

SATPE

For Teachers, By Teachers



JOURNAL

12TH EDITION 2023-24

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President Update Journal Chris Crookston



Dear members,

Thank you for reading the latest edition of our SATPE Journal! The journal is a fantastic opportunity not only for developing professional knowledge through some of the excellent work of our contributors, but also a valuable resource to provide PE teachers of Scotland with a voice and an opportunity to share their thoughts and opinions based on their thoughts and experience. Once again tying in with the SATPE tagline: For Teachers by Teachers. We would urge you to use your voice for future editions in what remains an important time to use our collective and individual voices and keep PE and its value in the Scottish Education curriculum on the agenda!

I would like to thank Journal Editor Dom Tollan and Co-Editor Joe Cowley for all the hours, days and months of

hard work put into seeking contributors and editing the journal, and to Iain and our friends at Wigwam for all their support in putting everything together.

I have included some updates and initiatives for the 2024 below. I look forward to your involvement at some or all of them in the coming year!

I would finally like to take this opportunity to once again thank you for all your support in 2023 and look forward to another exciting year for SATPE in 2024!

Yours in PE

Chris Crookston
President SATPE

ANNUAL CONFERENCE 2024 - SAVE THE DATE

After an incredible Annual Conference in 2023 - we have now booked our date for this years conference.

SAVE THE DATE - Saturday 5th October
WHERE - Larbert High School

As always we welcome members input into the biggest PE event in the calendar year. What would you like to see at the SATPE Annual Conference this year? Email suggestions to president@satpe.co.uk

SQA MARKER OPPORTUNITIES 2024

Every year SQA recruits approximately 11,000 teachers and lecturers as markers for the National Qualifications exam diet. Recruitment for the 2024 exams is currently underway, with opportunities available across all subjects and levels including Physical Education.

SQA markers play a key role in supporting the exam diet, ensuring the consistent application of national standards. They gain valuable insight into SQA processes, procedures

and national standards for a subject and level. It provides the opportunity to develop skills and knowledge, as well as allowing you to gather evidence for continuing professional development.

You can apply to be a marker if you are currently teaching the subject(s) you wish to mark and have been doing so for a minimum of two years. Full training will be provided.

To find out more about the marker role or apply, please visit the [SQA website](#).



ONLINE CLPL CALENDAR 2023-2024

Thanks to all of our contributors to our CLPL calendar so far, and I hope our members have found the wealth of expertise and experience invaluable in developing their professional knowledge, skills and abilities. We still have a number of upcoming opportunities so please keep an eye out for updates and reminders!

We would also like to invite anyone interested in sharing good practice and expertise to get in touch with us for our CLPL calendar for the next school year.



“SHARE OF THE TERM” OCT-DEC TERM 2

We continue our SHARE OF THE TERM project Jan-Apr, this is where we will be sharing practice from colleagues across Scotland in Physical Education. We will be sharing once a term to members. This will be shared practice that colleagues are having success with in their school setting for their young people. This could be any resource that supports Teaching & Learning for young people.

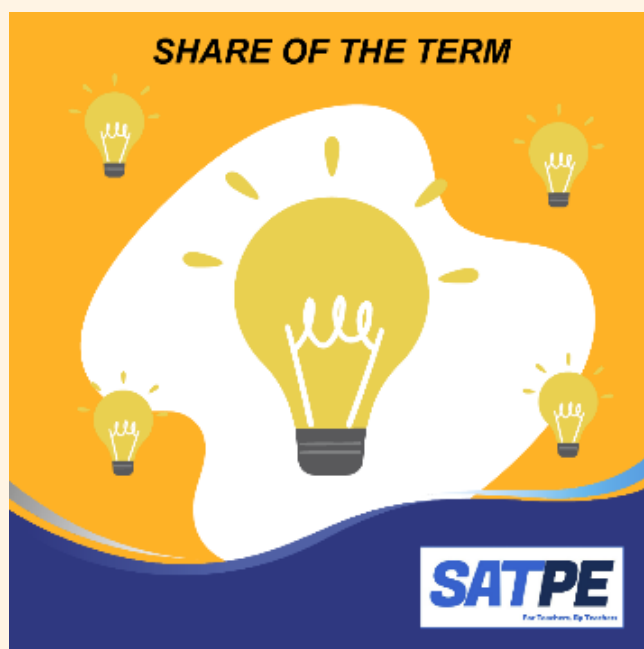
Please see below the 3 categories:

- PRIMARY
- BGE
- SENIOR PHASE

If you have sector leading practice & resources that you feel would benefit other Physical Education teachers in Scotland.

Please complete the form below. This is a great opportunity to gain feedback, network and collaborate with other colleagues nationally on resources, as well as, gaining recognition for your school.

Colleagues who share practice (and is chosen as “Share of the Term” will receive a **£50 Decathlon UK Voucher** courtesy of SATPE for sharing their practice.



SHARE PRACTICE: Complete the form <https://forms.gle/HShQTNFefRLDad9s9> or email your resource to – president@satpe.co.uk

ACCESS OCT-DEC SHARE OF THE TERM HERE: <https://www.satpe.co.uk/share-of-the-term>

SATPE PARTNERS

We are excited to confirm we will be continuing work alongside our Partners from last year:



INSPIRESPORT (<https://www.inspiresport.com/>) -
Keep an eye out for rugby tickets & more



PE5 (<https://www.pe5sportstours.com/>) - Keep an eye out on
various sporting prizes & tickets



DECATHLON UK (<https://www.decathlon.co.uk/>) - Keep an eye
out for FULL School prize in March & TEACHER prize in JULY



NEWITTS (<https://www.newitts.com/>) - Keep an eye out for
equipment giveaways EVERY term this year



VSN SPORT (<https://vsnsport.co.uk/>) - Keep an eye on NEW
School PE Kit & FREE Set of Strips Offer for SATPE Members

JOURNAL 2022-2023:

Editor's Notes, Dominic Tollan



Hi everyone, and welcome to the latest edition of the SATPE Journal. I make this one number 11 and counting! It has been a long time coming, Without going into detail, let's just say there were a few technical hitches and glitches along the way! I would like to say thanks for your patience; especially from those who contributed months ago! I think you'll find that it has been more than worth the wait!

Once again I am overwhelmed but not surprised at the quality of contributions. We have a range of contributions from teachers here in Scotland, further south from colleagues in England, across waves to Scottish colleagues now residing and teaching Germany and as far away as Thailand!

We pride ourselves in the range of contributions and have content covering every sector in PE: Primary, Secondary, ASN and contributions from Academic contributors. It is vitally important to us that everyone teaching PE regardless of their background or sector is given the opportunity to have a voice and share good practice and experience, which hopefully in turn can serve to educate and inspire those reading to deliver high quality physical education, and perhaps in future share some knowledge and experience of their own.

We once again encourage anyone with something to say or share to please get in touch about writing an article. This can not only present an opportunity to share your experiences but can also help to shape the future of Physical Education in Scotland and beyond.

It also as a profession and as an association, gives us an opportunity to recognise and showcase the great work that teachers out there are doing. Something we should be doing more of!

I would like to take this time to thank all contributors to this journal. I thoroughly enjoyed editing the

articles and hope anyone reading will feel as enriched as I did. I would also like to thank my co-editor Joe Cowley for his hard work in quality assuring the articles and helping me make sure my own articles were up to scratch and referenced properly! It would also be remiss of me to make some personal thanks to my wife and children for showing their patience when I was stressed and frazzled at some points when putting this journal together! And to colleagues at SATPE, TJ Johnston at Education Scotland and the staff and pupils at Gleniffer High School who have helped to shape my thoughts and contributions for this particular journal. The dialogue and conversations we have had have been invaluable and long may they continue!

Finally, I'd like to also to offer huge thanks to SATPE President Chris Crookston, not only for his support with this journal but also for a fantastic presidency over the past couple of years in what was a massive transitional period not only for PE and Education but for SATPE as an Association. He has done a wonderful job in revamping SATPE and increasing the engagement and quality of what SATPE provide. A massive challenge for his successor, a high bar set, but a position of real strength going into the next couple of years.

If you are reading this sitting at SATPE Conference 2024, I'd say that exciting and game changing times are ahead as we continue to journey onwards and upwards! All going well, a couple of the highlighted references will make more sense on the day!

Thanks for reading!

Yours in PE

Dom Tollan,
Editor, SATPE Journal

Re-entering the Euro Zone European School Sports Day (ESSD) – 2023 Review

Jonny Penman - ESSD Coordinator



(European School Sport Day (ESSD) is a school day dedicated to having fun, playing together and promoting physical activity and health for everyone.

It is a celebration which provides the opportunity for schools to:

- Raise the profile of physical education (PE) and school sport
- Create fun and enjoyment through physical activity initiatives for young people
- Promote health and wellbeing for lifelong learning
- Foster social inclusion and develop social competences among their students.

The theme for 2023 was: “The Joy of Physical Activity and Movement” and took place on 29th September.)

Firstly, I would like to take this opportunity to thank all the young people who took part, their staff for putting on some great opportunities and to the SATPE team for their continued support of ESSD.

Creating Partnerships

To maximise our reach, we set out to create links with Scottish agencies who could potentially assist us in delivering a successful ESSD. They were:

- **Education Scotland** – the national agency for education
- **Sportscotland** – the national agency for sport in Scotland

To maximise traffic and exposure we created a part of our SATPE website to ESSD. Here teachers could view content and download previous years ESSD materials to help provide inspiration. Our partners signposted our website on their emails and correspondence to relevant parties.

Creating a Resource

Inspired by some of the work done in Ireland we set about writing new games for pupils to play.

These were then “road tested” by pupils at Caledonia primary school in Glasgow. Once modified we commissioned a professional media company (Wigwam) to turn our games into mini videos.

Starting the Campaign

Due to the term dates in Scotland, we started our X and email campaign in June 2023. We thought this best as when schools return in mid August we would not have much time to start from scratch. We relaunched our campaign in August 2023 in X, email and with partners.

Hosting online tutorial

As part of SATPE we offered training and assistance to members and non-members. We hosted a “How to Deliver a Successful ESSD” webinar in September 2023.

Our annual PE National Conference attracted delegates from all over Scotland. This gave us the opportunity to promote the event.

® **European** 
School Sport
Day. 

The Event
 32 Schools
 7602 pupils
 150 staff (approx)

This exceeded all our expectations!

Celebrating our Achievements

- X was full of achievements from all over Scotland. Some schools went the extra mile to involve other departments e.g. Cooking and languages, to make it a total learning experience.
- Scottish certificates were available to download on the SATPE website.

Once again a massive THANK YOU to all the schools and establishments that took part. They helped provide our young people with meaningful learning episodes.

If you would like your school to be involved in the next ESSD, then keep an eye out for SATPE updates. Look forward to the next one!

Jonny Penman is a PE Lead Officer for Glasgow City Council and PE Specialist at Caledonia Primary.




