). While some children were able to see the value of physical activity as a means by which to alleviate this stress, not all children did.

Also of importance for children were the more extrinsic factors related to both achievement (i.e., personal perceptions of control and competence that are dependent on others) as well as non-achievement (i.e. non-performance aspects such as affiliations with peers and significant adults). Building upon previous research efforts, achievement/extrinsic (AE) factors seen as fun by at least some children in this study included those related to receiving positive attention from others due to their involvement and/or positive performance in an activity, as well as winning (i.e. doing better than others). Conversely, and consistent with (but expanding) findings by McCarthy and Jones (2007), students receiving negative and unwanted attention from others due to poor performance – for example, when being last when running, being harassed or ridiculed for performing skills poorly, feeling embarrassed because they could not

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

perform skills, and being punished by adults for poor performances – were strong factors perceived as being un-fun by students.

Just as for Garn and Cothran (2006), Rowley (1996), Scanlan et al. (1989), Smith and St. Pierre (2009), and Woods et al. (2009), positive interactions with adults such as coaches and parents (i.e. non-achievement/extrinsic [NAE] factors) figured prominently in making activity fun for children, while working and cooperating with teammates was also seen as a positive. Conversely -- and consistent with findings by Smith and St. Pierre (2009) -- the surprising ferocity with which negative behaviors such as bragging, arguing, fighting, and harassment from teachers, coaches, and especially peers in activity settings were described by children in this study were critical factors in making many activities un-fun. Of special importance were the descriptive accounts of students about peers (teammates, classmates) who “constantly disturbed” others and negatively influenced the climate of the activity situation. Given that many Physical Education and youth sport programs have the development of “good sportpersonship” and teamwork as a main aim, this finding suggests that not only is this goal extremely important to children, but also that it is also of critical importance to assist coaches and teachers, through professional development opportunities and/or practical coursework in preparation programs, to learn how to deliberately develop the learning environment and manipulate factors in the environment to ensure enjoyment for children.

From a practical perspective, then, understanding the multitude of factors which different children find to be either fun or un-fun in physical activity and how these factors are combined and intertwined becomes extremely important for those who are responsible for developing, implementing, and assessing the efficacy of programs designed to increase children's levels of

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

and involvement in physical activity. A deliberate and concerted effort must be made by curriculum planners, teachers, coaches, and others in charge of children's physical activities to develop programs and activities from a child's (not adults') perspective. Factors seen as fun by children need to be emphasized, while those viewed as un-fun should be de-emphasized or totally eliminated in order to ensure that all children – no matter their skill or comfort level with physical activity – can find success in and will be interested in pursuing activity in at least one of the physical activity settings. The implication of this, then, is for those in charge of activity settings to provide a wide variety of activities which hold different goals and purposes (e.g., offering a variety of games, dance, outdoor education, aquatics, and gymnastics type experiences) which are then made up of differing characteristics (e.g., some competitive, some not; some involving group work, some not) so as to appeal to a wide range of youth and allow for their continued and successful participation in physical activity.

Chapter 6

Conclusion and Recommendations

Increasing rates of physical inactivity by American youth has provided a critical impetus for researchers attempting to understand the complexity of factors which are thought to influence children's physical activity participation patterns. Numerous studies to date have shown the construct of enjoyment, or fun, to be a critical factor affecting whether or not children will engage in physical activity, and, the non-enjoyment of activity as a main reason for children deciding to opt out of participating in physical activity. Yet, despite the significant influence of enjoyment and non-enjoyment on children's participation in physical activity, there is still much to understand about both the positive and negative aspects of the construct of fun. Limitations of previous research include the descriptive nature of most of the extant studies, a paucity of studies focusing on non-enjoyment as a goal of the research process, and, an emphasis on enjoyment in the context of organized youth sport. Thus, the purpose of this study was to determine children's perceptions of the construct of fun relative to their participation in physical activity both in and out of the school setting (i.e., in recreation, Physical Education, and the organized youth settings). More specifically, it sought to provide an in-depth, comprehensive analysis of reasons as to why children find physical activity to be both enjoyable and non-enjoyable. The use of a mixed-methods approach (involving focus group and duo interviews, activity drawings, and both Likert and open-ended questions on a measure) further allowed for the systematic "unpacking" of children's insights and thoughts. The following six findings from this study have contributed to a greater understanding of children's perceptions of both fun and un-fun in physical activity.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

First, the reasons children gave for both enjoying and not enjoying physical activity were numerous, varied, and compelling in nature. Children viewed these factors as being dichotomous in nature – that is, these factors were either fun or not fun, inhabiting opposite ends of the enjoyment spectrum. Positive impact factors included, in part, being skilled and competent, learning and improving skills, competition and challenge, the physical actions involved in movement, feelings of stress release found in movement, feelings of being healthy, active, and fit, and receiving encouragement from and being active with family members. Factors which many children found to be non-enjoyable included, in part, being unskilled, a lack of learning, goals, or understanding in movement situations, disliking competition, feeling pressure to perform well, performing poorly in public (including embarrassment), feelings of pain, hurt, or injury, pushing oneself to one's physical limits, being on the receiving end of bragging, harassment, teasing, and bullying due to poor performance, and arguing and fighting which take place in movement settings. While some of these factors have previously been identified in the extant literature, children's identification of previously unidentified factors which impact both their enjoyment – and especially, their non-enjoyment of physical activity – has added to our overall understanding of “what makes fun, fun” (or not!).

Second, although many of the identified factors were perceived in a similar fashion by a majority of the children (i.e., as leading to either the enjoyment, or non-enjoyment, of activity), some factors were viewed quite differently. In other words, every factor identified as being fun in nature was not necessarily perceived in that manner by every child in this study. The inverse was also true – that is, not every factor identified as contributing to the non-enjoyment of activity by children was, in reality, considered to be unenjoyable to each individual child. Thus, the

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

recognition that children can perceive and interpret the very same factors in very different ways leads to the third main finding from this study – that of the idiomatic tendency of fun.

The *idiomatic tendency of fun* is characterized by an understanding that what any given child will perceive to be either fun or not fun about his or her physical activity experiences will be unique and particular to that specific child. This tendency is based upon two underlying suppositions: one, that any given child will find some identified factors to be more salient than others, and two, it is difficult to predict exactly which factors any given child will find to be salient. That is, it cannot be stated that “all boys will find x characteristic to be fun” or “all fourth graders will find y characteristic to be not fun.” Recognizing this very personal and unique nature of fun, then, aids our understanding as to why some children find participating in a specific activity such as basketball or gymnastics to be enjoyable, while other children may find the very same activity to be unenjoyable.

The fourth finding from this study suggests that whether or not a child will find a specific physical activity to be fun or not fun is influenced by factors specific to the context in which the activity is taking place. That is, factors such as who a child plays with, what the goals of the activity are, and the conditions under which the activity is played appear to have a stronger influence on the enjoyability of an activity than the activity itself. This finding assists in explaining why a child can find one specific activity such as basketball to be enjoyable when he or she is playing it on the playground for recreational purposes, but unenjoyable when he or she is playing the activity as part of an organized youth sport team. It can also aid our understanding as to why a specific factor such as a lack of learning or goals could be perceived by children as

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

being non-enjoyable in a setting such as Physical Education, yet enjoyable when encountered in another setting such as recreation.

Fifth, although there were some *activities* (e.g., jumping on a trampoline) which many children in this study considered to be enjoyable, as well as some activities (e.g., running laps) which many children considered to be unenjoyable, there was no single activity comprised of characteristics which all children found to be either fun, or conversely, not fun in nature. Thus, it became apparent that there is “no one activity that fits all;” that is, there is no one “magic bullet” activity that all children will find to be pleasurable and fun, nor conversely, any one activity which all children will find to be unenjoyable.

The sixth and last conclusion from this study suggests that specific methods used to gather the qualitative data in this study were very effective at stimulating discussion amongst children and uncovering what they think in a very non-threatening manner and warrant further merit for use in future studies. For example, the activity-oriented questions in the focus group interviews –such as the use of the “card sorting” activity and the viewing of video snippets – were an effective method of stimulating discussion with children and uncovering what they think about a topic. In addition, children’s drawings provided another interesting and valuable “window” into what individual children thought about the topic. Lastly, the strategy of having children name their own pseudonym provided an additional and valuable insight into each child as a potential subject to be interviewed.

In conclusion, it can be said that there are numerous and varied characteristics which children in this study found to be both enjoyable and not-enjoyable about physical activity. Taken together, findings suggest of an idiomatic tendency of fun. That is, the reasons why any

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

particular child in this study found a specific physical activity to be either fun or not fun were personal, complex, interwoven, and highly individualistic in nature. In addition, it was apparent that the factors which allowed these reasons to change across context -- for example, whether or not competition is present, who one participates with, and how the activity is structured -- appear to have a stronger influence on the whether or not that activity will be perceived as being enjoyable, more so than just the activity itself.

Findings from qualitative studies suggest that we have only begun to crack the surface in learning about children and their enjoyment of activity. Thus, it is hoped that future research efforts will further the efforts made by this researcher and others to utilize qualitative and mixed-methods in order to gain in-depth understandings about children's enjoyment and non-enjoyment of physical activity. Although enjoyment may be idiomatic in nature, we may benefit from an increased understanding of how children of differing gender, age, and/or skill levels perceive enjoyment in physical activity. For example, although findings from this study did not suggest any differences in children's enjoyment and non-enjoyment across various grades, a previous study by McCarthy and Jones (2007) suggested there may be developmental differences in the construct; further qualitative efforts may help to unpack any potential similarities and differences. Also of interest would be further exploration of how differing variables intersect to create enjoyment or non-enjoyment of activity for youngsters. Other specific characteristics of enjoyment or non-enjoyment which, from the viewpoint of this researcher within the context of this study, warrant further examination include the role and impact of parental interest and involvement on whether or not their child perceives physical activity to be fun, the viewing of

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

physical activity as a stress reliever to be fun by some children, and, the role which learning skills plays in a child's perception of an activity being fun (or not).

Findings from this study contribute to recent efforts to discover what children themselves find to be enjoyable (and not) about their participation in physical activity. It is hoped that these, and future, research efforts will assist in providing insight into how and why children enjoy, and do not enjoy, participating in physical activity, with the long-term goal of increasing all children's enjoyment of physical activity, across a lifetime.

Appendix A

Overview of Studies Involving Focus Group Data Collection Techniques

Table 2							
Overview of Studies Involving Focus Group Data Collection Techniques							
(Research design: Qualitative)							
(Data collection technique: Focus Groups)							
REFERENCE INFORMATION			PARTICIPANT INFORMATION				
Author(s)	Year Pub.	Topic/Subject	Age	Grade	Gender	# Schools (or site)	Sampling used?
Alquati Bisol et.al.	2008	Deaf,Hearing Youth-Brazil:HIV-AIDS	18-20		M, F	1 PS, 1 Deaf	"a convenience sample based on volunteerism and balanced by age and gender" (p.566)
Bauer et.al.	2004	Env. Influences on Nutrition, PA		7, 8	M, F	2 public MS	convenience sample fr schools
Bender et.al.	2001	Latina pre-natal care	18+		F		recruited fr. Pre-natal clinics
Boyden et.al.	2009	Indiv w/ LD: developing DVD	? Adult?		?	3 day centers	referral from day center personnel
Brugge et.al.	2009	Provider-Patient communication (Health)	18+		M, F		by "recruiters" familiar w/ pop
Clark	2009	conducting focus group interviews w/ children and youth: guidelines					
Cox et.al.	2010	Responsibility for PA participation	11, 12		M, F	2 intrmd schools (1 hi, 1low)	referral by Principals; purposeful??
Darbyshire et.al.	2005	children's experiences and perceptions of PA	4 to 12		M, F	6	
Davis & Davis	2008	obese children in Miss	8 to 11	3 to 5	M, F		BMI at 95th %ile and higher; recruited from med ctr families
Day et.al.	2006	children's mental health care	9 to 14 (11.7 ave)	4 to 9	M, F		randomly fr cases, at first
Dixon et.al.	2010	children, parent perceptions of active video games	10 to 14	5 to 9	M, F	3; range of SES	convenience
Dorey & McCool	2009	media influences on children's nutrition	10 to 12	5 to 7	M, F	6; range of SES	randomly fr class lists; convenience

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author(s)	Year Pub.	Topic/Subject	Age	Grade	Gender	# Schools (or site)	Sampling used?
Downey et. al.	2009	Community health in Appalachia					
Dwyer et. al.	2006	PA participation barriers	15-16	10, 11	girls	4 sdry	questionnaire
Eime et. al.	2010	PA participation for rural middle school girls	16-17	11, 12	girls	4; range SES	randomly selected fr ea school
Eskelinen & Caswell	2006	comparison of social work practice	18+			institutional settings	
Fereday et. al.	2009	children w/ chronic disease and their PA participation	4 to 16	PreK to 11		pediatric center	purposeful sampling
Gibbons & Humbert	2008	MS girls PA participation	11 to 12	6, 7	girls	5	schools: variation sampling
Haines et. al.	2010	Breast cancer messages	15 to 24	10 +S	girls		fr larger study
Harris & Barnes	2009	Children's perspectives on male, female tchr roles in K	4	K	M, F	2	stratified?
Hohepa et. al.	2006	PA		HS	M, F		
Hoppe et. al.	1995						
Humbert et. al.	2008	Youth PA	12 to 18	7 to 12	M, F	4 HS, 5 MS	classes randomly selected fr 9 schools; admin, Ts helped select Ss based on activity levels and more; purposefully selected 5-7 per grade
Humbert et. al.	2006	Youth PA-low, high SES	study as above				
Jaffee	1992	Girls: PA and self-esteem	9 to 12	4 to 7	girls		

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author(s)	Year Pub.	Topic/Subject	Age	Grade	Gender	# Schools (or site)	Sampling used?
Jenkins et. al.	2010	use of vignettes/drug treatment					
Johnson et. al.	2009	Swedish women, PA	35 to 69		women		purposive: chosen with goals of the study in mind (p. 21)
Katz et. al.	2009	Colorectal cancer	50 to 84		M, F		
Kilborn	1999	HS PE	15 to 16	11	girls	2?	
Kimball et. al.	2009	influence HS PE on college	18+		M, F	1 univ.	
Kitzinger	1994	methodology of f/grp: interactions bx p.	18+			communitys	
Kitzinger	1995	focus group					
Kling et. al.	2009	nutrition, mothers	18+		F		purposive sample selection
Koekoek et. al.	2009	learning skills in PE	11 to 13		M, F		purposive sampling
Kroll et. al.	2007	disability research & f/grps					
Kuhn	2003	children's "moving school" wishes and thoughts	7 to 12	2 to 6	M, F		
Lieberman	2009	overweight adolescents	14 to 19	9 to 12	M, F		convenience sample
Linhorst	2002						

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author(s)	Year Pub.	Topic/Subject	Age	Grade	Gender	# Schools (or site)	Sampling used?
MacDougall et. al.	2009	where can children play?	8 to 10	3 to 5	M, F		
Moffat et. al.	2009	impact of chldhd epilepsy	7 to 12	2 to 7	M, F		
Monge-Rohas et. al.	2009	barriers, motivators for PA by Costa Rican adolescents	12 to 18	7 to 11	M, F	3 (2 urban, 1 rural; 1 private)	10 randomly chosen from each classroom; 1 class fr ea grade level chosen, per school
Morgan et. al.	2002	children's voices; asthma topics, disagreements in f/grps	7 to 11	2 to 6			through GP
Myers	1998		18+				
Nepal	2010	on mixing qual methods					
Noel et. al.	2008	validation of videotaped scenarios	18+		M		
O'Donnell et. al.	2007						convenience through healthcare site
Olson et. al.	2008	video game useage	12 to 14	7, 8	M	3 sites	
Peek and Fothergill	2009	examining f/grps as methodology					
Ronen et. al.	2001	kids w/ chronic medical condition and HRQL issues	6 to 12	1 to 7	M, F		purposeful stratified
Ross	1995	children's eating habits					
Roth et. al.	2009	Somali youth PA winter	teens +		M, F		convenience? Purposeful sample?
Rothwell & Lamarque	2010	youth tobacco use	16 to 17	10 to 12	M	3 urban, 2 rural sites	
Russell et. al.	2004	breastfeeding, young kids	6	1	M, F		as part of project

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author(s)	Year Pub.	Topic/Subject	Age	Grade	Gender	# Schools (or site)	Sampling used?
Self-Brown et. al.	2008	media campaign childhood sexual abuse	18+		M, F		medical univ paper
Smith & Paar	2007	analysis of purposes of PE	15 to 16	10, 11	M, F	one	purposively selected on basis of GSE/non-GSE program
Smith et. al.	2009	activity choices and PE	15 to 16	10, 11	M, F		
Tarlow & Mahoney	2005	computer-based Alzheimer's	21+		M, F	community	purposive sampling & max variation sampling
Thompson et. al.	2007	child asthma/Guatemala	18+?			community	
Treacy et. al.	2007	cigarette smoking, kids	11 to 12 through 15 to 16		M, F	youth clubs	
Wang & Burris	1997	Photovoice					
Whitehead & Biddle							
Wibeck et. al.	2007	PBL and f/grp methodology; learning in f/grps					
Wilson et. al.	2005	gender pref for PA in underserved adolescents	10 to 13	6 to 8	M, F	2 MS (randomly selected using table) and recreation setting	
Wright et. al.	2008	parental support PA in underserved adolescents	10 to 14	5 to 9	M, F		
Wyatt et. al.	2008	use of f/grps in nursing	keep ages in grp w/in 12 mos.				
Zeinstra et. al.	2007	percepts of fruit & veggies	4 to 5; 7 to 8; 11 to 12				

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

FOCUS GROUP INFORMATION								
Author(s)	# f/g held	# in each	Breaks/ Segments	N (children) involved	length	Activity-Oriented Questions used?	Piloted?	Other
Alquati Bisol et al.	4	3	Gender, Hearing status	12	90 min.	given questionnaire trying to validate		
Bauer et al.	7	4 (ave.)	Grade, Gender	26		n/a		
Bender et al.	indiv interview			45		photographic prompts		
Boyden et al.	3 (+1)s	6 to 8		29?	75 min	video (DVD) shown; rating scale 1-10 used by p. to rate		
Brugge et al.	12	4 to 12	Level of Educ., language	85	2 hrs.	n/a		4 f/gr in each language; used educ as surrogate for literacy level
Clark	How many? See guidelines	How many? See guidelines	See guidelines for suggestions			discusses use of objects, etc. to "focus" the group		**Excellent for guidelines for # of groups, etc.
Cox et al.	4 (+4)	6 to 9	SES, Gender	32 (60N)			Yes-w/ 5 PA experts	
Darbyshire et al.	17		SES (by school)	90b, 114g (204N)		"show me", "interested idiot" strategies used; mapping; photovoice for children of differing PA levels and content of maps		located in art or activities area-more informal
Davis & Davis	3 (+2)			17 (+17) (34N)	90-105 min.	"Al's Story" read to start the grp off		
Day et al.	3		age (9-10, 11- 12, 13-14)	11 (5b, 6g)	45-60 min.	Drew pix w/ "bubbles"; use of "scorecards"; list 3 most imp. Things; magic wand; if were an animal; teams "debate"		
Dixon et al.	7 (+4)	4 to 8 (ave.)	Gender	37 (+27) (64N)	60 min.	20-30 min. of game-playing before f/grp; intro'd at beg and shared a personal interest;		after each f/grp, looked to see if data was saturated-to keep going or not
Dorey & McCool	12 (2 ea. School)	8-Jun	Gender, Classroom	90	40-50 min.			

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author(s)	# f/g held	# in each	Breaks/ Segments	N (children) involved	length	Activity-Oriented Questions used?	Piloted?	Other
Downey et. al.	4 forums held			18 for photovoice; 75 in forums	90 min.	Photovoice; presented findings at forums		
Dwyer et. al.	7	8 to 12	ethnicity	73	90 min.	show/describe Healthy Living diagram	Int. Protocol-8 PH nurses, 2 adolescents	
Eime et. al.	4?	6 to 8	Gender	27				
Eskelinen & Caswell	4	5 to 8		28	2 - 2.5 hrs.	20-min video vignette (scenario) shown at beginning		used video vignettes to study differences bx teams (f/grps)
Fereday		4 to 6	tried to keep similar ages together	25	30 min.	drawing maps, photovoice, 'traffic light' posters (easy, so-so, difficult Pas)		12 Ss bx age 5-12 interviewed in Stage 2 f/grp to compare answers from both
Gibbons & Humbert	5	6	(school)	90	60 min.			one-on-one interviews and questionnaires also used
Haines et. al.	9			47		3 "messages" from 13 websites, 5 youtube videos, 3 pamphlets shown in f/grp		doesn't say which ones used, but would have to include video as these were majority of ads found
Harris & Barnes		4 max		37		draw and tell		used indiv, small group, focus group
Hohepa et. al.	9		ethnicity, gender	44				
Hoppe et. al.								
Humbert et. al.	29	5 to 7	some co-ed, some single gender (depended on PA class composition)	160	60 min.		yes, w/ 5 groups representative of ages involved	Modified Activity Questionnaire for Adolescents administered (7-day recall)
Jaffee		8 to 15		76	60 to 90 min.			

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author(s)	# f/g held	# in each	Breaks/ Segments	N (children) involved	length	Activity-Oriented Questions used?	Piloted?	Other
Jenkins et.al.						vignettes used in interviews can be on computer, video, or paper; "Jack and Jenny" vignettes: Power Points hyper-linked so that outcome could change depending upon choice made (IDV's-interactive developmental vignettes)		
Johnson et.al.	4	6 to 7		27				
Katz et.al.	2	4 to 5		9		video that f/grps helped to develop were then screened by 2 more f/grps; video was shown to 2nd group		
Kilbom				27				
Kimball et.al.	3	3 to 6	Gender	365			questionnaire was piloted w/ 15 Ss	
Kitzinger	52	6 av.		351	2 hrs.	"news game" - write your own bulletin using photos; card sorting;		discuss positives of using "pre-existing groups"
Kitzinger								
Kling et.al.	5	9 to 12	race (Black, white)	51	60-90 min.	*metaphorical techniques: mothers were given 30 sec. to choose photographs (from 58) that defined the essence of family. -then asked to list and explain top 3 words when given the phrase "family meals"	yes, on group of 12 mothers	
Koekoek et.al, 2009	2				60-75 min.	draw and tell		
Kroll et.al.				395; 65 interviewed		It can be helpful to use particular stimulus material during focus group sessions. Some authors have used computer-based PowerPoint presentations to provide pictorial memory aids (Seymour, Bellamy, Gott, Ahmedzai, & Clark, 2002 (p.695)		
Lieberman			Gender, weight gainers/losers	14	1.5 hrs.	drawings; "3 wishes", "interested listener" strategies used	yes	semi-structured interviews
Linhorst								

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author(s)	# f/g held	# in each	Breaks/ Segments	N (children) involved	length	Activity-Oriented Questions used?	Piloted?	Other
MacDougall et al.			rural, urban	33		drawing, mapping, photovoice		
Moffat et al.	5		age (3 seg.)	22				
Monge-Rohas et al.	36 (3 fr ea segment)	8 or 9	males 12-15, 16-18; females 12-15, 16-18	108	45-60 min.	flip chart to list answers;	Yes--w/ 2 groups of adolescents (9m,8f) of similar characteristics	
Morgan et al.	11	2 to 7 (4-5 ideal)	11 yr olds: gender separated. Others together	42	no more than 45 min; broken into 2 20-min sessions (for age 7-11)	Opening games: throw ball, say names; line up by month, BD, etc.; giving toys to "fiddle" with; write or draw, role-playing;		excellent article covering all aspects of methods w/ kids
Myers	7	8			2 hrs.			
Nepal								
Noel et al.	4	4 to 6				scripts presented in Study 2; in Study 3, ea p. saw 2 videos and responded to questions (but not in f/grps)		
O'Donnell et al.						showed video vignette and asked p. to respond	yes	
Olson et al.	8	4 to 5		42	75 to 90 min.	printed color images from the videos shown to boys during the f/group		
Peek and Fothergill		4 to 6						
Ronen et al.	2 kids, 3 parents	3 to 5	age, duration of epilepsy	29 kids, parents		paint on faceless puppets during ??; draw environmental maps; forming playdough and explaining it		5 is the ideal size (p. 74). Found mixed gender groups to be fine; also used nominal groups
Ross								
Roth et al.	2 kids, 6 adults	11 g, 7 b	Gender	18		Illustrations of outdoor activities for adult f/grps (sleds, outdoor equip) and videos of children sledding, skating, and skiing.		
Rothwell & Lamarque	5			28	1 to 2 hrs.	Radio, television, print media from state's anti-tobacco campaign used to stimulate discussion		
Russell et al.	3	7 to 8		23	1 hr.	"Draw and tell"; actual breastfeeding mother and child		

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author(s)	# f/g held	# in each	Breaks/ Segments	N (children) involved	length	Activity-Oriented Questions used?	Piloted?	Other
Self-Brown et. al.	6	3 to 11	Ethnicity (Caucasian, black, Hispanic)	2	2 hrs.	2 Television PSA's shown, followed by self-report and then f/grp		
Smith & Paar	6	5 to 7	Gender	38	30 to 45 min.			
Smith et. al.	24			153				
Tarlow & Mahoney	4		Ethnicity (Black, Chinese)	48	1.5 to 2 hrs.	Viewed and critiqued a CD-rom based educational program (30 min.)		
Thompson et. al.	5		moms' experience w/ kids w/ asthma (3 grps)	46		minute-long video clip of kids and adults who wheezed (URL given)		
Treacy et. al.	4	3 to 5	some single gender	12 to 20		flip chart w/ images use of photovoice as a means of gathering data		
Wang & Burris								
Whitehead & Biddle								
Wibeck et. al.								
Wilson et. al.	6	6 to 10	gender	51				
Wright et. al.	10	5 to 7	gender	52				part of study, above
Wyatt et. al.		4 to 6 ideal	gender, but ages 6-10 is OK to have co-ed groups		30 to 90 max: 10-14 1 hr; less than 10 yrs, 45 min max	other ways to encourage responses: draw a picture, storytelling, photographs, films, case studies (p.74)		4 stages: beginning, opening, discussion, wrap-up (p. 74)
Zeinstra et. al.	3 (11-12 yo)		2 single sex; 1 co-ed	28 (8, 8, 12)	90 min.	game tasks and fruit tasting; pictures of times to eat used		

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

DATA ANALYSIS						
Author(s)	Year Pub.	Qualitative Analysis Method used	Multiple Method? Qualitative Data gathered? Analyzed?	Mixed Method? Quantitative Data gathered? How analyzed?	How coded? Program used?	Other?
Alquati Bisol et.al.	2008					unit of analysis: good description
Bauer et.al.	2004					
Bender et.al.	2001			YES-"quantitative survey and qualitative interview w/ photographic prompts"	survey data: into Epi Info 6.0; interviews typed into Word	
Boyden et.al.	2009					suggest to use visual rating scale as way to help p.w/ limited verbal comm. Skills to respond
Brugge et.al.	2009	coded themes; quantitative counts of themes				full quotes given in Appendix A
Clark	2009		IS SUGGESTED - can be supplemented with interviews, doc analysis, participant observation			excellent article for recommendations, guidelines. See MORSE 1995 for data saturation ref.
Cox et.al.	2010	thematic induction to ID "common, significant, and dominant themes"			manual coding	
Darbyshire et.al.	2005	discussed role of "devil's advocate" in analysis	YES-mapping, photovoice, f/grps; gives great justification for multi-method			"qualitative approach"; excellent article for methodological basics, basis w/ children**get HILL reference
Davis & Davis	2008	constant comparison				Excellent checklist for conducting f/grps with children; basis for snacks, protocols
Day et.al.	2006	"thematic content analysis" (Strauss & Corbin); discusses "representativeness of concepts"	NO - f/ grps only, even or validation study			
Dixon et.al.	2010	"general inductive approach"-- looked for common themes (Thomas, 2006)	NO - f/g w/ parents and children only		manually	Has table of f/group participants-breakdown by gender, ethnicities
Dorey & McCool	2009	"inductive analysis"; text coded to ID themes	NO- f/g w/ kids only		Nvivo 7	

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author(s)	Year Pub.	Method used		Mixed Method? Quantitative Data gathered? How analyzed?	How coded? Program used?	Other?
Downey et.al.	2009	Grounded theory/constant comparison (Strauss & Corbin)	YES - photos and narratives		Qualitative Solutions and Research Non-numerical Unstructured Data Indexing Searching and Theorizing	
Dwyer et.al.	2006	Constant Comparison content and thematic analysis	NO - f/grps only			**adol girls: good justification for study
Eime et.al.	2010		No -f/grps only		Nvivo	
Eskelinen & Caswell	2006		YES - observations and interviews as well as f/grp			"video is a more rich and motivating material than a text and it is easier for participants to grasp the situation and identify themselves with it" (p.499)
Fereday	2009		YES - "multiple qualitative data collection techniques": maps, photos, "traffic light" posters along w/ f/grps		Nvivo	see Darbyshire reference (#20) see w/sheets for triangulation, use of multiple methods - get Creswell (1998), Patton (2002) ref
Gibbons & Humbert	2008	content analysis (Patton)	YES - questionnaires, f/grp, indiv interviews			
Haines et.al.	2010					also included analysis of all messages (32)
Harris & Barnes	2009	inductive	YES- indiv, duo, and f/grp interviews of children and Ts; drawings; all coded	YES - drawings -- frequency counts used		
Hohepa et.al.	2006	"long table" approach				where is this article? Find paper copy
Hoppe et.al.	1995					
Humbert et.al.	2008	content analysis (Patton)			coded; categories put onto poster board to visually see data; categories grouped together ("clustering")	see Merriman re. "clustering"; *speaks toward triangulation
Humbert et.al.	2006					
Jaffee	1992		YES - questionnaires, f/grp			

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author(s)	Year Pub.	Method used		Mixed Method? Quantitative Data gathered? How analyzed?	How coded? Program used?	Other?
Jenkins et.al.	2010					theoretical basis for "we" and "thou" perspectives
Johnson et.al.	2009	qualitative content analysis method, and dealing with both manifest and latent content in the text.				Purposive sampling, key informants, snowball method (see [20])
Katz et.al.	2009					
Kilborn	1999					
Kimball et.al.	2009	constant comparison (Lincoln and Guba, 1985); mixed methods for overall study		YES - questionnaires, f/grp; 7DPAR used as part of ?aire		divided p. into 3 activity groups by PAR results; each f/grp held some from each group
Kitzinger	1994			YES - inc. questionnaires		grounded theory development - focusing on the generation rather than the testing of theory and exploring the categories which the participants use to order their experience (Glaser and Strauss 1967)
Kitzinger	1995					*really good for discussing coding--looking for jokes, submission of opinion, etc.
Kling et.al.	2009					
Koekoek et.al.,	2009		YES - one-one-one interviews, draw and tell, focus groups			
Kroll et.al.	2007					
Lieberman	2009	constant comparison	YES - f/grps, in-depth interviews			
Linhorst	2002					

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author(s)	Year Pub.	Qualitative Analysis Method used		Mixed Method? Quantitative Data gathered? How analyzed?	How coded? Program used?	Other?
MacDougall et. al.	2009		YES - drawing, mapping, photovoice; appeared to look for overall themes in photos, maps			
Moffat et. al.	2009	grounded theory to generate themes and categories				
Monge-Rohas et. al.	2009	content analysis				
Morgan et. al.	2002					great article--detailed re. f/grps with children. Also deals w/ validity
Myers	1998					got in-depth into the coding of data; language analysis
Nepal	2010					good arguments for when one should/not mix qualitative methods
Noel et. al.	2008					
O'Donnell et. al.	2007		f/grp only	YES - questionnaire for video validation		mixed method research design-- also a good example of how f/grps can inform qual, quan work in the future (in this case, development of video)
Olson et. al.	2008					
Peek and Fothergill	2009		YES - obsvns, indiv interviews, f/grps			GREAT article for providing basis for f/grp as a methodology; speaks to power valence
Ronen et. al.	2001		YES - mapping, creating of product (playdough)			
Ross	1995					
Roth et. al.	2009				Nvivo 8	triangulation done by 3rd researcher, using data from all f/grps
Rothwell & Lamarque	2010			YES - 1 pg. survey before f/grp	open coding, then themes	didn't address how survey data was analyzed or how it was used
Russell et. al.	2004		YES - drawing, f/grp	YES - parents sent survey; analyzed separately.	Framework approach used	

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Author(s)	Year Pub.	Qualitative Analysis Method used		Mixed Method? Quantitative Data gathered? How analyzed?	How coded? Program used?	Other?
Self-Brown et al.	2008			YES - "survey and focus group methodology"; analyzed separately. Item-level comparison's utilized through use of one-way ANOVA's used to analyze survey items		
Smith & Paar	2007	refereces Bryman				
Smith et al.	2009			questionnaires; not explicit w/ how analyzed- % incidence?		
Tarlow & Mahoney	2005	Grounded theory (an inductive method)	YES - f/grps, indiv interviews	yes-questionnaires	WinMax98	
Thompson et al.	2007					
Treacy et al.	2007	inductively		YES - questionnaire also used; analyzed separately w/ SPSS		longitudinal study - 3 yrs. good study giving dis/adv of using photovoice
Wang & Burris	1997		YES - photovoice			
Whitehead & Biddle						
Wibeck et al.	2007					"f/grp is a research methodology"
Wilson et al.	2005				Nvivo 2	
Wright et al.	2008					appropriateness and sampling in methods
Wyatt et al.	2008					incentives recognize children's time and input: movie passes or mall gift certificates. GREAT article for methods!
Zeinstra et al.	2007		YES - duo interviews and f/grps		N6 from QRO	

Appendix B

Institutional Review Board Materials and Approval

Application to conduct this study was made to the Institutional Review Board (IRB) for the University of Maryland. The following materials, which follow, are related to the gaining of IRB approval:

- a) Final (revised) version of the “Initial Application for Research Involving Human Subjects”
- b) Parental Consent Letter (reflecting final approved version from IRB)
- c) Child Assent Letter (reflecting final approved version from IRB)
- d) Final IRB Approval letter, dated March 13, 2013.

