



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Developing Pupil Wellbeing in the PE Lesson

Professional Learning
Booklet



Overview of the PE curriculum and how it aims to address the wellbeing of the child

Physical Education (PE) makes an invaluable contribution in supporting the wellbeing of children. PE supports children in developing positive skills, knowledge and attitudes which can support their engagement with physical activity in school but also at home and in the wider community. Accordingly, PE plays a central role in the development of physical wellbeing. In addition, however, PE also makes a vital contribution to the social and emotional wellbeing of children. PE can help children build and maintain a sense of belonging, relatedness or connection with others through physical activities undertaken at school, at home or in the community. This sense of purpose, connection and belonging which can be fostered through PE is a vital contributor to wellbeing.

Developing Pupil Wellbeing in PE through a sense of belonging

Belonging in PE is a sense of feeling valued by a group or team and of being accepted and appreciated by others (Smith et al 2021). Belonging in PE can be a perceived social connection with peers but also with the teacher. Belonging, sometimes referred to as relatedness, is a key component of the self-determination theory of motivation (Deci and Ryan, 1985). See www.scoilnet.ie/pdst/physlit/motivation/ for further information on the use of the self-determination theory to foster pupil motivation and confidence in the PE lesson. It refers to the extent to which an individual feel connected to others and a sense of relatedness to their community, in this instance the PE class and teacher (Sun et al 2010). Creating this sense of belonging within the PE class supports the development of wellbeing.

How: There are many ways and strategies to develop pupil belonging in the PE lesson. Here are several suggestions that are designed to promote and develop a sense of belonging in the PE lesson which can positively impact both on pupil motivation to participate in PE and pupil wellbeing. Choose the options that will best support a sense of belonging in the PE lesson.

Please see www.scoilnet.ie/pdst/physlit/motivation/ for further information on how each strategy can be developed in the PE lesson

Form teams and groups appropriately	Use of story and narrative
Teach about teamwork	Use of novel activities
Provision of Autonomy & Choice	Use of small – sided games
Develop team spirit	Avoid elimination games
Use cooperative learning structures	Use of the inclusive TREE model

Provision of Autonomy & Choice

Autonomy is the perception of control and choice over a specific situation (Deci & Ryan, 1985). Providing an element of autonomy or choice in the PE lesson is complementary to the development of pupil wellbeing, belonging and connection, as pupil opinions and voice are valued as part of the group. In a PE context, this might entail increasing pupils' options, offering an element of choice and the chance to make decisions in the lesson as well as welcoming questions and suggestions. In addition, to choose around activities, choice can also relate to how and what to learn (Grey et al 2019) In order to maximise participation in the PE lesson and all pupils to feel a sense of belonging, value and acceptance, it is important to consider how different cultures or pupil individual physical activity preference can be represented and included in the PE lesson. Please see www.scoilnet.ie/pdst/physlit/motivation/autonomy/ for more information.

Choice of playing area
'Decide as a group if you would like to change the size or position of the playing area'

Level of challenge
'Catch with one hand. If you are finding it tricky catch with 2 hands for a while. To make it harder catch with your other hand'

Choice of equipment
'What type of ball would you like to use for this game?'

Choice of music
'What type of music would you like for your dance?'

Competitive or collaborative?
'On this side of the hall we will keep the score, on the other side we will play just for fun. Choose which side you want to play on'

Autonomy over how to practise
'Choose if you would like to practise throwing with a partner or against the wall'

Choice of activity
'We are all going to do a gymnastics roll, choose 1 of the 3 rolls we have practised you would like to do'

Goal setting
'Look back at your PE goal setting work card. You have 10 minutes in today's lesson to work on your goal'

Autonomy over time
'We have 20 minutes. Pick one of the six stations to work at. Move on to another station when you feel ready'

Choice of movement
'Travel around the space to warm up using hands and feet. Pick your favourite animal walk'

Self-paced progression
'When you complete the activity successfully 3 times show a friend and then move onto the next level task'

Autonomy and Choice in the PE Lesson

Autonomy and choice need to be carefully structured and guided by the teacher to support curricular objectives and progressive development.