SATPE
2,796 posts Following

Day 3 of @SATPE1 European sports week, a great session from our S1 school of football!

Lasswade HS Football @LHSCfootball · Oct 4
S1 School of Football ⚽

Our S1 boys out on the pitch earlier today doing a session with @MrMorrice_PE focussing on playing out from the back and receiving under pressure 🏈🏈...
[Show more](#)



SATPE
2,796 posts Following

SATPE reposted

Lasswade Sports @lasswadesports · Oct 4
Our @SATPE1 ESSD event was held today, Staff v Pupil Netball game. With a victorious staff side! #SATPEESSD2023



SATPE reposted

Jonny Penman @PELOGlasgowJP · Oct 4
@CaledoniaPri celebrating European School Sports Day. Our P6 leaders helped organise and run our events #proud #leadership @SATPE1 @EUPEA_tweet @PEPASSGlasgow @Doug_GCC #SATPEEDSS23



SATPE
2,796 posts Following


SATPE @SATPE1 · Sep 18
EUROPEAN SPORTS DAY 2023 🇪🇺

| NEXT WEEK |

29TH SEPT 📅
(ANY DAY 25TH-29TH SEPT)

JOIN THE CAMPAIGN 📌

Register Here essd.eu/register...
[Show more](#)



FitBack Scotland: Measuring school-aged children's physical fitness matters!

Dr Andrew Dalziell, Dr Farid Bardid, & Professor John Reilly



Physical fitness is essential for mental health and wellbeing, and research has shown positive benefits of physical fitness with academic achievement. More specifically, fitter children do better in standardised educational assessments compared to their non-fit counterparts (Biddle & Asare, 2011). In addition, studies have shown that fitter children tend to do better in all aspects of life, leading to a higher quality of life (Köble et al., 2022; Ravens-Sieberer et al., 2014; Williams et al., 2019). Throughout Europe and other parts of the world, there has been a noticeable decline in school-aged children's physical fitness.¹ This decline is likely to have reduced even further post-COVID, and yet little is known about the levels of physical fitness in Scottish school-aged children.

In Scotland we have an excellent national system for monitoring children's health – yet – physical fitness is not one of the areas measured. Given the importance of physical fitness in children's health and development (Bardid et al., 2021), it is time for Scotland to act and to measure and monitor physical fitness. Physical Education (PE) lies at the heart of the Health and Wellbeing (HWB) curriculum. In addition, one of the Significant Aspects of Learning in PE is 'Physical Fitness.' Scotland, therefore, provides an educational environment set-up to both measure and monitor the fitness of school-aged children. Fitness testing not only contributes to public health monitoring but can also help to inform planning and assessment of curriculum delivery in schools (Cohen et al., 2015; Silverman et al., 2008). Yet, how many schools are measuring and monitoring children's physical fitness in practice?

The measurement and monitoring of physical fitness within PE is common practice across many European countries² and has been used to identify and address the declines in physical fitness over the years. These countries have each developed their own measuring

and monitoring systems based on the 'FitBack Principles.'³ FitBack Scotland⁴, funded by the Scottish Universities Insight Institute (SUII), is a new fitness measurement and monitoring system based on the tried and tested FitBack Principles. FitBack Scotland could be used as part of the PE curriculum delivery in Scotland and used to monitor children's fitness locally or nationally.

FitBack Scotland protocols and ways of recording results are readily available for schools to use, reducing further workload on teachers whilst providing much needed data on the physical fitness of today's children. The FitBack Scotland project provides free materials and support to schools to develop their confidence in measuring and monitoring their pupil's physical fitness. In addition, the use of the FitBack Scotland protocols, provide interdisciplinary learning opportunities for PE through connections with Mathematics and Science.

If you and your school are interested in further information, please do not hesitate to contact Dr Andrew Dalziell (andrew.dalziell@strath.ac.uk), Dr Farid Bardid (farid.bardid@strath.ac.uk), or Professor John Reilly (john.j.reilly@strath.ac.uk)



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Bardid, F., Utesch, T., Stodden, D. F., & Lenoir, M. (2021). Developmental perspectives on motor competence and physical fitness in youth. *Scandinavian Journal of Medicine and Science in Sports*, 31(S1), 5-7.

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Useful Links

1. <https://theconversation.com/as-schools-reopen-will-this-be-the-least-fit-generation-of-schoolchildren-ever-145492>
2. <https://www.fitbackeurope.eu/en-us/>
3. <https://www.fitbackeurope.eu/en-us/monitoring-fitness/10-step-to-design>
4. Towards a Sustainable Monitoring System to Address the Physical Fitness Crisis in Scottish Children: FitBack Scotland (scottishinsight.ac.uk)

Why Quality Physical Education Must be a Primary Target

Dominic Tollan



Health and Wellbeing was cited by the Scottish Government (2021) as one of the key priorities in educational recovery after the Covid Pandemic with emphasis on the impact of the physical and mental health of children during lockdown. However, there is a danger that the urgency of trying to ‘catch up’ with ‘lost learning’ and focus on the more quantifiable Literacy and Numeracy may be to the detriment of the third of CFE’s main curricular areas.

A key part of Health and Wellbeing is PE: one of only two subjects with a statutory requirement (the other being RME), with a directive for schools to provide two hours of quality physical education. While there is a clear and unambiguous provision in secondary school, it is unclear if this provision is currently being met, additionally importance should also be placed on the quality of the PE delivered. The ambiguity of this provision across Scotland points towards the Physical Education and wellbeing of our pupils being ever lowered on the priority list.

We need to escape the notion that Physical Education just physical activity, sport or fitness. Kay (2005) stresses that sport is part of PE, not the other way around. Education Scotland (2017) is clear about these distinctions:

- **Physical education** (PE) is a programme of activities that aims to provide children and young people with learning experiences that enable them to develop the knowledge, motivation and ability to lead a physically active life.
- **Physical activity** is a term that describes any movement that the body makes that requires energy.
- **Sport** is an organised activity where individuals or teams compete against each other for entertainment.

Sport and physical activity are undoubtedly part of a well-balanced PE curriculum and whole school health and wellbeing approach, but in early and first level especially, it is about the embedding of fundamental movement skills, the development of physical literacy, the opportunity to develop cooperation and leadership skills, a context in which to test determination, resilience and coping strategies. Meaningful PE experiences will help to ensure positive attitudes towards an active lifestyle, that will hopefully see pupils continue to take part in active movement outwith school and as a result maintain a healthy lifestyle.

Education Scotland (2017) is clear in the distinction that Physical Education should be planned and delivered by GTCS registered teachers, with a clear focus on learning. We need to remember that as part of one of the three main curricular areas, PE is an educational entity in its own right and should be delivered with the same educational importance as, literacy, numeracy or any other curricular area.

However, there needs to be more support for schools and teachers through professional learning, networking and specialist input. At the initial teacher education phase, there simply isn’t enough training to provide non-specialists with the skills, knowledge and confidence to deliver Primary PE. But in authorities and schools where PE specialists are not seen as a workable or sustainable model, what else can we do to ensure the provision of quality, Physical Education in Scottish Primary Schools?

Four Targets for Improved Primary Physical Education

1) More professional learning opportunities for PE.

Some Local Authorities have PE lead officers whose remit is to provide support and organise CPD but this provision again is sporadic and needs to be



more consistent across the country. In the past, teachers could also apply for a PGDE in Primary PE, fully funded and part time either at weekends or evenings to accommodate the school working day, but restricted finances mean opportunities such as these are nowadays few and far between. However, I would urge interested primary teachers to sign up for SATPE (Scottish Association of Teachers of Physical Education), who provide online resources, videos and access to Professional Learning opportunities at the annual SATPE Conference which is scheduled to take place in October of this year.

2) The opportunity for teachers to collaborate, plan and share good practice within their local area.

The establishment of a network in every authority is essential to ensuring that PE is recognised as a distinct entity in its own right and provide a platform for representatives from each school to collaborate, plan and discuss the aims for PE in their local area and where required, provide professional learning opportunities for staff across the authority.

3) Ensure that all schools have adequate resources and facilities that ensure that a positive and meaningful Physical Education experience can take place for all pupils in every school.

There is a disparity in the quality of PE and play facilities in Primary school, especially outdoors and as a result, a disparity in the quality of experience received by pupils. And where some schools might not be able to afford certain resources, we need to offer more guidance to schools regarding the core equipment required and perhaps have a central bank of resources that schools can share and access at different times to allow pupils a more varied PE curriculum.

4) Establish one of the 4 suggested models to ensure quality PE provision takes place:

- 'In house' full time PE Specialist (can be PEF or Authority funded)
- Specialist provision; each class receives one specialist lesson per week, with the class teacher taking the other lesson
- Associated Secondary PE teachers allocated time to visit Primary schools to deliver PE lessons (which would also help with Primary to Secondary transition)
- An assigned PE lead within the school who is in charge of overseeing PE in the school, organising and buying equipment and attending local network meetings (eg PE or PEPAS network)

References

Coronavirus (COVID-19) education recovery: key actions and next steps (2021) <https://www.gov.scot/publications/education-recovery-key-actions-next-steps/pages/4/> (Date accessed, 15th January 2024)

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Education Scotland (2023); Physical Education Leaflet for Parents

<https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/physical-education-physical-activity-and-sport/> (date accessed. 31st January 2024)

Education Scotland (2017) Raising the Bar in Core Physical Education <https://education.gov.scot/media/0qpd1aac/hwb31-raising-the-bar.pdf> (Accessed online 1st December 2023)



Planning Progressive Pathways through Primary PE: The Key to Raising Attainment?

Dominic Tollan

For some young people, Physical Education is the first proper exposure to organised movement and physical activity. Kohl and Cook (eds) (2013) outline the benefits of regular physical activity: the promotion of growth and development, and a number of benefits for physical, mental and psychosocial health that have a positive impact on learning.

With this in mind, PE has a massive role to play in the ongoing development of Fundamental movement skills and overall wellbeing and learning. If pupils are given more opportunities to develop their Fundamental Movement Skills and are able to for example throw, catch, strike, run, jump with competency, then when they arrive in Secondary school they will be more equipped to participate in the activities provided without having to teach the 'basics'.

This in turn will allow secondary PE teachers to work on developing rather than introducing skills and focus more on high order thinking skills, tactical development, decision making and knowledge of game rules and concepts. Simply put, if a pupil does not receive a quality PE experience in Primary and have not been introduced to basic movements and skills, they will be one year behind those who do, as more time will be spent on introducing skills.

On the other hand, a pupil who does receive a quality PE experience, will be given a 'head start' and this would hopefully make them more ready for National 5 and Higher PE much sooner, with more time for consolidation and development still allowing them the breathing space to enjoy everything that PE has to offer, and perhaps for some, master some of these skills and use them to achieve not just in school but participating in sport or physical activities outwith the school environment. An article in TES recently highlighted SQA statistics stating that in 2023, PE received the third highest number of Higher entries in Scotland. While the main aim of primary PE is not so that pupils can achieve grades at Higher, a

quality experience of Physical Education for pupils will undoubtedly help to raise attainment.

