



Oide

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Supporting the Professional
Learning of School Leaders
and Teachers

“Can we just play the game?”

A resource to support the development of pupils’
knowledge and understanding of activities and movement
while playing games in the PE lesson



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Useful Websites and Resources

- Move Well Move Often resources to develop pupil knowledge and understanding www.scoilnet.ie/pdst/phylsit/
- Move Well New Zealand Resource <https://sportnz.org.nz/get-active/ways-to-get-active/physical-education/movewell/>

Overview

Developing the physically literate pupil through the lens of knowledge and understanding

The physically literate child can be described as having the motivation and confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.



Figure 1 Physical Literacy definition

The physical literacy domain of knowledge and understanding includes the ability to identify and express the essential qualities that influence movement, understand the health benefits of an active lifestyle, and appreciate appropriate safety features associated with physical activity in a variety of settings and physical environments.

This resource explores opportunities for pupils to identify and express essential qualities that influence movement in the PE lesson. This resource will provide a range of approaches to:

- Develop pupil's knowledge and understanding of activities and movement when playing a variety of games in the PE lesson.
- Foster a knowledge and understanding of activities by developing pupil's ability to identify or apply appropriate tactics when playing games in the PE lesson.
- Develop a knowledge and understanding of movement by providing pupils with opportunities to follow different movement approaches, based on their personal preferences, talents, and skill level

The development of the physically literate pupil through the lens of knowledge and understanding provides pupils with many opportunities to make informed decisions in building an active life. For further information and supplementary resources see the knowledge and understanding tab on www.scoilnet.ie/pdst/physlit.

Lets think & discuss

What are the benefits which arise for pupils from their participation in individual, pair or team games?

How can we as teachers, support pupils to experience positive learning outcomes in this area?

Games – Centred Approach

Using the Games - Centred Approach to develop pupils' knowledge and understanding of activities.

Using the games-centred approach in the PE lesson can help develop a pupil's ability to identify or apply appropriate tactics or strategies when engaging in a physical activity. A pupil can have high-level movement competence and skill but unless they understand the game and how to move into the correct position to support teammates and receive the ball, they may never get an opportunity to use that skill in a game situation. Therefore, developing this aspect of knowledge & understanding can have an important impact on pupil participation; it can significantly

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enhance or constrain their ability to participate and experience success in physical activities. The games-centred approach starts with the game and places an emphasis on the play where tactics, decision-making, problem-solving and skill are developed.

Core Elements of a Games - Centered Approach

- Teaching games through games – begin with the game
- Discovery learning where pupils are active participants in their learning
- Questioning is central to develop pupils’ understanding of tactical play
- Involves modification of the game/applying progressions
- Requires decision making and problem-solving skills
- Develops players’ skills off the ball and enables a positive transfer of skills from one game to another game within the same category. This has a positive impact on player motivation, levels of participation and enjoyment

