

Seventh Grade

Physical Education Curriculum

Curriculum Guide, Instructional Map, Resources



Shelby County Schools

2015-2016



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual****:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

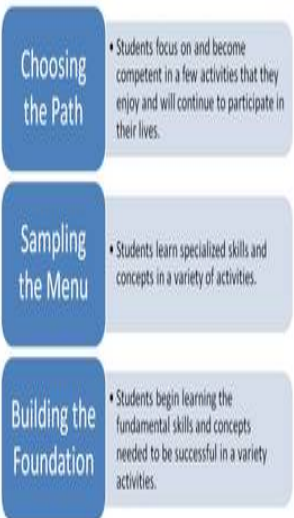
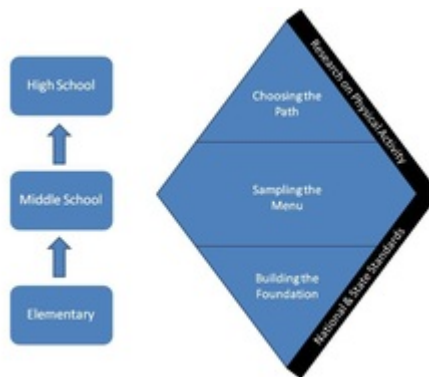
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

Diamond Conceptual Framework: A K-12 Road Map for Physical Education

The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.



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SEVENTH GRADE PHYSICAL EDUCATION OVERVIEW

Course Description

The Physical Education Program in the seventh grade concentrates on physical fitness and development of mature sports. Specific skills are developed through team, individual, and dual sports as well as rhythmic activities. Emphasis is placed on the introduction of basic fundamentals of sports; developing the knowledge of rules, building personal responsibility, good sportsmanship, and leadership.

TN State Standards

1. Movement
2. Movement Concepts and Principles
3. Physical Activity
4. Fitness
5. Personal and Social Responsibility

ESSENTIAL LEARNINGS

1. Demonstrates and identifies mature sport specific skills necessary to participate in a variety of individual, dual, team, and lifetime sports and activities.
2. Demonstrates knowledge and understanding of game strategies.
3. Identifies the importance of following basic rules while participating in sports and activities.
4. Participates in activities involving the four components of physical fitness and is aware of physiological changes in one's body as a result of physical activity.
5. Identifies physical fitness concepts and the benefits of a healthy, active lifestyle.
6. Exhibits appropriate conduct in physical education class.

Effective Components of a Seventh Grade Physical Education Curriculum:

- All students have physical education every day.
- Students must attend Physical Education classes. According to SCS Board Policy, withholding a student's attendance to Physical Education class for any reason is prohibited.
- Is taught by Highly Qualified, State-licensed Physical Educators.
- Provides meaningful and differentiated activities to promote healthy lifetime habits.
- Uses positive, specific, and corrective feedback to attain growth for each individual student regardless of initial ability level.
- Have adequate resources, space, and facilities to facilitate the success of the program.
- Has objective and data driven lessons that frequently checks for student understanding and keeps students engaged in the content.
- Integrates health and common core content into movement to enhance student comprehension at all levels.
- Physical activity is not used as a form of discipline.
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity.

Assessments

Observation	Portfolio
Participation	Performance Tasks
Rubrics	Conferencing
Growth over time	Peer Assessments

Shelby County Schools TN State Content Standards for Physical Education 7th

Standard 1.0 – Movement

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Essential Learnings:

- 1.A - demonstrate the ability to perform intermediate to proficient locomotor movements and non-locomotor movements, while using space awareness and body awareness.
- 1.B - demonstrate a mature form of locomotor skills
- 1.C – demonstrate a range and combination of non-locomotor skills to improve range of movement, flexibility, strength, and balance.
- 1.D – Understand and/or demonstrate how to move safely in general space.
- 1.E. – demonstrate concern for the safety of self, others, and physical surroundings.

Standard 3.0 – Physical Activity

A physically educated person participates regularly in physical activity.

Essential Learnings:

- 3.A - participate regularly in physical activity
- 3.B - participate regularly in a variety of non-structured and minimally organized physical activities outside the physical education class

Standard 5.0 – Personal and Social Responsibility

A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Essential Learnings:

- 5.A – identify and appreciate the difference and similarities in physical choice of others
- 5.B - cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity
- 5.C - treat others with respect during physical activity
- 5.D - resolve conflicts in socially acceptable ways
- 5.E - work independently and on-task
- 5.F – demonstrate sportsmanship

Standard 2.0 – Movement Concepts and Principle

A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Essential Learnings:

- 2.A - understand and demonstrate the concepts for moving with control in different directions
- 2.B – identify and/or apply movement patterns, levels, speed, force, and balance.
- 2.C- understand the relationship between skills and movement concepts
- 2.D – demonstrate the ability to perform intermediate to proficient manipulative skills using throwing (over/under), rolling, tossing, targeting, and catching using a variety of equipment.
- 2.E – implement various intermediate to proficient techniques for catching various thrown objects of different shapes and sizes.
- 2. F – Demonstrate proficient skills in kicking and striking for team and individual sports.

Standard 4.0 – Fitness

A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Essential Learnings:

- 4.A - engage in sustained physical activity that causes an increased heart rate
- 4.B – identify why stretching is important before and after physical activity
- 4.C – enjoy achievement of health enhancing levels of fitness

The complete State Standards, including the Student Performance Indicators (SPIs) can be found on pages N-N.