In the face of cuts to specialist provision, only between 4 and 8 hours of PE training in total for Primary Initial Teacher Education (ITE) and CPD opportunities limited, it is understandable that some Primary teachers find the delivery of PE overwhelming or challenging due to a perceived lack of sufficient training and perhaps not feeling as confident delivering PE compared with other BGE curricular areas.

Percival and Corr (1997) cited in Kay (2006) state that Physical Education is for lifelong learning and is about promoting positive attitudes and making positive choices rather than purely competing or comparing against others. It isn't about being 'super-fit' a specialist or expert. However this may have been the experience of teachers when they were pupils and influenced their perception or interpretation of how PE should be delivered as educators. Indeed, Mawer, (1995) and Jirasek (2003) state that PE should focus on the quality of experiences rather than the activity or the performance.

Therefore, we should be reminded that we are teachers not of subjects but of individuals. And with this in mind, Primary teachers are the 'experts'. PE is the vehicle for which to develop each young person's educational experiences and developments.

Take play pedagogy for example. Physical Education in Wales focuses on developing physical literacy through Physical Education and with children experiencing play based learning under the age of seven, this lends itself well to developing movement through a first hand, experiential approach.

Play specialists in Early primary can use the skills and expertise they have to deliver high quality PE using their own strengths in the planning, organisation and application of the key principles and benefits that

play offers. They are the experts in working with that cohort of young people. Physical education is just the vehicle with which to deliver that quality education.

What we must do in Scotland is make sure that they are provided with a framework and structure that removes the ambiguity of what should be delivered, and as PE professionals and members of SATPE, support teachers by providing content, ideas and resources that will give primary teachers the tools to craft interesting, engaging and meaningful lessons for the young people in front of them.

As pupils move up the school, teachers can build on the foundations and use different approaches to continue to develop the Fundamental Movement Skills embedded in early primary, looking at more of a TGFU approach to apply these skills in more cooperative and competitive contexts. As pupils move into P6 & P7 with Secondary school in sight, consider using an approach such as Sport Education to help place more structure and context to the skills and concepts pupils have experienced and developed, ensuring a smooth transition and ability to cope with the demands of the more sports oriented Secondary curriculum.

That is not to say that Primary teachers have to be experts in 'sport', far from it. As with any lesson or series of lessons, teachers should be given the autonomy and agency to plan and deliver lessons in their own style and using contexts that they feel comfortable with. Of course while still ensuring delivery of the key core skills and concepts. This can be done in creative and 'unorthodox' ways as long as they can be educationally justifiable. And in some cases, delivering the fundamentals of PE specially tailored to suit the needs and interests of their pupils; for example drawing from TV shows, cartoons, video games etc, then it is possible that this will help to retain interest and enjoyment, and help to foster positive attitudes towards PE as pupils move towards high school. The combination of competency and

enjoyment will hopefully help to counteract any imminent challenges and changes that pupils will face when they adapt to a different PE environment in S1.

A key part of a quality progressive pathway through primary can be exemplified using the **FITT principle**: *Frequency, Intensity, Time, Type*.

While between 60 and 90 minutes of the mandatory 120 minutes of school PE time provision may well be effective for older pupils, especially when using models based practices, it could be argued that for younger pupils, for example P1 to P3, that a lesson that is too long could potentially lead to a slower paced lesson with many components which lacks the reinforcement of skills and concepts and also a less intense, dynamic experience in order to 'pace out' the lesson and ensure pupils don't lose interest or become tired.

While there is no 'one size fits all' solution due to the needs of every pupil, class and school being different, it could be argued that for younger pupils, shorter lessons of say, 30-45 minutes, provided more frequently, eg 3-4 times per week, can be more focused, active and succinct than lessons longer than an hour. In post pandemic times and also in the climate of play, some younger pupils don't wear 'traditional' uniform so changing time could be reduced; wearing the same polo shirt, the changing of shoes and the wearing of shorts under trousers/skirts meaning a quicker changing time. (Anyone who has worked with younger pupils will testify that changing times can be very time consuming and confusing for our youngest pupils!). Obviously as pupils move up the school and there is more of a focus on PE kit, hygiene and changing independently to prepare for high school, arrangements can be adapted to suit the age and stage.

This should also be a consideration when planning the type of activity delivered. Certain contexts and approaches used for P1 may not be deemed age

appropriate by pupils when they reach P6 or P7. But again class teachers will know their classes and their interests better than anyone.

The implementation of a progressive pathway through primary school, deploying approaches appropriate to the age and stage will hopefully simplify the PE process for non-specialists and provide contexts for learning that will help to gradually introduce key concepts and develop fundamental movement skills required for participation in physical activity beyond the Physical Education setting, allowing pupils to participate confidently in a range of activities, be it for performance, competition, the joy of movement or to provide opportunities to socialise and interact with others. Or any combination of the above.

In terms of transition into High School, there is also a hope that in providing the fundamental skills required for participation in Secondary PE, that any potential challenges for pupils that would affect their participation in PE; meeting new people, confidence at performing certain skills in front of others and potential anxieties resulting in self-perception, identity, gender issues, hormones, peer pressure etc will be minimised and offset by the competency or mastery

already obtained before they reach an age where these become a prominent concern.

In short, raise the competence, knowledge and confidence in fundamental movement, game and sports skills and eliminate any potential stigma that may later occur, making it easier for pupils to participate without fear or thought, and also potentially reducing some behavioural issues, not least pupil refusal to take part in the lesson. PE becomes and continues to be as natural a concept as sitting at a desk and writing.

This is not to say that a coherent, well structured and progressive approach to deliver PE will provide a physical education utopia, but it will hopefully work some way to levelling the playing field for pupils participating in PE and fostering an inclusive and comfortable setting for pupils and teachers alike to participate and present with freedom, expression and enjoyment that will carry them through school and beyond. On the way, allowing everyone to find their level of enjoyment, reach their potential and for some, achieving excellence.

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CALENDAR OVERVIEW (SUGGESTED)

Stage	Aug	Sep	ESD Sports Week	Week Football	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Early (P1-3)	Travel/ locomotor BMT Throw and Catch	Gymnastics /movement games	Assigned Sport choice (adopted for younger classes)	Numeracy Related Activities or Current activity with numeracy focus Eg gymnastics problem solving, create a 'sum sequence'	Striking/hor get – Halloween theme	Strike, Catch, Strike (Bat and ball/object)	Christmas theme Snowball sledgeball Christmas target games Building snowmen Curling/ winter sports	Dance/ movement to music Parachute games	Kick, Stop, Roll	Balloons	Pedal, Glide, Wheel	Run, throw, jump	Summer games Striking Outdoor play (including bubbles)	
First (P3-5)	Small ball skills/ Handling BMT	Large Ball skills/ Handling (eg, bounce, catch, throw)					Yoga Combat/ martial arts		Social Dance Jump rope Rhythmic activities	Football (Kicking & dribbling skills)	Gymnastics	Volleyball Bikeability	Athletics (Through games)	
Second (P6-7)	Rugby/ NFL	Basketball/ Netball					Hockey	Badminton	Dodgeball Boccia Table games	Social Dance Jump rope Rhythmic activities	Football	Gymnastics	Volleyball Bikeability	Athletics

PROGRESSING PE THROUGH PRIMARY

	P1 & 2	P3, 4 & 5	P6 & P7	P7
Focus & Approaches (suggested)	<ul style="list-style-type: none"> FMS, Play, social games (eg parachute), Story approach, BMT, movement to music, gymnastics Outdoor learning opportunities 	<ul style="list-style-type: none"> TGFU, cooperative/team games, BMT, introduction to benchmarks Aesthetics (Dance, gymnastics) Outdoor learning opportunities 	<ul style="list-style-type: none"> Sport Education Sport specific skills, Cooperative learning Development of benchmark knowledge Outdoor learning opportunities 	<ul style="list-style-type: none"> Sport specific, transition to Secondary, BGE Journal/Diary
Frequency & Duration (suggested minimum)	4 x 30 mins per week (2 hours)	3 x 40 mins per week (2 hours)	2 x 1 hour per week (2 hours)	2 x 1 hour per week (2 hours)
Outcomes/ Benchmarks	Introduce concepts, develop knowledge of basic movements and words	Introduction to benchmarks in U and plenary	Benchmark discussion in U/SC and/or plenary Pupils self assess on benchmarks in BGE Journal/Diary	
Delivered by	Class teacher led (with appropriate Support)	Class Teacher led (with appropriate Support)	Class Teacher Visiting Secondary PE teacher (where available for transition)	

The Importance of Movement to Support Children's Mental Health

Dr Vicky Randall X: @VicksRandallEdu



Synopsis: How Physical Education can facilitate the underexplored but important role of movement in supporting young children's mental health.

The Importance of Movement to Support Children's Mental Health

Throughout Physical Education's (PE) history the subject has always been able to shift to meet the wider needs of society. This contested policy practice persists today as PE's aims continue to be debated. Contemporary thinkers of PE have suggested that the subject can support a range of outcomes for young people such as skill development, personal and social responsibility, environmental considerations, creative and critical thinking. Health is one area where longstanding congruence exists. Many PE programmes globally refer to 'health' within the curriculum aims. Countries like New Zealand, Australia and Wales have even gone so far as to change the subject 'label' to Health Physical Education (HPE) and in Scotland, PE now sits under 'Health and Wellbeing', to strengthen this important relationship.

UNESCO state that PE is about:

...whole body health which includes physical and psycho-social wellbeing. QPE [quality PE] supports students to develop the physical, social and emotional skills which define healthy, resilient and socially responsible citizens.

In this article I suggest why PE could contribute to the education of a child's understanding of their mental health and the relationship they have with their moving body.

The issue

The Covid-19 pandemic has brought sharply to our attention the crisis in young people's mental health. It is understood that 1 in 6 children aged 5 - 16 are now likely to have a mental health condition, which has increased

from 1 in 10 prior to the outbreak of the pandemic in 2020 (NHS, 2021). During this time young people were also restricted to be physically active, increasing sedentary behaviours. The need to educate young people about their mental and physical health is arguably one of the greatest contemporary priorities for practice that we face.

Why PE, and why movement as a tool to support mental health?

The relationship between good physical and mental health is well known. At a policy level, this relationship is predominantly recognised in one of two ways. Firstly, the need for parity of esteem between physical health and mental health, and secondly, in order for young people to improve their mental health, good physical health is required.

PE is currently the only statutory subject in the curriculum that places movement at the centre of the subject's aims. It therefore values, and should prioritise, the development of the child through the physical. Through PE, children can be afforded the opportunity for biopsychosocial development. In other words, engaging psychological and social learning through movement of the body.

What is movement?

