



Co-funded by
the European Union

D2.3 Physical Literacy e-book
in all partner languages
Prepared by the ePhyLi consortium

Datasheet

Title UNDERSTANDING AND DEVELOPING PHYSICAL LITERACY IN PHYSICAL EDUCATION: A GUIDEBOOK FOR PHYSICAL EDUCATION TEACHERS

Editors Green Nigel, Vašíčková Jana, Christodoulides Efstathios, Tsivitanidou Olia

Content materials written by Green Nigel, Vašíčková Jana, Christodoulides Efstathios, Tsivitanidou Olia, Carraro Attilio, Poláková Martina, Zito Viviana, Markovič Miroslav

Content materials reviewed by Mulè Antonino, Adamakis Manolis

Owned by ePhyLi project

Produced by ePhyLi project

eBook reviewed by Grecic David



Endorsed by the International Physical Literacy Association (IPLA)



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project number: 101089928.

Table of Contents

1	Introduction	4
2	Module 1: Introduction to the concept of physical literacy	7
3	Module 2: Why physical literacy? Why you? Health, wellbeing, sport, physical education, physical activity, and personal journeys	26
4	Module 3: Charting progress	41
5	Module 4: Early years	61
6	Module 5: Curriculum and extra-curricular experiences – primary and secondary progression planning (5 – 18 years).....	74
7	Module 6: Pedagogy and practice 1 – Teaching strategies impacting physical literacy	90
8	Module 7: Pedagogy and practice 2 – Models – Impacting on physical literacy	113
9	Module 8: Disability, inclusion, and physical literacy	127

1 Introduction

The “Promoting Physical Literacy and healthy lifestyles through digital materials for university students” (ePhyLi) project aims to promote awareness and activity in health-enhancing physical activity (HEPA) environments and the adoption of a healthy lifestyle for all. In particular, the maintenance of lifelong engagement in physical activity (PA) and sports in our daily life could be achieved by increasing the knowledge and understanding about the notion of physical literacy (PL) to future physical education (PE) teachers, other university students who study PE, Sport Pedagogy, Sport and Exercise Science or Primary Education.

Among a series of activities, the ePhyLi consortium has designed and developed an e-book that gives a complete general vision of the concept of PL.

This e-book is based on the desk and field research on PL and its connections to PE. Desk research quickly reviewed up-to-date publications about PL, PE, and PA in various countries around the world and the field research consisted of several focus group interviews with university students and in-service teachers within participating countries to explore their understanding of PL and its impact on PA engagement, teaching PE and individual experiences. During those focus groups, we also conducted online surveys gathering 92 participants’ answers.

According to the previously mentioned findings from the desk and field research, a pedagogical framework for teaching and learning about PL was recognised, accompanied by associated learning objectives outlined in the comprehensive report of the pedagogical framework for PL. This framework can be assessed on the project’s website and is intended to provide direction for the creation of educational materials focused on PL, which is being developed by the consortium in a subsequent phase of the project.

The e-book comprises eight modules. Most of the modules take approximately 10 hours to explore. In the modules, there are some reflecting exercises to discuss together, to increase engagement with the topic and some review or self-assessment questions to check final understanding.

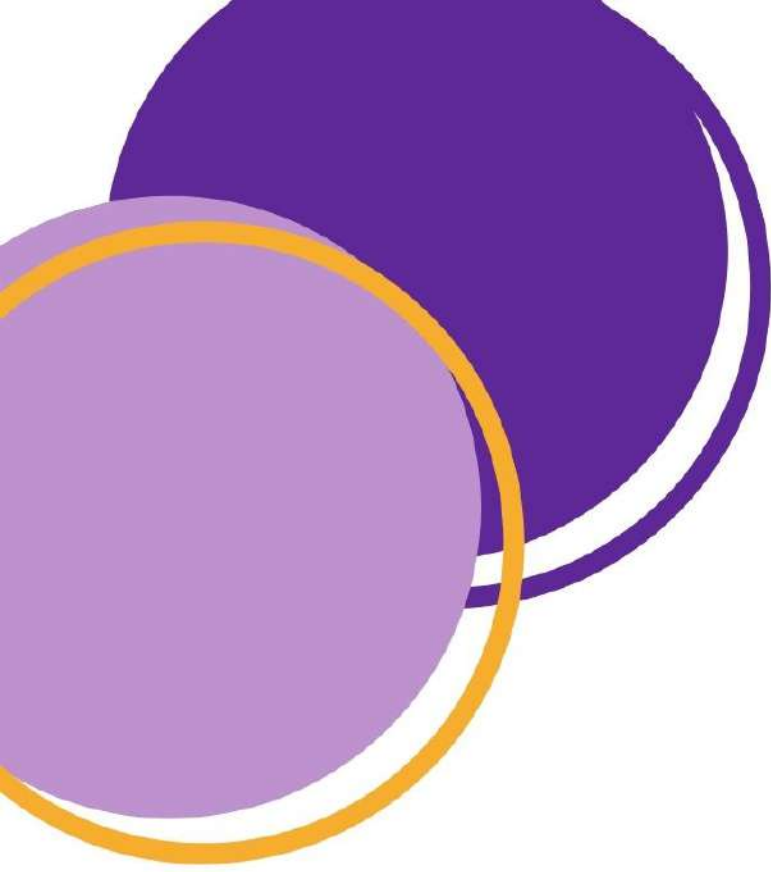
Module 1 introduces learners to the concept of PL. In this module, participants will delve into PL’s philosophical roots, worldwide perspectives, and historical evolution. Through personal reflection and interactive activities, participants will gain a deeper understanding of the comprehensive essence of PL. Module 2 investigates the importance of PL and its relevance to individuals. Participants will contemplate the connection between PA and health and well-being. They will also examine how personal experiences, societal institutions, and environmental factors influence engagement in PA, thus gaining insight into the pivotal role of PL in fostering a healthy lifestyle. Module 3 focuses on tracking progress in PL and PE. Participants will delve into the notion of progress, examining various assessment techniques and their effects on individuals. Additionally, they will be introduced to “authentic core tasks” and principles aimed at enhancing the effectiveness of progress monitoring. Module 4 is dedicated to exploring PA experiences for young children in their early years. Participants will reflect on existing practices and principles aimed at facilitating positive PA experiences in diverse settings such as homes, nurseries, playgroups, and sports clubs. Module 5 delves into planning curriculum and extra-curricular activities for students aged 5 to 18. Participants will explore strategies for fostering positive PA experiences within various settings, including schools, communities, families, and sports clubs. Module 6 introduces participants to the relationship between pedagogy, PL, and PE. It examines the various levels of PL in children and utilises Mosston’s spectrum of teaching styles to enhance the development of PL. Module 7 expands participants’ understanding of teaching models such as 'Sport Education,' 'Teaching Games for Understanding' (TGfU), and 'Cooperative Learning.' It

equips participants with the skills to apply and adapt these models effectively to promote lifelong engagement with PA. Module 8 focuses on the intersection of disability, inclusion, and PL within the realm of PE. Participants will gain insights and strategies to create an inclusive environment that fosters holistic development for all children, regardless of ability.

Therefore, the e-book can be considered as a guide on a journey that goes through the roots, the concept, and the impact of PL in our lives. After completing the modules, learners can advocate for PL principles and contribute to an informed, inclusive, and active global community.

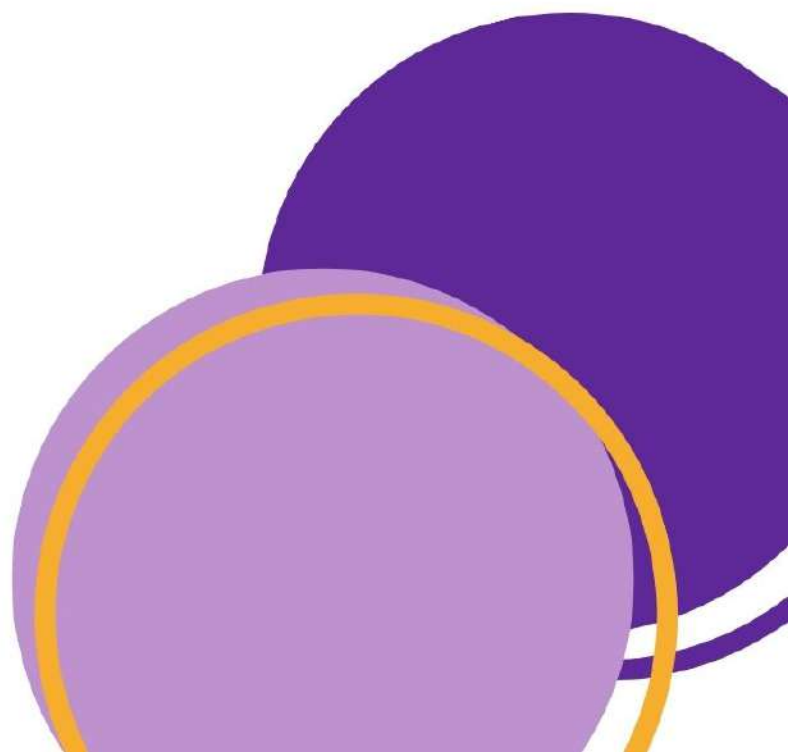
The final aim of this e-book is that it could be used by Higher Education Institutions (HEI) and other training institutions/centres, Universities that want to go deep into the concept of PL or that want to embrace PL through PE classes as part of the future PE teachers' preparation and career.

Author's team



MODULE 1

INTRODUCTION TO THE
CONCEPT OF PHYSICAL LITERACY





2 Module 1: Introduction to the concept of physical literacy

Duration: approximately 10 hours



2.1 Overview

Module 1 of the ePhyLi project serves as a foundational element in the broader effort of the ePhyLi project to enhance an understanding of the PL notion, within the scope of PE and community activities. The module presents a deep dive into the philosophical foundations of PL, exploring its significance across diverse cultures and the interpretations it receives worldwide. It examines the historical development of PL and provides definitions from various countries so that learners are encouraged to appreciate PL's global relevance and its adaptability to diverse cultural contexts. The content is enriched with examples of how PL is perceived and implemented across the globe, emphasising the importance of a holistic approach that encompasses physical, affective, cognitive, and social domains. Practical activities within the module are designed to engage learners in reflective and analytical exercises, encouraging them to relate their personal experiences with the broader concepts of PL. Overall, the module aims to equip learners with a thorough appreciation of PL's emergence as a globally recognized concept, its philosophical underpinnings, and its practical implications for PE and community activities. Upon the completion of this module, learners are expected to critically evaluate current PE practices, advocate for PL principles in education, and contribute to a more informed, inclusive, and active global community.

2.2 Keywords & concepts

Physical literacy (PL), physical education (PE), physical activity (PA), historical development of the term, cultural differences in concept interpretation, key research findings

2.3 Learning objectives

In terms of knowledge, students should be able to:

- Understand the concept and components of PL and its importance in PE.
- Understand the reasons for needing a different approach to teaching PE including aspects of wellbeing, inclusion, holistic development, life skills, and personal skills.
- Recognize the current state of PE teaching and identify what is working and what is not.
- Identify the key issues in PE teaching and learning relative to PL.

In terms of skills, students should be able to:

- Analyse the relationship between PL and PE.
- Critically appraise existing methods of teaching PE and propose improvements based on PL principles.
- Reflect upon and evaluate individual experiences with PE and PL, both positive and negative.
- Develop communication skills to articulate personal PL journeys and their influences.

In terms of competences, students should be able to:

- Apply understanding of PL to propose modifications in PE teaching approaches.
- Utilise a critical thinking approach to evaluate existing PE methods and devise solutions.
- Advocate for the implementation of PL principles in PE teaching.

2.4 Content & activities of the 1st module



There have been many WIND influences on our current PE provision including government policy, health concerns, education initiatives, and more recently Covid. But what or where is our destination?

❖ *Reflect and discuss within your group.*

- What do we understand about PE, PA, and school sports?
- What are the distinct differences?
- In our role as teachers/practitioners, what can impact these?
- Is this working for us? For our learners?

The influences on PE provision stem from a complex interplay of policy directives, societal health challenges, education reforms, and emergent global crises. These forces have sculpted the landscape of PE, school sports, and PA within our education systems, often leading to a reassessment of goals and methods.

2.4.1 Key definitions – How does physical literacy fit in physical education and sports?

Figure 2.1 How does physical literacy fit in?



2.4.1.1 Terminology check and reflective analysis

- **Sport** is most often used to refer to competitive games or activities with rules, athleticism, and skill.
- **Physical fitness** is a state of health and well-being and, more specifically, the ability to perform aspects of sports, occupations, and daily activities.
- **Physical activity** (PA) is defined as any bodily movement produced by skeletal muscles that require energy expenditure including activities undertaken while working, playing, conducting household chores, travelling, and engaging in recreational pursuits.
- **Physical education** (PE) is education in, about, and through movement. Sports, fitness activities, and other physical activities form a core part of the PE curriculum through which individuals can be educated.
- **Play** is often considered to be our early experiences of engaging in different environments – it is also how we learn about the world from our point of view by interacting physically in it.

Look at it from the other direction:

- Consider our play experiences and how these impact our physical activity engagement as young children.
- Consider how PE can then impact and influence us about our PA engagement, our fitness, and our involvement in sports.

❖ Reflection/ forum discussion

Discuss in the forum the following question, sharing your thoughts and reflections: What do you understand by the terms sport, physical fitness, physical literacy, physical education, physical activity, and play?

2.4.1.2 What is literacy in general?

Literacy, in its most encompassing sense, is the capacity for effective and informed interaction with various environments, extending well beyond the traditional confines of reading and writing. It encapsulates an individual's aptitude/skill in not only navigating but also engaging and adapting within different situational contexts. Literacy embodies the ability to challenge oneself physically, to respond to stimuli in a manner that is both authentic and rational, and to draw upon a repository of previous experiences to enhance one's capabilities. Furthermore, it involves a level of appreciation and understanding that transcends mere participation, indicating a deeper, more reflective relationship

with one's environment. This holistic approach to literacy reflects a multifaceted competence that integrates physical, cognitive, and affective domains, enabling individuals to operate effectively and grow within their personal, social, and cultural spheres. Examples of literacies: digital, scientific, musical, language, physical literacy, etc.

2.4.1.3 History of the PL term

The first recorded use of the term physical literacy was in 1884 when an American Army Captain used the term to describe the physicality or movement quality of an indigenous culture, involving dance and other movements. In the 1920s American educators, responding to a lifestyle threat arising from the era of modernization through mechanisation and the need to prepare army recruits, suggested that: "We must prepare for physical literacy as well as for mental literacy".

In 1937 "a disciplined command over the body," was considered like a definition of literacy (the ability to read and write). This reference also implicitly recognized that PL was a lifelong journey by including both childhood and adult activities.

So historically, PL has been viewed as a concept that is linked to a means of combating the ills of modernization and securing better health and broad participation in life. Whitehead (2010) has argued against this, suggesting that PL is what it is to be human, not as a tool for achieving other ends. She also suggested that it provides an alternative approach where the goal is to establish an active lifestyle for all, whatever their endowment.

Whitehead was concerned about (a) a lack of respect that was given to the human embodied dimension, (b) the importance of movement development in early childhood education that was not getting the attention it deserved, (c) school-based PE that was moving towards high-level performance and elitism and (d) the low levels of PA around the globe that were exacerbating the growing rates of poor physical and mental health. She undertook research into philosophy related to these concerns and eventually developed the concept in its modern-day form. She initially shared this 30 years ago and it has become a significant concept in many countries around the world.

So, what is physical literacy?

The formal definition from the International Physical Literacy Association (IPLA) is PL can be described as the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life (IPLA, 2017). There are other definitions in different countries and cultures, but essentially, they derive from this definition. PL is a growing global concept that places individuals at the heart of a personal relationship with PA. It is our relationship with movement and PA throughout life. PL includes everyone regardless of capability and age. We all have our own needs and past experiences of movement and PA and therefore everyone's journey is unique, but it also changes throughout our lifetime. How we think, feel, move, and connect with others during movement and PA shapes our PL. Nurturing these influences helps us to develop a positive relationship with PA, building the foundations for an active life. We should therefore make sure that any PA experiences we provide and engage in are purposeful, engaging, relevant, and rewarding. The people, culture, places, and spaces around us influence our relationship with movement and PA. Positive experiences within different environments encourage us to value, enjoy, and engage in PA for life.

So, PL is our commitment to value and engage in PA for life, sometimes described as a disposition. The root of developing our commitment lies in our motivation, confidence, physical competence, knowledge, and understanding.

Whitehead's concept of PL is distinguished by its philosophical foundation, comprising monism, existentialism, and phenomenology. Monism emphasises the unity of mind and body, suggesting that human cognition is deeply influenced by physical experiences. Existentialism posits that individuals shape their identities through interactions with the world, advocating for diverse physical experiences to foster a positive relationship with PA. Phenomenology extends this by highlighting how personal experiences shape our perception of the world, underlining the importance of acknowledging individual differences in PA. Whitehead's work underscores the need for varied, engaging physical activities tailored to individual needs and experiences, aiming to cultivate lifelong physical competence, confidence, and motivation (more information provided in section 1.5.2).

2.4.1.4 Interpretations and definitions of PL across the globe

The concept of PL transcends geographical boundaries, embodying a universally applicable philosophy with diverse interpretations that reflect the cultural nuances and educational priorities of different countries. This section presents a collection of definitions from various international organisations and countries, each offering a unique perspective on PL. From the IPLA's emphasis on lifelong engagement in physical activities to the PL4Life project's holistic view of physical, emotional, social, and cognitive learning, these definitions collectively highlight the multifaceted nature of PL. The interpretations from Ireland, Northern Ireland, Canada, Australia, the USA, and England further illustrate the global consensus on the importance of motivation, confidence, physical competence, and knowledge in fostering a positive, lifelong relationship with PA. Together, these definitions underscore the global movement towards recognizing and integrating PL as a fundamental component of human well-being and development.

Definitions from different countries:

- International Physical Literacy Association (IPLA) – “Physical literacy can be described as the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life” (IPLA, 2017).
- Physical Literacy for Life (PL4Life project) (2023) – PL is a concept that emphasises the importance of movement and PA throughout our lives. It can be described as the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities. PL is not just about learning how to move but also about learning how to interact with others, think differently, and flourish in our human life. It is a lifelong process that involves the interaction of our physical, emotional, social, and cognitive learning.
- All Island (Ireland and Northern Ireland) – PL is the motivation, confidence, physical competence, knowledge, and understanding that enables a person to value and participate in physical activity throughout life (Sport Ireland, 2022).
- Canada (PHE Canada, 2023) – PL is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities.
- Australia – Australia Sports Commission (2023) – PL is about building the skills, knowledge, and behaviours that give us the confidence and motivation to lead active lives.
- USA (The Aspen Institute, 2015) – PL is the ability, confidence, and desire to be physically active for life.
- England (Sport England, 2023) – PL is our relationship with movement and PA throughout life.

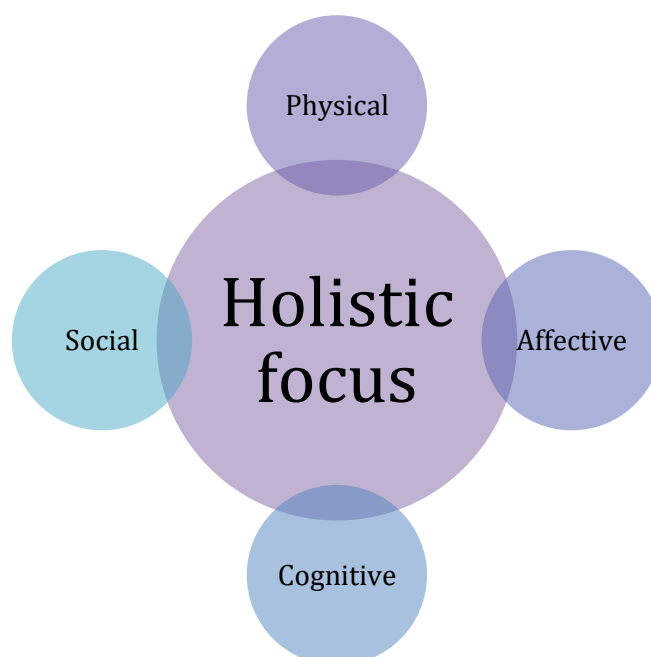
Figure 2.2 Definition and interpretation of physical literacy across the globe



2.4.1.5 Where did the term come from?

The term PL has been used for over one hundred years to describe views of the value of PE to enhance the quality of life, physical health, and movement vocabulary, to name just a few. The early references were generally from a dualistic perspective where the body and mind were seen as separate entities. The concept of PL has developed significantly over the last twenty years as a result of new research into movement science, embodiment, and neuroscience. PL has moved away from a dualistic perspective and instead now adopts a monist perspective. Monism is the notion that our mind and body are inseparable, interconnected, and intertwined, not discrete elements, as dualists would argue. PL, informed by monism, leads practitioners to consider the holistic development of individuals who are engaging in PA.

Figure 2.3 Holistic focus



Key message
Physical literacy is concerned with the whole person. Mind and body are interdependent, entwined, and inseparable. Everyone's physical literacy journey is unique.

In ePhyLi we endorse the IPLA definition. IPLA supports a singular definition of PL to promote global uniformity and prevent the spread of misconceptions. This unified approach facilitates clear communication, and coherent implementation across educational and sports programs, and enables consistent research and evaluation. It is a crucial step towards ensuring that the key principles of PL are understood and applied consistently, which in turn supports the development of informed policies and high-quality practices worldwide, accommodating but not compromised by regional variations.

Key message		
Affective	Physical	Cognitive
<ul style="list-style-type: none"> • Motivation • Confidence • Valuing PA • Engagement • Taking responsibility 	<ul style="list-style-type: none"> • Competence • Movement patterns • Variety • Involvement • Meaningful 	<ul style="list-style-type: none"> • Knowledge • Understanding • Valuing PA • Taking responsibility
The PL concept acknowledges all these elements are equally important.		

Physical literacy is not...

- Just for children or the education sector.
- A resource.
- Only fundamental movement skills or agility, balance, and coordination.
- Delivered or taught, achieved, or accomplished.
- Labelled as physically literate or illiterate.
- Another literacy (reading/writing) initiative taught through physical education or physical activity.

2.4.2 Underpinning philosophy

Monism

PL is founded on the monist principle that, as humans, we are a whole. A whole consisted of a range of essentially interrelated and interdependent domains. Whatever the nature of experiences in which individuals are involved, it is the case that very many of these domains will be involved. In respect of PL, the affective, physical, and cognitive domains will play a part in any experience and at the same time be influenced by participation in that experience. The human body was designed to move freely in a range of environments by integrating all the parts that make up the whole self.

Existentialism

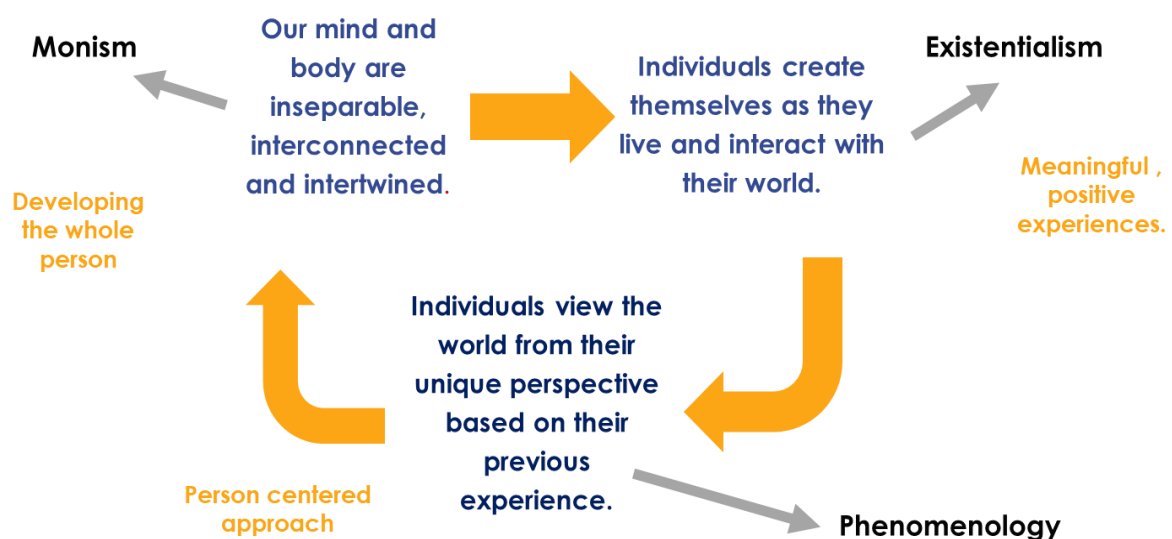
Existentialism can be used to argue that an individual is who they are as a direct result of the experiences. It is through working within and responding to different situations that individuals will

'craft' their uniqueness and develop their potential to thrive. The notion of 'literacy' within the concept of 'physical literacy' arises from the importance of interaction as described by existentialists. This interaction is, principally, that which takes place in participation in movement forms. Existentialism can be used to justify why it is so important that positive experiences of PA are promoted within PE so that individuals have a positive relationship with PA. Existentialism is also important in justifying why PA should be experienced in a wide variety of environments so that individuals have a range of experiences that they can draw upon to be physically active throughout different stages of their lives.

Phenomenology

Phenomenology builds on existentialism in that it also argues that we are all a product of our experiences, but it also suggests that as a result of our experiences, we will all have a unique perspective on how we view the world. Each person accrues a specific set of experiences that colour their perception of, and response to, the situations in which they are involved. Phenomenology helps to justify why PL must be an inclusive and personalised concept, and how PL must support young people in making informed choices about PA throughout their life. Comparison with others is not relevant as everyone brings a unique set of previous experiences to an activity setting. The imprint of these earlier experiences will affect how participants view the challenges set.

Figure 2.4 Underpinned philosophy



❖ Reflection/ forum discussion

Share your current understanding of PL before we move forward.

2.4.3 Cultivating a lifelong journey: The essence of physical literacy

‘Physical literacy is our relationship with movement and physical activity throughout life.’

PL embodies a dynamic and profound connection with movement and PA, rooted in the depths of our experiences, emotions, and interactions. It is not merely about the ability to move but involves forging a positive and enriching relationship with physical activities that resonate with our values and aspirations. This relationship, ever evolving and influenced by a spectrum of factors including our thoughts, feelings, and social contexts, plays a crucial role in shaping our willingness to engage in an active lifestyle. As we navigate through life, the tapestry of our PL is woven with diverse threads of experiences, significantly impacting our health, well-being, and quality of life. It underscores the notion that PL is an intensely personal journey, unique to each individual, and pivotal in fostering a lifelong commitment to staying active and healthy.

Understanding physical literacy.

PL refers to the degree to which we have a positive and meaningful relationship with movement and PA. It is a complex and ever-changing relationship. It reflects our connection and commitment to movement and PA, influenced by several factors such as our thoughts, feelings, engagement, and experiences.

Why physical literacy matters.

The quality of our relationship with movement and PA profoundly influences our choice to be active. Having a positive and meaningful relationship with movement and PA makes us more likely to be and stay active, benefiting our health, well-being, and quality of life.

Supporting physical literacy.

How we move, connect, think, and feel during movement and PA plays a crucial role in shaping our PL. By doing activities that we enjoy, find meaningful, and value, we deepen our connection with movement and PA and foster an ongoing commitment to maintain an active lifestyle.

Our experiences affect our physical literacy.

The people we interact with, the communities we are part of, the culture we experience, and the places and spaces we move in, powerfully influence our PL. These influences may be positive or negative. Positive experiences of movement and PA that meet our needs and support our development encourage us to be active in the future.

Physical literacy is personal.

Everyone has their strengths, needs, circumstances, and past experiences that affect their relationship with movement and PA. Our PL is therefore unique and changes over our lifetime.



Video

Watch the following video clips for a further understanding of the notion of PL.

- Active for Life – IPLA: <https://www.youtube.com/watch?v=bqMmUsl7kmg>
- India Pledge Video: <https://www.youtube.com/watch?v=jArqivNUXL4>
- What is Physical Literacy? <https://www.youtube.com/watch?v=9izfKujQLDI>
- How to provide a positive environment to promote physical literacy?
<https://www.youtube.com/watch?v=cTnvHxhcAwY>

- Every Move Counts WHO:

<https://www.bing.com/videos/riverview/relatedvideo?q=Youtube+Every+Move+Counts&mid=AAEC72FACB523595129EAAEC72FACB523595129E>

- Margaret Whitehead and Pullela Gopichand Webinar: <https://www.youtube.com/watch?v=OZ-5-9aH2bc>

2.4.4 Physical literacy: Past and present

Are we interacting effectively with our environment? Is this affecting our health and well-being?

The exploration of PL across different eras reveals a significant evolution in how humans interact with their environment and the implications of these interactions for health and well-being. Historically, physical engagement with our surroundings was not only a necessity for survival but also a source of joy, challenge, and social connection. Activities such as hunting, gathering, and traversing varied terrains were integral to daily life, simultaneously ensuring survival and offering opportunities for physical enjoyment and community bonding.

In contrast, the contemporary landscape presents a starkly different scenario. Advances in technology and lifestyle changes have minimised the need for physical interaction with our environment for survival purposes. The modern conveniences of daily life, from transportation to food acquisition, have significantly reduced the necessity for physical exertion. Moreover, leisure time, once abundant with physical play and exploration, is increasingly dominated by sedentary activities, facilitated by digital entertainment and virtual socialisation. This shift raises critical questions about the efficacy of our interaction with our physical environment and its impact on our health and well-being.

The diminished physical engagement in our current lifestyles has led to a host of health-related issues, including increased rates of obesity, cardiovascular diseases, and mental health challenges. The lack of PA not only affects physical health but also has profound implications for mental and emotional well-being. The sense of disconnection from our physical environment can lead to a feeling of alienation and a decrease in the quality of life.

Rekindling our relationship with PA and the environment is imperative for following a healthy and fulfilling life. This involves reimagining our daily routines and spaces to encourage more natural and engaging physical interactions. From integrating walkable spaces and green areas into urban planning, to promoting active transportation and recreational physical activities, there are myriad ways to enhance our PL in the present day.

In this light, understanding the past and present of PL offers invaluable insights into the pivotal role of PA in human life. It underscores the need for a conscious effort to integrate meaningful physical interactions into our daily lives, ensuring a harmonious balance between technological advancements and our innate need for physical engagement. By doing so, we can navigate towards a future where PL is not a lost art but a fundamental aspect of our lifestyle, contributing to the holistic well-being of individuals and communities alike.

Figure 2.5 Physical literacy: Past and present



❖ **Practical activity in the class: exploring the landscape of PL**

This activity is designed to deepen your understanding of PL and how it relates to your personal experiences with PA. Through collaborative discussion and personal reflection, you will connect with the comprehensive definition provided by the IPLA, enriching your learning journey.

You will need:

- A large sheet of flip chart paper
- A set of coloured markers
- Sticky notes
- A pen or pencil for your reflections

Instructions:

Part A: Begin with an overview of PL. Consider its impact on your daily activities and long-term wellness. Reflect on the key components of PL: motivation, confidence, physical competence, knowledge and understanding, the lifelong journey, individual responsibility, and engagement in physical activities. Your tutor will display a collection of terms and ideas from previous discussions on the flip chart paper. These terms are directly related to your and others' experiences with PA. Study the aforementioned components and work with your peers to link those to the IPLA's definition of PL (see section 1.5.1 for definitions). Use the markers to draw lines or arrange the keywords into interconnected clusters on the chart paper.

Part B: Take a moment to think about your interactions with PA. How do they align with the elements of PL? Write down your thoughts as a brief sentence or a list of key themes on sticky notes. Place your sticky notes on the flip chart to contribute to a collective "map" of your group's experiences with PA. Engage in a conversation about these experiences, noting commonalities and diverse perspectives.

Part C: With the guidance of your tutor, examine the visual array of reflections. Discuss how each note relates to the facets of PL and the broader concept of an active and healthy lifestyle.

Reflective practice: After this activity, consider maintaining a diary or journal detailing how your regular physical activities contribute to your journey towards PL. Such reflective practice can enhance your learning and provide a personalised narrative of your growth.

2.4.5 The importance of experience in physical activity engagement

Individual experiences have a significant impact on one's inclination toward PA. Positive experiences (Figure 2.6) serve as powerful catalysts that not only enhance motivation and enjoyment but also enhance a sustainable relationship with PA. These experiences, characterised by feelings of achievement, joy, and social connection, can significantly contribute to the development of a positive PL narrative, encouraging continued engagement in physical activities. On the contrary, negative experiences (Figure 2.7) highlight the potential deterrents to PA engagement. Such experiences, which may include feelings of inadequacy, exclusion, or physical discomfort, can create barriers to participation and negatively impact one's self-efficacy and attitude toward PA. Understanding and addressing these negative experiences are crucial in creating inclusive, supportive, and adaptable PA environments that cater to the diverse needs and abilities of individuals. Moreover, educators, coaches, and community leaders have a critical role in shaping these experiences (Figure 2.8). The quality of guidance, support, and the environment provided can significantly sway an individual's PA journey. Positive influences can cultivate an environment that values exploration, learning, and personal growth, thereby enriching the PA experience and promoting lifelong engagement. In essence, experiences have a critical role to play in shaping one's relationship with PA. It is essential to understand how positive and negative experiences influence engagement while creating supportive, empowering environments that foster positive experiences is vital. Through this lens, the aim is to advocate for strategies and interventions that enhance the quality of PA experiences, thereby contributing to the overall well-being and PL of individuals and communities.