UNIVERSITY OF MARYLAND COLLEGE PARK
Institutional Review Board
Initial Application for Research Involving Human Subjects

Last Rev 02/04/12

1. Abstract:

A rapidly accumulating body of literature points to “fun” as an important factor influencing youth’s physical activity participation. Few studies, however, have systematically studied what this construct actually means to children. The purpose of this study, then, is to gain an in-depth understanding of children’s perception of “fun” relative to their activity participation in organized sport, school Physical Education, and recreational settings. Scanlan and Lewthwaite’s (1986) Sport Enjoyment model will be used to guide this qualitative inquiry. This descriptive study involves a convenience sample of fourth through sixth grade students from six classes at two suburban elementary schools in a mid-Atlantic state. Students will take part in focus group and/or duo interviews. Unique focusing activities (e.g., card sorting, video segments) will be used during focus groups to gain insights from children. All students in the classes will also complete a questionnaire and an activity-related drawing. Qualitative data will be inductively analyzed using comparative analysis techniques. Open and axial coding and negative case analysis will facilitate the generation of abstract themes which will then be triangulated across data sources. Results may assist policy makers, curriculum developers, and teachers and coaches in developing programs that are more likely to increase the physical activity participation of youth of varying interests and abilities.

2. Subject Selection:

Recruitment: Students from three grade four (4) classrooms, three grade five (5) classrooms, and two grade six (6) classrooms from two different K-8 school sites will be recruited to take part in this study (thus, the maximum total number of classrooms involved equals eight). The primary researcher will meet initially with each class in order to introduce herself, explain the purpose of the study, and disseminate consent/assent forms (time involved = approx.. 15 minutes).

Eligibility Criteria: Any student in grades four, five, and six in the present school year are eligible to take part in this study. Whenever possible, researcher will seek to include a mixture of both boys and girls as well as children of varying physical skill level (based on student self-ratings and teacher ratings) for interviews.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Rationale: Previous research indicates that boys and girls, as well as those who are less-skilled (vs. more-skilled), tend to think very differently about physical activity. Therefore, in order to gain the widest possible viewpoints from children, this study will seek to use students from both of these groups.

Enrollment Numbers: All students in all involved classrooms (n=approx. 100) will take part in the questionnaire and drawing activity as part of their normal classroom activities. From this pool of students, a minimum of 24 and a maximum of 54 students total (depending upon numbers returning consent/assent) will also take part in focus group and/or duo interviews.

3. Procedures:

- a. There are three (3) main sources of data:
 - i. **Questionnaire and Activity-Related Drawing:** After an introduction to the three different physical activity settings, all students in all classes will complete both a survey and draw a picture related to physical activity, as part of an in-class activity, on one occasion only. Total time: approx. 45 minutes. (see Supporting Documents for questions/topics to be addressed). Because this activity is considered as an “in-class activity” that all students are completing as part of their typical coursework in Health and Physical Education, no assent needs to be given by students to undertake the survey and drawing only. While all results collected from the questionnaires and drawing will be included in the quantitative analysis of these data sources, specific students’ data (e.g., an answer to an open-ended question, or drawing) will potentially be identified in the reporting of qualitative data only if parental consent has been given for that particular student to take part in the study *and* if the individual student has given his/her permission for their data to be used. If students give their assent for their statements and/or drawing to be used, they will be asked to provide a pseudonym of their choosing.
 - ii. **Focus Group Interviews:** Based on children who have provided both parental consent/individual assent, students will be chosen to take part in a focus group interview. The number of focus group interviews will depend on the number of students providing both parental consent and assent; there will be a minimum of three (3) to a maximum of six (6) focus group interviews conducted. Whenever possible, four to five students will be involved in each focus group, thus totaling a potential minimum of 15 students to a potential maximum of 30 students in the focus group interviews. This interview will be conducted in a classroom in the school, be facilitated by a moderator and co-moderator, take place at a time in the school schedule that does not detract from students’ coursework, and will be video- and/or audio-taped. It will last approx. 20-30 minutes in length.

iii. Duo Interviews: After giving assent and after focus group interviews have taken place for each specific grade, a minimum of six (6) and a maximum of 12 duo interviews will take place; the exact number will depend on the number of students providing both content and assent. In these duo interviews, two students at a time will be interviewed for approx. 20-30 minutes. Thus, the duo interviews will involve a minimum of 12 students and a maximum of 24 students. This interview will be conducted in a classroom in the school, be facilitated by a moderator and co-moderator, take place at a time in the school schedule that does not detract from students' coursework, and will be video- and/or audio-taped.

b. **Investigators:** Two adults are involved in data collection: the moderator/primary investigator as well as a co-moderator:

i. Primary Investigator/Moderator: The primary investigator and Moderator for the focus group and duo interviews is a PhD candidate in the Department of Kinesiology at the University of Maryland. She has passed all Human Subjects Testing as required by the Department of Kinesiology/University of Maryland. In addition, she has acquired State of Pennsylvania Act 34 (PA State Police Criminal History Check) and Act 151 (Child Abuse History) Clearances, required for those professionals in PA who work with children in schools. Copies of these clearances will be on record with the principal of each school.

ii. The co-moderator(s) for this study have been/will be trained by the primary investigator to assist with note-taking and other duties during the focus group and duo interviews. All potential co-moderators will also have received the above clearances as required by the State of PA; copies of these clearances will be on record with the principal of each school. The anticipated co-moderator for this study, who was also involved in the piloting of this study's methods, is a professional who has an extensive background in working with subjects in psychological testing situations (at Johns Hopkins Univ.) and has successfully completed the necessary examinations relative to the testing of Human Subjects.

ant of

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

sporting goods to be used by children during recess and Physical Education class.

4. Risks:

- a. There are no known risks for anyone participating in this study.

5. Benefits:

- a. There are no direct benefits to the children participating in this study. Study results may assist policy makers, curriculum developers, and teachers and coaches in developing programs that are more likely to increase the physical activity participation of youth of varying interests and abilities.

6. Confidentiality:

To protect confidentiality, the following steps will be taken:

- a. Both schools involved in the study will receive an identifying pseudonym;
- b. All children involved in the interviews (and as needed, any child whose responses on the survey or drawing whose data will be individually reported) will receive a pseudonym. If specific comments will be utilized in the final report, only pseudonyms, grade, and gender (e.g., "Brynn, female, grade 4") will be reported. The primary investigator only will have access to the master list of participants/pseudonyms.
- c. All data will remain accessible only to me as researcher through the use of password-protected files on the primary investigator's personal computer and a locked file cabinet in the home office of the primary investigator (who will be the only person with access to this cabinet). Once the final document(s) reporting results of this study are complete, all final electronic files on the computer will be saved onto DVDs (and subsequently deleted from the computer hard drive) and secured in the locked file cabinet. In addition, audio-recordings of interviews (i.e. tape cassettes and DVDs of digital files) will also be locked in this file cabinet. All hard copies of data (inc. student surveys and drawings, as well as documents used by researcher during data analysis) will also be secured in the same locked file cabinet.

from the dissertation). After 10 years, all DVDs/tapes will be destroyed and disposed of through normal office means. All hard copies of data and related materials will be either shredded and/or burned at that time.

7. Consent Process:

- a. During an initial meeting with students in each classroom, the primary investigator will discuss the study's purpose and what will take place with students. The PI will also discuss the importance of receiving parental consent in order for students to be involved in the study, and will hand out and explain the parental consent form. Students will then be asked to deliver a hard copy of the written informed consent form to their parents. Parents will be asked to read, sign, and return the form to school. If received, a copy of the consent form will be later given to the child for him/her to give back to the parent or guardian. If possible, a copy of this informed written consent form will also be sent electronically by school administrators, through the school network, to each parent who has a child in grades four, five, and/or six. Parents can print the form out and return it with their child to school.

- b. At the same initial meeting with students in grades four, five, and six, all students will be asked to provide their assent to be interviewed through the use of a written assent form. On this form, students will be asked to sign the form showing that they agree to take part in the upcoming interviews. At the beginning of each interview, students will be verbally reminded that they are able to elect out of the interviews (even if they had previously given assent). Students who decide not to take part in interviews will be able to give their assent at a later date, if desired. As noted earlier, specific students' data (e.g., an answer to an open-ended question, or drawing) will potentially be identified in the reporting of qualitative data only if parental consent has been given for that particular student to take part in the study *and* if the individual student has given his/her permission for their data to be used.

8. Conflict of Interest:

There is no known conflict of interest involved in this research.

9. HIPAA Compliance:

Not applicable.

10. Research Outside of the United States:

Not applicable.

11. Research Involving Prisoners:

Not applicable.

12. SUPPORTING DOCUMENTS

- *Parental Consent Form (written)
- *Child Assent Form (written)
- *Student Questionnaire and Activity Drawing
- *Focus Group Interview Questions/Topics
- *Duo Interview Questions/Topics

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

April, 2013

Dear Parents,

The research study “What Makes ‘Fun’ Fun? Insights into Children's Participation in Physical Activity” is being conducted by myself, Christine Hopple. I am a doctoral candidate at the University of Maryland—College Park and the parent of a first grade child here at the Friends School. I am inviting your child to participate in this research project because he/she is a child in either grade four, five, or six, and, of course he or she will have many thoughts and opinions about physical activity! The purpose of my research project is to uncover pre-adolescent children’s thoughts about what makes participating in physical activity – whether in youth sports, at home, or in Physical Education – either “fun” or “not fun.”

The procedures involve three activities: first, all children will take part in a regular classroom activity that involves answering questions and completing a drawing related to physical activity. These activities are similar to those completed as part of your child’s typical classroom activities. Then, your child may be asked to also take part in either a small group interview (along with 3-4 other students) and/or in an interview with one other child.

Your child cannot take part in either of these interviews unless your consent is given for them to do so, and he/she also gives assent to take part in the interviews. Relative to the questions and drawing, specific students’ data will potentially be identified in the reporting of data *only* if you have given consent for your child to take part in the study *and* if your child has also given his/her permission for their data to be used. If students give their assent for their statements and/or drawing to be used, they will be asked to provide a pseudonym of their choosing. Your child’s information will be kept anonymous at all times.

The timeline for this study is as follows:

- 1) I will first meet with children in each classroom involved in the study in order to **introduce the research study** and what it entails, gain children’s assent to take part in the study, and request that parental consent forms be taken home, to be returned later back to school.
- 2) Approximately four to seven days later, I will meet with all students in each classroom and ask them to complete a **questionnaire and drawing** related to their enjoyment of physical activity. This will take approx. 30 minutes. This survey and the drawing will be presented by me, with your child’s classroom teacher assisting as necessary. A trained assistant may also be present to assist with children’s questions, etc. as necessary.

Sample questions on the survey include those such as: “Did you have *fun* playing in [given] organized sport or activity, in the past season? What are the main reasons why you *like* or *liked* playing this organized sport or activity? What activities do you *most like* to play, in Physical Education, and *why do you like* playing them?” Returned parental consent forms will also be gathered at this time.

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- 3) Approximately three days to two weeks after the initial questionnaire has been completed, researcher will conduct small group and, following these either on the same or a future day, partner interviews with students. These interviews will allow me to more deeply understand children’s thoughts about the topic of physical activity. In the group interview, children will be given different “activities” such as the sorting of physical activity cards into different piles, and/or viewing a few different short “youtube” videos showing children or adults playing a sport such as basketball. These video segments will have been previously provided to and approved by the school principal.

All interview questions will be related to children’s enjoyment of physical activity. For example, in the group interview, students may be asked questions such as “Let’s say a student your age comes to the United States from another country, where they don’t have an activity such as [basketball] – they’ve never seen this done before. You are trying to explain to them why this activity is fun. But they really don’t know what “fun” means. How would you explain this to him or her why these activities are fun, then?”, and, “Let’s say there is a student who is not very good at moving his or her body; they have trouble throwing, kicking, catching – you know, doing different movements. Do you think this person would think these activities would be fun? Why or why not?”

A copy of all survey and interview questions will be held on file by the principal at the school office. In addition, all interviews will:

- *be conducted in an appropriate space in the school
- *be attended by another adult serving as a trained co-moderator. *Note: Both moderator and co-moderator(s) have received State of PA Act 34 (PA State Police Criminal History Check) and Act 151 (Child Abuse History) Clearances; copies of these will be held on file with the school principal*
- *be video- and/or audio-recorded
- *occur during a part of the school day that does not detract from your child’s academic progress or physical activity time (i.e. not during math or reading time, nor, e.g., during recess or Physical Education)
- *will give your child an opportunity to eat a healthy snack during the interview; and,
- *will last approximately 20-30 minutes in duration.

If you give your consent, and if chosen to take part in the interviews, your child will be first asked if he/she wishes to take part in these interviews; your child will be able to stop his/her involvement in the interviews at any point in the process.

Although your child will not receive any direct compensation for his/her involvement in this study, a donation of a certificate for physical activity-related sporting goods equipment will be made to each involved classroom in the school as a way of saying “thank you” for the children’s and school’s involvement in this project. In addition, there are no known risks for your child’s involvement in this study.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Although there are no specific benefits to you or your child's involvement in this study, we hope that, in the future, other people might benefit from this study through improved understanding of the types of physical activities that children find enjoyable. This research is not designed to help you or your child personally, but the results may help us learn more about the best types of physical activity programs that can or should be offered by the school and community.

Any potential loss of confidentiality will be minimized by all children involved in the interviews receiving a pseudonym, and all data will remain confidential and accessible only to me as researcher (i.e. in password protected computer files and locked file cabinets). If specific comments will be utilized in the final report, only pseudonyms, grade, and gender (e.g., "Brynn, female, grade 4") will be reported.

The University of Maryland does not provide any medical, hospitalization or other insurance for participants in this research study, nor will the University of Maryland provide any medical treatment or compensation for any injury sustained as a result of participation in this research study, except as required by law.

Your child's participation in this research is completely voluntary. You may choose for your child to not take part at all. If you decide to allow your child to participate in this research, you may stop his or her participation at any time. If you decide for your child to not participate in this study or if you want him/her to stop participating at any time, your child will not be penalized (for example, his/her grade in the classroom or Physical Education will not be affected), nor will he/she lose any benefits to which they otherwise qualify. (Note: conversely, your child's grade in the classroom or Physical Education will *not* be affected if he/she *does* participate in this study.)

If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:

Christine Hopple [**Principal Investigator**] at:

Telephone: 814-404-9385

OR

E-mail: chopple@umd.edu

If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:

University of Maryland College Park

Institutional Review Board Office

1204 Marie Mount

College Park, Maryland, 20742

E-mail: irb@umd.edu

Telephone: 301-405-0678

This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Your signature below indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to have your child participate in this research study. You will receive a copy of this signed consent form.

If you agree to have your child participate in this study, please fill in the information below. Please have your child return this form (this page only) to his/her classroom teacher, and/or turn your form in to the school office.

PARENT OR GUARDIAN NAME _____
[Please Print]

PARENT OR GUARDIAN SIGNATURE _____

CHILD'S NAME _____
[Please Print]

CHILD'S GRADE/TEACHER: _____

DATE _____

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

CHILD ASSENT FORM

MAY, 2013

Hello! My name is Christine Hopple. I'm a teacher, but just like you, I'm also a student. Except, the school I am going to is called the University of Maryland. This school is similar to Penn State except that it is located in College Park, Maryland (near Washington, DC). I am doing a really big science-type of project, and I would like to invite you to participate in this project with me. I am inviting you to be a part of this project because you are a child in either grade four, five, or six, and I know you have lots of ideas about physical activity. The reason I'm doing this project is to find out what children your age both like, and don't like, about physical activity – activity that you do in sports, in PE, and at home or on the playground.

This form I'm giving you will give you information about my project. I'm going to tell you more about the project and answer any questions you may have. If you do not understand something, please ask me to explain it to you. At the end, I will ask you to sign this form to show that you understand the project and agree to take part in it. I will also be sending home a similar form for your parent or guardian to sign, because I cannot interview you, even if you give me your permission, without also receiving their permission.

This project will involve two different types of interviews; you might be asked to take part in one or both of these interviews. One interview is where you will talk with me as part of a small group of children – for example, four or five of you and your classmates will talk with me, together, about what you think about taking part in physical activities you do all the time. This interview will take part during your school day, here at school, at a time when it's OK with your teacher(s)—but not during times like math or reading, recess, lunch, or P.E.. Both myself and another adult will be conducting this interview. During the interview, I will have a few little fun activities for you to do – for example, there will be an activity with cards for you to play with, and for another, I will be showing you some “youtube” videos about kids being active, and I'll be asking you what you think about them. I will also have some healthy snacks for you to munch on while we talk. So that I can remember all of your thoughts, I will be recording what everyone says on my MP3 player and maybe also on my iPad. This will take about 20 minutes or so, and should be enjoyable for you to do!

In the other interview, that will take place either that day or on another day, you and one other person from your class might be asked to talk with me together, so I can ask you a few more questions about what you think. Again, this will be at a time that is OK for you and your teachers—not during math or reading, PE, lunch, recess, or times like that. This interview will probably take about the same amount of time as the other interview – about 20 minutes. Just like before, I'll record what you say on my MP3 player and maybe on my iPad so I can remember what you say.

Because I really appreciate you and your teachers allowing me to do these interviews with you, your class will receive a certificate that you can use to purchase some equipment you can use to play with outside during recess or P.E. There should be nothing about my interviews that would be hard for you or that will cause you any discomfort.

Even though your class will be getting some PE equipment, each of you individually will not be getting anything specifically. But, your thoughts are really important, for I hope that in the future, teachers, coaches, and other adults will understand more about what kids like about physical activity, and

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

don’t like, so that they can come up with better programs and things for you to do to be physically active. You’ll be helping out lots of kids to have better experiences with Physical Activity!

I want you to know that if you take part in this project with me, you can be sure that anything that you say will only be heard by me and the other adult in the room –none of your teachers, coaches, parents, or PE teachers will not know what you are saying. And, your grade in P.E. or at school won’t be affected by what you say to me, if you do take part, or even if you don’t take part in my project at all. You will also get a pretend name, called a pseudonym, so if I wanted to explain to other people like me, who develop programs for kids, I will use your pretend name, so they won’t know it was you who said something. I will also be keeping all the information I get from you locked up in a cabinet and only I will have the key. Also, my computer has a special password, so no one else can get any information you give me.

Your participation in this research is up to you – that means you have a choice to take part in it or not. Although I’m hoping you will decide to talk with me because you have lots of good ideas, you can choose to not take part in the study at all, and that is not a problem. If you decide now that you’d like to participate in my project, you can decide to stop participating at any time. If you decide not to participate in this study or if you start and then stop participating, like for example during the interview, you will not be penalized in any way – in other words, nothing will happen if you do decide to stop.

If you or your parents have any questions, concerns, or complaints, or if you need to report an injury related to the research, you can contact me; my information is below:

Christine Hopple
chopple@umd.edu
814-404-9385 (phone)

Remember, your parents are also going to be getting this information on their own form, so they will be able to contact me for you, as well. If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:

**University of Maryland College Park
Institutional Review Board Office
1204 Marie Mount
College Park, Maryland, 20742
E-mail: irb@umd.edu
Telephone: 301-405-0678**

This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.

If you agree to participate in either one or both of the interviews with me, when I’m done talking – but not yet - I would like you to *print* your name on the top line below (where it says “Child’s Name”), and *sign* your name in cursive on the line underneath (where it says “Child’s Signature”), your grade and teacher’s name on the following line, and then put the date on the bottom line. When you do this, it will tell me that you are under 18 years of age; that you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study (meaning, it is your decision to do so). If you agree to participate, I will bring you will a

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

copy of this signed form later, so that both you and your parents have a copy of it. Whether you sign it or not, you will need to turn the form back in to me when we're done here.

And if you decide right now not to participate, but change your mind later, you can always sign this form later, too—but I would still need your parents to sign their permission, too.

Does anyone have a question you'd like to ask at this time? OK, please print and sign the form below; don't forget to turn your form back in to me, even if you don't sign it. Also, if you would like to ask me a question individually before you decide to take part in the interviews, then you can ask me at this time, as well.

Thank you for your time!

CHILD'S NAME _____
 [Please Print]

CHILD'S SIGNATURE _____

YOUR GRADE AND TEACHER _____

DATE _____

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY



UNIVERSITY OF
MARYLAND

INSTITUTIONAL REVIEW BOARD

1204 Marie Mount Hall
College Park, MD 20742-5125
TEL 301.405.4212
FAX 301.314.1475
irb@umd.edu
www.umresearch.umd.edu/IRB

DATE: March 5, 2013

TO: Christine Hopple, B.S., M.S.
FROM: University of Maryland College Park (UMCP) IRB

PROJECT TITLE: [331193-1] What Makes "Fun" Fun? Insights into Children's Participation in Physical Activity

REFERENCE #:

SUBMISSION TYPE: New Project

ACTION: APPROVED

APPROVAL DATE: March 5, 2013

EXPIRATION DATE: March 4, 2014

REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # 6 and 7

Thank you for your submission of New Project materials for this project. The University of Maryland College Park (UMCP) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure which are found on the IRBNet Forms and Templates Page.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of March 4, 2014.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

If you have any questions, please contact the IRB Office at 301-405-4212 or irb@umd.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Maryland College Park (UMCP) IRB's records.

Appendix C

Student Questionnaire

Your Name: (please print): _____

Your Age: _____ Your birthday: _____

Your grade in school (either currently, or the grade you just finished): _____

What town/city and state do you live in? _____

Sex (circle one): MALE or FEMALE?

Your ethnicity (circle one): Asian
 Black
 Hispanic
 White/Caucasian
 Other: _____

Directions:

The questions below are related to what you think about being active – whether you are playing on a sport team, in Physical Education at school, or just playing around when you are at home/not in school. **There is no “right” or “wrong” answer for any question.** We would really like to know what you think about being active, so please be as honest as possible. The only person who will see this information is the person giving this questionnaire to you; your coaches and teachers will never see it. Thank you for your help!

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

About Yourself and Physical Activity

*For each of the following questions, write a number from one (1) to five (5), with one meaning *not at all* and five meaning *very much*, that best describes what you think about the question.

Not at all

Very Much

1 2 3 4 5

- 4. In general, do you think you are good at sports or physical activities? _____
- 5. In general, do others tell you that you are good at sports or physical activities? _____
- 6. In general, do you like being physically active? _____

Youth Sports/Sports Teams

- 7. Are you currently playing on a youth sport team? (for example, soccer, swimming, football, baseball, gymnastics)? YES NO (circle one)
- 8. If so, what sport(s) are you currently playing? _____
- 9. Have you *recently* played on a youth sport team (that is, since last summer)?
YES NO (circle one)
- 10. If so, what sport(s) did you play and during what season?
 - i. Sport: _____ Season: _____
 - ii. Sport: _____ Season: _____
- 11. Think of the sport you are currently (or have most recently) played. Write the name of that sport here: _____

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Now, answer the following questions based on **that sport**, on a scale from one (1) to five (5), with one meaning *not at all* and five meaning *very much*.

Not at all

Very much!

1 2 3 4 5

12. Do (or did) you *enjoy* playing this sport this season? _____
13. Are (or were) you *happy* playing this sport this season? _____
14. Do (or did) you have *fun* playing in this sport this season? _____
15. Do (or did) you *like* playing in this sport this season? _____
16. What are some reasons why you *liked* playing this sport (if any)? (write them out below)

17. What are some reasons you might *not* like playing this sport (if any)? (write below)

Physical Education

*Think about your overall experiences in Physical Education here at school *this year* as you answer the questions below, on a scale from one (1) to five (5), with one meaning *not at all* and five meaning *very much*.

Not at all

Very much!

1 2 3 4 5

18. Do (or did) you *enjoy* playing in Physical Education this year? _____

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Not at all

Very much!

1 2 3 4 5

19. Are (or were) you *happy* playing in Physical Education this year? _____
20. Do (or did) you have *fun* playing in Physical Education this year? _____
21. Do (or did) you *like* playing in Physical Education this year? _____
22. What activities do you most like to play, in Physical Education? (write below)
23. What are some reasons why you like playing in Physical Education? (write below)
24. What activities do you least like to play, in Physical Education? (write below)
25. What are some reasons why you might not like playing in Physical Education?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Recreation/Leisure

Think about the types of physical activities you like to play for recreation or leisure; that is, when you have free time (for example, when you are at home, on the playground, etc.) when you *could* choose to do something that does not involve physical activity, but you *do* decide to play or be active, either by yourself or with friends. Think about these activities as you answer the questions below, on a scale from one (1) to five (5), with one meaning *not at all* and five meaning *very much*.

Not at all

Very much!

1 2 3 4 5

26. Do (or did) you *enjoy* playing for recreation or leisure this year? _____

27. Are (or were) you *happy* playing for recreation or leisure this year? _____

28. Do (or did) you have *fun* playing for recreation or leisure this year? _____

29. Do (or did) you *like* playing for recreation or leisure this year? _____

30. What are some of the activities you like to play, for recreation/leisure?

31. Why are some reasons why you like playing these activities?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

32. What are some activities you would *not* choose to play for recreation/leisure, if you had the opportunity to choose them?
33. What are some reasons why you wouldn't want to play these activities?
34. Is there anything else you'd like to tell me about what you think is fun, or *not* fun, when you are being physically active, whether it is on a sports team, in PE, or when you are just playing for recreation/leisure? (write below). THANKS!

Appendix D

Duties of Co-Moderator

Duties include:

- a. Assist in technical processes of audio-taping, including both digital and/or analog devices, as well as use of video segments from the internet.
- b. Assist in helping students who wish to conclude their interview before the allotted time to return to their class; to keep track of students who may need to use the restroom, etc.
- c. Summarize organization and layout of interview location (e.g., chart where each child sits) as well as key points made during interview.
- d. Observation of key non-verbal behaviors of interviewees (e.g., behaviors demonstrating interest, boredom, etc.) during the interview process itself.
- e. Observation of involvement of individual students during the activity-oriented exercises (such as list sorting), noting both verbal and non-verbal behavior of students as well as their interaction.
- f. Serve in role as “analyst triangulation” to give thoughts, ask questions, and posit possible alternative interpretations in after-interview debriefing sessions.
- g. Performing external checks on the inquiry process as data analysis takes place, in order to ensure that categories and themes accurately reflect children's views on the topic.

APPENDIX E

Focus Group and Duo Interview Protocols

Focus Group Interview Questions and Protocol

Beginning Phase

1. Introductions
 - a. Introduction of moderator, co-moderator, explanation of purpose for the focus group interview.
 - b. Children write name on name-tag, which they wear; they develop a pseudonym, which is written by moderator and co-moderator in notes.
 - c. Gain assent from children to audio-tape the interview; allow children to speak their real name, and pseudonym, into the microphone. Play back so children can hear their voices. Rewind to end and begin taping.
 - d. Explain ground rules; list on board or easel paper; add any generated by children
 - e. Explain confidentiality issues.
 - f. Gain assent from children to participate in the interview.

Opening Phase

2. Give the group cards w/ the names of different activities written on them (e.g., basketball, skateboarding, four square, playing catch, hula-hooping, dancing, yoga, jumping on trampoline, soccer, volleyball, playing tag, jumping jacks, running, stretching, water or snow skiing, etc.) Ask children to work together to classify them into groups of activities they all think are “really fun”, “sort of fun”, “not very fun”, and “we can’t agree”.

Discussion

3. Let's look at the activities your group thinks are fun:
 - a. Have any of you done any of these activities before? If so, where/when?
 - b. What about these activities makes them fun for you?
 - c. Are there any activities in this list that some of you haven't done before? If so, which ones?
 - i. Why do you think they would be fun, if you've never done them?
 - d. Say you're doing one or more of these activities that you say are fun. What are some feelings you might be feeling as you are doing the activities? (List on easel paper—if they don't have any ideas, show them my list and see if they not/agree).
 - e. If someone *made* you do this activity, would it still be fun for you? Why/not?
 - i. Can you think of a time when you've been made to do one of these activities, and it wasn't fun? Tell me about that.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

4. Let's look at the activities you *don't* think are fun:
 - a. Have any of you done any of these activities before? If so, when/where?
 - b. What about these activities makes them *not* fun for you?
 - c. Are there any activities in this list that some of you haven't done before? If so, which ones?
 - i. If you've never done them, why did you think they wouldn't be fun?
 - d. Say you're doing one or more of these activities that you say aren't fun. What are some feelings you might be feeling as you are doing the activities? (List on easel paper—if they don't have any ideas, show them my list and see if they not/agree).
 - e. If you wanted to make some of these activities fun, how would you change them?

5. Now I'm going to show you some people doing some different activities, on the computer. (Show different activities from sports sites/you tube/etc.—e.g., skateboarding while jumping on trampoline; snow tubing, etc.).
 - a. Do you think the people are having fun? Why/not?
 - b. Do you think it would be fun to do this? Why/not?

6. BREAK – 5 minute break; children can get healthy (but good!) refreshments

7. Let's take an activity you all think is fun, like (basketball).
 - a. Does everyone like basketball? Who does/not?
 - b. Why do you think some people *don't* like (basketball)?
 - c. Can you think of a time when playing (basketball) would NOT be fun for you?
 - d. Let's say you were playing (basketball) in PE at school—would that be fun? What about playing it at the park with your friends. Would that be more or less fun? What about if you played on a (basketball) team—would that be fun?

8. Now let's take an activity you think is not fun, like (x).
 - a. Why don't you like "x"? What makes it "not fun"?
 - b. Do you think all children don't like "x"? Or just some? Who would maybe like it (if "some" answered).
 - c. Let's say you were doing "x" in PE at school—would it maybe be fun, then? What about playing it at the (park) with your friends. Would that maybe make it more fun?

9. Let's look at the activities you thought were "sort of" fun.
 - a. Why do you think they are only "sort of" fun?
 - b. (Would you do these on your own?)

Now let's look at the ones you couldn't agree on. Why do some of you think it is fun (or not fun)?

Wrap-Up

10. Summary, verification of children's thoughts
11. Thank you; discussion of how results will be utilized
12. Children return to classroom under moderator and/or co-moderator supervision.

Duo Interviews - Questions

1. What are the characteristics of physical activity which children in this study perceive as being "fun" and "not fun"?
 - a. If you were to explain to someone your age why you think participating in PA is fun – but you can't use that word – how would you describe it?
 - b. Is there ever a time when participating in PA for you is *not* fun? When? Why?
2. Does the setting in which the activity take place (e.g., school physical education, recreation, or organized sport/activity) influence whether or not a child perceives an activity as being fun?
 - a. Remember how we talked about the three settings you can do PA in? Can you think of a PA that kids can do in organized sports, PE, and for recreation (let them tell me one; if not, BKB or soccer). So, in which setting do you think kids would most enjoy playing (that activity)? Why? Which one do you think they would least enjoy it? Why?
 - b. Tell me why you think the PA you chose in each setting is fun, or not fun.
 - c. Why did you think of what you drew – tell me about it...
3. What differences, if any, exist in how boys and girls of differing grade and/or skill levels describe fun in physical activity?
 - a. Why do you think it is that some kids like PA like basketball or soccer, e.g., but other kids don't? Why do you think some kids would like activities such as dance, but other kids wouldn't?
 - b. Can you think of a PA that you used to think was fun, when you were younger, but you don't think it is fun now? Why is that?
 - c. Can you think of a PA that you might not like now, but you might when you are older? Why?
4. Probe survey responses further, if not already asked.