First and Third Quarter

Content/Skill/Topic	Literacy	Suggested Timeline
Rules, Procedures, Routines		1 week
Asthma		1 week
Fitness Test (Pre)		1 week
Individual Activity: Dance, Aerobics or Rhythms		2 weeks
Individual Sports: 1 st Unit		5 weeks
Team Activity: 1 st Unit		5 weeks
Teachers choice of standards based activities or extensions of individual, team, or lifetime activity unit		3 weeks

Second and Fourth Quarter

Content/Skill/Topic	Literacy	Suggested Timeline
Fitness Test (post)		1 week
Individual Activity: Dance, Aerobics or Rhythms		2 weeks
Individual Sports: 2 nd Unit		5 weeks
Team Activity: 2 nd Unit		5 weeks
Michigan Model		3 weeks
Teachers choice of standards based activities or extensions of individual, team, or lifetime activity unit		3 weeks

Timeline by Year

Topic	Suggested Timeframe
Rules/Procedures	1 week
Asthma	1 week
Fitness Test (Pre/Post)	1 weeks
Individual Activity: Dance, Aerobics or Rhythms	5 weeks
Individual Activity 1 st Unit	5 weeks
Team Activity: 1 st Unit	5 weeks
Michigan Model	3 weeks
Individual Activity 2 nd Unit	5 weeks
Team Activity: 2 nd Unit	5 weeks
Teacher's choice of standards-based activities or extension of Individual, team or lifetime activity unit	5 weeks

Essential Learning

Quarters 1 & 3

- Participates regularly in physical activity.
- Demonstrate the ability to perform intermediate to proficient locomotor movements and non-locomotor movements, while using space awareness and body awareness.
- Demonstrate a range and combination of non-locomotor skills to improve range of movement, flexibility, strength and balance.
- Understand and/or demonstrate how to move safely in general space.
- Demonstrate concern for the safety of self, others and physical surroundings.
- Demonstrate the ability to perform intermediate to proficient manipulative skills using throwing (over/under), rolling, tossing, targeting, and catching using a variety of equipment.
- Implement various intermediate to proficient techniques for catching various thrown objects of different shapes and sizes.
- Identify why stretching is important before and after physical activity.
- Understand and demonstrate the concepts for moving with control in different directions.
- Identify and/or apply movement patterns, levels, speed, force, and balance.
- Identify and appreciate the difference and similarities in physical choice of others.
- Demonstrate and understand cooperation.
- Resolve social conflicts in physical education.
- Demonstrate sportsmanship during physical education.
- Enjoy achievement of health enhancing levels of fitness.

Essential Learning

Quarters 2&4

- Discuss rules, indoor and outdoor safety procedures.
- Demonstrate proper techniques when striking an object on an intermediate to proficient level.
- Explain and/or demonstrate on intermediate to proficient level the strategy of striking to an open area while playing a game and use tactics to achieve this goal. (e.g., softball, baseball, Tball, paddleball, scooter hockey, etc.)
- Demonstrate on an intermediate to proficient level the proper technique for kicking a ball that is stationary, rolled or dropped. (e.g., soccer, punting a football, kickball, etc.)
- Demonstrate on an intermediate to proficient level the ability to kick a ball in the air and on the ground.
- Understand, identify, explain, and/or demonstrate proper intermediate to proficient level of striking techniques with accuracy and force.
- Understand, identify, explain, and/or demonstrate intermediate to proficient striking skills used in individual sports (e.g., Badminton, Tennis, Pickle Ball, Ping Pong, Golf, etc.)
- Understand, identify, explain, and/or demonstrate intermediate to proficient striking skills used in team sports (e.g., Baseball, Softball, Whiffle Ball Ping Pong, etc.)

- Identify, explain, and/or demonstrate on an intermediate to proficient level the procedure of kicking a stationary rolled or dropped ball.
- Identify and/or demonstrate on an intermediate to proficient skill level, the process of kicking a ball in the air and on the ground.
- Explain and/or identify on an intermediate to proficient level of accuracy, proper force, body alignment, and kick accurately.
- Identify and understand how to chase or flee from another person on and intermediate to proficient level.
- Demonstrate the ability to apply intermediate to proficient locomotor skills to tag various players using strategy, personal space, speed, boundaries, and safety of others. (e.g. non-elimination tagging games, elimination tagging games).

Guided Questions to Essential Learnings

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities/sports?
- How does your movement affect performance?
- How do you measure one's physical fitness?
- Why is physical fitness important?
- How do you maintain physical fitness?
- What are the characteristics of fair play?
- What role does cooperation play in physical activities/sports?
- How does physical education enhance social, mental, emotional, and physical well-being?
- What makes physical activity meaningful?

Physical Education Vocabulary Terms and Movement Concepts

Quarters -1 & 3

Ability, Achieve, Achievement, Active, Activity, Adrenaline, Aerobics Agile, Agility Athlete, Athletic, Athletics, Biking, Bounce, Champion, Cheater, Clumsy, Confident, Contort, Cooperation, Coordination, Cycle, Cyclist, Dash, Determined, Dumbbell, Endurance, Endure, Energetic, Exercise, Exhausted,

Quarters-2 & 4

Exhaustion, Feat, Flexibility, Flexible, Force, Goal, Grueling, Gymnasium, Heart, Immobility, Improve, Injure, Jog, Muscle, Obesity, Outstanding, Overcome, Pace, Pedal, Physical, Physical Education, Posture, Power, Practice, Prepare, Prevention, Program, Pulse, Quickly, Repetition, Roller-skate, Sprain, Spring, Sprint, Stamina, Strain, Strength, Strengthen, Strenuous, Stress, Technique, Tumble, Workout, & Yank Calisthenics, Kinetic, and Perspiration

Complete State Standards with Student Performance Indicators (SPIs)

Standard 1.0 - Movement

Grade Level Expectations (GLE): A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Checks for Understanding: *These are listed as bullet points in the Standards listed on the State Board of Education's website. SCS has assigned a number and letter to each bullet point for easier reference.*