Figure 2.6 Importance of experience – positive (Green, 2018)

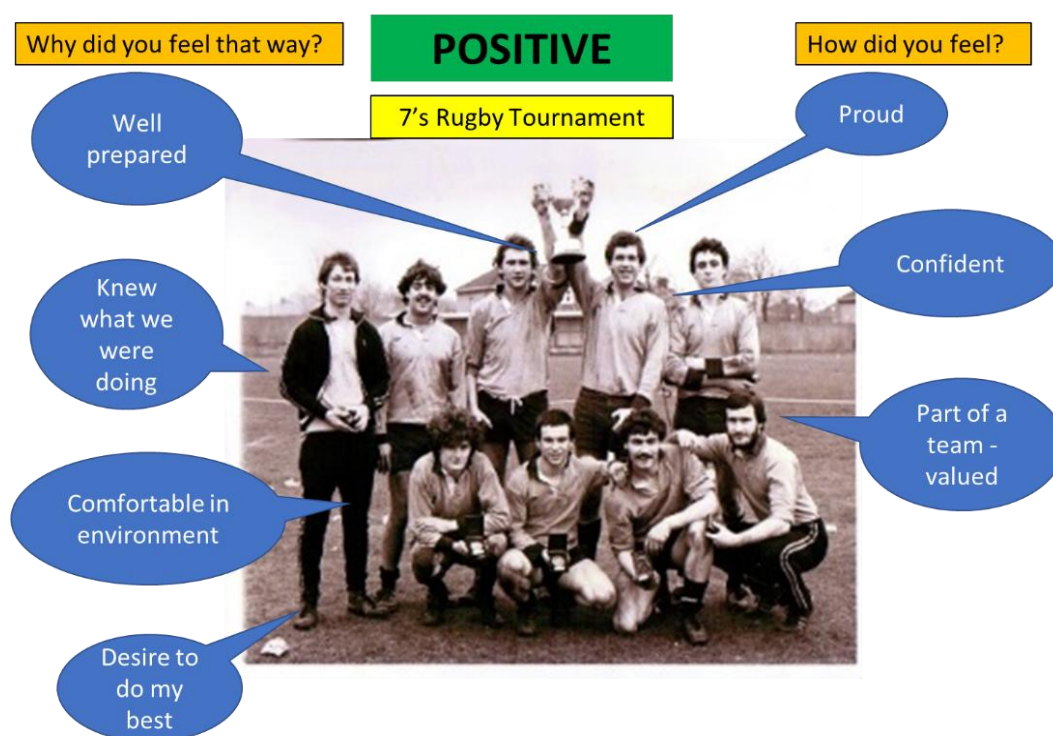


Figure 2.7 Importance of experience – negative (Green, 2018)

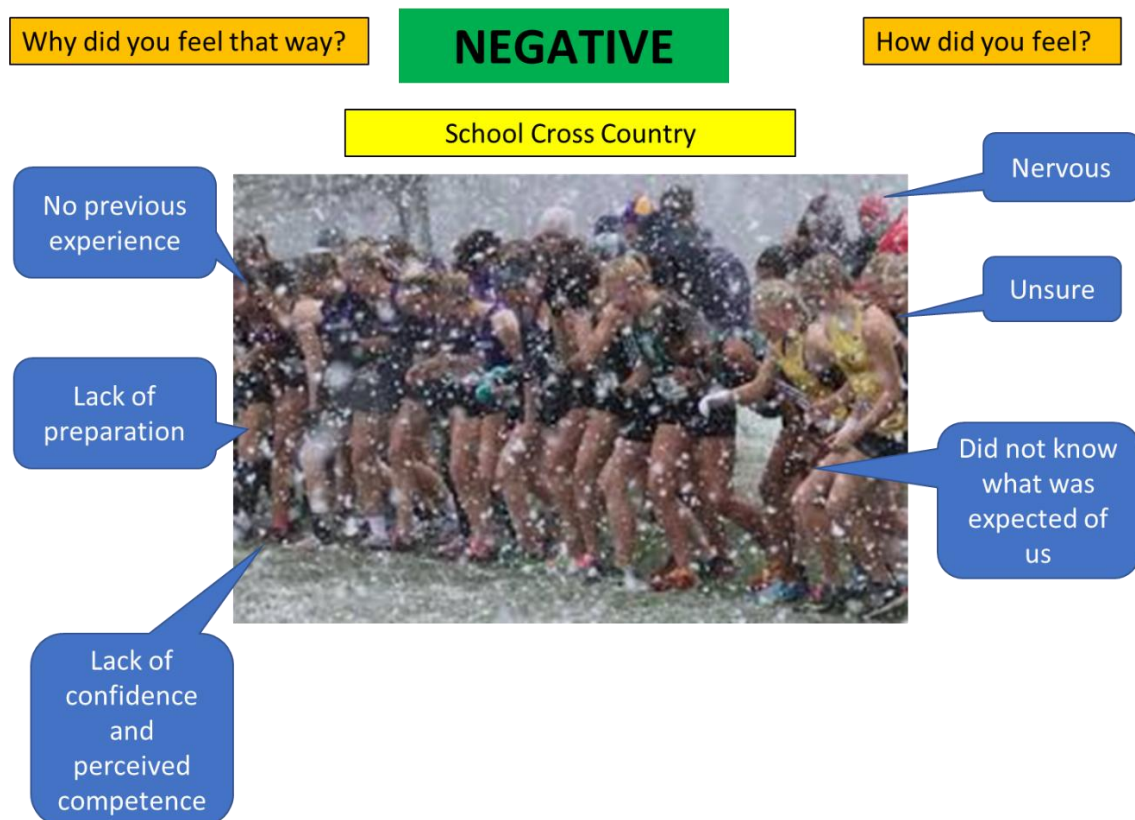
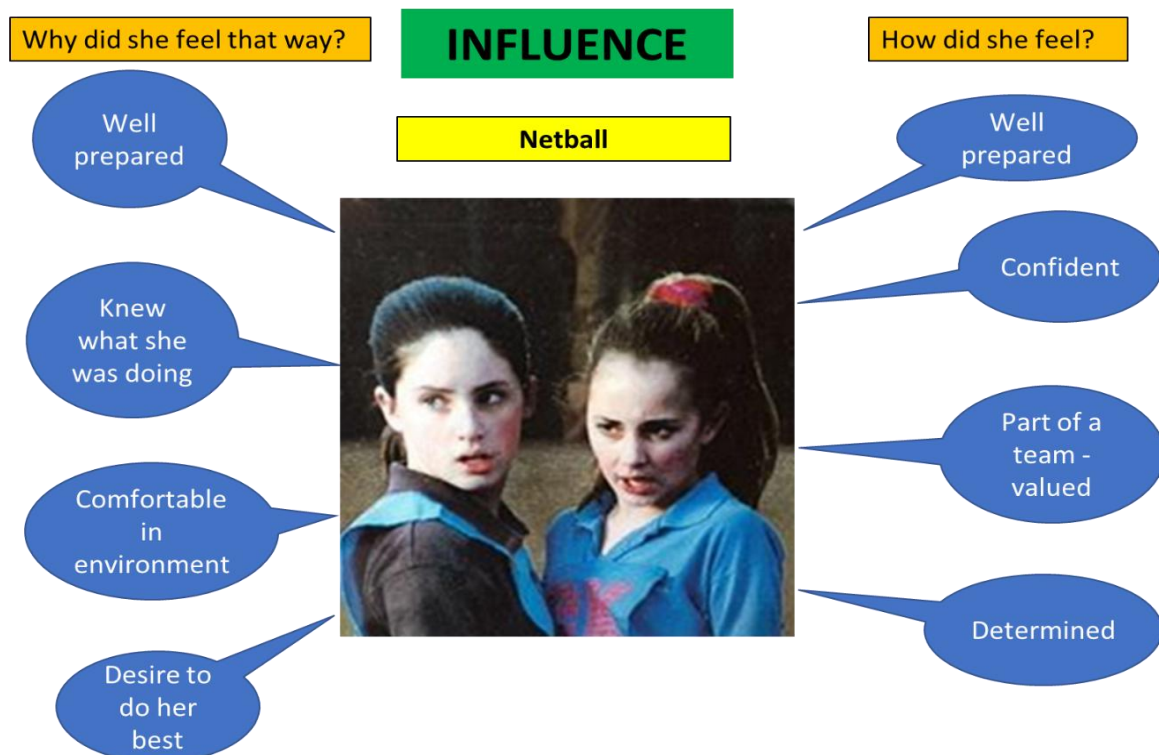


Figure 2.8 Importance of experience – influence (Green, 2018)



❖ *Reflective exercise: Physical literacy importance of experience*

Think of a 'positive experience' where you were engaged in PA.

- How did you feel?
- Why did you feel that way?

Think of a 'negative experience' where you were engaged in PA.

- How did you feel?
- Why did you feel that way?

Think of how you have affected others' PA experiences in a positive way e.g., child, relative, client.

- How did they feel?
- Why did you feel that way?

2.4.6 What is the difference between PL and PE?

A Quality Physical Education (QPE) programme supports students to develop the physical, cognitive, social, and emotional skills that define self-confident and socially responsible citizens (UNESCO 2021). PL is the foundation of PE, it is not a programme but an outcome of any structured PE provision, which is achieved more readily if learners encounter a range of age and stage appropriate opportunities. There is no conflict between PL and PE. PE is the title given to those elements of the school timetable that are concerned with active participation and learning through a range of physical activities. PL is an aim of participation. They are dependent on each other. PL relies on the time allocated in the curriculum for PA to achieve its aspirations/goals and PE benefits from PL to create a clear rationale for best use of the time. More information about the interplay of PL and PE is given in the modules that follow.

2.4.7 Field research findings of ePhyLi

In the context of the ePhyLi project, field research has been conducted, including focus group interviews and the administration of an online survey, to examine PE teachers' and university students' understanding of PL. Data has been collected from four European countries (Czech Republic, Cyprus, Italy, and Serbia), with a total of 92 participants who completed the PL survey. The results have shown that most participants had a substantial knowledge and understanding of the PL concept and the role of PL in schools. In general, significant differences between the views and understanding of the PL items did not exist between university students and PE teachers, except for one statement, where students agreed more that every individual can develop his/her PL potential compared to the teachers' views. An important item related to participants' knowledge about PL was the one that asked if PL means being able to read and write while moving the body (such as balancing, walking on a beam, etc.). Even if only 26.1% of the participants agreed or strongly agreed that PL means being able to read and write while moving the body, 29.3% were not sure about this. Further analysis of this finding by comparing the answers of male and female participants showed that even though most males and females agreed that every individual can develop his/her PL, significantly more females strongly agreed with this statement, while a significant number of males disagreed (i.e., not every individual can develop his/her PL). Additionally, most males were not sure whether PL is about reading and writing while moving the body. This result provides initial evidence that females had a better understanding and more positive attitude towards the PL concept compared to their male counterparts. Finally, the correlation analysis results suggested that the participants' years of teaching experience do not correlate significantly with the knowledge and understanding of the PL concept and

the role of PL in schools. However, the participants with more teaching experience agreed more with the statements related to PL and lifelong PA engagement, as well as the statement that PL is influenced by previous PA experiences and environment.

Also, focus group sessions were organised in three countries (Cyprus, the Czech Republic, and Serbia). Altogether twenty-two in-service PE teachers participated in several focus groups. The findings have shown that PE teachers in Cyprus, the Czech Republic, and Serbia have varying understandings of PL. Also, focus group sessions were conducted in three countries (Cyprus, the Czech Republic, and Serbia), with sixty-seven pre-service PE teachers (i.e., university students). Different groups of students from Italy, Serbia, Cyprus, and the Czech Republic shared their perspectives on PL and its relationship to PE.

You can read the complete report with the ePhyLi findings by following this link: https://www.ephyliproject.eu/files/ugd/a72e85_e20ec06012594a0a85ce7a4681c82ed7.pdf

2.5 Learning outcomes

Upon the completion of this module, the learner should have:

- demonstrated an appreciation for the emergence of PL as a globally recognized concept.
- articulated the philosophical foundations that underpin the concept of PL.
- studied field research results from ePhyLi to understand the perceptions of PL among students and educators internationally.
- critically evaluated the effectiveness of current PL practices in various countries, considering cultural and regional influences.
- traced the historical development of the term "physical literacy" and its evolution over time.
- compared and contrasted definitions of PL from multiple countries—including England, Ireland, Canada, Australia, and the USA—to discern both commonalities and unique aspects.
- synthesised findings from questionnaires and focus groups to gauge the understanding of PL, recognizing the significance of cultural and national differences.
- distinguished between the concepts and practices of PE and PL across different international contexts.
- related the holistic nature of PL to various philosophical perspectives, such as monism, existentialism, and phenomenology.
- evaluated the multifaceted nature of PL, integrating the physical, affective, cognitive, and social domains and elements associated with the concept.

2.6 Conclusion

In conclusion, PL serves as an essential determinant of behavioural tendencies towards PA and sports, positing the essence of experience over the specificity of the activity engaged in. It is imperative to recognize that the nature and quality of these experiences hold substantial weight; hence, they should be crafted thoughtfully and infused with the principles of PL. Such an approach ensures that individuals derive intrinsic value and personal significance from their participation, fostering a sustainable, positive disposition towards an active and healthy lifestyle. This holistic perspective on physical engagement not only enhances individual well-being but also supports the cultivation of a society that values and integrates PL as a cornerstone of its culture.

2.7 Review & self-assessment

Quiz with multiple choice questions:

Question 1 – What does physical literacy emphasise?

- A. Competitiveness in sports
- B. Physical strength and endurance
- C. Holistic integration of physical, cognitive, and affective domains
- D. Mastery of specific sports

Question 2 – Why is experience considered more important than the activity itself in physical literacy?

- A. It fosters a competitive spirit
- B. It ensures compliance with rules
- C. It enhances skill development
- D. It contributes to meaningful engagement and personal growth

Question 3 – How can physical literacy influence behaviour towards physical activity?

- A. By imposing strict fitness regimes
- B. By cultivating intrinsic motivation to engage in physical activity
- C. By mandating participation in a variety of sports
- D. By prioritising performance outcomes

Question 4 – How does physical literacy differ from physical education?

- A. Physical literacy is only about skill development
- B. Physical literacy incorporates a broader understanding of movement and its value
- C. Physical education does not involve physical activity
- D. Physical literacy is less structured than physical education

Question 5 – What aspect of physical literacy can potentially contribute to a lifelong engagement with physical activity?

- A. Development of motivation and confidence in one's ability to be active
- B. Mandatory daily exercises
- C. Emphasis on performance metrics
- D. Focus on team sports

Open-ended Questions:

1. Reflect on a personal experience in PE that was particularly meaningful to you. How did this experience align with the principles of PL?
2. Considering the various definitions of PL across different countries and the definition used in your own country, how do you think cultural contexts influence the understanding and implementation of PL in educational settings?

2.8 References

- Australian Sports Commission. (2023). *Physical literacy*.
https://www.sportaus.gov.au/physical_literacy
- Bailey, R. (2020). Defining physical literacy: Making sense of a promiscuous concept. *Sport in Society*, 25(1), 163-180. <https://doi.org/10.1080/17430437.2020.1777104>

- Green, N. (2018). *Introduction to Physical Literacy*. Not published.
- International Physical Literacy Association. (2017). *Definition of physical literacy*. <https://www.physical-literacy.org.uk>
- PHE Canada. (2023). *Professional learning: Physical literacy*. <https://phecanada.ca/professional-learning/physical-literacy>
- Physical Literacy for Life. (2023). *What is physical literacy?* <https://www.physical-literacy.isca.org>
- Sport England. (2023). *Physical literacy consensus statement for England published*. <https://www.sportengland.org/news-and-inspiration/physical-literacy-consensus-statement-england-published>
- Sport Ireland. (2022). *All-island physical literacy consensus statement*. <https://www.sportireland.ie/sites/default/files/media/document/2022-10/Physical%20Literacy%20Statement.pdf>
- The Aspen Institute. (2015). *Physical literacy in the United States: A model, strategic plan, and call to action*. https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/pubs/PhysicalLiteracy_AspenInstitute.pdf
- Whitehead, M. (Ed.). (2010). *Physical literacy: Throughout the lifecourse*. Routledge.

2.9 Further reading

- Cairney, J., Kiez, T., Roetert, E. P., & Kriellaars, D. (2019). A 20th-century narrative on the origins of the physical literacy construct. *Journal of Teaching in Physical Education*, 38, 79-83. <https://doi.org/10.1123/jtpe.2018-0072>
- Castelli, D. M., Barcelona, J. M., & Bryant, L. (2015). Contextualizing physical literacy in the school environment: The challenges. *Journal of Sport and Health Science*, 4(2), 156-163. <https://doi.org/10.1016/j.jshs.2015.04.003>
- Cornish, K., Fox, G., Fyfe, T., Koopmans, E., Pousette, A., & Pelletier, C. A. (2020). Understanding physical literacy in the context of health: A rapid scoping review. *BMC Public Health*, 20(1), Article 1569. <https://doi.org/10.1186/s12889-020-09583-8>
- Dudley, D., Cairney, J., & Goodway, J. (2019). Special issue on physical literacy: Evidence and intervention. *Journal of Teaching in Physical Education*, 38(2), 77-78. <https://doi.org/10.1123/jtpe.2019-0020>
- Edwards, L. C., Bryant, A. S., Keegan, R. J., Morgan, K., & Jones, A. M. (2017). Definitions, foundations and associations of physical literacy: A systematic review. *Sports Medicine (Auckland, N.Z.)*, 47(1), 113–126. <https://doi.org/10.1007/s40279-016-0560-7>
- Gleddie, D. L., & Morgan, A. (2020). Physical literacy praxis: A theoretical framework for transformative physical education. *Prospects*, 50(1), 31-53. <https://doi.org/10.1007/s11125-020-09481-2>
- Green, N. (2021). *Agashe College Physical Literacy course*. Not published.
- Green, N. (2022). *Delhi presentation August 2022*. Not published.
- Harris, M., Crone, D., Hughes, S., & Bird, W. (2022). Creating a social movement to engage communities in physical activity: A mixed methods study of motivations to engagement. *PLoS ONE*, 17(2), Article e0263414. <https://doi.org/10.1371/journal.pone.0263414>

- Higgs, C., Cairney, J., Jurbala, P., Dudley, D., Way, R., & Mitchell, D. (2019). *Developing physical literacy: Building a new normal for all Canadians*. Sport for Life. <https://sportforlife.ca/portfolio-item/developing-physical-literacy-building-a-new-normal-for-all-canadians/>
- Liverpool John Moores University. (n.d.). *Draft Physical Literacy consensus statement for England*. Retrieved from <https://www.ljmu.ac.uk/>
- Martins, J., Onofre, M., Mota, J., Murphy, C., Repond, R.-M., Vost, H., Cremosini, B., Svrclim, A., Markovic, M., & Dudley, D. (2021). International approaches to the definition, philosophical tenets, and core elements of physical literacy: A scoping review. *Prospects*, 50(1), 13–30. <https://doi.org/10.1007/s11125-020-09466-1>
- Shortt, C. A., Webster, C. A., Keegan, R. J., Egan, C. A., & Brian, A. S. (2019). Operationally conceptualizing physical literacy: Results of a Delphi study. *Journal of Teaching in Physical Education*, 38(2), 91-104. <https://doi.org/10.1123/jtpe.2018-0202>
- Westerbeek, H., & Eime, R. (2021). The physical activity and sport participation framework—A policy model toward being physically active across the lifespan. *Frontiers in Sports and Active Living*, 3, Article 608593. <https://doi.org/10.3389/fspor.2021.608593>
- Young, L., Alfrey, L., & O'Connor, J. (2022). Moving from physical literacy to co-existing physical literacies: What is the problem? *European Physical Education Review*, 29(1), 55-73. <https://doi.org/10.1177/1356336X221112867>

Correct answers (to multiple choice questions):

- Question 1: C
- Question 2: D
- Question 3: B
- Question 4: B
- Question 5: A



MODULE 2

WHY PHYSICAL LITERACY?
WHY YOU?

HEALTH, WELLBEING,
SPORT, PHYSICAL EDUCATION,
PHYSICAL ACTIVITY, AND
PERSONAL JOURNEYS



3 Module 2: Why physical literacy? Why you? Health, wellbeing, sport, physical education, physical activity, and personal journeys

Duration: approximately 10 hours

3.1 Overview

This module will reflect on how health and wellbeing linked to engagement in PA have become more significant recently and how this has made us consider how our current provision for PE impacts our future engagement in PA. The module will provide an opportunity for personal reflection on your own PL journey and the significant impact that individuals, institutions, and the environment have had on your engagement in PA so far.

3.2 Keywords & concepts

personal journey, ecological model, spiral of development, environmental influence

3.3 Learning objectives

In terms of knowledge, students should be able to:

- Understand the concept and components of PL and its importance in PE.
- Understand the reasons for needing a different approach to teaching PE including aspects of wellbeing, inclusion, holistic development, life skills, and personal skills.
- Recognize the current state of PE teaching and identify what is working and what is not.
- Identify the key issues in PE teaching and learning relative to PL.

In terms of skills, students should be able to:

- Analyse the relationship between PL and PE.
- Reflect upon and evaluate subjective experiences with PE and PL, both positive and negative.
- Develop communication skills to articulate personal PL journey and its influences.

In terms of competences, students should be able to:

- Apply understanding of PL to propose modifications in PE teaching approaches.
- Utilise a critical thinking approach to evaluate existing PE methods and devise solutions.
- Advocate for the implementation of PL principles in PE teaching.

3.4 Content of the second module

3.4.1 Introduction to the second module

The interest in PL has gained considerable momentum in recent years. This is due to the global decline in PA levels and the rise of sedentary and inactive lifestyles. PA participation globally continues to decline at an alarming rate. Alternative methods of engaging the population in lifelong participation in PA are being considered with the aim to slow and then reverse this trend – in doing so improving holistic health and wellbeing. PL is a concept that challenges how individuals consider their engagement in PA. The concept is a novel approach to the promotion of PA due to its holistic nature that is rooted within the philosophical ideologies of monism, existentialism, and phenomenology.

However, many people perceive their physicality to be inferior to their other human capabilities, such as the ability to think and reason and only value it to promote health and prolong life. But we know that involvement in PA has the potential to enrich life enormously, enhancing well-being and providing breadth and balance to life experiences. It also allows us to realise our self-identity, self-confidence, and self-esteem. The PL approach, which links recognition and problem-solving skills, will enable pupils to learn how to move, and how to control movement, before learning specific sports skills.

3.4.2 Why?

❖ *Reflection/ forum discussion*

- Why do people take part in physical activity? Consider Figure 3.1
- Share your thoughts with your group.

Figure 3.1 Reasons for taking part in PA.

Where we are in relation to physical activity?



❖ *Reflection/ forum discussion*

- Where do you think we are about our engagement in PA, as individuals and as a nation? Think about yourselves, your family, your friends, and the people in your local community.
- Why are people physically active? How do we know? Consider Figure 3.2
- Discuss in a group.

Figure 3.2 Reasons for not taking part in PA.

Where we are in relation to physical activity?



- Why aren't people physically active? How do we know?
- Discuss in a group.

3.4.3 Physical activity and health

The World Health Organisation (2020) recently estimated that 27.5% of adults and 81% of adolescents (11-17 years) do not meet PA recommendations (Bull et al. 2020), and it has been observed that the incidence of physical inactivity is strongly unequal among different population groups (Mielke et al., 2018). For example, women were more inactive than men (Mielke et al., 2018), and people living with mental disorders showed dramatically lower PA in comparison to the general population (Rosenbaum et al., 2020). More than a quarter of the world's adult population is insufficiently active. Worldwide, around 1 in 3 women and 1 in 4 men do not engage in enough PA to stay healthy. Levels of inactivity are twice as high in high-income countries compared to low-income countries.

❖ *Reflection/ forum discussion*

- What is it like in your country?
- Discuss in a group.

The benefits of PA and good fitness on physical, mental, and social health and wellbeing are largely proven (Dogra et al., 2022; Kaminsky et al., 2019; Pedersen & Saltin, 2015; WHO, 2020). It is well known that interventions aimed at getting more people moving and controlling physical inactivity can reduce economic costs and weight impacting public health systems (Katzmarzyk, 2023; Santos et al., 2023). A study conducted in Europe (International Sport and Culture Association & Centre for Economics and Business Research, 2015) estimated that physical inactivity costs the European economy over 80 billion € per year. Physical inactivity is also a relevant risk factor that can lead to increased disability-adjusted life years (DALYs; European Commission, 2021; Stanaway et al., 2018)

WHO GUIDELINES ON PHYSICAL ACTIVITY

Children and adolescents (aged 5–17 years)

WHO recommends at least **60 minutes** a day of moderate-to-vigorous intensity PA (MVPA) **across the week** for children and adolescents. PA of vigorous intensity should be performed at least 3 days a week and should incorporate strength activities. From a practical perspective, performing some PA is better than nothing. Children and adolescents should limit the amount of time spent being sedentary, particularly the amount of recreational screen time.

Adults (aged 18–64 years)

Adults should do at least **150-300 minutes** of MVPA, at least 75-150 minutes of vigorous-intensity aerobic PA, or an equivalent combination of moderate- and vigorous-intensity activity throughout the **week**, for substantial health benefits.

Adults should also include at least 2 days a week of strength training (exercise).

The Active Lives Survey in England, undertaken by Sport England in 2020, measures the activity levels of people across England. There are two surveys: Active Lives Adult, which is published twice a year,

and Active Lives Children and Young People, which is published annually. Both give a unique and comprehensive view of how people are getting active. The most recent survey found that:

- Boys are more likely to be active than girls.
- The percentage of adults reporting to meet PA guidelines is higher in men than women.
- PA levels consistently reduce with age – inactivity is highest among 75+.
- Activity is less common for disabled people or individuals with long-term health conditions.
- A significantly higher percentage of adults reporting to be physically inactive were obese.
- Inactivity is highest among the least affluent families.

See the link to the survey: [Active Lives | Sport England](#)

❖ *Reflection/ forum discussion*

- How does this survey compare to what is going on in your country?
- Discuss in a group.

3.4.4 The need for physical literacy

PL is a concept that challenges how individuals are engaged in PA. The concept is a novel approach to the promotion of PA due to its holistic nature that is rooted within the philosophical ideologies of monism, existentialism, and phenomenology.

Many people perceive their physicality to be inferior to their other human capabilities, such as the ability to think and reason and only value it to promote health and prolong life. But we know that involvement in PA has the potential to enrich life enormously, enhancing well-being and providing breadth and balance to life experiences. It also allows us to realise our self-identity, self-confidence, and self-esteem.

The interest in PL has gained considerable momentum in recent years. This is due to the global decline in PA levels and the rise of sedentary and inactive lifestyles. Alternative methods of engaging the population in lifelong participation in PA are being considered with the aim of slowing down and then reversing this trend, and in doing so, improving holistic health and wellbeing.

PL is the motivation, confidence, physical competence, knowledge, and understanding to value and engage in PA throughout the life course (Whitehead, 2010). It is different from PE, which is education in, about, and through movement. PL provides a clear objective for PE.

Current thinking suggests that the concept of PL is based on the importance of individuals interacting with and creating themselves, within their surroundings, relative to their capabilities and perceptions, as they interact with physical environments. This approach is supported by philosophers from existentialist and phenomenological schools of thought.

Existentialism argues that every individual will create themselves as a result of the experiences that they have had interacting with the world. This interaction is, principally, that which takes place through participation in movement forms. It is through working within and responding to different situations that individuals will 'craft' their uniqueness and develop their potential to thrive in different PA environments. Existentialism can be used to justify why it is so important that individuals have positive experiences of PA to realise their full embodied potential. Existentialism is also important in justifying why individuals should experience a wide variety of physical environments and experiences

to maximise their potential to be physically active throughout life. Providing a wide range of experiences and options for individuals allows them to participate in varied activities and use these experiences to inform choices about their future PA engagement.

Human embodiment is a key human aspect of interaction and thus has much to offer in activating and developing many of our human capabilities and enriching life. It is suggested that every interaction we have with the world leaves us a different person and that we create our being and become who we are as a result of our interaction with the world. In any interaction, we become more aware of our abilities and add to our knowledge of the world. For example, in climbing a mountain, we enhance our appreciation of our embodied potential and develop our physical competence. In addition, we come to know and recognise characteristics of mountains of which, maybe, we were previously unaware. To some extent, we are a changed person after the climb.

Furthermore, we understand the world from an embodied perspective, and this endorses the view of the centrality, and key role, of human embodiment in existence – this is phenomenology. Life is played out as an embodied interaction with the world. Nearly all interaction is inescapably grounded in and informed by an embodied relationship with the world. For example, it is argued that perception is not carried out by distinct sensory organs but operates by merging information from all senses. It is suggested that this embodied sensitivity is the backdrop of all perception. Whatever we perceive is understood from the perspective of human embodiment. A staircase is related to aspects of climbing, whereas a heavy parcel suggests a notion of effort to pick it up. At the same time, the staircase may have connotations of fear that engage our emotions, the parcel, if shaken, may have aspects picked out by sound. Perception is by nature holistic, instantaneously including a host of characteristics.

What is also clear is that we are all different and unique and as such we should be seen in this light. When being taught in PE classes, teachers must acknowledge that every individual brings their own life experiences, knowledge, fears, enthusiasm, etc., and as such must be treated as individuals. When planning for PE, the teacher must take into consideration everyone's previous experience along with an understanding of their capabilities and plan appropriate experiences that enable everyone to flourish.

❖ *Reflection/ forum discussion*

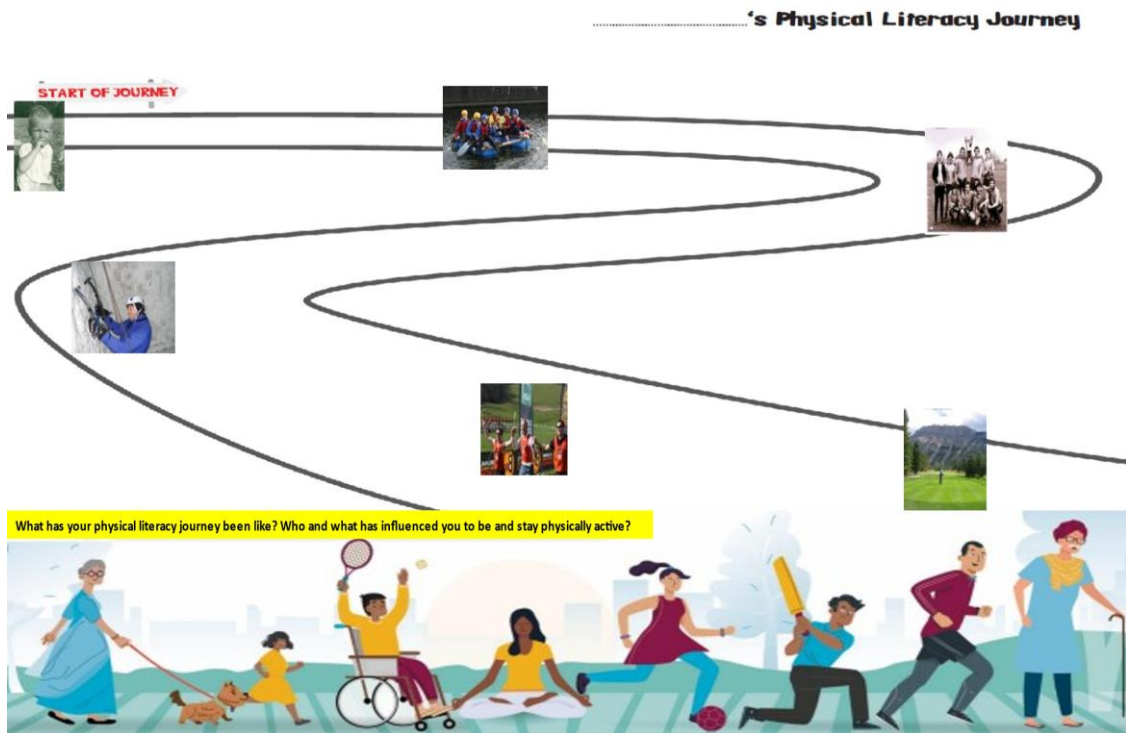
- How were your unique capabilities catered for within your PE lessons?
- Did your teacher consider the needs of everyone within the class?
- Did your teacher consider your motivation, confidence, physical competence, knowledge, and understanding related to how you value and engage in physical activity?
- Discuss in a group.

3.4.5 Unique PL journey

❖ *Reflection/ forum discussion*

Consider your unique journey. Use the chart (Figure 3.3) to reflect on your journey so far about your engagement in PA throughout your life. Reflect on who and what has influenced you to be physically active.

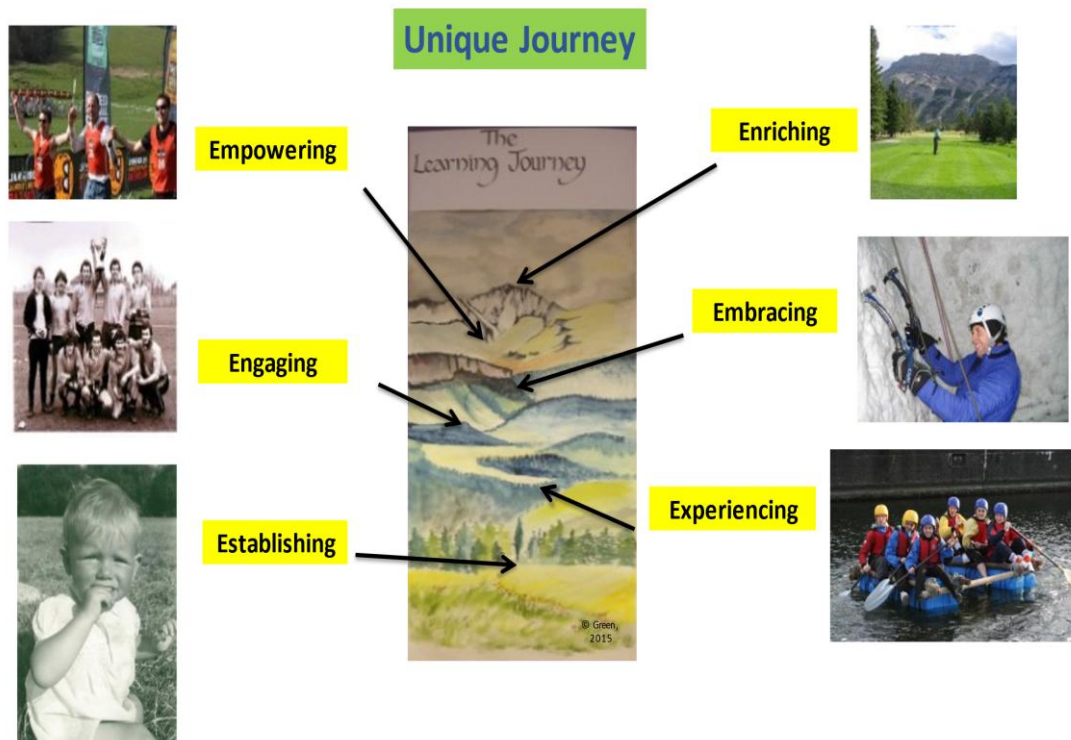
Figure 3.3 Physical literacy journey (Green, 2023)



- Share your journey with a peer and consider the positive and negative impacts on yourself and your peer. Share the key influences within your group. Consider other people you know and what their journey has been like.
- Discuss in a group.

Each PL journey is a unique, personalised, and subjective experience.

Figure 3.4 Unique physical literacy journey (Green, 2019)



As we enter the world, we have an innate need to engage physically with our environment. Our early experiences are hopefully supported by parents, carers, teachers, etc., and during this time we must be provided with a safe and secure environment that allows each one of us to explore our physicality. As we learn to crawl and walk, we develop our confidence, competence, knowledge, and understanding which in turn motivates us to continue to engage physically with our environment.

As we grow older, we are provided with a range of experiences in varied PA environments so our motivation, confidence, competence, knowledge, and understanding will be affected by these experiences. We start to establish what we enjoy and value about the different types of PA during this stage and this can affect our engagement in physical activities for life.

If we value and enjoy physical activities, they become a regular part of our lives. We may be happy maintaining our PA engagement at this stage or we may choose to take on other challenges in different or more challenging environments. But it is our choice, and it is influenced by the quality of our previous experiences.

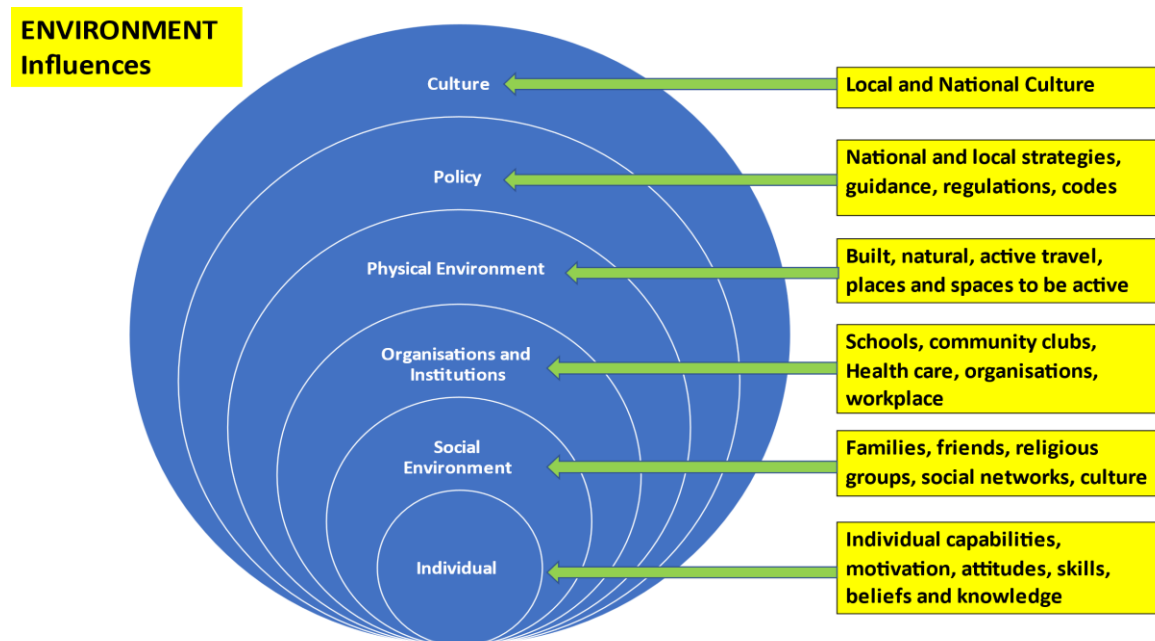
If we decide to learn new activities or take on challenges that push us to our limits, that again may increase our motivation, confidence, competence, knowledge, and understanding. However, at any time during our lives, we may have challenges that are forced upon us and are difficult to overcome. We may be injured or have commitments that do not allow us to take part in PA as often as we would like. At this stage, we may move back to maintaining, establishing, or developing our PL.

We should celebrate our achievements and share our sense of achievement with others. We should recognise the benefits of a holistic nature.

By reflecting on our PL, we can set future goals, and see how we can continue to develop our PL throughout life.

3.4.6 Environmental influences

Figure 3.5 Environmental influences (Green, 2023). [Ecological model – Bing images](#)



As individuals, we are influenced by the wider aspects of our lives, our close family, friends, and social groups; our schools or communities; our built environment; our national policies, and our culture.