Appendix F

Results -- Assertion Five

Research Question Three: Are there differences between children of differing skill level or grade?

The aim of the first research question of this study was to determine the characteristics of physical activity which children in grades four, five, and six found to be “fun” and “not fun.” Determining this information allowed for a greater understanding of the factors which impact children’s overall enjoyment (and conversely, their non-enjoyment) of physical activity. In addressing the study’s third research question, an effort was made to determine if there were discernible differences as to how children of differing skill level viewed their enjoyment (and non-enjoyment) of physical activity – i.e. would a child of a lower skill level think differently about his or her enjoyment or liking of physical activity than, for example, a child who was highly skilled? To gain this perspective, a purposeful attempt was made to collect data from children of various skill levels. From the data, a picture began to emerge about children’s thoughts and feelings relative to physical activity.

For example, data from the quantitative measure (see Table F1) suggests that children of differing skill levels do not equally enjoy being active in each of the activity settings. In addition, data from the qualitative portions of this study also suggest there are differences in how children of differing skill levels think and feel about their physical activity experiences, including how much they enjoy them (or not). These findings can be summarized in the following assertion:

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Assertion Five: Children’s interest, value, and enjoyment of physical activity ranges along a continuum from those who are “Disinclined” to those who are “Immersed” in activity.

SKILL	Current Organized Activity	Past Organized Activity	Physical Education	Recreation
Low	Mean = 3.46 St. Dev. = 1.65	Mean = 4.63 St. Dev. = .54	Mean = 2.85 St. Dev. = 1.29	Mean = 3.75 St. Dev. = 1.32
Medium	Mean = 4.49 St. Dev. = .808	Mean = 4.68 St. Dev. = .554	Mean = 4.18 St. Dev. = 1.14	Mean = 3.86 St. Dev. = 1.18
High	Mean = 4.47 St. Dev. = 1.07	Mean = 4.91 St. Dev. = .297	Mean = 4.83 St. Dev. = .384	Mean = 4.27 St. Dev. = .90

Table F1. Composite Means, by Skill Level, for Different Activity Settings

Based on the data, it became clear that children who tended to be at a lower skill level appeared to have a differing interest in, value, and enjoyment of physical activity than children who tended to be at a higher skill level. These varying characteristics can be depicted through the use of the “Profile of Children’s Physical Activity Participation.” Along this continuum are children who were disinclined to take part in activity on one end of the spectrum, those who were totally immersed in physical activity on the opposing end, and with a range of children in the middle (see Figure F1). What follows, then, is a description of children who fall along the opposing ends of this continuum, with their characteristics described through the use of data from focus group and duo interviews and subjects’ responses on the quantitative measure and activity drawing. The main areas for discussion are centered on the topics of valuing of physical activity, skillfulness, competition, and exertion, among others.

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Children Who are Immersed in Physical Activity

Children who tended to be at a high skill level displayed characteristics which demonstrate that they are totally immersed in physical activity. That is, activity plays an integral and overarching positive presence in their daily lives. To these children, physical activity is, as Osiris says, “F.A.A.E.” – that is, “fun, awesome, and enjoyable!” (YSD1Gr4.0574). Children at the Immersed end of the continuum find most physical activities and experiences to be fun; they describe physical activities they enjoy using terms such as “exciting”, “thrilling”, “energizing”, “active”, and “entertaining” (YSFG2Gr5.0201; CLD1Gr5/6.0703; NVFG1Gr5.0096).

Profile of Children’s Physical Activity Participation	
Disinclined Toward Physical Activity	Immersed in Physical Activity
*Have little to no confidence in their levels of skill or fitness	*Views physical activity in positive terms
*Physical activity is “not my thing”	*Values the need for and importance of physical activity as part of a healthy lifestyle
*Physical activity situations are stressful and embarrassing	*Values the “life lessons” they can learn from participating in physical activity
*Dislikes competition	*Enjoys the feeling of working hard/pushing oneself to physical limits, even if it involves pain or injury
*Harassed by others for poor skill performance	*Prefers more “active” (versus passive) activities
*Doesn’t like activities which are tiring or in which they “overexert” themselves	*Physical activity provides a source of confidence
*Avoids activity experiences which involve pain or hurt	*Enjoys competition
*Prefers “laid-back” physical activities	*Greatly influenced by family, friends, media, and coaches to become, and stay, active

Figure F1. Profile of Children’s Physical Activity Participation

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Given these accolades, it is easy to see that physical activity plays an important role in their lives. They demonstrate this in a variety of ways: 1) these children strongly value the need for and importance of physical activity as part of a healthy lifestyle; 2) they appreciate the “life lessons” they can learn from participating in physical activity; 3) they enjoy “pushing their limits”, even if this includes being hurt or feelings of pain; 4) they enjoy being involved in activities for the sake of their bodies being active, versus being passive; 5) they appreciate the confidence which they gain from being successful in movement situations; 6) they enjoy competition; and 7) they are greatly influenced by their family, friends, and the media to be involved in physical activity. Each of these is discussed in more detail, below.

Valuing Activity as Part of a Healthy Lifestyle. Children who tended to be more highly skilled equate being active and having fun in activity with being a healthy individual. When discussing being active, they readily talk in terms related to being healthy and keeping physically fit. For example, when asked to describe why they think physical activities are fun without using that word, Megan says they are ones that are “keeping you fit” while her classmate Kris says “sweat” (NVFG1Gr4/5.0119). Butler says he is “happy” when he’s getting a workout, because “...I want to be active and I want to be healthy” (CLD1Gr5/6.0849). JoAnn enjoys activities such as yoga because “It’s good for health” (YSFG1Gr4.0267). Her classmate Osiris likes running because “You’re just running, you burn calories, you be awesome, you run and you run and you be awesome, you run, you be awesome” (YSFG1Gr4.0331). Michael thinks that fun activities are those which are “healthy” (YSFG2Gr5.0211). James completes “normal daily exercises” as part of his everyday routine (YSFG3Gr6.0139), while Butler thinks that working out is fun because he knows that “...technically, I know I’m going to get better”

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

(CLD1Gr5/6.0882). He also values the benefit of yoga as a health-enhancing activity: “It allows you after you’ve done a sport or something, and you just want to sort of cool down, stretch your muscles out...and it’s also good before a sport, for the same reason” (CLD1Gr5/6.0737). Karen, in her survey, demonstrates that she values her gymnastics lessons “because it was a good way to use my time and kept me active.”

Many of the children who tended to be highly skilled also discussed the importance of being active as a means of relieving stress in their lives. Besides liking yoga for its cool-down value, Butler discusses how doing yoga as part of his school physical activity “...it’s a time to relax, like, if you’re stressed, you can get a workout, but you can also just relax. ‘Cause like, it’s like football, you have to constantly be thinking about what I have to do, but in yoga, you can just like do it and you just do it and you don’t really think” (CLD1Gr5/6.0737). Brandon takes out his stress in football; when asked what might cause him stress, he replies “a long day” or “like, having a lot of work, and also like sometimes, like our class has a lot of issues with people misbehaving and it’s really stressful” (YSFG2Gr5.0313). James’ big stress-relievers are activities such as “jumping on the trampoline...but my main big stress reliever is running. When I get really stressed or really, really mad I like to go ahead and run outside” (YSFG3Gr6.0132). Lilly appreciates that when she swims at organized practices, “...if you’re like really mad, you don’t have to take your anger on a person, you can take it out on the water...you can hit the water as much as you want to!” When asked what might make her that stressed, she replies “Being teased,” like when during a game of kickball in her Physical Education class people say “you shouldn’t kick next ‘cause you suck at it, that kind of thing” (YSFG2Gr5.0300).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Learning “Life Lessons.” Besides its value for helping them to be healthy and unstressed, children in this study who tended to be higher skilled also appreciate the lessons they learn in activity situations that they can use in different aspects of their lives, both at the present and in the future. James, for example, comes from a military family and has had aspirations of becoming an Army Ranger “since I was two years old.” He talks about running and its effect on his body and its benefits for a future occupation:

When I run out of breath it makes me feel like tired...a very tired person. Trying to run, that's like the weak side of it but the strong side makes me feel like if I do this I'll just become stronger....and if you do this it can help you sometime later on in your life, like I don't know if you do some type of job that requires you to be able to run.

(YSFG3Gr6.0605)

Lilly talks about the importance of the concept of cooperation and the activities which are done (and which she thinks should be done) in her school's Physical Education class:

...You should also have them [classmates] play games as a group, because it's important for people to learn teamwork. Because when you grow up they're not always going to say well, because you don't want to do that or you don't like it you don't have to do that, and in life there's always going to do something that you need to do. Maybe they should do team building exercises or something so the kids learn to work better and to appreciate each other more. (YSFG2Gr5.0935)

Some children also saw the benefit of being active in one activity context and being able to transfer that knowledge to another setting in their everyday lives. Take the following discussion between Mike and Butler as they discuss a soccer move called a “Maradona”: “[it] is a really

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

cool move. Sometimes when you're testing out moves and like getting better at them, it's nice to test them out in recreational soccer where it's not as intense. And then get better at them, and then when you get better at them, you can transfer them over to organized soccer"

(CLD1Gr5.0521). Osiris talks about playing basketball; he thinks that most kids would like playing the sport in a team setting, because "then they'd have a reason to practice, and they'd also be really good if they played [it] in P.E." (YSFG1Gr4.0213). Lilly, on her survey, writes that she enjoys running "for recreation" because it "got me stronger in [competitive] swimming."

Pushing Limits and Going Extreme! A number of students who were highly-skilled readily discussed the idea that pushing their bodies to its physical limits made them stronger and makes them a better person. James, for example, enjoys swimming because "I am going to have to do swimming as part of my training...and a variety of exercises that will make me mentally and physically more tough so that's why I enjoy it" (YSFG3Gr6.0220). He goes on to discuss how testing his physical limits is important to him:

...I love my mental and my physical abilities to tell myself "you gotta keep on going"....now I consider myself weak when I quit because it shows me as a weak person. Like my mom wanted me to like I don't know, take something heavy and put it in the house, and if I quit halfway it shows me as a weak person so I like when I get to tell myself to keep going, and I keep going, and every time I keep going I get stronger and stronger and faster and faster at it so that is what I enjoy...you get to see your limits, your physical limits. (YSFG3Gr6.0549)

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Other children also enjoyed working their bodies and didn't mind pushing themselves to their physical limits, even if it involved them getting hot and sweaty. For example, Butler likes the feeling of his muscles working hard in the yoga class he signed up for as an activity elective:

I feel after a while at the end of yoga, if we do plank, you can feel your muscles shaking because we've been working so hard.

C: And you like that feeling?

Butler: Um-hum. (CLD1Gr5/6.0856)

Osiris is asked about being active during his interview:

C: Do you all like when you're participating in physical activity, do you mind getting hot and sweaty, and working your body hard?

Osiris: Ummm-hmmm.

C: You like doing that? How do you feel when you do that?

Osiris: Awesome! (YSD1Gr4.0160)

Not every highly-skilled child, however, enjoyed being sweaty or working past his or her limits. JoAnn thinks that running laps is not fun because "It makes you all sweaty!" (YSFG1Gr4.0313). On his survey, AlexMercer (YSGr6) writes that he doesn't "really like to run (like for training) [his parentheses] because it makes me go to my limits and that's hard for me," although his activity drawing shows him appearing to enjoy himself as he runs track in the organized youth sport setting (see Figure F2), and he also later talks about being extremely competitive.

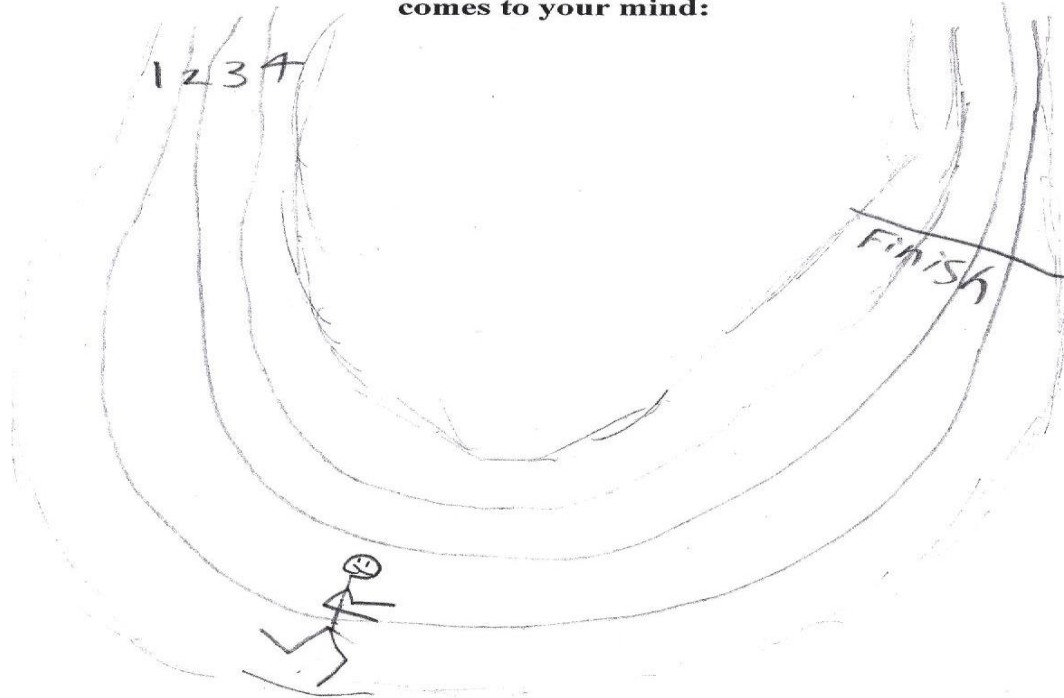
Pushing oneself at times also involves the risk of injuries. Most children who tended to be higher-skilled didn't seem to mind the risk of injury or of being hurt during activity, and in fact, seemed to thrive on the possibility. Osiris, for example, is asked to give his thoughts as to

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

why he thinks football is fun; he replies, "Because you can kick, throw, tackle, get injured, stuff like that" (YSFG1Gr4.0177). James loves football, too; when it is pointed out to him that "people get hurt" in football, he replies "but that's what makes it more fun is when you get to tackle people!" (YSFG3Gr6.0960). He likes skateboarding, even though he can (and has) gotten hurt trying out different moves, but he doesn't seem to mind: "...when you get hurt, well, when I get hurt it kind of makes me feel like I am tougher every time I get hurt, so every time I get hurt it's more like I don't get hurt by it...it won't affect me" (YSFG3Gr6.0292). Brandon, when asked what might make some children like certain activities over others, replies, "they could

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

When you think about Physical Activity (either Organized sports or activities, PE at school, or activity at home), draw the first thing that comes to your mind:



Very briefly describe your picture below – for example, what is happening in your picture? In which setting (Organized sport, PE, or recreation) is your picture taking place?

Track going on in organized
Sport

Figure F2. AlexMercer's (YSGr6) Activity Drawing

appeal to them more...maybe people that are tougher and maybe stronger can take like being hit and stuff...then they like different sports...like football" (YSFG2Gr5.0500). Being hit and hitting is not only fun just for boys; Megan, a fifth grade girl, thinks volleyball is fun "because you get to hit things" (NVFG1Gr5.0323). She adds to this in the same interview, as the activity of skateboarding is being discussed:

C: So what's so fun about a skateboard?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Megan: It's like snowboarding, and you get to fall on your face, it's really fun when I fall on my face!

C: You like that?

Megan: Yeah! As a matter of fact, I do!

C: Why? Really?!

Megan: Yes!

Kris: She's one of those "Extreme Girls."

C: So you don't mind that stuff, getting hurt?

Megan: YES! (NVFG1Gr4/5.0183)

Lilly too must be an Extreme Girl, for she would really like to learn how to skateboard: "It looks really fun. I want to learn, but my parents won't let me, because it's dangerous...one time I was at my neighbor's house and he was skateboarding and he was trying to teach me how, and they were like 'Oh my gosh, Lilly, stop it!'" (YSFG2Gr5.0610).

Being Active, Not Passive. Children who were immersed in activity enjoyed being physically active just for the sake of moving. They found "more active" activities to be more enjoyable than those which were more passive. Kris, for example, discusses a computer game: "Well, I have a game called 'Free Fit' in yoga and all you have to do is sling the Wii remote around, which is really boring" (NVFG1Gr4/5.0535). Later, he goes on to say that he would rather play basketball on a team that was "more intense," versus just playing around for fun (NVFG1Gr4/5.0843). Brandon, too, thinks that sports that are "a little more active and a little bit more kinda' like physical...I like that more." When asked if he means that "like it more" means

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

if it is more “fun for you,” he says “Yeah” (YSFG2Gr5.0451). Conversely, James doesn't like yoga very well because:

I am more the hardcore guy....with yoga, I don't like how you have to bend in weird positions and how you have to stay in positions for a little bit. Like I like to always be moving, like maybe the same position, like for pushups where you are going up and down, but for yoga you have to sit there for a little bit doing the same position....I like actual moving parts. (YSFG3Gr6.0476)

James also dislikes the game of Knock-Out for similar reasons, “because I don't, it doesn't make me feel like you have to run as much” (YSFG3Gr6.0923).

Besides liking when *they* are active, these children tended to get frustrated if their peers in movement situations were *not* active. Mike, for example, says that sometimes soccer in Physical Education is boring because “Well, sometimes in P.E., people aren't into it, it's just boring...it's just like, come *on*, get into the game!” (CLD1Gr5/6.0335). He also thinks that playing tag is fun only “if people are actually playing it” (CLD1Gr5/6.0097). Brandon too gets upset when, in Physical Education, some peers “...don't even try...like they can do something, [but] they don't even try, they just let it go” (YSD3Gr5.0525).

Gaining Confidence from Movement Situations. Part of what makes physical activity so awesome for highly-skilled students is the sense of confidence and self-esteem which these children gain from being active and, especially, from being successful in movement situations. Take Joe as an example; he is a fifth grade boy who is on an organized youth sport traveling soccer team. He enjoys playing competitive soccer because he can make a lot of goals, as he discusses in this account:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Whenever you make a goal, you record it and it's like on your permanent record...I see them writing down, there is a tally of all the goals, the yellow cards, and red cards we get.

C: Really? So is that fun for you? Do you make a lot of goals?

Joe: Umm, I made a hat trick, that's three goals the last time I played.

C: ...So that's important to you to be able to get those good tallies?

Joe: Yes...they make me have some pride in myself. (YSD8Gr5.0085)

Butler also describes how his experience in competitive soccer helped him feel better about himself:

I tried out in the winter and like I was just hoping I'd make it because I hadn't been on a travel team and I thought I wasn't good at soccer, I thought I was really bad. And then I tried out and he said you're on the team and like my point of view changed. I felt like I can do...I can do it! (CLD1Gr5/6.0428)

JoAnn thinks that clogging and gymnastics are fun. She enjoys clogging because "I like the performing part of it and bringing out my talent" (YSD1Gr4.0316). Osiris is very confident in his ability to play basketball, saying that unlike children in the video, "if I was playing, I would actually get some hoops" (YSFG1Gr4.0525). Michael enjoys the attention and confidence he gains from being in football; when other children see him in his pads, cleats, and uniform which he has to change into for when his parents pick him up after school for practice, he says others react to him "like WOW!, because they're not used to seeing like a lot of gear like that" (YSD3Gr5.0198).

Enjoying Competition. Children who tended to be highly skilled enjoyed the different aspects involved in competing against others, whether it was through organized sport

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

competitions or just testing their skills against others in a variety of situations such as during practice and play. Brandon and Michael define the term “competition” as they discuss their youth sport football experience:

C: Why do you like competing so much?

Brandon: Because it just seems more organized and...it like determines who is the better person in the game.

Michael: I like winning and being the top person.

C: What's the purpose of competition, do you think?

Brandon: I think it's like putting two people against each other, or two teams against each other, and then beating and not being mean about it, but just seeing who could do better, I guess. Michael: Determining who's the best person. Like in track, you have four people, but they're not mean to each other. (YSD3Gr5.0008)

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

When you think about Physical Activity (either Organized sports or activities, PE at school, or activity at home), draw the first thing that comes to your mind:



Very briefly describe your picture below – for example, what is happening in your picture? In which setting (Organized sport, PE, or recreation) is your picture taking place?

My dream sport. This is tackle football.
I want to be a pro football player.
This organized sport.

Figure F3. Brandon's (YSGr5) Activity Drawing

Brandon enjoys competing and being active so much that he one day would like to be a pro football player (see his activity drawing in Figure F3). On their surveys, Alex Mercer writes that he likes playing basketball because “I am extremely competitive, I compete with everything. I feel like I have to do better than the guy standing next to me,” while Mordici likes ice-skating

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

because she thinks “It is pretty. I am going to nationals to compete.” In his interview, Mike explains how he enjoys playing soccer with friends for recreational purposes because “It’s sometimes really awesome because the people aren’t quite as skilled...so sometimes you score like 10 goals and it’s really cool” (CLD1Gr5/6.0448). Kris likes playing soccer because he can “...steal the ball from other players,” and he loves making scores in football because he gets to “celebrate...throw the ball on the ground!” and “you get to brag!” (NVFG1Gr4/5.0250). Mike thinks football is fun because “you get to run a lot, you make different routes, I really like to juke people, fake people out, and run, so you can do that a lot in football” (CLD1Gr5/6.0890). Michael “used to run track and that was like my favorite part of running because, we’re all cooperating, and if one person falls behind you still got another person who can go faster than the other person...so we would always get at least second place!” (YSFG2Gr5.0724).

Competition was also valued by immersed children for its stress-relieving effects, as detailed in this exchange with Brandon and Michael:

C: Brandon, [on your survey] you said something like to play in organized sports or activities, you liked competition, “I can just let everything else go.” Do you remember what you meant by that?

Brandon: It’s just like if you’re stressed out or if there’s something going on or say, I don’t really have issues with this, but say sometimes I do have struggles in school, but like say if you have a lot of bad grades and struggles in school you can just be a different person and just let all that out and just play.

Michael: Yes, I do that too sometimes. Like if I’m either at home or at school and I’m either like mad at my brother or something happened, I would take it out on competing

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

and do my best and do my hardest so my team can win and after that I feel really good.

(YSD3Gr5.0033/.0208)

Sometimes, though, even highly skilled children don't enjoy competing in certain situation.

JoAnn, for example, enters dance competitions, but she doesn't like playing games of soccer at school because: "Well, sometimes people, all they care about, if it's a soccer game, all they care about is winning, not really fun" (YSD1Gr4.0132). She would also prefer to play a sport like basketball at home, not on a team, because of "the pressure," meaning, "because I don't like teams a lot unless it's a sport that I'm good at" (YSD1Gr4.0619).

Greatly Influenced by Family, Friends, and Media, to become Physically Active. An overwhelming number of children who tended to be highly skilled discussed the motivation, encouragement, and support for being active that they received from friends, the media, and especially, their families. These children enjoyed participating with their family members, could talk about their parents talking to them about activity, and because their family members put emphasis on being active, they internalized this and made activity a priority. This can be seen as James – the young man who wishes to be an Army Ranger – talks about his family's influence in shaping his desire to be physically active and fit:

Ever since I was two, I have heard from my family members that they scored a lot on their ASVAB which is a test you have to get to get in the military, and they got a lot and they got a huge score and the military was offering so much money and so much benefits and they were like you actually have to be able to run three miles...they were just like you should get in shape now and keep in shape so when you get there it's like...it's a piece of cake and I don't mind so when you're running three miles...

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

C: So your parents have influenced you, right?

James: Yes...my Mom is a little bit obese....and she was like "I don't want you to be like that I want you to fulfill your dreams and what you want to do so you have to stay fit to do your dream. (YSFG3Gr6.0646)

Playing with their family members was important to many of these children. Michael enjoys basketball in an organized setting, but "I like playing with my brother a lot [too]"; his great interest in this can be seen in his activity drawing (Figure F4). He also says that he likes to play baseball and football with his Dad; when asked if his Dad gives him pointers and helps him, he replies:

Yeah, like he's not like the expert and stuff, because he never really played...he's not really like the most coordinated [but] he knows everything. He can at least help me out, and he can at least help me learn more....he's not pushy, he just supports.

(YSD3Gr5.0269)

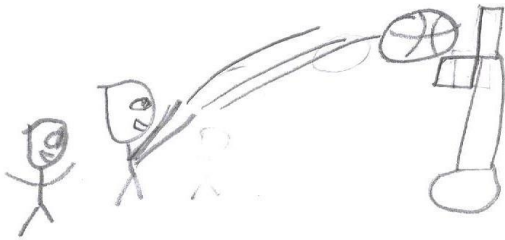
Brandon follows with similar thoughts, saying

That's the same with my Dad, and my older sister Alanis, we, she's a little bit different, and she's very athletic and she can throw the football and kick it, guys are always wanting to be on her team and always saying how good she is. She helps me out, my Dad helps me out, we just like to play, so it's nice to spend time with them. (YSD3Gr5.0249)

He also confirms this thought on his survey when he states that for recreation "I like to play baseball, football, and baseball with my Dad. All of these I get to throw, catch, and score. Also I get to spend time with my Dad and he can help me be better."

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

When you think about Physical Activity (either Organized sports or activities, PE at school, or activity at home), draw the first thing that comes to your mind:



Very briefly describe your picture below – for example, what is happening in your picture? In which setting (Organized sport, PE, or recreation) is your picture taking place?

I am playing basketball with my little brother. Recreation

Figure F4. Michael's (YSGr5) Activity Drawing

In another interview, Joe talks about his older brothers who play volleyball and their influence on his activity habits:

Both of my brothers are big fans of volleyball, so I'll be playing volleyball [this summer]....

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

C: Why is volleyball fun for you?

Joe: Both of my brothers play volleyball, my oldest brother won states for [local high school], so they are like big big big fans of volleyball and they are pretty good and the make me involved in it so that's what I will be doing.

C: So they make it fun and interesting for you?

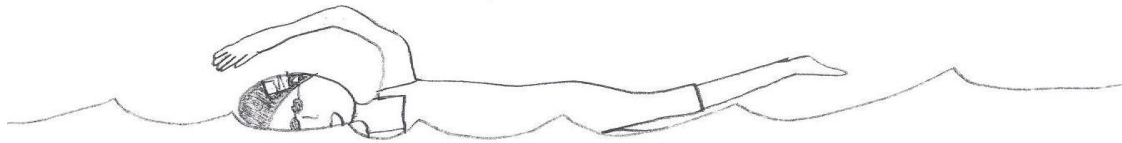
Joe: Umm-hmmm. (YSD8Gr5.0019/0498)

Osiris says that he too loves to play with his family: "I do football, I do wallball, I do push-ups, I do workouts, I do ballet with my Mom even though I don't like it much. I play with my older brother, I give my older brother piggy-back rides, which is a workout, which is really hard" (YSD1Gr4.0535). Here, Lilly discusses the influence that parents and the media have had on her activity preferences: "What influences you, like [is what] your parents do. If you're watching TV and they're watching a sport game, if you start watching the game that they're watching and you get more interested and you might be like, 'Hey that could be fun, I want to try that' and 'Oh, I really like this, I love this!'" (YSFG2Gr5.0516). She is a competitive swimmer, and when asked why she likes this sport more than soccer, she replies:

I have no idea. Because I'd never had any interest in swimming until last year, because I went to the pool and all of my friends, they were on the swim team and they're like "Oh, are you on the swim team?" and I'm like "Okay, fine, I'll join the swim team." And then I joined the team and was like "Oh, this is kinda fun!" and then I watched the Olympics swimming and was like "OH I WANT TO GO TO THE OLYMPICS SWIM, YEAH!" (YSD4Gr5.0069) (see her activity drawing in Figure F5).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

When you think about Physical Activity (either Organized sports or activities, PE at school, or activity at home), draw the first thing that comes to your mind:



Very briefly describe your picture below – for example, what is happening in your picture? In which setting (Organized sport, PE, or recreation) is your picture taking place?

I am swimming in the Olympics.

Figure F5. Lilly's (YSGr5) Activity Drawing

Lilly also run, saying “I like to run with my Dad and I run together through my neighborhood and run to the park because then I get rewarded because then I get to go to the park and play on the playground and stuff I get rewarded for it!” (YSD4Gr5.0144). During their runs she discussed how she and her father interact:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

We talk about stuff, and he tries to push me but not push me so hard but he wants me to get better so he will say “Okay, we are going to run for a minute and walk for ten seconds and then run for a minute and then once we get good at that we are going to run for two minutes and walk for ten seconds,” that kind of thing.

C: So do you think it's important to your parents that [you] are involved in physical activity?

Lilly: Well, they always tell me that if you're not enjoying something you don't have to do it, but it's kind of funny that they're the ones who say “You should go for a run even if you don't want to!” (YSD4Gr5.0318)

The above descriptions complete the profile of children who are totally immersed in physical activity. For these students, being physically active and fit is an ingrained priority. They enjoy participating in different activities, enjoy testing their abilities against others, and will always find a way or place to play. At the other end of the spectrum, though, are students who hold opposing thoughts and feelings about physical activity. These students do not talk about physical activity in such positive terms, and indeed, they see activity very differently than their more skilled peers. What follows is their profile.

Children who are Disinclined toward Physical Activity

Although the sample of subjects in this study classified as “those who tended to be less skilled” were small in number (n=6), the intensity with which they shared their experiences with physical activity, either through the interviews and/or their surveys, was great. While each child could describe some activity experiences – or facets of experiences – which are fun to them, their

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

narratives suggest that in general, these children are disinclined toward participating in physical activity. In opposition to those who are immersed in activity, these children find engaging in physical activity to be a largely negative experience. They tend to dislike participating in physical activities across the settings of recreation, organized youth activity, and school Physical Education, and describe different activities and activity experiences using words such as “embarrassing”, “awkward”, “they suck!”, and “awful!” (NVFG2Gr4.0652/ CLFG1Gr5/6.0333). Disinclined children’s negative experiences center around the themes of 1) physical activity is just “not their thing”; 2) finding physical activity to be stressful and embarrassing; 3) a dislike of competition; 4) being harassed by others for their poor skill performance; 5) a dislike of feeling overexerted, with a preference for “laid back” activities. Each of these is described more fully, below.

Physical Activity is “Not My Thing.” Children in this study who tended to be less skilled had little confidence in their ability to be successful in a variety of activities due to not being skilled or not having enough fitness. This contributed to their dislike of physical activity. Mungoia, for example, doesn’t enjoy dancing because “my dances are not that good” (NVFG2Gr4.0673). He likes soccer better than basketball and football because “you don’t have to use your hands. My hands feel so hard to move...my hands feel like you are not holding something is worth holding, so I just let go of it [the ball]” (NVFG2Gr4.0236/0543). In a discussion about the game of basketball, he is asked about whether or not learning the skills inherent in the game would help him enjoy the game better:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

C: Do you think that if you, Mungoia and MrNoPE, were taught how to do these things, you were taught the rules, you were taught how to do the skills, would you enjoy physical activity more?

Mungoia: Not really. I was taught to play basketball. I'm okay at basketball, I mean I am still really bad, I am not like the other kids who are like [he makes swishing noises and ball going in the basket...dunking noise...]...Yeah! (NVD1Gr4.0442)

MrISuckatPE, Mungoia's classmate, was glad to move to Northview School during this year because "...I am so much happier seeing that there are more kids a lot less athletic like me," compared to his old school (NVD1Gr5.0270). He doesn't enjoy physical activity in any setting, saying "I just hate all physical activity all around...I'm not into that kind of stuff, I just find it extremely boring" (NVD1Gr4.0418). He doesn't find running to be fun because he doesn't "have the lower body strength and my heart is not strong enough...I don't have asthma, it's just that my lungs aren't strong enough because I don't run as much" (NVFG2Gr5.0600), although he does enjoy jumping on a trampoline because "if you are a wimp like me, it requires hardly any physical strength to jump" (NVD1Gr4.0043). He does admit that "swimming is okay, it just requires more strength than to jump on the trampoline" (NVFG2Gr4.0160). Just as for Mungoia, MrISuckatPE doesn't enjoy football because "I don't have the physical strength to do any of it, I can't throw a ball, I can't run fast" (NVFG2Gr4.0532), and he doesn't enjoy yoga because "I can't do it" (NVFG2Gr4.0696). Basketball is not fun for him because "I'm not very fast...and I fail miserably" (NVFG2Gr4.0815); he "really" hates the basketball shooting game of H-O-R-S-E because "I can't shoot" (NVFG2Gr5.0883). He did play organized youth basketball for a season, but it was not a good experience, as he describes in the following:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Like for basketball, there was not a single kid on the team who was not experienced with a basketball, besides me. There was...like, "How many of you raise...how many of you have played this game before"...everyone besides two kids raises their hands. How many of you are experienced in basketball? And then the guy who didn't raise his hand was like "Well I went to basketball summer camp." It was like, how many of you have played basketball or had a basketball experience before? Not me. How many of you go play basketball on your own? Not me. This was just the first time because I felt like I might want to try it.

