



# Action Research

Mr. Marc Pessetti

# Department/School Goal

- To increase student achievement:
  - Improve individual/P.E. grades
  - Improve student performance in academic core areas

# Action Research Question

- Quarter One

- Will the promise of reward improve P.E. students participation (dress for) in P.E. class

- Quarter Two

- Will the threat of penalty improve P.E. students participation (dress for) class.

- Quarter Three

- Will the promise of reward or the threat of penalty increase participation in P.E. class.

# Resources/Bibliography

- Heuska, Barbara; Clancy, Mary E. "Strategies: A Journal for Physical and Sports Educators."
  - With pressure for student academic achievement throughout the educational environment, physical education can enhance learning in a variety of academic areas.
- Torbert, Marianne. V16 n6 p. 36-37 Nov.
  - Studies have shown that physical activity can enhance academic performance. (Skolnick, 1981)
- Kirchner, Glenn; Thomas, Charles C. Publishers, Ltd. "Learning In Elementary School Physical Education."
  - Physically active students, at all levels of education and with all subjects, consistently show higher achievement than inactive, less fit students.
- Chomitz, Virginia R.; Slining, Meghan M.; McGowan, Robert J.; Mitchell, Suzanne E.; Dawson, Glen F.; Hacicer, Karen A. "Journal of School of Health: Is there a Relationship Between Physical Fitness and Academic Achievement?", v79 n1 p.30-37 January 2009.
  - Results show statistically significant relationships between physical fitness and academic achievement. Promoting fitness by increasing opportunities for physical activity during P.E. classes may well support academic achievement.

# Resources/Bibliography

- Harper Creek
  - Students are not required to change out of their school clothes to participate in class.
  - Dress is optional
- Lakeview
  - Students who are not dressed for class are required to walk around the gymnasium for the duration of class.
- Northwestern
  - Students who are not dressed for class are required to ride 5 miles in 20 minutes on a stationary bike.
  - If student refuses or makes no effort they are sent to in-school suspension.
  - Points are deducted for not dressing for class. Partial credit is given for completing the 5 miles on the bike in the allotted time.
- W.K. Kellogg
  - Write-up for not following directions/detention
  - Give alternative writing assignments journal/re-telling paper on health article
  - Call home
- Battle Creek Central
  - 30 minute detention (7<sup>th</sup> hour)
  - 60 minutes if detention is not served
  - Referral/one day suspension if 60 minute detention is not served

# Procedure

- Quarter One

- If every student was dressed for class throughout the week, students were given a free day on Friday.
- Data was collected on a daily basis in 8<sup>th</sup> grade P.E.

# Procedure

- Quarter Two

- Every day a student did not dress for and participate in class, parents were called to let them know that their child was not dressed and participating.
- Previous terms parents were notified on the 2<sup>nd</sup> and 4<sup>th</sup> day a student was not dress for and participating in class (each quarter).
- Data was collected on a daily basis in 8<sup>th</sup> grade P.E.