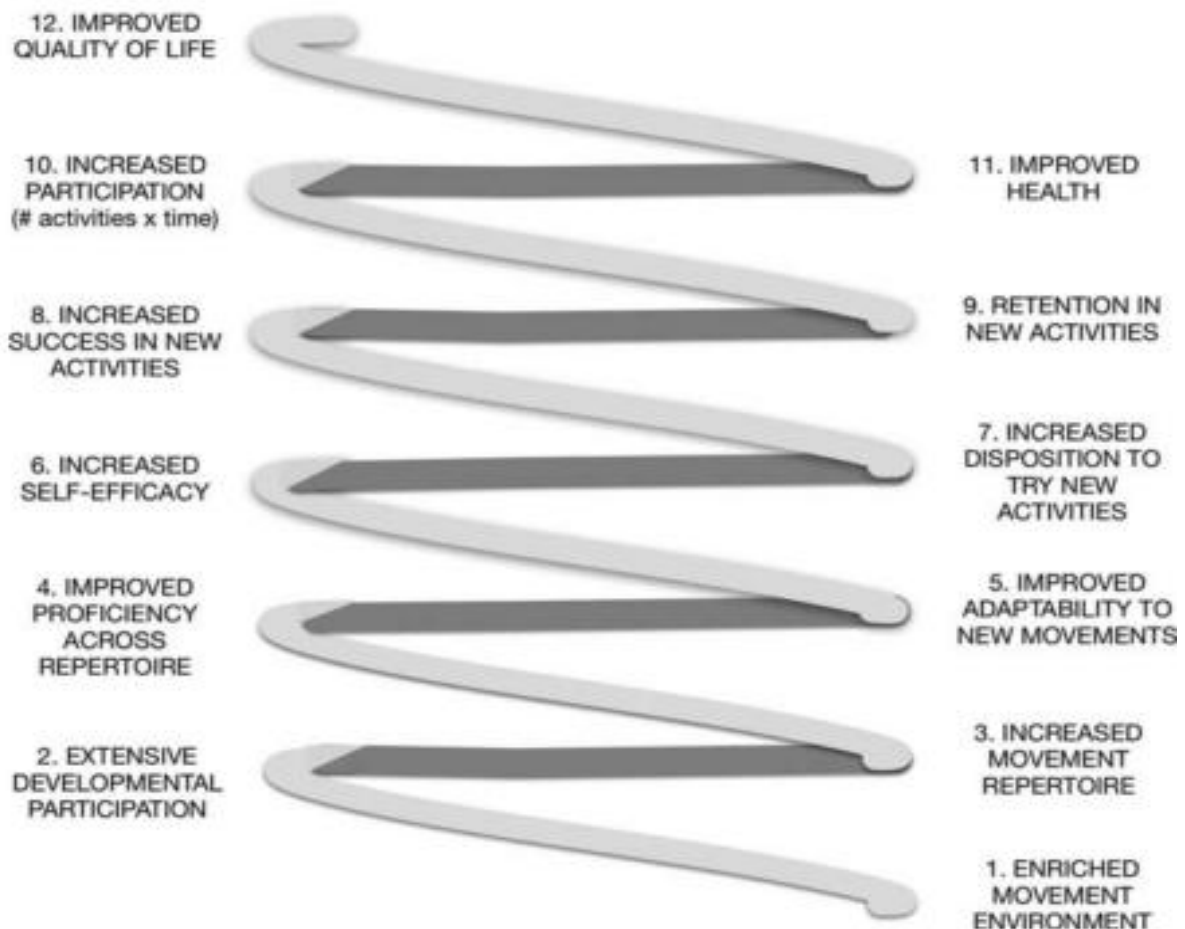
❖ **Reflection/ forum discussion**

- In a group, discuss the impact of wider society (Figure 3.5) on your engagement in PA. You might like to take a longer time to reflect on your own or others' PL journey.
- What and who influenced you?
- Why are you active or inactive now?
- How might the factors for influence provide a strategy to encourage everyone to be physically active throughout their lives?

3.4.7 The spiral of physical literacy development

Jurbala (2015) used a diagrammatic example to explain how the development of PL is not necessarily linear but often spiral.

Figure 3.6 The spiral of physical literacy development (Jurbala, 2015)



❖ *Reflection/ forum discussion*

- How did you move through the spiral?
- Is the spiral appropriate as a way of considering our PL development?
- Discuss in a group.

3.4.8 Why do we need a different approach to teaching PE?

In many countries, PE has been taught in a ‘traditional’ sport-based model (Houser & Kriellaars, 2023; Lynch & Soukup, 2016). Fitness has also been seen as an integral part of PE, but often where children are put through fitness training to keep them fit, rather than educating them about the importance of fitness. They are taught sports, so that they can play them, and schools can select school teams to participate in competitions. The holistic nature of individual development through PE is often neglected. PL suggests that we look at teaching PE differently. Rather than teaching sports or fitness, it is focused on teaching individuals and having a vision that relates to children valuing and engaging in PA with the hope that they continue to do so throughout their lives.

PL was recognized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as the foundation of PE (UNESCO, 2015). UNESCO introduced the concept of Quality Physical Education. (QPE) A QPE should include experiencing a variety of physical activities that allow for the physical, mental, social, and emotional development of each individual, and its outcome is the continued participation in PA throughout their life course (UNESCO 2015). PE should focus on a

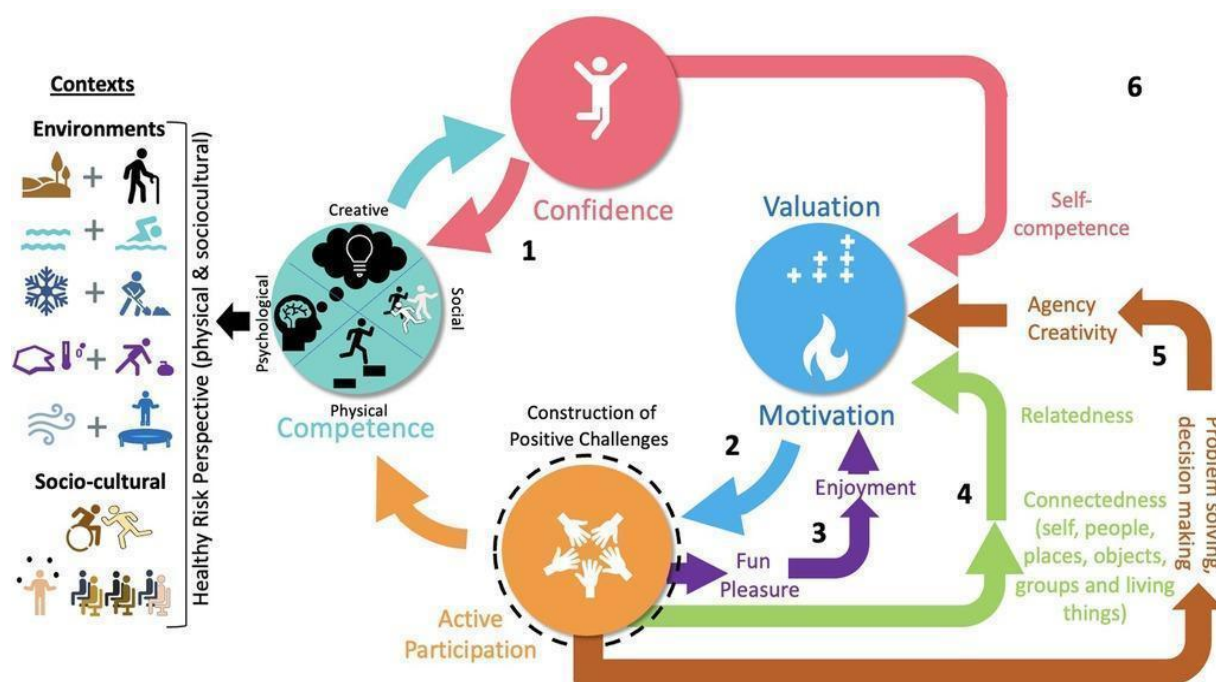
student's PL from the start, and this should continue through all the years of the formal school experience.

A QPE has essential components, which include:

- Having a clear philosophy indicating why you are doing it, what and how you are doing it, and how you are going to consider progress in learning and attitudes. This should relate to the national or local curriculum.
- Being student-centred and developmentally appropriate.
- Having PA forming the core of the programme.
- Developing leadership and teamwork skills as well as promoting self-discipline.
- Promoting inclusion of all students.
- Emphasising mastery in learning.
- Promoting a lifetime of personal well-being.
- Teaching responsibility and cooperation and promoting diversity.

QPE, as promoted by UNESCO, embraces the PL cycle (Figure 3.7), promoting physical, social, creative, and psychological competencies. Searching for the optimal setting for positive affect and promoting positive experience should support students in building confidence and potentially in lifelong PA participation (Houser & Kriellaars, 2023).

Figure 3.7 Enhanced physical literacy cycle. Feedback pathways: (1) competence-confidence; (2) motivation-active participation; (3) fun-enjoyment-pleasure; (4) connectedness-relatedness; (5) creativity-agency; (6) general cycle-related to positive movement experiences (Houser & Kriellaars, 2023).



From the model presented in Figure 3.8, it is possible to understand the holistic development of PL and the relation between the domains (physical, affective, cognitive, and social).

❖ Reflection/ forum discussion

- Take time to talk through this diagram to help your understanding.

- How does this link to the definition of PL?
- Discuss in a group.

“Physical literacy can be described as the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life” (IPLA, 2017).

❖ *Reflection/ forum discussion*

- Does this suggest that we need a different approach to teaching PE?
- Discuss in a group.

3.5 Activities

1. In a group, critically appraise existing methods of teaching PE and propose improvements based on PL principles.
2. In a group, reflect upon and evaluate personal experiences with PE and PL, both positive and negative.
3. In a group, consider why we need a PL informed approach to teaching PE and how you might go about changing practice.

3.6 Learning outcomes

Upon the completion of this module, the learner will have:

- Considered why we need a different approach to teaching PE.
- Appreciated PL related to health and well-being, PE, sport, and PA.
- Reflected on our personal PL journey, noting the key influences and times when the desire to be engaged was/were not as positive.

3.7 Conclusion

This module has allowed you to reflect on why we need a different approach to teaching physical education and why physical literacy may be the answer to focus on. It has considered how physical literacy relates to other aspects of life such as health, wellbeing, sport and the environment. This module has delved deeper into the philosophical roots of physical literacy, these being Monism, Existentialism and Phenomenology. It has considered how we are all influenced by our culture, policymakers, physical environments, organisations, and social groups. The module has reflected on our journey about physical literacy and how this has been impacted by external influences. It has also allowed you to consider the complex nature of physical literacy.

3.8 Review & self-assessment

Question 1 – Why is there a need for a focus on physical literacy?

- A. To enrich life, enhance well-being, provide breadth and balance to life- experiences, and realise our self-esteem.
- B. To become fitter, stronger, more flexible and have better endurance.
- C. So that we can write more clearly about our physical activity experiences.
- D. So that we can become better at fundamental movement skills which will help us become better athletes.

Question 2 – What are the three main philosophies that physical literacy is rooted in?

- A. Idealism, realism, and pragmatism.
- B. Existentialism, progressivism, and constructivism.
- C. Monism, existentialism, and phenomenology.
- D. Behaviourism, humanism, and social reconstructionism.

Question 3 – In order of impact, what are the environmental influences on each individual's physical literacy?

- A. Policy, social, organisational, cultural, and physical.
- B. Culture, policy, physical, organisational, and social.
- C. Physical, social, policy, culture and organisational.
- D. Culture, social, policy, organisational, and physical.

Question 4 – Jurbala's spiral of physical literacy development includes:

- A. Relaxing, training hard, increasing fitness, and enriching the quality of life.
- B. Specialising in one activity, increasing physical fitness, increasing participation, and enriching the quality of life.
- C. Improving fundamental movement skills, increasing self-esteem, becoming more sedentary, enriching the quality of life.
- D. Improving movement through participation, increasing self-efficacy, engaging in different activities, and enriching the quality of life.

Question 5 —The enhanced physical literacy cycle is:

- A. Competence-confidence; motivation-active participation; fun-enjoyment-pleasure; connectedness-relatedness; and creativity-agency.
- B. Motivation-active participation; fun-enjoyment-pleasure; connectedness-relatedness; and creativity-agency; and competence-confidence.
- C. Fun-enjoyment-pleasure; competence-confidence; motivation-active participation; connectedness-relatedness; and creativity-agency.
- D. Creativity-agency; competence-confidence; motivation-active participation; fun-enjoyment-pleasure; and connectedness-relatedness.

3.9 References

- Bull, F. C., Al-Ansari, S. S., Biddle, S., Borodulin, K., Buman, M. P., Cardon, G., Carty, C., Chaput, J.-P., Chastin, S., Chou, R., Dempsey, P. C., DiPietro, L., Ekelund, U., Firth, J., Friedenreich, C. M., Garcia, L., Gichu, M., Jago, R., Katzmarzyk, P. T., . . . Willumsen, J. F. (2020). World Health Organization 2020 guidelines on physical activity and sedentary behaviour. *British Journal of Sports Medicine*, 54(24), 1451-1462. <https://doi.org/10.1136/bjsports-2020-102955>
- Dogra, S., Dunstan, D.W., Sugiyama, T., Stathi, A., Gardiner, P. A., & Owen, N. (2022). Active aging and public health: Evidence, implications, and opportunities. *Annual Review of Public Health*, 43, 439–459. <https://doi.org/10.1146/annurev-publhealth-052620-091107>
- European Commission. (2021). *Disability-adjusted life years chart in the EU in 2017*. https://knowledge4policy.ec.europa.eu/health-promotion-knowledge-gateway/eu-burden-non-communicable-diseases-key-risk-factors-dalys_en
- Green, N. (2023). *Taiwan Teachers Workshop. August 2023*. Not published.

- Green, N. (2019). *Introduction to Physical Literacy - India Workshop 2019*. Not published.
- Houser, N., & Kriellaars, D. (2023). "Where was this when I was in Physical Education?" Physical literacy enriched pedagogy in a quality physical education context. *Frontiers in Sports and Active Living* 5, Article 1185680. <https://doi.org/10.3389/fspor.2023.1185680>
- International Sport and Culture Association (ISCA) & Centre for Economics and Business Research (CEBR). (2015). *The economic cost of physical inactivity in Europe*. [https://inactivity-time-bomb.nowwemove.com/download-report/The%20Economic%20Costs%20of%20Physical%20Inactivity%20in%20Europe%20\(June%202015\).pdf](https://inactivity-time-bomb.nowwemove.com/download-report/The%20Economic%20Costs%20of%20Physical%20Inactivity%20in%20Europe%20(June%202015).pdf).
- Jurbala, P. (2015). What is physical literacy, really? *Quest*, 67(4), 367-383. <https://doi.org/10.1080/00336297.2015.1084341>
- Kaminsky, L. A., Arena, R., Ellingsen, Ø., Harber, M. P., Myers, J., Ozemek, C., & Ross, R. (2019). Cardiorespiratory fitness and cardiovascular disease – The past, present, and future. *Progress in Cardiovascular Diseases*, 62(2), 86–93. <https://doi.org/10.1016/j.pcad.2019.01.002>
- Katzmarzyk, P. T. (2023). Expanding our understanding of the global impact of physical inactivity. *The Lancet Global Health*, 11(1), e2–3. [https://doi.org/10.1016/S2214-109X\(22\)00482-X](https://doi.org/10.1016/S2214-109X(22)00482-X)
- Lynch, T., & Soukup, G. J. (2016). "Physical education", "health and physical education", "physical literacy" and "health literacy": Global nomenclature confusion. *Cogent Education*, 3(1), Article 1217820. <https://doi.org/10.1080/2331186X.2016.1217820>
- Mielke, G. I., Crochemore, I. M. S., Kolbe-Alexander, T. A., & Brown, W. J. (2018). Shifting the physical inactivity curve worldwide by closing the gender gap. *Sports Medicine (Auckland, N.Z.)*, 48(2), 481–489. <https://doi.org/10.1007/s40279-017-0754-7>
- Pedersen, B. K., & Saltin, B. (2015). Exercise as medicine – Evidence for prescribing exercise as therapy in 26 different chronic diseases. *Scandinavian Journal of Medicine & Science in Sports*, 25(Suppl. 3), 1–72. <https://doi.org/10.1111/sms.12581>
- Rosenbaum, S., Morell, R., Abdel-Baki, A., Ahmadpanah, M., Anilkumar, T. V., Baie, L., Bauman, A., Bender, S., Boyan Han, J., Brand, S., Bratland-Sanda, S., Bueno-Antequera, J., Camaz Deslandes, A., Carneiro, L., Carraro, A., Castañeda, C. P., Castro Monteiro, F., Chapman, J., Chau, J. Y., . . . Ward, P. B. (2020). Assessing physical activity in people with mental illness: 23-country reliability and validity of the simple physical activity questionnaire (SIMPAQ). *BMC Psychiatry*, 20(1), Article 108. <https://doi.org/10.1186/s12888-020-2473-0>
- Santos, A. C., Willumsen, J., Meheus, F., Ilbawi, A., & Bull, F. C. (2023). The cost of inaction on physical inactivity to public health-care systems: a population-attributable fraction analysis. *The Lancet Global Health*, 11(1), e32-e39. [https://doi.org/https://doi.org/10.1016/S2214-109X\(22\)00464-8](https://doi.org/https://doi.org/10.1016/S2214-109X(22)00464-8)
- Stanaway, J. D., Afshin, A., Gakidou, E., Lim, S. S., Abate, D., Abate, K. H., Abbafati, C., Abbasi, N., Abastabar, H., Abd-Allah, F., Abdela, J., Abdelalim, A., Abdollahpour, I., Abdulkader, R. S., Abebe, M., Abebe, Z., Abera, S. F., Abil, O. Z., Abraha, H. N., . . . Murray, C. J. L. (2018). Global, regional, and national comparative risk assessment of 84 behavioural, environmental and occupational, and metabolic risks or clusters of risks for 195 countries and territories, 1990–2017: A systematic analysis for the Global Burden of Disease Study 2017. *The Lancet*, 392(10159), 1923–1994. [https://doi.org/10.1016/S0140-6736\(18\)32225-6](https://doi.org/10.1016/S0140-6736(18)32225-6)

UNESCO. (2015). *Quality Physical Education (QPE): Guidelines for policy makers – UNESCO Digital Library*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000231101>.

Whitehead, M. (Ed.) (2010). *Physical literacy: Throughout the lifecourse*. Routledge. <https://doi.org/10.4324/9780203881903>.

World Health Organisation. (2020). *Guidelines on physical activity and sedentary behaviour*. <https://apps.who.int/iris/rest/bitstreams/1315866/retrieve>.

3.10 Further watching

<https://www.youtube.com/watch?v=BmOlzRQTabA>

Correct answers (to multiple choice questions):

Question 1: A

Question 2: C

Question 3: B

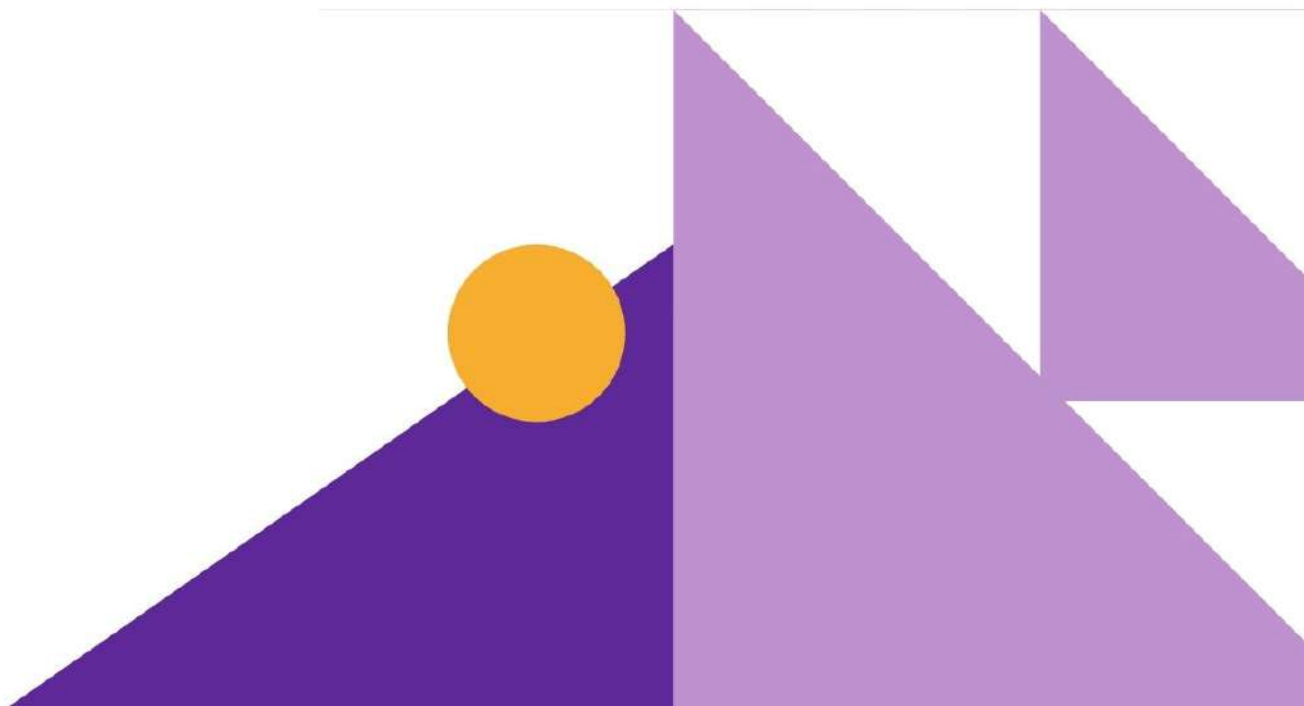
Question 4: D

Question 5: A



MODULE 3

CHARTING PROGRESS



4 Module 3: Charting progress

Duration: approximately 10 hours

4.1 Overview

This module will explore how progress is considered in PL and PE. It will reflect on why we assess or chart progress, how this can be measured, and what impact it might have on individuals. The module will introduce 'authentic core tasks', and other strategies and practices used worldwide, to measure progress. It will suggest key principles that should be adopted when charting progress.

4.2 Keywords & concepts

Authentic core tasks, ipsative assessment, charting progress, holistic

4.3 Learning objectives

In terms of knowledge, students should be able to:

- Understand the principles of charting progress about PL.
- Comprehend different methods of identifying a starting point for PL development.
- Learn about different assessment strategies and their applications in measuring improvement or achievement in PL.

In terms of skills, students should be able to:

- Analyse different assessment strategies to evaluate their effectiveness for specific contexts.
- Set clear, attainable goals for progress in PL and outline a plan for reaching those goals.
- Critically reflect on personal PL journeys, including starting points, goals, and indicators of progress.

In terms of competences, students should be able to:

- Apply knowledge of assessment strategies to create a plan for tracking personal or others' progress in PL.
- Use critical reflection to regularly evaluate progress toward PL goals and adjust plans as necessary.
- Communicate effectively about progress in PL, including identifying starting points, setting goals, and describing achievements or improvements.

4.4 Content of the third module

4.4.1 Introduction to the 3rd module

PE is multidimensional, with its cognitive, affective, social, and physical components, which makes it a challenge to measure. In the real world, there is no perfect measure, but rather, the best measure that circumstances and resources allow. Within this module, we will consider methods of charting progress/assessment that are a part of the pedagogical approaches used throughout the learning within PE. These practices should allow the teacher to monitor student progress which in turn informs their planning, choice of future content, and future pedagogical approaches.

The increasing accountability required in schools, and other areas in society, has led to the imposition of assessment in PE, to maintain parity with other subjects (Decorby et al., 2005; Kohn, 2003).

Teachers and parents, however, require a simple system of charting progress that reflects on the holistic development of an individual as they progress through their PE at school.

Each country has a National Curriculum to follow and usually, assessment procedures related to the curriculum. Most countries focus on PE from a physical, affective, cognitive, and social viewpoint. Most national curricula aim to develop physical competence in a range of activities (competitive, cooperative, and challenging) that allow individuals to lead physically active lives both inside and outside of school. They also aim to develop confidence, motivation, character, and values through PE. Knowledge and understanding of tactics, strategies, rules, concepts, problem-solving skills, analytical skills, and health benefits of PA are also key aims of most national curricula, along with developing each child socially, so they can effectively integrate into society.

4.4.2 Personal assessment experiences

❖ Reflection/ forum discussion

Discuss either with a colleague or in a small group your experiences related to the questions listed.

1. How have you been assessed or asked to reflect on your progress, throughout your life?
 - School marks
 - School Exams
 - Practical tests/exams
 - Higher Education
 - Throughout working life
2. What form of assessment/reflection do you feel has supported your development and why?

4.4.3 Making a judgement

Look at this picture. What do you see? Take some time and then share what you see.

Figure 4.1 Optical illusion



You may see an old lady or a young lady or both!

As we look at something, we make a judgement based on our understanding and previous experiences.

As we assess something, we make a judgement based on our experience and specific criteria, usually for a particular purpose.

The complex nature of PE poses a real challenge for practitioners to operationalize an assessment system. Assessing PE therefore depends on how we define it and, in turn, how it is operationalized. Similarly, assessing PL requires the same issues.

Should we have tests or activities that allow reflection on progress?

Key points to keep in mind.

1. PE is multidimensional, with its cognitive, affective, social, and physical components, which makes it a challenge to measure.
2. In the real world, there is no perfect measure, but rather, the best measure that circumstances and resources allow.
3. We need to ensure that methods of charting progress/assessment are authentic (similar to real-life situations) and a part of the pedagogical approaches used throughout the learning process.
4. The process should allow the teacher to monitor student progress which in turn informs their planning, choice of future content, and pedagogical approaches.
5. The increasing accountability required in schools, and other areas of society, has led to the imposition of assessment in physical education, to maintain parity with other subjects.
6. Teachers and parents require a simple system of charting progress that considers the holistic development of an individual.

Reflection/ forum discussion

Discuss with a partner or in a group to consider the key points and whether we should have tests or reflect on progress.

4.4.4 Key principles related to assessment?

Who and what is important when assessing or charting progress? What are the key principles for assessment or charting progress?

1. An individual's PE and PL literacy progress should be reflected upon, in relation to their personalised goals.
2. Reflections should be about their physical, affective, social, and cognitive progress, considering each student's unique capabilities.
3. Assessment or charting progress practices should involve the teacher, students, parents, and other stakeholders, if appropriate if we are to be able to chart the full developmental picture of an individual.
4. Assessment/charting progress practices should allow discussion of future targets for students and inform future planning for teachers.

5. There should be no comparison between individuals as we all have different capabilities. Progress should be ipsative (considered in relation to a previous position and the progress that has been made) rather than norm referenced.
6. Reflection should be based on specific developmental criteria and the progress made from a previous position.
7. Remember – “Not everything that counts can be counted, and not everything that can be counted counts”.

❖ *Reflection/ forum discussion*

Who and what is important in the assessment processes that take place in PE, that you are aware of? Does this include a focus on PL? Do they currently involve everyone significant in the assessment/charting progress strategy? If not, why not? Discuss with a partner or in a group and share your thoughts.

4.4.5 Attributes as a focus

Should we focus on key attributes as a reflection of progress in PE?

Below is a list of attributes that have been suggested by the IPLA to be important in recognising progress in PL and equally PE. Where the student:

1. Wants to take part in PA.
2. Has confidence when taking part in different physical activities.
3. Moves efficiently and effectively in different physical activities.
4. Has an awareness of movement needs and possibilities in different physical activities.
5. Uses imagination and creativity when moving in different PA settings.
6. Can work independently and with others in different physical activities.
7. Is certain of their ability to interact effectively within the environment.
8. Knows how to improve performance in different physical activities.
9. Knows how PA can improve well-being.
10. Has a physically active lifestyle.

❖ *Reflection/ forum discussion*

As teachers, parents, and students, should we be considering these attributes as a focus when reflecting on progress in physical education and physical literacy? Would it be easy to assess progress? If so, how? Discuss with a partner or in a group and share your thoughts.

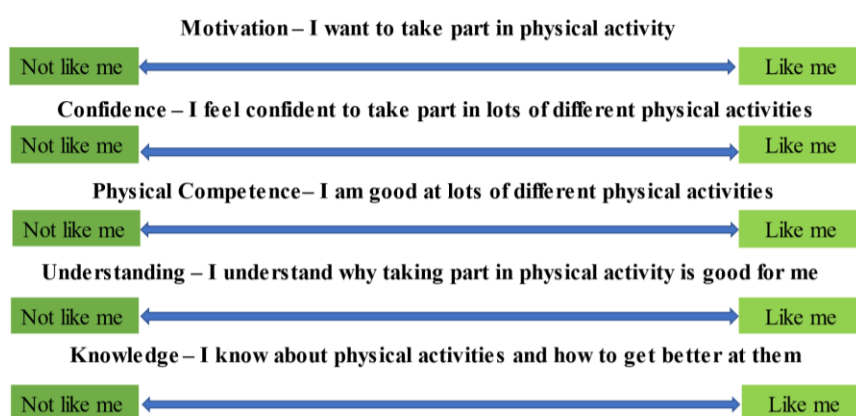
4.4.6 Examples of assessment/Charting progress

The next section intends to provide a range of examples that have been and are being used in practice. This is not to say any one of them is significantly better than any other. As a practitioner, you will need to decide what you are trying to monitor, what time you have and what is the most efficient and effective way of assessing/charting progress. You can utilise the tool that works best for you or modify a tool to suit your needs. In each case, the context will be explained along with the process.

This first example has been used by Sport England in its Active Lives Survey with children. The survey found that children who are more motivated, confident, physically competent in activities, and have

knowledge and understanding about physical activities, are more likely to be active. This reinforces the need to focus on this criterion. The survey Active Livers Children and Young People Survey – Academic year 2021-2022 (Sport England, 2022) has taken place each year since 2016.

Figure 4.2 Physical literacy survey – assessment scale ‘Physical Literacy: My disposition towards physical activity’ (Green, 2019), based on Sport England Active lives survey. Resource: <https://www.sportengland.org/research-and-data/data/active-lives>



❖ *Reflection/ forum discussion*

Consider this simple reflection on an individual’s attitude or disposition towards PA. Would this be easy to do? Does it meet the suggestions made earlier about:

- ✓ Judgements to include the affective, physical, social, and cognitive domains = holistic.
- ✓ Judgements to be criterion-referenced not norm-referenced – ipsative (rather than norm-referenced). Judgements to reveal changes in a PL that could then be used as a guide towards our future challenges.
- ✓ Judgements that are made, to involve and be shared with teachers, practitioners, and significant others as appropriate.
- ✓ Recording and celebrating a journey to support and chart our changing behaviour towards engagement in PA.

Discuss with a partner or in a group and share your thoughts.

If we were focusing on the attributes, we could use a similar format to the one below.

Discuss with a partner or in a group and share your thoughts.

Figure 4.3 Progress reflection



Progress Reflection based on Attributes.

A simple reflection on progress made, based on the following eight attributes, can be undertaken using a simple Likert scale. This can be used to monitor progress over a period of time.

1. I want to take part in physical activity.

Strongly disagree	Disagree	Agree	Strongly agree
--------------------------	-----------------	--------------	-----------------------

2. I have confidence when taking part in different physical activities.

Strongly disagree	Disagree	Agree	Strongly agree
--------------------------	-----------------	--------------	-----------------------

3. I move efficiently and effectively in different physical activities.

Strongly disagree	Disagree	Agree	Strongly agree
--------------------------	-----------------	--------------	-----------------------

4. I have an awareness of movement needs and possibilities in different physical activities.

Strongly disagree	Disagree	Agree	Strongly agree
--------------------------	-----------------	--------------	-----------------------

5. I can work independently and with others in different physical activities.

Strongly disagree	Disagree	Agree	Strongly agree
--------------------------	-----------------	--------------	-----------------------

6. I know how to improve performance in different physical activities.

Strongly disagree	Disagree	Agree	Strongly agree
--------------------------	-----------------	--------------	-----------------------

7. I know how physical activity can improve well-being.

Strongly disagree	Disagree	Agree	Strongly agree
--------------------------	-----------------	--------------	-----------------------

8. I have the self-confidence to plan and effect a physically active lifestyle.

Strongly disagree	Disagree	Agree	Strongly agree
--------------------------	-----------------	--------------	-----------------------

Many tools and strategies have been developed in different countries to assess or chart progress related to PL. Here are some links that you may wish to explore.

Canadian Assessment for Physical Literacy (CAPL) – [Canadian Assessment of Physical Literacy Second Edition: a streamlined assessment of the capacity for physical activity among children 8 to 12 years of age | BMC Public Health | Full Text \(biomedcentral.com\)](#)

Passport For Life (PFL) (Canada) – [Passport for Life](#)

Physical Literacy Assessment for Youth (PLAY) tool (Canada) – [PLAY | Physical Literacy Assessment for Youth](#)

National standards for K-12 physical education and PE metrics (SHAPE America) – [PE Metrics \(shapeamerica.org\)](#)

Perceived Physical Literacy Inventory (PPLI) (Hong Kong) – [Perceived physical literacy instrument for adolescents: A further validation of PPLI - PubMed \(nih.gov\)](#)

Chinese Assessment and evaluation of Physical Literacy (CAEPL) – [The Development of Chinese Assessment and Evaluation of Physical Literacy \(CAEPL\): A Study Using Delphi Method – PubMed \(nih.gov\)](#)

Conceptual model of observed physical literacy (CMOPL) – [A Conceptual Model of Observed Physical Literacy | The Physical Educator \(sagamorepub.com\)](#)

IPLA Charting Progress Tool [Charting Physical Literacy Journey Tool](#) – [IPLA \(physical-literacy.org.uk\)](#)

❖ *Reflection/ forum discussion*

Within your group, each person should take one of the tools/strategies listed above find out how it works and consider if it is appropriate for assessing/charting PL within PE.

4.4.7 Practical steps to consider physical literacy development – Authentic core tasks

It is an important part of an individual's development to reflect on and celebrate achievements and progress and then consider what the next steps are in their PL journey. When students are younger, or less capable, the teacher would provide simple forms of reflection on progress, but gradually, as the students' progress, they can take increasing responsibility for this process. Recognising that every individual is unique and on their own PL journey will help the teacher to reflect only on that particular individual and not compare them to others. Reflection on progress will allow the teacher, collectively with the students, to consider what their next steps in learning and development, from a physical, affective, social, or cognitive viewpoint, will be. It will allow reflection on an individual's disposition towards an activity. Reflecting on what they can do and what they would like to be able to do in the future is a significant part of learning and individual development. But how can we practically do this?

Teachers will often have a focus for the PE session that they deliver, which will have clear objectives and outcomes. Their sessions may be well-planned, progressive, and well-paced, with time allocated for reflection on progress. However, the teacher may not always be aware of the participants' previous experiences or their disposition toward a particular activity. The teacher may not always be aware of the participants' physical, affective, and cognitive capabilities within that activity, or generally, and so the planned tasks, although being appropriate for some, may not be appropriate for all. The challenges

provided may be too difficult for some and too easy for others. The pace of progression may be too quick for some and too slow for others. The learning outcomes may be appropriate for some but not for everyone. Therefore, the teacher needs to ascertain where individuals are starting from and then consider how they can create a positive learning environment that enables all participants to make progress on their PL journey. In essence, they need to know their students.

When ascertaining where an individual is about the development of their physical, affective, social, and cognitive capabilities, it helps to have an initial activity that allows the participants to demonstrate what they can do, know, understand, and how they can work within a specific activity environment.

An 'Authentic core task' is a method of establishing an individual's starting point. The 'authentic' nature of the task means that it must be very closely linked to the activity, but it does not have to follow all the rules and regulations. Assessing 'authentically' uses a combination of formative and summative core tasks and observations, based on the unit of work and mapped criteria, relative to the physical, affective, social, and cognitive domains and the varied physical environments. The concept of authentic assessment is used to counteract artificial assessment situations, such as fitness and motor competency tests, which do not reflect real-life practice or the implementation of knowledge. According to Desrosiers et al. (1997), authentic assessment has three typical features:

1. It is integrated into the teaching-learning process.
2. The assessment procedure is shared with the students.
3. Shared assessment attaches most importance to formative assessment.