Games - Centred Approach Resource

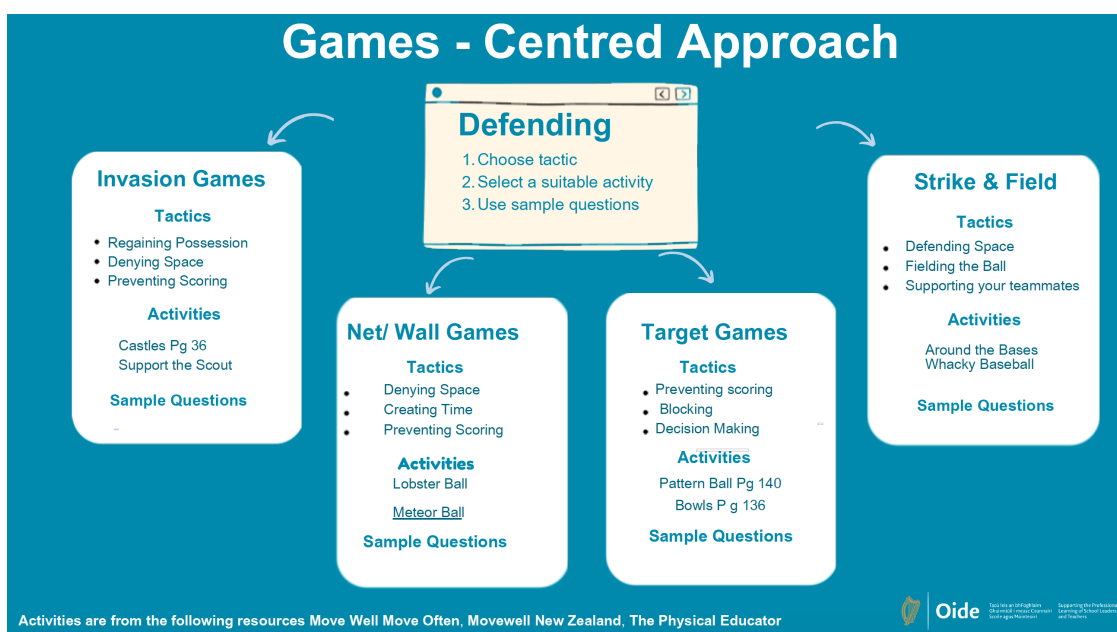


Figure 2 Games - Centered Approach, defending poster sourced from scoilnet.ie/pdst/physlit

Warm-ups

The following warm-up games will introduce participants to tactical decisions being used during games.

End Ball:

End Ball will expose pupils to both attacking and defending scenarios in quick succession.

Description: Use half of a court/hall and have up to six pupils per team. The game aims to play as a team to run the ball over the end line without being touched. Start the game from halfway and restart from behind the end line. Players can run, stop, run again, pass the ball around, but if it is dropped or intercepted the ball is handed over. Turnovers must restart with a pass from that spot. You could introduce constraints such as a maximum number of steps allowed, or a minimum number of passes allowed. (*Move Well, Invasion Games Booklet*)

Piggy in The Middle:

Piggy in the Middle exposes the pupils to lots of repetition of maintaining possession. The pupil in the middle is also gaining lots of repetition of defending.

Description: One ball between 3 in a small square two of the three try to get as many passes as possible in a certain period while the other tries to intercept as much as possible within the time. Alternate the 'piggy' regularly. Possibilities to change the number of people in the zone and the size of the zones.

Space Ball:

Space Ball encourages pupils to maintain possession while under pressure from the opposing team.

Description of Activity: Divide the hall into two sections and divide the group into two teams. Both teams place half their team into each zone. The team in zone A must complete 3 passes before passing the ball to zone B. If the ball is successfully caught a score is awarded. (*Move Well, Move Often – Book 3 pg 179*)

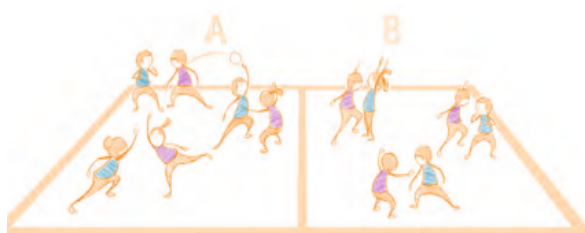


Figure 3 Space Ball, Move Well Move Often resource

Lesson Progression

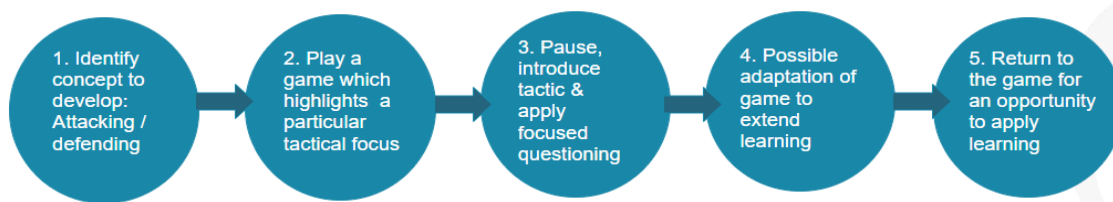
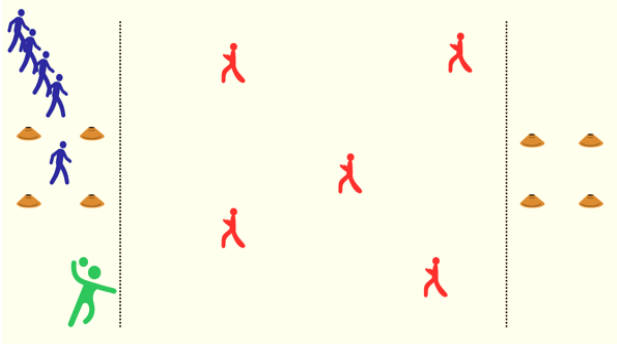


Figure 4 Games Centered Approach lesson progression.