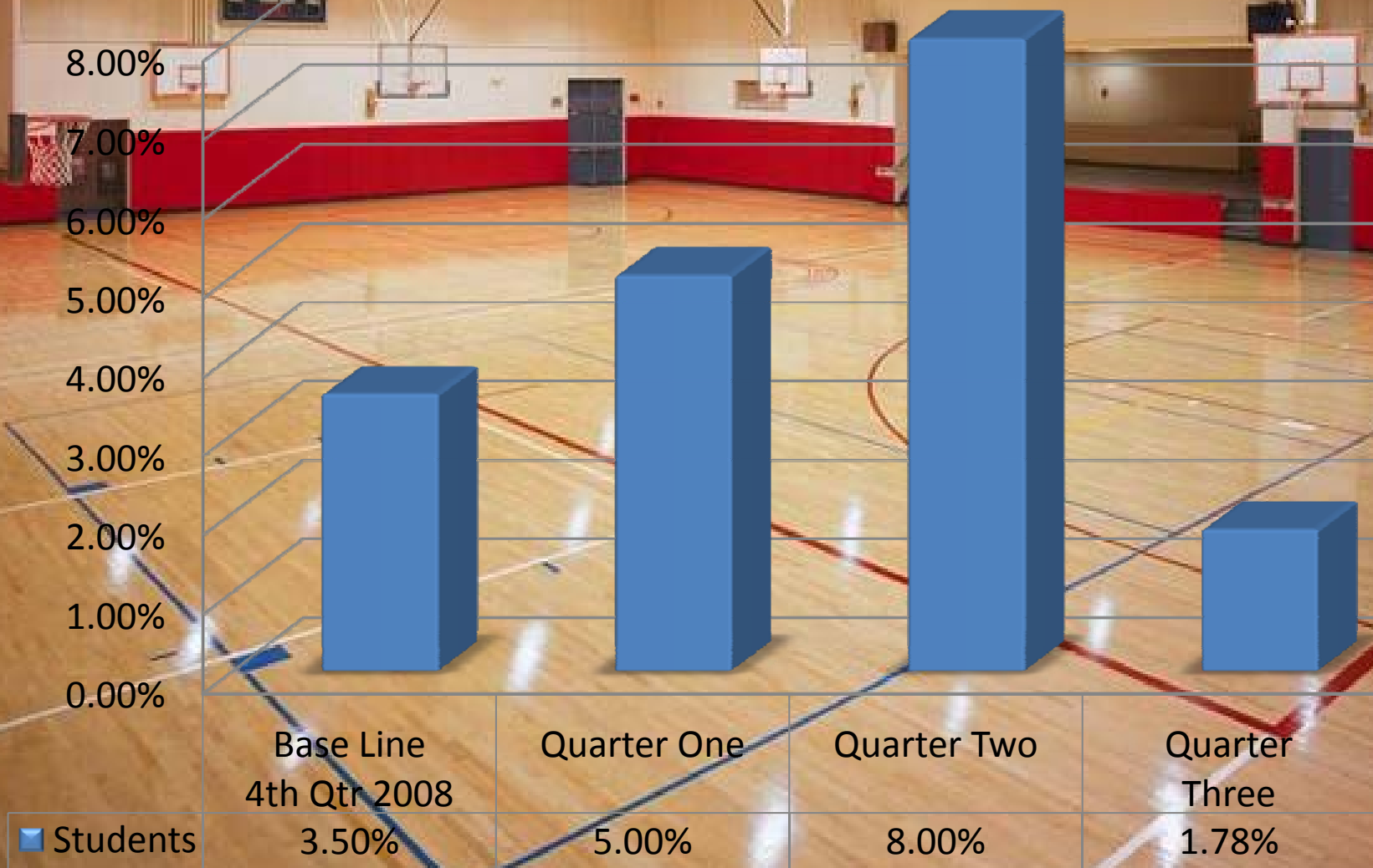
# Procedure

- Quarter Three

- If everyone dresses for and participates in class (Monday – Friday) then Friday is a free day.
- Every time a student is not dressed for class a phone call will be made home to inform parents
- Data was collected on a daily basis 8<sup>th</sup> grade P.E.

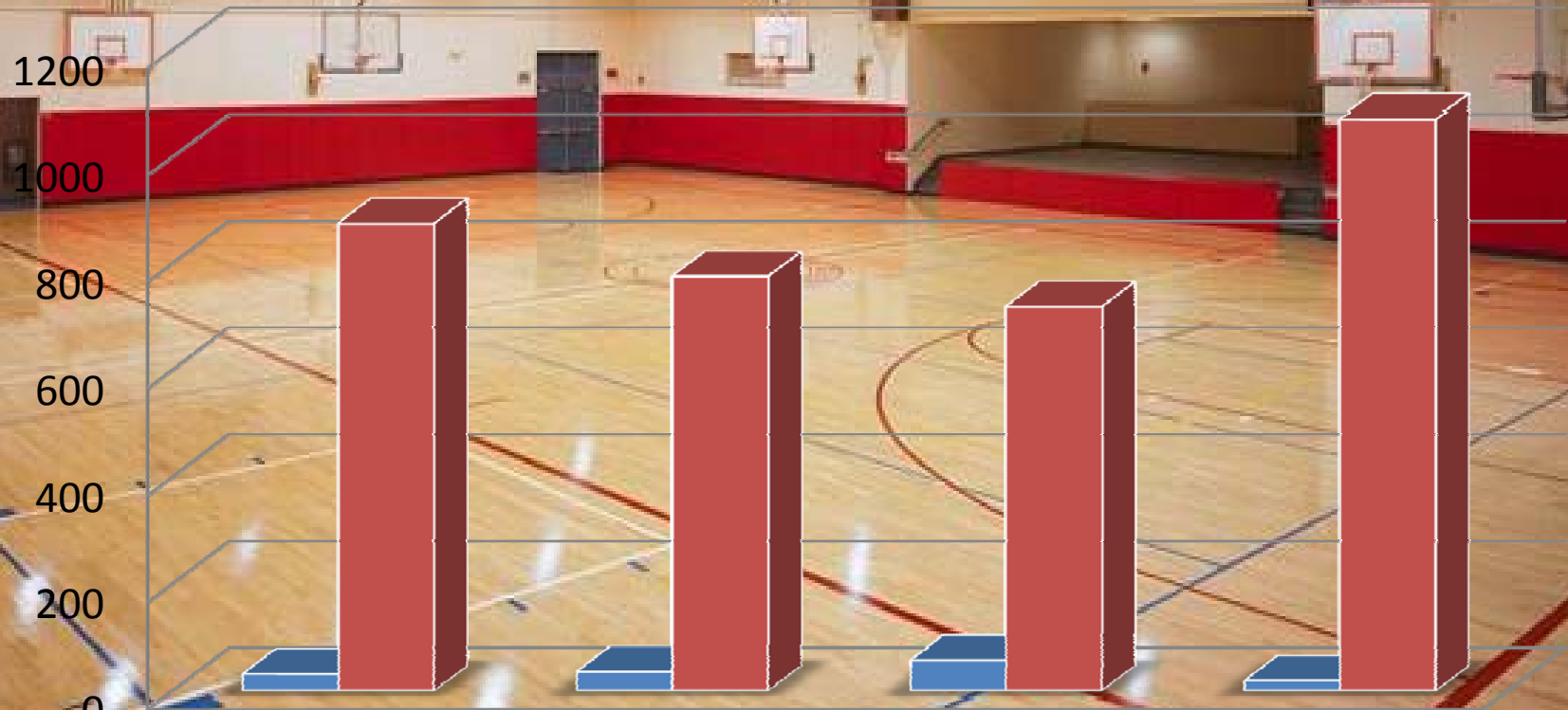
# Data Collection

**% of Student Days not dressed/participating**



# Data Collection

Number of Students not dressed compared to number of days possible



	Base Line 4th Qtr 2008	Quarter One	Quarter Two	Quarter Three
Students	32	36	57	19
Total Days	875	776	719	1071

# Conclusion

- Reward was offered to the firm marking period class which resulted in students being not dressed for class 5% of the time.
- Penalty was applied during the second marking period which resulted in students being not dressed for class 4% of the time.
- Reward and penalty were used in the third marking which resulted in students being not dressed for class 1.8% of the time.
- This shows that the students respond most favorable to combination of reward and punishment.