Authentic assessment, in PE, should enable the capturing of progression, within physical activities, through the interrelated cognitive, psychomotor, and affective domains (Hay, 2006; Hay & Penney, 2009). It should be an activity that is appropriate for the age/stage of learning and development. Criteria shared with the students, based on the three domains, both verbally and visually, provide clarity of the potential sequential progression pathway related to the three domains. An example of this would be if a teacher has been scheduled to teach a Grade 8 group Volleyball and they have not taught the class or any of the individuals before. Devising an 'authentic core task', would allow the teacher to see how the participants work with each other and gain an overview of each child within the group (Social domain). The task would allow consideration of the students' confidence and motivation towards engaging in the activity (Affective domain), what they know and understand about the activity (Cognitive domain), and their physical competence within that activity (Physical domain). Following the completion of this task, the teacher would have a general understanding of the group, and the individuals within it, so that subsequent lessons can be planned. The lesson planned would then consider the nature of future challenges and progressions that would be appropriate to and include every individual.

As the teacher gets to know the students, they can then consider providing a range of 'authentic core tasks' to ensure that all participants have an opportunity to demonstrate their development through a task that is commensurate with their physical, affective, social, and cognitive capability. The 'authentic core tasks' can be used during a unit of work, but more often they will be used at the start and end of a unit of work to allow a reflection on the individual student's progression. Mini-core tasks can also be developed that can be used at the start and end of lessons to reflect on progress.

An example of an 'authentic core task' could be for students starting volleyball.

Delivery

In a group of 4, make up a game where you are throwing and catching the ball over an obstacle/net. Make sure everyone can take part in your game. Try to make the game more challenging by hitting

the ball with your hand/arm or by changing the rules. With a teacher, suggest what you think your strengths (physical, affective, and cognitive) are and what aspects need developing.

The 'authentic core task' then allows the teacher and student to reflect on their physical, affective, and cognitive qualities related to the activity and this can guide future learning challenges.

❖ *Reflection/ forum discussion*

With a partner, devise an 'authentic core task' linked to a specific practical activity that is related to what you might teach at your school.

Share your 'authentic core task' with the rest of the group and discuss if you think this would work in the school that you have been involved in.

4.4.8 Making judgements and considering next steps

Biggs (1999) suggests, effective assessment models and rubrics should be grounded in effective models of metacognition. For this reason, the author considered the Structure of Observed Learning Outcomes (SOLO) taxonomy, which can be used to describe a progression of increasing metacognitive complexity for a range of core domains (Biggs & Collis, 1982), to develop a progression matrix (Table 4.1). The use of this taxonomy allows consideration of progression from surface to deep learning, relevant to each domain, that can relate to both PE and PL.

The stages are linked to the SOLO Taxonomy (Dudley, 2015).

Table 4.1 Physical education assessment/charting progress matrix linked to SOLO taxonomy, threshold stages, physical literacy, and core tasks (Green, 2021).

Progression (Solo taxonomy) stages	Prestructural	Unistructural	Multistructural	Relational	Extended abstract
	The acquisition of unconnected information has no organisation and makes no sense.	Simple and obvious connections are made but their significance is not grasped.	Several connections are made but the meta connections between them are missed, as is their significance for the whole.	The student is now able to appreciate the significance of the parts about the whole.	The student can make connections not just within the subject but also beyond and can transfer principles to different situations.
Simple Solo taxonomy	No understanding	Understanding of one element	Understanding of several elements but not the	Understanding the links between elements	The ability to link the concept to the context

			relationship between them		and other concepts.
Simplified PE stages	Preliminary	Beginner	Developer	Intermediate	Advanced
Simplified PE stages linked to Solo taxonomy	The student is in the initial stages of acquiring skills, knowledge, and attitudes.	The student is developing a more positive attitude towards physical activity and can demonstrate simple skills or concepts whilst developing their knowledge and understanding related to activities and health/well-being.	The student has a positive attitude towards physical activity and can demonstrate a broader range of skills in different activities. They are developing connections with concepts such as tactics, strategies, rules, choreography, and health/well-being.	The student is now able to appreciate the significance of elements and concepts related to physical activities. They can connect rules, tactics, choreography, and healthy activity to their personal development.	The student can make connections not just within the subject but also beyond and they can transfer principles to different situations, activities, and health-promoting behaviour.
Threshold stages	Preliminary	Beginner	Developer	Intermediate	Advanced
Physical competence (Movement skill proficiency)	The student is developing their basic movement skills.	The student can complete simple movement skills if they are supported, or they copy others.	The student can complete movement skills and patterns independently and is beginning to be able to adapt them to physical activities.	The student can combine a range of movement skills and patterns to perform successful movement sequences and can reflect on their progress in different activities.	The student can create adaptations to movement skills and patterns to increase effectiveness and they can also appraise their own and others movement competence.
Affective - motivation to engage in PA both within and outside of school	The student is starting to engage in PA.	The student can move in ways that improve their skills and health if	The student can move in ways that improve their skills and health because they are self-	The student wants to move in ways that improve their skills and health because they	The student is motivated to be physically active, can evaluate the effectiveness of their

		prompted and supported.	motivated to improve.	understand the importance of their well-being.	engagement, and is a role model to others.
Affective - Confidence and interaction	The student needs support and monitoring to engage in PA.	The student can control their engagement in PA and work independently with support.	The student respects others and is confident when working with them on PA challenges.	The student works well independently and with others in PA challenge situations.	The student demonstrates independence and leadership in a variety of PA settings.
Cognitive - knowledge and understanding (Rules, tactics, strategies, and health concepts)	The student is unaware of rules or strategies related to activities and does not understand the importance of health promoting PA.	The student can follow simple rules, set by others, with guidance and support. They can also comment on their movement and are starting to become aware of the importance of PA for health and well-being.	The student can take part in a range of activities, responding to simple rules, strategies, or concepts, and is aware of how physical activity can promote health and well-being.	The student can effectively use and reflect on different tactics and health-related concepts relative to a range of physical activities. They understand the positive impact of PA on their health and well-being.	The student can create, analyse, and adapt strategies and health-related concepts to meet the changing needs of a range of physical activities that they engage in.































4.4.9 Authentic core tasks

‘Authentic core tasks’ can then be used to reflect on progress in the multidimensional constructs of PE and PL. The ‘authentic core tasks’ provide a vehicle through which powerful and timely approaches to constructive alignment can be used to monitor student progress and achievement and inform future planning for teachers.

❖ Reflection/ forum discussion

With a partner or in a group, using the pictorial table below, do you think that you could easily categorise the students that you teach into one of the images related to a particular activity? Consider the holistic nature of PL and where a student would be about their development in each picture.

Figure 4.4 Pictorial table of examples of PE activities progression (Green, 2023)

Examples from physical education activities progression	PRESTRUCTURAL 	UNISTRUCTURAL 	MULTISTRUCTURAL 	RELATIONAL 	EXTENDED ABSTRACT 
Gymnastics					
Swimming					
Windsurfing					
Skiing					
Basketball					

The tables (Figure 4.5 and Figure 4.6) below suggest what you would expect to see from students at the different progression levels related to SOLO taxonomy. Can you see the pupils you teach within these categories?

Figure 4.5 Using SOLO taxonomy in practice (part 1) (Green, 2023)

What will you see from the students?					
How engaged the students are	Students who rarely want to engage in physical activity. Who do not usually apply themselves fully. Who take steps to avoid physical activity.	Students who usually want to be physically active. Generally apply themselves during physical activity. For whom physical activity is included as part of their life pattern.	Students who want to be physically active because they enjoy it. Who work hard when taking part in physical activity. For whom physical activity forms a regular part of their life pattern.	Students who regularly want to be physically active because it is important to them. Who work very hard when engaging in sustaining their regular physical activity. For whom physical activity is a secure part of their life pattern.	Students who are motivated to be physically active most days. Who are determined to challenge themselves in a range of physical activity environments. Who continually seek ways to include physical activity in their life pattern.
How confident the students are	Students who are not confident to take part in physical activity. Who are not confident they can make progress in physical activities. Who are generally not at ease in different physical activity environments.	Students who usually look forward to taking part in physical activity. Who are quite confident they can make some progress in some physical activities. Who are usually at ease engaging in physical activity in some indoor	Students who are confident they will enjoy taking part in physical activity. Who are aware they can make progress in some activities and are confident they are capable of making further progress when experiencing new activities.	Students who are certain that engaging in physical activity will be rewarding and enhance their self-confidence. Who know they can have rewarding experiences in physical activities, and this enhances their self-esteem. Who are confident exploring a	Students who are always confident when engaging in a range of physical activity environments. Who are confident that they can enhance their expertise in physical activities and learn from future challenging experiences. Who relish engaging in new and

		and outdoor physical activities.		range of activities in different settings.	challenging physical activity environments.
--	--	----------------------------------	--	--	---

Figure 4.6 Using SOLO taxonomy in practice (part 2) (Green, 2023)

What will you see from the students?					
How physically competent the students are	Students have limited movement competence related to physical activities. They are rarely able to move effectively in different physical activity environments. They find it difficult to adapt their movements in different physical activity environments.	Students are exploring movement patterns associated with a range of physical activities. They are starting to engage with a wider variety of physical activities both individually and with others. They are starting to develop their awareness of the movement requirements of varied physical activity environments.	Students are developing their movement patterns and are able to link them into sequences associated with a variety of physical activities. They are successfully engaging in physical activity in an increasing range of varied environments both individually and with others. They are becoming more aware of and able to adapt to the demands presented by varied physical activity environments.	Students are comfortable applying movement patterns and more complex skills and techniques to a range of physical activities. They continue to engage effectively and efficiently in a variety of physical activity environments both individually and with others. They are aware of movement options and can adapt their actions when interacting in varied physical activity environments.	Students can effectively apply complex movement patterns, skills, and techniques within challenging physical activity environments. They seek out opportunities to challenge themselves in a range of physical activity environments individually and/or with others. They can appreciate options and respond creatively and imaginatively in challenging physical activity environments.

<p>What the students know and understand</p>	<p>Students find it difficult to describe what they are doing well and how they could improve. They find it difficult to plan, create, and work effectively with others when they participate in physical activity. They do not really understand the importance of physical activity for their health and wellbeing.</p>	<p>Students can identify movements they are working on and can suggest what they need to improve. They can work individually and with others in planning and adapting movement in physical activities. They are starting to understand how physical activity helps them to keep well so they can enjoy life.</p>	<p>Students can describe movements they are working on, suggesting where they are being successful, and targets they could work towards in the future. They can work individually and with others, in a range of settings, creating and refining movement sequences in varied physical activities. They understand participating in physical activities will have a positive effect on their holistic health and wellbeing.</p>	<p>Students can evaluate their own and others' movements, identifying what is successful and how to make progress towards future targets. They can take on different roles when working individually and with others, reflecting on, creating, and refining movement in a range of physical activities. They understand and value participating in a range of physical activities, as they are aware of the positive impact it will have on their holistic health and wellbeing.</p>	<p>Students can analyse all aspects of movement they are involved in, describing strengths and weaknesses and acting on strategies for improvement. They work effectively and creatively, individually and with others, in challenging competitive and cooperative physical activity environments. They understand that participating in a range of physical activities opens opportunities for challenging themselves in worthwhile experiences which will contribute to their holistic health and wellbeing.</p>
---	---	--	---	--	--

4.5 Activities

In a group, critically appraise existing methods of assessment and charting progress related to both PE and PL and suggest which approaches you might use and why. Share these with the whole class.

4.6 Tips

Read all the links (see section 4.4.6) to assessment/charting progress strategies.

4.7 Learning outcomes

Upon the completion of this module, the learner should have:

- An appreciation of how we can gather information that indicates the holistic starting point of learning for everyone.
- An understanding of the tools that can be used to reflect on progression within PE about PL.
- An appreciation of how individuals will know what they have achieved or improved from a holistic point of view.
- An understanding of assessment strategies that are being used worldwide.

4.8 Conclusion

This module has allowed you to explore how progress is considered in relation to PL and PE worldwide. It has provided you with the opportunity to reflect on why we assess or chart progress in PE and relation to PL. Linking to this it has allowed you to consider the complex and multi-dimensional aspects of both PE and PL. The module has allowed you to consider how progress can be measured and charted and what impact it might have on individuals. The module has introduced you to SOLO taxonomy, which considers progression through five stages. It has also introduced you to 'authentic core tasks', and other strategies and practices that can be used worldwide to measure progress. Finally, it has suggested key principles that should be adopted when charting progress in PE and PL.

4.9 Review & self-assessment

Question 1 – PE is a multi-dimensional concept and as such, teachers should consider progress in which aspects?

- A. Physical, affective, cognitive, and social
- B. Speed, agility, endurance, and strength
- C. Fitness, health, agility, and balance
- D. Flexibility, power, muscular endurance, and skill

Question 2 – What key principles should we focus on when charting or assessing progress in PE and PL?

- A. Focus on what sports the children might excel at in the future.
- B. Focus on comparing progress with their peers and grading them.
- C. Focus on targets set by the teacher.
- D. Focus on the individual and their holistic development over time.

Question 3 – An 'authentic core task' linked to PE and PL is:

- A. A challenge that children must attain within a particular activity.
- B. A challenge that allows children to show what they can do, feel, and know about an activity.

- C. A challenge that focuses on core fitness within an activity.
- D. A challenge that is like other tasks that they have done in the past.

Question 4 – SOLO Taxonomy has a progression through:

- A. Post Structural, Structural, Extended, Advanced, Excellent.
- B. Unistructural, Relational, Multistructural, Abstract, Extended Abstract.
- C. Prestructural, Unistructural, Multistructural, Relational, Extended Abstract.
- D. Beginner, Improver, OK, Advanced, Excellent

Question 5 – What four physical literacy aspects would we like to see from students in PE?

- A. Engaged, confident, physically competent, and knowledgeable.
- B. Knowledgeable, motivated, excellent, and social.
- C. Well-behaved, active, good at one sport, friendly.
- D. Literate, expert, well-behaved, and good attendance.

4.10 References

- Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher Education Research and Development*, 18(1), 57–75.
- Biggs, J., & Collis, K. (1982). *Evaluating the quality of learning: The SOLO taxonomy*. Academic Press.
- Gandrieau, J., Schnitzler, C., Cairney, J., Keegan, R., Roberts, W. M., Barnett, L. M., Bentsen, P., Dudley, D. A., Raymond Sum, K. W., Venetsanou, F., Button, C., Turcotte, S., Berrigan, F., Cloes, M., Rudd, J. R., Riga, V., Mouton, A., Vašíčková, J., Blanchard, J., Mekkaoui, L., Derigny, T., Franck, N., Repond, R. M., Markovič, M., Scheuer, C., & Potdevin, F. (2023). Development of ELIP to assess physical literacy for emerging adults: A methodological and epistemological challenge. *Research Quarterly for Exercise and Sport*, 94(4), 1169-1182. <https://doi.org/10.1080/02701367.2022.2125927>
- Green, N. R. (2021). Assessment in physical education: Charting progress through authentic core tasks. *International Journal of Physical Education Health & Sports Sciences*, 10(1), 32-41.
- Desrosiers, P., Genet-Volet, Y. & Godbout, P. (1997). Teachers' assessment practices viewed through the instruments used in physical education classes. *Journal of Teaching in Physical Education*, 16(2), 211-228. <https://doi.org/10.1123/jtpe.16.2.211>
- Decorby, K., Halas, J., Dixon, S., Wintrup, L., & Janzen, H. (2005). Classroom teachers and the challenges of delivering quality physical education. *The Journal of Educational Research*, 98, 208-221. <https://doi.org/10.3200/JOER.98.4.208-221>
- Dudley, D. (2015). A conceptual model of observed physical literacy. *The Physical Educator*, 72(5), 236-260. <https://doi.org/10.18666/TPE-2015-V72-I5-6020>
- Dudley, D. (2016). Quality and health-optimizing physical education: Using assessment at the health and education nexus. *Journal of Teaching in Physical Education*, 35, 324-336. <https://doi.org/10.1123/jtpe.2016-0075>
- Edwards, L. C., Bryant, A. S., Keegan, R. J., Morgan, K., Cooper, S. M., & Jones, A. M. (2018). 'Measuring' physical literacy and related constructs: A systematic review of empirical findings. *Sports Medicine*, 48, 659-682. <https://doi.org/10.1007/s40279-017-0817-9>

- Essiet, I. A., Salmon, J., Lander, N. J., Duncan, M. J., Eyre, E. L. J., & Barnett, L. M. (2021). Rationalizing teacher roles in developing and assessing physical literacy in children. *Prospects*, 50, 69–86. <https://doi.org/10.1007/s11125-020-09489-8>
- Green, N. R. (2023). *Taiwan Workshop*. Not published.
- Green, N. R. (2019). *Charting physical literacy progress simply*. Poster presentation, IPLC Umea, Sweden.
- International Physical Literacy Association. (2017). *Definition of physical literacy*. <https://www.physical-literacy.org.uk>
- Hay, P. J. (2006). Assessment for learning in physical education. In D. Kirk, D. MacDonald, & M. O'Sullivan, *The handbook of physical education* (pp. 312-325). Sage.
- Hay, P., & Penney, D. (2009). Proposing conditions for assessment efficacy in physical education. *European Physical Education Review*, 15(3), 389-405. <https://doi.org/10.1177/1356336x09364294>
- Kohn, A. (2003). The 500-pound gorilla. *The Teachers' Net Gazette*, 4(2). <https://teachers.net/gazette/FEB03/kohn.html>
- Sport England. (2022). Active Lives children and young people survey. Academic year 2021-22. [Active Lives Children and Young People Survey - Academic year 2021-22 \(sportengland-production-files.s3.eu-west-2.amazonaws.com\)](https://active-lives.s3.eu-west-2.amazonaws.com/ActiveLivesChildrenandYoungPeopleSurvey-AcademicYear2021-22)
- Young, L., O'Connor, J., Alfrey, L., & Penney, D. (2020). Assessing physical literacy in health and physical education. *Curriculum Studies in Health and Physical Education*, 12(2), 156-179. <https://doi.org/10.1080/25742981.2020.1810582>

4.11 Further reading

- Gandrieau, J., Schnitzler, C., Cairney, J., Keegan, R., Roberts, W. M., Barnett, L. M., Bentsen, P., Dudley, D. A., Raymond Sum, K. W., Venetsanou, F., Button, C., Turcotte, S., Berrigan, F., Cloes, M., Rudd, J. R., Riga, V., Mouton, A., Vašíčková, J., Blanchard, J., Mekkaoui, L., Derigny, T., Franck, N., Repond, R. M., Markovič, M., Scheuer, C., & Potdevin, F. (2023). Development of ELIP to assess physical literacy for emerging adults: A methodological and epistemological challenge. *Research Quarterly for Exercise and Sport*, 94(4), 1169-1182. <https://doi.org/10.1080/02701367.2022.2125927>
- Huang, Y., Sum, K.-W. R., Yang, Y. J., & Yeung, N. C.-Y. (2020). Measurements of older adults' physical competence under the concept of physical literacy: A scoping review. *International Journal of Environmental Research and Public Health*, 17(18), Article 6570. <https://doi.org/10.3390/ijerph17186570>
- Scanlon, D., MacPhail, A., Walsh, C., & Tannehill, D. (2022). Embedding assessment in learning experiences: Enacting the principles of instructional alignment in physical education teacher education. *Curriculum Studies in Health and Physical Education*, 14(1), 3-20. <https://doi.org/10.1080/25742981.2022.2039074>
- Shearer, C., Goss, H. R., Boddy, L. M., Knowles, Z. R., Durden-Myers, E. J., & Foweather, L. (2021). Assessments related to the physical, affective and cognitive domains of physical literacy amongst children aged 7–11.9 years: A systematic review. *Sports Medicine-Open*, 7(1), 1-40.

Young, L., O'Connor, J., Alfrey, L., & Penney, D. (2020). Assessing physical literacy in health and physical education. *Curriculum Studies in Health and Physical Education*, 12(2), 156-179.
<https://doi.org/10.1080/25742981.2020.1810582>

Correct answers (to multiple choice questions):

Question 1: A

Question 2: D

Question 3: B

Question 4: C

Question 5: A

The background of the page is decorated with various abstract geometric shapes. In the top-left corner, there is a cluster of light purple rounded rectangles, orange squares, and dark purple circles. In the bottom-right corner, there are more light purple rounded rectangles, dark purple rectangles, and orange circles. The text is centered in the middle of the page.

MODULE 4

EARLY YEARS

5 Module 4: Early years

Duration: approximately 10 hours

5.1 Overview

This module aims to allow time for reflection on the current early years practice of providing PA experiences (parent, child carer, community worker) for young children. It will consider what and how experiences can be provided within the home, nursery, playgroup, community, family, and sports club environments for children in the early years. Key principles will be considered in providing positive PA experiences appropriate to the needs of young children.

5.2 Keywords & concepts

Early years, PA experiences, working with children, effective teaching, enabling environments

5.3 Learning objectives

In terms of knowledge, students should be able to:

- Understand current practices in early years provision of PA experiences in different countries and how they have changed over time.
- Recognize the impact of early years experiences on personal PL lifelong journeys.

In terms of skills, students should be able to:

- Critically reflect on existing practices of early years PA provision and suggest improvements or innovations.
- Connect personal PL lifelong journey to early years experiences and discern their effects on current attitudes and behaviours toward PA.

In terms of competences, students should be able to:

- Critically assess and compare practices in early years provision from an international perspective.
- Draw on personal experiences and knowledge to advocate for effective early years PA experiences.
- Utilise effective communication and reflection skills to articulate the impact of early years experiences on personal PL lifelong journeys.

5.4 Content of the forth module

The provision of PA experiences is different in every country and is influenced by culture and traditional practices. Young children need opportunities to play, investigate, and explore PA environments, as they learn about themselves and their capabilities as they are allowed to engage in PA. Enabling environments should provide variety and challenge, but children also need support and encouragement at times. Adults responsible for young children need to appreciate the importance of PA for holistic growth and development. Purposeful play experiences, which include outdoor play, object play, expressive play, and exercise play are important, along with more formal activities such as dance and gymnastics along with simple games. Movement skills are developed as children engage in PA, but knowledge and understanding, confidence and motivation as well as social and emotional skills are also acquired.

5.4.1 Early years (0 – 5 years) current provision and practice

❖ Reflection/ forum discussion

Discuss the questions listed with either a peer or in a small group. Share your thoughts.

1. What is happening in your country?
2. Who is providing young children (0 – 5 years) with their early PA experiences?
3. What type of planned or free activities do young children experience?
4. How are children supported in their holistic development through PA experiences?
5. Are children physically active enough at a young age?

5.4.2 Physical literacy focus

As a reminder of the focus of PL, the key points that you have learnt and should have understood so far are listed in Figure 5.1.

Figure 5.1 Key points of PL

Holistic development of the child (physical, affective, social and cognitive)

Provision of a range of meaningful, relevant and positive physical education experiences (varied, rich, engaging)

Inclusive and personalised (pupil centred, recognising individual differences, enabling everyone to be involved)

5.4.3 What are the best approaches to working with early years children in physical education?

Working with early years children in PE requires a unique approach, as it involves fostering a love for PA, developing fundamental movement skills, and ensuring a safe and enjoyable learning environment. Here are some of the best strategies that can be used when working with young children in PE:

1. *Play-based learning*: Young children learn best through play. Use games, activities, and exercises that are fun, engaging, and age appropriate. Encourage free play and structured play to help them develop physical skills.
2. *Safety first*: Safety is paramount. Ensure that the environment is safe and free of hazards. Use age-appropriate equipment and always provide proper supervision.
3. *Fundamental movement skills*: Focus on developing fundamental movement skills such as running, jumping, hopping, skipping, throwing, and catching. These skills serve as building blocks for more complex movements.
4. *Progression*: Start with simple activities and gradually introduce more complex movements as children develop their skills. Be patient and allow them to progress at their own pace.
5. *Inclusivity*: Tailor activities to accommodate children of varying abilities. Modify activities as needed to ensure that all children can participate and succeed.
6. *Varied activities*: Offer a variety of activities to keep children engaged and to expose them to different movements. These can include activities like tag, obstacle courses, ball games, and dance.

7. *Positive reinforcement*: Use positive reinforcement and encouragement to boost children's confidence and motivation. Praise their efforts and accomplishments.
8. *Imagination and creativity*: Incorporate imaginative play and creativity into physical activities. For example, turn a simple relay race into a fun adventure story.
9. *Teamwork and cooperation*: Teach children the importance of teamwork and cooperation through group activities. This can help them develop social skills and make PE enjoyable.
10. *Age-appropriate language*: Use language and instructions that are easy for young children to understand. Keep it simple and concise.
11. *Break it down*: Break down complex movements into smaller, manageable steps. This makes it easier for children to grasp and practise the components of a movement.
12. *Structured routines*: Establish routines and transitions to help children understand expectations and what comes next in the class. Consistency can reduce anxiety and improve learning.
13. *Exploration and discovery*: Encourage children to explore and discover their physical abilities. Let them experiment with different movements and activities.
14. *Assessment and observation*: Regularly assess and observe children's progress. This helps in adapting the curriculum to their needs and interests.
15. *Parental involvement*: Involve parents by sharing information about what their children are learning in PE and encourage them to be active at home.
16. *Adaptability*: Be prepared to adapt your teaching methods to suit the unique needs and interests of each child. Flexibility is essential in early childhood education.
17. *Continuous learning*: Stay up to date with the latest research and teaching methods in early childhood PE to ensure that your approach remains effective.

Remember that early year's children have different levels of physical development, so it's important to be patient and accommodating while providing a positive and enjoyable learning experience.

❖ *Reflection/ forum discussion*

What are your thoughts about this list? Do they fit in with your understanding of physical literacy?

Discuss with a partner or in a group and share your thoughts.

5.4.4 Challenges and solutions for working with young children

The Move Well, Move Often by [PRIMARY PHYSICAL EDUCATION | PDST](#) offers advice about possible areas of difficulty when working with young children, linked to implications for teaching and learning and potential strategies.

❖ *Reflection/ forum discussion*

Look at the resources on this website <https://pdst.ie/physlit> and consider how they will support teachers of PE.

5.4.5 Effective teaching and learning

There are three characteristics of effective teaching and learning:

1. Playing and exploring, where children investigate and experience things, and 'have a go'.
2. Active learning, where children concentrate and keep on trying even if they encounter difficulties, so that they enjoy achievements.

3. Creating and thinking critically, where children have and develop their ideas, make links between ideas, and develop strategies for doing things.

Parents, carers, and teachers must appreciate the need to allow and encourage children to challenge themselves in PA situations, but also to recognize the importance of support, patience, and encouragement.

Figure 5.2 How we can be more effective (Green, 2019)



The key premise of ‘challenge with support’ applies just as much with young children as it does with older children and adults as finding the ‘zone of proximal development’ for everyone is the key to allowing individuals to learn and flourish. But there can of course not be one ‘magic recipe’ for this. Parents, carers, and teachers must seek to provide meaningful and well-adapted challenges, so all children have opportunities to work in their space between ‘I can’ and ‘I cannot’. PA providers should aim to enact an openness for the presence of uncertainty in activities and make challenges appropriate and within reach for the children, based on their capability, if they are to experience a ‘sweet tension’ of uncertainty of the outcome (Kretchmar, 1975).

❖ *Reflection/forum discussion*

Consider these suggestions. Reflect on your experiences as a child and perhaps the experiences of young children who you know. Discuss with a partner or in a group and share your thoughts.

5.4.6 Enabling environments

❖ *Reflection/forum discussion*

Consider the following suggestions. Can you provide some examples from your own experience?

5.4.6.1 Enabling environments - variety

Practitioners should consider (Almond & Lambden, 2016):

1. Easily discoverable actions generated by a specific environment, equipment, or stimulus.
2. Asking the question: What can you do with this?
3. Encouraging new or novel action possibilities.

4. Encouraging open-ended opportunities.
5. Ask the questions: What else can you do?
6. Varied and changing layouts and equipment.
7. Opportunities for modelling that enable reluctant children to copy and try things before exploring in more detail.
8. Opportunities for children to explore freely.
9. A challenging environment that is safe but allows risks to be taken.

5.4.6.2 Enabling environments – challenge

Practitioners must interact with children so that positive activity experiences can occur, and the environment can be enriched through different tasks, equipment, and challenges. By (Almond & Lambden, 2016):

1. Using cooperative physical play to stimulate children's curiosity.
2. Creating structured activities in which the practitioner guides the children e.g. yoga.
3. Demonstrating a task that can be copied or repeated and potentially further developed by the child.
4. Ensuring the environment is safe.
5. Scaffolding interactions in an appropriate manner for each child.
6. Observing to ensure all children are engaged and are provided with an opportunity for development.

5.4.6.3 Enabling environments – support

Practitioners should (Almond & Lambden, 2016):

1. Be positive and promote a 'can do' approach.
2. Allow children time to be creative and imaginative within the activity environment.
3. Allow children lots of tries and opportunities to practise on their own.
4. Build variability into the way that children experience the different environments.
5. Encourage children to 'try a different way'.

5.4.6.4 Enabling environments – language

Practitioners should challenge children by using open-ended prompts (Almond & Lambden, 2016):

1. Can you show me how to move along ...?
2. Can you move without ...?
3. Can you get on or off ...?
4. How can you move after ...?
5. Show me what you can do with ...?
6. Can you push, pull, carry, or balance with ...?
7. Can you use different parts of your body to ...?

5.4.7 Purposeful play

The following are suggestions related to purposeful play (Almond & Lambden, 2016). What are your experiences?

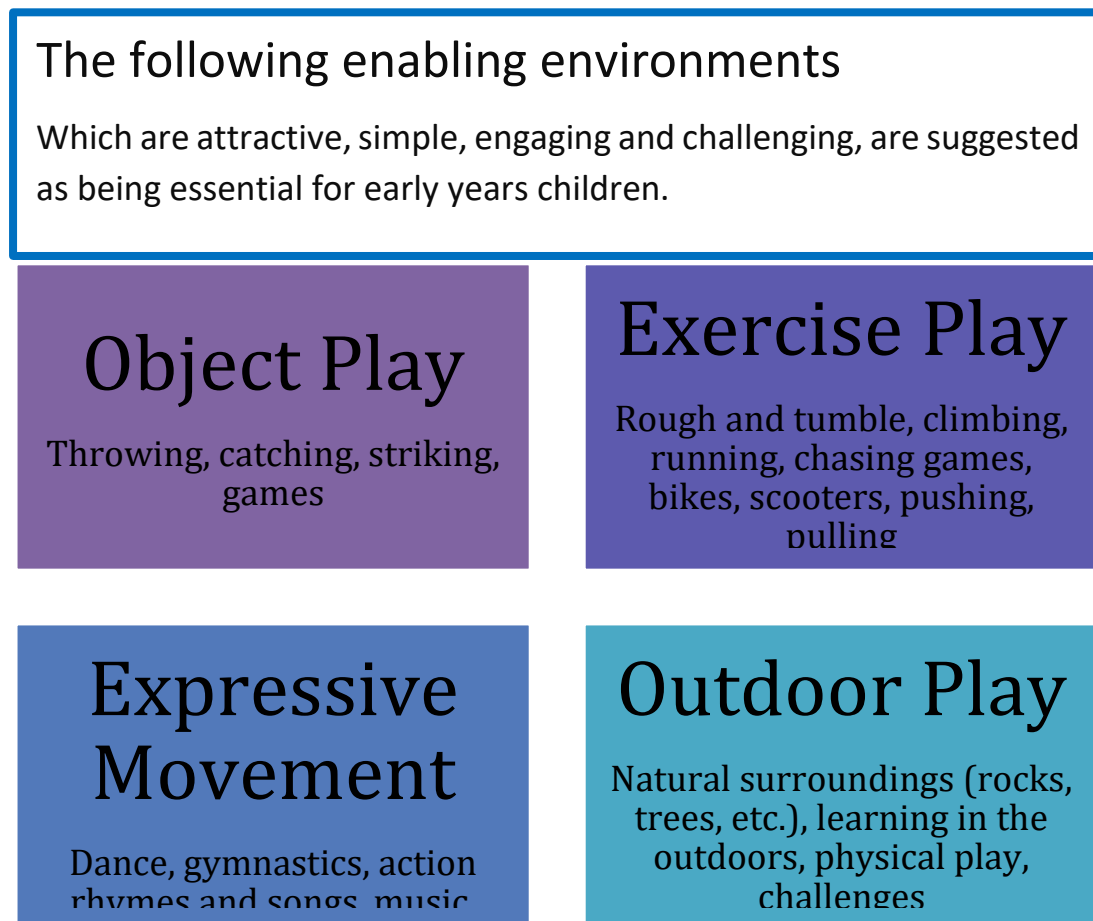
- ✓ Action rhymes and stories
- ✓ Obstacle courses
- ✓ Hand clapping routines
- ✓ Riding bikes/trikes/scooters
- ✓ Dancing to music

- ✓ Playing outdoors
- ✓ Creative and imaginative play
- ✓ Yoga
- ✓ Running, chasing games
- ✓ Physical games
- ✓ Jumping, throwing, catching
- ✓ Lifting and carrying
- ✓ Pulling, pushing, and hanging
- ✓ Exploratory play

❖ *Reflection/forum discussion*

With a partner or in a group, reflect on the importance of these activities from a physical, affective, cognitive, and social point of view.

Figure 5.3 Enabling environments for early years children (Almond & Lambden, 2016)



❖ *Reflection/forum discussion*

Consider the environments suggested below and reflect on your personal experiences or the experiences of young children that you know, about how they will help individuals to develop from physical, affective, cognitive, and social points of view. The source for this is Almond and Lambden's (2016) study.

Outdoor education play.

1. Utilise natural spaces within your neighbourhood – woodland, parks, and streams.
2. Use natural and man-made materials e.g. rocks, trees, tyres, kites, ropes, logs, crates, planks, etc.
3. Use bikes, scooters, wheelbarrows over varied terrain.
4. Use water, wind, and snow to play in/with.
5. Carefully consider risky play and exploration, ensuring safety e.g. hide and seek, coping with heights, different speeds, balancing, exploring, etc.

Expressive movement.

1. Use a range of stimuli to initiate movement e.g. music, stories, poems, scarves, ribbons, nursery rhymes, etc.
2. Encourage children to be expressive when moving.
3. Use objects to move with e.g. scarves, ribbons, streamers, etc.
4. Move at different speeds, in different directions, in different ways, and on different levels individually or with others.
5. Encourage activities that lead to gymnastics movement e.g. balancing, rotating, turning, swinging, jumping, landing, and rolling, in different body shapes.
6. Encourage children to create their movement phrases but provide examples if required.
7. Use natural and man-made equipment such as benches, boxes, climbing frames, trees, and streams.

Object play.

1. Use objects to move with, strike, throw, or kick.
2. Use targets to throw at.
3. Move objects in different ways, using different body parts in different environments.
4. Throw and catch/stop different objects e.g. balloons, shuttlecocks, bean bags, balls, hoops, etc.
5. Dribble a ball.
6. Strike or kick a ball.

Exercise play.

1. Encourage rough and tumble play, running chasing games, skipping, playground games, and pushing/pulling games.
2. Use wheeled toys such as Go Karts, balance bikes, scooters, and pedal bikes – please note to use appropriate safety equipment.
3. Use natural or manmade equipment to climb on, swing on or hang on, bounce on, hop on, leap from/on/to, swing on/from.
4. Use obstacles to jump on/off, hang from, balance on, roll on, crawl on/under/through.

Spaces and equipment play.

1. Wheeled areas – bikes, carts, scooters, pushchairs
2. Dance and movement areas – music player, objects such as scarves, ribbons, shakers, and beaters
3. Open spaces for climbing, balancing, and hanging.

- Equipment to use such as balls, hoops, bean bags, cones, spot markers, skittles, boxes, chalk, etc.

❖ *Reflection/forum discussion*

How do the suggestions above lead to children being able to access the movement forms listed below? Discuss with a partner or in a group.

Movement forms linked to movement vocabulary.

It is important to recognise the different 'movement forms' which are associated with the 'movement vocabulary' young children will develop. Movement forms are activity areas that are different from each other and house a range of different activities. The movement vocabulary that children develop through play and PE should enable them to engage in a range of movement forms. What experiences do children need to experience to enable them to develop the movement vocabulary that will enable them to engage in the different movement forms? Discuss with a partner or in a group.