C: And...was it a good experience?

MrISuckatPE: Well, it was better than my soccer experiences....so yeah, it was okay.

C: Did it make you want to keep trying basketball?

MrISuckatPE: No.

C: Why? What about it made you say no way, I'm not doing this anymore?

MrISuckatPE: Well, no other person besides me was insulting myself, I was insulting myself and I was like, really, it was really hard and I really couldn't do it very well. I scored one goal the whole season and in a game and that like set people off they were like "Oh my God you scored a goal, yeeaaahhh!" because I suck at it. (NVD2Gr4.0340)

MrISuckatPE feels so strongly about his dislike of physical activity that he wanted to give this advice to adults who were in charge of any activity situations to make them more fun for children:

Give up! My advice would be, stop making them do Physical Education. I just know my point of view...my point of view is, if there were a million other kids like me, if there

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

were twelve other kids like me, exactly like me, identical copies, and there was one guy in charge of all of them, I'd say give up. I know that all these guys hate Physical Education, so I would give up and not do physical education if you had any hope of having any career with these kids. (NVFG2Gr4.0907)

On her survey, Jeffri, a student at Cooperative Learning School, says she doesn't enjoy being physical active that much. When asked why, she explains that she thinks some activities like swimming are okay, but, "otherwise it gets kind of...I don't really like it. Not much, really" (CLD2Gr5.0027). She doesn't enjoy running laps mostly "because I can't [do it]" (CLFG1Gr5/6.0554). She shies away from choosing activities such as badminton for Physical Education because, as she wrote on her survey, "it's hard"; in her interview, she says "I was really, really, bad [at it]," but she does like ping pong and pickleball more "because I was better at it" (CLD2Gr5.0262). When she plays dodgeball, getting hit "happens a lot" to her (CLD2Gr5.0670), and in her youth sport basketball experience, she mostly sat on the bench because her skills were not so good.

Perhaps because of their lower levels of skill or fitness, these children often found participating in activity situations to be embarrassing and stressful. Their thoughts on this topic follow.

Finding Physical Activity to be Stressful and Embarrassing. While children who were totally immersed in activity see their participation in physical activity as a source of pride, disinclined children discussed how participating in certain activity situations made them feel embarrassed or stressed because they were not able to complete the movements. During his focus group interview, for example, Mungoia, put "dancing", "yoga", "football", and "running laps" on

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

his no fun pile. When asked to describe why these were no fun, he replied “Embarrassing.”

When asked to further explain his thoughts, he went on to say:

Dancing to me is embarrassing because my dances are not that good, yoga I feel embarrassed because anybody else in yoga knows a lot more about yoga and they're like “You're doing that totally wrong,” and starts yelling at me about that. Football, I get embarrassed because I feel like I am the slowest one there and I fall down. Running laps, well, I get embarrassed because I can't run laps that easily. (NVFG2Gr4.0651)

For MrISuckatPE, yoga was also in his no fun pile; he goes on to explain why: “It's supposed to be stress relieving. For me it either causes more stress because I can't do it” (NVFG2Gr4.0696).

Jeffri also put yoga on her no fun pile and finds it embarrassing to perform. As she explains, “It's awful! It's boring. It's gross and the name is awful!” She and her interview mate Jo then go on to discuss it in more detail:

C: Why do some people enjoy yoga and others don't?

Jo: We have different likes and dislikes, and it hurts, it's painful.

Jeffri: The burn burns!

Jo: It's uncomfortable.

Jeffri: Especially when you're doing it in public! (CLFG1Gr5/6.0333)

Jeffri later says that performing activities such as skateboarding at home, by yourself, is okay, but she wouldn't do it in front of others because that would be “awkward” (CLFG1Gr5/6.0511).

Beyond not wanting to perform activities in public, these children also disliked being put in competitive situations in front of others. This is described more fully, below.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

A Dislike of Competition. The children who tended to be less-skilled demonstrated a dislike for competitive situations. MrISuckatPE says that competition just doesn't seem fun to him; he looks at children on the swim team at YMCA and thinks "Look, there are so many people getting serious about exercise, look, it's so serious here there is no fun...there is no kids doing much, there is just jumping and swimming, it's all serious" (NVD1Gr4.0123). Jeffri prefers being active in non-competitive situations; she thinks jumping on the trampoline is fun because "...you can go outside...and there's no competition, because I suck at competition" (CLFG1Gr5/6.0060). In her one competitive youth sport experience of playing basketball, she describes how the season went:

When I was playing basketball, it was kind of a one time thing, I mean, I kind of...I liked basketball a little bit and I thought maybe I could get better at this and keep doing that, but I never really got a chance to, because I was the one person on the team that never got to do anything. I kind of was either on the bench or there, just doing nothing.

(CLD2Gr5.0153)

She will, however, maybe play "a couple times a month" on a court, for fun, with friends—but never again on a competitive team. Similar to Jeffri, basketball is also not high on MrISuckatPE's list of fun things to do. He does think, however, that it is an activity he could enjoy if playing by himself, on the court at school:

...It's not exactly fun but I enjoy it better than with basketball with other people, because there is no competition, there is no one pressing me to get it right.

C: What if Mungoia came over and played with you...would that be fun or enjoyable?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

MrISuckatPE: If we made everything exactly fair so nothing to argue about and not make it a competition. That competition...

Mungoia: I know, I hate it...

MrISuckatPE: Competition...competition...our class does not do well with competition!

(NVD1Gr4.0470)

MrISuckatPE thinks that soccer games in his Physical Education class at school are “very too competitive, too competitive.” He goes on to describe why:

Well, with most kids they think that it's fun but to us we think that, why are you yelling over who gets the stupid ball at the beginning? We're playing soccer and he is like “Which team should start with the ball?” and then everybody goes ME ME ME...and I say, “Why do you care about the ball? Why do you care about if you scored a goal?!”

(NVD1Gr4.0228)

On his survey, Mungoia writes that he enjoys archery, but, his activity drawing (see Figure F6) appears to depict a negative situation involving archery. I ask him to explain this further:

C: So you shooting an arrow and losing [in the picture] which is not good, but now here [on the survey] you tell me that you like archery.

Mungoia: Yes I do...it's fun.

C: But then this is making me think that archery, that you don't like it?

MrISuckatPE: He likes it...I'm guessing...

Mungoia: I like it, I just don't like the competition.

C: So for you “not fun” means –

Mungoia: Competition! (NVD1Gr5.0548)

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

MrISuckatPE goes on to explain more about why he does not enjoy competition, as he responds to Mungoia's thoughts about archery:

MrISuckatPE: I don't like competitions, either.

C: How does it make you feel when you get in those situations?

MrISuckatPE: Like, yeah, I'm really...

Mungoia: [whispering] Stressed...[louder] STRESSED!

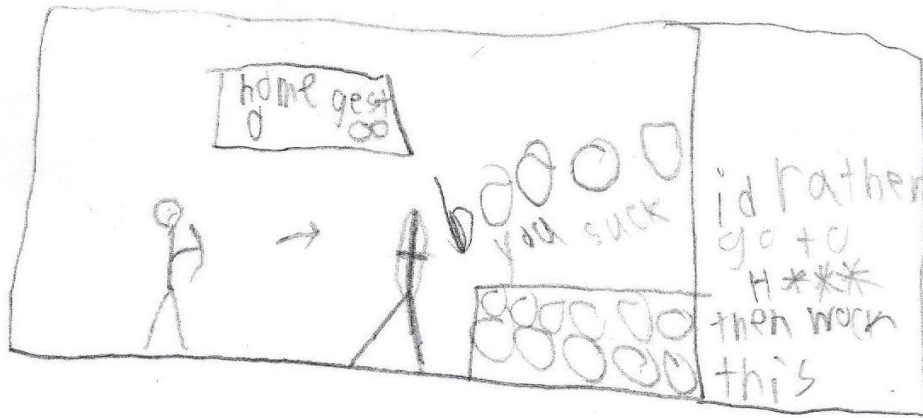
MrISuckatPE: I'm only good at basketball...when there isn't like, ten, no, wait...nine other kids...like, one kid jumping up in front of me, "You can't shoot it, you can't shoot it!" [uses loud voice, pounds on the table] or "Come on, come on!"...Encouraging doesn't help me!

Mungoia: Stress!

MrISuckatPE: While I'm trying to think about it [shooting], "You can do it, you can do it!" is not helping! (NVD1Gr4.0575)

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

When you think about Physical Activity (either Organized sports or activities, PE at school, or activity at home), draw the first thing that comes to your mind:



Very briefly describe your picture below – for example, what is happening in your picture? In which setting (Organized sport, PE, or recreation) is your picture taking place?

I'm shooting an arrow
and loosing.

Figure F6. Mungoia's (NVGr4) Activity Drawing

The link between skill and competition and why less-skilled children may not enjoy competition was discussed by two high-skilled children in their interview. Below, Michael gives his thoughts on the topic:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

C: Why do you think you guys like to compete? We know not every kid likes to compete, right?

Michael: Because I think that not everybody is more athletic or feels as good about themselves as being athletic, and so they don't really feel like they're going to do well if you compete and they don't like that. (YSD3Gr5.0008)

Many times, being put into the competitive situations such as those above resulted in negative influences from peers (and at times, even adults) for the disinclined children, due to their poor skill performances. These experiences are described more fully, below.

Harassed by Others for Poor Skill Performance. Disinclined children were able to describe situations in which they felt harassed or put down by others when in movement situations because of their poor skill performance. Typically (but not always), these situations took place in the competitive youth sport setting. Take MrISuckatPE, for example, as he talks about his experiences in youth soccer:

The reason I don't like soccer is because of personal experience. It's not too hard, but I did two seasons of soccer. The first season there was a "ball hog" who kept the ball from everyone and my second season was just horrible...they stole the ball from each other to show off and they didn't take the fact that I wasn't very good well. Like I would miss...not score a goal...and they would be like "You suck." (NVFG2Gr4.0291)

Mungoia explains that during yoga class at school "anybody else in yoga class knows a lot more about yoga and they're like 'You're doing that totally wrong' and starts yelling at me about that" (NVFG2Gr4.0675). He and MrISuckatPE go on to explain what else happens to them in Physical Education class:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

MrISuckatPE: The instructions are not helpful.

Mungoia: I think it is not helpful because, everybody doesn't listen to them. I wasn't here last year, and we were going to play a game that [was from] last year [i.e. the previous year] and everyone was yelling and I couldn't hear him [teacher] saying the rules and I'm like "Who even cares about rules if you don't listen to them?" And then I don't know what to do, and then they all

MrISuckatPE: They get mad at you.

Mungoia: All of them are saying, "Why don't you not know this?" and I'm like, "Why do you do this to me? I wasn't here for last year!" (NVD1Gr4.0393)

Mungoia is asked to explain his activity drawing (see Figure F6) which shows him in an archery competition:

This is me shooting arrows. I am at... I'm the "home," shooting an arrow and I got zero, the guest has infinity. Everyone is saying "Boo, you suck!" and somebody that is really mean goes "I would rather go to BEEP [infers profanity] than watch this."

C: Have you been in that situation before?

Mungoia: I have been in the situation where somebody swears because you're real bad at something.

C: What situation is that?

Mungoia: I was in soccer and I heard someone in the stands go "That BEEP kid doesn't know how to kick the ball!"

C: You really heard that?

Mungoia: I heard that.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

C: How do you know they were talking about you?

Mungoia: I know they were talking about me because

MrISuckatPE: You tried to kick the ball and failed?

Mungoia: Yeah, I just kicked the ball and I failed and he was just staring at me.

C: Was it another kid, [or] a parent?

Mungoia:Yeah, it was an adult. (NVD1Gr4.0516)

Although there are many reasons as to why disinclined children did not enjoy physical activity, a major factor affecting their enjoyment was due to feelings associated with overexerting their bodies and becoming overtired from participating in activity. Their thoughts on this topic are detailed next.

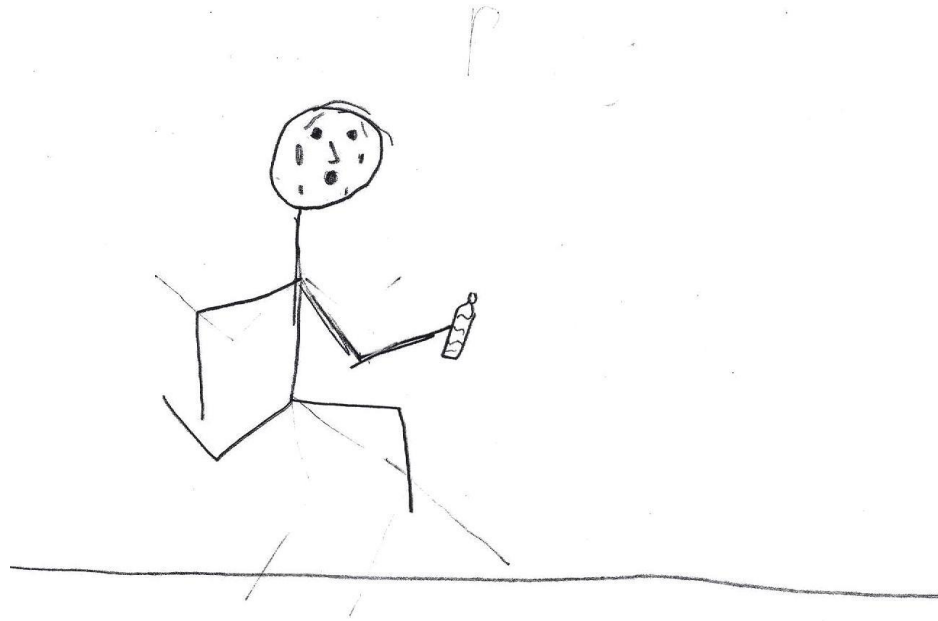
Feelings of Overexertion and a Preference for “Laid-back” Activities. Whereas many children who were totally immersed in activity actually enjoyed pushing their bodies to their physical limits, children disinclined toward physical activity actually felt the opposite. They do not enjoy the feelings associated with exerting their bodies and being overtired or experiencing hurt or pain due to physical activity, and because of this, they would prefer activities that are more “laid-back” in nature – or no activity, at all, if given the choice. Running laps was one of the most oft-mentioned activities related to feelings of overexertion. For example, MrISuckatPE especially dislikes running laps, saying that “I end up wheezing for the next 10 minutes because it was too much” (NVD1Gr4.0067). He doesn't have asthma, it's just, he says, that “my lungs aren't strong enough” (NVFG2Gr5.0606). He also dislikes the strenuous running in basketball because “it's extremely tiring to run back and forth” (NVFG2Gr4.0815). Because of this, he would prefer to play a game of H-O-R-S-E instead of basketball, saying that in the former, “You

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

don't have to run" (NVFG2Gr5.0900). Jeffri also doesn't like running laps as it results in her being "overactive." To her, this occurs when "you are running laps a lot and you don't really have time to stop and cool down for a bit before you can start back up" (CLD2Gr5.0051). This thought was reinforced on her survey when she writes that she dislikes running track because it is "stressing," – i.e., "stressing on your body" (CLD2Gr5.0402). JJJ's activity drawing of running in track suggests similar feelings to those of Jeffri's relative to being overactive (see Figure F7).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

When you think about Physical Activity (either Organized sports or activities, PE at school, or activity at home), draw the first thing that comes to your mind:



Very briefly describe your picture below – for example, what is happening in your picture? In which setting (Organized sport, PE, or recreation) is your picture taking place?

Jogging

Figure F7. JJJ's (YSGr4) Activity Drawing

Medical-related issues were also brought up as reasons for non-enjoyment of activity; Jeffri dislikes running is because “I can’t...because of medical issues and crap like that” (CLFG1Gr5/6.0555). Drew has asthma, which impacts her ability to be active (see her activity drawing in Figure F8). For her, physical activity in general “makes my head heart [sic] [and] my

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

throat close 'cause asthma." Lastly, Jeffri describes how in Physical Education, one is forced to run and participate even if you were sick, with the teacher saying "Oh you don't look that sick, you're fine. Go run 20 laps, whatever. Go puke over there" (CLFG1Gr5/6.0999).

When you think about Physical Activity (either Organized sports or activities, PE at school, or activity at home), draw the first thing that comes to your mind:



Figure F8. Drew's (YSGr6) Activity Drawing

Disinclined children also didn't enjoy feelings of hurt or pain and were not motivated to work through them as were many of the "immersed in activity" children. Even though "other people's pain is endurable," Jeffri herself doesn't like experiencing feelings of pain. In fact, she

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

dislikes activities such as yoga because it is hurtful to her, saying that “the burn burns!” (CLFG1Gr5/6.0093/0370). MrISuckatPE, too, doesn't like feelings of pain or being hurt, saying “I don't like getting hurt...I can't tackle [in football] without hurting myself a lot more than the person I tackled” (NVFG2Gr4.0532).

Because of these feelings, at least in part, disinclined children in this study preferred to take part in more “laid back” activities – or no physical activity at all, if given the choice. Laid back activities, Jeffri explains, are those for which “you are kind of just doing something for a little bit and then you have time to rest before you do another thing,” or, those activities for which one doesn't have to expend that much effort. For example, she doesn't mind swimming, saying “it's one of my few exceptions [to activities she doesn't like]. I like some of the more laid back things like swimming and just kind of walking and stuff...otherwise it gets kind of...I don't really like it, not much, really” (CLD2Gr5.0029). She actually doesn't mind participating in swim meets because one has time to rest in between events, while with other sports such as basketball, she doesn't like them because “you are constantly running back and forth, back and forth without being able to stop that much.” When asked if swim workouts at practice weren't stressing for her, she says “not really – usually we have things like if you get done like a little bit early you can just sit and wait for the next activity” (CLD2Gr5.0072). Interestingly, MrISuckatPE also mentions swimming as one of the few activities he somewhat enjoys, noting that while “running makes my heart [go], but swimming, I don't know, it's not as hard for me and it's just not as hard for me, it requires physical strength but not as [much]” (NVFG2Gr4.0718).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

The idea of not having to expend much energy was mentioned by a few other children as well. Mungoia, for example, prefers walking to running for this reason. MrISuckatPE doesn't mind jumping on the trampoline because it "really requires hardly any physical strength" (NVFG2Gr4.0164), while Jeffri likes the trampoline for the same reason, saying "I really like it because you can go outside and you don't have to work hard" (CLFG1Gr5/6.0060). She also likes to skateboard for similar reasons, saying

I think skateboard's fun, because you get to roll on stuff, it's sort of like a car, but you don't have to actually try to do anything, because you don't really have to move. You sort of have to shift your weight and stuff, but it just sort of goes. You don't have to walk, you just have to hop it, it's like, vroom! (CLFG1Gr5/6.0490)

Summary

In summary, a number of reasons including lack of skill, feeling stressful or embarrassed when participating in activity, feeling overtired and/or pain, a dislike of competition, and harassment from others because of their low skill level all impact the feelings which disinclined children hold relative to physical activity. Given the opportunity, many times these children would prefer to find something else to do. Perhaps MrISuckatPE's activity drawing (see Figure F9) is the best reminder as to what happens when participating in physical activity is no longer an enjoyable option or preference:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Name: Mr I suck of PE

When you think about Physical Activity (either Organized sports or activities, PE at school, or activity at home), draw the first thing that comes to your mind:

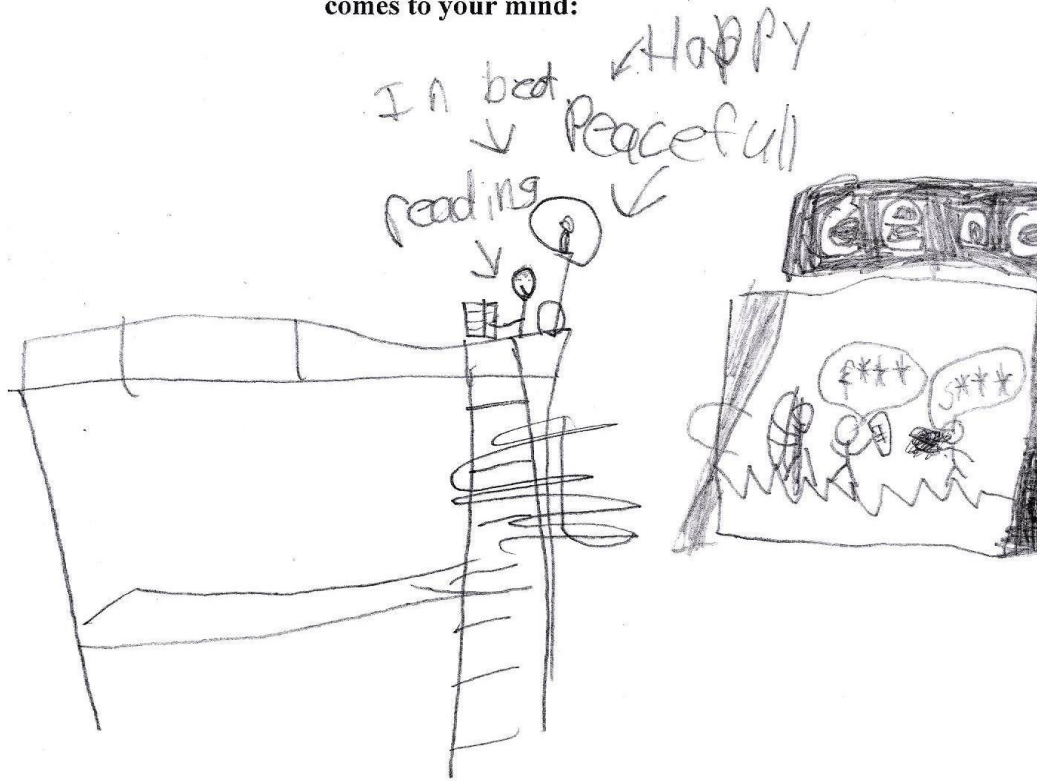


Figure F9. MrISuckatPE's (NVGr4) Activity Drawing

In his interview, he describes what is taking place in the drawing:

Well, okay, so that is me sitting in bed reading. When it comes up with sports, there...it's so true...there...I play outside with them [neighbors] sometimes but most of the time it's just really them outside my window beating each other up with a football in hand and like calling each other names.

C: And you are happy and peaceful reading in your bed?

MrISuckatPE: Umm-hmmm.

Appendix G

Results -- Assertions Two, Three, and Four

Research Question Two: Does the setting in which the physical activity takes place make a difference in how children perceive whether it is fun or not?

A concerted effort was made in the design of this study to not only uncover children's thoughts and feelings regarding fun in physical activity in general, but to also discover their thoughts relative to the different settings in which they participate in the activities – i.e., organized youth activities, school-based Physical Education, and recreation/leisure time. Exploring their thoughts as to what they find to be fun and not fun about activity in these settings would, it was hoped, be able to help further explain why, for example, some children may not like an activity such as basketball in one activity setting (e.g., in organized youth activity) but may enjoy it in another (e.g., in recreation/leisure time). Thus, the research question of “Does the setting in which the physical activity takes place make a difference in how children perceive whether it is fun or not?” both influenced and guided the questions which children were asked during the focus group and duo interviews, as well as the Likert-scale and open-ended questions on the quantitative measure.

Based on data gathered from this study, it was apparent that children enjoyed being active in each of the three physical activity settings of organized youth activities, Physical Education, and recreation. Both qualitative data as well as a comparison of numerical results for each activity subset on the quantitative measure (i.e., “About Organized Activity”, “About Physical

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Education”, and “About Recreation”) (shown in Table G1), however, suggests that not all children *equally* enjoyed being active in each of the three settings.

	Current Organized Activity	Physical Education	Recreation
Mean	4.35	3.87	4.36
Range	4.00	4.00	4.00
Std. Dev.	1.08	1.18	1.03

Table G1. Numerical Results for Each (Composite) Subset on Quantitative Measure

Three major assertions gleaned from analysis of the qualitative data provide insights into reasons for these statements:

Assertion Two: Children prefer to be physically active in settings in which they have choices over who/what/when/where and how they participate.

Assertion Three: Negative behaviors displayed by “Constantly Disturbing People” minimize children’s enjoyment of physical activity in a variety of settings.

Assertion Four: The helpful or hurtful behaviors of adults in various physical activity settings greatly influence children’s enjoyment of physical activity in those settings.

Thus, each of these three assertions will be explored more fully in three distinct sections which follow.

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Assertion Two: Children prefer to be physically active in settings in which they have choices over who/what/when/where and how they participate.

It became apparent that children enjoyed activity more in settings in which they had control over with whom, when, where, what, and how they participated in physical activity. Some characteristics related to these aspects of their participation contributed to their ability to have fun in each of the activity settings, while other characteristics definitely detracted from their ability to have fun in a particular setting. These characteristics are outlined in Table G2 and are described in more detail according to each of the three settings of organized youth activity, Physical Education, and recreation.

		(O) = Organized Youth Activity	(PE) = Physical Education	(R) = Recreation
Factors relating to WITH WHOM they participate	+	* We can play with others of the same skill level *Everyone is “into it”	*There are more children my age to play with	*We can play with friends, neighbors *We can choose our team/mates *We can play with friends and people we know *I can play by myself if I want to
	-	*My friends aren’t on my team	*It’s not fun to play with children who are “not into it” *Too many children on a team makes it too hard to play	*Too many children on a team makes it too hard to play
Factors relating to WHEN they participate	+	*It’s okay to have to do the activity if you like the activity to begin with	*We are forced to be active at school	*We can be active in our free time

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

	-		<ul style="list-style-type: none"> *We feel coerced to play *We have to play even if we are sick *We can't choose whether we want to play or not 	*We can choose to play or not
Factors relating to WHERE do they participate	+			<ul style="list-style-type: none"> *We can play at home – it is very accessible *Playing at home is more private
	-	*We have leave home/go somewhere to play on a team		
Factors relating to WHAT they play when they participate	+			*We can choose the activity we want to play
	-	*We can't do what we want to – we have to do what the coach says	<ul style="list-style-type: none"> *We can't do what we want to *Don't dictate what we should play *We prefer to be given choices as to what we can play *We prefer to vote on choices of what to play 	
Factors relating to HOW do they play when they participate	+	<ul style="list-style-type: none"> *Activity is more organized in this setting *Playing real games are more fun 	*Different skill levels can be accommodated	<ul style="list-style-type: none"> *We can change rules *We can go at own pace *We can talk out disagreements *We can all be involved *We don't need a goal/to win – we can just play

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

	–	*Everyone doesn’t always get to play *You can’t choose the difficulty level of what you want to play	*There are too many rules *You have to play by the teacher’s rules	*It’s hard if everyone doesn’t agree on the rules *There are too many rules
Factors relating to WHO gives them choices in activity settings	+			
	–	*Parents might force you to be on a team *You have to do what the coach says	*We have to respect what teacher wants us to do no matter what	

Table G2. Characteristics of Participation Relating to Choice in Activity Settings

Playing in the Organized Youth Activity Setting

While some children clearly enjoyed being active in the organized youth setting, other children clearly did not. Reasons for the former revolve around activity in the setting being very “organized” or defined as well as playing with others of a similar skill level. Reasons for the latter revolve around playing with others who were of unequal skill level, being able to be active when, and the way, they wanted to be active, or not able to be involved when playing. Each of these is described in more detail, below.

Skill level and unfair teams. First, no matter the setting, children appreciated being able to play with others who were of a similar skill level. When children of different skill levels were involved in – for example, in Physical Education – frustration typically followed. In the organized youth setting, however, children who were playing at a higher skill level appreciated being able to play with others who were of a similar skill level. Mike and Butler, both high-skilled children, illustrate this in their discussion, below:

C: Alright, so tell me about the difference between when you do soccer in the organized area and then recreation. What are some differences?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Mike: Well, in organized, there are more drills, and like, do this a certain way and try to score. And it should be easy because there's no defense or something like that.

Butler: And some people...the people...can be more skilled.

Mike: And they give you a way to get challenged so you get better.

C: And is that fun to go against people who are-

Mike: Yeah! It's really awesome!

Butler: Yeah! It makes you improve. It's really fun... (CLD1Gr5/6.0391)

Joe also plays on a high-skill level traveling youth soccer team. He describes why he prefers playing soccer in that setting versus in the recreation or Physical Education setting: "Because you have more chemistry there [organized youth soccer], like you play with those people, well I play with my team three times a week and they are at like my skill for soccer and they know what I do. And I know what they do. So we get along easily" (YSD8Gr5.0184). When asked if that makes it more fun for him, he agrees, "Um-hmmm." George, too, likes games that are more "organized" because when they are not, "the teams are probably not going to be that fair" in terms of ability level (YSD8Gr5.0338).

Conversely, children mentioned "unfair teams" due to an imbalance in skill level as a major reason for why they did not enjoy playing in the organized youth setting. Kevin, for example, doesn't agree that being on a team in organized youth basketball necessarily means the teams are equal in skill level. Here, he discusses this, spurred on by viewing the girls playing (organized team) basketball in the video:

C: So [playing on a team] would not be fun? Kevin, you wouldn't like playing basketball?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Kevin: No. It doesn't seem fair because they're probably just put on random teams. It wouldn't be fair if you got stuck on one team with everybody being, not to offend anyone, but everyone being bad players. You'd be the only player that knows how to play. (CLFG1Gr6.0808)

MrISuckatPE describes when he was on a youth sport basketball team:

...There was not a single kid on the team who was not experienced with a basketball besides me. There was...like, "How many of you...have played this game before?" [and] everyone besides two kids raises their hands. "How many of you are experienced in basketball?" And then the guy who didn't raise his hand was like, "Well, I went to basketball summer camp." It was like how many of you have played basketball or had a basketball experience before? Not me! How many of you go play basketball on your own? Not me!...

Related to teams being unfair is when one or a few people on a team want to play but others on the team are not really interested in playing. Jo and JohnDoe discuss what happens in basketball when everyone is not equally motivated to play:

Jo: [It's no fun]...when no one else wants to do it and you're the only one who would actually wanted to.

JohnDoe: So nobody's trying except you and the other team is constantly scoring points and you're saying "Come on, guys, let's play, and they're saying Nooooo!"

(CLFG1Gr6.0815)

It's also frustrating for some children who want to play but never get the opportunity to play because of factors such as not being as skilled as other students on the team. Jeffri, for example,

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

says that “I was the one person on the team that never got to do anything, I kind of was either on the bench or there, just doing nothing” (CLD2Gr5.0154).

Playing the way one wants to. The more formal and “organized” atmosphere in the youth activity setting was more appealing to some children than others. Jason, for example, likes that the rules in organized youth activities are very defined and that everyone knows them, and it allows him to be totally involved. He likes being able to “go up as far as [I] can, like, I’ve been defense and I’ve scored a goal, and like my coach doesn’t care, he said as long as you can run back in time to save it, I’m OK with you running up.” He also recognizes, however, that this cannot be done in Physical Education without the teacher saying he is going against the rules. When asked, therefore, if he likes playing soccer more on a team, he says “Yes, with real rules” (YSFG1Gr4.0476). Duke began taking springboard diving lessons after he watched the Olympics and thought that it looked “really fun.” He already knew how to dive, but he “just wanted to try it differently, make it more formal and I enjoyed doing that” (YSD5Gr6.0150).

Some children, however, do not enjoy being active in the organized youth setting exactly because the formal structure of the activity in the setting does not allow them to be active in a way that is pleasing to them. Joann, for example, doesn’t like swimming in organized youth activity because “...it’s not as fun because like swim team, you kind of have to keep up with it, and if you can’t you kinda don’t go anywhere. I kinda swim more for fun, so it kinda takes the fun out of doing it, because you have to do exactly what they say, and you have to be so fast, and you can’t do this, and you can’t do that” (YSFG1Gr4.0157). Butler, too, described the difference between playing in the organized youth setting and the recreational setting:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Well, on a team, like you kind of have to follow the rules that your coach wants you to do. And if they're really nice, you just have fun. But like, the thing, the recreational, and when you're at practice you want to take it seriously, you don't want to goof around. But when you're at recreational, with your friends, you can kind of like have fun and goof around. (CLD1Gr5/6.0492).

Forced to participate. Another reason why some children do not enjoy participating in organized youth activities is that they are made to participate – usually by a parent – without wanting to actually play that activity. For example, Bob explains that he doesn't enjoy organized sports that much “because my Mom makes me go and I won't want to, and it just isn't that fun” (NVD2Gr5.0100). After viewing the videotape of girls playing basketball, Jeffri gives her thoughts on playing organized youth basketball, based on her own personal experiences:

C: Would you all like playing basketball in a situation like this?