The World Health Organisation defines physical activity as "any bodily movement produced by skeletal muscles that requires energy expenditure" (see <https://www.who.int/news-room/fact-sheets/detail/physical-activity>). Yet 'movement' means more than what is understood by 'physical activity'. It is inherent in what it means to be human. Movement can be as simple as breathing and

About the Author:

Dr Vicky Randall is a Senior Fellow at the University of Winchester and Programme Manager for the Charity Stormbreak. Vicky has worked in primary Physical Education teacher education for over 12 years, has authored a number of publications in this area and is co-founder of the Primary PE Assembly (www.ppea.org.uk)

balancing and as challenging as conquering mount Everest! Its calming ability starts before birth when a mother swings and rocks her own body during pregnancy. Movement is much more than exercising or physical exertion and while all exercise is movement, not all movement has to be exercise.

The mind and body have never meant to be disconnected, yet our modern world has lessened our need to think, experience the world and express ourselves through movement. This pace of change has far exceeded our own evolution and the natural freedom of movement that we are born with. Our sedentary environment has slowly eroded our ability to use movement to connect with others, restricted the space in which to respond physically through our instinctive survival system of fight, flight and freeze and reduced engagement in activities that promote good physical health.

Movement as....

Below I outline a few suggestions of how movement can be purposefully considered in PE (and throughout the whole school) to support children's mental health.

- **Consider the entirety of movement in your PE practice.** Make the teaching of calming movements, such as deep breathing, as much of a priority as fine and gross motor skill learning and physical exertion. Highlight to children when breathing can be used to help not only sustain activity but also to calm the mind and body when feelings grow too big.
- **Use movement to break up sedentary behaviour.** Children have a natural propensity to move. Sedentary behaviour can lead to frustration, boredom, anxiety and isolation from others.
- **'Good' and 'bad' movement:** Consider how you frame movement. Do some children associate some movement behaviours as 'naughty' or 'misbehaving'? Are there approaches in your practice which might discourage children from moving?
- **Movement is specialist and for the 'sporty'.** Who engages in the teaching of movement in your school? Is movement and PE considered 'specialist' and only taught by sporting or fitness

professionals? What message might this give young people about movement?

- **Movement as a metaphor:** Teaching emotional and mental health can be difficult as children are introduced to concepts such as resilience, hopefulness, optimism and self-worth etc. The body can be used as way to help make abstract ideas more concrete. E.g., try using the body to demonstrate the feeling of being balanced. Then try feeling wobbly. When balancing, think about something or someone who is important to you. They can be your mind anchor and help you to keep your balance when you most need it.
- **Movement to connect the mind and body:** Explore as many ways as possible to connect the moving body to concepts that are meaningful to the child that sits beyond the PE lesson. E.g., this could be links to the environment, events and everyday challenges. This can help the child strengthen what the body is doing to what is being thought or experienced in their world.
- **Movement to regulate emotions:** There are endless ways that we can relate words, feelings and emotions through the body. Allow children to explore movements that are associated with how they feel. Not all communication has to be verbal.

Mental health is everyone's responsibility

For the last four years I have been involved with the charity stormbreak. Stormbreak supports young children's mental health through movement, equipping them with sustainable skills and coping strategies to thrive during the complex demands of growth into adult life. It has been through this charity that I have really started to see the transformative way movement can be used, simply and inclusively, to educate children about their feelings, relationships, goals and their unique value. While PE is well placed to teach children the importance of movement in the context of emotional wellbeing, moving and nurturing positive mental health, is not solely the job of physical educators. It is the responsibility of everyone.

For more information about stormbreak and to access their free resources for primary schools, visit www.stormbreak.org.uk or contact hello@stormbreak.org.uk

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Elevating Physical Education: The Impact of Collaborative Curriculum Development:

Megan Lockett X: @LockettMeg

In the dynamic landscape of education, a curriculum is never truly finished (Wong 2021, p.155). It is an ever-evolving framework designed to engage and empower students. In 2020, our educational journey at NIST International School embarked on a curriculum articulation project for Physical and Health Education (PHE). As a school with the International Baccalaureate (IB) framework, we were fortunate to have the flexibility to tailor our curriculum to suit our students' needs. This journey required a collaborative effort highlighting Physical Education's (PE) true essence.

Guided by the vision of enriching student learning experiences and promoting active living through physical activity, we initiated a multi-layered process to redefine our PHE curriculum. The journey began with a gathering of team leaders who worked closely with the director of teaching and learning. Drawing inspiration from various curricula sources, including Ontario, ACARA, and the National American Standards (SHAPE), we sought to develop a curriculum that met external standards and echoed our school's unique context.

Rooted in the principles of the IB framework, our PHE curriculum was crafted with a strong focus on purpose and intention. The process started with profound discussions among both Elementary and Secondary teams, where we embarked on a philosophic exploration of the question: Why PE at our school? We wanted to move away from the notion of keeping students 'busy, happy, and good' (Placek, 1983). This introspection provided the foundation for our curriculum pillars: Active Living, Movement Competence, and Personal and Social Attributes. These pillars were further broken down into sub-strands, carefully structured to ensure a cohesive and progressive learning journey from Early Years through to Year 11.

Our curriculum articulation was more than a mere adaptation of existing standards. It was a collective endeavour that required careful consideration of our student's needs and the context of our learning environment in Bangkok, Thailand. Driven by the notion of providing an education that genuinely elevated our students, we engaged in thoughtful discussions and reshaped components from various standards to align with our ethos, reflecting the unique identity of our school and learners.

Comprehending the importance of progressive learning, we recognised that our curriculum should become more complex and comprehensive as students advance, avoiding repetitive or stagnant content. Our goal was to transform student learning experiences. We enthusiastically worked on creating a curriculum roadmap that encouraged ongoing development, always remembering that learning is a journey, not just a final stop (Lai & Lehman 2016, p. 1).

Once the overarching articulation was established, our teams dived into the heart of curriculum planning. Recognising the value of clarity and coherence, we developed unit overviews that captured the essence of each unit in a snapshot format. These overviews provided direction, serving as touchstones for collaborative discussions. As we delved into the nitty-gritty of unit planning, the collaborative buzz in our workspace amplified. Creating and displaying these unit snapshots was an exciting outcome of our curriculum articulation. These snapshots engaged our students and opened a window for parents to gain further insight into their child's learning experiences through PHE.

Our curriculum articulation journey illustrates a team commitment to elevating student learning and promoting active living through physical activity. Guided by a collaborative spirit, we reimagined our curriculum to align with our school's ethos and the principles of the IB framework. By infusing purpose and progression into each strand, we hope to nurture lifelong learners who embrace the joy of movement and the importance of holistic well-being. As our journey continues, we remain committed to shaping an ever-evolving PE curriculum, just like the growth it fosters in our students.

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Still time to upskill our children's physical development, it's not too late.

Sept. 2023

Ellie Huggett X: @ellhuggett

Dr Kristy Howells X: @KristyHowells1

Early Years, Primary, Research, Good Practice.



Synopsis: Physical development (PD) and early years is an area and age phase within Physical Education (PE) and Sport that is not often discussed or researched, and within this article it is proposed continued upskilling of children's PD is needed to ensure children are able to become physically educated for life, ultimately support life-long and life wide movements.

Still time to upskill our children's physical development, it's not too late.

During the pandemic, UNESCO (2021) reported that globally schools were closed for 14 weeks, equating to a loss of up to 250 hours of school based physical activity, with many children becoming socially isolated and lacking in movement opportunities (it is also recognised that for some, family situations allowed for movement opportunities to flourish). Those who lacked these movement opportunities have had serious long lasting and continue to have long lasting effects on physical development.

In our research (Huggett and Howells, 2023), completed post return of lockdown in the summer of 2022, in observations and evaluations of one case of primary based class of 4 – 5 years olds, we found the children had noticeable differences compared to expected age-related PD. They were seen in terms of gross motor skills: to appear to be clumsy, struggling to navigate spaces without bumping into objects or others, they struggled hopping forwards four times in a straight line, and found it difficult to control their arms and legs.

When fine motor skills were observed the children: found it difficult to find the right pressure to hold a pencil, and also struggled with holding the pencil. This translated into their coordination difficulties they were seen to have with cutlery, where they demonstrated difficulties in getting the food to their mouth, after stabbing it.

These same children were followed throughout the academic year 2022-2023, and 3 sets of upskilling interventions in the format of focused scheme of works, designed purposefully based on the children's PD difficulties were completed to enhance, their coordination, control, gross motor skills and fine motor skills through, grasping skills, jumping, hopping, galloping, running, climbing and throwing. Not only within PE and sport related lessons, but also within role playing; gardening; creative and artistic activities; risky and challenging play activities to provide a holistic PD. The children were assessed through a circuit observation method at the start and end of each scheme of work. For the purposes of this paper we wish to focus on one element of improvements that we found through the interventions. The greatest progress that was observed throughout these interventions can be found in the action of running.

About the Authors:



Ellie is MSc Sport and Exercise Science researcher, at Canterbury Christ Church University. She is also year 3 class teacher and Physical Education and Health Schools Coordinator at St George's Primary School, Wrotham, Kent. Twitter: @ellhuggett



Kristy is a Reader in Physical Education and Sport Pedagogy, School of Psychology and Life Sciences, Canterbury Christ Church University. Twitter: @KristyHowells1

Children were compared to four criteria: arms moving in opposition to legs, a brief period where both feet are on off the ground, the use of narrow foot placement (landing on the heel or toe - not flat footed) and their non-support leg remaining bent at approximately 90 degrees.

During the baseline data collection circuit, pre-intervention and support, only 40% of children were able to move their arms in opposition to their legs when running. Following the 3 terms of interventions, the number of children moving their arms and legs in opposition increased to 84% after three terms of tailored intervention and support.

56% of children employed a narrow foot placement, during the baseline observation assessment, landing on their heel or toe (not flat footed) compared to 96% of children who met it post interventions.

Furthermore, only 48% of children were ensuring there was a brief period where both feet were off the ground and that their legs were bent at a 90-degree angle. Following

the intervention, these percentages increased to 92% of children who ran for a brief period ensuring both feet were off the ground and 76% bending their non-support leg to approximately 90 degrees.

As you can see from the illustrated data above on running, it is timely and vital to raise awareness for the additional focus needed for all children on PD and for them to be supported more with holistic PD interventions, as the improvements have been so vast for these children, who were identified as having low levels of PD and behind the expected age levels. Our research suggests that it is possible for upskilling in PD levels to occur and return to age-expected levels, however there is a need for potentially additional aid to teachers in their planning and teaching of a wide range of activities to support PD, to ensure no child is left behind. We are boldly calling for more time and space to reverse the impact of COVID-19 on PD and enable our children to learn to love movement again.

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An example of how Project Based Learning can be used alongside Health and Wellbeing in the BGE Curriculum.