Figure 5.4 Movement forms used for early years children (Green, 2019)



5.5 Activities

5.5.1 Early years example

Life Story 1 – Edie



From an early age, Edie was allowed to roll, crawl, and climb within the house. She was introduced to a swimming pool at an early age as her mother was keen for her to gain confidence in the water. Edie went for walks and played in the garden as well as at the park, where she learnt to climb, swing, and slide. Edie was introduced to a balanced bike and taken to a BMX track, where she learnt to push and glide her bike, which allowed her to pick up riding a bike with pedals very quickly. As soon as she was able Edie was enrolled in swimming lessons and she became confident and increasingly competent in the water. Edie also played games with friends, such as hopscotch, ball games, and chasing games. When Edie started school, she had PE lessons. Edie started at a gymnastics club once a week, a tennis club once a week as well as her swimming. She learnt how to play games such as croquet, walk on stilts, how to play with a diablo and do simple juggling tricks. Edie had a trampoline in her back garden and enjoyed playing and trying different gymnastic moves on it. She went on holiday to the seaside and enjoyed swimming and belly boarding in the sea. Edie had fun on walks in the countryside and aged 8 she started playing football for a team, which meant she was training once a week and playing a game once a week. She decided to stop playing tennis. Edie had also started swimming competitively as she had mastered all four swimming strokes as well as personal survival and life-saving techniques, which meant that she was now swimming four times a week. During this time Edie did PE at school, but she did not feel that she learnt much and was not challenged in PE lessons. In swimming lessons, Edie was told to practise swimming widths like the other children, even though she could swim all strokes and could have taught her fellow pupils how to swim. Occasionally, Edie had a PE lesson that was more interesting and challenging, but this was only in the last year of her primary school aged 11. By this time Edie was in a high-performance swimming group, swimming five times a week, in a high-performance gymnastics group, and playing football for a team. Edie is due to go to secondary school soon.

❖ *Reflection/forum discussion*

What will happen there?

How has Edie developed her PL throughout her life so far? How important were her early years experiences? Do you think Edie is confident in doing different activities? Do you think Edie is motivated to do different activities regularly? Has Edie developed her physical competence, knowledge, and understanding in a range of different activities? What is the likelihood of Edie being active throughout her life? Did Edie's parents enhance her PL? Did the teacher at school enhance Edie's PL? Could there be a problem with doing so much PA?

5.6 Tips

Enjoy doing the practical activities and consider how these will feel for a young child.

5.7 Learning outcomes

Upon the completion of this module, the learner should have:

1. Reflected on current and changing practices in early years provision in different countries.
2. Considered how early years experiences impact and relate to personal lifelong journeys.
3. Familiarise with approaches that promote PL in the early years.
4. Considered of what and how experiences should be provided within PE in the early years of school education.

5.8 Conclusion

This module provided you with the opportunity to think about current practices in early childhood development, particularly regarding PA for young children, whether it's done by parents, caregivers, or community workers. You also had the chance to reflect on your own experiences and those of others during this phase of childhood. Through this module, you have explored various environments such as home, nursery, playgroup, community, family, and sports clubs, considering how different experiences can be offered and what they should entail. Additionally, the module highlighted important principles for creating positive PA experiences that meet the needs of young children.

5.9 Review & self-assessment

Question 1 – Physical literacy within PE should focus on:

- A. Holistic development, providing a range of movement experiences, being inclusive and personalised.
- B. Holistic development, improving agility, endurance, and strength.
- C. Providing a range of movement experiences, improving fitness, health, and balance.
- D. Being inclusive and personalised, improving flexibility, power, and muscular endurance.

Question 2 – What are the best approaches to working with early years children in physical education?

- A. Fitness focussed, play-based, varied, and inclusive.
- B. Competitive, play-based, progressive, and varied.
- C. Always outdoors, varied, inclusive, and focused on fitness.
- D. Play-based, progressive, varied, and inclusive.

Question 3 – Enabling environments for PE should include:

- A. Support, competition, and challenge.
- B. Agility, balance, and coordination.
- C. Variety, challenge, and support.
- D. Fitness, skill development, and strength training.

Question 4 – For a holistic PE experience, what sort of play should children have access to?

- A. Object, expressive movement, exercise, and outdoor play.
- B. Unistructural, relational, multistructural, abstract play.
- C. Online, physical, cooperative, and social play.

D. Independent, solitary, role, and social play.

Question 5 – Movement Forms associated with PE that provide a breadth of experience should include:

- A. Football, basketball, handball, hockey, tennis, and cricket.
- B. Fitness, dance, badminton, athletics, gymnastics, and ballet.
- C. Games, athletics, rugby, football, skiing, and ice skating.
- D. Games, athletics, martial arts, expressive and aesthetic, adventure, and health and fitness.

5.10 References

- Almond, L., & Lambden, K. (2016). Promoting purposeful physical play in the early years through physical literacy. A self-learning programme for early years settings and their practitioners. Step into Purposeful Play.
- Durden-Myers, E. J., Green, N. R., & Whitehead, M. (2018). Implications for promoting physical literacy. *Journal of Teaching in Physical Education*, 37(3), 262-271. <https://doi.org/10.1123/jtpe.2018-0131>
- Green, N. R. (2019). *Introduction to physical literacy – Taiwan Quality PE Programme – August 2019*. Not published.
- Kretchmar, R. S. (1975). From test to contest: An analysis of two kinds of counterpoint in sport. *Journal of the Philosophy of Sport*, 2(1), 23-30. <https://doi.org/10.1080/00948705.1975.10654094>
- Professional Development Service for Teachers. (n.d.). *What is physical literacy?* <https://pdst.ie/physlit>

5.11 Further reading

- Barnett, L., Dennis, R., Hunter, K., Cairney, J., Keegan, R. J., Essiet, I. A., & Dudley, D. (2020). Art meets sport: What can actor training bring to physical literacy programs? *International Journal of Environmental Research and Public Health*, 17(12), Article 4497. <https://doi.org/10.3390/ijerph17124497>
- Buckler, J., Puterman, E., & Faulkner, G. E. (2021). Early childhood education and care: Do we need to develop the physical literacy of educators? *Prospects*, 50, 55-68. <https://doi.org/10.1007/s11125-020-09476-z>
- Cairney, J., Clark, H., Dudley, D., & Kriellaars, D. (2018). Physical literacy in children and youth—A construct validation study. *Journal of Teaching in Physical Education*, 38, 84-90. <https://doi.org/10.1123/jtpe.2018-0270>
- Goodyear, V., & Dudley, D. (2015). “I’m a facilitator of learning!” Understanding what teachers and students do within student-centered physical education models. *Quest*, 67(3), 274-289. <https://doi.org/10.1080/00336297.2015.1051236>
- Moy, B., Renshaw, I., & Davids, K. (2015). The impact of nonlinear pedagogy on physical education teacher education students’ intrinsic motivation. *Physical Education and Sport Pedagogy*, 21(5), 517-538. <https://doi.org/10.1080/17408989.2015.1072506>

Correct answers (to multiple choice questions):

Question 1: A

Question 2: D

Question 3: C

Question 4: A

Question 5: D



MODULE 5

CURRICULUM AND EXTRA-
CURRICULAR EXPERIENCES –
PRIMARY AND SECONDARY
PROGRESSION PLANNING
(5 – 18 YEARS)



6 Module 5: Curriculum and extra-curricular experiences – primary and secondary progression planning (5 – 18 years)

Duration: approximately 10 hours

6.1 Overview

This module will explore what and how experiences can be provided within the school, community, family, and sports club environments for students from 5 to 18 years old. The key principle is to provide positive PA experiences appropriate to the needs of students.

6.2 Keywords & concepts

School, community, family, positive PA experiences, curriculum plan, PL journey, capabilities, competencies, attributes

6.3 Learning objectives

In terms of knowledge, students should be able to:

- Understand the key principles of providing positive PA experiences in various environments (school, community, family, sports clubs) for children in the school years.
- Learn about the elements of a curriculum plan for promoting PL in the school years.
- Recognize how community and family experiences can support the development of PL in children of this age group.
- Gain insights into the strategies for creating lesson plans that focus on physical, affective, and cognitive outcomes in the school years.

In terms of skills, students should be able to:

- Develop and adapt PA experiences for children in the school years in a variety of environments.
- Create a draft curriculum plan that promotes PL for this specific age group.
- Plan lessons with clear learning outcomes focused on the physical, affective, and cognitive development of school children.
- Assess how different environments (community, family, etc.) can contribute to a child's PL journey at this age.

In terms of competences, students should be able to:

- Critically evaluate PA experiences for children in the school years.
- Design an outline experience plan (curriculum) to promote PL in school children.
- Integrate community and family experiences in planning for PL development.
- Effectively communicate the importance and strategies for promoting PL in the school years to various stakeholders (e.g., parents, community members, fellow educators).

6.4 Content of the fifth module

UNESCO (2021) suggests that a QPE programme supports students to develop the physical, cognitive, social, and emotional skills which define self-confident and socially responsible citizens. It utilises PL, as a focus, to develop well-rounded citizens. PL is the foundation of PE, it is not a programme but an

QPE should be an inclusive feature from the early years through the entire school education journey. The promotion of PL should therefore remain a key feature of any PE curriculum.

The approach to PE is different across countries especially if we consider the intent, implementation, and impact measurement. Intent is linked to the diverse philosophies, and ideologies of nations about PE. In some countries, PE's aim is holistic development, overall well-being, and the development of life skills. Other countries' aims could be the improvement of sports technique, competitive sports focusing on excellence, talent identification, and performance metrics. Other differences could be centred on experiences provided within the community and cultural priorities contributing to creating a unique country's approach.

◆ *Reflection/forum discussion*

Figure 6.1 What does PE look like in India? (Green, 2022)

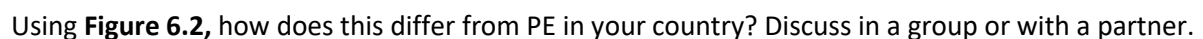
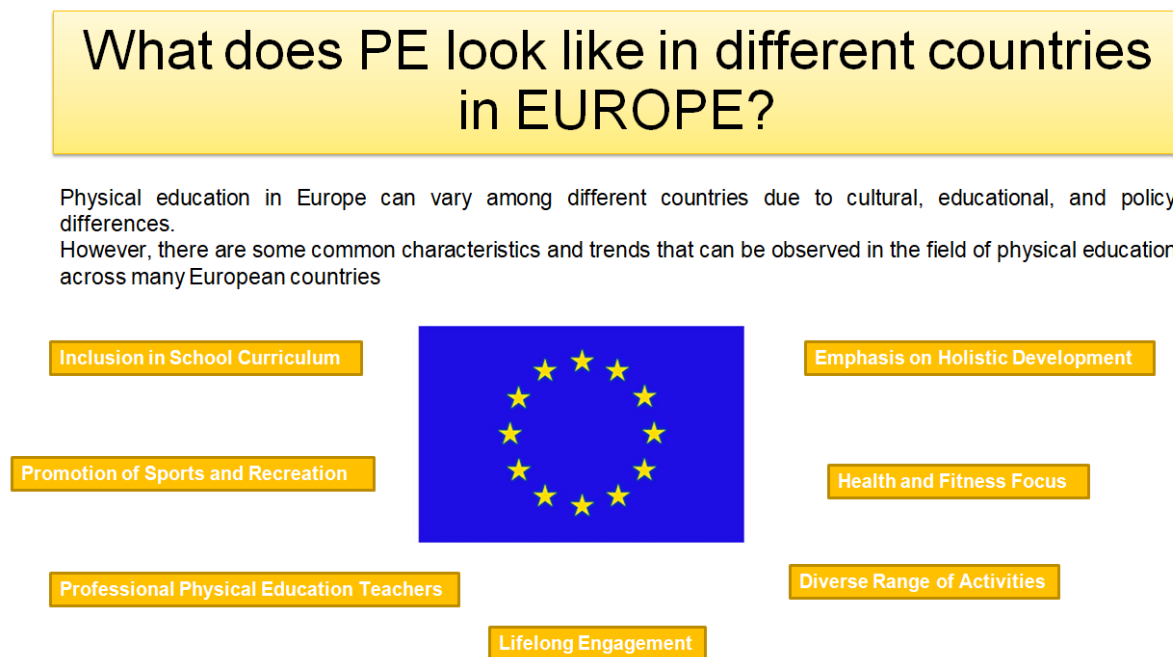


Figure 6.2 Physical education in different EU countries



6.4.2 Primary goal of a QPE – Capabilities, competencies, and attributes

❖ *Reflection/forum discussion*

Why is PL considered the foundation of PE? Why should QPE be an inclusive feature throughout a student's entire school education journey? Discuss with a partner or in a group.

Capabilities are the extent of someone's ability to do something.

Capabilities refer to the extent to which someone can do something and has the ability, it is our potential. We recognise that every individual is different and therefore has different capabilities. These are influenced by our genetic makeup and the experiences we have had that have allowed us to build our capability within a specific environment. Age can influence our capability, but it is also influenced by our stage of progression and as such each individual must be treated as unique.

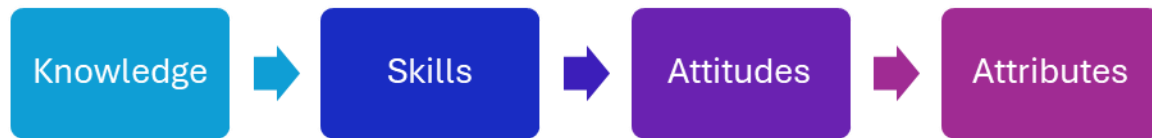
Competencies are the ability to do something successfully or effectively.

Competencies relate to our ability to do something successfully or efficiently, and as such, how competent we are within a specific environment. Competence will develop with learning and experience and therefore children must have appropriate experiences that allow them to develop their capabilities so that they can become more competent.

Attributes are a quality or feature regarded as a characteristic or inherent part of someone.

Attributes refer to a quality or feature that is regarded as a characteristic or inherent part of someone. Our attributes can be influenced by our experiences and therefore as we are developing our capabilities and competencies, this may also impact our attributes that will influence our engagement in physical activity.

PE therefore has an important role in acknowledging an individual's capabilities, and developing their competencies to enable attributes that are positive towards engaging in PA for life.



PE should aim to develop competencies and capabilities so that children can experience and learn in, through and about, a range of physical activities. PE should teach knowledge, skills and attitudes related to PA, which will influence the attributes that impact our engagement in PA. As young children, PE should enhance our understanding of the importance of PA to lead healthy, safe, and active lives. Ideally, we would like children to develop their knowledge, skills, and attitudes, through their engagement in PE, so they become more competent, and capable and develop positive attributes related to engaging in PA throughout life.

Knowledge is what learners will gain about:

1. Becoming more aware of their personal movement vocabulary and how it links to different movement forms.
2. Terminology associated with physical activities, sports, and health.
3. Understanding the impact of healthy active lifestyles and a balanced diet on health and wellbeing.
4. Life skills that can be adapted to different situations, such as leadership, teamwork, communication, and feedback.
5. Appropriate safety and risk strategies, along with strategies, concepts and tactics associated with different activities.
6. Organising and using their leisure time effectively and positively.
7. Appreciating the aesthetic qualities of a range of different physical activities.

Skills are what learners will:

1. Improve their movement vocabulary, which is linked to the varied movement forms.
2. Apply in situations that require the use of strategies and tactics in different activities.
3. Learn, as they manage their emotions in different challenging and changing situations.
4. Develop, such as communication, leadership, and teamwork skills.

Attitudes are what learners will develop that will:

1. Allow a sense of belonging.
2. Enable positive physical activity engagement throughout life.
3. See them accept and respect differences amongst others.
4. Encourage them to work effectively as members of teams.
5. Enhance self-esteem, resilience, and confidence.
6. Encourage an appreciation and respect for rules and the concept of fairness.
7. See them value engaging in physical activity.

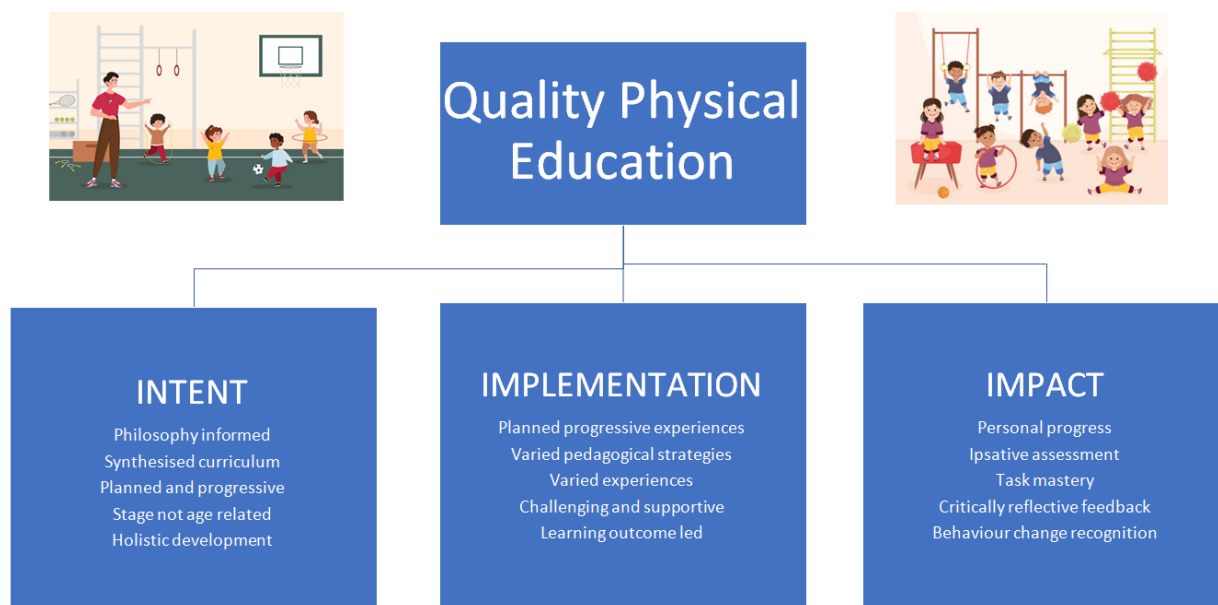
6.4.3 Intent, implementation, and impact

PL can be used as an underpinning and foundational concept that aligns a PE curriculum's intent, implementation, and impact to be orientated towards the goal of promoting PA for life. The diagram below (Figure 6.3) indicates the considerations for each aspect of intent, implementation, and impact.

❖ Reflection/forum discussion

What do you understand about the different aspects related to intent, implementation, and impact? Discuss with a partner or in a group.

Figure 6.3 Quality physical education diagram (Green, 2023)



❖ Reflection/forum discussion

How should PE impact each child throughout school? What should we plan? What were your experiences like? How did they help you develop holistically? Discuss this with a partner or in a group.

6.4.4 Principles of curriculum design

To design a curriculum, the approach needs to be logical, organised, and comprehensive of a wide variety of activities and exercises and address various aspects of physical development, skills, and fitness. It has also to take into account the motivation, the confidence, the knowledge, and the understanding of the student.

The different lessons and activities must be connected to create a unified learning experience with a focus on a holistic approach. To help students in their progress the curriculum must be developed from basic to more advanced levels to allow students to reach high performances in all different components.

A successful curriculum has a clear purpose and direction to defined goals. It should also be:

- Balanced
- Coherent
- Vertically integrated
- Rigorous
- Focused

❖ *Reflection/forum discussion*

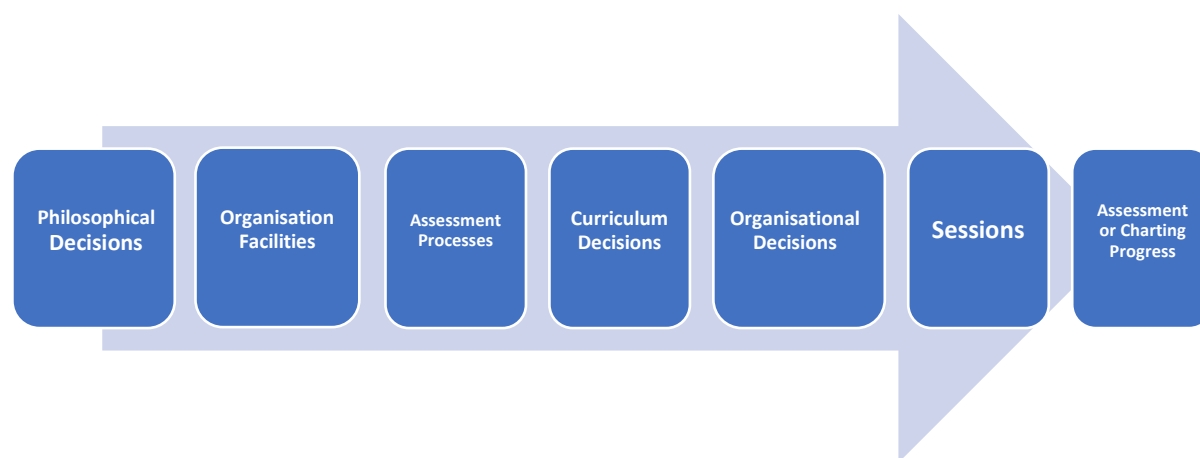
In your opinion, how important is it for a curriculum design to follow those principles? Discuss with a partner or in a group.

6.4.5 Steps to successful programme planning

❖ *Reflection/forum discussion*

When planning, it is important to consider your facilities, equipment, staff expertise and what you are aiming to do. Consider Figure 6.4, which suggests the process you may follow when planning a PE programme. Discuss it in a group.

Figure 6.4 Process to follow when planning PE lesson (Green, 2023)



If the aim is to provide children with a broad education, we should provide a wide range of experiences from the different ‘movement forms’ (Figure 5.4) similar to early years children.

❖ *Reflection/forum discussion*

What movement forms have you experienced and what do you think all children should experience through their school years, and why?

Phenomenology builds on from existentialism in that it argues that we are all a product of our experiences and as such this provides us with a unique perspective of how we view the world. Each person accrues a specific set of experiences that colour their perception of, and responses to, the situations in which they are involved. It is, therefore, very important that individuals have positive experiences in PA so that these can be carried forward into life. Phenomenology helps to justify why PL must consider each individual as unique and therefore interventions to support individuals engaging in PA should consider previous experiences and be inclusive. The imprint of these earlier experiences will affect how participants view the challenges set in the future. For example, having a first experience of caring for an elderly person will affect how, in the future, we perceive the role of nurses. Similarly, if we have slipped on ice and suffered severe pain from a fall, our perception of an icy surface in future will include caution and some fear.

As humans, we appreciate the world around us from a backdrop of life experiences lived to date. Consequently, everyone is unique. Each has a particular cluster of experiences which provide a frame of reference from which each will perceive and interpret the world. Each will live in a somewhat

different world and interpret situations differently. One person may value Christmas on account that this time of year has always been joyful; however, another may dread the festive season as it has connotations with disagreements and arguments. And again, one person may look forward to singing lessons as the teacher always shows an appreciation for her efforts, while another may attend with trepidation, as she is often singled out as not making a good contribution to the performances. Thus, it is not surprising that our perceptions of the world are particular to us and will not match those of others. It is important therefore to note that comparison with others is irrelevant as everyone brings a unique set of previous experiences to an activity setting and as such should be considered individually.

As we are the product of previous experiences, attention needs to be paid to the uniqueness of everyone. In the context of PA, each participant needs to have experiences that are rewarding and positive. As a result of experiences such as this, an individual is likely to approach future PA situations with confidence and in anticipation of self-affirming participation. A rewarding experience will develop motivation and foster self-confidence which will colour and influence future attitudes towards PA. So, for example, after an experience in which the participant has made progress and has been recognised as meeting the immediate challenge, the participant will look forward to future participation and will be more open to accepting new challenges. However, if the participant has struggled with all tasks and has received little support to make progress, that individual may well be unwilling to participate again or accept a new challenge. The teacher, therefore, has a significant challenge in ensuring that all participants in their class are challenged at the appropriate level that motivates them to continue to accept future challenges and engage in physical activities.

Translating these philosophical concepts into practice that promotes life-long participation in PA, is a key priority for societies worldwide. If an individual has a positive attitude toward PA, confidence in their physical competence and knowledge that endorses the value of PA, then this will be fundamental to long-term PA engagement. For continued participation, interactions must be rewarding and provide self-affirming experiences. The development of a disposition or attitude towards regular engagement in PA is within the reach of everyone and does not depend on particular characteristics or expertise regarding physical competence, but rather on the richness of the experiences they encounter.

However, this should also be the goal of a wide range of agencies which can influence the provision of opportunities throughout life.

There are a wide range of agencies that have the responsibility to foster PL. In the period up to the end of schooling, the responsibility resides with parents, families, schools, and local communities. Thereafter while the family continues to play a role, the onus moves to the medical profession, the leisure industry and all those funding agencies that must enhance financially the provision of the optimal opportunities for all.

Let's have a look at the role of parents and family. Above all parents and family should play a major part in promoting essential motivation and confidence. These people can support the young person in whatever interest they have in participation. They should be encouraging and celebrate effort and progress. Schools have a clear part to play. Teachers need to adopt a monist or holistic approach, interacting with the learner as a unique individual on a personal journey. The curriculum offered should recognise that individuals have clear preferences and not all thrive in competitive team contexts.

❖ *Reflection/forum discussion*

New class, new students! What do you know about your students? What can they do? What do they know? How motivated and confident are they?

The teacher is to be considered as the pilot/facilitator who can reflect on where the students are at. It is important to preview where the students are currently and consider every individual within the class as unique. Reflecting through a PL lens allows a holistic view of each student. Only after this can the teacher consider potential options for future tasks to promote PL.

❖ *Reflection/forum discussion*

Use a physical literacy lens and 'authentic core tasks' to consider your motivation, confidence, physical competence, knowledge, and understanding.

It is acknowledged that a teacher of PE generally approaches their role, and provides activity environments, in a manner that strongly relates to their own previous experiences. For example, how they were taught PE at school and their experiences from teacher training, professional development days, and engagement with research or innovations. A teacher's uniqueness means they will each have their ideology, based on their previous experiences, which influences why and how they teach and how they provide PA experiences for others. Many teachers of PE enjoy competitive sports and are successful at it so they have a particular inclination to provide competitive sporting activities and may well devote a lot of their time to those who excel. Teachers may not have recognised that their lessons or sessions have failed to engage and enthuse everyone and therefore, unfortunately, many students may have become demotivated because of their experiences. As teachers reflect on their practice, they need to consider their ideology. This will influence what and how they will do things in the future and the impact they have on the people they teach. By gaining an understanding of the concept of PL, teachers should be able to reflect on the impact they are having on the holistic development of all the children they teach. This reflection may then lead to a modification in terms of desired outcomes and subsequently on the impact they may have on the students they teach.

6.4.6 The PE teachers' role

The teacher of PE has a key role to play in fostering dispositions towards regular engagement in PA with the individuals they work with (Figure 6.5). By creating environments that allow every individual to develop their motivation, confidence, physical competence, knowledge and understanding, practitioners have the potential to support the development of attitudes that may become increasingly positive towards engagement in PA. Teachers of PE must also recognise that they have the potential to create negative attitudes towards engagement in PA if the environments they create are not positive, and this may have serious consequences for life course participation. This may be a challenge for many practitioners, with large classes of children, limited facilities, or inclement weather. However, by working towards engendering a positive disposition in every individual it is possible that teachers can motivate their students to lead physically active lives in the future. The key is for practitioners to recognise the needs of the students and then create appropriate positive learning environments and experiences that help promote positive dispositions towards PA.

Whilst practitioners are providing these experiences, they also need to recognise that everyone is on their own unique PL journey and therefore progress will be different for everyone and important only to the individual.

Figure 6.5 What is the role of a PE teacher? (Green, 2023)

What is the role of the PE teacher in this?



6.4.7 Attributes, principles, and characteristics for operationalising PL and PE

The IPLA encourages teachers to consider what attributes they would like to see from the students they are teaching. We suggest that for teachers to consider the holistic development of students, concentrating on the following attributes would provide a clear focus. By promoting the holistic development of individuals, a focus on the physical, affective, and cognitive domains would see students who:

- a) Want to take part in PA.
- b) Have confidence when taking part in different physical activities.
- c) Move efficiently and effectively in different physical activities.
- d) Have an awareness of movement needs and possibilities in different physical activities.
- e) Can work independently and with others in different physical activities.
- f) Know how to improve performance in different physical activities.
- g) Know how PA can improve well-being.
- h) Have the self-confidence to plan and effect a physically active lifestyle.

There are six principles for planning and six characteristics for operationalising PL within the teaching activities:

IPLA believe that there are six fundamental principles regarding programme planning for work with individuals, whatever the context, endowment, or age of the participants:

1. Choosing PA for life is ultimately the responsibility of each individual.
2. Motivation, confidence, physical competence, knowledge, and understanding are fostered.
3. Promoting holistic embodied health is integral to fostering PL.
4. All are welcomed and appreciated as individuals on a unique PL journey.
5. Charting the PL journey celebrates participation.

IPLA believe that six characteristics are needed to operationalise the principles to promote PL:

- a) A wide range of experiences from all culturally relevant Movement Forms should be experienced.

- b) Participants should be challenged to solve problems and use creativity and imagination to develop self-confidence and self-respect.
- c) The PA environments should be positive, safe, and encouraging to develop self-esteem.
- d) Issues of holistic health should permeate all PA experiences.
- e) Participants should be encouraged to take increasing responsibility for the planning, delivery, and reflection on their progress.
- f) Charting the journey is integral to all PA experiences and informs future engagement.

6.4.8 PE curriculum planning

When planning, each country has its curriculum guidelines, and each school has its values and aims, that must be considered to plan and tailor quality PE lessons. Each country will have a national curriculum and professional standards that are reached through teacher training. It has research to consider as well as the schools' values, aims and ethos. When these have been considered then the programme and content outcomes can be shared. These can then be expanded into content, curriculum maps and eventually lessons, which will provide the student experience. Considering all those factors the teacher can choose and adjust the PE activities to meet the national curriculum, the diverse needs, and the different educational settings and, at the same time, contribute to the development of PL.

❖ *Reflection/forum discussion*

What do you have to consider when planning your curriculum experiences for your children?

Other planning considerations are:

- A. Department/School/Teacher philosophy/Ideology
- B. Facilities
- C. Time allocation
- D. Class size
- E. Equipment
- F. Teacher experience
- G. Cultural activities
- H. Community provision
- I. Everyone's previous experience and capability
- J. How you are going to measure/chart progress

Discuss in small groups: How do your different environments differ and how does this affect your planning and provision?

You may also want to consider what else you provide within your school that will impact the students (Figure 6.6). What do you currently provide before and after school, at break times, within other lessons, festivals, events, trips, clubs, sports teams, and community engagement to promote PL?

Figure 6.6 Different varieties of PA within and out of school

Physical Activity Before School

Physical Activity During Lunch and Break Times School

Physical Activity After School

High Quality Physical Education

Physical Activity Included Within Other Lessons

Festivals and Events Promoting Physical Activity

Trips and Excursions That Involve Physical Activity

Strong Sport Club Links and Community Engagement

The IPLA believes that it is essential for participants to have the opportunity to experience involvement in a wide range of activities to cater for individual aptitudes and preferences. The breadth of experience will prepare participants for opportunities that they encounter in the future. To foster motivation, confidence, physical competence, knowledge, and understanding, sufficient time must be allocated to different activities from the movement forms.

Activities are likely to be more meaningful if they are from the parent culture. In this case, activities will be respected, acknowledged and readily available within the local community. The establishment of links with participation in the community is significant as they pave the way for future participation. Activities also need to be relevant to the age, stage and needs of participants. Also, to be considered is the appropriateness and safety of the environment.

Activities in the adventure form have a focus on meeting risk and managing challenges within natural and unpredictable environments.

Activities in the aesthetic and expressive form have a focus on the embodied dimension being used as an expressive instrument within a creative, aesthetic, or artistic context.

Activities in the athletic form have a focus on the performer reaching personal maximum/optimal power, distance, speed, and accuracy within a competitive and controlled environment.

Activities in the competitive form focus on the achievement of predetermined goals through the outwitting of opponents while managing a variety of implements and objects in challenging and changing contexts.

Activities in the fitness and health form have a focus on gradually improving the function of the body both qualitatively and quantitatively through regular, repetitive participation.

Activities in the interactional/relational form are characterised by a focus on recognition, and appreciation of empathy between people and groups as they move together in a social context.

6.4.9 Caution against early specialisation

Evidence suggests that multi-sport athletes perform better in the long run.

- Personal interest is a relatively stable mental disposition toward a domain, which relies on a high level of knowledge about the domain and personal valuation of the activities in the domain such as value and importance.
- Situational interest, on the other hand, is a temporal mental state that derives in each situation where the physical activities offer novelty, challenge, and instant enjoyment.
- Needless to say, although situational interest is of high utility value in a teaching-learning setting due to its power to elicit instant motivation from children to participate in activities they otherwise are not interested in, personal interest in routine PA participation should be an attribute of PL.

6.4.10 Implications for promoting PL in PE have identified the following principles that provide a focus.

Figure 6.7 Key principles of PL (Durdin-Myers, Green, & Whitehead, 2018)



The individual – should be at the heart of physical literacy and therefore the heart of pedagogy.

Promoting motivation – through establishing a positive learning environment.

Confidence – task mastery, performance and situated goals, to develop, enhance and maintain perceived confidence.

Performance competence – a critical way of developing confidence is through competence in a range of physical activity environments.

Developing knowledge and understanding – concerning the constituents of movements and the nature of movement forms is essential to life-long participation in physical activity.

Devolving responsibility – opportunities should be provided for participants to take responsibility for aspects of their activity experiences.

Using feedback/charting progress as a motivational tool – recording a journey should support and chart an individual's changing behaviour toward engagement in physical activity.

❖ **Reflection/forum discussion**

Considering these principles, take a moment to reflect on what you currently do well and what you could improve on. Discuss this with a partner or in a group.

6.5 Learning outcomes

Upon the completion of this module, the learner should have:

- Consideration of what and how experiences should be provided within PE in all the years of school education.
- Consideration of what a curriculum plan should look like.
- Consideration of how experiences in the community and family can support PL in young children.
- Consideration of lesson planning linked to overall plans – learning outcomes focused on physical, affective, and cognitive.

6.6 Conclusion

In conclusion, in this module, we examined how positive or negative experiences in family, at school, in educational communities or sports clubs can greatly influence one's development of PL. Therefore, it is essential to organise a stimulating environment, provide QPE, fulfil each student's needs and engage as much as possible the students to guarantee a positive and rewarding learning experience throughout the entire educational journey. Finally, it is important to highlight that the responsibility resides with parents, families, schools and local communities which should cooperate and support PL development.

6.7 Review & self-assessment

Question 1 – A successful PE curriculum has a clear purpose and direction to defined goals. It should also be:

- A. Balanced, coherent, vertically integrated, Rigorous and Focused
- B. Varied, horizontally integrated and open to interpretation.
- C. Balanced, and focused on flexibility, power, muscular endurance, and skill.
- D. Skill-based with a focus on sport and competition.

Question 2 – A PE curriculum should be informed by:

- A. What sports children might excel at in the future?
- B. The interests of the parents and the sports they would like to see in the curriculum.
- C. The activities the teachers are experienced in teaching.
- D. An underpinning philosophy that considers facilities, staff expertise and desired outcomes.

Question 3 – When planning teaching activities, the teacher must consider:

- A. What they think the children will enjoy.
- B. What the children know, can do, and enjoy within an activity.
- C. What the National Curriculum says they should do.
- D. What competitions are coming up soon and how they can pick their school teams?

Question 4 – Breadth and balance are important in PE to develop PL because:

- A. It provides children with varied experiences and the opportunity to develop through different activities.
- B. It provides children with limited experiences.
- C. It provides children with varied opportunities so that they can specialise in one.
- D. It provides children with the opportunity to practise lots of skills.

Question 5 – Who or what should be at the heart of a PE curriculum informed by PL?

- A. The teacher.
- B. The individual.
- C. School team success.
- D. Better exam results.

6.8 References

Green, N. R. (2022). *Physical education – Changing the focus*. Conference presentation, Jaipur 11.1.2022.

Green, N. R. (2023). *Teacher workshop PE and physical literacy*. Taiwan – August 2023.

UNESCO. (2021). *Making the case for physical education inclusive quality policy development: A policy brief*. <https://unesdoc.unesco.org/ark:/48223/pf0000375422>

6.9 Further reading

Brown, T. D. (2013). 'In, through and about' movement: Is there a place for the Arnoldian dimensions in the new Australian Curriculum for Health and Physical Education? *Asia-Pacific Journal of Health, Sport and Physical Education*, 4(2), 143-157. <https://doi.org/10.1080/18377122.2013.801107>

Crum, B. J. (1993). Conventional thought and practice in physical education: Problems of teaching and implications for change. *Quest*, 45(3), 339-356. <https://doi.org/10.1080/00336297.1993.10484092>

Dudley, D., & Cairney, J. (2021). Physical literacy: Answering the call for quality education and sustainable development. *Prospects*, 50, 5-11. <https://doi.org/10.1007/s11125-020-09512-y>

Durden-Myers, E. J. (2017). *A new curriculum for Wales health and wellbeing: Area of learning and experience*. Unpublished document. Liverpool John Moores University.