Activity 1- Danish Longball

This is a strike & field game. It is a mixture of baseball and cricket where the aim of the game is for the batting team to score as many points as possible by running between two zones. The fielding team tries to prevent the batting team from scoring as many points as possible by throwing the ball accurately to each team-mate and thus ‘freezing’ the game.

1	Identify concept to develop	Defending
2	Play a game which highlights a particular tactical focus	<p style="text-align: center;">Strike & Field Game: Danish Longball – Beat the Fielders</p> <p>Create the playing area by establishing two lines and two bases that are 10-20m apart. There is a front line and a back line, with a square home base set up adjacent to the front line and a runner base set adjacent to the back line. With the playing area set up, the teacher then divides the class into two teams and selects one team to start at bat and the other to start in the field.</p>  <p>The batting team sets their batting order and gets in a line beside the home base, with the first player in line getting into the base itself. Meanwhile, the fielding team gets into a scattered formation beyond the front line. Each player should be at least five big steps away from any of their teammates.</p> <p>The teacher begins with a ball in their hand. Once the teams are both set up, the teacher throws the ball into the playing area. As soon as they do so, the player in the home base attempts to run to the runner base and back. As soon as they get back, the next player in line does the same. For every player that gets back to the home base, the batting team scores a point.</p>

		To stop the batting team from scoring as many points as possible, the fielding team must successfully field the ball. To do so, the player closest to the ball picks it up, throws it to a teammate and then sits down. This continues until the last fielding player standing receives the ball and calls 'FREEZE'. Once they have done so, the batting team tallies up their points and the two teams switch roles.
3	Pause, introduce tactic and apply focused questioning	Tactic: Defending Space Questions: Where should we stand to defend the space as a team? How can we stop the batting team getting points? How can we pass the ball to our players as quickly as possible? How can we show we are ready to receive the ball? How can we give our teammates the best chance of catching the ball?
4	Possible adaptations of game to extend learning:	The batting team hit/kick/throw the ball themselves instead of the teacher Use a smaller ball The fielding team must move position for each new pupil batting
5	Back into the game for an opportunity to apply learning	Give the children game time to apply tactics and strategies explored in the lesson

Resources Required: cones, ball

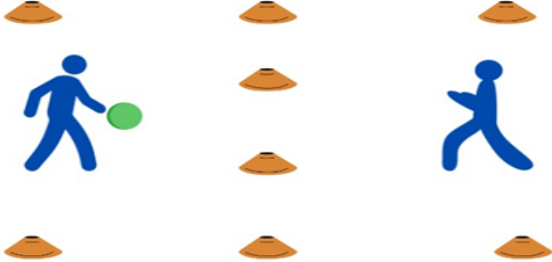
Adaptations to maximise inclusion:

- *Physical Disability:* Shorten the distance between the two bases if a pupil has a walking frame or limited lower body movement.
- *Learning Needs:* Put down poly spots to show fielders where to stand. Have a prepared sequence for passing the ball from player to player so they know who they are receiving the ball from.
- *Blind or Vision Impaired:* Use large colorful cones and a bell ball.
- *Deaf or hard of hearing:* Invite pupils to demonstrate the activity before starting.
- *Autism:* Use arrows on the ground to show direction of the travel and ensure no fielder is standing in the pathway of the runner.

Activity 2 – Space Attack

This is a net game where the aim is to throw the ball over the net into your opponent's space, trying to get it to bounce twice before your opponent can play it.

1	Identify concept to develop	Defending
2	Play a game which highlights a	Net Game: Space Attack

	particular tactical focus	<p>Divide your class into pairs for games 1v1.</p> <p>Each game will be played on a small court, using cones to create boundaries and a net. A soft large ball should be used first.</p> <p>All serves and throws must be underarm.</p> <p>This game follows similar rules to that of tennis. A player can score a point if they throw the ball over the net and it bounces twice before the opponents play it back.</p> <p>The starting server will continue to serve until he/she loses the point. The other player will then serve.</p> <p>A point can be scored on every rally.</p> 
3	Pause, introduce tactic and apply focused questioning	<p>Tactic: Defending Space</p> <p>Questions: Where should we stand when defending space? How should we stand when waiting to receive the ball? How can we defend space as a partnership?</p>
4	Possible Adaptations of game to extend learning:	<p>Allow 2 bounces depending on success rate</p> <p>Replace larger ball with a smaller ball or tennis ball</p> <p>Use a bench instead of cones for the net</p> <p>Play 2 v 2</p> <p>Use tennis rackets and tennis balls</p>
5	Back into the game for an opportunity to apply learning	<p>Give the children game time to apply tactics and strategies explored in the lesson</p>