Oide



Practical activities to develop a sense of autonomy in the PE lesson

Flush the toilet: Use cones to outline a suitable playing area, pupils move within this area. Choose 2-3 students to become the "toilet flushers". "Toilet flushers move around the playing space and tag as many pupils as possible. When a pupil is tagged, they become a toilet by kneeling down on one knee with one hand extended to make the shape of a toilet. In order to rejoin the game another pupil must flush the toilet by pushing down the extended arm. Vary the "toilet flushers" regularly.

Autonomy & Choice: Pause mid activity to allow children to choose a different way of freeing their team mates e.g. hi-five, fist pump, giving a hand up if they have to sit down when tagged etc.

Circle Throw (Move Well Move Often, Book 3 pg. 148) Arrange pupils in small groups, standing in a circle, arm distance apart. Each group has one ball. Pupils choose one person to pass the ball to, ensuring everyone is included in the pattern. One pupil begins and passes the ball to their chosen pupil, then runs around the outside of the circle in a clockwise direction and returns to the starting place. The pupil who receives the pass repeats the process and this continues until everyone has had a pass. When everyone has had a turn, reverse the pattern. If the ball is dropped, the next person whose turn it would be to pass next picks it up and the play continues.

Autonomy & Choice: Offer a choice in the object used to throw before the game begins: beanbag, soft ball, tennis ball, bigger sized ball, etc.

Pause mid activity to allow children to choose a different way of passing the ball to their team mates e.g. roll the ball, underhand thro, overhand throw, use opposite hand, bounce pass etc.

Over it Goes (Move Well Move Often, Book 3, pg. 178) Arrange pupils in pairs, set up multiple mini tennis courts in the playing area, use a low net, rope, chalk line to line of cones as the halfway line. Allocate two pairs to each court with one light bouncy ball. The aim of the game is to maintain a rally for as long as possible by striking the ball back and forth over the net using the hand only. Pupils should count the overs and keep track of their highest score.

Autonomy & Choice: Pause mid activity to allow pupils to add an element of choice -

- equipment
- play competitively or collaboratively
- size of playing area
- Level of challenge – increase/decrease level of challenge
- Self-paced progression – move from using two bounces to one to no bounce
- Time – pupils continue to play with the same partner for an extended period or rotate partners regularly

Activity - Adding a sense of Autonomy to PE activities

Rock, Paper Scissors Tag

(MWMO, Book 2 pg. 28)

Arrange participants in pairs, standing one meter apart and facing each other. All pairs line up along a center line with a safety line positioned 10 meters behind both sets of participants. Each pair begins by performing a rock-paper-scissors routine. A rock is a closed fist, paper is a flat fist and scissors are the index and middle fingers in a cutting position. Paper always covers rock, rock breaks scissors and scissors cut paper. To determine a winner, pupils count to three and form a rock, paper or scissors. The winning pupil then chases their partner towards their safety line, attempting to tag them before they are safe. Line up again and repeat the activity.

Discuss and record where an element of choice can be added to this activity

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Beanbag Balance

(MWMO, Book 2 pg. 116)

Set up a large playing area using cones. Invite two participants to be taggers and two pupils to be rescuers. The remaining pupils balance a beanbag on their head while standing in the playing area. On a signal, some pupils walk/run around the playing area trying not to get tagged. If pupils are tagged

or if their beanbag touches the ground, they freeze and perform a static balance holding their arms out to the side until they are released by the rescuers.

Discuss and record where an element of choice can be added to this activity

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Concentration Ball

(MWMO, Book 2 pg. 145)

Arrange participants in groups of six, with one ball per group. Form a circle, with one participant beginning with the ball. Select a theme e.g., countries in Europe! The first participant calls another pupil's name and calls a word associated with the theme e.g. Sally Spain, before throwing the ball to Sally. Sally then calls another participant's name and chooses a new word associated with the theme. This continues until a pupil either a) says a word that has already been mentioned or b) cannot think of an answer in 3 seconds. If this occurs, this pupil must run around the outside of the circle and join in again.