Jeffri: No. Not really, I mean I like basketball, but in some of the situations like when you're being forced to and you have no choice I don't like it. Or like there's being something that's like unfair with the game. (CLFG1Gr5/6.0790).

Others in her interview agree, saying “Some of them are being like, “I don't want to be here” (CLFG1Gr5/6.0783). Brandon agrees, as he explains that he thinks some of the girls playing the organized game in the same videotape aren't having much fun because “...especially a lot of times they might not want to be on the team but their parents make them do something” (YSFG2Gr5.0833). James, in the sixth grade focus group interview, thinks a similar thought as he says:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

...Maybe their parents wanted them to do it but they did not want to do it because they know that parents will be like “You have to play this sport” and maybe they don’t want to do it, and so maybe not all of them are having fun (YSFG3Gr6.0770).

This does not mean that playing in the organized youth setting was not, or could not, be enjoyable to students at all. Jo, for example, explains that having to do an organized activity could still be enjoyable, with this caveat, “...Well, depending on whether you like it and you wanted to do it anyhow, but you [were] still told you had to do it, that would still be fun” (CLD3Gr6.0952). Lastly, Lizzie explains, using a very child-centric metaphor, as to when she thinks that playing in the organized setting can be fun:

Sometimes, like, whenever you’re a pitcher say in softball or baseball and you have like pitching lessons, so it’s like you’re doing something like you actually enjoy, if you actually want to become a pitcher. So you’re taking lessons or you’re doing practice for it, so it’s like having fun while you know you’re supposed to do it. Kinda like cleaning your room. Well, I like cleaning my bathroom better than my room because you get to use all these cleaning utensils....Instead of like just picking up stuff, put it here, picking up stuff, put it here, picking up stuff, put it there. It’s not fun doing that. It’s fun like using something to do it for you. Not like taking soap and scrubbing, it’s like you have those scrubbing bubble things, you spray it on the counter, you wipe it off and then it’s all clean! (YSD2Gr4.0059)

To Lizzie, the “scrubbing bubbles” are what makes doing work when cleaning fun, while having to work at practicing a sport you already enjoy are the bubbles that make “working” in an organized youth sport fun. For her and some other children, it was easy for them to find the

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

scrubbing bubbles inherent in the organized youth setting, yet for other children, there were no scrubbing bubbles – just activity which they did not enjoy. The same can be said for children playing in the Physical Education setting; thoughts from these children are described more fully, below.

Playing in the Physical Education Setting

Data in Table G11 presented earlier suggests that children did not have equal levels of enjoyment in each of the three activity settings, and in fact, it hints that children did not enjoy their physical activity participation in Physical Education as much as that in the other settings. When examining both the qualitative and quantitative data, it became apparent that some of the reasons for this were similar as for their non-enjoyment of the organized youth activity setting; namely, unfair teams due to skill and competitive level and being forced to play when one does not want to play. Some reasons, however, such as having a choice in what one can play and how one played, appeared to be most specific to the Physical Education setting. Each of these reasons, then, is described in more detail below.

Skill level and unfair teams. First, a number of the children found games to be unenjoyable because of the unfairness of the teams due to an imbalance of skill level. Sethicus (YSGr6), for example, dislikes playing soccer or kickball in Physical Education because "...the teams are never fair." Brandon also alludes to this when he states in his interview that playing kickball in Physical Education *can* be fun, but many times it isn't because "...we have a lot of issues that aren't fun, like it's really unfair...the teams..." (YSFGT2Gr5.0354); CodyTaylor and Susy keep going with this idea:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

CodyTaylor: It's sort of fun, but...most of the time after we play like kickball, capture the flag, and some other games, and people just get grumpy.

Susy: They fuss, because they have better teams than us, they have her, they have him, we want them...(YSD7Gr6.0383)

In a related issue to Kevin's, above, children also don't enjoy playing with others who are at different competitive levels – i.e. “not into” the game. Mike (CLGr6) wrote on his survey that he doesn't enjoy playing “tag or things like that because if one person is lazy, it ruins the whole game.” He goes on in his interview to say that playing soccer in Physical Education is also not that fun, because “sometimes...people aren't into it, it's just boring. Well, not boring, but it's just like, come on, get into the game!” (CLD1Gr5/6.0335). Children did find playing with others of equal skill and motivation level to be enjoyable, whether this was done by choosing their own teams or teams being chosen for them with that specific purpose in mind. If teams need to be made, such as in Physical Education, children had suggestions for how to make the teams more equal in terms of skill level. Here, Michael discusses what he thinks should be done to make teams fair:

You should either let the kids pick and see who agrees with who are on the teams, not pick, but, just see how it would go fair, and if it doesn't just switch the teams. Or we could like separate the boys and separate the girls and see who are the ones who really care. Like people might not get as sad about it because they're not as good or you could separate the people who are kind of good and the people who're not that good and mix them up and then like.

C: So that you both on a team?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Michael: Yeah. Like since it's six of us, you could put three on one team and three on the other. (YSD3Gr5.0558)

Forced to participate. Since it was a given that children have to participate in Physical Education classes at school - whether they want to be active at their scheduled time or not – many children did not enjoy being active in this setting, especially compared to the recreational setting. Mungoia was the one exception to this idea, because for him, being forced to be active in Physical Education was okay because “I can barely exercise at home and I feel like I am forced at school which helps me. Believe it or not, it helps me.

C: How does it help you?

Mungoia: Because I feel like I am being forced and I have to do it, it's like me on a math test. (NVD1Gr4.0189)

Others didn't enjoy being forced to be active. For example, Sethicus (YSGr6) writes on his survey that he dislikes anything in Physical Education that “I'm forced to do.” Susy and Cody agree with this thought; below, they talk about why they put “running laps” in their “no fun” pile:

Susy: Because it makes you too tired. And then once we are done running laps we won't have any energy to play.

CodyTaylor: And sometimes, most of the time, when we run laps we are forced to.

C: Oh, because I was going to say, if you are swimming laps like you were before, you were working, but you said that was fun. But running laps you are working but it's not fun?

CodyTaylor: Because somebody is forcing you.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

C: And who's forcing you?

CodyTaylor: Umm, well, in gym our teacher makes us do it.

Susy: Yeah. (YSD7Gr6.0311).

JohnDoe also thinks that being forced to play is no fun, saying, "Like in my old school, there were some things that people just didn't want to play, but if you didn't want to play it, that's too bad for you and you have to play it" (CLFG1Gr5/6.0975). In another example, children discuss being made to participate in Physical Education class even if they weren't feeling well:

Larri: There are excuses to everything but like at my old school there really wasn't for P.E. If you were in that class you were supposed to do it, not matter what. If you laid down and died you'd still had to do it.

JohnDoe: It's like people are sick, you'd still have to do our one mile run.

Jeffri: "Oh, you don't look that sick, you're fine. Go run 20 laps, whatever. Go puke over there." (CLFG1Gr5/6.0987).

Jeffri also describes how children are coerced to play something they don't want to through the use of grades when she says, "Yeah...if you don't play it, you're going to get an "F" (CLFG1Gr5/6.0968).

Less structured rules. Children in Physical Education also prefer to play by "looser" rules, meaning, "like instead of having to do certain things or like having certain rules you have to follow, like being a little looser about it, not just doing whatever you want completely, maybe not just telling them what to do" (YSFG2Gr5.0927). "Not loose" rules in P.E., according to Jeffri, is like "there are teachers saying "Oh no you did that and you need to go sit out", crap like that...like you're in a time out, "You touched the ball!". JohnDoe says that in recreation, you can

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

“treat the rules more like a guideline, [but] like it’s the teachers, “You caught the ball, go sit out!” (CLFG1Gr5/6.0882).

Choice in physical education. The idea of children having a choice in Physical Education class was an interesting topic for children in this study. The three different school sites at which the schools in this study attended allowed for some interesting ideas relative to this concept, since Physical Education was administrated differently at the schools. A comparison of the composite mean scores for the Physical Education activity setting subset, organized by school, hints that children at the three schools experienced differed levels of enjoyment in P.E. at their schools (see Table G3).

	Northview	Yellow Spring	Cooperative Learning
Mean	3.63	3.64	4.27
St. Dev.	1.42	1.35	.92

Table G3. Comparison of Enjoyment of Physical Education Setting, by School

At both Northview and Yellow Springs Schools, a more traditional model was utilized where students had Physical Education class one or two times a week under the direction of an adult for a specified amount of time. (Recall from Chapter Three that Nathan, the teacher at Northview, was trained and certified in Physical Education while “Miss Meredith” at Yellow Springs was not trained in Physical Education, although she did hold an emergency certification in it from the state.) During that time, they participated in the activities which the teacher had planned out for them. The Physical Education program at Cooperative Learning School, however, was organized differently. As a school with grades five through eight, the school year

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

at the Cooperative Learning School was divided into three different marking periods or trimesters. Each trimester, students at the school were given a list of “specials” from which they could choose. Students were required to take at least one art and one music offering at some point during the three trimesters (but could take each more than once, if desired). They were also required to choose at least one physical activity each trimester (although, again, they could choose more than one). The school administration set up a number of various choices for the students to choose from; students rank order their top five choices, with preference given to older students first. Thus, depending on the interest in an activity from other students, in any given trimester, any given student might – or might not – get his or her first choice of physical activity. Some activities such as volleyball, football, badminton, and pickleball were taught at school by the Martin, while other activities such as yoga were taught by other teachers in the school who had expertise in the area, or alternatively, were brought in from the local community (for activities such as walking). For some activities such as gymnastics, students actually went to the actual local gym where this was taught; a two hour block schedule made it easier for activities like this to be offered. Here, two children at Cooperative Learning School discuss the process of choosing activities they will play for the trimester:

C: ...So have you taken gymnastics more than once? Like, more than one choice?

Jo: That doesn't happen very often, because a lot of people like gymnastics.

C: Do they offer gymnastics every time? (girls agree). So you could take it every time, but it might be full so you can't get into it?

Larri: It's really hard to get into...

C: Why is gymnastics so popular?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Jo: I think it's popular because you can sorta be flexible and stuff...they have a variety...

Larri: ...They have a variety of things, like with some things you have to do what they say, [but] with some specials you have activities you can do like do easy stuff, hard stuff. (CLD3Gr6.0258).

Jeffri agrees, as she describes how having a choice allows her to pick activities that suit her skill level more: "...I was pretty good at ping pong and pickleball but then I was really, really, bad at badminton so I kind of tried to steer away from it and do the other two choices instead" (CLD2Gr5.0262). So even though Larri recognizes that "you're forced to do Phys. Ed." (CLD3Gr6.0993), she and other students at Cooperative Learning School appreciate being given some choice in the matter, for when they were asked if they liked that they got to choose, they unanimously said "Yeah...yes!" (CLFG1Gr5/6.0703). Many of the children across all grade levels at Yellow Springs School, too, wished they could have a choice of what activity to play, as Lizzie and Anya's suggestions for what adults could do to make activity situations more fun attest:

Lizzie: Well, I would probably say the best thing to do is, probably have a vote on what children like better...like Monday was the biggest votes, Tuesday was the last votes and then the least votes was Friday so it goes from biggest votes to smallest votes.

Anya: And so everybody gets a chance to play what they want. (YSD2Gr4.0621).

Here's Michael's suggestion from his fifth grade focus group interview: "I would say they should let them take a vote or something on what they want to do and then the people who choose something else can have their own separate group and play that" (YSFG2Gr5.0899). In a sixth grade duo interview, Susy and CodyTaylor give similar thoughts:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Susy: The kids should vote like what they want to play.

CodyTaylor: So that she doesn't say "Oh, we are going to play so and so" and then the people don't like it.

Susy: Because we should take a vote so then we can choose and not her.

C: And then that would make it more fun for you because you are getting to do something that you want to do?

Both girls: Yeah! (YSD7Gr6.0653).

In the following excerpt, the fourth graders discuss similar, but slightly different, ways they can be given a choice as to what to play and hence have Physical Education be more fun:

Joann: Well, so I would say that you should have activities, like you do, people who like hula hooping, go here, people who like jumping jacks, go here, yoga, playing snow, go here, and then we all play together like that.

C: So you can choose your own thing, what you want to do?

Lizzie: Yes.

Osiris: For kids to have fun, you got to let them have fun!

C: So how does an adult let them have fun?

Osiris: Whatever they say...if they go like, swimming's fun, then they let them go swimming. They don't go, "Hey, well guess what, too bad for you, you're playing football."

Joann: Maybe you can have like more like if you have an actual organization, like centers, so that you can play different things, so you have a choice of what's more fun for you, and so you can pick that activity. (YSFG1Gr4.0682).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Children realize that they are not always going to be given a choice as to what to play, but they also recognized that having a *little* choice as to what to play could go a *long* way. Lizzie sums this viewpoint up succinctly as she talks about her Physical Education class at school:

Yeah, it's not like who wants to play this raise your hand, who wants to play that raise your hand, who wants to play this, raise your hand, ok this subject wins. It's not like that. It's like, we're gonna play this today, and you're gonna have to respect my decision on what we're gonna play. And sometimes you don't want to respect the decision, but you know you just have to. (YSYSD2Gr4.0300)

When giving children a choice – any choice – occurred, it appears to foster a more respectful relationship between the children and the teachers, as this discussion with Jeffri and Larri suggests:

Larri: And also, if adults were treated like kids and kids were treated nicely, because you know sometime, for instance in other schools some you call someone Mrs. this and Mrs. That, and that implies that they have more power than you do.

Jeffri: But here you get to know the teachers because you can call them by their first name. In other schools it would be like, that's disrespectful. We're not doing that. But here you're getting to know your teachers more, so it's not like being taught by someone saying you HAVE to do this, you have no choice, you are doing this. And like having to look up at them, and have them look down at you. But here it's like you're being taught something by a friend. Like you're of the same level as they are. (CLFG1Gr6.0943)

Thus, being given a choice of what to play was a huge positive for children enjoying Physical Education, while unfair teams, being forced to be active, playing by strict rules, and not being

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

given a choice were factors which contributed to children not enjoying their P.E. activity experiences as much as in, especially, the Recreation/Leisure setting. In the next section, reasons as to why this latter setting was viewed so positively are discussed in more detail.

Playing in the recreational setting. Playing in a recreational setting was viewed as enjoyable by most children in this study. The main reasons for this revolved around the concept of choice. That is, in this setting, children had more control over who they played with, what and how they played, and whether to play or not. They enjoyed being able to play with friends or by themselves, even; they were able to play the way they wanted to play an activity, including making up their own rules; they were able to play in such a way that everyone was involved; they could decide whether or not they even wanted to play; and, some children felt that being able to play at home was more accessible for them. Each of these reasons will be explored in more detail, below.

Skill level and fair teams. While playing on teams viewed as unfair due to a difference in skill and motivation level plagued some children in the organized youth activity and Physical Education settings, this was not so much the case in the recreational setting. This was mostly because in this setting, children were able to decide who they wanted to play with (or not). To make teams fair, many children felt that the best solution - the most fun - was to just play with friends (i.e. people they know and with whom they get along). Larri, for example, describes how just playing with friends is preferable for her over playing on a team:

I don't really like to do any of that stuff, I just like to do stuff for fun...if I was on a team, I just wouldn't be on a team. It's like the difference between, I would never play football on a team or anything like that, but we play with them [classmates] out there [at recess at

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

school], then, it's like, it's really fun because, or even volleyball, sometimes we play volleyball out there, but it's really fun, because you're like with people that you know, friends, there's really no goal. I mean, sometimes, a lot of times, we don't even keep track of points, and when we do, it's not like a huge thing when somebody loses.

(CLD3Gr6.0454)

Bobbi also prefers to play with friends, as she reacts to viewing the video:

C: Well, what do you think Bobbi, why would you like this one [video of recreational basketball] better than the first one [organized youth basketball]?

Bobbi: Because then I maybe would be able to be with people I know better, like friends at my school, or friends from other schools (NVFG1Gr4/5.0870).

Susy also would prefer to play soccer at home with friends versus at school, because "They won't be like fighting at all...because they are my real friends" (YSD7Gr6.0484).

Interestingly, a number of children talked about being able to play by themselves when they want feel like doing so. Here, Azalia talks about playing at home, saying she would "like it better...because kicking a ball at your home, you're by yourself, I'm solitary" (YSFG1Gr4.0436). Along the same lines, one of the reasons Butler likes jumping on the trampoline is that it can be done by oneself:

I mean, it's fun to jump by yourself. The thing I like about trampolines is that you don't technically need somebody. Like if you have a basketball hoop you can make up your own game. Like you have to throw it off the backboard, so something, and dunk...like you can just make your own game and you can just jump. (CLD1Gr5/6.0246)

MrISuckatPE also would rather play by himself, as he talks about playing basketball:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

C: Can you think of an activity, a physical activity, that you can enjoy where you do it by yourself, not with others?

MrISuckatPE: Basketball.

C: Where do you do that by yourself?

MrISuckatPE: At the court, right here at school.

C: And you like that? Is that fun?

MrISuckatPE: Well, no, it's not exactly fun but I enjoy it better than with basketball with other people. (NVD1Gr5.0467).

Playing the way they want. Being able to play the way they want to play was another major reason for many children feeling that playing in a recreational setting was more fun than in the other two settings. While some children had enjoyed the structure and formality found in the organized youth activity setting, especially, many did not enjoy it for the exact same reason.

Lilly sums this sentiment up well as she talks about her organized dance experience:

I used to take dance class but I didn't like it. Because they kept saying "And now you put your arms like this, and now you put your arms like this", and I said, "I want to dance the way I want to dance!" (YSFG2Gr5.0147)

For similar reasons, George explains why he prefers recreational soccer versus organized youth soccer:

C: You could play soccer for fun, you could play in P.E., or you could play it on a team.

Where is soccer more fun to play, which one of these?

George: Inside, recreation.

C: It is? Why?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

George: Because you get to play what you want to, and practice what you want to, and you don't have to do a certain thing. (YSD8Gr5.0069).

This idea of being able to choose to play the way they want to – according to rules aren't as strict as in the other settings - were mentioned by a number of children as a reason for enjoying recreational activities. For example, in this exchange, Osiris likes playing football in a recreational setting because there is no coach or teacher, which means “you can play it dirty,” meaning you can tackle each other and literally get dirty, which you can't do at school (YSFG1Gr4.0225). He also feels that other, more fun, play is restricted by rules in Physical Education when he says, “I like it better at home because you can fly balls [kick them hard and far], but at school it's like “Oh my God, you can't do that!” (YSFG1Gr4.0450). Anya also likes playing kickball at home because “like you can kind of run around, there's no outs, no rules, there's no goal kicks, no rules against like pushing people, kicking people” (YSFG1Gr4.0463). Along the same lines, Jason says he likes playing basketball more at home versus in Physical Education “because like you get to do more things, like just run up to a guy and steal the ball, but at school, you have to wait for them to shoot and then you steal their rebound” (YSFG1Gr4.0546).

After viewing the videos of children playing basketball, JohnDoe agrees that it is more fun to play this activity in a recreational setting than in an organized youth activity setting. To him, the children playing on the playground are having more fun because “it doesn't really look like they're playing by rules, it looks like they're just sort of having fun” (CLFG1Gr5/6.0868). Others in his focus group interview agree that making up their own rules makes activities more fun. George believes that he and his friends making up their own rules when playing recreational

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

soccer allows him to “be playing a game which I like the most out of everything, I like to be running around and doing whatever I have to do to score” (YSD8Gr5.0225). Bob and Pack agree, as this conversation illustrates:

Pack: I play soccer but not organized soccer.

C: Not organized? How are they different?

Pack: I just don't like it though.

Bob: So they both have rules but one of them has more rules as to what you can do and can't do. I just don't like organized sport as much as I do recreational ones.

(NVD2Gr5.0130).

Anya also likes playing recreational soccer better, saying that “If you're playing for fun, it doesn't matter. You can just pass, score, kick” (YSD2Gr4.0212).

Swimming was a very popular activity that almost all children in this study said they would rather take part in for recreation versus on an organized youth team. This mostly had to do with them being able to be active in the pool the way they want to be active. Take this exchange with fourth graders in their focus group interview:

C: Well, let me ask you this, would it be as fun to swim if you were swimming laps, like on a swim team?

Many kids: No! (Talking at the same time).

Boy: Because you have to swim perfectly.

C: Why wouldn't that not be as fun, swimming laps on a team?

Anya: I guess, you don't really have the freedom to do what you want, you just have to follow the coach says.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Azalia: Yeah...I want to do...kind of like she said, I like to do it at my own pace.

Joann: I think it's kinda' ...it's not as fun because like swim team, you kind of have to keep up with it, and if you can't you kinda don't go anywhere. I kinda swim more for fun, so it kinda takes the fun out of doing it, because you have to do exactly what they say, and you have to be so fast, and you can't do this, and you can't do that.

(YSFG1Gr4.0139)

Children in the fifth grade focus group interview concur:

Brandon: Swimming comes just being in the pool and doing different things and I like it...I don't necessarily like just straight, just real swimming.

C: So like swimming on a team, swimming laps?

Brandon: Yes, I don't really like that but I just go to the pool and I can do whatever then I like, I like that. (YSFG2Gr5.0230)

Jo at Cooperative Learning School agrees with the children at Yellow Springs School, saying, "And another thing is, when you're not doing it, like on a team, you can do whatever you want, I do flips and handstands and stuff, but you would get yelled at if you did that on a team" (CLD3Gr6.0808).

Everyone is involved. Children also liked playing in the recreational setting because everyone was able to be involved and play. By being "involved," children were asked if they agreed that it meant "you're all getting a chance to play and being in there, no one hanging out by the sideline" to which they replied "Yeah" (NVFG2Gr4.0401). Elizabeth, talks about how it's no fun to play with others who won't pass the ball to you, but she would have fun if she was playing with a group of friends: "I would just get like a group of people who aren't extremely

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

good and who are nice and play soccer it would be really fun because they would pass to you and we'd all get to play...[because] it just makes it really boring to...just stand there watching them play” (YSD6Gr6.0300). She also likes that when they play the game Knock-Out at recess, “it’s fun, because...people can’t choose to like not give you the ball because everyone gets a turn” (YSD6Gr6.0326).

Not Forced to play. Children also enjoyed playing in the recreational setting because they could decide if they even wanted to play – that is, they weren’t forced to play an activity which they didn’t prefer to play. Jeffri, for example, after watching both of the videos of children playing basketball, notes that in the second video (children playing on the playground, for recreation) that “...it looks like they’re having fun, like they want to be there” (CLFG1Gr6.0860). Children in the sixth grade focus group at Yellow Springs have similar thoughts about the children playing:

Sierra: ...It looks like they are just...they are competing but they’re just enjoying themselves and doing it for fun with their friends.

Duke: There is a different age group too...some of those kids are older and some of those kids are younger, clearly.

Elizabeth: They could be neighbors or something.

C: So it’s probably not P.E., then? It’s probably more recreation?

James: It’s probably just kids who like to play basketball.

Duke: It probably just is recreation, with neighborhood kids.

C: Do you think they are having a lot more fun [than in first video]? Do you think that they are enjoying this?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Many: Yes...yes.

James: Because they are all trying.

Elizabeth: Yeah, and they weren't forced to do it like if someone comes up to your door and says "Do you want to play basketball?" you don't have to say yes...if you don't want to do it.

TheOtherGuy: That girl in the other video clearly wasn't having fun but all these other people are, probably because they are willing, they wanted to do this willingly, maybe she didn't want to do it willingly.

(YSFG3Gr6.877).

Bob too enjoys being able to play when he wants to, which makes recreational activity more fun for him:

Bob: I actually don't enjoy organized sports as much as I do recreational ones. Because with the organized ones my Mom makes me go and I don't want to, and it just isn't that fun.

C: What happens while you're there [at organized setting] that makes it not so much fun?

Bob: ...with the recreational, I have the choice to play or not, with the organized I don't have that choice. (NVD2Gr5.0097)

Jeffri explains how at the Cooperative Learning School students are even given a choice as to what they want to do before school officially begins in the mornings. Choices include playing dodgeball in the "great room" or reading or doing quiet work in the "workroom." From students' surveys and drawings at Cooperative Learning School, it was apparent that dodgeball was a choice that many of the students made. Jeffri says that sometimes she plays and sometimes she

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

does not; when she does decide to play, she doesn't mind because "...If you don't like it, if you don't really want to play, but again you don't want to go to workroom and do nothing, you can still sit on the stage and watch" (CLD2Gr5.0744).

Playing at home is better. Interestingly, some children enjoyed being able to play at home because it was accessible as a reason why they enjoyed playing in the recreational setting. For example, one of the reasons Butler likes jumping on the trampoline is because "...you don't have to go that far. Like it's in your backyard. You can just walk out, jump on your trampoline and have fun and be active" (CLD1Gr5/6.0187). Mungoia thinks that all the activities on his "fun" pile are fun because "You can do all this all at home, you don't need to go to a special place to do it" (NVFGT2Gr5.0123). Bob likes playing at home better because "I guess I don't like going places a lot" (NVFG2Gr5. 0104). Children at Yellow Springs School agree; Jason says that doing yoga "at home's better, because it's more personal", to which Anya replies, "Yeah, you can do more things" (YSFG1Gr4.0276).

Lastly, MrISuckatPE talks about his preference for recreational activities versus organized youth activities. Interestingly, he admits he could choose the organized activity in which to participate, but one problem would still remain:

I choose recreation because I can choose what I want to do. Sports, I am sure I could choose what I want to do, for like organized sports I can choose what I want to do, but I don't get to choose the difficulty level. It's like before you start a computer game it's like, choose your difficulty: easy, medium, hard, extreme. Sometimes when you play organized sports you want to go for like easy, but then there is a little...metaphorically

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

speaking...it says in tiny letters “2-5 year olds” for easy, and then for medium it says like “6-8 year olds” and then for hard it is like “9-to...

C: ...whatever?

MrISuckatPE: Yeah.

C: So if you are that age, if you're over nine you automatically have to go...

MrISuckatPE: I'm “easy” level.

C: But you're an older kid.

MrISuckatPE: Yeah, I'm an older kid. (NVD1Gr4.0290)

Thus, reasons which children gave for enjoying physical activity in the recreational setting revolve mainly around the notion of choice – that is, being able to choose what, when, where, how, and with whom they played. Being able to choose who they wanted to play with was a main reason as to why children enjoyed playing in the recreational setting. Conversely, negative interactions between children in the organized youth and Physical Education settings were a major reason why many children did not enjoy physical activity in these two settings. This idea is explored more fully in the section which follows.

Assertion Three: Negative behaviors displayed by “Constantly Disturbing People” minimize children's enjoyment of physical activity in a variety of settings.

Children in this study described numerous instances where their peers' negative behaviors detracted from the enjoyment they found in physical activity situations. While children acknowledged that these happened in all three of the activity settings, one setting in particular – that of school-based Physical Education – was particularly called out by children in two of the

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

three schools for these negative type of behaviors. Children's views relative to each of the three settings are found, below.

“Constantly disturbing people” defined. Children in this study found negative behaviors by peers to detract from their enjoyment of physical activity in different settings. These children contribute to making activity unenjoyable for others through displaying negative behaviors such as arguing, fighting, cheating, yelling, crying, harassing, bragging, bullying, teasing, and generally just being annoying. Unfortunately, it appeared that these behaviors occurred on a frequent basis and for a variety of reasons. Keven, a fifth grade girl, has a name for these children:

C: ...So if you could give adults any advice about how to make physical activity more fun for kids, what would you say?

Keven: I think it should be more like...gym is fun, but maybe the people [who] don't like it and they purposely ruin it for others, so maybe just separate those constantly disturbing people. (YSFG2Gr5.0918)

While it is not uncommon for any child to have occasionally gotten someone else upset at them for some reason, Constantly Disturbing People do this on a regular basis and to such an extent that their peers can point out exactly who these children are and they even come to expect this behavior from them. For example, Butler describes a Constantly Disturbing Person at his school (Cooperative Leader):

I don't want to say names, but there was this one person who comes and like, he'll play, and if he gets mad, or if someone is doing better than him he'll grab them and try to stop

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

them from taking a shot. And like it's not fun, it's defeating the purpose. Like, you want to have fun, but you don't want to get mad at anybody. (CLD1Gr5/6.0335)

MrISuckatPE talk about a person who constantly disturbs him -- his nemesis -- in his Physical Education class at Northview School:

The reason I don't like soccer is...like when I play gym, here at school, there's a certain kid in our class who we always get into arguments, even if I don't have anything to do with it. I guess I'm just...when that certain kid is doing anything that's bragging or something, it doesn't actually matter to most people, it just ticks me off, I guess, I don't know. My brain doesn't like him so when he's acting cool and stuff, I just find some reason to hate him, he's like if they go "Yeah, good job" my brain goes like "Ah, stupid, he didn't do anything, he sucks. (NVFG2Gr4.0291)

At Yellow Springs School, Brandon and Michael discuss one particular girl in their class who is, in their mind, a Constantly Disturbing Person:

Brandon: She is somebody who doesn't really like to listen. She just likes to be the one in charge running everything.

Michael: Yeah.

Brandon: Like say if we were in recess, or in the middle of recess, she says, "Let's start over, let's get all these teams", and she's the one trying to figure everything out and she doesn't include other people and that kind of stuff.

Michael: And then when things go wrong she starts crying and everybody gets in trouble. (YSD3Gr5.0504)

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Constantly Disturbing People are not found only in Physical Education, but also in other settings such as in organized youth activities. Here, Mike talks about a Constantly Disturbing Person who is on his soccer team: “[Running laps is] Sometimes fun, if you’re like into it, but sometimes it’s just like the same person just interrupts, like at a soccer thing. The key person interrupts” (CLD1Gr5/6.0135). He and Butler discuss this in more detail later in the interview, as Butler describes how sometimes his team is made to do pushups as a punishment of sorts if others score on them in practice, but that’s okay because “we know we messed up here, so we know we did wrong, so we don’t really care.” Mike, on the other hand, says that on his team, they are made to run laps as punishment, but this punishment isn’t as accepted by the other players:

...Sometimes, to have that whole team spirit, the coach, if one person does something, like when the coach is speaking, saying something important, the player talks, then he makes us all run a lap, and they like never...they just keep doing it over and over and we have to run.

C: Who’s doing it over and over?

Mike: They keep interrupting or doing something like that, over and over, and you just have to run.

C: So it’s sort of like a punishment?

Mike: Yeah...it’s sort of annoying if you didn’t do it....

Butler: If a person keeps doing it, it gets kinda’ annoying, you just want them to stop and just not run a lap. (CLD1Gr5/6.0571)

That Constantly Disturbing People can affect others enjoyment in activity situations can be seen by Elizabeth’s (YSGr6) statement on her survey, when she says that “The type of people I’m

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

with REALLY effects how I like something.” So what makes Constantly Disturbing People act the way they do? These thoughts are explored in more detail, below.

Negative behaviors in activity situations: Arguing over rules. Based on children's thoughts from the interviews, it was apparent that a major reason for why Constantly Disturbing People and other children act the way they do is because they are not happy with the rules in games they play, with the end result being fighting, yelling, cheating, crying, and arguments. Of these, the behavior which Constantly Disturbing People and others appeared to display most often was arguing and other verbal fighting. This can be seen in MrISuckatPE's statement that he and some of his classmates think that “P.E. is dumb, it's just arguments” (NVD1Gr4.0262), while Lizzie says, “What we do in gym class is really fun, but who we do it with isn't as fun, and the attitude that the people have isn't as fun” (YSFG2Gr5.0349). Keven (YSGr5/girl) doesn't enjoy Physical Education because “there was arguments and disagreements that wasted time”, while Susy (YSGr5) and Super (YSGr5/male) do not like kickball or soccer in P.E. because “...people...everyone fights.” Joann describes how she would rather play soccer at home during her leisure time “because...at school...it's kinda sad, because because everybody starts arguing over the rules, it kinda ruins the game because if you argue over the rules, you can't get anything done, you sit there arguing all day” (YSFG1Gr4.0463). Osiris' experiences in the same Physical Education class as Joann's lend credence to the notion that issues over rules leads to arguments:

There's always arguments and everyone thinks they have to win and they cheat because they like – okay, you know what? It's soccer and I don't like soccer and I don't know how to play it as well, so they, so they're like, you know what, it's soccer and you don't

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

know how to play soccer. So we're going to do it like this, and then it gets into a big argument.... (YSD1Gr4.0451)

Mungoia has similar thoughts to those of Osiris as he describes how not knowing rules to a game leads to problems:

The instructions are not helpful...because everybody doesn't listen to them. I wasn't here last year and we were going to play a game that we [did] last year...everyone was yelling and I couldn't hear him saying the rules and I'm like, "Who even cares about the rules if you don't listen to them?"

C: ...and then you don't know what to do.

Mungoia: And then I don't know what to do and then they all....

MrISuckatPE: ...They all get mad at you.