Louise Fox - Teacher of Physical Education at Mackie Academy (Aberdeenshire Council)

X:@LFox_PE

Health and Wellbeing in Scottish Education

Health and Wellbeing is an essential part of education, helping children develop knowledge, skills, and attributes needed for their wellbeing (Learning and Teaching Scotland, 2009). The Covid-19 pandemic has made it crucial to effectively educate children on Health and Wellbeing due to its negative impact on their social development and mental health (McEnaney, 2021). A child-centred approach can help re-establish experiences limited by lockdown and enhance young people's understanding of leading a healthy life (Allison et al., 2015).

Project Based Learning (PBL)

PBL is a form of experiential learning which exposes young people to real-life challenges (Krajcik and Blumenfeld, 2006). Combining PBL with the Health and Wellbeing agenda can empower pupils to make health-related decisions. I use the 'Seven Essentials for Project-Based Learning' (Larmer and Mergendoller, 2010), to lead an S1 course focusing on holistic Health and Wellbeing, to develop understanding of health and develop soft skills.

Pupils receive this driving question;

'How can we support our own and others' health and wellbeing through use of new technology?'

This is followed by smaller projects relating to mental health, nutrition, food psychology and first aid before pupils create an authentic product as an answer to the driving question. These are usually in the form of a new piece of technology which supports health such as an 'Anti-Anxiety Bracelet' or a pillow which promotes better sleep. These responses are shared at a Showcase, beginning with a gallery walk. Select groups from each class pitch their design to the whole cohort, similar to Dragon's Den. This final project is based on the #DigiInventors Challenge (Digital Health & Care Innovation Centre, 2017) with the main differences being time frame and topics explored.

External partnerships have attended class to supplement the learning of soft skills through workshops and enhance awareness of existing technologies.

Soft Skills and Developing the Young Workforce.

Hartati (2022) suggests PBL can improve students' skills by using real-life problems. The Health and Wellbeing course provides pupils with opportunities to develop soft skills to better self improvement. The Scottish curriculum promotes personal growth through capacities like Successful Learners and Confident Individuals. Both have clear routes in areas of motivation, enthusiasm, resilience, ambition and self awareness (Lambert, 2021). In addition to group projects, research and multimedia presentations, every pupil has opportunities to become more self directed with a well rounded host of employability attributes.

Staff and Student Perceptions

An effective course should motivate and engage and relate content to pupil context (Allison et al., 2015; Burton et al., 2006). I evaluate effectiveness through Pupil Voice, Staff Surveys, and Professional Dialogue. Involving students in course design ensures that the PBL course is delivered with appropriate context. Using PBL in key subject areas like Health and Wellbeing can "make education more meaningful, relevant, and engaging" (Allison et al., 2015).

Testimonials

'Our S1 cohort had always struggled to develop relationships with others across the class. Implementing PBL has had a noticeable impact on developing teamwork & cooperative skills across the vast majority of class members. This has massively helped the class to develop and sustain relationships, particularly with those they wouldn't normally work with.' - HWB Teacher

“I really enjoyed thinking up features for our final project with my group members and also rehearsing to make sure our final presentation was great. I found I really worked on teamwork and creativity skills in the final project.” - S1 HWB Pupil

“Military Fitness bringing in therapy dogs allowed pupils to experience benefits of alternative health & wellbeing care which inspired some of the creativity further down the line.

Elevator challenged our pupils to bring a real professional approach to the project and their input was valuable in supporting pupils in the showcase event. Our partners were able to bring some guidance to the project that enhanced the pupil learning journey which helps to make the whole experience more memorable and relatable to real world skills.”

- Business and Community Support Officer

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Making PE Inclusive for Autistic Students

Faith Newton - Children's Occupational Therapist,
Founder of School OT

X:@FaithSchoolOT

Autistic students face many challenges in PE particularly in the areas of sensory processing, communication and emotional regulation. Simple whole class strategies can be used to make PE more inclusive and accessible.

Introduction

'PE teachers didn't understand the social and communication challenges – how difficult it is to want to be liked, chosen for a team and put to work in a pair' – Parent of an Autistic child

As the quote above demonstrates, Autistic students experience many barriers to engaging in PE. One parent I interviewed for my book, told me that her son found PE so difficult, that he made himself sick, by drinking lots of water. so he could get out of the lesson. Sadly, he is not alone. Many students find PE lessons 'a living hell' that they desperately try to avoid (Newton, 2023). This article looks at a variety of methods to make PE more inclusive so that all students can engage and have a positive experience.

What are the barriers?

Even a seemingly 'simple' game of dodge ball requires numerous skills, as seen in the table below. Amongst other things, students have to tolerate an environment full of sensory stimuli, manage complex social interactions and have a high level of emotional regulation. However, we know that Autistic children 'think, move, interact, sense and process differently' to others (Marsh and Heyworth 2022). These differences make PE very challenging as outlined below.

Sensory Barriers

The majority of Autistic children experience sensory processing differences (Marco et al., 2011) which cause them to interpret and integrate sensory information differently. Many Autistic children are over-sensitive to touch, noise and smell. This means that the touch from a ball, the noise of a whistle or the smell of school dinners can be very distressing or unpleasant to them. If children become overwhelmed by

the sensory input, they may become withdrawn, anxious, try to leave the room or may lash out.

Strategies:

- Think about the balance of contact and non-contact sports you offer. Try to give minimise touch where possible e.g. in gymnastics can children hold the ends of a baton instead of holding hands?
- Try to reduce offensive smells by having good ventilation in the hall and asking cleaning staff to use non-perfumed cleaning fluids.
- Allow children to wear ear-defenders and replace using a whistle with hand signals.

Communication Barriers

Autistic children may find it hard to interpret non-verbal communication, split their attention, understand different rules, and negotiate team work. Their communication may also look different from neurotypical communication – having less eye contact, being more direct and needing more time to respond (Emma, 2021).

Strategies:

- Teach rules explicitly and also teach exceptions to rules e.g. you always have to put your hand up and not shout out unless there is an emergency.
- Consider the balance of individual and team activities. Keep teams small and consistent to reduce the complexity of interactions and minimise change.
- Teach non-verbal communication explicitly e.g. this hand signal means 'pass the ball', this signal means 'don't pass to me'.
- Don't insist on eye contact and give children more time to respond to questions.
- Rather than just give verbal instructions or a demonstration for an activity, try to show a video clip. This is often easier for Autistic students to process (Charlop-Christy et al. 2000).

Emotional Barriers

Difficulties with emotional regulation are common. Many Autistic children have difficulty exerting control over the intensity, duration, and frequency of their emotions. This



results in emotional reactions that are bigger, longer, and more frequent than their peers (Gross, 2015). Experiences like being on a losing team, feeling that they have let the team down, waiting for their turn or feeling self-conscious can be very difficult to manage.

Strategies:

- Begin each lesson with a quick emotional check-in for the entire class. You could do this by asking students to put their thumbs up, down or sideways to reflect their mood (Matey, 2023). A more discreet way of doing this would be to have students put a counter in a ‘feeling great’, ‘feeling OK’ or ‘feeling bad’ jar so the teacher can see and acknowledge the mix of moods in the class.
- Provide a quiet space and give choice about levels of participation. Create a calm corner with sensory tools, such as fidget toys, weighted cushions or toys and visuals for breathing exercises.
- If this still isn’t enough to help them regulate, give them

an ‘out’. Recognise that a child who is asking to leave a lesson may be trying to regulate. After an incident, children often report that they asked to leave the lesson because they could feel themselves getting angry or anxious, but the teacher refused.

Summary

Increasing our awareness of the demands of PE helps us understand some of the challenges Autistic students face. We can make simple adaptations to our lessons to make PE a positive experience for all learners.

Table1. The demands present in game of dodge ball

<p>Physical</p>	<ul style="list-style-type: none"> • Running and managing change of direction and speed • Agility to dodge balls • Spatial awareness to know where teammates and opponents are and where the balls are coming from • Jumping, which requires co-ordination, power and balance • Throwing at targets, which relies on the ability to anticipate the movements of other children and control to use appropriate force • Catching, which requires good eye-hand-foot co-ordination
<p>Sensory</p>	<ul style="list-style-type: none"> • Noise – the sound of the balls, trainers on the floor, children shouting and the teacher’s whistle • Touch – the ball hitting their body, other children bumping into them • Visual – children and balls moving fast in every direction, bright colours, potentially harsh artificial lighting • Smell – school dinners, sweaty bodies and cleaning fluids • Vestibular – fast movements, bending down to pick up balls

<p>Communication & Interaction</p>	<ul style="list-style-type: none"> • Co-operating with teammates • Communicating with others – calling out and receiving warnings to help avoid being hit • Dealing with unpredictability – not knowing if and when a ball will hit you and which direction it is coming from • Following different rules from normal – they are encouraged to throw things at people!
<p>Cognition & Learning</p>	<ul style="list-style-type: none"> • Remembering the rules of the game • Splitting attention multiple ways to evade multiple balls • Making decisions quickly and independently • Problem solving – if they are standing too close to the other team or are cornered • Planning and co-ordinating multiple movements – running, jumping, catching, throwing and dodging quickly
<p>Social, Emotional & Mental Health</p>	<ul style="list-style-type: none"> • Managing emotions of anger, frustration, shame or embarrassment if they are eliminated from the game • Being able to wait if they are sat out • Coping with player selection • Controlling their desire to win by making sure they are not too aggressive

Profile:

This article contains material from Faith’s book ‘Inclusive PE for SEND Children’. To purchase please see – schoolot.co.uk/books or search on Amazon.

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An example of how a nonlinear unit of work may be applied in Physical Education

Lara Vance - Physical Education Student and student PE Ambassador for University of Stirling
X:@laravance1903

A sequence overview plan, block plan or unit of work, is a medium length plan made up of the key learning summaries of lessons in the subject area (Capel, Cliffe and Lawrence 2020). It contains a synopsis of the key learning activities which will take place and the targeted experiences and outcomes, as well as the transferrable skills to be developed. Plans are designed to ensure students can effectively progress in their learning, by planning for the development of their 'knowledge, skills, capabilities, understanding and attitudes' in relation to the subject area (Basset, Bowler and Newton 2013). Typically, block plans are focussed on activities in a linear fashion with a week-by-week breakdown of activities. Ultimately, this type of planning leads to teaching 'content' rather than the deeper purpose of delivering personalised, high quality Physical education. The PE UoW included, gives content which is progressive from the top of the 'What' and 'How' sections to the bottom, students have to do an individual ipsative baseline to see where each child starts on a progressive list of content, then plan and differentiate accordingly (Cowley,2023). This is reliant on diagnostic assessment of the learners on the first week of a block and enables a much greater personalised approach to learning (Goodyear,2016).

Differentiation is a crucial element of the planning process for teachers, in order to make sure they can plan effectively to account for the needs and abilities of all students in their class. I chose to use differentiation by choice within gymnastics, keeping the same learning intention for the whole class, but allowing students to differentiate how they completed each task, and the skills and moves they chose to incorporate (Colquitt, Pritchard, Johnson and McCollum 2017).