The student will:

- Demonstrate locomotor, non-locomotor and manipulative skills
- Participate with skill in a variety of modified sports and game activities
- Apply skills and strategies in individual, dual, and team sports
- Demonstrate intermediate skills of adventure/outdoor education activities
- Develop and refine educational gymnastic sequences (e.g., stunts, tumbling, balance)
- Create and perform dance (e.g., aerobic, line, folk, social, artistic, square)
- Develop and perform rhythmic activities and movement sequences (e.g., aerobic movement, jump rope, jump bands)

State assessed Student Performance Indicators (SPIs)

- 1.1.1 skip, hop, jump, walk, run, gallop, slide, chase, flee, dodge, turn, twist, roll, balance, transfer weight, stretch, curl, throw, catch, kick, punt, dribble, volley, and strike with proper form
- 1.1.2 dribble a ball with proper form and control while moving
- 1.1.3 refine map reading skills in basic orienteering
- 1.1.4 demonstrate basic tumbling and balance skills
- 1.1.5 participate in teacher directed rhythmic and dance activities
- 1.2.1 utilize basic locomotor, non-locomotor and manipulative skills in game situations
- 1.2.2 dribble a ball while preventing an opponent from stealing the ball
- 1.2.3 use a map and/or compass in orienteering activities
- 1.2.4 perform a sequence combining basic tumbling and balance moves
- 1.2.5 create and perform a variety of dance and rhythmic movement sequences
- 1.3.1 proficiently utilize locomotor, non-locomotor and manipulative skills to participate in individual and group activities

- 1.3.2 participate in a game of basketball displaying proper skills and offensive/defensive strategies
- 1.3.3 design and follow an orienteering course
- 1.3.4 create and perform a floor routine using advanced tumbling, balance, and rhythmic skills
- 1.3.5 design and proficiently perform a dance and/or rhythmic routine

Standard 2.0 – Movement Concepts and Principles

Grade Level Expectation (GLE): A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Checks for Understanding: *These are listed as bullet points in the Standards listed on the State Board of Education's website. SCS has assigned a number and letter to each bullet point for easier reference.*

The student will:

- Identify principles of practice and conditioning that enhance movement performance
- Participate in goal-setting for improvement in individual and team activities
- Understand and apply offensive, defensive, and transition strategies in various activities
- Follow rules and procedures designed for safe participation
- Demonstrate the correct use of physical education equipment
- Understand and apply balance and weight transfer concepts
- Seek and apply information from a variety of sources to guide and improve performance

State assessed Student Performance Indicators (SPIs)

- 2.1.1 Demonstrate proper warm-up and cool down techniques
- 2.1.2 Understand the importance of goal setting
- 2.1.3 Understand some game tactics involved in playing tennis
- 2.1.4 Identify ready positions
- 2.1.5 Follow teacher-directed cues to improve the volleyball serve, pass, and spike
- 2.2.1 Identify reasons for using proper warm-up and cool down techniques
- 2.2.2 Set goals, plan, and implement the steps to achievement

- 2.2.3 Practice offensive, defensive, and transition strategies while playing tennis
- 2.2.4 Understand how ready position relates to balance and weight transfer in various activities
- 2.2.5 Utilize a peer checklist to evaluate the volleyball serve, pass, and spike
- 2.3.1 Apply proper warm-up and cool down techniques specific to the activity, game, or sport
- 2.3.2 Reflect and expand on set goals
- 2.3.3 Utilize various strategies to achieve success in a tennis contest
- 2.3.4 Successfully transition from the ready position into the execution of a skill
- 2.3.5 Observe and describe the characteristics that enable success in the serve, pass, and spike of a volleyball team.

Standard 3.0 – Physical Activity

Grade Level Expectations (GLE): A physically educated person participates regularly in physical activity.

Checks for Understanding: *These are listed as bullet points in the Standards listed on the State Board of Education's website. SCS has assigned a number and letter to each bullet point for easier reference.*

The student will:

- Understand the importance of daily physical activity
- Understand the daily requirements for physical activity
- Participate regularly in a variety of physical activities in both school and non-school settings
- Participate in lifelong physical activities (e.g. outdoor, leisure, fitness)
- Participate in individual, group, and/or family oriented physical activities
- Identify and utilize available community resources that promote an active lifestyle (e.g. community centers, YMCS, local gyms, parks)

State assessed Student Performance Indicators (SPIs)

- 3.1.1 List the benefits of daily physical activity
- 3.1.2 List the requirements for daily physical activity
- 3.1.3 Participate in a physical education class
- 3.1.4 Play soccer in physical education class
- 3.1.5 List community resources that promote an active lifestyle
- 3.2.1 Define the importance of daily physical activity
- 3.2.2 Fulfill the minimum requirements for daily physical activity
- 3.2.3 Participate in physical activity in and out of physical education class
- 3.2.4 Play soccer in and out of physical education class
- 3.2.5 Compare the programs of two or more community resources that promote active lifestyles
- 3.3.1 Develop a personal plan for daily physical activity
- 3.3.2 Exceeds the minimum requirements for daily physical activity
- 3.3.3 Participate in physical activity regularly (five or more times per week) in and outside of physical education class
- 3.3.4 Join a recreational or competitive soccer team
- 3.3.5 Regularly use a community resources as a part of an active lifestyle

Standard 4.0 – Fitness

Grade Level Expectation (GLE): A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Checks for Understanding: *These are listed as bullet points in the Standards listed on the State Board of Education's website. SCS has assigned a number and letter to each bullet point for easier reference.*

The student will:

- Explore and participate in a variety of health-related fitness activities
- Understand and apply basic principles of training (frequency, intensity, time, and type) to develop personal goals and improve physical fitness
- Participate in a personal fitness plan to enhance physical fitness (e.g. fitness logs, online journals)
- Understand the relationship and long-term benefits of physical fitness to body systems
- Demonstrate proper warm-up, conditioning, and cooling down techniques
- Participate in moderate to vigorous activity for a sustained period of time while maintaining a target heart rate
- Demonstrate activities to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory endurance, and body composition
- Evaluate and measure personal fitness levels (e.g. PRF, fitness testing, heart-rate monitoring)

State assessed Student Performance Indicators (SPIs)

- 4.1.1 participate in moderate to vigorous physical activity in the physical education setting
- 4.1.2 define the F.I.T.T. principle
- 4.1.3 complete a teacher-guided fitness log
- 4.1.4 discuss the value of appropriate warm-up, conditioning, and cool down in physical activity
- 4.1.5 find pulse and calculate target heart rate
- 4.1.6 understand the components of physical fitness
- 4.1.7 complete a formal physical fitness test
- 4.2.1 participate in moderate to vigorous physical activity in a variety of settings
- 4.2.2 incorporate the F.I.T.T. principle into physical activity
- 4.2.3 maintain a personal fitness log
- 4.2.4 engage in and discuss the techniques of proper warm-up, conditioning, and cool down in physical activity
- 4.2.5 work in target heart zone for a sustained period of time
- 4.2.6 incorporate the components of fitness into a personal fitness plan
- 4.2.7 satisfy the minimum requirements for each component of a formal fitness test

- 4.3.1 explore a variety of new physical activities for personal interest in and out of physical education settings (e.g. engages in out of school activities which enhance the quality of life as measured by health related and skill related fitness)
- 4.3.2 use the F.I.T.T. principle to improve personal fitness level
- 4.3.3. design an appropriate daily fitness plan to meet personal fitness goals
- 4.3.4. model the correct techniques for proper warm-up, conditioning, and cool down activities
- 4.3.5. work in target heart rate zone for a minimum of 20 minutes, three times per week
- 4.3.6. set personal goals for each fitness component to improve overall fitness
- 4.3.7. interpret the results of information generated by formal measures of physical fitness

Standard 5.0 – Personal and Social Responsibility

Grade Level Expectation (GLE): A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Checks for Understanding: *These are listed as bullet points in the Standards listed on the State Board of Education’s website. SCS has assigned a number and letter to each bullet point for easier reference.*

The student will:

- Understand that participating in games and sports can enhance social interaction
- Perform a variety of activities that promote social interaction and self-expression
- Work cooperatively within a group to achieve group goals in competitive and cooperative settings
- Cooperate with peers of a diverse population during physical activity
- Demonstrate the importance of team work, sportsmanship, and fair play
- Follow rules and procedures designed for safe participation
- Make appropriate decisions to resolve conflicts arising from the influence of peers

State assessed Student Performance Indicators (SPIs)

- 5.1.1 Identify the social benefits of participation
- 5.1.2 cooperate respectfully with peers of a diverse population
- 5.1.3 make responsible decisions when applying rules, procedures, and etiquette
- 5.1.4 recognize potential conflicts and means of prevention
- 5.2.1 engage in physical activity to achieve social interaction
- 5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings
- 5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions towards others

- 5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways
- 5.3.1 seek out peers in physical activity to achieve social interaction
- 5.3.2 willingly include others of a diverse population inside and outside the school environment
- 5.3.3 model good sportsmanship principles inside and outside of the school environment
- 5.3.4 resolve interpersonal conflicts with sensitivity to the rights and feelings of others

HOW CAN PHYSICAL EDUCATION SUPPORT THE NATIONAL LITERACY STRATEGY?

All pupils have an entitlement to the whole curriculum and the key to this is the development of competent language and literacy skills.

“Literacy unites the important skills of reading and writing. It also involves speaking and listening, which, although they are not separately identified in the Framework, are an essential part of it. Good oral work enhances pupils’ understanding of language in both oral and written forms and of the way language can be used to communicate. Thus the framework contributes substantially to the development of speaking and listening. It is also relevant to teaching across the whole National Curriculum” (The National Literacy Strategy – framework for teaching).

This is not about using precious PE time for ‘talking’ as a substitute for activity. Instead it seeks to raise awareness of the contribution PE can make to literacy through the teaching of physical skills and activities.

Of the four key aspects of literacy, their importance in PE lessons is:

LISTENING
SPEAKING

READING

WRITING

LISTENING “the ability to absorb, understand and respond to information” (dictionary definition).

Listening is key in PE for:

- safety
- to follow instructions – understand and respond to instructions
- to know what the task is – to understand the task and terminology used to
- express it
- to improve – to act on advise given
- to learn from others – ideas exchanged, team tactics, peer evaluation
- for self esteem and confidence
- for enjoyment

INSTRUCTIONS

SIMPLE – “stop” – “stand still” – “freeze”

COMPLEX – “stand up and run to the yellow line”

INSTRUCTIONS WHILE MOVING – warm-up activities build up listening skills – for example, students jogging in the space tell them to touch the floor, then go on jogging, touch the floor, clap above the head, three jumping jacks, go on jogging and so on likewise the “bean game”

EXPOSITION:

TEACHING A SKILL – the use of words and demonstration (teacher or pupil) in PE links listening skills and observation skills – one supports the other. In PE the two skills are inextricably linked – but words can add:

- the relative importance of constituent parts of a skill
- clarify order in which body parts move to perform skill
- emphasis of safety factors
- use of technical language
- answer questions

TEACHING POINTS:

TO ENHANCE PERFORMANCE: listen to and act upon a teaching point –words translated into a physical skill.