Discuss and record where an element of choice can be added to this activity

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Space Ball

(MWMO, Book 3 pg. 139)

Divide the playing space into two sections (zone A & zone B), arrange participants in two teams. Both teams position an even number of players in each zone. The teams in zone A compete to pass the ball three times between them, before passing it across to zone B. The players in zone B continue and pass back to zone A after three passes. If the ball is successfully passed across the line and caught by a teammate, a score is awarded.

Discuss and record where an element of choice can be added to this activity

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Activity – Adding a sense of Autonomy to PE Activities

Rock, Paper Scissors Tag

(MWMO, Book 2 pg. 28)

Examples of Choice

Playing area: Length of distance to run to base

Movement: Method of travel

Activity: Performance of Rock, paper, scissors (whole body option)

Partners: Playing with different partners

Beanbag Balance

(MWMO, Book 2 pg. 116)

Examples of Choice

Movement: Method of travel

Activity: Choice of balance to perform

Activity: Choice of where to place beanbag

Activity: Choice of levels when moving

Activity: Choice of number of taggers

Concentration Ball

(MWMO, Book 2 pg. 145)

Examples of Choice

Movement: Choice of Pass

Activity: Choice of theme

Activity: Choice of movement around the circle

Equipment: Choice of size ball

Playing Area: Choice of size of circle

Space Ball

(MWMO, Book 3 pg. 139)

Examples of Choice

Playing Area: Choice of size of circle

Equipment: Choice of size ball/beanbag

Activity: Choice of no of passes to be made before throwing the ball across the line

Activity: Choice of playing the game competitively/collaboratively

Use of the inclusive TREE Model

The TREE model is a simple system for differentiating physical education activities so that PE activities can be more inclusive and accessible by all. A learning environment which supports the belonging of all students enhances a positive sense of wellbeing among students (Smith et al 2021).

TREE provides an easy way of structuring changes to any activity by changing the teaching style, rules, equipment or the environment. For practical examples of what this might look like in a PE context check out the PDST resource - Move Well, Move Often: An Inclusive Approach to Physical Education and the Development of FMS. This resource is intended to be used in conjunction with the Move Well, Move Often resource. It highlights a range of approaches and methodologies that teachers can use to remove barriers to participation, to enable achievement of learning outcomes across the PE curriculum for all pupils. It aims to enable the teacher to create an environment and conditions in which each pupil can flourish according to their own capability. This resource can be found on www.pdst.ie/Physical-Education-Main



Teaching or Coaching Style:

You can adapt the way you communicate with the pupils

Rules or Regulations:

You can simplify or change the rules and regulations to make your activities more inclusive

Equipment:

You can modify the equipment you can use so that pupils can access your activities

Environment:

You can adjust where the activities happen and how they are structured to accommodate all ability levels

Activity – Adapting a PE activity using the TREE model

Flick and Score

MWMO Book 1 Pg 174

Arrange pupils in groups of four or five. Invite each group to place two metres away from an empty box. Pupils take turns to balance the beanbag on their foot and flick it into the box. If they are successful, their group is awarded one point. The pupil then retrieves the beanbag and kicks it back to the next pupil in the group. Play up to a score of ten points.

Adaptations using the TREE model

How could the teaching style of this activity be adapted?

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Go get the Beanbag

MWMO Book 2 Pg 103

Use cones to set up a rectangular playing area. Place lots of obstacles such as skipping ropes, balls, cones and spot markers randomly throughout the playing area. Pupils are required to move over and around these obstacles. At one end of the playing area set up a line of hoops as the home base for each group. At the other end place one hoop in the centre with as many beanbags as possible in it. The aim of the activity is to sidestep through the obstacles to the other side, pick up one beanbag, sidestep back and place the beanbag in your group's hoop. The group with the most beanbags at the end wins.

Adaptations using the TREE model

How could the rules of this activity be adapted?

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Tennis Ball Challenge

MWMO Book 2 Pg159

Pupils work in pairs, one throwing and the other counting. The aim is to throw the ball against the wall and catch it again as many times as possible in thirty seconds. For safety reasons ensure that groups are spaced at least three metres apart.

Adaptations using the TREE model

How could the equipment for this activity be adapted?

