THE ‘FUNCTION TO FLOW’ (F2F) MODEL: AN INTERDISCIPLINARY APPROACH TO ASSESSING MOVEMENT WITHIN AND BEYOND THE CONTEXT OF CLIMBING

BACKGROUND
Physical Education programs are expanding to include alternative activities yet what is missing is a conceptual model that facilitates how teachers and students may understand and assess the learning process beyond the dominant sport technique paradigm.

PURPOSE
The purpose of this research was to create a Function-to-Flow (F2F) interdisciplinary curriculum support tool that facilitates the assessment of an alternative activity beyond baseline levels of participation.

PARTICIPANTS AND SETTING
Participants included a sample of N= 153 students from grades one, five, seven, eight and nine located within seven different schools in Ottawa (Canada), who booked the JungleSport™ climbing program of their own accord. During the second year of this study, three classes from three different intermediate schools, including two grade 7 classes (n=19 and n=26) and a grade 8 class (n=23), piloted curriculum support tools. The Head Instructor of the JungleSport™ program as well as nine teachers also participated in this study.

DATA COLLECTION
Sources of information included observations, small group interviews, journal entries from prepared booklets, teacher and head instructor interviews, as well as cross-disciplinary activities that took place in Language Arts, Science & Technology and Drama classes.

DATA ANALYSIS
The main question that guided this three-year study was: What is it like to become physically educated in a way that invites an expanded movement consciousness, from the rudiments of movement function to the somatics of flow? To explore this question, several student-friendly sub-questions were developed to access their perceptions of movement function, form, feeling and flow. Responses to these questions informed the creation of the interdisciplinary F2F curriculum support tool.

FINDINGS
Analysing movement experiences in terms of muscular function, form, feeling and flow as exemplified in this study has the potential to broaden narrower conceptions of learning in the physical education context. Thus the ‘physical education-as-sport technique’ paradigm (Kirk, 2010) which largely attends to isolated form has the potential to become the ‘function-form-feeling-flow’ paradigm, an interdisciplinary integration that shows how knowledge has been advanced and transformed. Thus, in closely observing students climbing and co-reflecting on the percepts and concepts that emerge in relation to the F2F inspired curriculum support tool, assessment and interdisciplinary understanding in PE has the potential to reach new heights.

KNOWLEDGE MOBILIZATION PLAN
A website that depicts videos and curriculum support tools is currently being created. It will feature 2.0 technology, hence, it will provide opportunity for further development and application of the F2F model.