- Durden-Myers, E. J., Green, N. R., Whitehead, M. E. (2018). Implications for Promoting Physical Literacy. *Journal of Teaching in Physical Education*, 37(3), 262-271. <https://doi.org/10.1123/jtpe.2018-0131>.
- Durden-Myers, E., Green, N.R. & Whitehead, M.E. (2018) Implications for Promoting Physical Literacy, *Journal of Teaching in Physical Education*, 37, 262-271 Human Kinetics, Inc. <https://doi.org/10.1123/jtpe.2018-0131>
- Gleddie, D. L., & Morgan, A. (2021). Physical literacy praxis: A theoretical framework for transformative physical education. *Prospects*, 50, 31-53. <https://doi.org/10.1007/s11125-020-09481-2>
- Gray, S., Sandford, R., Stirrup, J., Aldous, D., Hardley, S., Carse, N. R., Hooper, O., & Bryant, A. S. (2022). A comparative analysis of discourses shaping physical education provision within and across the UK. *European Physical Education Review*, 28(3), 575-593. <https://doi.org/10.1177/1356336X211059440A>
- Harvey, S., & Pill, S. (2018). Exploring physical education teachers 'everyday understandings' of physical literacy. *Sport, Education and Society*, 24(8), 841-854. <https://doi.org/10.1080/13573322.2018.1491002>
- Lounsbury, M. A., & McKenzie, T. L. (2015). Physically literate and physically educated: A rose by any other name? *Journal of Sport and Health Science*, 4(2), 139-144. <https://doi.org/10.1016/j.jshs.2015.02.002>
- Lundvall, S. (2015). Physical literacy in the field of physical education – A challenge and a possibility. *Journal of Sport and Health Science*, 4, 113-118. <https://doi.org/10.1016/j.jshs.2015.02.001>
- Pill, S., & Stolz, S. (2017). Exploring Australian secondary physical education teachers' understanding of physical education in the context of new curriculum familiarisation. *Asia-Pacific Journal of Health, Sport and Physical Education*, 8(1), 67-79. <https://doi.org/10.1080/18377122.2016.1272425>
- Sum K-WR, Li M-H, Choi S-M, Huang Y, Ma R-S. (2020). In/visible physical education and the public health agenda of physical literacy development in Hong Kong. *International Journal of Environmental Research and Public Health*, 17(9), Article 3304. <https://doi.org/10.3390/ijerph17093304>
- UK Parliament. (2021). *National Plan for Sport and Recreation: A national plan for sport, health and wellbeing*. Report of Session 2021–22. HL Paper 113. <https://publications.parliament.uk/pa/ld5802/ldselect/ldsportrec/113/11302.htm>
- Ydo, Y. (2021). Physical literacy on the global agenda. *Prospects*, 50, 1-3. <https://doi.org/10.1007/s11125-020-09524-8>

Correct answers (to multiple choice questions):

Question 1: A

Question 2: D

Question 3: B

Question 4: A

Question 5: B



MODULE 6

PEDAGOGY AND PRACTICE 1 –
TEACHING STRATEGIES
IMPACTING ON
PHYSICAL LITERACY

7 Module 6: Pedagogy and practice 1 – Teaching strategies impacting physical literacy

Duration: approximately 10 hours

7.1 Overview

The module shortly introduces the topic of pedagogy and its connection to PL and PE. We should be aware of different levels of PL in children when preparing teaching scenarios. According to the different capabilities and attributes of children, different pedagogical strategies can be used for the development of better PL. Mosston's spectrum of teaching styles is addressed and its use in PE for the development of PL is stressed.

7.2 Keywords & concepts

Pedagogy, teaching strategies, planning PE lessons, Mosston's spectrum of teaching styles, teacher-centred styles, student-centred styles

7.3 Learning objectives

In terms of knowledge, students should be able to:

- Understanding how current pedagogical approaches impact the physical, affective, social, and cognitive development of our students.
- Recognize how teaching strategies enable learners to develop attributes of PL.
- Identify different teaching styles using Mosston's spectrum and their usage in PE.

In terms of skills, students should be able to:

- Analyse the relationship between PL and pedagogy.
- Critically appraise existing methods of teaching PE and propose improvements based on Mosston's spectrum of teaching styles used in order to improve PL.
- Develop abilities to use various teaching styles for different levels of individual PL.
- Recognize personalised learning outcomes to develop attributes of PL.

In terms of competences, students should be able to:

- Apply understanding of pedagogy regarding PL in PE teaching approaches.
- Develop a critical thinking approach to evaluate existing PE methods and devise solutions.
- Advocate for the implementation of Mosston's spectrum of teaching styles for developing PL within PE.

[illegible]

7.4.1 Introduction of the sixth module

PE is education in, about and through movement. Arnold (1988) suggested that education ‘in’ movement refers to activities of movement/PA as worthwhile in and of themselves. These experiences allow students to directly acquire knowledge, understanding and skills as a result of thoughtful participation in PA. Education ‘through’ movement is concerned with students indirectly acquiring understanding, capacities, and attitudes as a result of studying and participating in physical activity. Education ‘about’ movement allows an individual to understand their own embodied consciousness through engaging in PA. It should be stressed that these three dimensions of movement are not mutually exclusive. On the contrary, they overlap and interrelate with one another. As Arnold said, “Each dimension is not exclusive of the others, but overlaps and merges into them” (Arnold, 1979, p. 177).

But what pedagogical approaches are you familiar with?

- Individually – Consider examples of your current pedagogical approaches and jot down how this impacts the physical, affective, social, and cognitive development of your students.
- Share your thoughts with a partner.

- Consider – What pedagogical approaches work best for you and why? What are the common threads between you and your partner?
- As a group, make a note of the main points so that you can share them.

❖ *Reflection/ forum discussion*

What approaches/strategies and techniques will you use? How will you ensure your learners develop their CONFIDENCE, MOTIVATION, PHYSICAL COMPETENCE, KNOWLEDGE, and UNDERSTANDING?

7.4.2 Challenging learning

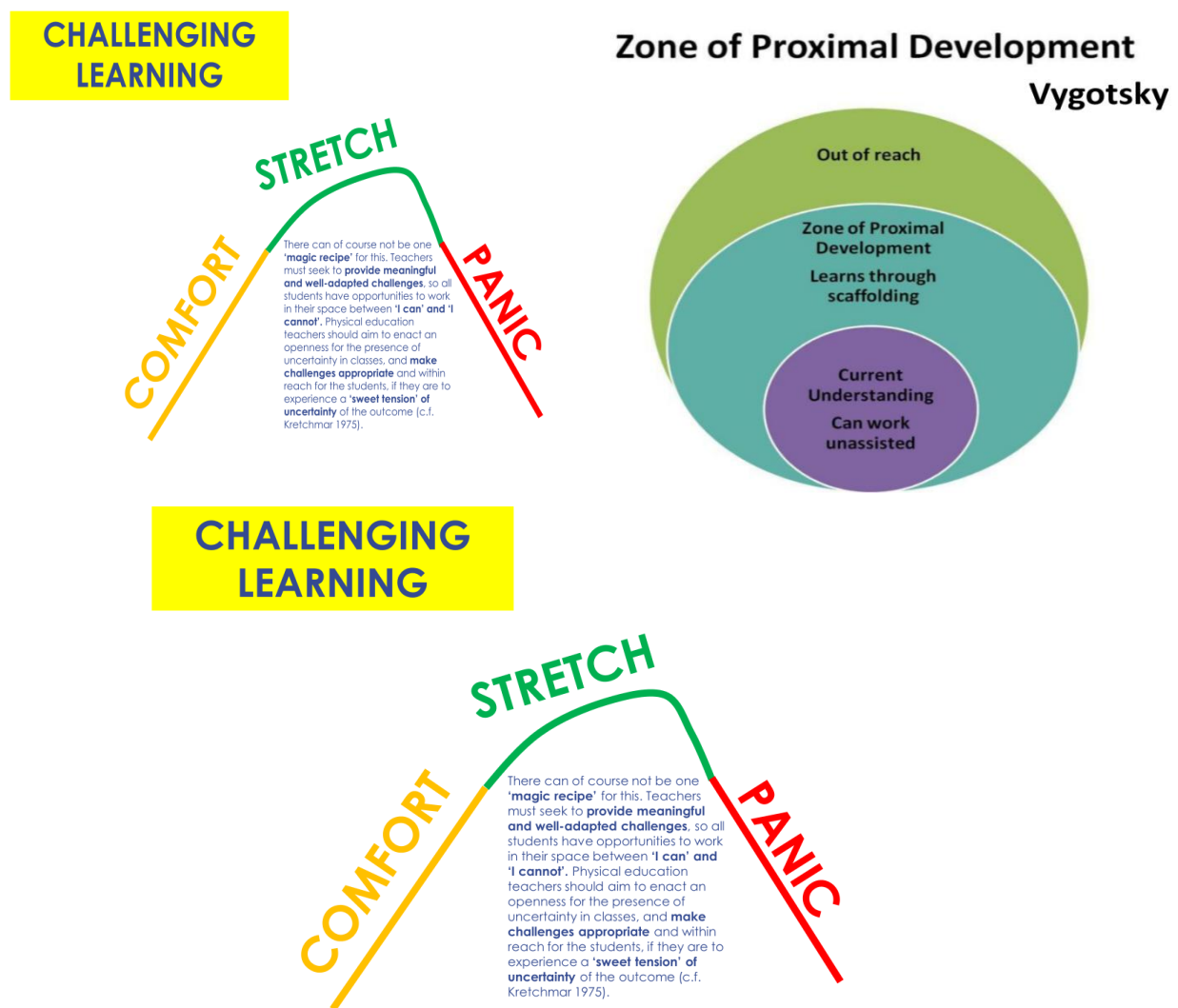
“There can of course not be one magic recipe for this. Teachers must seek to provide meaningful and well-adapted challenges, so all students have opportunities to work in their space between ‘I can’ and ‘I cannot’. Physical education teachers should aim to enact an openness for the presence of uncertainty in classes and make challenges appropriate and within reach for the students, if they are to experience a sweet tension of uncertainty of the outcome”. (Kretchmar, 1975)

Being a PE teacher, you should first:

1. *Assess students’ learning abilities:* Conducting assessments can help teachers identify a student’s individual physical abilities and skills, learning styles, and interests in mixed-ability classes. This can help teachers plan curriculum and course activities accordingly.
2. *Differentiated instruction:* This involves teachers purposefully planning for students’ different learning abilities. Teachers using differentiated instruction vary their teaching methods ‘to create the best learning experience possible’. According to Tomlinson (2000), differentiated instruction is ‘an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high-quality curricula’.
3. *Peer teaching:* Encouraging peer teaching can be an extremely effective strategy, encouraging independence and strengthening social relationships.
4. *Small groups:* For teaching a diverse mix of learners, you might consider small groups of similar interests, learning styles or even mixed groupings of abilities.
5. *Openness for uncertainty:* PE teachers should aim to enact an openness for the presence of uncertainty in classes and make challenges appropriate and within reach for the students, if they are to experience a sweet tension of uncertainty of the outcome.

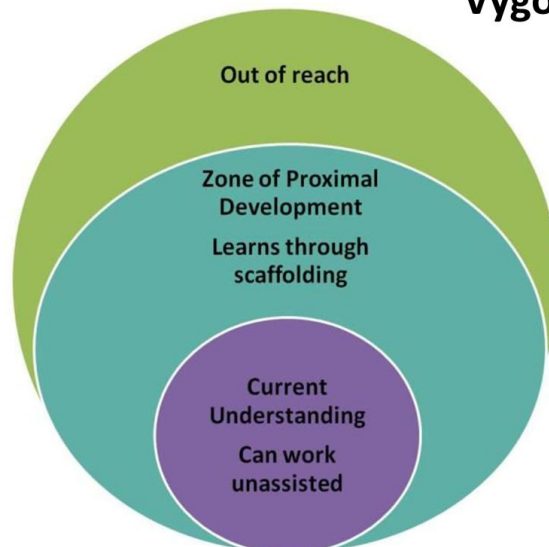
Because you will work with children of different abilities, you should be able to differentiate between them and adjust learning strategies to their needs. Also, in PE lessons we try to motivate everyone to actively participate. One of the possibilities of how to motivate a child is to use a challenge at an appropriate level for each child. When the challenge is too easy, a child may lack interest, and s/he learns little or nothing, or does not improve. If the challenge is too difficult, then a child may not enjoy failing regularly and they can then lose focus. Therefore, the challenge should be optimal for each child. This is depicted in Figure 7.1 Challenging learning and zones of proximal development.

Figure 7.1 Challenging learning and zones of proximal development



Zone of Proximal Development

Vygotsky



29

Figure 7.2 Questions to consider when planning



'GOALS' – what I should aim for in the lesson (or activity). The sub-goals should build upon one of the general objectives of the national curricula.

What **'MEANS'** I want to use to achieve the objectives:

- 1) the content of the curriculum – basic outline including timetable
- 2) the teaching methods chosen, didactic aids, methodological approach
- 3) consider specific didactic aspects

- a) What is the pupils' existing knowledge of the topic?
- b) How will I motivate and activate the pupils?
- c) I will consider the temporal and content continuity of the curriculum.
- d) What part of the material will be the most difficult and how can it be made more accessible?
- e) I will consider the possibilities of differentiated and individual approaches to pupils.
- f) I will think about how to practise the material with the pupils.
- g) Is there anything else I need to consider?

How will I **'ASSESS'** pupils' work and **'PERFORMANCE'**?

There are several possibilities to evaluate pupils' performance:

Objective assessment – methods are used to limit or eliminate the influence of the teacher's personality.

Progress evaluation – is an evaluation of just ongoing activities, e.g. workshops, presentations, poems, etc.

Outcome evaluation – is based on the outcome work, e.g. a paper, a project, a drawing, or a product.

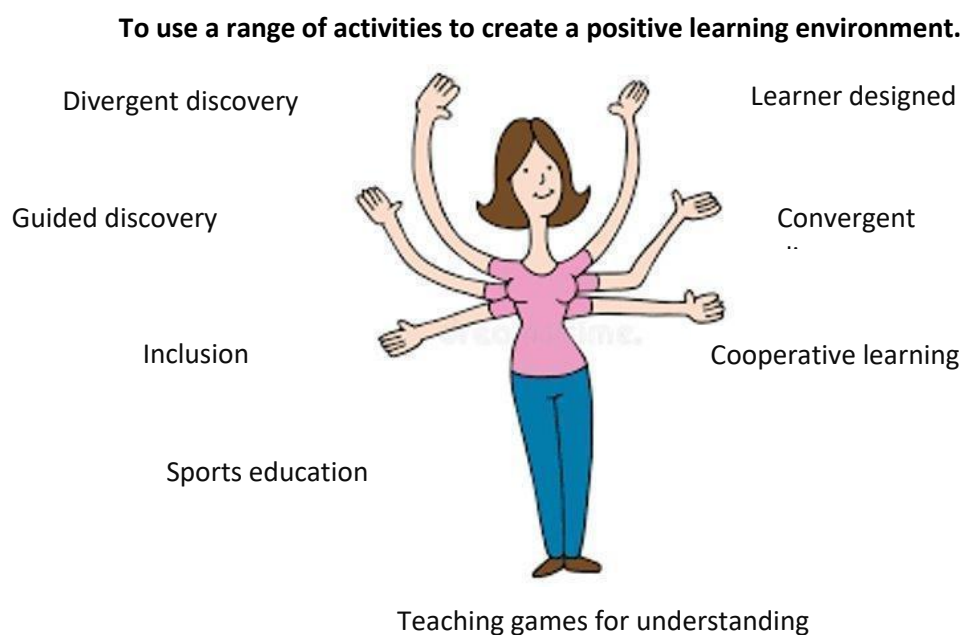
Formative assessment – the purpose is to continuously provide students with diagnostic information about the progress that they are making in their learning to help them improve.

The aim is not to determine who can do the best and the worst, but how to do it so that everyone does well.

The procedure to achieve *formative assessment* according to Petty (2009):

- a) when unclear, clarify things for the pupils,
- b) give them plenty of practice,
- c) clarify the necessity for mastering the task,
- d) communicate the reason for their failure,
- e) allow any number of attempts.

Figure 7.3 Various pedagogical approaches



As mentioned above, a teacher works with different pupils, so he/she needs a variety of different pedagogical approaches available to ensure that the needs of all children are met. They can use for

example different teaching styles (see 7.4.3 Mosston's spectrum of teaching styles) or PE models such as 'Sport Education', 'Cooperative learning' or 'teaching games for understanding'.

❖ *Reflection/ forum discussion*

- How do I decide what actions to take and how to implement them in my teaching practice?
- Do I focus more on "reproduction" or "production" in your instructional approach, and why?
- How do I involve students in discussions about their learning and development?

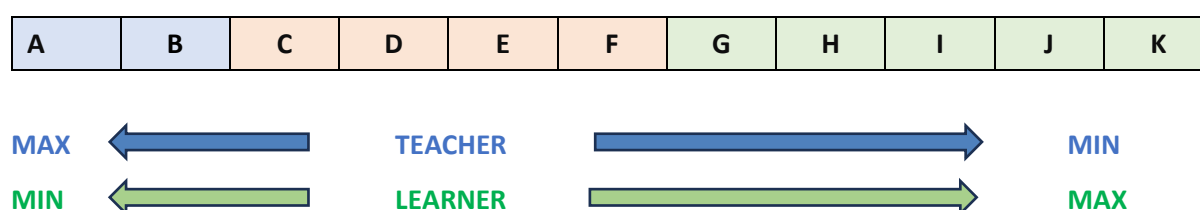
7.4.3 Mosston's spectrum of teaching styles

What is the spectrum of teaching styles?

Mosston's spectrum of teaching styles, developed by Dr. Muska Mosston and his colleague Sara Ashworth (2008), is a framework that categorises teaching styles based on the degree of decision-making authority given to the teacher and the learner. The spectrum consists of 11 teaching styles, ranging from more teacher-centred to more student-centred approaches. These styles are divided into three clusters: Command, Reciprocal, and Self-Check.

Scheme of Mosston's spectrum of teaching styles

Here we have styles abbreviated by letters and below you can see its description.



On the left side of the scheme, a teacher is the leader and directs all activities in the PE lesson when moving to the right side of the spectrum his/her activity in the management of the lesson decreases to the benefit of the pupils. On the left side of the scheme, pupils are commanded by a teacher and do not manage their activity while moving to the right side their managing activity increases.

Here you can see teaching styles divided into three groups.

<i>Command styles (Teacher-centred)</i>	<i>Reciprocal styles (Teacher-student interaction)</i>	<i>Self-check style (Student centred)</i>
<i>A – command style</i>	<i>C – reciprocal style</i>	<i>G – convergent discovery style</i>
<i>B – practice style</i>	<i>D – self-check style</i>	<i>H – divergent discovery style</i>
	<i>E – inclusion style</i>	<i>I – learner-designed style</i>
	<i>F – guided discovery style</i>	<i>J – learner-initiated style</i>
		<i>K – self-teaching style</i>

Figure 7.4 Spectrum of teaching styles



7.4.4 Description of each style with examples

The spectrum is a valuable tool for educators to reflect on their teaching methods and choose styles that best suit their educational objectives and the needs of their students. It emphasises the importance of flexibility and adaptability in teaching approaches based on the context and learning goals.

❖ *Reflection/ forum discussion*

Discuss what is the difference between teacher-centred and student-centred teaching styles in physical education.

COMMAND STYLE:

The teacher's directive control of students' learning activities. The teacher precisely defines tasks, gives instructions, and informs. The pupil tries to perform the specified activity according to the instructions. All pupils exercise at the same time or in groups.

Advantages: From the organisational point of view, it is the easiest for the teacher, is highly efficient in the use of practice time, and is good for exerting formal discipline of pupils.

Disadvantages: All decisions are made by the teacher on behalf of the pupil, less pupil activity, no respect for the individuality of the learner, no self-selection, and no room for decision-making.

Uses: preparatory part of the lesson – warm-up, during the initial acquisition of the curriculum by the youngest pupils, in new didactic situations, for the inexperienced educator, during field trips; also where there is risk and safety procedures need following to the letter e.g. Javelin, in some outdoor adventurous activities etc.

Examples of application

Traditional warm-up: The teacher prepares the exercise; the pupils imitate the teacher's movement.

Long jump practice: Pupils stand in a crowd, and on the teacher's command they run out.

Ball throwing practice: Pupils stand in a line at the teacher's command and throw at the same time.



PRACTICE STYLE:

Delegation of some decisions from the teacher to the student. These could relate to the choice of space, the spacing of pupils when performing the movement task, the choice of the suggested exercise options, and the individual pace. Pupils are presented with a movement task which they perform for a certain period.

Advantages: The teacher has more time to walk among the pupils and check the exercises, correct mistakes, notice the individual interests and efforts of the pupils, and the pupils choose their own pace for the exercise.

Disadvantages: the difficulty of preparation – task cards.

Uses: during practice of skill development, repetition of exercises can develop a more refined response.

Examples of application

Task warm-up: The teacher demonstrates a movement task, pupils perform it independently, teacher corrects inaccurate exercises.

Ball throwing practice: Pupils are safely positioned, and throw independently, the teacher provides individual instruction, correction, and feedback.



RECIPROCAL STYLE

Organizationally like the previous style. Students are divided into groups, each assigned a role: one to practise, one to observe, evaluate, correct, and help. The teacher works primarily with the observer. This teaches the pupils to observe the movement quality, reinforce positive responses and to detect errors.

Advantages: develops communication and observation skills, influences self-control, pupils enter the role of teacher.

Disadvantages: children may be worried about negative evaluation of their performance, and they may find it difficult to analyse weaknesses, students may not recognise strengths and weaknesses accurately.

Example of application

Roll practice: pairs of pupils, one exercising, the other observing and evaluating, role reversal.

Dribbling practice in basketball: one pupil dribbles and the other observes and evaluates his performance.



SELF-CHECK STYLE

It builds on the previous one. The student after the exercise reflects upon the execution of the exercise, what succeeded or failed. The pupil, after consultation with the teacher, is motivated to improve the performance; the teacher checks the correctness of the performance at the pupil's request.

Example of application

Long jump practice: the pupil jumps and tells the teacher where he made a mistake, and which jump could have been more successful.

INCLUSION STYLE

The Inclusion Style in physical education emphasises **cooperative learning**, where students work together in groups to achieve common goals.

Example of application

Obstacle course challenge – set up an obstacle course in the gym, including various physical challenges such as hurdles, cones, balance beams, and crawling tunnels. Divide the class into small groups, ensuring a mix of abilities in each group. Consider pairing students with different skill levels to promote collaboration. Each group must navigate the obstacle course together, completing each challenge successfully, they must communicate and encourage each other. For example, if there's a balance beam, one student may guide another by providing verbal instructions or physical support.



GUIDED DISCOVERY STYLE

The teacher does not communicate all the instructions and options for solving the movement task. S/he leads the pupils to discover the solution independently by asking questions. Correct solutions are

rewarded and reinforced. Pupils work in groups or individually. Contributes to more sustainable learning outcomes and develops pupils' creative skills.

Examples of applications

Passing practice in volleyball: What types of passes do you know? Which ones are used in which situation in volleyball?

Long jump practice: Do you jump further after a rebound from a spot or from a run? Which rebound is better 'from one foot' or from 'both feet'? What additional questions would you ask if the students answered incorrectly?



CONVERGENT DISCOVERY STYLE

This style fosters independent analysis, problem-solving, and a focus on finding a single, correct solution to enhance a specific skill in physical education. The teacher's role is to present a problem/issue and follow the learners' thinking process – offering feedback and clues. The learner's role is to examine the problem/issue and then find and verify the solution.

Example of application

Basketball shooting technique analysis: Divide the class into smaller groups or pairs and the goal is to analyse and improve the technique of a basketball shot. Students will observe and analyse the shooting technique of a team member or another student. The teacher provides a list of key elements to consider (e.g., foot placement, hand position, follow-through) to guide their analysis.

Identification of specific aspects, discussion about them, how to correct them and application of suggested improvements. Students can experiment with the changes and observe how they affect the outcome.



DIVERGENT DISCOVERY STYLE

This style empowers students to take ownership of their learning by exploring and creating their physical exercises, so we encourage independent exploration, creativity, and the generation of multiple solutions to the task at hand in the context of PE.

Example of application

Creative warm-up stations: Divide the class into smaller groups or pairs and set up different stations with various equipment (e.g., cones, jump ropes, agility ladders, balls) around the gym. Students' task will be to explore different ways to use the equipment for warming up. Students think as creatively as they can in one station and then they rotate to the next station. They may present their creative warm-up routine to the class.

LEARNER DESIGNED STYLE

Each student has a personalised learning program depending on his/her level of physical abilities and skills. The teacher serves as a consultant, guiding and monitoring individual progress. Here,

programmed cards may be used where each skill is taught step by step with key points and where there are exercises for improvement and diagnostic tools to monitor progress.

Example of application

Personalised fitness plan design:

Developing a fitness routine tailored to individual interests and goals. After a class discussion about the importance of fitness and the different components of a well-rounded fitness routine (cardiovascular exercise, strength training, flexibility etc.) the teacher provides various resources for designing one's fitness plan.



LEARNER INITIATED STYLE

The learner initiates and is responsible for designing the learning experience from start to finish. The teacher's role is to provide support and facilitate according to the learner's request.

Example of application

Student-initiated fitness stations: Students will have the opportunity to design and lead their fitness stations. They choose different equipment and exercises, and they will rotate through each other's fitness stations. The student who designed each station becomes the instructor, guiding their classmates through the exercises, offering tips on form, and ensuring a safe and effective workout.

SELF-TEACHING STYLE

In the self-teaching style of physical education, students actively engage in long-term projects where they assume responsibility for the entire learning process, encompassing planning, execution, and evaluation of their work. In this dynamic approach, the teacher plays a role as a consultant and resource, providing guidance when needed. This method empowers students to take control of their learning journey, fostering independent practice and encouraging reflection on their progress. By intertwining these elements, the self-teaching style cultivates a holistic development of various physical skills within the context of physical education.

Example of application

In a high school physical education class students are tasked with designing and implementing their fitness training program over a semester. In this project, students would be responsible for planning their workout routines, setting fitness goals, and selecting appropriate exercises to target different muscle groups.

The teacher, acting as a consultant, could provide resources such as information on effective workout strategies, guidance on proper exercise techniques, and advice on creating a balanced fitness regimen. Throughout the semester, students would independently engage in their workout routines, keeping track of their progress and adjusting their plans as needed.

At the end of the semester, students would not only showcase their physical improvements but also present a comprehensive evaluation of their entire fitness program. This approach not only develops physical skills but also promotes self-directed learning, responsibility, and critical reflection on one's fitness journey within the realm of physical education.

❖ **Reflection/ forum discussion**

- Try to think about other examples of each style in physical education settings.
- Decide in which part of the PE lesson you would insert this example.
- Think of age categories for which each style is suitable.
- Discuss your opinions.

7.4.5 Mosston's spectrum and physical literacy

❖ **Reflection**

Here in the tables, you have practical examples of the usage of various teaching styles in PE. Try to think about linking to PL.

Table 7.1 Reproductive practical pedagogies

PE Practical Pedagogies	Description	Example in PE	Link to physical literacy
Command	The teacher makes all decisions	The teacher might instruct the students to perform a specific exercise or drill, such as running laps around the gymnasium. Everyone does the same thing at the same time on Teacher's command.	Replicate, immediate feedback, efficient
Practice	The students carry out teacher-prescribed tasks	The teacher might divide the class into groups and instruct each group to practice a specific skill, such as dribbling a basketball and provide feedback as they are doing the practice.	
Reciprocal	The students work in pairs: one performs, the other provides feedback	The teacher might pair up students and instruct them to take turns performing a specific skill, such as throwing a frisbee, while the other student provides feedback on their technique.	
Self-Check	The students assess their own performance against criteria	The teacher might provide a checklist of criteria for a specific skill, such as serving a volleyball, and instruct the students to assess their own performance against the criteria.	
Inclusion	The teacher adapts the task to suit the needs of the students	The teacher might provide different challenges in triple jump to allow everyone to choose how to challenge themselves.	

Table 7.2 Productive practical pedagogies

PE Practical Pedagogies	Description	Example in PE	Link to physical literacy
Guided Discovery	The teacher poses a problem and guides the students to discover the solution	The teacher might pose a problem, such as how to get a ball into a specific target and guide the students to discover the solution through questioning and trial and error.	
Convergent Discovery	The teacher poses a problem, and the students work independently to find a solution	The teacher might pose a problem, such as how to generate flight for a long jump and ask questions so that they find a single answer.	
Divergent Discovery	The teacher poses a problem, and the students work independently to find multiple solutions to a problem	The teacher might pose a question to the students to produce as many varied ways as possible to use a specific piece of equipment, such as a jump rope or a strategy to get past an opponent.	
Individual Program	The students work on individualized programs supported by the teacher	The teacher might create individualized fitness programs for each student based on their specific needs and goals and the student works on that program independently.	
Learner-Initiated	The students initiate the task and the teacher acts as a facilitator	The students might ask to work on a gymnastics sequence or a defensive strategy in a game and the teacher providing support and guidance.	
Self-Teaching	The students work independently on a task set by themselves	The students might decide that they want to learn to juggle and locate instructional materials, such as videos or written instructions, then work independently to learn a specific skill.	

Here are possible answers to a given task.

Table 7.3 Reproductive pedagogies linked to physical literacy

PE Practical Pedagogies Mosston's Spectrum	Description	Example in PE	Positive links to physical literacy (Motivation, Confidence, Physical Competence, Knowledge and Understanding, and Social)
Command	The teacher makes all decisions	The teacher might instruct the students to perform a specific exercise or drill, such as running laps around the gymnasium. Everyone does the same thing at the same time on Teacher's command.	Responding to commands, immediate feedback, and efficient use of time, all allow for a safe environment to be created. This can be particularly important for establishing overall control of a class or ensuring safety in more risky activities. Students may feel more comfortable and confident in this environment and may be motivated by the enthusiasm of the teacher in command mode. A teacher commanding activity can mean that the student responds without thought, which may encourage engagement in a physical activity.
Practice	The students carry out teacher-prescribed tasks	The teacher might divide the class into groups and provide advice on how to execute a particular skill and practice, such as dribbling a basketball and provide feedback as the students are doing the practice.	Here again, the teacher is providing clear guidance and structure to a practice activity and as such this allows the student to feel comfortable and confident in the environment, knowing what is expected and what a specific skill should look like. Key points shared by the teacher, about the target learning criteria, develop knowledge and understanding and if support, challenge and encouragement are appropriate, then students should improve their physical competence, which will motivate them to use the skill in the next challenge or task.
Reciprocal	The students work in pairs: one performs, the other provides feedback	The teacher might pair up students and instruct them to take turns performing a specific skill, such as throwing a frisbee, while the other student provides feedback on their technique. This can also be done in threes where two students practice, and one feeds back.	Working with friends, in small groups of 2 or 3, provides a more comfortable environment and students will often feel more confident. Observing and critically reflecting on the performance of others challenges students and often leads to enhanced knowledge and understanding. Communicating and receiving feedback from peers is an important social skill of the students. A focus on supporting other learning and knowing others are supporting your learning can enhance motivation to improve and enhance physical competence.
Self-Check	The students assess their own performance against criteria	The teacher might provide a checklist of criteria for a specific skill, such as serving a volleyball, and then ask the students to assess their own performance against specific criteria.	Reflecting on specific criteria, by yourself, can enhance knowledge and understanding if the criteria is clear, relevant and appropriate. Encouraging ownership of learning and independence can positively influence confidence and motivation in students. Having a clear focus on a learning task where specific criteria are highlighted, can enhance the physical competence of students.
Inclusion	The teacher adapts the task to suit the needs of the students	The teacher might provide different challenges in triple jump to allow everyone to choose how to challenge themselves.	Allowing students' to choose which challenge they would like to engage with, enables everyone to be involved and motivated within the learning situation, if the choices are appropriate to the learners within the class. Appreciating ones own physical competence or level of knowledge and understanding is important from a confidence and motivation point of view. Having a range of challenges allows for progression and inclusion of everyone in the class.

Table 7.4 Productive pedagogies linked to physical literacy

PE Practical Pedagogies Mosston's Spectrum	Description	Example in PE	Positive links to physical literacy (Motivation, Confidence, Physical Competence, Knowledge and Understanding, and Social)
Guided Discovery	The teacher poses a problem and guides the students to discover the solution	The teacher might pose a problem, such as how to get a ball into a specific target and guide the students to discover the solution through questioning and trial and error.	Students will be guided towards discovering a specific response, so they will be challenged cognitively as well as physically to find the appropriate response. As the teacher poses questions that allows the students to discover the response, there is an element of confidence that success and understanding will be achievable for all. Working with others can improve social skills.
Convergent Discovery	The teacher poses a problem, and the students work independently to find a solution	The teacher might pose a problem, such as how to generate flight for a long jump and ask questions so that they find a single answer.	Experimentation from a physical and cognitive point of view allows students to be challenged and guided towards discovering an expected response. Acknowledging and understanding the appropriate response increases confidence and motivation to engage in future problem-solving activities. Working with others on solving a problem can help improve communication and social skills.
Divergent Discovery	The teacher poses a problem, and the students work independently to find multiple solutions to a problem	The teacher might pose a question to the students to produce as many varied ways as possible to use a specific piece of equipment, such as a jump rope or a strategy to get past an opponent.	This style allows students to activate divergent thinking and become emotionally, cognitively, and socially secure to move beyond memory to risk producing alternative ideas. Organising students into groups to solve the problems encourages shared thinking and students feel valued for their contributions. Students will feel the emotional and cognitive energy that the production of ideas can generate, and physical competence will develop through the many trials that will take place.
Individual Program	The students work on individualized programs supported by the teacher	The teacher might create individualized fitness programs for each student based on their specific needs and goals and the student works on that program independently.	This style allows students to take responsibility for their learning. It can challenge them cognitively as they will need to research and trial strategies related to the challenge. They may become more confident knowing that the teacher will be available for advice and support, but they may also be motivated as the challenge will be relative to their learning. With the focus being on physical activity, their competence will be a key focus of attention.
Learner-Initiated	The students initiate the task and the teacher acts as a facilitator	The students might ask to work on a gymnastics sequence or a defensive strategy in a game and the teacher providing support and guidance.	The learner chooses to be independent and challenge him/herself by assuming the responsibilities for creating his/her learning experience. This independence can improve and demonstrate confidence and motivation for a physical activity challenge. At this stage, the student will probably have the physical competence, knowledge and understanding and is now confident and motivated to put this into effect.
Self-Teaching	The students work independently on a task set by themselves	The students might decide that they want to learn to juggle and locate instructional materials, such as videos or written instructions, then work independently to learn a specific skill.	Like the previous style, the independence demonstrates a motivation, confidence, physical competence, knowledge and understanding that the student will be able to choose their learning challenges and work independently or in a group situation on their area of physical activity interest.

7.5 Activity

Development of physical literacy using various teaching strategies

❖ Practical activity in the class: using teaching strategies in PE

This activity is designed to create various examples of teaching strategies used for the development of PL through PE. Through collaborative group work, you will be able to think about various teaching styles and how it can be helpful to develop PL in everyone.

You will need:

- A large sheet of flip chart paper
- A set of coloured markers
- Sticky notes
- A pen or pencil for your reflections

Instructions: Divide into pairs.

TASK 1:

Choose either the teacher position or the learner position and think about how different teaching styles (Mosston) change the role of these two actors.

A helpful question to answer: What does a teacher do when he/she uses command style (A) and what does a learner do when they are taught by command style?

Begin with an overview of teaching strategies. Consider its impact on your previous teacher's and learner's experience. Reflect on the key components of physical literacy: motivation, confidence, physical competence, knowledge and understanding, the lifelong journey, social relations, individual responsibility, and engagement in physical activities.

For example:

When I use the self-check style, as a teacher I set criteria for success (directing role) and as a learner, he/she checks own performance against these criteria (self-assessing role).

Group collaboration: You may discuss your examples in the class preparing on the flipchart paper summary of all possible examples from pairs.

Reflection TASK:

After finishing your task, select one approach according to whether you already use it when teaching PE.

Connecting examples: You can afterwards study the table that helps you to understand the use of various styles. Check where you have similar answers and where you may differ.