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Mouse in the house

MWMO Book 1 - Pg. 56

To set up the game, spread out as many hoops (houses) as possible around the playing area, however ensure that there is less than one per pupil. Invite the pupils to adopt the role of mice and to find a space anywhere within the playing area. On a signal (play music, beat a drum) pupils must begin skipping around the area avoiding the hoops. When the music/drum stops pupils must find a hoop and step into it as quickly as possible. After each pause remove a hoop. As the game progresses, there will be more and more pupils sharing a hoop when the music starts. See how many pupils can fit in each hoop.

Adaptations using the TREE model

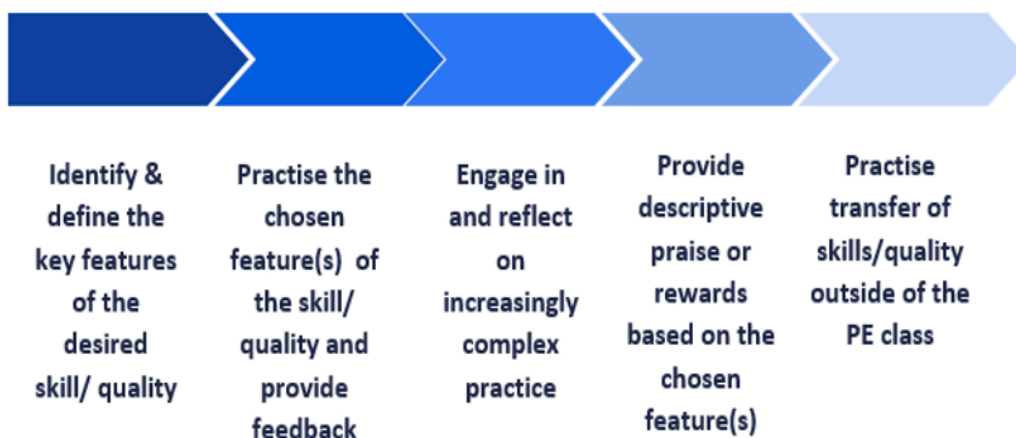
How could the environment for this activity be adapted?

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Teach about teamwork

Positive social skills and personal qualities such as teamwork can help build and maintain a sense of belonging, relatedness or connection with others. Emphasizing teamwork amongst pupils creates an inclusive culture where each person is valued and important. Cooperative activities from the outdoor adventure strand can, for example, help support teamwork and develop a sense of belonging if pupils have these skills they will be welcomed and can participate in both formal and informal physical activity and sport settings, without them their opportunities to develop a sense of belonging may become limited over time. Research shows, however, that the development of positive social skills and personal qualities such as teamwork is not an automatic outcome of participating in PE, sport or physical activity (Gibbons et al 1997). Specific planned, intentional and systematic teaching strategies are, therefore, required (Richards et al 2019) as these skills must be 'taught rather than caught. Information on how to explicitly teach social skills and personal qualities in PE as well as a variety of resources such as activity listings, assessment and discussion templates as well as book and video modelling resources are available on our Scoilnet page. www.scoilnet.ie/pdst/physlit/motivation/social/

Approaches to teaching a social skill



Identify the key features of teamwork

Encourage pupils to consider what teamwork looks like, feels like and sounds like. This activity helps pupils to break the skill into smaller parts. Pupils can do this individually or in groups. These features of teamwork that the pupils will create could be used as the teaching points. In the upcoming PE lessons. Show pupils video clips, newspaper articles, stories from your own experience etc. that relate to the importance of teamwork. A selection of suitable clips can be found on http://www.scoilnet.ie/fileadmin/user_upload/MoveWellSocialVideosA.pdf

Practice the chosen feature

Focus on one of two of the teamwork teaching points as shown on the poster or created by pupils using their 'looks like, feels like, sounds like' card. Engage in typical PE activities while encouraging use of the chosen teaching points. See the chosen Move Well Move Often activities that promote a sense of teamwork on <http://www.scoilnet.ie/pdst/physlit/motivation/social/>. Provide praise and feedback focused on the teaching points focus. Provide a suitable method of assessment for pupils to engage with. Inform the wider school community of developments made by individuals or by the whole class group in this area

TEAMWORK

Motivation and Confidence – the affective domain of Physical Literacy. This refers to the pupil's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life.