LISTENING TO PEERS: in a whole class, in a group, with a partner

- planning exchanging ideas
 making choices
 taking decisions

- evaluation evaluation of others' work
 constructive criticism
 offering advice

SUPPORTING LISTENING SKILLS:

- value listening skills – verbal praise
- positive recognition of those who listen carefully
- or the youngest children action and words together
- repeat instructions as activities are happening
- question to gauge listening skills/understanding of instructions
- observe pupils' activity – to see whether they have listened understood and acted upon advice given
- in children's evaluation ask them to include "was the task answered"
- have clear procedures and high expectations that pupils will listen to instructions and teaching points.

PLAYGROUNDS AND FIELDS

- have good procedures, be consistent in the use of whistle/voice (safety)
- call the children together for instruction and whole class teaching points – ensure the group is inclusive of all
- ensure the boundaries for activity are clear – lines, cones, discs
- when children are expected to listen – face them away from what is going on beyond the fence

- consider weather conditions:

cold vigorous activity – minimum of standing/ listening some instructions can be given in the classroom

windy voice is blown away – call the children together

sunny ensure the sun is not in children's eyes when they fact a demonstration/listening to instructions

hot span of concentration – use shaded area when children are required to listen to instructions/exposition

***SWIMMING POOL: (Community partners)**

- establish expectation, importance of listening in a pool before going to the pool (safety)
- have good procedures in accordance with the pool guidelines for gaining children's attention, b
- consistent in the use of whistle/voice
- speak, slowly and clearly – ensure children are facing teacher/instructor, repeat as necessary
- give each child individual feedback/praise at some point in the lesson – children will listen for it to be them

SPEAKING:“the act of expressing ideas in words; conversation, discussion” (

REPETITION:

- by pupils of –
- key points
- instructions
- new technical language

QUESTIONING: pupils given the opportunity –

- to ask questions – to seek clarification
- to pose questions – to extend knowledge/ understanding
- to answer questions – recall previous work, technical terms

PLAN, ORGANIZE AND ARRANGE:

- activities giving clear instructions to others e.g. setting out apparatus in gymnastics

EXPLORE AND DEVELOP:

- ideas with others – discussion, choice, decision, words into actions

EVALUATE:

- the work of self, partner, group, or class with increased use of technical terms

PROVIDING OPPORTUNITIES FOR SPEAKING:

- time to ask and answer questions
- encourage answers in sentences
- give pupils opportunities for planning together express ideas – set a time limit on it
- encourage discussion as ideas are tried out
- talk to groups as they plan – encourage each child to contribute
- time for appropriate evaluation – use of technical terms
- develop speaking and listening skills together
- a time for listening, a time for action and a time for speaking

WORDS:

In the literacy strategy there are lists of common words and specific phonics work for each key stage. The literacy strategy is prescriptive and sets out clearly what children should learn in each term. In order to support this work, words used in PE that correspond with this can be emphasised. The idea to be conveyed to the children is that literacy is part of every aspect of life.

RECEPTION:

- using words and emphasising initial consonants
- common activities such as high knee lifts, squat thrusts, side-arm saddle hop, cardiovascular, the students should see these words written in the classroom, in the hall
- *captions and labels* – labelling the apparatus
- *the alphabet* – a is for anatomy, b is for biceps, c is for calisthenics and so on adding words to the PE alphabet as they occur

KEY STAGE 1:**Quarter 1**

- words with vowel phonemes – bounce, throw, star (as in shape)
- common spelling patterns – sport, floor, crawl, caught
- compound words – headstand, handstand, cartwheel
- multi-syllabic words – partner, straddle, asymmetrical
- Common prefixes – unsteady
- words from other languages – quiet, somersault

Quarter 2 - part of the range of work is being familiar with signs, labels, captions, lists and instructions

- display common PE words, in the form of labels e.g. for apparatus, lists of equipment
- instructions verbal – listening well enough to follow instructions
- following written instructions for a simple game
- more complex vocabulary including technical PE words pupils using them through speech and writing – symmetrical, opponent, dribbling (with a ball)
- using descriptive words – squashy landing, resilient landing
- adding “ed” “ing” doubling the consonant or not e.g. running, jumping, travelling
- degrees e.g. high, higher, highest
- following teacher’s written instructions for a task, game or activity
- writing instructions for a game – so that others can follow them
- making collections of words that belong to the game or activity featured in the current unit of work

DANCE:

Dance has wonderful opportunities for imagery and figurative language, the use of rhyme and poetry. The latter are both an integral part of the literacy strategy across the year.

- action words – for instance – whirling, twirling, slithering all contain common letter
- combinations that children will be able to recognise and this will reinforce their learning.
- dances based on class stories or familiar books – use the pictures and the words
- children’s writing and poetry could be a starting point for a dance

Quarter 3

100 Most Common Misspelled Words A-M

A

- acceptable - Several words made the list because of the suffix pronounced -êbl but sometimes spelled -ible, sometimes -able. Just remember to accept any table offered to you and you will spell this word OK.
- accidentally - It is no accident that the test for adverbs on -ly is whether they come from an adjective on -al ("accidental" in this case). If so, the -al has to be in the spelling. No publical, then publicly.
- accommodate - Remember, this word is large enough to accommodate both a double "c" AND a double "m."
- acquire - Try to acquire the knowledge that this word and the next began with the prefix ad- but the [d] converts to [c] before [q].
- acquit - See the previous discussion.
- a lot - Two words! Hopefully, you won't have to allot a lot of time to this problem.
- amateur - Amateurs need not be mature: this word ends on the French suffix -eur (the equivalent of English -er).
- apparent - A parent need not be apparent but "apparent" must pay the rent, so remember this word always has the rent.
- argument - Let's not argue about the loss of this verb's silent [e] before the suffix -ment.
- atheist - Lord help you remember that this word comprises the prefix a- "not" + the "god" (also in the-ology) + -ist "one who believes."