TASK 2:

Use a table to write down concrete examples of physical activities and the use of various teaching styles from Mosston's spectrum. Each style is one example of PA. Make a new column next to each PA and think about how these strategies develop physical literacy. Consider confidence, motivation, knowledge and understanding, physical competence, valuing and taking responsibility. These questions may help you:

- How will teaching strategies develop aspects of PL?
- How can we develop confidence and motivation?
- How can we develop knowledge and understanding?
- How can we develop physical competence?
- How can we develop valuing and taking responsibility?

Table 7.5 Teacher and learner interactions when using various teaching styles

Style		Teacher interaction	Role of teacher	Learner interaction	Role of learner
Command	A	Practitioner makes decisions	Instructing	Learner copies and complies with decisions and instructions	Copying
Practice	B	The practitioner sets up opportunities to give feedback to the learner	Establishing	Learner working at own pace on tasks set	Repeating and improving
Reciprocal (Pairs – Small group)	C	The practitioner provides reference points for feedback	Supporting	Learners work together, receiving feedback from each other.	Performing and Peer-assessing
Self-check	D	The practitioner sets criteria for success	Directing	Learners check their performance against these	Self-Assessing
Inclusion (autonomy within authority)	E	The practitioner sets out a variety of tasks/opportunities	Facilitating	Learners select which task is most appropriate for their abilities and/or motivations	Selecting
Discovery threshold					
Guided discovery	F	The practitioner uses questions and tasks to gradually direct participants towards a pre-determined learning target	Questioning		Uncovering
Convergent Discovery	G	Practitioner sets or frames problems	Guiding	The learner attempts to find the most appropriate solutions	Finding out
Divergent Discovery	H	Practitioner sets or frames problems	Prompting	The learner attempts to create a possible solution	Creating
Learner Designed	I	The practitioner decides on the area of focus	Advising	The learner develops within this area, drawing on practitioners' expertise	Initiating
Learner Initiated	J		Mentoring	The learner decides on how and what they are aiming for	Deciding
Self-Teach	K		N/A	The learner engages in development on their own	Self-determined

Group collaboration: Your teacher will display a collection of terms and ideas from previous discussions on the flip chart paper. These terms are directly related to your and others' experiences with teaching strategies.

Connecting concepts: Study the presented terms and work with your peers to link these words to the teaching strategies as well as to the four domains that define the concept of PL. Use the markers to draw lines or arrange the keywords into interconnected clusters on the chart paper.

Personal reflection: Take a moment to think about your personal experience with teaching strategy in your own PE lesson planning. Do you use various strategies, or do you just use one of them?

Interactions with teaching strategies. How do they align with the four domains of PL?

Write down which teaching style you never used (red sticky note) AND which style you would like to try to use during your teaching after completion of this workshop (green sticky note). Use sticky notes.

Sharing and mapping out your experience and plans: Place your sticky notes on the flip chart to contribute to a collective “map” of your group’s experiences with NEVER used teaching styles and PLAN to use teaching style, teaching strategies, and pedagogy. Engage in a conversation about these experiences and plans.

Group discussion: With the guidance of your teacher, examine the visual array of reflections. Discuss how each note relates to the effectiveness of the teaching strategy when it comes to getting the broader concept of an active and healthy lifestyle.

❖ **Reflective exercise: Teaching strategies to develop physical literacy**

Choose one of Mosston’s reproductive styles and see how it works in practice. Reflect on its holistic impact – motivation, confidence, physical competence, knowledge, and understanding.

Choose one of Mosston’s productive styles and see how it works in practice. Reflect on its holistic impact – motivation, confidence, physical competence, knowledge, and understanding.

Consider a recent lesson you have delivered. How could you adapt or modify the experience to include one of these pedagogies? Consider a further example of putting one of these into your toolbox for a lesson you will teach next week.

Figure 7.5 Further example of different pedagogical approaches

Leading Pupils give instructions or demonstrate to a class/group.	Reciprocal teaching Pupils take turns to teach each other a new skill or tactic.	Peer-coaching Pupils give each other advice and support as working.
Personal goal-setting Pupils set their targets within an overall objective.	Self-review Pupils evaluate their performance and plan to improve.	Peer-review Pupils evaluate each other’s performance and give feedback.
Problem-solving Pupils find solutions through trial and improvement.	Creating Pupils interpret a brief and design their activities	Team roles Pupils take on specific roles and responsibilities within a team.
Whole-part-whole Pupils are aware of the wider context before focusing on skill or tactical development; pupils apply their skills/tactics within the original context.		Big task Pupils work towards a long-term goal that has real consequences; learning takes place over a series of lessons before being applied in authentic contexts.

Figure 7.6 Scheme of how teachers can use different Mosston's styles.



7.6 Learning outcomes

Upon the completion of this module, the learner should have:

- demonstrated understanding of the pedagogy and its content regarding PE and analyse the relationship between PL and pedagogy.
- understand how current pedagogical approaches impact the physical, affective, social, and cognitive development of our students.
- appraised existing methods of teaching PE and proposed improvements based on teaching styles used to improve PL.
- recognized how teaching strategies enable learners to develop attitudes of PL.
- developed a critical thinking approach to evaluate existing PE methods and devise solutions.
- evaluated the use of different teaching styles regarding the various levels of PL.

7.7 Conclusion

In conclusion, PL can be developed by using various teaching styles in PE. Command styles can provide clear guidance and structured learning environments. In the context of PL, they can be useful for introducing and reinforcing fundamental movement skills. The teacher can provide explicit instructions and demonstrations to help students grasp basic techniques. Reciprocal styles involve interaction between the teacher and students and that's why they can foster communication and collaboration. Self-check styles empower individuals to take greater responsibility for their learning. In the context of PL, students can use self-checklists or criteria to assess and refine their movement skills. They can also promote problem-solving skills and a deeper understanding of specific skills. So, by incorporating a variety of teaching styles along the spectrum, educators can create a well-rounded PE program that addresses the diverse needs and learning preferences of students. This, in turn, contributes to the holistic development of PL in everyone.

7.8 Review & Self-assessment

Question 1 – If you are to teach children new physical skills, first you would have to:

- A. Assess pupils' abilities to learn.
- B. Check proper material for learning.
- C. Talk to your colleague about your teaching strategy.
- D. Divide your class into small groups.

Question 2 – What are the three clusters of teaching styles defined by Mosston?

- A. Practice, Inclusion, Self-check
- B. Command, Reciprocal, Self-Check
- C. Convergent Discovery, Divergent Discovery, Command
- D. Teacher-centred, Student-centred, Guided Discovery

Question 3 – If you want to use productive practical pedagogies, you choose:

- A. Self-check
- B. Practice
- C. Inclusion
- D. Convergent discovery

Question 4 – If you are not sure with your class management, you would rather use:

- A. Command style
- B. Self-teaching style
- C. Learner-designed style
- D. Learner-initiated style

Question 5 – Pupils are more involved in the decision-making process when you are using:

- A. Practice style
- B. Reciprocal style
- C. Self-teaching style
- D. Guided discovery style

Quiz with open-ended questions:

1. What is the key factor for teachers when deciding how to plan a PE lesson/session?
2. What is the teacher's role in the divergent discovery teaching style? Can you think of an example?
3. What is the learner's role in the convergent discovery teaching style? Can you think of an example?
4. What are the production (6) and reproduction (5) teaching styles?
5. How can different teaching strategies develop all four domains (physical, affective, cognitive, and social) of PL?
6. Reflect on a personal experience in PE that was particularly meaningful to you. Consider what was the pedagogical approach in this experience and how it worked best for you.
7. Everyone does the same thing at the same time according to the teacher's instruction, this style is typical with immediate action, and efficiency – which teaching style are we describing?

7.9 References

- Arnold, P. J. (1979). *Meaning in movement, sport and physical education*. Heinemann.
- Arnold, P. J. (1988). *Education, movement and the curriculum – A philosophic inquiry*. The Falmer Press.
- Kretchmar, R. S. (1975). From test to contest: An analysis of two kinds of counterpoint in sport. *Journal of the Philosophy of Sport*, 2(1), 23-30. <https://doi.org/10.1080/00948705.1975.10654094>
- Mosston, M., & Ashworth, S. (2008). *Teaching physical education* (5th ed.). First Online Edition. Pearson Education.
- Petty, G. (2009). *Teaching today a practical guide* (4th ed.). Oxford University Press.
- Tomlinson, C. A. (2000, August). *Differentiation of instruction in the elementary grades*. ERIC Digest. <https://www.readingrockets.org/topics/differentiated-instruction/articles/what-differentiated-instruction>

7.10 Further reading

- Arnold, P. J. (1985). Rational planning by objectives of the movement curriculum. *Physical Education Review*, 8(1), 50–61.
- Carl, J., Barratt, J., Wanner, P., Töpfer, C., Cairney, J., & Pfeifer, K. (2022). The effectiveness of physical literacy interventions: A systematic review with meta-analysis. *Sports Medicine*, 52(12), 2965-2999. <https://doi.org/10.1007/s40279-022-01738-4>
- Chatoupis, C. C. (2018). Physical education teachers' use of Mosston and Ashworth's teaching styles: A literature review. *Physical Educator*, 75(5), 880-900.
- Chen, A. (2015). Operationalizing physical literacy for learners: Embodying the motivation to move. *Journal of Sport and Health Science*, 4(2), 125-131.
- Doozan, A., & Bae, M. (2016). Teaching physical literacy to promote healthy lives: TGfU and related approaches. *Physical Educator*, 73(3), 471-487. <https://doi.org/10.18666/TPE-2016-V73-I3-6364>
- Ennis, C. D. (2015). Knowledge, transfer, and innovation in physical literacy curricula. *Journal of Sport and Health Science*, 4(2), 119-124. <https://doi.org/10.1016/j.jshs.2015.03.001>
- Haydn-Davies, D. (2005). How does the concept of physical literacy relate to what is and what could be the practice of physical education? *British Journal of Teaching Physical Education*, 36(3), 45-48. <http://www.physical-literacy.org.uk/haydn-davies2005.php>
- Jones, G. R., Stathokostas, L., Young, B. W., Wister, A. V., Chau, S., Clark, P., Duggan, M., Mitchell, D., & Nordland, P. (2018). Development of a physical literacy model for older adults – A consensus process by the collaborative working group on physical literacy for older Canadians. *BMC Geriatrics*, 18(1), Article 13. <https://doi.org/10.1186/s12877-017-0687-x>
- Kovač, M., Sloan, S., & Starc, G. (2008). Competencies in physical education teaching: Slovenian teachers' views and future perspectives. *European Physical Education Review*, 14(3), 299-323. <https://doi.org/10.1177/13563336x08095668>
- Kulinna, P. H., & Cothran, D. J. (2003). Physical education teachers' self-reported use and perceptions of various teaching styles. *Learning and Instruction*, 13(6), 597-609. [https://doi.org/10.1016/S0959-4752\(02\)00044-0](https://doi.org/10.1016/S0959-4752(02)00044-0)
- Kwan, M. Y. W., Graham, J. D., Bedard, C., Bremer, E., Healey, C., & Cairney, J. (2019). Examining the effectiveness of a pilot physical literacy-based intervention targeting first-year university students: The PLUS program. *SAGE Open*, 9(2), Article 2158244019850248.
- Mandigo, J., Lodewyk, K., & Tredway, J. (2019). Examining the impact of a teaching games for understanding approach on the development of physical literacy using the Passport for Life

- assessment tool. *Journal of Teaching in Physical Education*, 38(2), 136-145.
<https://doi.org/10.1123/jtpe.2018-0028>
- Maude, P. (2009). *Physical children, active teaching: Investigating physical literacy*. Open University Press.
- Penny, D. (2013). *Making a difference: Policies, people and pedagogy in physical education and sport*. The University of Waikato, Hamilton, New Zealand.
- Pill, S., SueSee, B., & Davies, M. (2024). The spectrum of teaching styles and models-based practice for physical education. *European Physical Education Review*, 30(1), 142-155.
<https://doi.org/10.1177/1356336X231189146>
- Quennerstedt, M. (2019). Physical education and the art of teaching: Transformative learning and teaching in physical education and sports pedagogy. *Sport, Education and Society*, 24(6), 611-623. <https://doi.org/10.1080/13573322.2019.1574731>
- Silverman, S., & Mercier, K. (2015). Teaching for physical literacy: Implications to instructional design and PETE. *Journal of Sport and Health Science*, 4(2), 150-155.
<https://doi.org/10.1016/j.jshs.2015.03.003>
- Zheng, Z. H., & Gao, Q. (2012). Teaching physical education using the spectrum of teaching style: Introduction to Mosston's spectrum of teaching style. *China School Physical Education*, 2012(1), 65-68.

Correct answers (to multiple choice questions):

- Question 1: A
 Question 2: B
 Question 3: D
 Question 4: A
 Question 5: C



MODULE 7

PEDAGOGY AND PRACTICE 2 –
MODELS –
IMPACTING ON PHYSICAL LITERACY

8 Module 7: Pedagogy and practice 2 – Models – Impacting on physical literacy

Duration: approximately 10 hours

8.1 Overview

In Module 7, learners will be provided with an in-depth exploration of various teaching models that significantly influence the holistic development of learners within the framework of PL. This module aims to cultivate an understanding of innovative pedagogical approaches, such as 'Sport Education', 'Teaching games for understanding' (TGfU), and 'Cooperative learning', and to discern their distinct impacts on nurturing PL. Namely, learners will gain essential knowledge about these models, develop the skills necessary to apply them effectively in educational contexts and acquire the competence to adapt and evaluate these pedagogical strategies. By the end of this module, learners will be competent in designing and implementing lessons that not only adhere to these models but also enhance the PL journey of their students. They will be able to critically assess teaching practices and refine them to optimize the development of PL, while also being capable of articulating the significance of these models in fostering lifelong engagement with PA.

8.2 Keywords & concepts

Teaching models, Sport Education, teaching games for understanding (TGfU), cooperative learning, health-based physical education

8.3 Learning objectives

In terms of knowledge, students should be able to:

- Understand different teaching models that promote holistic learning/development and their impacts on PL.
- Gain knowledge about 'Sport education', TGfU, and 'Cooperative learning' models and their application in PL development.

In terms of skills, students should be able to:

- Apply different teaching models to design PE experiences that promote PL.
- Evaluate the impact of different teaching models on the development of PL.
- Design and plan lessons using 'Sport education', TGfU, and 'Cooperative learning' models.

In terms of competences, students should be able to:

- Implement and adapt teaching models such as 'Sport education', TGfU, and 'Cooperative learning' to promote PL.
- Assess and modify teaching practices using these models based on their effectiveness in promoting PL.
- Effectively communicate about the importance and application of these teaching models in the promotion of PL.

8.4 Content & activities

8.4.1 Models-based approach

The logic behind a model-based approach is that with different models of work, each with its distinct features and specific learning outcomes, PE can meet various objectives (Casey, 2014). Dyson et al. (2016) contend that models operate on two levels, the curricular level, and the instructional level. At the curricular level, a model approach “provides a programme with its mission, primary content, identity, and infrastructure—all for the purpose of allowing more students to achieve its priority long-term learning outcomes” (p. 297). Instructional models promote learning outcomes of a shorter duration with the intention of aligning “key instructional practices like class management, learning activities, social learning, pedagogical decisions, and assessment with specific unit and lesson objectives” (p. 297). When outlining curricular models, Dyson et al. (2016) list no less than 12 models. They also note that this list is not exhaustive. Some of the models are also considered to be both curricular and instructional. There are also attempts at hybridization of models, for instance, Hastie and Buchanan’s (2000) combination of ‘Sport Education’ and ‘teaching personal and social responsibility’ (TPSR) models.



Video

- Models-based approach to teaching PE: <https://www.youtube.com/watch?v=f-6xe-q4gyE>

❖ Reflection/ forum discussion

- What were your experiences of PE lessons which were focused on games?
- Did they differ from primary to secondary school?
- Did they differ at teacher training college/ university?
- Share with the group – positives and negatives.

8.4.2 Pedagogical models in physical education

In the context of PE, various pedagogical models have been developed to enhance the quality and effectiveness of teaching and learning. The traditional model, TGfU, game sense, cooperative learning, Sport Education, TPSR, and health-based PE represent a spectrum of approaches, each with its own unique focus and methodology.

Table 8.1 Pedagogical models in PE and links to PL

PE pedagogical models	Description and links to further information	Positive links to PL
Teaching Games for Understanding (TGfU)	In a typical TGfU lesson, students will begin by being introduced to and playing a version of the game (either modified or full-scale). Students will gain an appreciation of the game and start to understand the tactical awareness related to the game. They will work on understanding and making appropriate decisions and then improving their skills to enhance their performance in the game.	TGfU focuses on teaching physical activities through games, where students learn to understand and adapt to different game situations. This approach enhances the opportunity to use their ability to apply movement skills in various contexts, developing physical competence and contributing to a broader PL. TGfU emphasises tactical decision-making in games. By understanding the "why" and "how" of game strategies, students develop a deeper appreciation for the intellectual

	(Bunker & Thorpe, 1982; Harvey et al., 2010; Stoll & Pill, 2014).	aspects of physical activities, which is a key component of PL. TGfU encourages students to analyse game situations and find solutions. This promotes critical thinking and adaptability, skills that are transferable to various physical activities and are essential for PL. TGfU games can be adapted to ensure students of all abilities are included and challenged, promoting inclusivity in PE. Inclusivity is a core principle of PL, ensuring that all students have opportunities to develop their physical skills and confidence. By making physical activities enjoyable and engaging through game-based learning, TGfU can enhance students' motivation to participate in physical activities beyond the classroom, contributing to a lifelong commitment to PL. Working in game situations students are socially engaged and can learn and develop aspects of teamwork, cooperation, and leadership.
Cooperative learning	In this model, students work together in small groups to achieve a common goal. The teacher acts as a facilitator, providing guidance and support as needed. It focuses on five elements, being: positive interdependence, individual accountability, face-to-face interaction, interpersonal and small group skills, and group processing. (Casey & Quennerstedt, 2020; Dyson & Casey, 2016).	Cooperative learning inherently promotes inclusivity with groups working together. This helps ensure that all students are involved in physical activities, developing their physical competence, and provides opportunities for students to support and learn from one another, fostering inclusivity. By working collaboratively, students develop teamwork, leadership and other social skills, which are important components of PL. They learn to communicate, cooperate, and build positive relationships with their peers. Cooperative learning involves problem-solving activities and challenges at a level that is appropriate for the needs of the individuals within the class. Students need to draw from their knowledge and understanding to work towards a common goal. Engaging in such activities helps students develop critical thinking and decision-making skills, which are transferable to various physical activities. When students work together and experience success as a team, it enhances their motivation and enjoyment of physical activities. This positive experience can contribute towards a lifelong commitment to PL.
Sport Education & Game Sense	This model is designed to encourage students to become more competent, literate, and enthusiastic sportspeople. Students take on different roles, such as coach, player, and official, and work together to organize and run a sports league. They teach and coach each other, referee, and organise equipment and training with the support of the teacher (Casey & MacPhail, 2018; Siedentop et al., 2019; Wallhead & O'Sullivan, 2005).	'Sport Education' often involves students participating in a single sport over an extended period, allowing them to develop a deep understanding of that sport. This extended engagement intends to promote a more profound connection to physical activities, which is a fundamental aspect of PL. 'Sport Education' assigns students various roles within the context of a sport, such as coach, captain, official etc. Taking an active part in the training and games not only enhances their physical skills but also helps them develop leadership, teamwork, and communication skills, which are

	<p>The game sense model shares similarities with TGfU, with its roots in Australian Sport Education (Jarrett & Harvey, 2016). It advances the concept of 'playing the game' as a primary context for learning. This approach harnesses the natural excitement and engagement that games provide, using them as a vehicle to develop not just skills but also decision-making, strategic thinking, and a greater understanding of the sport.</p>	<p>vital for PL. 'Sport Education' integrates the concept of "game sense," where students learn to read the game, make tactical decisions, and understand the strategic aspects of the sport. This goes beyond the mere physical execution of movements and contributes to their overall understanding of physical activities. Students experience both competitive and cooperative aspects of sports, fostering a balanced approach to PA. 'Sport Education' encourages students to take ownership of their learning and the organization of sporting events which can develop confidence within the students. This promotes self-regulation, motivation, and responsibility, which are crucial elements of PL.</p>
Teaching Personal and Social Responsibility (TPSR)	<p>This model aims to help students develop personally and socially responsible behaviours through PE. It emphasises the importance of developing positive relationships including respect, effort, and self-direction, helping others and leadership, social interaction and transference through PE (Hellison, 2010).</p>	<p>TPSR emphasises the development of personal and social responsibility, including respect, cooperation, and leadership. These values are essential for PL, as they contribute to a well-rounded and socially responsible individual. TPSR encourages students to make responsible decisions, not only in physical activities but also in their daily lives. This approach helps students develop the decision-making skills that are vital for PL. TPSR promotes students taking ownership of their actions and behaviours. This sense of autonomy is a fundamental aspect of PL, as it encourages self-regulation and self-motivation in physical activities.</p>
Health Based PE	<p>This model encourages students to learn to value and practice appropriate physical activities that enhance health and well-being now and for the rest of their lives, by promoting habitual movers, motivated movers, informed movers, and critical movers. Teachers are encouraged to promote PA in all lessons, develop knowledgeable movers, create a supportive learning environment, and encourage families and communities to promote healthy PA habits (Bowler et al., 2022).</p>	<p>Health-based PE emphasises the importance of overall health and well-being. This holistic approach aligns with the broader concept of PL, which encompasses not only physical skills but also health knowledge and well-being. Health-based PE provides students with knowledge and practical skills related to leading a healthy lifestyle, including PA, nutrition, and mental health. These components are integral to PL. By educating students about the long-term benefits of a healthy lifestyle, health-based PE aims to instil a lifelong commitment to PA and overall well-being.</p>

8.4.2.1 The traditional model

Historically, the traditional model has held sway in PE, characterised by its focus on skill development and technique mastery. This approach typically involves direct instruction, where the teacher demonstrates skills, and students practice these skills through drills and repetition. While this model has the benefit of establishing fundamental motor skills, it is often criticized for not sufficiently engaging students in contextual learning or fostering a holistic understanding of PA.

Issues with a 'traditional' PE curriculum model include:

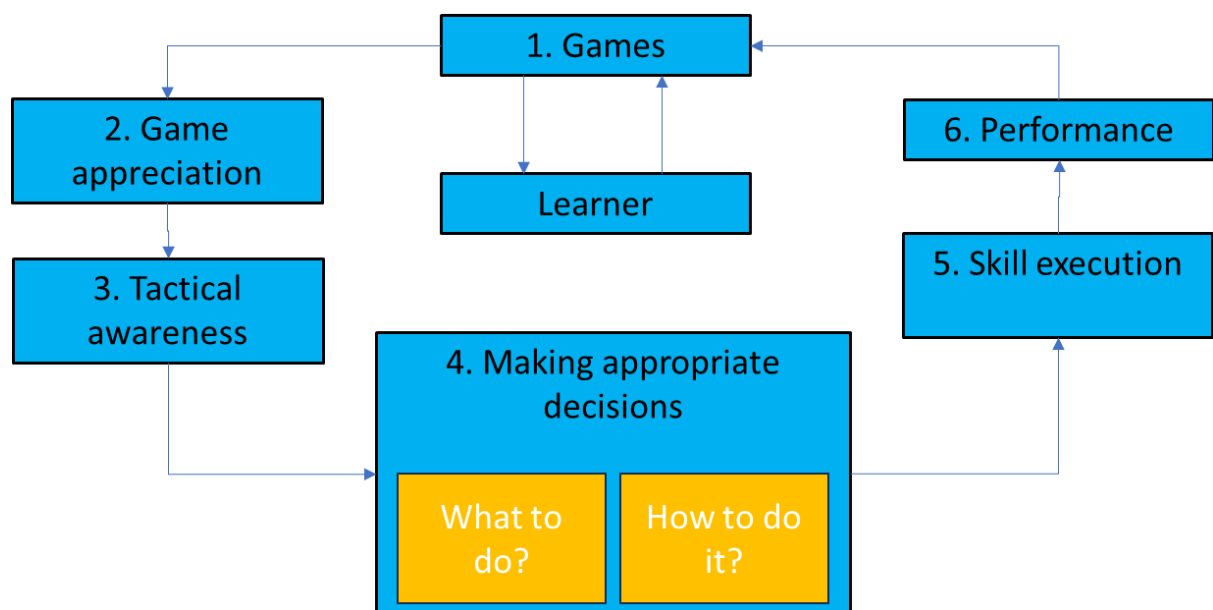
- Games can be enjoyed by all despite ability – how?

- Isolated practice does not always transfer to the game – why?
- Games sense can be lost, or indeed not ever developed – why?
- Is the curriculum focused on preparing for competition?
- Development of every child?

8.4.2.2 Teaching Games for Understanding (TGfU)

TGfU (Bunker & Thorpe 1986) emerged as a response to the limitations of the traditional model, emphasizing the importance of gameplay and understanding. Rather than focusing solely on skill acquisition, TGfU seeks to develop students' tactical awareness within specific sports. It promotes a student-centred environment, encouraging learners to explore and understand the game rules, tactics, and strategies, which, in turn, leads to a deeper appreciation and enjoyment of the game.

Figure 8.1 Teaching Games for Understanding (TGfU)



The TGfU approach emerged in the early 1960s at Loughborough University, where students were encouraged to explore the advantages of small-sided games, including working within grids and conditioning games, as part of their PE teaching methods. This was a shift from traditional, skill-focused lessons to ones that placed a greater emphasis on cognitive engagement. In 1968, Rod Thorpe further advanced this transition towards a more cognitively based approach to PE. He introduced students to various concepts vital to gameplay, such as spatial awareness, attack, and defence strategies, and understanding angles. Accompanying these conceptual teachings were practical adjustments like reducing the court size and using different equipment to facilitate the learning process. Subsequent research, notably by Graham in 1971 and Stephenson in 1971, found that this TGfU approach could be beneficial for all children. It was noted that these methods were particularly effective because of the prior failure to keep children engaged in games, which often led to their premature exclusion from active participation. The TGfU model was formulated to address these issues, aiming to retain children's interest in games by focusing on understanding and enjoyment rather than mere technical skill acquisition.



Video

TGFU – what does it look like? <http://www.youtube.com/watch?v=qCLyMDtJ3gY>

8.4.2.3 Game sense

This model shares similarities with TGfU, with its roots in Australian Sport Education (Jarrett & Harvey, 2016). It advances the concept of ‘playing the game’ as a primary context for learning. This approach harnesses the natural excitement and engagement that games provide, using them as a vehicle to develop not just skills but also decision-making, strategic thinking, and a greater understanding of the sport.

❖ *Practical activity: Planning your session – Primary and secondary children*

In your group, plan, and test games sessions for a specific group of children. Consider the following prompt questions:

- What will be the rules of the game and how will you modify the game? What conditions might you modify for more/less able?
- What tactics would you like the children to understand in terms of space and time?
- What questions will you ask them to encourage their understanding of the game?
- What other qualities would you like the children to develop e.g., self-awareness, motivation, understanding, empathy, knowledge, etc.? How will you develop this?
- Could someone very talented play your game, could someone less able play your game? How will you differentiate yourself in your group?

Reflections on session

- Was your planning effective?
- What went well in your session?
- Why was it successful?
- What would you do next time to make it better?
- What did not go as well as you expected?
- What would you do next time to improve your session?
- What assessment strategies did you use and how effective were they in reflecting on progress?
- Did you use ICT effectively in your session? If not, then why not?
- What were the benefits of using the curriculum model?
- What were the problems with using the curriculum model?
- How useful will the model be in delivering your aims?

8.4.2.4 Cooperative learning

In PE this model takes a distinctly social perspective on learning, where students work collaboratively towards common goals. This model emphasises the development of social skills, communication, and teamwork, as well as individual accountability. Activities are designed so that students depend on one another to succeed, promoting an inclusive and supportive learning environment. Cooperative learning is defined as students working together in a group small enough that group members are dependent on each other to learn. Students are expected to carry out their tasks without direct and immediate teacher supervision.

Five elements:

- Positive interdependence (pupils depend on one another to succeed)
- Individual accountability (each pupil is assessed to show involvement)
- Promotive (face-to-face) interaction (time together)
- Interpersonal and small group skills (free and easy communication)
- Group processing (open dialogue & group discussions about learning)

❖ **Practical activity: Use gymnastics and dance to create a session based on cooperative learning.**

Include:

- Positive interdependence
- Individual accountability
- Face-to-face interaction
- Collaborative group activity
- Group reflection

Reflections on session

- Was your planning effective?
- What went well in your session?
- Why was it successful?
- What would you do next time to make it better?
- What did not go as well as you expected?
- What would you do next time to improve your session?
- What assessment strategies did you use and how effective were they in reflecting on progress?
- Did you use ICT effectively in your session? If not, then why not?
- What were the benefits of using the curriculum model?
- What were the problems with using the curriculum model?
- How useful will the model be in delivering your aims?

8.4.2.5 Sport education

This model is designed to replicate authentic sporting experiences, where students participate in seasons, take on roles such as players, coaches, and referees, and experience the culture of the sport. This approach aims to develop competent, literate, and enthusiastic sportspeople. It values sustained participation, team identity, and positive social interactions, with the ultimate goal of fostering a love of sport that lasts a lifetime.

How does 'Sport Education' differ from Sport? (Siedentop et al., 2019)

- Demands full participation by ALL students.
- Can use modified games to allow success for ALL students.
- You learn to perform roles other than that of a player.

Full participation by ALL students – How?

- Small-sided teams.
- No elimination tournaments.
- Culminating events for all students.
- All students experience different roles.



The game is modified for increased success for ALL students

- Does not have to be full-sided “official” games with all adult rules.
- “It’s still volleyball, but we make it more appropriate for more students” . . . Not just the high-skilled ones.

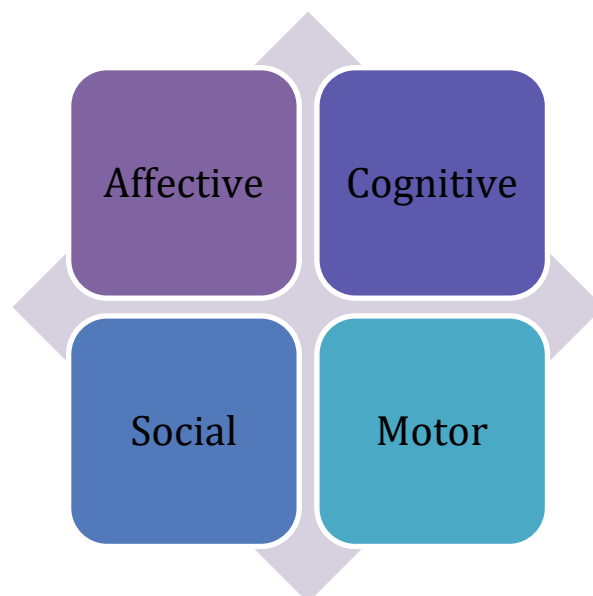
8.4.2.6 Teaching Personal and Social Responsibility (TPSR)

It is a values-based approach that uses physical activity to teach life skills and promote personal and social responsibility. Developed by Don Hellison (2010), this model focuses on self-direction and positive social interaction, emphasizing respect, effort, self-improvement, and helping others. It seeks not only to improve students' physical abilities but also to make a broader impact on their moral and social development.

8.4.2.7 Health-based PE (HBPE)

HBPE represents a shift from a performance-based orientation to a health-centred one. This pedagogical approach integrates PA with health education, aiming to empower students with the knowledge, skills, and attitudes necessary for healthy living. It stresses the importance of physical fitness, nutrition, mental wellness, and the value of a lifelong commitment to active lifestyles. HBPE self-determination theory underpins the model – intrinsic motivation being central. Haerens et al.'s (2011) focus on PE is that it should be on the affective, cognitive, social, and motor domains.

Figure 8.2 Domains in physical education (Haerens et al., 2011)



❖ *Reflection/ forum discussion*

- ✓ What is your experience of learning about health through PE and sport?
- ✓ How do you, as teachers and coaches, attempt to deliver health messages? Are they effective?



Video

HBPE

- https://www.youtube.com/watch?v=qsDqQj1D_3M (3.20)
- <https://www.youtube.com/watch?v=XUCCnXLEGLI>

In the vision of HBPE, the aspiration is to nurture a generation of young individuals who embody the ethos of active living. At the heart of this vision lie the ‘habitual movers’, individuals who seamlessly weave PA into the fabric of their daily lives, both within and beyond the confines of school walls. Their quest is not merely participation but the cultivation of a lifestyle where movement is as natural as breathing. Alongside them, the motivated movers emerge, maintained by a positive disposition towards PA. Their journey is marked by an intrinsic motivation that beats through their efforts, fuelling a belief in their competence. The challenges they face are met with an enthusiasm that is personal and fiercely theirs, driving them to soar to new heights of physical prowess. The informed movers are the enlightened architects of their fitness. Equipped with knowledge and discernment, they navigate the when, how, and where of PA with astuteness. Participation for them is a deliberate act, rooted in safety and effectiveness, guided by personal goals, and an acute awareness of the manifold benefits that an active life bestows. Finally, critical movers are those individuals who can also be called movement promoters, because they can identify good physical activity practices, recognize dangers or barriers to physical activity, and positively influence their own and others’ access to a healthy lifestyle (Sammon, 2019).

8.5 Learning outcomes

Upon the completion of this module, the learner should be able to:

- critically analyse a variety of teaching models and articulate how each can influence the development of PL in diverse educational settings.
- evaluate the principles and practices of ‘Sport Education’, TGfU, and ‘cooperative learning’, and appraise their efficacy in promoting comprehensive PL.
- develop, design, and plan lessons that integrate ‘Sport Education’, TGfU, and ‘cooperative learning’, models to enhance the physical literacy journey of students.
- demonstrate the ability to implement and adapt teaching models like ‘Sport Education’, TGfU, and ‘cooperative learning’, to support and encourage PL among learners.
- articulate a deep appreciation of the impact that structured physical education models have on the cultivation of PL and the overall learning experience.
- communicate effectively about the role and importance of various pedagogical models in promoting PL and fostering lifelong engagement in physical activities.
- exhibit the competencies required to critically assess the outcomes of educational practices influenced by chosen pedagogical models, with a focus on PL outcomes.
- demonstrate a comprehensive understanding of how pedagogical choices in PE can shape the attitudes, knowledge, and competencies associated with physical literacy.

8.6 Conclusion

In conclusion, in Module 7 we consolidate our understanding of the dynamic interplay between theory and practice within the scope of PE. The essence of practical pedagogies in PE has been threaded throughout our lessons, highlighting the necessity for educators to transcend traditional didactic methods. This approach champions experiential learning, where students are not passive recipients of knowledge but active participants in a journey towards embracing PA as a cornerstone of their lifestyle. As future educators, it is essential to be informed about those pedagogical tools to nurture the physical and cognitive dimensions of your students. The application of these pedagogies should be viewed as a transformative practice, one that empowers students to take ownership of their PE, fostering autonomy, enhancing motivation, and developing critical thinking skills. The pedagogies discussed serve as catalysts, igniting a passion for lifelong movement and establishing a foundation for students to lead physically active and healthy lives. Finally, it is important to acknowledge that the end of this educational experience is merely the beginning of a practical application in the field. In imparting these pedagogical principles, you stand at the forefront of shaping a future that values health and physical literacy, one student at a time.

8.7 Review & self-assessment

Quiz with multiple choice questions:

Question 1 – What is the primary focus of Teaching Games for Understanding (TGfU)?

- A. Mastering technical skills in various sports.
- B. Understanding and applying game strategies and tactics.
- C. Learning the history and rules of different sports.
- D. Developing physical strength and endurance.

Question 2 – Which of the following is NOT one of the five elements focused on in the cooperative learning model?

- A. Positive Interdependence.
- B. Face-to-face Interaction.
- C. Group Processing.
- D. Individual Creativity.

Question 3 – Which statement best describes the concept of a Models-Based Approach in Physical Education?

- A. It primarily focuses on traditional methods of teaching sports through drills and techniques.
- B. It is a singular, standardized method that is applied universally across all physical education programs.
- C. It involves using various models with distinct features and specific learning outcomes to meet diverse objectives in Physical Education.
- D. It emphasises the exclusive use of technology and digital tools in physical education classes.

Question 4 – The Health-based PE (HBPE) model emphasises the importance of:

- A. Competitive sports performance.
- B. Health and well-being integration with physical activity.
- C. Specialization in one sport from an early age.
- D. Traditional skill development through repetition.

Question 5 – Which pedagogical approach in physical education is characterised by its emphasis on personal and social responsibility?

- A. Sport Education.
- B. Health-Based PE.
- C. Teaching Personal and Social Responsibility (TPSR).
- D. Traditional Model.