Mungoia: No, none of them...all of them are saying, "Why don't you not know this?" [and] I'm like, "I wasn't here last year!" (NVD1Gr4.0384)

Joe feels that playing soccer in a "more organized" setting such as in the organized youth setting is better than playing it in an informal setting such as recreation, mainly because of all of the rules being made up on the spot versus ones that are known and agreed upon by all:

For recreation, there is like you make the rules for everything and people don't like those and you get really stressed out.

C: You get stressed out here in recreation?

Joe: Yeah, because if you were like to make your own teams just for fun, you do like around the world and stuff like that, then you will get stressed out because you make your

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

own rules and then you might agree with those rules, or you might not agree with those rules.

C: So that could be more stressful to some kids?

Joe: Yeah. (YSD8Gr5.0159)

Butler has similar thoughts to Joe's, saying that he doesn't really like kickball, because "...if you don't have an organized team, and you don't have an umpire, you can get into a lot of arguments with people – "I was out", "I was safe", "No, you were out", "No, I was safe"...it just gets kind of annoying, because you just want to play, and they keep arguing" (CLD1Gr5/6.1060). He writes a similar thought on his survey, stating that he dislikes playing kickball in recreational settings because "we fight a lot about who is out and who is not." Lizzie and Anya describe a similar situation, when one day during recess at school, she and some other children started playing a game:

Lizzie: Well, like when you just like play...and you really don't have rules or anything, you can get into arguments about what you are playing. Like there was this one time...we used to bring out a ball every day and we'd start playing but people had arguments about whether you think you are playing keep away or soccer, so the people who thought you were playing soccer, every time you picked up the ball, [they] would call "Hand ball" and the people who think you are playing keep away would go "No...there aren't hand balls in keep away" and then they would yell back that we were playing soccer.

C: So that's no fun?

Lizzie: It's no fun, well, it was fun to play the game but after a while it got not fun because you don't...you get confused about what you're playing and you're afraid to

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

pick up the ball because you don't want to get called hand ball, but you pick up the ball if you want to play keep away. (YSD2Gr4.0090)

Mike and Butler have similar thoughts about playing recreational soccer:

Mike: Well, it's sometimes really awesome because the people aren't quite as skilled...so sometimes you score like 10 goals and it's really cool. But other times, when people don't know the rules,

Butler...they get physical, and it's no fun.

Mike: Yeah, they get physical and they're like, "That's not true!" or something.

(CLD1Gr5/6.0441)

Michael describes how having both lots of rules and lots of people who don't have the skills or knowledge to play the game are not necessarily a good thing in Physical Education class:

...More rules equals people, like if it's organized [youth activities] it's good, but P.E., but if it's just more rules it just makes it harder, because people can't always do it exactly right, and it also stops it a lot and people get upset about different things...especially because a lot of people don't really necessarily want to play that or don't want to be on a team...so they don't want all those rules that they might have to follow, and they might not know all those rules. (YSD3Gr5.0106)

MrISuckatPE concurs that the dynamic of more people equals more rules which in turn creates more arguments. He and Bob talk about this in their focus group interview:

C: If it's the same kids that you're playing [soccer] with here and at home, what's the difference?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Bob: There are a lot more kids here [at school] and it makes it kind of a lot more harder to play when there are a lot more kids.

MrISuckatPE: If that was my situation and I liked to play soccer, I would think the reason it's harder with more kids [is] because they're stopping to argue with each other and there's more arguing...and more arguing.

C: And that slows things down?

MrISuckatPE: Yeah, and that slows things down, unless there's less kids, and they're all...unless they're brothers and sisters so they have to learn to live with each other.

(NYFG2Gr4.0405).

He also feels that if he made up his own game, he would make everything "exactly fair so [there was] nothing to argue about" (NVD1Gr4.0486).

Anya agrees that more people encourage more arguing, as she describes a playing soccer in Physical Education:

The gym teacher picks a sport that you're doing and when we play soccer at P.E. the whole class which is 20 kids is divided into two teams with 10 people on each team, well now nine and then 10, because one person left. The number of kids on the field is so much, it kinda gets hard to play, 'cause I find it easier like...usually we have 10 people [total]. (YSD2Gr4.0253).

George (YSGr5), on his survey, writes that he doesn't enjoy soccer in Physical Education because "...a big number of people don't play that much so its between only like 5 to six people playing."

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

In the fifth grade focus group interview at Yellow Spring, the children talk about the dynamics within the class when playing a game of kickball that encapsulates negative behaviors mentioned earlier, beyond just arguing:

C: So let's take kickball, so you like kickball, do you like doing it in gym?

Brandon: No.

Lilly: Hmmmm....

Brandon: It depends, kind of. But then we have a lot of issues that aren't fun, like it's really unfair...the teams, people always fight...

Michael: Four people are always crying.

Lilly: Or say, you shouldn't kick next 'cause you suck at it, that kind of thing.

Brandon: And people are getting upset for no reason just because somebody like catches their ball or something.

C: So if you were playing at home on the weekend with a bunch of friends, and you're playing kickball, would that be fun?

All: Yes.

C: Even though you think kickball in general is fun, it's not fun here in gym?

All: Yes.

C: OK, you're agreeing with that statement?

All: Yes.

Lilly: I mean, it can be fun if everyone has a really positive attitude about it, which sometimes happens. (YSFG2Gr5.0354)

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

In their duo interview, Michael and Brandon continue discussing the issues with kickball, giving more detail:

Michael: Most people after gym class, it usually ends up like four people crying, like six people pushing each other in the hallways, like out of anger and like the rest of the class is arguing. In one class it was so bad that, like nobody was really mad at each other but there was like all the girls in the class were crying and... when we went back to class everybody was crying and everybody had said that they wanted math class better than gym class. (YSD3Gr5.0426)

The problems continued:

Brandon: ...A lot of times...she [teacher] doesn't make the rules clear, so say if (name) and I were having trouble with what was a bunt and what wasn't...our team kept on bunting, and there was this one girl and they didn't think that that was the right thing and she said "Yeah, that was right"...we got in big trouble and we all had to sit down quietly in a circle for the rest of gym, and there was like 10 minutes left for the end of gym.

Michael: And tomorrow there's no gym because we had it today and everybody got in trouble, I don't know why, so we have no gym class. (YSD3Gr5.0463).

These types of dynamics are not only found in the fifth grade class; Susy, a sixth grader, when asked to give advice to adults to make physical activity more fun, says "Well, I would tell her [teacher] like can we not play kickball or something because we always fight...so can we play this game? This is where we do not fight, we have fun, and people won't say anything bad" (YSD7Gr6.0595). Another sixth grader, TheOtherGuy admits in his interview that arguing and fighting has led to grudges being held, even against him, but "it was only verbal and it didn't go

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

far” (YSD5Gr6.0341); he also stated on his survey that he didn't enjoy playing mushroom ball in Physical Education because “...others would hold grudges.”

Negative behaviors in activity situations: Bragging and “ball hogging.” Arguing, verbally fighting, and crying over rules are not the only negative interactions which take place in activity settings by Constantly Disturbing People and others. MrISuckatPE absolutely cannot stand when other children – including the Constantly Disturbing Person in his class – show off and brag. He recounts in his interview how in his second season of organized youth soccer, his teammates - who on his survey he stated were “jerks” – “stole the ball from each other to show off, and they didn't take the fact that I wasn't very good well”. He also dislikes it when other children brag, so much that he would make a rule against it:

If I could choose the people on my team...set the rules, like if our team scores a goal or their team scores a goal and you brag, if we brag or they brag, they automatically have to forfeit the point, or yeah something like that to prevent, to say absolutely no to bragging, and if I could choose so even if they disagree with that rule, I'd have the kids that bothers me the most on my team, and the kids on my team would be my friends, too.

(NVFG2Gr4.0290)

Mungoia (NVGr4), on his survey, says he dislikes playing in the organized activity setting because “I don't like haw [*sic*] we brag”, while Joe (YSGr5) states on his that he doesn't like playing basketball in a recreational setting because “people are cocky.” Related to showing off and bragging, children also recognized “ball hogging” as being a behavior which resulted in negative feelings and took away from enjoyment in activity settings. For example, Elizabeth (YSGr6), on her survey, writes that she doesn't enjoy playing kickball in Physical Education

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

because "...people in my class are 'ballhogs.'" In his first season of basketball, MrISuckatPE said there was a "ball hog who kept the ball from everyone", making playing no fun (NVFG12Gr4.0292). After watching the video of girls playing organized basketball, Pack says that some of the girls playing aren't enjoying themselves because "they won't get the ball, and some of them [others] are being rude...there's some of them holding it off from the others, not giving them a chance" (NVFG1Gr5.0635). At another school, Jo had similar thoughts after viewing the same video: "It's not like normal basketball. Like some of them are being ball-hoggy" (CLFG1Gr6.0756). Ball hogging takes place during recess, too; Elizabeth describes how she began to play soccer and enjoyed it, but then:

People started to be like, not pass to you and try to do everything themselves and it got really boring...so if people are being like really mean then it's not fun. But if you [are] like with, if like I would just get like a group of people who aren't like extremely good and who are nice and play soccer, it would be really fun because they would pass to you and we'd all get to play. (YSD6Gr6.0294)

Negative behaviors in activity situations: Harassment and bullying. Verbal and physical retaliation, harassment and bullying are additional behaviors that Constantly Disturbing People and others exhibit when in activity situations, all of which detract from the enjoyment children have in those situations. Children recognize that some peers verbally put others down for especially poor skill performances, creating an emotionally negative situation. For example, in the sixth grade focus group interview at Yellow Springs, James thinks that one reason why a specific girl in the organized youth basketball video may not be having fun was because "Maybe she is not as good at it...maybe people on the team are putting her down" (YSFG3Gr6.0831).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Lilly (YSGr5) writes on her survey that she doesn't like playing soccer in Physical Education because "...people teased me and never passed the ball to me", while Mooley (CLGr6) writes on his that he doesn't enjoy organized activities because "some of the kids were rude."

MrISuckatPE talks about how, in his first season of organized youth soccer, his teammates verbally harassed him because he wasn't very skilled, saying "Like I would miss...not score a goal and they would be like "You suck!" (NVFG2Gr4.0298). CodyTaylor and Susy describe how playing soccer with friends is preferable to playing at school:

CodyTaylor: You just know they aren't going to get onto you saying, ummm...

Susy: You should have done this, you should have done that...

CodyTaylor: Yeah, or Susy, why didn't you, blah blah blah...and they won't get onto you or make fun of you for not making it. (YSD7Gr6.0489).

CodyTaylor felt strongly enough about this that she also wrote on her survey that she did not enjoy playing kickball because "...people get on to you for getting out or doing it wrong!"

Sometimes, the harassment would become physical. Cardi (YSGr5), for example, writes on his survey that he took up kickboxing as an organized activity because "In the past, I was bullied [but] when I learned kickboxing, I was not bullied." Both Brandon and Michael play on a local organized youth football team. Michael (YSGr5), who plays running back, writes on his survey that he dislikes "...some of my teammates because they got mad and would try to tackle me harder and they didn't like when I scored." He goes on to describe this situation more during his interview:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Sometimes...people get mad and if they're quarterback and they say you're not blocking and this is just in practice, they're like standing guard or tackle you extra hard. Like the best or biggest kid on the team will tackle you extra hard.

C: Then how do you end up reacting to that?

Brandon: Shake it off.

Michael: I just go back with my hardest.

Brandon: Another thing is, since we're in a league with a lot of bigger people, well he's [Michael] in a different league now, but we've been playing in the same league, a big problem is the kids are bigger than us and we're like one of the younger people in it, but we can both play well, and so when we tackle well or do certain things they get upset with us, they try to... 'cause they feel like that shouldn't have happened and they're upset about it...

C: Because you're younger?

Brandon: Yeah, and we're smaller than them, and not as strong, so they want to get back at you. (YSD3Gr5.0134)

TheOtherGuy describes an actual physical fight that took place in Physical Education:

Well, let me say one thing: Our class is really insecure so whenever someone gets out, the one that just got out gets so mad that they...there was this one incident where person A got person B out, and person B got really mad and tried to hit person A, and they broke out in a fight and we had to pull them apart. (YSD5Gr6.0301).

Dodgeball was an activity that was recognized by some children as being especially hurtful.

Larri (CLGr6), on her survey, writes that she doesn't like games such as dodgeball "because I

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

don't like getting hit with them [balls]. My least favorite game would be dodgeball. I'm an easy target so I get pelted by many people." Lizzie and Anya discuss how their class used to play this game in Physical Education:

Anya: Like there are some games that we can't just play without somebody getting hurt.

Lizzie: And I think something happened, I don't know, but we haven't played dodgeball this year, and I think there's something about dodgeball.

C: What do you think?

Anya: I don't know, maybe something happened last year or something, but we haven't played dodgeball at all, and everybody wants to play dodgeball, so there might be something about that sport that people keep getting hurt with the ball. Because you kinda have to dodge the ball or you might get hit so people throw it, and they throw it really hard, and if it hits you in the stomach it really hurts because it's thrown with such force.

C: So that would not be fun?

Anya: No, it won't be that fun.

C: Well, what kind of kid would like dodgeball?

Anya: If you're good at throwing and can hit your target.

Lizzie: Hurtful kids.

Anya: No, not hurtful kids, but if you're really good at throwing and if you could hit your target and you're pretty good at aiming. Those are the three things I'm not good at....

C: Well, Lizzie, you said hurtful kids would like dodgeball, what did you mean by hurtful kids?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Lizzie: Kinda like bullies that like hurting other children. Like, let's say I was the bully and Anya was my main target. I would go for her more than for anybody else. I want to get her out and I don't really like her (but I actually do like Anya, no offense), even though Anya was trying to save herself, it still hurt her because she's afraid of the bully and she can't get away from that. (YSD2Gr4.0322)

Constantly Disturbing People, then, are children in activity settings who, through their verbal and physical behaviors with others in the setting, create such a negative atmosphere that the enjoyment in the situation is actually decreased. It was evident that children in this study were affected by these negative behaviors from peers and wanted a more positive atmosphere for activity. So why, when these negative disturbances were so disruptive and children disliked them so much, did they continue still occur? Lizzie's thoughts on the subject lend further insight into, and wrap up, findings related to Constantly Disturbing People:

Because like during P.E., everybody fights like they know it's for fun, and the gym teacher will take care of it, so they know that they're allowed to do it. But they keep doing it even if the gym teacher says to stop. It keeps on happening (YSD2Gr4.0243)

Lizzie's statement alludes to the notion that what the teacher or adult in the activity setting does can affect – for either better or worse – what happens in that setting. This idea is explored more fully in the following section.

Assertion Four: The helpful or hurtful behaviors of adults in various physical activity settings greatly influence children's enjoyment of physical activity in those settings.

Children in this study recognized that their interactions with teachers and coaches had the ability to enhance or detract from their enjoyment of physical activity in the different activity

CHILDREN’S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

settings. Through qualitative data gained in this study, behaviors found to be helpful, and hurtful, on the part of adults can be seen in Table G4. These are described in more detail in the sections which follow.

Helpful Behaviors of Adults are when they...	Hurtful Behaviors of Adults are when they...
<ul style="list-style-type: none"> * ...are encouraging * ...help children learn and improve * ...are fair and consistent * ...play with children * ...know when to “back off” * ...talk, and listen, to children 	<ul style="list-style-type: none"> * ...get upset and yell; are “not nice” * ...ignore children * ...show favoritism * ...are unfair * ...are not consistent * ...don’t “walk the talk” * ...push children too far

Table G4. Listing of Helpful and Hurtful Behaviors by Adults in Activity Settings

How Adults Talk to and Work with Children

First, children in this study appreciated when adults were encouraging of their efforts in activity situations. A number of children who played in organized youth activities were able to talk about the impression which the encouraging behaviors of their coaches made upon them. TheDoctor (YSGr6), for example, wrote on his survey that he liked playing organized basketball because “the [head] coach was supportive, and we were a reasonably good team.” Butler had a whole new outlook when his new coach told him he had made the traveling soccer team, saying:

I thought I wasn’t good at soccer, I thought I was really bad. And then I tried out and he said you’re on the team and like my point of view changed. I felt like I can do – I just came into practice thinking I can do it, and the coaches kept saying “You’re amazing, like really good, you’ve really improved!” (CLD1Gr5/6.0424)

Brandon also appreciates that his coach is encouraging to him: “...even like sometimes when I lose, the coaches have always said that I work very hard and that I’m good. Which makes me

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

feel good, because I feel disappointed when I lose and not like the best” (YSD3Gr5.0330). Joe talks about how his coach influenced him and helped him have fun in youth soccer: “My coach said that I was one of the best on the team. Well, I’m a midfielder so I don’t really make those goals. But when I do I get really happy!” (YSD8Gr5.0117).

While how an adult talks to and works with children can be encouraging, how they do so can also be perceived as the opposite. It was apparent from children in this study that the methods and modes of adults’ interactions with children could either make children enjoy and want to be in the activity situation or conversely, dislike it so much that it leaves an overall negative impression. While CodyTaylor (YSGr5) noted on her survey that she liked playing organized youth tennis because her teacher was “fun” and Elizabeth (YSGr6) noted on hers that she enjoyed playing organized softball because “I had a great coach”, not every child felt this way about their teacher or coach. This variation can be seen in Chassde’s (YSGr6/girl) comment on her survey that, “I don’t like it [Physical Education] cuz our teacher sucks at her job...if there was a different teacher it mite be more fun”, while TheDoctor (YSGr6), although he liked his head coach in basketball, says he didn’t like the assistant coach because he “wasn’t very nice.” Azalia, when asked what advice she would give to adults, said she would like to tell her teacher: “You don’t need to be strict with the kids, try to tell them calmly--encourage them” (YSFG1Gr4.0690). Bobbi (NVGr4), who notes on her survey that she dislikes when, in organized activity, that the “Teacher is mean”, states in her interview that she would give this advice to adults , which leads into a larger discussion with others in her focus group interview:

C: Bobbi, what advice would you give in general to adults to tell them to make physical activity more fun for kids?

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Bobbi: Make it more fun...get back to me later.

Megan: Do bridges, do more things that are fun.

Bobbi: Probably be a bit less bossy.

C: Who would be less bossy?

Bobbi: The teachers.

Kris: The teachers aren't bossy.

Bobbi: Some of them are.

Kris: My old gym teacher was very bossy, he would yell at you if you would just stop to take a second break, he would yell at you....this teacher could yell as loud as the fire drill!

C: How would it make you feel, if you got yelled at?

Kris: It would make me feel very, very scared, spooked...and like in the cartoons, all white. (NVFG1Gr4/5.0964)

A number of children were able to describe situations in which a coach of an organized activity yelled at them or someone they knew, which in turn led to less enjoyment of the activity. For example, Jo says that is how the gymnastics coaches who teach their Physical Education class are: "It's like gymnastics is at your own pace, and they don't get upset if you don't know how to do something, but if it's like a specific sport...they'll [coaches] expect you to know how to do something, and they'll get mad at you...it's not at your own pace (CLD3Gr6.0341).

Jason, as he watches the video of girls playing an organized youth basketball game, says he doesn't think all of the girls are having fun, as he thinks they are thinking "No, I'm going to lose!" They're like, "I'm going to lose, my coach is going to yell at me for losing." Joann adds,

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

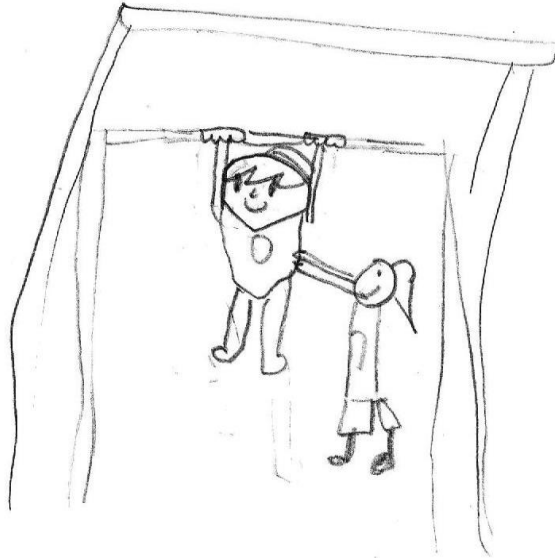
“I had a coach yell at me for missing a ball...it’s not fun” (YSFG1Gr4.0585). Larri talks about how “my friend is a really talented dancer, but her coach was just constantly yelling at her, telling her she’s being awful and stuff...if she had a different coach, I’m sure they would appreciate her more. I think a good coach appreciates what you are doing” (CLD3Gr6.0647). Brandon talks about his experiences: “Well, if you mess up they [coaches] might get angry at you or set you down. Like also it’s kinda frustrating sometimes because people can do things better than others, so if there are certain skills that you’re not very good at, maybe you can’t necessarily do that and they’re going to get upset” (YSD3Gr5.0091). Rather than getting upset at children for not being able to perform skills, children would prefer that they are helped to learn and improve on them. This idea is explored in more detail, next.

Helping Children to Learn and Improve

Children were very appreciative when an adult helped them to learn and improve their physical skills. They were able to easily discern when an adult was (or was not) truly interested in helping them to get better. Interestingly, only two instances – one a negative case example -- involved a school’s Physical Education teacher. Mungoia (NVGr4), on his survey, states that he doesn’t like to play in Physical Education because “You have to listen to F***** instructshun.”

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

When you think about Physical Activity (either Organized sports or activities, PE at school, or activity at home), draw the first thing that comes to your mind:



Very briefly describe your picture below – for example, what is happening in your picture? In which setting (Organized sport, PE, or recreation) is your picture taking place?

coach is helping me on
the uneven Bars (Gymnastics)

Figure G5. Joann's (YsGr4) Activity Drawing

On the helpful end, children at Cooperative Learning School mentioned the efforts of the instructor at the local (youth sport) gymnastics club, who also happened to teach gymnastics to children who chose this as their activity choice for Physical Education. All other children's examples related to coaches in the organized youth sport setting. One of these examples, that of

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Joann's activity drawing (see Figure G5) was the only one to include an adult. Other examples, taken from interview data, include Jeffri's, who explains how her swim coaches are "pretty good" because "sometimes, if they see that one person in particular is having trouble they will pretty much go out of their way to help not just that one person, do like pull them aside and do something with them, but kind of work with the entire group just for that one person" (CLD2Gr5.0124). Anya, a basketball player on a local girls' team, noted on her survey that she "liked the sport and the teacher." She described in more detail how her coach helped her and her teammates improve, in her interview: "They kinda gave you...they kinda have fun ways of teaching you, like they make up names for things and also they give you the position that you're best at." She goes on to say how they helped her: "they liked worked with you on that thing [what needed work on] only, they wouldn't make you do everything. Like they would tell you to stay just there, and you would have the best place EVER to score..." (YSD2Gr4.0528). Kevin talked about an instance of when he received help, as well as an example of when he did not: "I got help from one coach the last time I played, the last season I played baseball, because all the other coaches...they didn't care to do stuff with me because I wasn't that good" (CLD2Gr5.0107). While he said that his summer baseball team was all about winning – so the coaches didn't really care about the players improving – the attention he received from this one coach in "Fall Ball" helped him improve and stay interested in playing baseball. Mike, similarly, has had soccer coaches who have helped him improve, but he has also known coaches who did not care and thus ignored certain athletes:

Sometimes if it's [skills] are too hard for them [athletes], they're like, "We're not going to do this, we're quitting," and if they're quitting, don't just ignore them, because some

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

coaches do...if they quit the game, like, "I don't want to play," some coaches are like, okay, whatever.

C: What should they do, instead?

Mike: They should like try to motivate them and like maybe make them an easier position, like if they were going to be in soccer, being in midfield is really hard, but they could make them an easier position like defense.

C: To keep them still liking it?

Mike: Yeah. (CLD1Gr5/6.1200).

Favoritism and Unfairness

Similar to being ignored, a behavior by adults in activity settings which children perceive as contributing to making the activity unenjoyable has to do when some children receive all the attention to the exclusion of others. Jeffri describes how in her organized basketball experience:

...My coach was someone I knew, and he had two daughters that were on the team and his daughters were always doing the main parts and then everybody throughout the season got to be point guards or one of the main parts, but me. (CLFG1Gr5/6.0790)

The issue of favoritism – and its related issue, unfairness – by adults in activity situations were of major concern to children in this study. Most times, these issues occurred in the Physical Education class setting. Children at Yellow Springs School, especially, had much to say on this topic. Brandon and Michael, for example, talk about these issues in their Physical Education class:

Michael: Yeah, sometimes...we'll play kickball, and she'll make like unfair teams, and then yell at the team who's losing because she'll say that you guys aren't playing well or

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

you guys aren't being fair or you guys aren't being good sports, and she'd like bend the rules and stuff.

Brandon: And then certain people, sometimes it's athletic people and sometimes there's certain athletic people she favors over the other athletics. Like everybody enjoys kickball in our class, it's just that we don't really like doing it in a gym. But it's like she picks unfair teams and we say it's unfair and she says no, it's fine. She doesn't change them or anything. (YSD3Gr5.0355)

Keven and Brandon continue on, relating the issue of unfairness to adults being inconsistent:

Keven: She's always bending the rules and making it unfair for the other person, and when it comes to something and you do nearly the same thing and then you actually have a mistake, she doesn't bend the rules for you.

Brandon: Or she always tells us the rules, and then when you get there, when you do it, she changes it and it seems like, I'm not really going to say a certain group of people, but it seems like there's certain people that she favors more than others. (YSFG2Gr5.0466)

Fair teams, it is apparent, are a big deal to children – and when they did not occur, children were quick to pick up on it! For example, Cardi (YSGGr5) writes on his survey that he doesn't like playing kickball in Physical Education because “she [teacher] always picks unfair teams”, while Joe (YSGGr5) writes on his that he dislikes kickball in P.E. because “she always makes the teams unfair.” George, in his interview with Joe, agrees with this thought, saying that:

[In] P.E., it's not always that fair because there's a number of good people and some that are not that good (Joe laughs), but then if the gym teacher, then if she puts them on different teams and if it's unfair then one team is making like a lot of goals and the other

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

one is not making any. And the gym teacher tries to make it fair, but sometimes she doesn't (YSD8Gr5.0198).

Brandon's thoughts suggest that the children in the class actually would like teams to be fair, saying that the teacher should:

Kind of divide it up and see if those [teams] are fair, and if they're not then maybe change them and try and really get it fair, because like maybe most likely the people are going to try and be fair. (YSD3Gr5.0575)

Joe says that his advice for the teacher, to make teams fair, would be to "instead of doing 1-2-1-2, just decide what teams are fair, because me and Stuart [his friend, pseudonym] used to move around to get on the same team. That happened once and she moved Stuart away...so she should just decide ahead of time." George added, "Because the gym teacher she will [could] make different teams each time" (YSD8Gr5.0353).

Children also find other situations in activity situations to be unfair and thus, unenjoyable. Butler, for example, finds it to be not very fun when coaches don't "walk the talk," as he describes in the following exchange:

One thing I really don't like about some sports is like, when the coach tells you to do something really hard...and says go, you're doing it, but they're not even doing it, like, why are you making us do it if they can't even do it? It doesn't seem fair to us, like they should do it with us if they really want us to do it.

C: ...So give me an example of what you mean.

Butler: Well, okay, a coach tells you to run down and back, our coach tells us to do this, but he does it with us, so it makes a difference, he tells us to run down...sprint down in

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

10 seconds and jog back in 15, and we can all do it, and he does it with us, so that makes it fun, so we know he can do it so we don't feel bad. But like some coaches I've had they tell us to run two laps of the field, and they just stand there and watch us and go "Run faster, run faster!" and it's like, if you want us to go faster, how about you go faster so you can...if we can do it, why can't you do it, and you're making us do it, that doesn't seem fair to me.

C: And when it's not fair to you, that makes it not fun?

Butler: Yeah.

C: Does that ever happen with you, Mike?

Mike: Yeah...my coaches, like if they're doing something hard, they're like okay, do the thing, and they make us do it along with our drills, and about midway through, if we're having a little trouble, then they show how to do it. (CLD1Gr5/6.0658)

Butler agrees with Mike, saying that coaches should "Do what you make them do, don't just sit around drinking water while they're running laps, and they can't do it, just do it." Butler's statement on this survey that "I don't like it when a coach tells you to do something hard and then they don't do it" reinforces the depth of his feeling on this topic. Mike adds, "It's more fun when they're doing it, because they're usually like really awesome at it, so you have like a really challenging time, and you can get better pretty easily" (CLD1Gr5/6.1176). Kris, too, would love it if "adults would play with us. Like teachers trying to knock down pins with us...having the adults play, teachers against kids" (NVFG1Gr4/5.0954).

Pushed Past Their Limits

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Lastly, another area which children had definite feelings about relative to adults in activity settings involved the notion of being pushed too far past their physical limits. Butler, for example, says that adults in activity settings should:

Listen to what they [children] have to say on what they want to do, because they know where their limits are, they know if you push them beyond them, sometimes they won't want to do it, they'll just give up...they know where their limits are, they know what they want to do. (CLD1Gr5/6.1176).

Sierra recounts a time when in her karate class, the instructor "he pushed us really really, really, really, really, really, really, hard and he wouldn't let us back off not even the littlest bit and we were all really mad at him and that just made us even more stressed out." (YSD6Gr6.0256). This was unusual, though, as usually, she said:

They push you, but if you feel like they're pushing you too far, you're allowed to say that "I need you to back off just a little bit." And then they'll give you a little easier stuff but it doesn't go back too far and that puts me right at the right level. (YSD6Gr6.0186).

Summary

The idea that children could express their opinions and have adults respect and listen to them was not lost on children in this study. It was apparent that they appreciated when adults would actually talk to them and really listen to what they have to say – even if that happened once in a while. This idea was expressed when children were asked what specific advice they would give adults in activity settings to make the activity more fun. Children in the focus group at Cooperative Learning School closely mirrored the responses of others, when they replied:

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Jeffri: Talk to the children, I mean, they're people too. They might be smaller, but they're people too. They have opinions, they have likes, they have dislikes, they have things they want to do, they have things that they like, they have things that they don't like and things that they can't do due to their...medical issues or crap like that.

Kevin: Like they should give them a survey, like what would you like to play and why would you like to play it and what kind of a coach would you want and would you want to have tournaments...something like that....

Jo: Like Jeffri said, talk to the kids! (CLFG1Gr6.0915)

Thus, this exercise in listening and talking to children – and learning so much of what they think and feel about physical activity – concludes. The importance of their thoughts was not lost, in the least, on this researcher.