Resources Required: cones, balls, tennis balls, rackets

Adaptations to maximise inclusion:

- *Physical Disability:* Use balloons instead of balls to increase the pupil's time to strike the object.
- *Learning Needs:* Use spot markers so each pupil knows where to stand at the start of each rally.
- *Blind or Vision Impaired:* Use a large, colored beach ball or put rice in the ball so the pupil can hear it.
- *Deaf or hard of hearing:* Use visual cues to countdown the remaining time in the activity e.g. timer.
- *Autism:* Ensure pupils are well spread out in the playing area so everyone has their own personal space.


Further Games - Centred Approach Activities & Possible Questions

Bench/ Hoop Ball

Game Type: Invasion
Tactical Focus: Supporting your Player


How to Play

1. Arrange pupils in two teams.
2. Invite one pupil from each team to stand on a bench/ in a hoop at the opposite end of the hall.
3. To score, a pupil must throw the ball to their teammate in the hoop.
4. The scorer then swaps position with this pupil.
5. Pupils are allowed to move a maximum of two steps whilst holding the ball.
6. Pupils may block the ball but may not tackle another pupil.



Adaptations/Modifications

1. A certain amount of passes must be made before you can score e.g. three
2. Pupils can only score once in the game (until every team member who would like a chance to stand in the hoop has had the opportunity).




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rRsource adapted from PDST Move Well Move Often resources
www.scoilnet.ie/pdst/physlit

Questions	Possible Answers
<p>Person with the ball: How do you keep possession?</p> <p>Which player should you pass the ball to?</p> <p>Teammates: How can you help to keep possession/ help the person with the ball?</p> <p>How do you get into space?</p> <p>How do you signal for a pass?</p>	<p>Look up, shield the ball, pass to someone who is free and select an appropriate pass</p> <p>A free player, a player who is unmarked in space A player who is in a better position than yourself A player who is in a good scoring position</p> <p>Face the ball, communicate / signal for a pass Move into space (move forward, use depth and width) Evade opposition/ draw out opposition, get close to a teammate for a pass, pass and go</p> <p>Move to a position where you can receive the ball by watching the opposition, changing direction, using speed. Evade your marker, use deception, dodge</p> <p>By calling, using agreed hand signals, pointing to space</p>



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Figure 5 Games- Centred Approach activities and possible questions.

Find further games centered approach activities and possible questions suitable for the PE lesson on www.oide.ie/primary/home/wellbeing/physical-education/

Use of digital technologies to support the development of knowledge and understanding of activities.



Before moving to the PE hall, it may be useful to play the following clip in the classroom to introduce pupils to the concept of defending.
https://drive.google.com/file/d/1pLecbeJ_iny-h4CE-5-Q09Y16mKneuFD/view

The short video clip showcases an invasion activity called 'Behind Enemy Lines', MWMO Book 2 pg.149 It may be helpful to play the clip a number of times and to initially encourage pupils to describe the game before moving on to consider to following questions to explore the concept of defending:

- What is the role of the defenders?
- What decisions do the defenders have to make?
- How can the defenders prevent the team with the ball from passing it?
- How can the team with the ball be stopped from moving forward?
- How can the target be defended?
- How can a team win back the ball?
- What can the defenders support each other?
- What are the defenders doing well?
- What can the defenders improve on?
- What advice would you give the defenders?

Post PE lesson reflection

PE REFLECTION TEMPLATE
(POST- LESSON)



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Name: Date: //

How do you feel?

Happy
 Energised
 Good
 Tired
 Unhappy

Circle your level of energy

Draw or write about what you learned today	Where can you do this again?	Who will practise with you?	Colour or label the parts of the body used
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Draw somewhere you can be active in your community			
<input type="text"/>			

Figure 6 Post lesson pupil reflection template

Encourage pupils to reflect, consider and record their learnings from the PE based on the tactic explored in the PE lesson using the post PE lesson reflective templates found on https://www.scoilnet.ie/fileadmin/user_upload/PE_Reflection_Templates_PLS5.pdf Encourage pupils to consider where and when they can continue to develop this learning.

