

ORAL: DEVELOPING STUDENT AGENCY THROUGH AND BEYOND DEVELOPMENTALLY APPROPRIATE RESISTANCE, AN INTERNATIONAL COMPARISON.

*Alison Morag Murray 1 , Pamela Fiona Murray 2 , George Woods 3 , Kristy Howells 4 , and James McKenna 5

1 University of Roehampton, UK

2 Worcester University, UK

3 Corpus Christi Independent School District, TX, USA

4 Canterbury Christ Church University, UK

5 Leeds Beckett University, UK

Objective: To examine how a year-long educational resistance training programme (designed by the lead authors) facilitated through a new metacognitive pedagogy, could develop both biomotor health related competence and self-agency. **Method:** The study compares two iterations of the resistance programme and the metacognitive pedagogy through and around PE curricula set across 18 mixed sex schools (10 USA, N=1000 students and 8 UK, N=897 students). The USA approach incorporated a true control group (N=250), whilst the UK was preceded with a pilot study (N=143). The programme included modelling, vocabulary, progressive ways to formatively learn, assess motor competency and knowledge across a series of fundamental moves executed using: a) the body only, b) added elastics resistances, c) added suspension resistance (USA cohort only). Pedagogies explicitly addressed metacognition in varied ways across iterations. Owing to contextual differences, option c) was switched to d) to encompass a playground game recess option, to create accessible skill transfer opportunities beyond lessons. The metacognitive teaching strategy was also adopted by the peer mentors in the playground setting. **Results:** The purpose of the initial study was to compare and contrast pupil motor competency, fitness related learning outcomes and critical thinking skills when delivered through a curriculum embedding one of four complementary interventions. Participating students across the three resistance programme options improved all biomotor competencies as evaluated via the FITNESSGRAM accompanied with a discrete task analysis of the core stability skills ($n=750$; $z=-5.763$, $p<0.001$, $z=-4.439$, $p<0.001$, $z=6.902$, $p<0.001$, $n=250$, $z=-3.675$, $p<0.001$). Students in the control group ($n=250$) significantly reduced biomotor fitness indices ($z=-3.675$, $p<0.001$). The programme was evolved to meet ecological needs in the next setting (reduced allocated PE time) and in response to student feedback. In the next iteration (based in London); a curricula and recess approach, students significantly increased participation levels by transferring class acquired motor skills into peer-led recess ($z=0.400$, $p<0.0001$). Metacognitive awareness increased, concerning how to use and modify fundamental skills for existing and or new playground games ($\chi=0.400$, $n=6226$, $p<0.001$). Enjoyment of students was also noteworthy as more students increased rated scores (mean \pm s.e. =195 \pm 8.37) than decreased (129 \pm 3.82), with a majority of scores staying the same (367 \pm 7.41). **Implications:** Childhood inactivity and related issues are now pervasive despite national and global policies and responsive whole school approaches. This progressively challenging resistance movement programme proffers a tangible means to approach motor competency and skill related outcomes. Certainly, when positioned as co-leaders and constructors through such endeavours, children and youth were better able to use their own agency to enjoy accruing motor fitness competencies beyond the curriculum.