Appendix H

Quantitative Measure: Statistical Analyses Completed

The following information provides further description of the statistical analysis completed on data gathered from the Likert scale questions on the quantitative measure. These include descriptive statistics for each of the 19 variables (N, minimum, maximum, mean, standard deviation); reliability estimates (Cronbach's alpha) for each subscale; Rotated Component Matrix (principal component analysis), and descriptive statistics for each of the five subscales.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

```
DESCRIPTIVES VARIABLES=Yourself1 Yourself2 Yourself3 Sport4 Sport5 Sport6 Sport7 Sport11 Sport12 Sport13 Sport14 PE17 PE18 PE19 PE20 Rec23 Rec24 Rec25 Rec26
/STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet1] C:\Users\fkozub\Desktop\choppledissertation\Quant_measure_1.sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Yourself1	90	1.00	5.00	4.0000	.99437
Yourself2	89	1.00	5.00	3.4607	1.27970
Yourself3	89	1.00	5.00	4.4944	.91854
Sport4	63	2.00	5.00	4.7460	.62135
Sport5	63	3.00	5.00	4.7937	.44572
Sport6	63	3.00	5.00	4.8095	.50344
Sport7	63	2.00	5.00	4.7619	.58790
Sport11	84	1.00	5.00	4.3095	1.11912
Sport12	84	1.00	5.00	4.2857	1.16755
Sport13	84	1.00	5.00	4.4286	1.02129
Sport14	84	1.00	5.00	4.3690	1.21020
PE17	92	1.00	5.00	3.8261	1.25452
PE18	92	1.00	5.00	3.9130	1.19203
PE19	92	1.00	5.00	3.8587	1.31418
PE20	91	1.00	5.00	3.8132	1.26414
Rec23	93	1.00	5.00	4.3226	1.06487
Rec24	93	1.00	5.00	4.3656	1.10123
Rec25	93	1.00	5.00	4.3978	1.07481
Rec26	93	1.00	5.00	4.3548	1.08993
Valid N (listwise)	58				

RELIABILITY

```
/VARIABLES=Yourself1 Yourself2 Yourself3
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.
```

Reliability

[DataSet1] C:\Users\fkozub\Desktop\choppledissertation\Quant_measure_1.sav

Scale: ALL VARIABLES

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Case Processing Summary

		N	%
Cases	Valid	89	94.7
	Excluded ^a	5	5.3
	Total	94	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.771	3

RELIABILITY

```
/VARIABLES=Sport4 Sport5 Sport6 Sport7  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA.
```

Reliability

[DataSet1] C:\Users\fkozub\Desktop\choppledissertation\Quant_measure_1.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	63	67.0
	Excluded ^a	31	33.0
	Total	94	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.849	4

RELIABILITY

```
/VARIABLES=Sport11 Sport12 Sport13 Sport14  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA.
```

Reliability

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

[DataSet1] C:\Users\fkozub\Desktop\choppledissertation\Quant_measure_1.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	84	89.4
	Excluded ^a	10	10.6
	Total	94	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.965	4

RELIABILITY

```
/VARIABLES=PE17 PE18 PE19 PE20  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA.
```

Reliability

[DataSet1] C:\Users\fkozub\Desktop\choppledissertation\Quant_measure_1.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	91	96.8
	Excluded ^a	3	3.2
	Total	94	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.955	4

RELIABILITY

```
/VARIABLES=Rec23 Rec24 Rec25 Rec26  
/SCALE('ALL VARIABLES') ALL
```

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

/MODEL=ALPHA.

Reliability

[DataSet1] C:\Users\fkozub\Desktop\choppledissertation\Quant_measure_1.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	93	98.9
	Excluded ^a	1	1.1
	Total	94	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.963	4

FACTOR

```
/VARIABLES Yourself1 Yourself2 Yourself3 Sport4 Sport5 Sport6 Sport7 Sport
11 Sport12 Sport13 Sport14 PE17 PE18 PE19 PE20 Rec23 Rec24 Rec25 Rec26
/MISSING LISTWISE
/ANALYSIS Yourself1 Yourself2 Yourself3 Sport4 Sport5 Sport6 Sport7 Sport1
1 Sport12 Sport13 Sport14 PE17 PE18 PE19 PE20 Rec23 Rec24 Rec25 Rec26
/PRINT UNIVARIATE INITIAL KMO EXTRACTION ROTATION
/FORMAT SORT BLANK(.10)
/CRITERIA FACTORS(5) ITERATE(25)
/EXTRACTION PC
/CRITERIA ITERATE(25)
/ROTATION VARIMAX
/METHOD=CORRELATION.
```

Factor Analysis

[DataSet1] C:\Users\fkozub\Desktop\choppledissertation\Quant_measure_1.sav

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
Yourself1	4.3448	.84918	58
Yourself2	3.8448	1.21109	58
Yourself3	4.6034	.81520	58
Sport4	4.7931	.58516	58
Sport5	4.8103	.43757	58
Sport6	4.7931	.52176	58
Sport7	4.7759	.59362	58
Sport11	4.4138	1.04352	58
Sport12	4.4655	1.04656	58
Sport13	4.5000	.92243	58
Sport14	4.4828	1.07998	58
PE17	3.9655	1.13887	58
PE18	4.0690	1.02362	58
PE19	3.9138	1.21806	58
PE20	3.9310	1.18265	58
Rec23	4.6552	.68956	58
Rec24	4.6379	.74217	58
Rec25	4.7069	.72568	58
Rec26	4.6379	.78803	58

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.678
Bartlett's Test of Sphericity	Approx. Chi-Square	1111.875
	df	171
	Sig.	.000

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Communalities

	Initial	Extraction
Yourself1	1.000	.795
Yourself2	1.000	.706
Yourself3	1.000	.673
Sport4	1.000	.725
Sport5	1.000	.819
Sport6	1.000	.762
Sport7	1.000	.774
Sport11	1.000	.905
Sport12	1.000	.894
Sport13	1.000	.929
Sport14	1.000	.919
PE17	1.000	.889
PE18	1.000	.919
PF19	1.000	.900
PE20	1.000	.885
Rec23	1.000	.941
Rec24	1.000	.814
Rec25	1.000	.797
Rec26	1.000	.919

Extraction Method: Principal
Component Analysis.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.292	33.113	33.113	6.292	33.113	33.113
2	3.964	20.862	53.976	3.964	20.862	53.976
3	2.669	14.049	68.025	2.669	14.049	68.025
4	1.773	9.331	77.355	1.773	9.331	77.355
5	1.268	6.675	84.030	1.268	6.675	84.030
6	.682	3.588	87.618			
7	.474	2.497	90.115			
8	.400	2.105	92.220			
9	.303	1.596	93.816			
10	.254	1.337	95.153			
11	.228	1.200	96.353			
12	.155	.816	97.168			
13	.136	.715	97.883			
14	.106	.559	98.443			
15	.089	.469	98.912			
16	.082	.433	99.345			
17	.069	.361	99.705			
18	.044	.230	99.936			
19	.012	.064	100.000			

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	3.738	19.676	19.676
2	3.663	19.280	38.956
3	3.571	18.794	57.750
4	2.984	15.708	73.457
5	2.009	10.572	84.030
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			

Extraction Method: Principal Component Analysis.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Component Matrix^a

	Component				
	1	2	3	4	5
Rec23	.794	-.349	.100	.333	-.262
PE17	.790		-.375	-.339	
Rec24	.765	-.253	.197	.290	-.203
Rec25	.764	-.318	.118	.168	-.264
Rec26	.719	-.368	.117	.336	-.374
PE18	.719		-.509	-.375	
Yourself1	.681			.411	.391
PE20	.657		-.568	-.353	
PE19	.640		-.597	-.343	
Sport5	.608		.596	-.262	.152
Sport13	.220	.925			-.131
Sport12	.144	.904		.162	-.152
Sport14	.163	.898		.112	-.270
Sport11	.285	.892			-.133
Sport6	.488		.660	-.276	-.114
Sport7	.482	.114	.606	-.342	.211
Sport4	.398	.294	.534	-.303	.320
Yourself2	.439		-.133	.468	.526
Yourself3	.400	.380	-.174	.390	.432

Extraction Method: Principal Component Analysis.

a. 5 components extracted.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Rotated Component Matrix^a

	Component				
	1	2	3	4	5
Sport14	.957				
Sport13	.943	-.102	.120		
Sport12	.935				.113
Sport11	.921			.211	
Rec26		.936	.156		
Rec23		.913	.213	.128	.202
Rec24		.831	.156	.236	.208
Rec25		.816	.270	.207	
PE19		.117	.925		.168
PE18	.122	.195	.924		
PE20	.111	.180	.915		
PE17		.267	.866	.203	.164
Sport7		.112		.867	
Sport5		.279	.103	.849	
Sport4	.178			.815	.154
Sport6		.358		.776	-.170
Yourself2		.175			.816
Yourself1		.415	.216	.145	.745
Yourself3	.354		.129		.727

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Component Transformation Matrix

Component	1	2	3	4	5
1	.161	.622	.563	.403	.328
2	.929	-.337	-.029	.120	.087
3	-.035	.183	-.636	.735	-.143
4	.150	.441	-.526	-.452	.549
5	-.295	-.521	.022	.280	.750

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

FACTOR

```

/VARIABLES Yourself1 Yourself2 Yourself3 Sport4 Sport5 Sport6 Sport7 Sport
11 Sport12 Sport13 Sport14 PE17 PE18 PE19 PE20 Rec23 Rec24 Rec25 Rec26
/MISSING LISTWISE
/ANALYSIS Yourself1 Yourself2 Yourself3 Sport4 Sport5 Sport6 Sport7 Sport1
1 Sport12 Sport13 Sport14 PE17 PE18 PE19 PE20 Rec23 Rec24 Rec25 Rec26
    
```

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

```

/PRINT UNIVARIATE INITIAL KMO EXTRACTION ROTATION
/FORMAT SORT BLANK(.39)
/CRITERIA FACTORS(5) ITERATE(25)
/EXTRACTION PC
/CRITERIA ITERATE(25)
/ROTATION VARIMAX
/METHOD=CORRELATION.
    