Help others



Well done, you tried really hard today!

Encourage and compliment others



Involve everyone



3, 2, 1... Go!

Communicate



Listen



Move Well, Move Often:
Developing the physically literate child through the lens of fundamental movement skills



TEAMWORK

Emphasising teamwork creates an inclusive culture where each person is valued and important. Being part of a team can lead to greater outcomes for all pupils and can enhance pupils' motivation to participate in PE class.



Book One Activities

- Train Station
- Lifesaver Tag
- Find Someone Who
- Long Hop Relay
- Letters
- Bunny Chase
- Frost and Sun
- Catch Me
- Side Step to the Rescue
- Mirror Tag
- Hoop Jump
- Hot Potato
- Balloon Bump

Book Two Activities

- Elephant Walk
- Over Under
- Switch, Change Rotate
- Corner Relay
- Build your Army
- Release Tag
- Hop to the Rescue
- Coordinated Skipping
- Capture the Flag
- Chain Tag
- Spot Tag
- Capture the Treasure
- Fox and Geese
- Mirror Mirror
- Pattern Ball
- Bench Ball
- Smack Attack
- Wish Upon a Star

Book Three Activities

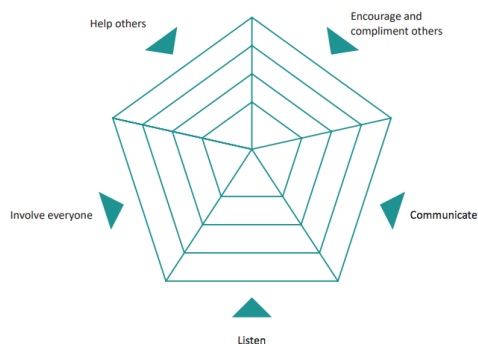
- Corner Relay
- Circle Pass Challenge
- Name Tag
- Hoppy Copy Cats
- Musical Hoops
- Memory Jumping
- Dog Catchers
- Triangle Tag
- Step and Sync
- Circle Pass Challenge
- Circle in Circle Out
- Support the Scout
- Wolves and Bunnies
- Soccer Tag
- Empty the Circle
- Over It Goes
- Hoop Bounce 2
- Wall Ball
- Caught Out



TEAMWORK

Obair mar Fhoireann

PUPIL ASSESSMENT: SELF-ASSESSMENT WEB



1. I don't think I can do this

2. I can do this but I find it hard

3. I can do this most of the time

4. I can do this all of the time

Pupil's Comments:

While attempting this skill, I felt:

Rate your effort level:

Light Moderate Vigorous

Teacher's Comments:

A variety of teamwork assessment templates are available on

www.scoilnet.ie/pdst/physlit/motivation/social/

Practice skill outside of the PE lesson

Ask pupils to record, reflect and share their experiences of and plans for using these skills and qualities outside of PE. Encourage pupils to write in their PE journals/ reflective templates, share during Oral Language time, Circle Time etc. Where and where they displayed positive teamwork.

Link with the Wellbeing Policy Statement and Framework for Practice




The Wellbeing Policy Statement and Framework for Practice invites schools to promote pupil Wellbeing. This document names a sense of belonging and connectedness to school and participation in school activities as a protective factor for pupil wellbeing. This document also names four key areas of wellbeing promotion, two of these key areas, Culture & Environment, Relationships & Partnerships very much promote a sense of belonging and outline the importance of positive relationships for pupil wellbeing in school.

All four key areas of wellbeing promotion offer ample opportunity to develop pupil wellbeing through physical education and physical activity. See the infographic for more information. See www.pdst.ie/wellbeing for further supports and resources.

Link with the Wellbeing Policy Statement and Framework for Practice



Workshop Resource Links

Strategies to develop belonging in the PE lesson	www.scoilnet.ie/pdst/physlit/motivation/belonging/	
Autonomy & Choice Poster	www.scoilnet.ie/fileadmin/user_upload/Autonomy and Choice A4 21.pdf	
Move Well Move Often Inclusive Resource	www.pdst.ie/Physical-Education-Main	
Developing Teamwork in the PE lesson	https://www.scoilnet.ie/pdst/physlit/motivation/social/	