Using differentiation by choice, allowed for the lesson to take a more student-centred approach. The literature highlights that by giving students autonomy over their

learning and by allowing them to set their difficulty level, there are higher levels of intrinsic motivation and task orientated focus, and a reduction in non-participation or work avoidance (Morgan, Kingston and Sproule 2005). The Benchmarks for Physical Education (2017), from Education Scotland can be used to aid teachers in monitoring the progress of individuals in their class. These benchmarks allow teachers to build on the significant aspects of learning to plan any advancements effectively in order to ensure a smooth and logical progression of learning can take place. By using the progression framework in conjunction with the benchmarks, teachers are able to plan for inclusive lessons with appropriate adaptations, delivered in a way which can meet the needs of all pupils. This in turn allows teachers to comply with GTCS standard 3.1.1 of 'plan coherent, progressive and engaging teaching programmes which address the needs of every learner' (GTCS 2021).

I chose to incorporate reciprocal learning into my block plan, and in lesson 2 used peer feedback sheets with the students in order to encourage them to support each other in their progression. By having the pupils give each other feedback instead of it only coming from myself, this allowed for all students in the class to be an effective contributor to the lesson as they could assist one another in improving their form and skills within gymnastics. Underpinning the intrinsic motivation of pupils in this approach is self-determination theory (Ackerman 2018 ; Deci and Ryan et al. 1985). By taking a more learner centred approach to my overall teaching, this means that students are having to increase their higher order thinking (Ashworth 2020) and take a more reasoned approach to why and how we do something, as opposed to just pulling it from memory. Ashworth (2020) states that this style of teaching 'engages learners in the production of information previously unknown to them'.

About the Author:

I am a second year PE student at Stirling University and I am also the Student Ambassador for PE. I am about to be going out on my first school placement for 4 weeks. Before joining the course at Stirling, I completed an HNC/D in Sports Coaching and Development back home in Inverness. Some of my main interests outside of university include running and drinking A LOT of coffee!

Summary

The block plan below, summarises the practical enactment of the key points made in the article and highlights the need to move away from a more prescriptive approach to planning in order to give a more personalised learning experience in PE.

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From Glenburn to Glasgow: Gleniffer High School's journey to the Emirates

Lindsay Robb

Pupils from the S3 Gleniffer High School netball team had the experience of a lifetime when they made it to the Scottish Cup Final at the Emirates Arena this year. From turning up regularly to afterschool training to develop their skills to playing teams from near and far, they gained the rewards for their hard work, dedication and determination and game by game took one step closer to their dream of playing at the home of the Scottish Sirens. And with news of each win, they created a genuine interest among staff and pupils alike, who attended games and received a genuine injection of happiness to hear of the team's progress.

On the 17th March 2023, they fought their way through the early rush hour traffic to start their preparations for the final. They were treated to their own dressing room and warm up area, setting foot on the same court as many international players that they have looked up to over the years.

Ultimately, it was not meant to be on the day; the girls played their heart out but were beaten by the better team. But as disappointing as it was, this was not the most important thing. They proudly walked away with silver medals after pushing themselves to the limit and having had

a fantastic experience, being the only Renfrewshire school to qualify for the finals this year.

Editor's note

Not to be forgotten is the dedication of their PE teacher Miss Robb, who put in a huge amount of work behind the scenes, taking training sessions to answering e-mails, booking buses and making sure that everything was in place to set the path for these girls to show how good they could be. On top of the daily run around of teaching Physical Education!

In PE we speak of the need to develop determination, resilience, confidence, motivation. The pupils had the opportunity to test some of these important facets along the way. The experience these girls gained highlighted the importance and value of school sport. Something that will hopefully inspire younger pupils and future teams to push themselves to be the best they can be, but most of all, enjoy the journey.

Gleniffer High School is a Secondary School based in Paisley Renfrewshire



Orienteering - a sport for all

Suzanne Robins-Bird

email: suzanne@scottish-orienteering.org

Orienteering is a sport that involves using a map to find a series of checkpoints around a set course. The winner is the person that completes the course in the fastest time. I started orienteering whilst in the Army. Running was essential to maintain the required level of fitness but, even with acres of glorious woods at my disposal, I got bored. Friends suggested I take up orienteering – it gives your brain something to do whilst your body is getting the exercise it needs.

Orienteering is very much a double faceted activity. The navigation skills and the physical fitness complement each other or strength in one area can compensate for a deficiency in the other. This is one of the things that makes it a sport for life for all, the ultimate inclusive activity. The other factor is that any event or activity has a range of different courses suitable for different levels of fitness and experience. Participants can choose which course to enter or take part non-competitively. You don't even need to run

and can enter as a pair if you prefer. Many orienteers are participation athletes and there is no question of not being good enough for the team.

We live in a world where CfE is used to justify what we do and luckily orienteering ticks many of those boxes. As well as all the outcomes connected with any kind of physical activity, being in the great outdoors with a map teaches youngsters to solve problems, make decisions and live with the consequences. This in turn fosters independence and self-assurance. Although risk assessments are always carried out, the detailed safety briefs given teach athletes to assess and manage risk for themselves.

Map reading develops spatial awareness and the ability to describe and follow routes as well as an understanding of maps and an ability to relate them to the real world. Because of the very clear hierarchy of skills as athletes progress up the British Orienteering STEP system, young



Teachers at the annual SATPE conference absorbed with a map setting activity.

athletes learn to practise, consolidate and refine skills to improve their performance and each individual can work at their own rate. Although orienteering is mainly a solo sport, there are team competitions and training exercises are often group based, teaching young athletes to work together and look out for each other. Many children who find engaging in traditional sports difficult, relish orienteering.

There are many exercises used to introduce the basic skills that can be carried out with very simple equipment in a school grounds, local park or other mapped area. Scottish Orienteering’s Introduction to Orienteering course provides training and resources for teachers and helpers to work with youngsters on those basic skills. For those who wish to go further, there are local clubs all over Scotland many of

whom have low key events suitable for beginners, schools’ leagues and are always happy to welcome newcomers to their coaching sessions. The Scottish Schools Orienteering Association holds an annual festival which is open to all.

Useful links

Scottish Schools Orienteering Association

<https://www.ssoa.org.uk/>

Scottish Orienteering Association

<https://www.scottish-orienteering.org/>

Writer profile: Suzanne Robins-Bird is the Coaching and Volunteer Officer at Scottish Orienteering having previously been an education officer in the Army and a secondary science teacher.



A group of excited youngsters show off their results at an Inverness Orienteering Clubs Schools’ event.



The Scottish Schools’ Festival 2019 – some 350 competitors took part that year

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How does it work?

Based on the multi-ability model that identifies five types of ability (or learning domains), My **Personal Best** focuses on 24 specific, non-physical life skills. These skills are developed through physical activities and contribute to each of the five abilities. This supports the personal development and physical literacy journey of all pupils.

The My PB package <https://www.youthsporttrust.org/my-personal-best>

Hard copy and digital resources for teachers and pupils and a range of training options specific to your phase will support you, wherever you are on your journey to a life skills PE curriculum.

The PE Life Skills Award goes hand in hand with **My Personal Best** but can also be used alongside other approaches to learning. It supports teachers in recognising and rewarding pupils in the development of life skills. The award is the only award of its kind and can be achieved solely in the school environment through core PE and other physical activity opportunities allowing all learners to achieve it including learners with ASN. The award has been developed by the Youth Sport Trust and is accredited by Leadership Skills Foundation. Our **PE Life Skills Award** goes hand in hand with **My Personal Best**, supporting you to recognise and reward your pupils for their progress in developing a range of life skills.



**YOUTH
SPORT
TRUST**

Youth Sport Trust – Unstoppable Girls across the UK

X:@youthsporttrust

Fit for Girls is a Scottish national programme developed in partnership between sportscotland and the Youth Sport Trust. It seeks to empower girls and young women through four approaches: valuing girls’ voices, promoting peer role models, co-creating projects and celebrating ‘unstoppable’ girls. Fit for Girls has a young tutor team made up of young women who lead peer to peer workshop locally, inspiring and enabling other girls to get active. Since 2017, sportscotland and the Youth Sport Trust have increasingly involved girls and young women in all Fit for Girls co-design, development and now in its delivery. The initial small Fit for Girls young Tutor Team (our fab four!) was instrumental in helping us to develop then run interactive workshops for girls. In 2022 we held a formal recruitment process, provided training, and now deploy a team of 16 Fit for Girls tutors. These tutors are young women, aged 18-25, from across Scotland who, in a voluntary capacity, deliver face-to-face and online workshops to girls locally who belong to a group or committee within schools and clubs.

To register your interest and to find about more about the Fit for Girls offer please follow the link: <https://sportscotland.org.uk/schools/active-girls/fit-for-girls/fit-for-girls-processes/>

In England, a similar programme exists, where schools establish a Girls Leadership and Marketing Squad and work collaboratively with teachers to identify the barriers girls are experiencing to participation in PE, sport and physical activity at school. Girls are empowered and supported to be positive peer influencers, but also integral to driving positive change. Examples from schools include undertaking a significant review of curriculum PE through student consultation and designing a curriculum that focus’ on the development of both physical and character traits (life skills). Additionally, grouping in PE was reviewed and changed following significant planning and trialling following which students were able to choose a participation or performance pathway. The participation pathway being for girls who wanted more choice of who they work with in groups and will involving them in leading activities rather than just being teacher-led. The performance pathway is for girls who want to be more competitive and want to play regular fixtures or undertake GCSE PE.

To find out more about Girls Active in England please follow the link below: <https://www.youthsporttrust.org/programmes/targeted-interventions/girls-active>



Developing Intrinsic Motivation as a Feature of High Quality Primary PE

Elspeth Ballantine - Primary PE teacher Stirling Council.

Rationale

***‘Sports aren’t really my thing...’;
‘I can do this already.’
‘Everyone knows I’m rubbish at PE.’***

Learners who feel like this might participate compliantly in Physical Education but are they fulfilling their potential? Are they developing the intrinsic motivation needed to see them engage with physical activity and sport beyond their time in school (Taylor, et al., 2010)?

Arguably, these learners will be amongst those who disengage from PE, physical activity and sport, in later life denying themselves the well-documented benefits to their physical and mental health. Could earlier intervention develop this knowledge, experience and motivation as a protective factor against the decline in engagement with moderate to vigorous physical activity beyond the age of 8 (Scottish Government, 2021)?

It’s important that we (and society) do not conflate PE and Sport. Sport is engaging for some but has the opposite effect for others. However, everybody has a physical, affective and cognitive self and has a right to learn to maximise the combined potential of these, whether it’s as an elite athlete or as someone who knows the power of a walk on the beach. Ryan and Deci (2000) describe intrinsic motivation as ‘...the inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn.’

Developing intrinsic motivation to engage with PE, physical activity and sport will help to equip learners with the skills, abilities and mindsets to participate

in a way which is sustainable to them, having the confidence and motivation to adapt this when required. Pupils are more physically active during PE lessons where intrinsic motivation is developed (Leisterer and Paschold, 2022).