```

Factor Analysis

[DataSet1] C:\Users\fkozub\Desktop\choppledissertation\Quant_measure_1.sav

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
Yourself1	4.3448	.84918	58
Yourself2	3.8448	1.21109	58
Yourself3	4.6034	.81520	58
Sport4	4.7931	.58516	58
Sport5	4.8103	.43757	58
Sport6	4.7931	.52176	58
Sport7	4.7759	.59362	58
Sport11	4.4138	1.04352	58
Sport12	4.4655	1.04656	58
Sport13	4.5000	.92243	58
Sport14	4.4828	1.07998	58
PE17	3.9655	1.13887	58
PE18	4.0690	1.02362	58
PE19	3.9138	1.21806	58
PE20	3.9310	1.18265	58
Rec23	4.6552	.68956	58
Rec24	4.6379	.74217	58
Rec25	4.7069	.72568	58
Rec26	4.6379	.78803	58

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.678
Bartlett's Test of Sphericity	Approx. Chi-Square	1111.875
	df	171
	Sig.	.000

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Communalities

	Initial	Extraction
Yourself1	1.000	.795
Yourself2	1.000	.706
Yourself3	1.000	.673
Sport4	1.000	.725
Sport5	1.000	.819
Sport6	1.000	.762
Sport7	1.000	.774
Sport11	1.000	.905
Sport12	1.000	.894
Sport13	1.000	.929
Sport14	1.000	.919
PE17	1.000	.889
PE18	1.000	.919
PE19	1.000	.900
PE20	1.000	.885
Rec23	1.000	.941
Rec24	1.000	.814
Rec25	1.000	.797
Rec26	1.000	.919

Extraction Method: Principal Component Analysis.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.292	33.113	33.113	6.292	33.113	33.113
2	3.964	20.862	53.976	3.964	20.862	53.976
3	2.669	14.049	68.025	2.669	14.049	68.025
4	1.773	9.331	77.355	1.773	9.331	77.355
5	1.268	6.675	84.030	1.268	6.675	84.030
6	.682	3.588	87.618			
7	.474	2.497	90.115			
8	.400	2.105	92.220			
9	.303	1.596	93.816			
10	.254	1.337	95.153			
11	.228	1.200	96.353			
12	.155	.816	97.168			
13	.136	.715	97.883			
14	.106	.559	98.443			
15	.089	.469	98.912			
16	.082	.433	99.345			
17	.069	.361	99.705			
18	.044	.230	99.936			
19	.012	.064	100.000			

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	3.738	19.676	19.676
2	3.663	19.280	38.956
3	3.571	18.794	57.750
4	2.984	15.708	73.457
5	2.009	10.572	84.030
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			

Extraction Method: Principal Component Analysis.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Component Matrix^a

	Component				
	1	2	3	4	5
Rec23	.794				
PE17	.790				
Rec24	.765				
Rec25	.764				
Rec26	.719				
PE18	.719		-.509		
Yourself1	.681			.411	.391
PE20	.657		-.568		
PE19	.640		-.597		
Sport5	.608		.596		
Sport13		.925			
Sport12		.904			
Sport14		.898			
Sport11		.892			
Sport6	.488		.660		
Sport7	.482		.606		
Sport4	.398		.534		
Yourself2	.439			.468	.526
Yourself3	.400			.390	.432

Extraction Method: Principal Component Analysis.

a. 5 components extracted.

References

- Allender, S., Cowburn, G., & Foster, C. (2006). Understanding participation in sport and physical activity among children and adults: a review of qualitative studies. *Health Education Research, 21*(6), 826-835.
- Alquati Bisol, C., Sperb, T. M., & Moreno-Black, G. (2008). Focus groups with deaf and hearing Youths in Brazil: Improving a questionnaire on sexual behavior and HIV/AIDS. *18*(4), 565-578. doi: 10.1177/1049732307307868
- Ambert, A.-M., Adler, P. A., Adler, P., & Detzner, D. F. (1995). Understanding and evaluating qualitative research. *Journal of Marriage and the Family, 57*(4), 879-893.
- Asbury, J.-E. (1995). Overview of focus group research. *Qualitative Health Research, 5*(4), 414-420. doi: 10.1177/104973239500500402.
- Atkins, M., Johnson, D., Force, E., & Petrie, T. (2013). "Do I still want to play?" Parents' and peers' influences on girls' continuation in sport.
- Atkinson, N. L., Billing, A. S., Desmond, S. M., Gold, R. S., & Tournas-Hardt, A. (2007). Assessment of the nutrition and physical activity education needs of low-income, rural mothers: can technology play a role? *Journal Of Community Health, 32*(4), 245-267.
- Aumand, E. (2005). *For the love of the game: Factors influencing athlete enjoyment in sport*. Master's of Science Thesis, West Virginia University, Morgantown.
- Baker, D. W., Hayes, R., & Fortier, J. P. (1998). Interpreter use and satisfaction with interpersonal aspects of care for Spanish-speaking patients. *36*, 1461.
- Barbour, R., & Kitzinger, J. (Eds.). (1999). *Introduction: The challenge and promise of focus groups*. Thousand Oaks, CA: Sage Publications.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Barr-Anderson, D. J., Neumark-Sztainer, D., Schmitz, K. H., Ward, D. S., Conway, T. L., Pratt, C., . . . Pate, R. R. (2008). But I like PE: Factors associated with enjoyment of physical education class in middle school girls. *Research Quarterly for Exercise and Sport*, 79(1), 18-27.
- Bauer, K. W., Patel, A., Prokop, L. A., & Austin, S. B. (2006). Swimming upstream: faculty and staff members from urban middle schools in low-income communities describe their experience implementing nutrition and physical activity initiatives. *Preventing Chronic Disease*, 3(2), A37-A37.
- Bauer, K. W., Yang, Y. W., & Austin, S. B. (2004). How can we stay healthy when you're throwing all of this in front of us? Findings from focus groups and interviews in middle schools on environmental influences on nutrition and physical activity. *Health Education and Behavior*, 31(1), 34-46.
- Bender, D. E., Harbour, C., Thorp, J., & Morris, P. (2001). Tell me what you mean by si': perceptions of quality of prenatal care among immigrant Latina women. *Qualitative Health Research*, 11(6), 780-794. doi: 10.1177/104973230101100607
- Bengoechea, E., Sabiston, C., Ahmed, R. & Farnoush, M. (2010). Exploring links to unorganized and organized physical activity during adolescence: The role of gender, socioeconomic status, weight status, and enjoyment of physical education. *Research Quarterly for Exercise and Sport*, 81(1), 7-16.
- Boeije, H. (2002). A purposeful approach to the constant comparative method in the analysis of qualitative research. *Quality and Quantity*, 36, 391-402.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Bonello, M., & Ennis, C. (2008). *Sixth grade students' mental models of physical education concepts: A framework theory perspective*. Doctor of Philosophy Dissertation, University of Maryland, College Park.
- Boyden, P., Esscopri, N., Ogi, L., Brennan, A., & Kalsy-Lillico, S. (2009). Service users leading the way. *I3(3)*, 183-194. doi: 10.1177/1744629509345394
- Brannen, J., & Pattman, R. (2005). Work-family matters in the workplace: The use of focus groups in a study of a UK social services department. *Qualitative Research*, *5(4)*, 523-542.
- Brod, M., Tesler, L., & Christensen, T. (2009). Qualitative research and content validity: developing best practices based on science and experience. *Quality of Life Research*, *18(9)*, 1263-1278.
- Brugge, D., Edgar, T., George, K., Heung, J., & Laws, M. B. (2009). Beyond literacy and numeracy in patient provider communication: Focus groups suggest roles for empowerment, provider attitude and language. *BMC Public Health*, *9(1)*, 354. doi:10.1186/1471-2458-9-354
- Bryman, A. (2004). *Social Research Methods* (2nd ed.). Oxford: Oxford University Press.
- Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Research*(6(1)), 97-113. doi: 10.1177/1468794106058877
- Bryman, A. (2008). *Social Research Methods* (3rd ed.). Oxford: Oxford University Press.
- Cai, S. (1998). Student enjoyment of physical education class in three teaching style environments. *Education*, *118(3)*, 412-420.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Cairney, J., Hay, J., Mandigo, J., Wade, T., Faught, B.E., & Flouris, A. (2007). Developmental coordination disorder and reported enjoyment of physical education in children. *European Physical Education Review, 13*(1), 81-98.
- Carraro, A., Young, M., & Robazza, C. (2008). A contribution to the validation of the physical activity enjoyment scale in an Italian sample. *Social Behavior and Personality, 36*(7), 911-918.
- Carroll, B. & Loumidis, J. (2001). Children's perceived competence and enjoyment in physical education and physical activity outside school. *European Physical Education Review, 7*(1), 24-43.
- Casey, M. M., Eime, R. M., Payne, W. R., & Harvey, J. T. (2009). Using a socioecological approach to examine participation in sport and physical activity among rural adolescent girls. *Qualitative Health Research, 19*(7), 881-893. doi: 10.1177/1049732309338198
- Caspersen, C. J., Powell, K. E., & Christenson, G. M. (1985). Physical activity, exercise, and physical fitness: Definitions and distinctions for health-related research. *Public Health Reports (1974-), 100*(2), 126-131.
- Castaneda, Graham, Hopple, Manross, & Sanders (1993). Developmentally appropriate physical education practices for children. Washington, DC: NASPE.
- CDC. (2014). *Facts About Physical Activity*. Retrieved from <http://www.cdc.gov/physicalactivity/data/facts.htm>

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- CDC. (2002). Physical Activity Levels Among Children Aged 9--13 Years --- United States, 2002. *Morbidity and Mortality Weekly Report*. Retrieved from <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5233a1.htm>
- CDC. (1996). *Physical Activity and Health: A Report of the Surgeon General*. Washington, D.C.: Government Printing Office. Retrieved from <http://apps.nccd.cdc.gov/PASurveillance/StateSumV.asp>.
- CDC. (2000). *Healthy People 2010: Understanding and Improving Health*. Washington, DC: Government Printing Office. Retrieved from http://www.healthypeople.gov/Document/html/uih/uih_bw/uih_4.htm#physactiv.
- CDC. (2008). *Preventing Obesity and Chronic Diseases Through Good Nutrition and Physical Activity*. Washington, D.C.: Government Printing Office. Retrieved from http://www.cdc.gov/chronicdisease/resources/publications/fact_sheets/obesity.htm.
- CDC. (2010). *Youth Risk Behavior Surveillance — United States, 2009*. Washington, D.C.: Government Printing Office. Retrieved from <http://www.cdc.gov/mmwr/pdf/ss/ss5905.pdf>.
- Chen, A., Darst, P., & Pangrazi, R. (1999). What constitutes situational interest? Validating a construct in physical education. *Measurement in Physical Education & Exercise Science* 3(3), 157.
- Chen, A., Darst, P., & Pangrazi, R. (2001). An examination of situational interest and its sources. *British Journal of Social Psychology*, 71, 383-400.
- Clark, L. (2009). Focus group research with children and youth. *Journal for Specialists in Pediatric Nursing*, 14(2), 152-154. doi: 10.1111/j.1744-6155.2009.00187.x

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Colucci, E. (2007). 'Focus groups can be fun': The use of activity-oriented questions in focus group discussions. *Qualitative Health Research, 17*(10), 1422-1433. doi: 10.1177/1049732307308129
- Cothran, D. J., & Ennis, C. D. (1999). Alone in a crowd: Meeting students' needs for relevance and connection in urban high school physical education. *Journal of Teaching in Physical Education, 18*, 234-247.
- Cox, M., Schofield, G., & Kolt, G. S. (2010). Responsibility for childrens' physical activity: Parental, child, and teacher perspectives. *Journal of Science and Medicine in Sport, 13*(1), 46-52. doi: 10.1016/j.jsams.2009.02.006
- Cox, A., Smith, A., & Williams, L. (2008). Change in physical education motivation and physical activity behavior during middle school. *Journal of Adolescent Health, 43*(5), 506-513.
- Crane, J. & Temple, V. (2015). A systematic review of dropout from organized sport among children and youth. *European Physical Education Review, 21*(1), 114-131.
- Crespo, C. J., Smit, E., Carter-Pokras, O., & Andersen, R. (2001). Acculturation and leisure-time physical inactivity in Mexican American adults: Results from NHANES III, 1988-1994. *American Journal of Public Health, 91*(8), 1254-1257.
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed method approaches* (Vol. 3). Thousand Oaks, CA: Sage.
- Crocker, P., Bailey, D., Faulkner, R., Kowalski, K., & McGrath, R. (1997). Measuring general levels of physical activity: preliminary evidence for the physical activity questionnaire for older children. *Medicine & Science in Sport & Exercise, 29*(10), 1344-1349.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.
- Csikszentmihalyi, M. (1992). The future of flow. In M. Csikszentmihalyi & I. Csikszentmihalyi (Eds.). *Optimal experiences*. Cambridge, UK: Cambridge University Press.
- Cunningham, G. (2007). Development of the physical activity class satisfaction questionnaire (PACSQ). *Measurement in Physical Education and Exercise Science, 11*(3), 161-176.
- Darbyshire, P., MacDougall, C., & Schiller, W. (2005). Multiple methods in qualitative research with children: More insight or just more? *Qualitative Research, 5*(4), 417-436. doi: 10.1177/1468794105056921
- Davis, S. P., & Davis, M. (2008). A focus group study of African-American obese children in Mississippi. *Journal of Cultural Diversity, 15*(4), 158-162.
- Davison, K., Schmalz, D. & Downs, D. (2010). Hop, skip ... no! Explaining adolescent girls' disinclination for physical activity. *Annals of Behavioral Medicine, 39*(3), 290-302.
- Day, C., Carey, M., & Surgenor, T. (2006). Children's key concerns: Piloting a qualitative approach to understanding their experience of mental health care. *Clinical Child Psychology and Psychiatry, 11*(1), 139-155.
- De Bourdeaudhuij, I., Lefevre, J., Deforche, B., Wijndaele, K., Matton, L., & Philippaerts, R. (2005). Physical activity and psychosocial correlates in normal weight and overweight 11 to 19 year olds. *Obesity Research, 13*(6), 1097-1105.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Deforche, B. I., De Bourdeaudhuij, I., & Tanghe, A. (2006). Attitude toward physical activity in normal-weight, overweight and obese adolescents. *Journal of Adolescent Health, 38*(5), 560-568.
- Denzin, N., & Lincoln, Y. (2005). Introduction: The discipline and practice of qualitative research. *The Sage handbook of qualitative research* (3rd ed.). Thousand Oaks: Sage Publications.
- DiCagno, A., Crova, C., & Pesce, C. (2006). Effects of educational rhythm-based learning on coordinative motor performance and sports enjoyment of male and female pupils. *Journal of Human Movement Studies, 51*(3), 143-165.
- Dietz, W. H. (1998). Health Consequences of Obesity in Youth: Childhood Predictors of Adult Disease (Vol. 101, pp. 518-525).
- DiLorenzo, T., Stucky-Ropp, R., VanderWal, J., & Gotham, H. (1998). Determinants of exercise among children. II. A longitudinal analysis. *Preventative Medicine, 27*(3), 470-477.
- Dishman, R., Motl, R., Sallis, J., Dunn, A., Birnbaum, A., Welk, G., Bedimo-Rung, A., Voorhees, C. & Jobe, J. (2005). Self-management strategies mediate self-efficacy and physical activity. *American Journal of Preventative Medicine, 29*(1), 10-18.
- Dismore, H. & Bailey, R. (2010). Fun and enjoyment in physical education: Young people's attitudes. *Research Papers in Education, 26*(4), 499-516.
- Dixon, R., Maddison, R., Ni Mhurchu, C., Jull, A., Meagher-Lundberg, P., & Widdowson, D. (2010). Parents' and children's perceptions of active video games: a focus group study. *14*(2), 189-199. doi: 10.1177/1367493509359173

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Doak, C. M., Visscher, T. L. S., Renders, C. M., & Seidell, J. C. (2006). The prevention of overweight and obesity in children and adolescents: a review of interventions and programmes. *Obesity Reviews: An Official Journal Of The International Association For The Study Of Obesity*, 7(1), 111-136.
- Dollman, J., Norton, K., & Norton, L. (2005). Evidence for secular trends in children's physical activity behaviour. *British Journal of Sports Medicine*, 39(12), 892-897.
- Dorey, E., & McCool, J. (2009). The role of the media in influencing children's nutritional perceptions. *Qualitative Health Research*, 19(5), 645-654. doi: 10.1177/1049732309334104
- Downey, L. H., Ireson, C. L., & Scutchfield, F. D. (2009). The use of photovoice as a method of facilitating deliberation. *Health Promotion Practice*, 10(3), 419-427. doi: 10.1177/1524839907301408
- Duda, J., Fox, K., Biddle, S. & Armstrong, N. (1992). Children's achievement goals and beliefs about success in sport. *British Journal of Educational Psychology*, 62(3), 313-323.
- Dudley, D., Pearson, P., Okely, A., & Peat, J. (2010). Engaging adolescent girls from linguistically diverse and low income backgrounds in school sport: A pilot randomised controlled trial. *Journal of Science and Medicine in Sport*, 13(2), 217-224.
- Dunton, G., Liao, Y., Intille, S. Yolch, J. & Pentz, M. (2011). Physical and social contextual influences on children's leisure-time physical activity: An ecological momentary assessment study. *Journal of Physical Activity & Health*, 8(1), S103-S108.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Dwyer, J., Allison, K., Goldenberg, E., Fein, A., Yoshida, K., & Boutilier, M. (2006).

Adolescent girls' perceived barriers to participation in physical activity. *Adolescence*, 41(161), 75-89.

Dyck, M. (2002). *Getting along: Perspectives of grade seven students participating in physical education*. Doctor of Philosophy Dissertation. Retrieved from

<http://proquest.umi.com/pqdweb?did=764782981&Fmt=7&clientId=41143&RQT=309&VName=PQD>

Dzewaltowski, D. A., Karteroliotis, K., Welk, G., Johnston, J. A., Nyaronga, D., & Estabrooks, P. A. (2007). Measurement of self-efficacy and proxy efficacy for middle school youth physical activity. *Journal of Sport & Exercise Psychology*, 29, 310-332.

Eime, R. M., Payne, W. R., Casey, M. M., & Harvey, J. T. (2010). Transition in participation in sport and unstructured physical activity for rural living adolescent girls. *Health Education Research*, 25(2), 282-293. doi: 10.1093/her/cyn060

Einarsdottir, J., Dockett, S., & Perry, B. (2009). Making meaning: Children's perspectives expressed through drawings (Vol. 179, pp. 217 - 232): Routledge.

Emerson, R., Fretz, R., & Shaw, L. (1995). *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press.

Engel-Yeger, B., Jarus, T., Anaby, D., & Law, M. (2009). Differences in patterns of participation between youths with cerebral palsy and typically developing peers. *American Journal of Occupational Therapy*, 63(1), 96-104.

Eskelinen, L., & Caswell, D. (2006). Comparison of social work practice in teams using a video vignette technique in a multi-method design. *Qualitative Social Work*, 5(4), 489-503.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Faith, M., Leone, M., Ayers, T., Heo, M. & Pietrobelli, A. (2002). Weight criticism during physical activity, coping skills, and reported physical activity in children. *Pediatrics*, 110(2), Retrieved from <http://www.pediatrics.org/cgi/content/full/110/2/e23>
- Fakhouri, T., Hughes, J., Burt, V., Song, M., Fulton, J. & Ogden, C. Physical Activity in U.S. Youth Aged 12–15 Years, 2012. NCHS data brief, no 141. Hyattsville, MD: National Center for Health Statistics, 2014.
- Farquhar, C. (1999). Are focus groups suitable for 'sensitive' topics? In R. Barbour & J. Kitzinger (Eds.), *Developing focus group research: Politics, theory, and practice: Vol. 1*. London: Sage Publications.
- Felton, G., Dowda, M., Ward, D., Dishman, R., Trost, S., Saunders, R., & Pate, R. (2002). Differences in physical activity between black and white girls living in rural and urban areas. *Journal of School Health*, 72(6), 250-255.
- Fereday, J., MacDougall, C., Spizzo, M., Darbyshire, P., & Schiller, W. (2009). "There's nothing I can't do - I just put my mind to anything and I can do it": a qualitative analysis of how children with chronic disease and their parents account for and manage physical activity. *BMC Pediatrics*, 9(1). doi: 10.1186/1471-2431-9-1
- Fontana, A., & Frey, J. H. (1994). The interview: From neutral stance to political involvement. In N. Denzin & Y. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 695-727). Thousand Oaks, CA: Sage Publications.
- Fox, L., Rejeski, W., & Gauvin, L. (2000). Effects of leadership style and group dynamics on enjoyment of physical activity. *American Journal of Health Promotion*, 14(5), 277-283.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Francis, N., & Kentel, J. A. (2008). The fun factor: Adolescents' self-regulated leisure activity and the implications for practitioners and researchers. *Leisure/Loisir: Journal of the Canadian Association for Leisure Studies*, 32(1), 65-90.
- Frankland, J., & Bloor, M. (Eds.). (1999). *Some issues arising in the systematic analysis of focus group materials*. London: Sage Publications.
- Freedman, D. S., Khan, L. K., Dietz, W. H., Srinivasan, S. R., & Berenson, G. S. (2001). Relationship of childhood obesity to coronary heart disease risk factors in adulthood: The Bogalusa heart study. *108*(3), 712-718. doi: 10.1542/peds.108.3.712
- Fry, M. & Gano-Overway, L. (2010). Exploring the contribution of the caring climate to the youth sport experience. *Journal of Applied Sport Psychology*, 22(3), 294-304.
- Garcia, E., Banuelos, F., & Martin, J. (2008). Validation and adaptation of the PACES scale of enjoyment of the practice of physical activity for Spanish adolescent girls. *Psicothema*, 20(4), 890-895.
- Garn, A., & Cothran, D. (2006). The fun factor in physical education. *Journal of Teaching in Physical Education*, 25, 281-297.
- Gibbons, & Humbert, M. L. (2008). What are middle school girls looking for in physical education? *Canadian Journal Of Education*, 31(1), 167-186.
- Gibson, F. (2007). Conducting focus groups with children and young people: Strategies for success. *Journal of Research in Nursing*, 12(5), 473-483.
- Gilbert, E. D. (1997). *Toward a richer understanding of girls' sport and physical activity experiences*. Doctor of Education Dissertation., Peabody College for Teachers of Vanderbilt University. Retrieved from

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

<http://proquest.umi.com/pqdweb?did=739839131&Fmt=7&clientId=41143&RQT=309&VName=PQD>

- Glaser, B., & Strauss, A. (1967). *Discovery of grounded theory: Strategies for qualitative research*. Chicago, IL: Aldine.
- Gmbh, V. (2010). MaxQDA (Version 10). Berlin, Germany: VERBI Gmbh. Retrieved from <http://www.maxqda.com/>
- Goetz, J., & LeCompte, M. (1984). *Ethnography and qualitative design in educational research*. Orlando, FL: Academic Press.
- Graham, G., Hopple, C., Manross, M., & Sitzman, T. (1993). Novice and expert children's physical education teachers: Insights into their situational decision-making. *Journal of Teaching in Physical Education, 12*, 197-214.
- Greiser, M., Neumark-Sztainer, D., Saksvig, B., Lee, J., Felton, G., & Kubik, M. (2008). Black, Hispanic, and White girls' perceptions of environmental and social support and enjoyment of physical activity. *Journal of School Health, 78*(6), 314-320.
- Greensley, R. J., & Gronbeck, C. E. (1978). Physical performance, sex, and race as factors in the attitude of intermediate school children toward physical activity. ERIC: ED206568.
- Griffin, L., Chandler, T., & Sariscany, M. J. (1993). What does 'fun' mean in physical education? *Journal of Physical Education, Recreation & Dance, 64*(9), 63.
- Guba, E., & Lincoln, Y. (1994). Competing paradigms in qualitative research. In N. Denzin & Y. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 105-117). Thousand Oaks, CA: Sage Publications.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Hagberg, L., Lindahl, B., Nyberg, L., & Hellenius, M. (2009). Importance of enjoyment when promoting physical exercise. *Scandinavian Journal of Medicine & Science in Sports*, *19*(5), 740-747.
- Haines, R. J., Bottorff, J. L., Barclay McKeown, S., Ptolemy, E., Carey, J., & Sullivan, K. (2010). Breast cancer messaging for younger women: Gender, femininity, and risk. *Qualitative Health Research*, *20*(6), 731-742. doi: 10.1177/1049732310367502
- Hammersley, M. (1992). *What's wrong with ethnography? Methodological explorations*. London: Routledge.
- Hansen, L. W. (2009). *Six fifth grade students experiences participating in active gaming during physical education classes*. Doctor of Philosophy Dissertation, University of South Florida, Tampa, FL.
- Harmston, G. T. (2005). *Sources of enjoyment in physical activity among children and adolescents*. Master's of Science Thesis, California State University, Fullerton. Retrieved from <http://proquest.umi.com/pqdweb?did=932416681&Fmt=7&clientId=41143&RQT=309&VName=PQD>
- Harris, K., & Barnes, S. (2009). Male teacher, female teacher: exploring children's perspectives of teachers' roles in kindergartens. *Early Child Development & Care*, *179*(2), 167-181. doi: 10.1080/03004430802667005
- Hashim, H., Grove, J. R., & Whipp, P. (2008). Validating the youth sport enjoyment construct in high school physical education. *Research Quarterly for Exercise and Sport*, *79*(2), 183-194.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Hay, J. (1992). Adequacy in and predilection for physical activity in children. *Clinical Journal of Sports Medicine*, 2(3), 192-201.
- Hay, J., Hawes, R., & Faught, B. (2004). Evaluation of a screening instrument for developmental coordination disorder. *Journal of Adolescent Health*, 34(4), 308-313.
- Hedley, A. A., Ogden, C. L., Johnson, C. L., Carroll, M. D., Curtin, L. R., & Flegal, K. M. (2004). Prevalence of overweight and obesity among US children, adolescents, and adults, 1999-2002. *Journal of the American Medical Association*, 291(23), 2847-2850.
- Hoffman, D. M. (2009). Multiple methods, communicative preferences, and the incremental interview approach protocol. *Forum: Qualitative social research*, 10(1).
- Hohepa, M., Schofield, G., & Kolt, G. S. (2006). Physical activity: What do high school students think? *Journal of Adolescent Health*, 39(3), 328-336.
- Hoppe, M. J., Wells, E. A., Morrison, D. M., Gillmore, M. R., & Wilsdon, A. (1995). Using focus groups to discuss sensitive topics with children. *Evaluation Review*, 19, 102-114.
- Hopple, C., & Ennis, C. (2008). Pedagogical carry-over: One teacher's use of cognitive strategies. *Research Quarterly for Exercise and Sport*, 79(1), A40.
- Hopple, C., & Ennis, C. (2009). Elementary students' perceptions about written work in physical education. *Research Quarterly for Exercise and Sport*, 80(1), A40.
- Hopple, C., & Graham, G. (1995). What children think, feel, and know about physical fitness testing. *Journal of Teaching in Physical Education*, 14, 408-417.
- Howe, C., Freedson, P., Feldman, H., & Osganian, S. (2010). Energy expenditure and enjoyment of common children's games in a simulated free-play environment. *Journal of Pediatrics*, 157(6), 936-U118.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Hughes, A., McLaughlin, R., McKay, J., Lafferty, K., McKay, T., & Mutrie, N. (2007). The B'Active programme for overweight primary school children in Glasgow: Determining the prevalence of overweight and obesity and piloting an activity intervention. *British Journal of Nutrition*, *97*(1), 204-209.
- Humbert, M.L. (1995). *On the sidelines: The experience of young women in physical education classes*. Doctor of Philosophy Dissertation, University of Alberta, Canada.
- Humbert, M. L., Chad, K. E., Bruner, M. W., Spink, K. S., Muhajarine, N., Anderson, K. D., & Gryba, C. R. (2008). Using a naturalistic ecological approach to examine the factors influencing youth physical activity across grades 7 to 12. *Health Education & Behavior*, *35*(2), 158-173. doi: 10.1177/1090198106287451
- Humbert, M. L., Chad, K. E., Spink, K. S., Muhajarine, N., Anderson, K. D., Bruner, M. W., . . . Gryba, C. R. (2006). Factors that influence physical activity participation among high- and low-SES youth. *Qualitative Health Research*, *16*(4), 467-483. doi: 10.1177/1049732305286051
- Hume, C., Salmon, J., & Ball, K. (2005). Children's perceptions of their home and neighborhood environments, and their association with objectively measured physical activity: a qualitative and quantitative study. *Health Education Research*, *20*(1), 1-13. doi: 10.1093/her/cyg095
- Jaffee, L., & Manzer, R. (1992). Girls' perspectives: Physical activity and self-esteem. *Melpomene Journal*, *11*(3), 14-23.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Jenkins, N., Bloor, M., Fischer, J., Berney, L., & Neale, J. (2010). Putting it in context: the use of vignettes in qualitative interviewing. *Qualitative Research, 10*(2), 175-198. doi: 10.1177/1468794109356737
- Johnson, I., Tillgren, P., & Hagströmer, M. (2009). Understanding and interpreting the concept of physical activity -- a focus group study among Swedish women. *Scandinavian Journal of Public Health, 37*, 20-27.
- Katz, M., Heaner, S., van Putten, J., Murray, L., McDougle, L., Cegala, D., . . . Paskett, E. (2009). Development of an educational video to improve patient knowledge and communication with their healthcare providers about colorectal cancer screening. *American Journal of Health Education, 40*(4), 220-228.
- Kendzierski, D., & DeCarlo, K. J. (1991). Physical activity enjoyment scale: Two validation studies. *Journal of Sport and Exercise Psychology, 13*, 50-64.
- Kientzler, A. L. (1999). Fifth- and seventh-grade girls' decisions about participation in physical activity. *The Elementary School Journal, 99*(5), 391-414.
- Kilborn, M. L. (1999). *Investigating female student enrollment in Physical Education 11*. Master's of Arts Thesis, University of Victoria, Canada. Retrieved from <http://proquest.umi.com/pqdweb?did=734740011&Fmt=7&clientId=41143&RQT=309&VName=PQD>
- Kimball, J., Jenkins, J., & Wallhead, T. (2009). Influence of high school physical education on university students' physical activity. *European Physical Education Review, 15*(2), 249-267. doi: 10.1177/1356336x09345226

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Kimiecik, J., & Harris, A. (1996). What is enjoyment? A conceptual/definitional analysis with implications for sport and exercise psychology. *Journal of Sport and Exercise Psychology, 18*(3), 247-263.
- King, G., Law, M., King, S., Hurley, P., Hanna, S., Kertoy, A., & Rosenbaum, P. (2006). Measuring children's participation in recreation and leisure activities: Construct validation of the CAPE and PAC. *Child Care Health and Development, 33*(1), 28-39.
- King, G., Petrenchik, T., DeWit, D. McDougall, J., Hurley, P., & Law, M. (2010). Out-of-school time activity participation profiles of children with physical disabilities: A cluster analysis. *Child Care Health and Development, 36*(5), 726-741.
- King, G., Petrenchik, T., Law, M. & Hurley, P. (2009). The enjoyment of formal and informal recreation and leisure activities: A comparison of school-aged children with and without physical disabilities. *International Journal of Disability Development and Education, 56*(2), 109-130.
- Kitzinger, J. (1994). The methodology of focus groups: The importance of interaction between research participants. *Sociology of Health and Illness, 16*(1), 103-121. doi: 10.1111/j.1467-9566.1994.tb00143.x
- Kitzinger, J. (1995). Qualitative research: Introducing focus groups. *BMJ, 311*(7000), 299-302.
- Kitzinger, J., & Farquhar, C. (Eds.). (1999). *The analytical potential of 'sensitive moments'* (1 ed. Vol. 1). London: Sage Publications.
- Klentrou, P., Hay, J., & Plyley, M. (2003). Habitual physical activity levels and health outcomes of Ontario youth. *European Journal of Applied Physiology, 89*(5), 460-465.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Kling, L., Cotugna, N., Snider, S., & Peterson, P. M. (2009). Using metaphorical techniques in focus groups to uncover mothers' feelings about family meals. *Nutrition Research and Practice, 3*(3), 226-233. doi: 10.4162/nrp.2009.3.3.226
- 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.
- Krapp, A., Hidi, S., & Renninger, K. A. (1992). *The role of interest in learning and development*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Kroll, T., Barbour, R., & Harris, J. (2007). Using focus groups in disability research. *Qualitative Health Research, 17*(5), 690-698. doi: 10.1177/1049732307301488
- Krueger, R. A. (1994). *Focus groups: A practical guide for applied research* (2nd ed.). Thousand Oaks, CA: Sage.
- Kuhn, P. (2003). Thematic drawing and focused, episodic interview upon the drawing-A method in order to approach to the children's point of view on movement, play, and sports at school. *Forum: Qualitative social research, 4*(1).
- LeCompte, M. D., & Goetz, J. P. (1982). Ethnographic data collection in evaluation research. *Educational Evaluation and Policy Analysis, 4*(3), 387-400.
- LeCompte, M. D., & Preissle, J. (1993). *Ethnography and qualitative design in educational research* (2 ed.). San Diego: Academic Press.
- Lieberman, A. (2009). Why some adolescents lose weight and others do not: A qualitative study. *Journal of the National Medical Association, 101*(5), 439-447.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Lincoln, Y., & Guba, E. (1999). Establishing trustworthiness. In A. Bryman & R. Burgess (Eds.), *Qualitative Research* (Vol. III). London: Sage Publications.
- Linhorst, D. M. (2002). A review of the use and potential of focus groups in social work research. *I*(2), 208-228. doi: 10.1177/1473325002001002620.
- Lintunen, T., Valkonen, A., Leskinen, E., & Biddle, S. (1999). Predicting physical activity intentions using a goal perspectives approach: a study of Finnish youth. *Scandinavian Journal of Medicine & Science in Sports*, *9*(6), 344-352.
- Liukkonen, J., Barkoukis, V., Watt, A., & Jaakkola, T. (2010). Motivational climate and students' emotional experiences and effort in physical education. *The Journal of Educational Research*, *103*(5), 296-308.
- Lorusso, J., Pavlovich, S., & Chunlei, L. (2013). Developing student enjoyment in physical education. *Physical & Health Education Journal*, *79*(2), 14-18.
- Lyu, M. & Gill, D. (2011). Perceived physical competence, enjoyment and effort in same-sex and coeducational physical education classes. *Educational Psychology*, *31*(2), 247-260.
- Macdonald, D., Rodger, S., Abbott, R., Ziviani, J., & Jones, J. (2005). 'I could do with a pair of wings': Perspectives on physical activity, bodies and health from young Australian children. *Sport, Education and Society*, *10*(2), 195-209.
- MacDougall, C., Schiller, W., & Darbyshire, P. (2009). What are our boundaries and where can we play? Perspectives from eight- to ten-year-old Australian metropolitan and rural children. *Early Child Development and Care*, *179*(2), 189 - 204.
- MacLean, L., Meyer, M., & Estable, A. (2004). Improving accuracy of transcripts in qualitative research. *Qualitative Health Research*, *14*(1), 113-123.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- MacPhail, A., & Kirk, D. (2006). Young people's socialisation into sport: experiencing the specialising phase. *Leisure Studies*, 25(1), 57-74. doi: 10.1080/02614360500116290
- MacPhail, A., Gorely, T., Kirk, D., & Kinchin, G. (2008). Children's experiences of fun and enjoyment during a season of sport education. *Research Quarterly for Exercise and Sport*, 79(3), 344-355.
- Majnemer, A., Shevell, M., Law, M. Birnbaum, R., Chilingaryan, G., Rosenbaum, P., & Poulin, C. (2008). Participation and enjoyment of leisure activities in school-aged children with cerebral palsy. *Developmental Medicine and Child Neurology*, 50(10), 751-758.
- Mandigo, J. L. (1996). *The underlying components of fun: Fun in physical education classes, organized sports and physical activity programs*. Master's of Arts Thesis, Laurentian University of Sudbury, Canada. Retrieved from <http://proquest.umi.com/pqdweb?did=740470021&Fmt=7&clientId=41143&RQT=309&VName=PQD>
- Mandigo, J. L., & Holt, N. L. (2006). Elementary students' accounts of optimal challenge in physical education. *Physical Educator*, 63(4), 170-183.
- Mandigo, J.L., Holt, N.L., Anderson, A. & Sheppard, J. (2008). Children's motivational experiences following autonomy-supportive games lessons. *European Physical Education Review*, 14(3), 407-425.
- Manross, M. (1994). *What children think, feel, and know about the over-hand throw*. Unpublished master's thesis, Virginia Polytechnic Institute and State University, Blacksburg, VA.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Martin, J. (2006). Psychosocial aspects of youth disability sport. *Adapted Physical Activity Quarterly*, 23(1), 65-77.
- Mason, J. (2006). Mixing methods in a qualitatively driven way. *Qualitative Research*, 6(1), 9-25. doi: 10.1177/1468794106058866
- McCarthy, P. J., & Jones, M. V. (2007). A qualitative study of sport enjoyment in the sampling years. *Sport Psychologist*, 21(4), 400-416.
- McCauley, E., Duncan, T., & Tammen, V. (1989). Psychometric properties of the Intrinsic Motivation Inventory in a competitive sport setting: A confirmatory factor analysis. *Research Quarterly for Exercise and Sport*, 60(1), 48-58.
- McDonough, M., & Crocker, P. (2002). Understanding sport participation motivation in early adolescent females: the role of friendship and physical self-perceptions.
- McNamee, M., & Bailey, R.P. (2009). Physical education and sport. In R.P. Bailey, D. Carr, R. Barrow, & C. McCarthy (Eds.), *Handbook of the Philosophy of Education*. London: Sage.
- Merriman-Webster. (2010). Dictionary.com Retrieved August 24, 2010, from <http://dictionary.reference.com/>
- Miller, E., & Kuhanek, H. (2008). Children's perceptions of play experiences and play preferences: A qualitative study. *American Journal of Occupational Therapy*, 62(4), 407-415.
- Moffat, C., Dorris, L., Connor, L., & Espie, C. A. (2009). The impact of childhood epilepsy on quality of life: A qualitative investigation using focus group methods to obtain children's perspectives on living with epilepsy. *Epilepsy & Behavior*, 14(1), 179-189.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Monge-Rojas, R., Garita-Arce, C., Sánchez-López, M., & Colón-Ramos, U. (2009). Barriers to and suggestions for a healthful, active lifestyle as perceived by rural and urban Costa Rican adolescents. *Journal of Nutrition Education and Behavior, 41*(3), 152-160.
- Morgan, D. L. (1988). *Focus groups as qualitative research*. Newbury Park, CA: Sage Publications.
- Morgan, D. L. (1995). Why things (sometimes) go wrong in focus groups. *Qualitative Health Research, 5*(4), 516-523. doi: 10.1177/104973239500500411
- Morgan, D. L. (1996). Focus groups. *Annual Review of Sociology, 22*(1), 129-152. doi: 10.1146/annurev.soc.22.1.129
- Morgan, M., Gibbs, S., Maxwell, K., & Britten, N. (2002). Hearing children's voices: methodological issues in conducting focus groups with children aged 7-11 years. *Qualitative Research, 2*(1), 5-20. doi: 10.1177/1468794102002001636
- Motl, R., Dishman, R., Saunders, R., Dowda, M., Felton, G., & Pate, R. (2001). Measuring enjoyment of physical activity in adolescent girls. *American Journal of Preventive Medicine, 21*(2), 110-117.
- Myers, G. (1998). Displaying opinions: Topics and disagreement in focus groups. *Language in Society, 27*(1), 85-111.
- Myers, G., & Macnaghten, P. (Eds.). (1999). *Can focus groups be analysed as talk?* (1 ed. Vol. 1). London: Sage Publications.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Naim, P. J. (2006). *The relationship between gender and elementary school students' perceptions of health and physical education in a coeducational setting*. Master's of Education Thesis, University of Windsor, Canada. Retrieved from <http://proquest.umi.com/pqdweb?did=1203567961&Fmt=7&clientId=41143&RQT=309&VName=PQD>
- Nepal, V. P. (2010). On mixing qualitative methods. *Qualitative Health Research*, 20(2), 281. doi: 10.1177/1049732309355717
- Newman, J. (2008). Play and stay or play and go? *Coaching & Sport Science Review*, 46, 23-24.
- Niven, A., Henretty, J., & Fawkner, S. (2014) 'It's too crowded': A qualitative study of the physical environment factors that adolescent girls perceive to be important and influential on their PE experience. *European Physical Education Review*, 20(3), 335-348.
- O'Donnell, A. B., Lutfey, K. E., Marceau, L. D., & McKinlay, J. B. (2007). Using focus groups to improve the validity of cross-national survey research: A study of physician decision making. *Qualitative Health Research*, 17(7), 971-981. doi: 10.1177/1049732307305257
- O'Reilly, E., Tompkins, J., & Gallant, M. (2001). 'They ought to enjoy physical activity, you know?': Struggling with fun in physical education. *Sport Education and Society*, 6(2), 211-221.
- Ogden, C. L., Flegal, K. M., Carroll, M. D., & Johnson, C. L. (2002). Prevalence and trends in overweight among us children and adolescents, 1999-2000. *Journal of the American Medical Association*, 288(14), 1728-1732. doi:10.1001/jama.288.14.1728

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Olson, C. K., Kutner, L. A., & Warner, D. E. (2008). The role of violent video game content in adolescent development. *Journal of Adolescent Research, 23*(1), 55-75. doi: 10.1177/0743558407310713
- Palfy, C. L. (2003). "Girls just want to have fun": psychosocial predictors of sport enjoyment in competitive girls soccer. (Abstract). *Pediatric Exercise Science, 15*(1), 110-110.
- Patton, M. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage Publications.
- Paxton, R. J., Nigg, C., Motl, R. W., Yamashita, M., Chung, R., Battista, J., & Chang, J. (2008). Physical activity enjoyment scale short form—Does It fit for children? *Research Quarterly for Exercise and Sport, 79*(3).
- Payne, G., & Payne, J. (2004). *Key concepts in social research*. London: Sage Publications.
- Pearce, P. F. (2009). Physical activity: Not just for quantitative researchers. *Qualitative Health Research, 19*(7), 879-880. doi: 10.1177/1049732309338199
- Pearce, P., Harrell, J., & McMurray, R. (2008). Middle-school children's understanding of physical activity: "If you're moving, you're doing physical activity". *Journal of Pediatric Nursing, 23*(3), 169-182. doi: 10.1016/j.pedn.2007.09.003
- Peek, L., & Fothergill, A. (2009). Using focus groups: Lessons from studying daycare centers, 9/11, and hurricane katrina. *Qualitative Research, 9*(1), 31-59. doi: 10.1177/1468794108098029
- Podilchak, W. (1991). Establishing the fun in leisure. *Leisure Sciences, 13*(2), 123-136.
- Poland, B. (1999). Transcription quality as an aspect of rigor in qualitative research. In *Qualitative Research*, Bryman and Burgess (Eds.), 43, 15-32.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Portman, P. A. (1995). Experiences of ninth grade physical education students. *Journal of Teaching in Physical Education, 14*, 445-453.
- Prochaska, J. J., Sallis, J. F., Slymen, D. J., & McKenzie, T. L. (2003). A longitudinal study of childrens' enjoyment of physical education. *Pediatric Exercise Science, 15*, 9.
- Raitakan, O. T., Porkka, K. V. K., Taimela, S., Telama, R., Rasanen, L., & Vllkari, J. S. (1994). Effects of persistent physical activity and inactivity on coronary risk factors in children and young adults the cardiovascular risk in young Finns study. *140*(3), 195-205.
- Robbins, L., Talley, H., Wu, T., & Wilbur, J. (2010). Sixth-grade boys' perceived benefits of and barriers to physical activity and suggestions for increasing physical activity. *Journal of School Nursing, 26*(1), 65-77.
- Ronen, G. M., Rosenbaum, P., Law, M., & Streiner, D. L. (2001). Health-related quality of life in childhood disorders: A modified focus group technique to involve children. *Quality of Life Research, 10*(1), 71.
- Ross, S. (1995). 'Do I really have to eat that?': A qualitative study of schoolchildren's food choices and preferences. *Health education journal, 54*(3), 312-321. doi: 10.1177/001789699505400306
- Roth, E., Holt, C., Kuhn, C., McAteer, T., Askari, I., O'Meara, M., . . . Dexter, W. (2009). Barriers to outdoor physical activity in wintertime among Somali youth. *Journal of Immigrant Minority Health*. doi: 10.1007/s10903-009-9287-y

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Rothwell, E., & Lamarque, J. (2010). The use of focus groups to compare tobacco attitudes and behaviors between youth in urban and rural settings. *Health Promotion Practice*.

Retrieved from <http://hpp.sagepub.com/cgi/content/abstract/1524839909349179v1>

doi:10.1177/1524839909349179

Rowley, D. A. (1996). *Physical activity through the eyes of six ten-year-old children: A case study*. Doctor of Philosophy Dissertation, University of Alberta, Canada. Retrieved from

<http://proquest.umi.com/pqdweb?did=739233431&Fmt=7&clientId=41143&RQT=309&VName=PQD>

Russell, B., Richards, H., Jones, A., & Hoddinott, P. (2004). 'Breakfast, lunch and dinner':

Attitudes to infant feeding amongst children in a Scottish primary school. A qualitative focus group study (Vol. 63, pp. 70-80).

Ryan, R. M. (1982). Control and information in the intrapersonal sphere: An extension of cognitive evaluation theory. *Journal of Personality and Social Psychology*, 43, 450-461.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.

Sallis, J., McKenzie, T. L., & Rosengard, P. R. (2009). Beyond the stucco tower: Design, development, and dissemination of the SPARK physical education programs. *Quest*, 61, 114-127.

Sallis, J., Prochaska, J., & Taylor, W. (2000). A review of correlates of physical activity of children and adolescents. *Medicine & Science in Sports & Exercise*, 32(5), 963-975.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Sallis, J., & President's Council on Physical Fitness and Sports (1994). *Influences on physical activity of children, adolescents and adults*. Washington, DC: President's Council on Physical Fitness and Sports.
- Sallis, J., Prochaska, J., Taylor, W., Hill, J. & Geraci, J. (1999). Correlates of physical activity in a national sample of girls and boys in Grades 4 through 12. *Health Psychology, 18*(4), 410-415.
- Salmon, J., Owen, N., Crawford, D., Bauman, A., & Sallis, J. (2003). Physical activity and sedentary behavior: A population-based study of barriers, enjoyment, and preference. *Health Psychology, 22*(2), 178-188.
- Sanders, S., & Graham, G. (1995). Kindergarten's children's initial experiences in physical education: The relentless persistence for play clashes with the zone of acceptable responses. *Journal of Teaching in Physical Education, 14*, 12.
- Scanlan, T.K., Carpenter P., Lobel, M., Simons, J. (1993). Sources of enjoyment for youth sport athletes. *Pediatric Exercise Science, 5*(2), 275–285.
- Scanlan, T. K., Carpenter, P. J., Schmidt, G. W., Simons, J. P., & Keeler, B. (1993). An introduction to the Sport Commitment Model. / Une introduction au modele de participation dans le domaine du sport. *Journal of Sport & Exercise Psychology, 15*(1), 1-15.
- Scanlan, T. K., & Lewthwaite, R. (1986). Social psychological aspects of competition for male youth sport participants: IV. Predictors of enjoyment. *Journal of Sport Psychology, 8*, 25-35.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Scanlan, T. K., & Simons, J. P. (1992). The construct of sport enjoyment *In, Roberts, G.C. (ed.), Motivation in sport and exercise, Champaign, Ill., Human Kinetics Books, p. 199-215.*
United States.
- Scanlan, T. K., Stein, G. L., & Ravizza, K. (1989). An In-depth Study of Former Elite Figure Skaters: II. Sources of Enjoyment. *Journal Of Sport & Exercise Psychology, 11*, 65-83.
- Schneider, M. & Graham, D. (2009). Personality, physical fitness, and affective response to exercise among adolescents. *Medicine and Science in Sports and Exercise, 41*(4), 947-956.
- Shapiro, D. R., & Ulrich, D. A. (2002). Expectancies, values, and perceptions of physical competence of children with and without learning disabilities. *Adapted Physical Activity Quarterly, 19*(3), 318-333.
- Shropshire, J. & Loumidis, K. (1996). Development of the Pre-adolescent Attitude Towards Physical Education Questionnaire (PAAPEQ). In C. Robson, B. Cripps and H. Steinberg (Eds.), *Quality and Quantity: Research Methods in Sport and Exercise Psychology*, 44–49. Leicester: British Psychology Society.
- Self-Brown, S., Rheingold, A. A., Campbell, C., & de Arellano, M. A. (2008). A media campaign prevention program for child sexual abuse. *Journal of Interpersonal Violence, 23*(6), 728-743.
- Siegel, S. R. (1999). *Patterns of sport participation and physical activity in urban Mexican youth*. Doctor of Philosophy Dissertation, Retrieved from <http://proquest.umi.com/pqdweb?did=730213741&Fmt=7&clientId=41143&RQT=309&VName=PQD>

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Smith, A., Green, K., & Thurston, M. (2009). 'Activity choice' and physical education in England and Wales. *Sport, Education & Society*, 14(2), 203-222.
- Smith, A., & Parr, M. (2007). Young people's views on the nature and purposes of physical education: a sociological analysis. *Sport, Education & Society*, 12(1), 37-58. doi: 10.1080/13573320601081526
- Smith, M. A., & St. Pierre, P. E. (2009). Secondary students' perceptions of enjoyment in physical education: An American and English perspective. *Physical Educator*, 66(4), 209-209-221.
- Society for Health and Physical Educators [SHAPE] (2013). National PE Standards. Retrieved from <http://www.shapeamerica.org/standards/pe/>
- Stewart, D. W., & Shamdasani, P. N. (1990). *Focus groups: Theory and practice*. Newbury Park, CA: Sage Publications.
- Stratton, G., & Fairclough, S. J. (2006). A review of physical activity levels during elementary school physical education. *Journal of Teaching in Physical Education*, 25, 19.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Strean, W. B., & Holt, N. L. (2000). Coaches', athletes', and parents' perceptions of fun in youth sports: Assumptions about learning and implications for practice. *Avante*, 6(3).
- Stucky-Ropp, R. C., & Dilorenzo, T. M. (1993). Determinants of exercise in children. *Preventive Medicine*, 22(6), 880-889.
- Tarlow, B. J., & Mahoney, D. F. (2005). Parity in computer-based health education: designing culturally relevant Alzheimer's disease information (Vol. 11, pp. 211-224).

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Theeboom, M., De Knopp, P., & Weiss, M. (1995). Motivational climate, psychological responses, and motor development in children's sport: A field-based intervention study. *Journal of Sport and Exercise Psychology, 17*, 294-311.
- Thompson, L., Diaz, J., Jenny, A., Diaz, A., Bruce, N., & Balmes, J. (2007). Nxwisén, ntzarrin or ntzo'lin? Mapping children's respiratory symptoms among indigenous populations in Guatemala. *Social Science & Medicine, 65*(7), 1337-1350. doi: 10.1016/j.socscimed.2007.05.018
- Tilley, S. & Powick, K. (2002). Distanced data: Transcribing other people's research tapes. *Canadian Journal of Education, 27*(2), 291-310.
- Toh, S. H., Guelfi, K. J., Wong, P., & Fournier, P. A. (2011). Energy expenditure and enjoyment of small-sided soccer games in overweight boys. *Human Movement Science, 30*(3), 636-647. doi: 10.1016/j.humov.2010.12.001
- Tousignant, M. & Siedentop, D. (1983). A qualitative analysis of task structures in required secondary physical education classes. *Journal of Teaching in Physical Education, 3*(1), 47-57.
- Treacy, M., Hyde, A., Boland, J., Whitaker, T., Abaunza, P. S., & Stewart-Knox, B. J. (2007). Children talking: Emerging perspectives and experiences of cigarette smoking. *Qualitative Health Research, 17*(2), 238-249. doi: 10.1177/1049732306297679
- Trost, S. G., Pate, R. R., Saunders, R., Ward, D. S., Dowda, M., & Felton, G. (1997). A prospective study of the determinants of physical activity in rural fifth-grade children. *Preventive Medicine, 26*(2), 257-263.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Trout, J., & Graber, K. (2009). Perceptions of overweight students concerning their experiences in physical education. *Journal of Teaching in Physical Education, 28*, 272-292.
- U.S. Department of Health and Human Services (2008). 2008 Physical Activity Guidelines for Americans. Retrieved from <http://health.gov/paguidelines/guidelines/summary.aspx>
- Waldron, J. J. (2003). *The effectiveness of three extracurricular programs on the psychosocial development of early adolescent girls*. Doctor of Philosophy Dissertation, Retrieved from <http://proquest.umi.com/pqdweb?did=764813531&Fmt=7&clientId=41143&RQT=309&VName=PQD>
- Wallhead, T.L. & Buckworth, J. (2004) The role of physical education in the promotion of youth physical activity. *Quest, 56*, 285-301.
- Walker, K., Caine-Bish, N., & Wait, S. (2009). "I like to jump on my trampoline": An analysis of drawings from 8- to 12-year-old children beginning a weight-management program. *Qualitative Health Research, 19*(7), 907-917. doi: 10.1177/1049732309338404
- Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior, 24*(3), 369-387. doi: 10.1177/109019819702400309
- Wang, C. K. J., & Liu, W. C. (2007). Promoting enjoyment in girls' physical education: The impact of goals, beliefs, and self-determination. *European Physical Education Review, 13*(2), 145-164. doi: 10.1177/1356336x07076875

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Wankel, L. M. (1997). "Strawpersons", selective reporting, and inconsistent logic: A response to Kimiecik and Harris's analysis of enjoyment. *Journal of Sport and Exercise Psychology*, *19*(1), 98-109.
- Wankel, L. M., & Kreisel, P. (1985). Factors underlying enjoyment of youth sports: Sport and age group comparisons. *Journal of Sport Psychology*, *7*, 51-64.
- Wankel, L. M., & Sefton, J. M. (1989). A season-long investigation of fun in youth sport. *Journal of Sport and Exercise Psychology*, *11*, 355-366.
- Ward, D. S., Saunders, R., & Pate, R. R. (2007). *Physical Activity Interventions in Children and Adolescents*. Champaign: Human Kinetics.
- Welch, M. M. (2008). *A phenomenological study of flow in postsecondary students participating in two racquet sports*. Doctor of Philosophy Dissertation, University of South Carolina. Retrieved from <http://proquest.umi.com/pqdweb?did=1573988721&Fmt=7&clientId=41143&RQT=309&VName=PQD>
- Welk, G., Corbin, C., & Dale, D. (2000). Measurement issues in the assessment of physical activity in children. *Research Quarterly For Exercise And Sport*, *71*(2), 59-73.
- Weston, A., Petosa, R., & Pate, R. (1997). Validation of an instrument for measurement of physical activity in youth. *Medicine & Science in Sport & Exercise*, *29*(1), 138-143.
- Whitehead, S., & Biddle, S. (2008). Adolescent girls' perception of physical activity: A focus group study. *European Physical Education Review*, *14*(2), 243-262.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

- Wibeck, V., Dahlgren, M. A., & Oberg, G. (2007). Learning in focus groups: an analytical dimension for enhancing focus group research. *Qualitative Research, 7*(2), 249-267. doi: 10.1177/1468794107076023
- Wiersma, L. D. (2001). Conceptualization and development of the sources of enjoyment in youth sport questionnaire. *Measurement in Physical Education & Exercise Science, 5*(3), 153-177.
- Wilson, D. K., Kitzman-Ulrich, H., Williams, J. E., Saunders, R., Griffin, S., & Pate, R. (2008). An overview of "The Active by Choice Today" (ACT) trial for increasing physical activity. *Contemporary Clinical Trials, 29*(1), 21-31.
- Wilson, D. K., Williams, J., Evans, A., Mixon, G., & Rheume, C. (2005). Brief report: A qualitative study of gender preferences and motivational factors for physical activity in underserved adolescents. *Journal Of Pediatric Psychology, 30*(3), 293-297.
- Woods, A. M., Graber, K., & Bolton, K. (2009). *Children's views of fun in physical activity settings*. Paper presented at the Research Quarterly for Exercise and Sport, American Alliance for Health, Physical Education, Recreation, and Dance.
- Wright, M. S., Wilson, D. K., Griffin, S., & Evans, A. (2010). A qualitative study of parental modeling and social support for physical activity in underserved adolescents. *Health Education Research, 25*(2), 224-232. doi: 10.1093/her/cyn043
- Wyatt, T., Krauskopf, P., & Davidson, D. (2008). Using focus groups for program planning and evaluation. *The Journal of School Nursing, 24*(2), 71-77.
- Yan, J. H., & McCullagh, P. (2004). Cultural influence on youth's motivation of participation in physical activity. *Journal of Sport Behavior, 27*(4), 378-390.

CHILDREN'S INSIGHTS INTO FUN IN PHYSICAL ACTIVITY

Young, D., Felton, G. M., Grieser, M., Elder, J. P., Johnson, C., Lee, J., & Kubik, M. Y. (2007).

Policies and opportunities for physical activity in middle school environments. *Journal of School Health*, 77(1), 41-47. doi: 10.1111/j.1746-1561.2007.00161.x

Zeinstra, G. G., Koelen, M. A., Kok, F. J., & de Graaf, C. (2007). Cognitive development and

children's perceptions of fruit and vegetables; a qualitative study. *The International*

Journal Of Behavioral Nutrition And Physical Activity, 4, 30-30. doi: 10.1186/1479-

5868-4-30.