B

- believe - You must believe that [i] usually comes before [e] except after [c] or when it is pronounced like "a" as "neighbor" and "weigh" or "e" as in "their" and "heir." Also take a look at "foreign" below. (The "i-before-e" rule has more exceptions than words it applies to.)
- bellwether - Often misspelled "bellweather." A wether is a gelded ram, chosen to lead the herd (thus his bell) due to the greater likelihood that he will remain at all times ahead of the ewes.

C

- calendar - This word has an [e] between two [a]s. The last vowel is [a].
- category - This word is not in a category with "catastrophe" even if it sounds like it: the middle letter is [e].
- cemetery - Don't let this one bury you: it ends on -ery nary an -ary in it. You already know it starts on [c], of course.
- changeable - The verb "change" keeps its [e] here to indicate that the [g] is soft, not hard. (That is also why "judgement" is the correct spelling of this word, no matter what anyone says.)
- collectible - Another -ible word. You just have to remember.

- column - Silent final [e] is commonplace in English but a silent final [n] is not uncommon, especially after [m].
- committed - If you are committed to correct spelling, you will remember that this word doubles its final [t] from "commit" to "committed."
- conscience - Don't let misspelling this word weigh on your conscience: [ch] spelled "sc" is unusual but legitimate.
- conscientious - Work on your spelling conscientiously and remember this word with [ch] spelled two different ways: "sc" and "ti." English spelling!
- conscious - Try to be conscious of the "sc" [ch] sound and all the vowels in this word's ending and i-o-u a note of congratulations.
- consensus - The census does not require a consensus, since they are not related.

D

- definite (ly) - This word definitely sounds as though it ends only on -it, but it carries a silent "e" everywhere it goes.
- discipline - A little discipline, spelled with the [s] and the [c] will get you to the correct spelling of this one.
- drunkenness - You would be surprised how many sober people omit one of the [n]s in this one.
- dumbbell - Even smart people forget one of the [b]s in this one. (So be careful who you call one when you write.)

E

- embarrass (ment) - This one won't embarrass you if you remember it is large enough for a double [r] AND a double [s].
- equipment - This word is misspelled "equiptment" 22,932 times on the web right now.
- exhilarate - Remembering that [h] when you spell this word will lift your spirits and if you remember both [a]s, it will be exhilarating!
- exceed - Remember that this one is -ceed, not -cede. (To exceed all expectations, master the spellings of this word, "precede" and "supersede" below.)
- existence - No word like this one spelled with an [a] is in existence. This word is a menage a quatre of one [i] with three [e]s.
- experience - Don't experience the same problem many have with "existence" above in this word: -ence

G

- gauge - You must learn to gauge the positioning of the [a] and [u] in this word. Remember, they are in alphabetical order (though not the [e]).
- grateful - You should be grateful to know that keeping "great" out of "grateful" is great.
- guarantee - This word is not spelled like "warranty" even though they are synonyms.

H

- harass - This word is too small for two double letters but don't let it harass you, just keep the [r]s down to one.
- height - English reaches the height (not heighth!) of absurdity when it spells "height" and "width" so differently.
- hierarchy - The i-before-e rule works here, so what is the problem?
- humorous - Humor us and spell this word "humorous": the [r] is so weak, it needs an [o] on both sides to hold it up.

I

- ignorance - Don't show your ignorance by spelling this word -ence!
- immediate - The immediate thing to remember is that this word has a prefix, in- "not" which becomes [m] before [m] (or [b] or [p]). "Not mediate" means direct which is why "immediately" means "directly."
- independent - Please be independent but not in your spelling of this word. It ends on -ent.
- indispensable - Knowing that this word ends on -able is indispensable to good writing.
- inoculate - This one sounds like a shot in the eye. One [n] the eye is enough.
- intelligence - Using two [l]s in this word and ending it on -ence rather than -ance are marks of . . . you guessed it.
- its/it's - The apostrophe marks a contraction of "it is." Something that belongs to it is "its."

J

- jewelry - Sure, sure, it is made by a jeweler but the last [e] in this case flees the scene like a jewel thief. However, if you prefer British spelling, remember to double the [l]: "jeweller," "jewellery."
- judgment - Traditionally, the word has been spelled judgment in all forms of the English language. However, the spelling judgement (with e added) largely replaced judgment in the United Kingdom in a non-legal context. In the context of the law, however, judgment is preferred. This spelling change contrasts with other similar spelling changes made in American English, which were rejected in the UK. In the US at least, judgment is still preferred and judgement is considered incorrect by many American style guides.

K

- kernel (colonel) - There is more than a kernel of truth in the claim that all the vowels in this word are [e]s. So why is the military rank (colonel) pronounced identically?

L

- leisure - Yet another violator of the i-before-e rule. You can be sure of the spelling of the last syllable but not of the pronunciation.
- liaison - Another French word throwing us an orthographical curve: a spare [i], just in case. That's an [s], too, that sounds like a [z].

- library - It may be as enjoyable as a berry patch but that isn't the way it is spelled. That first [r] should be pronounced, too.
- license - Where does English get the license to use both its letters for the sound [s] in one word?