Let's think & discuss

Consider how the games centred approach can be used to develop knowledge and understanding of activities in the PE lesson in your school context?

Non-Linear Approach



Developing pupil knowledge and understanding of movement

There are two main approaches when teaching a movement skill. A linear approach involves the teacher demonstrating and prescribing precise teaching points of the skill for the pupil to engage with. A non-linear approach argues that skill development is a dynamic process, and one cannot provide a precise set of instructions to teaching a skill. It states that the environment, the task and or the individual are all variables in the process of skill development. Through the non-linear approach the teacher provides tasks which exposes the pupil to a specific skill. The teacher allows the pupil to explore the activity before providing any explanation. Other key elements of the non-linear approach include the teacher manipulating the constraints of the activity to aid the learning. Providing feedback opportunities using questioning is also central to the non-linear approach.

Using the Non-Linear Approach to develop pupils' knowledge and understanding of activities.

There are three main principles of nonlinear pedagogy.

- a) **Exploration before Explanation** is based on the premise that all pupils do not perform a skill in the same way as was explained above. Therefore, it is important for the teacher to act as facilitator and provide the pupils with lots of opportunities for exploration and exposure to the skill for them to come up with their own movement solutions. Supporting pupils to find their own individualized movement solutions is called divergent discovery; the teacher might ask them to consider what was working well already or how they could improve at a particular skill further. If the pupils are still finding the activity challenging, the teacher may provide a demonstration or cues.
- b) **Manipulating Constraints** looks at the role the teacher can take in varying the activities for the pupils to come up with the best movement solution for that skill. There are 3 types of constraints, Individual, Environmental and Task. Individual constraints include body size, age, motivational levels Environmental constraints can include the weather and the playing surface or peers, culture and parents. The task constraints include the rules, equipment, the playing dimensions and the number of people. As you can imagine the task constraint is the constraint that can be manipulated the most by the teacher and we will look at the TREE model to help us in doing this.
- c) **Use of feedback and questioning** are an important element of this approach. The focus is on the pupil and problem solving i.e. coming up with individual movement solutions that help them experience success with the skill/activity. As a result, higher-order thinking occurs through discussion.

Exploration before Explanation	<ul style="list-style-type: none"> • Teachers act as facilitators • Encourage divergent discovery • Demonstration & cues only if necessary & after exploration
Manipulate Constraints	<ul style="list-style-type: none"> • Teachers manipulate task to promote learning • TREE as a model to adapt task
Use of Feedback	<ul style="list-style-type: none"> • Questioning to focus on the pupil & problem solving • Feedback should focus on children finding individual solutions • External cues can aid the learning



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Figure 6 Principles of the nonlinear approach adapted from chow et al 2016.

The TREE model is an adaptation tool which can support teachers to modify activities to challenge pupils to find ‘movement solutions’ based on the adaptation. The TREE model also supports teachers to adapt and modify activities to make them more inclusive. We will use the TREE model when looking to adapt the next practical activities.



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

Figure 7 TREE model, adaptation tool

Activity – Kick to Score - MWMO – Book 2 Pg 175

This is a target game. It is a kicking game where the aim of the game is for the kicker to score as many points as possible by hitting the scores on the wall.

Skill Focus: Kicking

1. Exploration before explanation by allowing participants play Kick to Score without explaining how best to perform the skill of kicking
2. Manipulating constraints by adapting the teaching style, the rules, the equipment and the environment
3. Use of feedback by asking questions after each round of Kick to Score

Description of Activity

Draw or stick target areas at various heights on the wall. Points should be placed in the centre of each target from one to five. Arrange pupils in groups. Pupils are given a sequence to achieve. I.e. Try to hit from number 1 –5 in sequence.

Manipulate the constraints by changing the size of ball, the sequence, the distance from target etc.

Provide questioning at regular intervals regarding the kicking technique e.g. why are your hands important when kicking? How does the run up affect the kick? What part of your foot touches the ball?



Figure 8 Kick to Score, Move Well Move Often resource.

Resources Required: cones, balls, target numbers

Adaptations to maximize inclusion:

- *Physical Disability:* Move as close to the target as is required
- *Learning Needs:* Allow the pupil to aim for any target
- *Blind or Vision Impaired:* Use a large, colored beach ball and/or ensure the target is closer to the kicker
- *Autism:* Ensure pupils are well spread out in the playing area so everyone has their own personal space.