Open-ended Question:

1. Choose one of the models and consider what this would look like in practice and how it would impact holistic development – motivation, confidence, physical competence, knowledge and understanding.

8.8 References

- Bowler, M., Sammon, P., & Casey, A. (2022). Health-based physical education: A pedagogical model in focus. In L. Cale & J. Harris (Eds.), *Physical education pedagogies for health* (5th chapter). Routledge. <https://doi.org/10.4324/9781003225904-5>
- Bunker, D., & Thorpe, R. (1982). A model for the teaching of games in the secondary school. *Bulletin of Physical Education*, 10, 9-16.
- Casey, A. (2014). Models-based practice: Great white hope or white elephant? *Physical Education and Sport Pedagogy*, 19(1), 18-34. <https://doi.org/10.1080/17408989.2012.726977>
- Casey, A., & MacPhail, A. (2018). Adopting a models-based approach to teaching physical education. *Physical Education and Sport Pedagogy*, 23(3), 294-310. <https://doi.org/10.1080/17408989.2018.1429588>
- Casey, A., & Quennerstedt, M. (2020). Cooperative learning in physical education encountering Dewey's educational theory. *European Physical Education Review*, 26(4), 1023-1037. <https://doi.org/10.1177/1356336X20904075>
- Dyson, B., & Casey, A. (2016). *Cooperative learning in physical education and physical activity: A practical introduction*. Routledge. <https://doi.org/10.4324/9781315739496>
- Haerens, L., Kirk, D., Cardon, G., & De Bourdeaudhuij, I. (2011). Toward the development of a pedagogical model for health-based physical education. *Quest*, 63(3), 321-338. <https://doi.org/10.1080/00336297.2011.10483684>
- Harvey, S., Cushion, C. J., & Massa-Gonzalez, A. N. (2010). Learning a new method: Teaching Games for Understanding in the coaches' eyes. *Physical Education and Sport Pedagogy*, 15, 361-382. <https://doi.org/10.1080/17408980903535818>
- Hastie, P. A., & Buchanan, A. M. (2000). Teaching responsibility through sport education: Prospects of a coalition. *Research Quarterly for Exercise and Sport*, 71(1), 25-35.
- Hellison, D. (2010). *Teaching personal and social responsibility through physical activity*. Human Kinetics.
- Jarrett, K., & Harvey, S. (2016). Similar, but not the same: comparing the game based approaches of teaching games for understanding (TGfU) and Game Sense. *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, 38, Article 900. <https://doi.org/10.4000/ejrieps.900>

Siedentop, D., Hastie, P., & Van der Mars, H. (2019). *Complete guide to sport education*. Human Kinetics.

Stolz, S., & Pill, S. (2014). Teaching games and sport for understanding: Exploring and reconsidering its relevance in physical education. *European Physical Education Review*, 20(1), 36-71. <https://doi.org/10.1177/1356336X13496001>

Wallhead, T., & O'Sullivan, M. (2005). Sport education: Physical education for the new millennium? *Physical Education and Sport Pedagogy*, 10(2), 181-210. <https://doi.org/10.1080/17408980500105098>

8.9 Further reading

AIESEP. (2020). *Position statement on physical education assessment*. Author. <https://aiesep.org/scientific-meetings/position-statements/>

Brown, S., & Hopper, T. (2006). Can all students in pe get an 'A'? Game performance assessment by peers as a critical component of student learning. *The Physical and Health Education*, 72(1), 14-21. <https://web.uvic.ca/~thopper/WEB/articles/Cahperd/On-line%20GPAI.pdf>

Butler, J., & McCahan. (2005). Teaching games for understanding as a curriculum model. In L. Griffin & J. Butler (Eds.), *Teaching games for understanding: Theory, research, and practice* (pp. 33-54). Human Kinetics.

Butler, J. I. (2006). Curriculum constructions of ability: enhancing learning through Teaching Games for Understanding (TGfU) as a curriculum model. *Sport, Education and Society*, 11(3), 243-258.

Butler, J. I. (2005). TGfU pedagogy: Old dogs, new tricks and puppy school. *Physical Education and Sport Pedagogy*, 10(3), 225-240.

Casey, A., & MacPhail, A. (2018). Adopting a models-based approach to teaching physical education. *Physical Education and Sport Pedagogy*, 23(3), 294-310. <https://doi.org/10.1080/17408989.2018.1429588>

Choi, S. M., Sum, K. W. R., Leung, F. L. E., Wallhead, T., Morgan, K., Milton, D., Ha, S. C. A., & Sit, H. P. C. (2020). Effect of sport education on students' perceived physical literacy, motivation, and physical activity levels in university required physical education: A cluster-randomized trial. *Higher Education*, 81, 1137-1155. <https://doi.org/10.1007/s10734-020-00603-5>

Hastie, P. A., & Wallhead, T. L. (2015). Operationalizing physical literacy through sport education. *Journal of Sport and Health Science*, 4(2), 132-138. <https://doi.org/10.1016/j.jshs.2015.04.001>

Holt, N., Streat, W., & Bengoechea, E. (2002). Expanding the teaching games for understanding model: New Avenues for future research and practice. *Journal of Teaching Physical Education*, 21(2), 162-176. <https://doi.org/10.1123/jtpe.21.2.162>

Kovac, M., Sloan, S., & Starc, G. (2008). Competencies in physical education teaching: Slovenian teachers' views and future perspectives. *European Physical Education Review*, 14, 299. <https://doi.org/10.1177/1356336X08095668>

Kwan, M. Y. W., Graham, J. D., Bedard, C., Bremer, E., Healey, C., & Cairney, J. (2019). Examining the effectiveness of a pilot physical literacy-based intervention targeting first-year university students: The PLUS Program. *SAGE Open*, 9(2), 1-9. <https://doi.org/10.1177/2158244019850248>

Mandigo, J., & Lodewyk, K. (2019). Examining the impact of a teaching games for understanding approach on the development of physical literacy using the Passport for Life assessment tool. *Journal of Teaching in Physical Education*, 38(2), 136-145. <https://doi.org/10.1123/jtpe.2018-0028>

Sammon, P. (2019). *Adopting a new model for health-based physical education: The impact of a professional development programme on teachers' pedagogical practice*. Doctoral dissertation, Loughborough University.

Correct answers in multiple-choice questions:

Question 1: B

Question 2: D

Question 3: C

Question 4: B

Question 5: C



MODULE 8

DISABILITY, INCLUSION,
AND PHYSICAL LITERACY

9 Module 8: Disability, inclusion, and physical literacy

Duration: approximately 5 hours

9.1 Overview

Module 8 focuses on an educational endeavour to address the nuanced intersection of disability, inclusion, and physical literacy within the PE landscape. This module is intended to equip learners with the essential knowledge, skills, and competencies required to create an inclusive environment that nurtures holistic development and PL for all children. It is expected that as learners engage with the content, they will resolve the complexities and barriers faced by children with disabilities and SEN, equipping themselves with a repertoire of tailored strategies for inclusive teaching.

9.2 Keywords & concepts

Disability and PE, inclusive education, special education needs (SEN), adaptive teaching strategies, PL development, differentiated and adaptive instruction

9.3 Learning objectives

In terms of knowledge, students should be able to:

- Develop a comprehensive understanding of the complexities and barriers related to children with disabilities and/or SEN and their implications for holistic learning and PL development.
- Gain knowledge of various adaptive teaching frameworks such as ASPECT, STEP, TREE, CHANGE IT, and SMILES, and understand how these can be applied to ensure inclusive progression in PL for all children.

In terms of skills, students should be able to:

- Utilise adaptive teaching strategies to design and execute PE experiences that promote PL, catering to the specific educational needs of diverse learners.
- Critically evaluate the impact of different teaching strategies on the development of PL, taking into consideration the varied educational needs of students.
- Create and plan comprehensive mini-lesson plans that incorporate inclusive strategies, ensuring engagement and meaningful participation of mixed-ability students in PE.

In terms of competences, students should be able to:

- Implement and modify teaching strategies, considering specific learning challenges, to enhance PL and foster an inclusive learning environment.
- Continuously assess and modify teaching practices based on their effectiveness in promoting PL, ensuring responsiveness to the evolving needs of students.
- Effectively articulate the importance and practical application of adaptive teaching strategies in promoting PL and inclusive education in PE settings.

9.4 Content & activities

9.4.1 Defining disability and SEN

In a classroom not so different from your own, there is a mosaic of students, each unique in their abilities and challenges. Among them is Lucas, a bright-eyed boy with cerebral palsy, whose wheelchair doesn't dampen his enthusiasm for learning. Across the room sits Sarah, a girl with Down syndrome, whose smile lights up the space. This classroom is a microcosm of the wider world, a place

where physical, intellectual, and sensory disabilities coexist, each telling a story of resilience and potential.

Disability is a natural aspect of human existence. At some point, nearly everyone will experience disability, whether temporarily or permanently. Currently, around 1.3 billion individuals, or approximately 16% of the world's population, live with a significant disability, a figure that is rising due to factors like ageing populations and the increased prevalence of chronic diseases (WHO, 2022). Disabilities arise from the interaction between people with health conditions, such as cerebral palsy, Down syndrome, and depression, and various personal and environmental factors. These factors include societal attitudes, inaccessible public transport and buildings, and a lack of social support.

The environment plays a crucial role in determining the experience and severity of disability. When environments are inaccessible, they create obstacles that can significantly limit the full and active participation of people with disabilities in society, equal to others. Advancements in social participation for people with disabilities can be achieved by removing these barriers and supporting their daily activities and interactions. Research evidence suggests that there is a need for inclusive pathways that adapt to the changing needs and skill development of children with disabilities. These pathways require robust partnerships among key sectors like disability services, sports organizations, education, and government (Shields & Synnot, 2016). It is common for all children and young people to encounter learning challenges at various points. Such experiences are not out of the ordinary. In most cases, these difficulties are short-lived and can be overcome with support and encouragement from both home and school. Specifically, the study of Shields and Synnot (2016) highlighted the essential role of early development in motor and social skills and the pivotal support families provide in encouraging physical activity participation. However, it also identified specific barriers that children with disabilities face more acutely than their typically developing peers. These include a lack of skilled instructors, societal attitudes towards disability, and insufficient local opportunities for participation.

Overall, every child has unique characteristics, interests, abilities and learning needs (UNESCO, 2023). Recognizing the unique needs and challenges of each child with a disability is foundational for establishing a meaningful understanding between educators and students, which is crucial for the success of inclusive education. This understanding can facilitate tailored instructional strategies that resonate with the individual learning profiles of students, thereby fostering an environment where every child can thrive. Given the vast spectrum of disabilities, educators need to engage in continuous learning and collaboration with specialists to effectively address the specific requirements of each student.

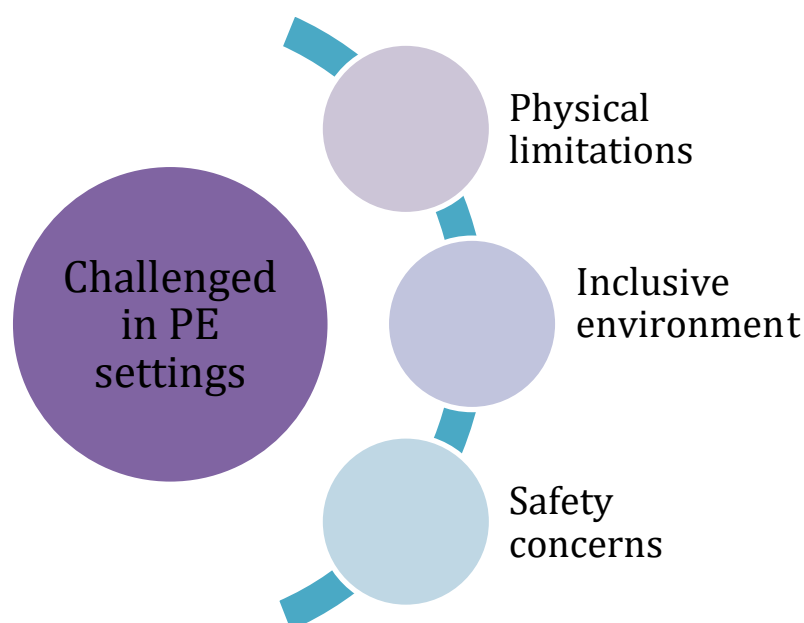
'Special educational needs' (SEN) is a term used to describe the learning challenges or disabilities that make learning more difficult for some children compared to their peers of the same age. In other words, SEN is a legal definition and refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age. Children with SEN often require additional or different types of support than what is typically provided to other children of their age. This additional support is referred to as special educational provision.

9.4.2 Impact of disabilities and SEN on learning

Disabilities and SEN can affect a child's self-esteem and confidence. Children may feel different from their peers, leading to feelings of isolation or frustration. These children might face challenges in socializing, which is a critical part of learning. This can result from communication barriers, social skill deficits, or peers' lack of understanding. Struggles with learning can impact motivation. Some children might exhibit behavioural issues as a response to their learning challenges and their particularities.

9.4.3 Challenges in PE settings

Figure 9.1 Challenges in PE settings



In PE settings, educators are often faced with a range of challenges that require thoughtful consideration and action. One significant challenge is addressing the physical limitations that some children with disabilities may experience. These limitations can restrict their ability to participate in certain physical activities alongside their peers. To counter this, educators must adapt these activities to make them accessible, ensuring that every child can participate and benefit from PE. Another critical aspect is the creation of an inclusive environment. Such an environment necessitates that children of varying abilities can participate equally and benefit from the PE curriculum. Achieving this level of inclusivity involves having the appropriate equipment that caters to a wide range of abilities, training staff to be adept in managing diverse needs, and fostering a supportive peer group that encourages all students to engage fully. Additionally, the safety of all students, particularly those with physical or sensory impairments, is paramount. Ensuring safety in PE settings demands careful planning and heightened awareness from educators. This includes not only physical safety in terms of preventing injuries but also creating a safe and supportive emotional environment where all students feel valued and included. Overall, these challenges highlight the need for a well-thought-out approach to PE that recognizes and respects the diverse needs of all students, ensuring their physical, emotional, and social well-being in the PE setting.

- Physical limitations: Disabilities might limit participation in certain physical activities. Adaptations may be required to make activities accessible.
- Inclusive environment: Creating an environment where children with various abilities can participate equally can be challenging. This includes having the right equipment, trained staff, and a supportive peer group.
- Safety concerns: Ensuring the safety of all students, especially those with physical or sensory impairments, is crucial. This requires careful planning and awareness from educators.

9.4.4 Principles of physical literacy and inclusive education

The principles of PL and inclusive education are fundamental to creating an educational environment that recognizes and supports the diverse needs of all learners, particularly in the context of PE. These principles guide educators in fostering a learning space where every student, regardless of their physical, cognitive, or sensory abilities, can engage in and benefit from physical activities. The key principles include (i) holistic development, (ii) inclusivity as a core value, (iii) adaptation and accessibility.

9.4.4.1 Holistic development

PL emphasises the development of the whole child – including physical, cognitive, emotional, and social aspects. The PL notion is concerned with the development of physical skills, confidence, motivation, and a lifelong love for PA.

9.4.4.2 Inclusivity as a core value

Inclusive education is based on the premise that all children have the right to learn together. It is about adapting the environment, teaching methods, and content to ensure that every child can participate fully and effectively.

9.4.4.3 Adaptation and accessibility

Recognizing that each child is unique, teaching methods and learning environments should be adapted to meet the diverse needs of students. This could mean modifying equipment, rules, or the physical environment to make activities more accessible and enjoyable for all.

Effective inclusive education in PL requires collaboration between educators, students, parents, and the wider community. This partnership ensures a shared understanding and collective effort in supporting each student's educational journey. Educators must engage in ongoing learning about inclusive practices and PL to remain responsive to the evolving needs of their students. The ultimate goal is to instil a love for PA that extends beyond the classroom, encouraging lifelong participation in sports and active lifestyles.

9.4.5 Physical literacy development from the perspective of individuals with disabilities: research evidence

Pushkarenko et al. (2023) in their study offer a fresh perspective on PL by exploring its experiential aspects from the viewpoint of individuals with disabilities, a demographic that has often been overlooked in PL discourse. The study aimed to understand the value that these individuals place on PL and its development, challenging the prevalent culture of ableism that tends to marginalize their experiences and embodied capabilities. The research employed the communities of practice theoretical model as a conceptual framework, engaging 13 participants with disabilities in two focus groups. The participants' experiences were analysed through thematic analysis and presented via composite narratives, which effectively encapsulated the collective experience and value associated with PL among the participants. The narratives underscored the significance of PL in fostering personal growth, exploration, social interaction, and a sense of belonging among individuals with disabilities. The study concluded that creating a learning environment that promotes autonomy and belonging is crucial for enhancing the value and development of PL in the context of disability. This research provides a crucial understanding of PL about disability, suggesting that the voices of individuals experiencing disability must be integral in the ongoing development of PL programs to ensure their inclusivity.

Building on the insights from Pushkarenko et al. (2023) on PL from the perspective of individuals with disabilities, another significant study by Pushkarenko et al. (2021) delves into the nuances of PL development in children with autism spectrum disorder (ASD). This research emphasises the critical need for inclusive and adaptable approaches in fostering PL among children with ASD, who often face unique challenges in engaging in physical activities. The study highlights those traditional methods, which primarily focus on the acquisition of fundamental movement skills, may inadvertently perpetuate a normative framework, thereby excluding children with distinct abilities and needs. It underscores the importance of parental involvement in the development of PL, recognizing parents as essential facilitators and collaborators in their children's physical activity journey.

These studies collectively underline a pivotal shift in the understanding and application of PL. They advocate for a more holistic and inclusive approach that appreciates the diverse abilities and experiences of individuals with disabilities. The emphasis on parental support, particularly in the context of ASD, resonates with the broader goal of creating PL programs that are not only accessible but also responsive and respectful of individual differences. These insights pave the way for an enriched understanding of PL, advocating for strategies and practices that honour the unique capabilities and experiences of all individuals, especially those with disabilities, in their pursuit of PL and well-being.

9.4.6 Inclusive, adaptive, and holistic PE environment

The alarming rise in physical inactivity and its detrimental impact on health, life expectancy, and economic costs constitutes a global concern. It underscores the urgency of increasing both the quality and quantity of sports and physical activity participation throughout an individual's life to foster healthy and active lifestyles; it also underscores the necessity to cultivate a physically literate population. This involves encouraging meaningful engagement in play and physical activities, facilitated by the development of functional movement skills within enriched environments. Rudd et al. (2020) in their paper, advocate for a departure from traditional reductionist approaches to PA, proposing instead an ecological dynamics approach. This approach emphasises enrichment to support the learning and development of functional movement skills. The concept of PL here is embedded deeply within the framework of ecological psychology. It allows learners the freedom and time to "explore-discover" in environments that promote the self-organization of various interconnected subsystems (anatomical, respiratory, circulatory, nervous, and perceptual-cognitive). This leads to the development of functional movement solutions for performance tasks and lasting positive adaptations supporting the PL journey across one's lifespan.

Central to this discussion are two learner-centred pedagogies: Non-linear Pedagogy (NLP) and the Athletic Skills Model (ASM). Both pedagogies emphasise the importance of providing rich and varied athletic experiences from an early age and throughout life. These experiences are designed to embrace the complexity of the learning process and support the embedded development of PL, leading to sustained PA.

Therefore, the potential of an ecological dynamics approach in supporting PL offers a roadmap for reliable and valid measurement of PL, combining ecological dynamics perspectives with the phenomenological understanding of PL. This holistic approach presents a transformative vision for PE, one that nurtures lifelong PA through enriched learning experiences and a deep understanding of PL.

9.4.7 Adaptive teaching in PE

Adapting teaching methods in PE involves modifying activities, instructional styles, or the curriculum to cater to the unique needs of each student. This approach is integral to the principles of PL and

Inclusive Education discussed earlier, emphasizing the importance of accessibility, inclusivity, and respect for the diverse abilities of students. When comparing differentiation with adaptive teaching, both strategies aim to address the individual needs of learners, but they do so in distinct ways. *Differentiation* is a more traditional method where the educational experience is varied based on student groups. For instance, a teacher might offer simpler activities for those facing difficulties and more complex ones for advanced learners. While this method has been vital in PE, it has come under scrutiny for potentially widening the gap between students with varying abilities, as it often provides entirely different learning experiences based on perceived proficiency. On the other hand, *adaptive teaching*, aligning closely with the aforementioned principles, takes a more contemporary approach. It involves setting uniform learning objectives for all students but varying the level of support provided. This method requires teachers to closely monitor each student's progress and adjust their instruction as necessary. For example, a teacher might offer additional guidance or scaffolding to students who need more help, while presenting more challenging tasks to those who are more advanced. Therefore, while differentiation alters the learning experiences for different groups, adaptive teaching modifies the support level within a shared learning experience. This approach ensures that all students, regardless of their abilities, can engage in and benefit from PE activities, fostering an inclusive and supportive environment that respects and acknowledges every student's journey in PL.

Table 9.1 Key differences between differentiation and adaptive teaching

Characteristic	Differentiation	Adaptive Teaching
Focus	Providing different experiences for different groups of students	Providing the same experiences with different levels of support
Approach	More traditional	More contemporary
Example	Providing a simpler activity for struggling students and a more challenging activity for students who are further ahead	Providing all students with the same learning goals, but providing more scaffolding for students who need support

❖ *Practical scenario-based activity: adaptive teaching challenge in PE*

Imagine you are a PE teacher at an elementary school. You have a diverse class of 30 students, each with varying levels of physical abilities and skills. Your next lesson plan involves a dribbling exercise, where students are required to manoeuvre a ball through a series of cones. The goal is to develop their coordination and control while ensuring that each student is engaged and learning effectively.

Your class includes students with a range of abilities. Some are very adept at dribbling and seek more challenging tasks, while others are just beginning to learn and struggle with basic coordination. There are also a few students with physical disabilities that limit their mobility. The planned activity is dribbling a ball through a series of cones set up in a straight line. The standard setup has cones spaced 2 feet apart. Your objective is to adapt this exercise in a way that becomes inclusive, allowing every student to participate meaningfully and learn, regardless of their individual skill level or physical ability.

As university students studying the principles of PL and inclusive education, your task is to develop adaptive strategies for this dribbling exercise.

Consider the following questions while devising your solution:

- How do the principles of PL and inclusive education guide your approach to this activity?
- What are the potential challenges you might face in implementing this exercise, and how would you address them?
- How can you ensure that all students not only participate but also feel a sense of accomplishment and inclusion?

Discuss your solution with peers.

9.4.7.1 Adaptive teaching strategies and frameworks

In the field of adaptive teaching, particularly in PE, various frameworks and strategies have been developed to enhance the learning and engagement of all students. These frameworks (Durden-Myers, 2023), including ASPECT, STEP, TREE, CHANGE IT, and SMILES, offer overlapping yet distinct ideas for adapting lessons to support diverse student needs.

The ASPECT framework, conceived during a practical lecture with PE Post Graduate Certificate of Education trainees, encourages teachers to reflect on various aspects of their teaching to enhance student learning and engagement. This framework considers adjustments in Activities, Space, People, Equipment, Conditions, and Time. Each element is adjustable to either increase or decrease the level of challenge or support, facilitating student success. An additional 'S' for Scaffold can also be incorporated to provide further considerations for specific support needed by students. Similarly, the STEP principle, a well-known and widely used method in adaptive teaching, focuses on modifying Space, Task, Equipment, and People to tailor the learning experience. These modifications aim to calibrate the challenge and support levels, ensuring all students can engage successfully in PE activities. The TREE framework, introduced by the Australian Sports Commission, encompasses Teaching Style, Rules, Equipment, and Environment. This approach encourages teachers to adapt their communication and delivery strategies, simplify or change rules, alter equipment, and modify the learning environment to better support students' diverse needs. CHANGE IT, also rooted in initiatives by the Australian Sports Commission, expands on these ideas. It includes adapting the Coaching Style, the methods of scoring or winning (How you score/win), the Area of play, Numbers in groups, Game Rules, Equipment, Inclusion of all students, and Time. Each component is designed to be flexible to increase or decrease challenge and support, thereby ensuring the engagement and success of all students. Lastly, the SMILES framework, originating from Sport Wales, emphasises creating a Safe learning environment, maximizing participation, Involving students in their learning, accessible Learning, designing Enjoyable experiences, and facilitating Success for all learners. This framework is grounded in the belief that learning in PE should be safe, inclusive, enjoyable, and successful for every student.

Each of these frameworks shares a common goal: to create a PE environment that is inclusive, engaging, and responsive to the varied needs of students. By considering these diverse strategies, educators can effectively adapt their teaching to ensure that every student, regardless of their abilities or challenges, can participate fully and benefit from the PE curriculum.

Implementing adaptive teaching in PE is an effective approach to cater to diverse student needs, yet it presents several challenges. Addressing the unique needs of a class, particularly one with around 30 students, can be a daunting task even for experienced educators. Here are some of the potential

challenges that may arise. Firstly, many teachers face a lack of training and resources. Adaptive teaching requires *specific skills and knowledge*, and without adequate training, educators may find it difficult to apply these strategies effectively. Additionally, the lack of access to necessary resources or equipment can impede the implementation of adaptive teaching. *Time constraints* pose another significant challenge. Planning and executing adaptive teaching strategies demand additional time, a resource often scarce, especially for educators managing large classes. This constraint can make it challenging to develop and apply tailored teaching approaches effectively. Assessing student progress and understanding individual needs can also be complex, especially in a *class with a broad spectrum of abilities*. This difficulty in assessment can hinder the effective application of adaptive teaching, as it is crucial to understand each student's specific needs and progress. Building positive relationships and creating a supportive learning environment are foundational for effective adaptive teaching. However, these aspects often take time to develop, particularly with new classes. Establishing behaviour expectations and fostering a nurturing environment are prerequisites for adaptive teaching to thrive.

Despite these challenges, there are several strategies that educators can employ to successfully implement adaptive teaching in their PE lessons. *Starting small* is a practical approach. Instead of attempting to apply all strategies at once, educators should focus on a few areas or students and gradually expand their methods, reflecting on what works best in specific contexts and for specific students. *Collaboration with other teachers* can be incredibly beneficial. Sharing ideas and strategies with colleagues, especially those teaching in the same context, can lead to the discovery of effective practices and provide much-needed support. Seeking out *training and resources* is essential for enhancing an educator's capacity to implement adaptive teaching. Numerous organizations offer training and resources in this area. Additionally, enhancing one's content and pedagogical knowledge across various activities can make adaptations easier. It is also important to support teaching assistants in their role in aiding student learning. *Reflecting on practice* with students is a valuable tool. Engaging students in conversations about the effectiveness of lessons and soliciting their suggestions for improvement can provide insights into how to better adapt teaching strategies to meet their needs.

❖ **Scenario-based activity: Real-life scenarios in inclusive PE**

Read each one of the following two scenarios and critically analyse and think of inclusive teaching strategies, ensuring all students are actively engaged and progressing in their PL.

Real-life scenario 1: Inclusion of students with Asperger's and multiple sclerosis (MS)

Imagine you are leading a class of 30 children, within which there is a child with Asperger's Syndrome and another with Multiple Sclerosis (MS). What strategies would you employ to ensure an inclusive learning environment?

[Feedback: To ensure an inclusive environment, you could implement a buddy system, pairing students to offer mutual support. Activities, allow for varied participation levels, ensuring that tasks can be modified or adapted to each student's abilities. Use visual aids and clear, concise instructions for the child with Asperger's, offering predictability and structure. For the child with MS, consider the physical space and duration of activities to prevent fatigue, offering regular breaks as needed. Encourage cooperative activities over competitive ones, to ensure every child is engaged and valued for their unique contributions.]

Real-life scenario 2: Balancing competition with cooperation in dance

Your class includes two children who are exceptionally able and competitive, but the focus of your lesson is on dance, aiming to enhance cooperation and sequence development. What strategies would you employ to ensure an inclusive learning environment?

[Feedback: To balance the competitive spirit with the lesson's objectives, you could design the activity to include elements of both competition and collaboration. For instance, create a dance-off where these students can exhibit their abilities, followed by a challenge where they must work together to choreograph a sequence that incorporates moves from their peers. Emphasise the importance of teamwork by rewarding not just the aesthetic of the dance but also the ability to work harmoniously and incorporate diverse ideas. This approach allows competitive students to shine while still fostering an inclusive and cooperative learning environment.]

9.5 Learning outcomes

Upon the completion of this module, the learner should have:

- acquired a comprehensive understanding of the challenges and considerations necessary for promoting holistic development and PL in children with disabilities and/or SEN, incorporating the principles of adaptive teaching and inclusive education.
- gained insights into various adaptive teaching frameworks such as ASPECT, STEP, TREE, CHANGE IT, and SMILES, and how these can be applied to create inclusive and engaging PE environments that cater to a diverse range of abilities.
- developed the ability to critically assess the effectiveness of different teaching strategies in PE, particularly in terms of their impact on students with diverse educational needs and their advancement in PL.
- considered the extent to which current practices in PE include or exclude children with disabilities and SEN and understood the importance of modifying these practices to enhance inclusivity.
- engaged in reflective practice to identify how current teaching methods may include or exclude children with disabilities and SEN, using this reflection to inform and adjust future teaching approaches.

9.6 Conclusion

Module 8 focuses on the complex interplay between disability, inclusion, and PL within the PE landscape. This module is intended to provide you with a comprehensive foundation of knowledge, skills, and competencies essential for creating inclusive environments that nurture holistic development and PL for all children. Through the exploration of content and engagement in various activities, you have gained insights into the challenges and barriers faced by children with disabilities and SEN and have equipped yourselves with a range of strategies for inclusive teaching. Central to this module has been the understanding of disabilities and SEN, their impact on learning, and the critical role of the environment in shaping the experiences of individuals with disabilities. The module emphasised the importance of adapting teaching methods and curriculum in PE to meet the diverse needs of each student, a concept that resonates with the principles of physical literacy and inclusive education. The exploration of various adaptive teaching frameworks, such as ASPECT, STEP, TREE, CHANGE IT, and SMILES, provided practical approaches for educators to modify their teaching strategies, ensuring that every student, irrespective of their abilities or challenges, could participate fully in PE activities. Furthermore, the module addressed the challenges inherent in implementing

adaptive teaching, including the need for specialized training, resource limitations, time constraints, and the complexities of assessment. Despite these challenges, the module offered strategies to overcome them, emphasizing the importance of starting small, collaborating with peers, seeking out training and resources, and reflecting on practice with students. Real-life scenarios presented in the module enabled you to apply your knowledge and think critically about inclusive teaching strategies.

9.7 Review & self-assessment

Quiz with multiple choice questions:

Question 1 – What is the primary goal of adaptive teaching in PE?

- A. To challenge the most skilled students
- B. To provide uniform learning experiences for all students
- C. To ensure all students achieve the same level of skill
- D. To facilitate an inclusive environment that meets diverse student needs

Question 2 – Which of the following is not a principle of Physical Literacy?

- A. Holistic development
- B. Competition-driven approach
- C. Inclusivity as a core value
- D. Empowerment through education

Question 3 – What does the acronym 'ASPECT' stand for in adaptive teaching?

- A. Activities, Space, People, Equipment, Conditions, Time
- B. Assessment, Strategy, Performance, Engagement, Collaboration, Training
- C. Ability, Speed, Precision, Efficiency, Coordination, Technique
- D. Analysis, Space, People, Energy, Creativity, Teamwork

Question 4 – Which of the following is not a focus of differentiation in PE?

- A. Providing different experiences for different groups
- B. Tailoring activities to individual needs
- C. Offering varying levels of challenge
- D. Ensuring uniform skill development

Question 5 – Which strategy helps in assessing the effectiveness of adaptive teaching in PE?

- A. Competitive exams
- B. Standardized testing
- C. Reflective practice with students
- D. Focusing solely on physical outcomes

Open-ended Questions:

1. Describe how you would modify a typical team sport activity, such as basketball, to make it more inclusive for students with varying abilities in your PE class.
2. Reflect on a scenario where you must teach a PE class with mixed abilities, including students with physical disabilities. What strategies would you employ to ensure all students are engaged and learning effectively?

9.8 References

- Pushkarenko, K., Causgrove Dunn, J., & Goodwin, D.L. (2021). Physical literacy for children labelled with autism spectrum disorder: mother's experiences of ableism, exclusion, and trauma. *Adapted Physical Activity Quarterly (APAQ)*, 38(4), 525-545. <https://doi.org/10.1123/apaq.2020-0123>
- Pushkarenko, K., Cavell, M., Gosse, N., & Michalovic, E. (2023). Physical literacy and the participant perspective: Exploring the value of physical literacy according to individuals experiencing disability through composite narratives. *Journal of Exercise Science & Fitness*, 21(3), 237-245. <https://doi.org/10.1016/j.jesf.2023.03.001>
- Shields, N., & Synnot, A. (2016). Perceived barriers and facilitators to participation in physical activity for children with disability: A qualitative study. *BMC Paediatrics*, 16(1), Article 9. <https://doi.org/10.1186/s12887-016-0544-7>
- Sport for Life. (2023). *Pillars to physical literacy and inclusion: Ongoing education and development for practitioners*. <https://sportforlife.ca/blog/pillars-to-physical-literacy-and-inclusion-ongoing-education-and-development-for-practitioners/>
- UNESCO. (2023, May 11). *What you need to know about inclusion in education*. <https://www.unesco.org/en/inclusion-education/need-know>
- World Health Organization. (2022). *Global report on health equity for persons with disabilities*. World Health Organization. https://www.who.int/health-topics/disability#tab=tab_1

9.9 Further reading

- Campbell, F.K. (2009). *Contours of ableism: The production of disability and ableness*. Palgrave MacMillan.
- Canadian Disability Participation Project. (2018). The blueprint for building quality participation in sport for children, youth, and adults with a disability. University of British Columbia, Kelowna, BC. <https://cdpp.ca/resources-and-publications/blueprint-building-quality-participation-sport-children-youth-and-adults>
- Dudley, D., Kriellaars, D., & Cairney, J. (2016). Physical literacy assessment and its potential for identification and treatment of children with neuro-developmental behavioral intellectual disorders. *Current Developments in Disorder Reports*, 3, 195-199. <https://doi.org/10.1007/s40474-016-0092-8>
- Durden-Myers, L. (2023, December 5). *Adaptive teaching in PE*. Retrieved from <https://www.pescholar.com/insight/adaptive-teaching-in-pe/>
- Eaton, J. (2022). *Moving from “differentiation” to “adaptive teaching”*. Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>
- Goodley, D., & Runswick-Cole, K. (2011). The violence of disablism. *Sociology of Health & Illness*, 33(4), 602-617. <https://doi.org/10.1111/j.1467-9566.2010.01302.x>
- Goodwin, D., & Peers, D. (2011). Disability, sport and inclusion. In S. Dagkas & K. Armour (Eds.), *Inclusion and exclusion through youth sport* (pp. 186-202). Routledge.

- Hodge, N., & Runswick-Cole, K. (2013). 'They never pass me the ball': exposing ableism through the leisure experiences of disabled children, young people and their families. *Children's Geographies*, 11, 311-325. <https://doi.org/10.1080/14733285.2013.812275>
- Leonardi, M., Bickenbach, J., Ustun, T. B., Kostanjsek, N., & Chatterji, S. (2006). The definition of disability: What is in a name? *The Lancet*, 368(9543), 1219-1221. [https://doi.org/10.1016/S0140-6736\(06\)69498-1](https://doi.org/10.1016/S0140-6736(06)69498-1)
- McMahon, J., Wiltshire, G., McGannon, K.R., & Rayner, C. (2019). Children with autism in a sport and physical activity context: a collaborative autoethnography by two parents outlining their experiences. *Sport, Education and Society*, 25(9), 1002-1014. <https://doi.org/10.1080/13573322.2019.1680535>
- Mortier, K. (2020). Communities of practice: a conceptual framework for inclusion of students with significant disabilities. *International Journal of Inclusive Education*, 24, 329-340. <https://doi.org/10.1080/13603116.2018.1461261>
- Newton, F. (2023). *Inclusive PE for SEND Children*. FB3 Publishing. <https://www.pescholar.com/insight/inclusive-pe-for-send-children/>
- Rudd, J.R., Pesce, C., Strafford, B.W., et al. (2020). Physical literacy—A journey of individual enrichment: An ecological dynamics rationale for enhancing performance and physical activity in all. *Frontiers in Psychology*, 11, 1904. <https://doi.org/10.3389/fpsyg.2020.01904>

Correct answers in multiple-choice questions:

- Question 1: D
 Question 2: B
 Question 3: A
 Question 4: D
 Question 5: C



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project number: 101089928.