M

- maintenance - The main tenants of this word are "main" and "tenance" even though it comes from the verb "maintain."
- maneuver - Man, the price you pay for borrowing from French is high. This one goes back to French main + oeuvre "hand-work," a spelling better retained in the British spelling, "manoeuvre."
- medieval - The medieval orthography of English even lays traps for you: everything about the MIDdle Ages is MEDieval or, as the British would write, mediaeval.
- memento - Why would something to remind of you of a moment be spelled "memento?" Well, it is.
- millennium - Here is another big word, large enough to hold two double consonants, double [l] and double [n].
- miniature - Since that [a] is seldom pronounced, it is seldom included in the spelling. This one is a "mini ature;" remember that.
- minuscule - Since something minuscule is smaller than a miniature, shouldn't they be spelled similarly? Less than cool, or "minus cule."
- mischievous - This mischievous word holds two traps: [i] before [e] and [o] before [u]. Four of the five vowels in English reside here.
- misspell - What is more embarrassing than to misspell the name of the problem? Just remember that it is mis + spell and that will spell you the worry about spelling "misspell."

Quarter 4

100 Most Common Misspelled Words N-W

N

- neighbor - The word "neighbor" invokes the silent "gh" as well as "ei" sounded as "a" rule. This is fraught with error potential. If you use British spelling, it will cost you another [u]: "neighbour."
- noticeable - The [e] is noticeably retained in this word to indicate the [c] is "soft," pronounced like [s]. Without the [e], it would be pronounced "hard," like [k], as in "applicable."

O

- occasionally - Writers occasionally tire of doubling so many consonants and omit one, usually one of the [l]s. Don't you ever do it.
- occurrence - Remember not only the occurrence of double double consonants in this word, but that the suffix is -ence, not -ance. No reason, just the English language keeping us on our toes.

P

- pastime - Since a pastime is something you do to pass the time, you would expect a double [s] here. Well, there is only one. The second [s] was slipped through the cracks in English orthography long ago.
- perseverance - All it takes is perseverance and you, too, can be a (near-) perfect speller. The suffix is -ance for no reason at all.
- personnel - Funny Story: The assistant Vice-President of Personnel notices that his superior, the VP himself, upon arriving at his desk in the morning opens a small, locked box, smiles, and locks it back again. Some years later when he advanced to that position (inheriting the key), he came to work early one morning to be assured of privacy. Expectantly, he opened the box. In it was a single piece of paper which said: "Two Ns, one L."
- playwright - Those who play right are right-players, not playwrights. Well, since they write plays, they should be "play-writes," wright right? Rong Wrong. Remember that a play writer in Old English was called a "play worker" and "wright" is from an old form of "work" (wrought iron, etc.)
- possession - Possession possesses more [s]s than a snake.
- precede - What follows, succeeds, so what goes before should, what? No, no, no, you are using logic. Nothing confuses English spelling more than common sense. "Succeed" but "precede." Precede combines the Latin words "pre" and "cedere" which means to go before.
- principal/principle - The spelling principle to remember here is that the school principal is a prince and a pal (despite appearances)--and the same applies to anything of foremost importance, such as a principal principle. A "principle" is a rule. (Thank you, Meghan Cope, for help on this one.)
- privilege - According to the pronunciation (not "pronunciation"!) of this word, that middle vowel could be anything. Remember: two [i]s + two [e]s in that order.
- pronunciation - Nouns often differ from the verbs they are derived from. This is one of those. In this case, the pronunciation is different, too, an important clue.
- publicly - Let me publicly declare the rule (again): if the adverb comes from an adjective ending on -al, you include that ending in the adverb; if not, as here, you don't.

Q

- questionnaire - The French doing it to us again. Double up on the [n]s in this word and don't forget the silent [e]. Maybe someday we will spell it the English way.

R

- receive/receipt - I hope you have received the message by now: [i] before [e] except after
- recommend - I would recommend you think of this word as the equivalent of commending all over again: re+commend. That would be recommendable.
- referred - Final consonants are often doubled before suffixes (remit: remitted, remitting). However, this rule applies only to accented syllables ending on [l] and [r], e.g. "rebelled," "referred" but "traveled," "buffered" and not containing a diphthong, e.g. "prevailed," "coiled."
- reference - Refer to the last mentioned word and also remember to add -ence to the end for the noun.

- relevant - The relevant factor here is that the word is not "revelant," "revelent," or even "relevent." [l] before [v] and the suffix -ant.
- restaurant - 'Ey, you! Remember, these two words when you spell "restaurant." They are in the middle of it.
- rhyme - Actually, "rime" was the correct spelling until 1650. After that, egg-heads began spelling it like "rhythm." Why? No rhyme nor reason other than to make it look like "rhythm."
- rhythm - This one was borrowed from Greek (and conveniently never returned) so it is spelled the way we spell words borrowed from Greek and conveniently never returned.

S

- schedule - If perfecting your spelling is on your schedule, remember the [sk] is spelled as in "school." (If you use British or Canadian pronunciation, why do you pronounce this word [shedyul] but "school," [skul]? That has always puzzled me.)
- separate - How do you separate the [e]s from the [a]s in this word? Simple: the [e]s surround the [a]s.
- sergeant - The [a] needed in both syllables of this word has been pushed to the back of the line. Remember that, and the fact that [e] is used in both syllables, and you can write your sergeant without fear of misspelling his rank.
- supersede - This word supersedes all others in perversity. This is the only English word based on this stem spelled -sede. Supersede combines the Latin words "super" and "sedere" which means to sit above.

T

- their/they're/there - They're all pronounced the same but spelled differently. Possessive is "their" and the contraction of "they are" is "they're." Everywhere else, it is "there."
- threshold - This one can push you over the threshold. It looks like a compound "thresh + hold" but it isn't. Two [h]s are enough.
- twelfth - Even if you omit the [f] in your pronunciation of this word (which you shouldn't do), it is retained in the spelling.
- tyranny - If you are still resisting the tyranny of English orthography at this point, you must face the problem of [y] inside this word, where it shouldn't be. The guy is a "tyrant" and his problem is "tyranny." (Don't forget to double up on the [n]s, too.)