Activity – Fairground Gallery - MWMO – Book 2 Pg 177

This is a target game. The pupil's aim is to kick the ball and hit a moving ball travelling perpendicular to the ball being kicked.

Skill Focus: Kicking

1. Exploration before Explanation by allowing participants Fairground Gallery without explaining how best to perform the skill of kicking
2. Manipulating Constraints by adapting my teaching style, the rules, the equipment and the environment
3. Use of feedback by asking questions after each round of Fairground Gallery

Description of Activity

Divide your class into groups of five with three footballs and one tennis ball per group. Three pupils line up, side by side with a football each. The other pupils stand in front of their three classmates as per the diagram and roll the ball. The three pupils will kick the football in attempt to hit the tennis balls. Pupils rotate when they have successfully hit the tennis ball or after a minute. Adapt the activity by having the pupil's chest pass the target ball

Introduce questions such as 'How might you change the way you kick when trying to strike a ball higher up or lower down?'



Figure 9 Fairground Gallery, Move Well Move Often resource.

Resources Required: cones, footballs, tennis balls

Adaptations to maximise inclusion:

- *Physical Disability:* Allow pupils to kick a stationary target, use a bigger ball or lighter ball.
- *Learning Needs:* Play the game collaboratively. Pair pupils to provide assistance to each other where required
- *Blind or Vision Impaired:* Use a large, colored ball and/or use a noisy ball so pupils can hear it

- *Autism:* Practice kicking the ball in isolation before introducing the perpendicular ball

Activity – Landing Zone - MWMO – Book 3 Pg 162

This is a target game. It is a kicking game where the aim of the game is for the kicker to kick the ball into a zone. Once they have achieved that they progress to aiming at a more challenging zone.

Description of Activity

Set up a kicking zone where pupils must kick from a certain area. Set up target squares of different sizes at different points. Set up teams of 4. The team decides what zone they want to aim for, and all must try to get the ball into that zone. If 2 or more participants get the ball in the zone, the team can move onto the next zone



Figure 10 Landing Zone, Move Well Move Often resource.

Skill Focus: Kicking

1. Play Landing Zone
2. Discuss and record using the template below possible constraints for landing zone to develop pupils kicking skills
3. Record suitable questions to pose as pupils play Landing Zone to elicit pupil's knowledge and understanding of kicking

Resources Required: balls for kicking, cones

Adaptations to maximise inclusion

- *Physical Disability:* Shorten the distance between the landing zones
- *Learning Needs:* Have a prepared sequence for which landing zone player progresses to
- *Blind or Vision Impaired:* Use large colorful cones and a bell ball.
- *Deaf or hard of hearing:* Invite pupils to demonstrate the activity before starting.
- *Autism:* Use signs to show direction of the zones the players progress to

Record how to apply the non-linear approach when playing Landing Zone using the following headings

Explanation before Exploration	Manipulate Constraints	Use of Feedback
<i>Introduction of Activity</i>	<i>TREE Model</i>	<i>Possible Questions</i>

Let's think & discuss

Consider how the non-linear approach to develop knowledge and understanding of movement could be applied to your school context.

Consider the use of digital technology for self/peer assessment of skills in the PE Lesson

Assessment

Assessment is an integral part of learning and teaching. It is a collaborative process involving children and teachers. During the PE activities outlined, assessment can take the form of *intuitive assessment* or *planned interactions*.

Intuitive Assessment

Observations: When using the non-linear approach in the PE lesson, teachers can observe pupils as they attempt to complete the movement problems presented in the adapted activities. Observing, listening to and interacting with children as they engage in these activities can provide vital assessment information. Observing during the games-centred approach lesson allows the teacher to respond to opportune learning situations as they arise.

Questioning: Questioning is a vital component of the games-centered and non-linear approaches. Effective and probing questions which are open will encourage children to reflect, think critically, make decisions and solve problems based on their environment. These questions can help teachers to gauge understanding and can be used to assess learning and to assist learning.

Planned Interactions

Self-Assessment: Self-assessment methods can support intrinsic affirmation and motivation. During these activities, pupils can engage in goal setting to identify their progress to date and then plan how they can take responsibility for their learning in the lesson and how they can further develop skills. See individual goal setting resources available on www.scoilnet.ie/index.php?id=2544.

Technology-assisted assessment: Digital technology can be used to support peer and self-assessment. Pupils can record each other when executing a skill using the non-linear approach. Pupils can then review their learning and discuss what's working well for them when moving and how they can further improve and develop their movement skills.