To foster intrinsic motivation, Ryan and Deci’s (1985) self-determination theory identifies three basic needs which need to be met - competence, relatedness and autonomy. Further to this, Reeve and Jang (2006) identified features of teacher behaviour in autonomy-supportive learning environments, including:

- listening and responding to learners’ perspectives;
- identifying learners’ inner resources;
- allowing learners time to explore and experiment in their own way;
- offering supportive hints and encouragement.

Taking Lee Sullivan’s (2021) concept of ‘knowing your why’, a large part of why I chose to teach PE is to develop intrinsic motivation in all learners to access and enjoy their increasing physical abilities. Much of my rationale had been nurtured by Better Movers and Thinkers training so stepping back, handing over more control to learners were familiar concepts in my teaching toolkit.

I had developed these cultures more organically in previous posts when the role allowed the luxury of continuity and time to build strong relationships. Building such a culture fosters inclusion and takes time and trust, not just between learners and teachers but between learners themselves, supporting the relatedness element of SDT. Time (Reeve and Jang, 2006) and a safe space to experiment are needed, not just physically safe, but emotionally safe too.

My challenge now was to find a way to develop an autonomy-supportive learning environment in PE in a new school in a context where I would see learners for a six week block of 45 minute lessons.

The Learning and Teaching

For learners to feel this internal locus of control, they must have some understanding of the autonomy support (Leisterer and Paschold, 2022). To develop this notion I borrowed the concept of ‘Lesson Zero’ from the model of Cooperative Learning (Dyson and Casey, 2016).

The learning intentions over the six weeks were explicit – to develop decision making, coordination and control, and to make choices which develop your abilities. I used levels-based learning challenges as a framework in lesson zero (and for subsequent weeks’ starter activities) as they offered procedural autonomy to learners and the link to gamification is engaging for many (Kim et al, 2015).

Level 1 was a simple individual throwing and catching activity. Level 2 was introduced as an option for those who chose. Equipment was easily accessible learners to swap their objects whenever they wished, offering organisational autonomy. Subsequently, level 3 was introduced as an option.

In terms of developing relatedness and to make the autonomy-support element more visible, we paused and discussed how learners might know if something is becoming too easy, or if something is too difficult and how this feels. Sharing a graphic of Csikszentmihalyi’s flow model (Csikszentmihalyi, 1990) supported their understanding of how to get into the ‘flow zone’ and their ability to make informed choices which would support the development of competence. In a learning context, Csikszentmihalyi concluded that when learners are in the flow zone, five features are present:

- learners are intensely focused on an activity;
- the activity is of their own choosing;
- it’s neither under challenging, nor over-challenging;
- it has a clear objective;
- learners receive immediate feedback.

Levels 4 and 5 were introduced as further choice. Questioning and observation demonstrated that Csikszentmihalyi’s evidence of ‘flow’ was present. Two obvious features were that learners were intensely focused on the activity – engaged, determined to improve and not too aware of others’ abilities, therefore providing an emotionally safe space. Making good use of immediate feedback had enabled all to begin to find an appropriate level of challenge within which they could flow.

The following week, learners had retained the concept of choice, choice that would help them to get into the ‘flow zone’. Progressing the initial challenge with additional levels enabled further choice and challenge allowing learners of all physical abilities to feel and be successful – many had set themselves a goal in the intervening week and were keen to develop mastery of a level (and therefore increase competence) using the co-created success criteria. The need to succeed (at their own level) powered this level of engagement.

In subsequent weeks learning was developed through modified games based on principles of central net games. Learners were introduced to the popular STTEP model (adapting Space, Time, Task, Equipment or People) in order to make relevant and goal directed choices and changes to support their learning and play. The concepts taught were the same whichever game learners chose to play. To support the development of control and coordination, more specific to the various games, the introductory levels-based challenge developed different manipulative skills each week using a range of equipment and learners had opportunities to socialise the learning if desired.

In between my lessons, learners had opportunities to consolidate these experiences, develop competence and derive satisfaction, as well as more time to choose objects and games to enable breadth.

So what?

Observations showed that learners at both ends of the physical competence spectrum engaged with challenges outwith their comfort zone. Disagreements arose during modified games but referring to the STTEP model gave learners the autonomy to solve their problems and adapt the game to make it more enjoyable, as well as the opportunity to experiment with their decision making and control skills.

If PE, within broad general education opens doors to lifelong and life-wide participation in physical activity and sport, surely nurturing intrinsic motivation in our learners to participate in PE (and physical activity and sport) beyond their time with us is a worthwhile early intervention and justifies continued migration from a traditional top-down instructional model. The author is a Visiting Specialist Teacher of Primary PE in Scotland.

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Unit of Work

2 nd Level E+Os.	Why	What	How
<p>Health and Well-Being: MS,C+C Development of confidence in linking together a variety of gymnastics skills and movements into a fluid and clean sequence.</p> <p>C+C Work with others in your group to support one another, with both encouragement and physical support. Provision of constructive feedback to a partner when constructing a sequence.</p> <p>E+A Reflect on feedback received by partner and how to act on it. Recognise areas for development and those of strength and use strengths to add to individual and group routines.</p>	<p>SL: Develop understanding of fundamental fitness components required for gymnastics (eg. core stability), and apply key components when performing moves and skills.</p>	<p>Context for Learning Gymnastics using the body as a resource-Balance, rotation, jumps and sequencing these actions with the concepts of the significant aspects of learning (SAL's.)</p>	<p>Active Learning Experiences</p> <p>Balance selection –</p> <ul style="list-style-type: none"> WU game, gymnastics stuck in the mud, Core stability, points and patches, control, basic balances with gradual build up to more complex balances and performance on apparatus. Use of creativity to link and sequence balances, both individually and as part of group routine.
	<p>CI: Use task cards and prompts to attempt new skills and refine/advance on current abilities. Be confident in ability to perform and demonstrate new or more advanced moves/skills, Ask for assistance or support where required. Be confident in offering support to classmates.</p>	<p>Learning Intentions (K,S,U+A)</p> <ul style="list-style-type: none"> Development of core stability Ability to perform sequence of controlled balances. Ability to link together different moves into a smooth flowing sequence Ability to demonstrate variety of skills at appropriate level. Motivation Use of creativity when developing a sequence Rotation Flight Fluency and flow Sequential thinking Responsibility when around/using apparatus. Communication in the form of peer feedback 	<p>Rotation</p> <ul style="list-style-type: none"> Simon says WU game, safety and control points, Skill breakdown of rotation and linking with balances. Start from simple rolling rotation on the mats-pencil rolls, with a gradual build up to forward, backward and cartwheels. Group and individual practice of skills. Use of mats for group and individual sequence development. Use of peer feedback sheets for strengths and development areas. <p>Jumps</p> <ul style="list-style-type: none"> Use of RAMP warm up, Safety, control, incorporating increased height and flight, and use of apparatus to overcome momentum. <p>Linked sequences.</p> <ul style="list-style-type: none"> Combination of balance, rotation and flight with use of apparatus to demonstrate skill progression. Use of multiple entry and exit points. Linking
	<p>EC: Provide constructive feedback to fellow pupils by working in pairs to evaluate and assist in each other's performance/sequence. Contribute to any whole class discussion where possible.</p>		

Q&A: SATPE Journal

Name: Chris Crookston

Current Role in SATPE: President (since 2022)

School/University Attended: University of West of Scotland

Teacher since: 2015



1. What are your own memories of PE as a pupil?

I went to Queen Anne High School and have very good memories of PE with a lot of choice and personalisation in BGE and a very enjoyable Senior Phase experience, especially in Higher.

2. What sports/activities did you like the most/least?

I enjoyed invasion games such as football, basketball and hockey the best – this was probably influenced from my grassroots football participation outside of school. I was not enthused by gymnastics or dance in BGE PE, however, now teaching the subject, I would say I enjoy teaching gymnastics the most!

3. What inspired/motivated you to become a PE teacher?

I had an extensive coaching background and wanted to use and develop this skillset further to help young people fall in love with being active.

4. What activities do you like teaching the most/least?

I really enjoy teaching gymnastics. The progress you can see in pupils' confidence and changing mindsets about gymnastics is a challenge I love. I would say my strongest lessons are within the Invasion Games context – this is influenced due to background knowledge of content from my other employment – Coerver Coaching.

5. What advice would you give to new/aspiring PE teachers?

The advice I would give to new teachers would be to increase context knowledge, be informed about models-based practice and observe other teachers. Look for those who display brilliant relationships with pupils of all ages, good timings in lessons, energetic & enthusiastic personalities and excellent pacing within a lesson. Learn from their good practice!!

6. How do you see PE going forwards in the future?

I am currently teaching within a Primary setting. I would like to see a change from sport specific lessons, focussing on skills/ techniques of sports and more focus on fundamental movement skills.

7. What do you consider the main priorities for PE at present?

One of the main priorities is how do we reduce barriers to participation for pupils in primary and secondary. Especially girls in PE. SATPE will look to consult with pupils on a national scale to identify likes and dislikes, to inform our planning and practice.

8. What are your main priorities/hopes/ambitions for your current role for 2024?

As president, I hope to continue to develop the following SATPE Targets:

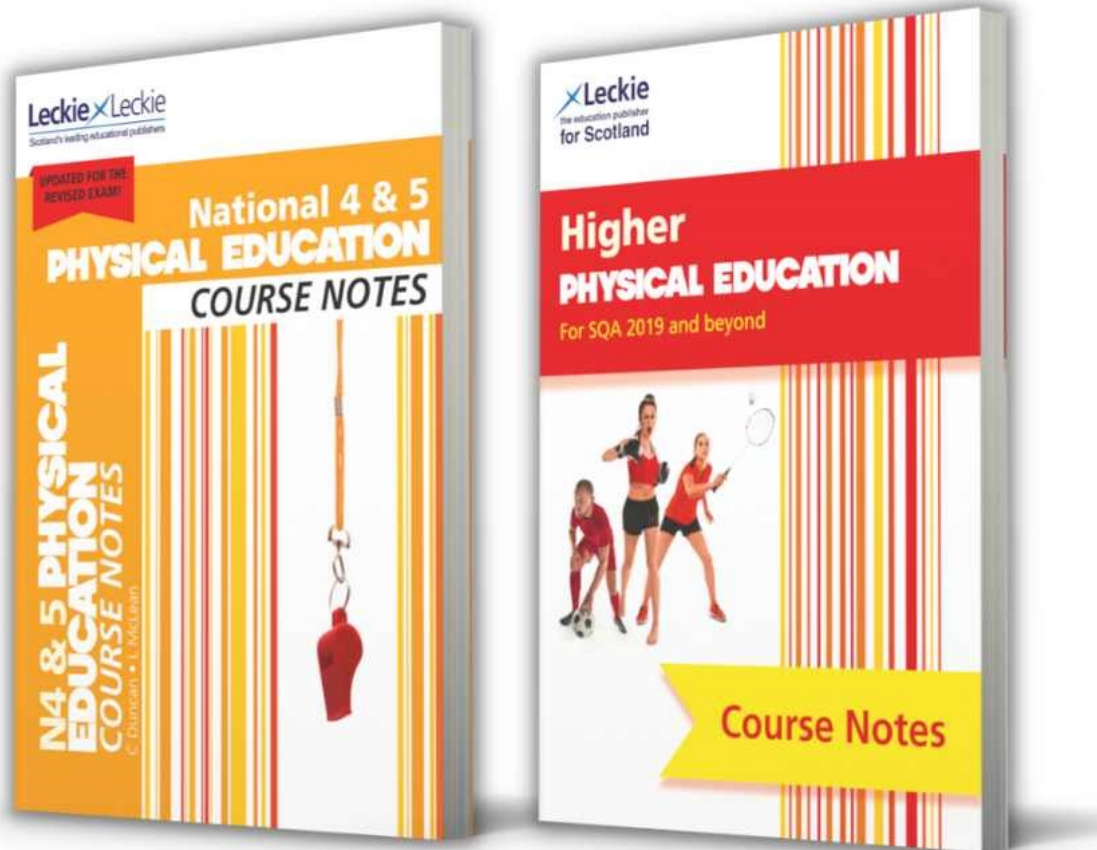
- Continue **Online CLPL Calendar** 2024
- Continue **Forum & Share Spaces** for Members (Primary, BGE, Senior Phase)
- Look out for **Share of the Term** (Jan-Mar)
- Pupil **Voice Action-Based Research Project** (University of Stirling & Education Scotland)
- Partner **Prizes & Competitions** for Members
- **Cooperative Learning** Resource
- **European PE Association** (EUPEA) Updates & Collaboration Network Open to Members
- **Journal** 2024
- **European Sports Day** 2024
- **Annual Conference** 2024



Photo: Chris with SATPE Conference 2023 Keynote Speaker Hannah Miley MBE

Leckie & Leckie

Leckie's Course Notes give comprehensive coverage of the National 4, National 5 and Higher Physical Education courses. With assessment guidance and exam-style questions, they fully support students to achieve their best marks. Visit collins.co.uk/findarep and contact Claire or Christine before the end of term to save 30%.



A Fresh Perspective: A brief comparative analysis between Scottish and German PE Lessons.

Martin Lipton - Deputy Headteacher at Phorms Berlin Sud Gymnasium.

Having had the luxury of working in the Scottish state education sector for eight years, I decided in 2018 to have a fresh start and move abroad. This followed the fashion of numerous Scottish PE teachers that have looked further afield to experience an alternative lifestyle and culture in many different countries. I found myself heading to a bilingual high school in the cultural epicentre of Europe, Berlin, Germany.

Germany has sixteen regional states, which all have their own version of a similar curriculum. Like Scotland, this curriculum is split into a junior phase which runs from primary and finishes prior to the exam years. Staff in schools have a guide of experiences and outcomes which students should encounter in their journey. Each school can adapt these to fit their local context and school profile. In my context, Sport is taught in English, a second language for the students, therefore it is not only important for students to be involved in learning skills and techniques across different sports, but it is also important that space is given to improve their English skills.

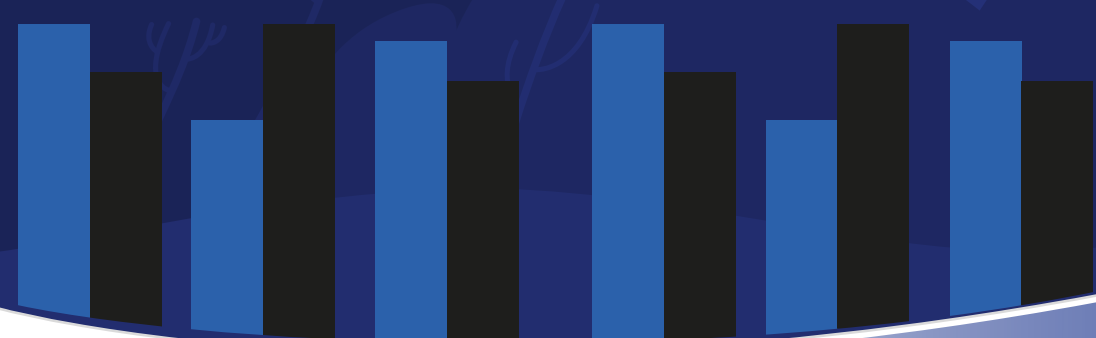
This differs from the Scottish PE classroom, where we encourage discussion and in particular support written structured writing in examination PE, in the bilingual classroom the focus is on developing fluency and accuracy when using the English language. This is something which has made teaching in this environment quite unique, providing a steppingstone to improve my knowledge of the English language to support students use of it in all contexts (written, spoken, and reading).

As Scottish Physical Education continues its fight for status as an academic subject within the curriculum, the German system provides limited opportunities for that. Sport is a foundation subject, one that everyone takes part in but has limited acceptance as a main subject. Main subjects, including Maths, English, German and Spanish take precedence during grade conferences while

all other subjects are seen as secondary: important to the overall development of the students but on the second tier. Thankfully, I can take the comments of being a “beanbag tosser” and a “games organiser” on the chin, but somehow it felt slightly harsher hearing a German say it on my first working day.

Although Sport is seen as a secondary subject, the student’s attitude during Sport lessons is excellent. I do believe that their attitude follows that of the environment which I help create, through developing clear expectations and high standards of participation. This is no different to what would be expected in any classroom, no matter where you are located. As much as all students complain about certain specific activities, once we are in and working on differentiated material, I find that their attitude to work to their best ability is clearly on show. In comparison to the Scottish state school, I worked in, I spend less time managing behaviour and organising big groups of students within a small working space and have time to focus on the teaching and learning aspect of the lesson with a practical experiential learning for all students. The double period for students (90minutes) also makes a massive difference, where there is the time for discovery and creativity unlike the 50minute single period at home where you are lucky to get 30minutes of activity after changing time.

The working attitude of students in Sport is extremely positive here, as every period counts towards their grade. Therefore, effort, active participation and engagement in the lesson is a priority to sustain a good grade. There is great flexibility in the creation of the final grade, which leads to greater teacher autonomy. This helps create a buy-in for staff, as we can develop the grade with a variety of different and creative assessment techniques. Using the use of individual and group physical assessments with written assignments, audio tasks, translation practice,



poster presentations, video creation and multiple interdisciplinary activities with other subjects the year is brimming with opportunities for students to shine.

My experiences in Berlin may differ from many PE teachers who have travelled abroad, as working in a bilingual school has a variety of differences from working in an international school. First, the working language is not English, its German. This proved a tough task at first for someone who knew about five words of German before arriving, but thankfully the internet has magnificent translation tools, alongside a supportive headteacher made the translation simple. Secondly, that there is no expat community to step into, meaning there is no English bubble to live your international fantasy. You are plunged into German culture and its sink or swim. Of course, colleagues help but it is a constant learning process and everyday has its challenges – even now after being here for five years.

However, as me if I would go back and change anything and my answer would be certainly not. My time in Germany has provided me with opportunities to develop both personally and professionally. I am convinced that the experiences I have had here have helped shape me to become a better teacher in the classroom and provided

me with progression into a senior leadership role within the school where I can shape the school and not just my classroom or department.

If you are considering taking a step into the international teaching context, my advice would be to go for it. Stepping away from the Scottish system provides you with a fresh perspective on what could be if you were to return. Grab the opportunity with both hands and learn from everyone around you and who knows where you may end up!

Martin Lipton is a Deputy Headteacher at Phorms Berlin Sud Gymnasium.

He is a former Scottish Athletics Hurdler and taught PE in Scotland before moving to Germany in 2018.



SATPE JOURNAL - Currently Accepting Submissions



Dear Colleague

The Scottish Association of Physical Education Teachers is currently accepting submissions for the SATPE Journal, which is published twice annually.

We encourage articles from two categories: **General Submissions and Student Articles.**

General Submissions

We welcome a broad range of articles from all sectors, which fall into the following areas of Physical Education: Early Years, Primary, Secondary, Research and Good Practice.

- Topics might include, but are not exclusive to the following areas:
- Good practice - an example of a good lesson used in class for a specific stage or activity
- Teacher experiences old and new (!)
- PE and links to the wider curriculum/Sport
- Examples of new activities/diversifying the curriculum
- Submissions from external agencies/National Governing Bodies etc.

This is not only a good way of informing colleagues across Scotland of good practice and initiatives taking place, but is also ensures that your good practice or research is widely recognised and given deserved exposure by practitioners across Scotland. These don't have to be academic pieces, but if they are they should follow the referencing instructions which can be found below. The article published and voted best by our members will receive a cash prize.

Student Articles: Peter Bilsborough Award

Any students wishing to submit an original article or summarised version of their research will qualify for the Peter Bilsborough Award, which will award a cash prize for the article voted best by our judging panel.



Guidance for research related submissions

There is a 500-word limit for articles with 10% discretion in the word count. All submissions should be 12 point, Times New Roman font and double-spaced throughout. References should be listed at the end of articles in the Harvard style, if possible.

Please note that all articles can be submitted on the SATPE website, or using the journal template as e-mail attachments to journal@satpe.co.uk. Deadlines for the next journal will be published on our website and via social media.

If anyone has any questions, I can be contacted via the above address, or through the SATPE website.

I look forward to reading your submissions!

Kind Regards,

Dominic Tollan
Editor, SATPE Journal

DOWNLOAD TEMPLATE

Download the latest template for journal submissions [here](#).



Peter Bilsborough Student Award

Background

Peter Bilsborough was the Director of Sports Development and School Manager in the School of Sport, University of Stirling, and was involved with the Scottish PE Association. When the SPEA disbanded, Peter met with SATPE to present a cheque to allow SATPE to carry on the good work of the SPEA. Peter was keen to be involved with SATPE and expressed an interest in becoming journal editor. Not long after this however, following a short but brave fight against cancer, Peter sadly passed away on 14 January, 2015, some two months short of his retirement. The Peter Bilsborough Award was established in honour of Peter and his life's work. It is seen as a fitting tribute to dedicate this award to physical education students to both encourage and reward their research and journal submissions. This award gives students the opportunity to showcase their research and experiences through the SATPE journal. A judging panel of practicing PE teachers selects the best article from each edition. We are sure that Peter's legacy will live on through the ever-continuing study and strive for deeper knowledge and improving physical education that these articles will bring to PE teachers and students across the country.



*A detailed account of Peter's life and impressive 36 year career, penned by Raleigh Gowrie Sports Performance Manager School of Sport, University of Stirling can be found in the 3rd edition of the SATPE Journal. This can be accessed via the SATPE website



SATPE Conference 2023

An amazing turnout for our first in person SATPE Conference since the Pandemic.