Supporting pupils to experience positive learning outcomes when playing individual, partner or group games

- 1) **Create a motivational environment:** Motivation refers to an individual's enthusiasm for, enjoyment of and self-assurance in adopting physical activity as an integral part of life. Pupils can display various levels of motivation when engaging with games. Pupils who feel unmotivated or lack confidence to participate can display a variety of behaviours including complete withdrawal from the activity. Creating a motivational climate in the PE lesson can support pupils to improve their levels of participation. The elements central to creating a motivational climate in the physical education (PE) lesson are autonomy, belonging and competence. The class teacher can choose the most appropriate elements to use to create a motivational climate based on the needs of the pupils.
 - Autonomy is a perception that behaviour is self-determined and that an element of choice exists in the PE lesson. An element of autonomy can be easily provided for pupils when engaging with games and activities. Pupils can choose to play a game competitively or collaboratively, choose an activity with an appropriate level of challenge, the size of equipment to use when playing etc. For more information see www.scoilnet.ie/pdst/physlit/motivation/autonomy/.
 - Belonging is perceived social connections with peers and the teacher. This can be easily fostered when playing group games and can have invaluable positive effects on pupils. Some suggested strategies to develop a sense of belonging is to teach the social skill of teamwork when playing games and activities. Provide pupils with an opportunity to develop a sense of team spirit with their team e.g. come up with a team name, team chant, team goals etc. For these and further strategies see www.scoilnet.ie/pdst/physlit/motivation/belonging/. The Sports Education model can also be used in the PE lesson to develop a sense of belonging which provides each team member with a specific role and duty. See <https://www.scoilnet.ie/index.php?id=2597> for more information.
 - Competence is perceived ability to carry out a task effectively. A strategy to support pupils to develop competence in the PE lesson is to focus on effort and improvement rather than the sole focus on the outcome e.g. winning. This change in mindset can be easily applied when playing individual, pair or team games. It can help pupils to see themselves as learners and achieve success in the PE lesson, as success is defined as improvement, learning and effort

rather than one individual or team 'winning'. For more information see www.scoilnet.ie/pdst/physlit/motivation/improvement/

- 2) **Inclusion:** Inclusion requires teachers to develop methods and strategies which enable all pupils to access the PE curriculum, thus supporting their engagement in the PE lesson. This involves removing barriers to participation and creating an environment in which each pupil can flourish according to their own capability.

The **TREE** model is an adaptation tool which can support teachers to adapt and modify activities to make them more inclusive and accessible for all ability levels.

Teaching Style: You can adapt the way you communicate with the pupils e.g. *Use visual cues such as bibs or flags to signal the start or the end of the activity*

Rules: You can simplify or change the rules to make your activities more inclusive e.g. *During a throwing activity, allow the pupil to move closer to the target*

Equipment: You can modify the equipment you can use so that pupils can access your activities e.g. *Use balls that are light and travel slower in the air like a beach ball or balloon*

Environment: You can adjust where the activities happen and how they are structures to accommodate all ability levels e.g. *Use arrows as markers on the ground to show the direction of movement*

Creating an inclusive PE environment can give each pupil a sense of belonging and ensure they reach their own potential regarding physical literacy development.

- 3) **Effective Communication:** Communication is an interpersonal skill that involves sending and receiving messages. Communication can be either verbal or non-verbal. The effectiveness of a person's communication impacts on the thoughts, feelings and actions of the person receiving the message. In a PE context this is particularly relevant as the person sending this message is a role model to the person receiving the message - i.e. the class teacher to the pupil. Effective communication is closely linked with autonomy, choice and a feeling of connection or belonging. Effective teacher communication can impact a pupils' thoughts, feelings and actions and therefore plays an important role in a pupil's engagement and motivation. Here are some suggested strategies for effective communication in the PE lesson:

- Providing meaningful rationales e.g. *"we are working on maintaining possession to improve how we defend"*
- Constructive feedback e.g. *"I like the way you are standing side on when throwing, now let's work on eyes on the target"*
- Acknowledging and accepting feelings *"I understand this activity is difficult, would you like to play the activity in a slightly different way"*

- Use non-pressuring language “well done, I can see you are giving your best effort”

In a PE context, it may be useful to consider the most appropriate time to use each strategy within the PE lesson. More information on these effective teacher communication strategies can be accessed here <https://www.scoilnet.ie/pdst/physlit/motivation/communication/>.

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