U

- until - I will never stop harping on this until this word is spelled with an extra [l] for the last time!

V

- vacuum - If your head is not a vacuum, remember that the silent [e] on this one married the [u] and joined him inside the word where they are living happily ever since. Well, the evidence is suggestive but not conclusive. Anyway, spell this word with two [u]s and not like "volume."

WXYZ

- weather - Whether you like the weather or not, you have to write the [a] after the [e] when you spell it.
- weird - This word is an exception to the rule about [i] before [e] except after...? So, rules can be broken!

ELA Activities for Physical Education

Fact in Fiction writing tasks - An excellent task for PE theory. It is a task where students have to incorporate factual topics into fictional writing. Really challenges their writing skills and demonstrates a clear understanding of the topics. As a teacher you will have to write the opening few paragraphs of a fictional story and the students take over and finish it, incorporating the key points of whatever topic you are covering. The need to include a list of points and key words which all must be underlined.

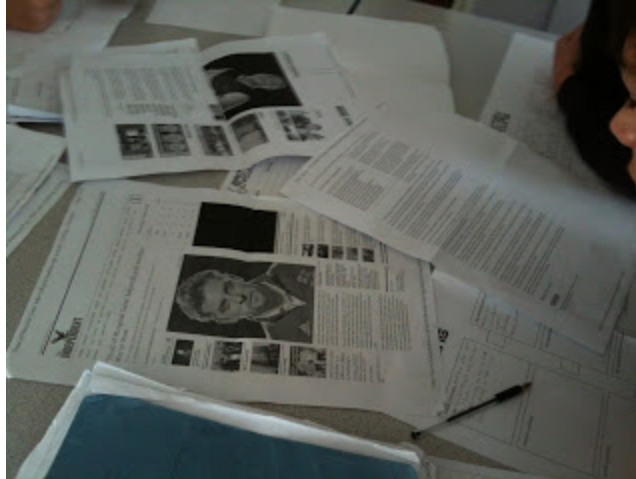
PEED/IDEA - We have also developed a 'PEED' (Point, Evidence, Explain, Develop) type strategy in our department called IDEA (Identify, Describe, Explain, Apply) which worked really well last year in the exam.

SOLO Taxonomy - SOLO to help students structure long answer questions (picking out a fact, giving the definition, linking it to an example and bringing in other topics/aspects - going from pre-structural to EA). Really links to the scenario and 8 mark questions in the AQA spec which students often find difficult to write. Paul McIntosh has a video example of this at A level
PE <http://mcintosh8.wordpress.com/2012/02/16/the-power-of-solo-taxonomy/>

Student speak - We also teach our Year 7's & 8's how to give effective feedback through Sport Education so they can verbally structure it. By teaching students how to give feedback to peers we are helping them how develop to use their verbal skills, choosing correct and specific terminology and thinking about how to give descriptions/instructions. I have attached the resource here:

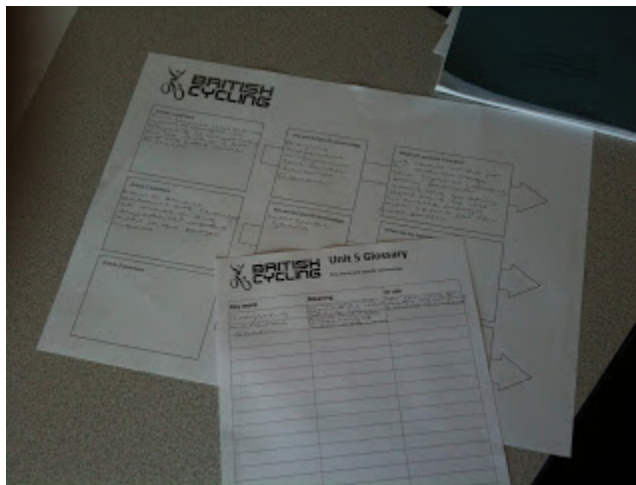
School sports newspaper - Happened a few years back. Lasted 5 editions. Had a team of sports reporters, writers and editors. The team went to fixtures, wrote reports and then published them in our paper. Printed copies were distributed to tutor groups and displayed outside the PE block and in the library. Cost and time meant it had to stop. Could this be a blog page now?

Key words/quotes - displayed around the department for students to develop terminology - increased exposure to these words can only help develop their use.



Articles - Using carefully selected articles in lessons which students can analyze and dissect. During our cycling project we have used a number of online ones where students read them, analyzed them and pulled out key information linked to the topic we were covering. These rich resources explained what we were learning in such a clear and detailed way and contextualized the content that we were learning <http://brookfieldcyclingproject.blogspot.co.uk/2012/12/developing-literacy-through-cycling.html>

Analysing articles - Here is a sheet I used with Yr 11 GCSE students when we read and analyzed 4 cycling articles:

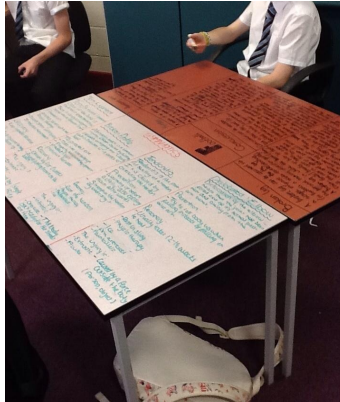


Unit glossary sheet - A simple sheet which students can transfer key terms, key words and specific terminology from any given topic:

Evernote - Using Evernote or similar voice note taking application to allow students to verbally explain written text, then share back with students to write up their explanation. Completes a cycle of thought process and gets students to improve initial draft.

Tagxedo - turns words - famous speeches, news articles, slogans and themes, even your love letters - into a visually stunning word cloud. Great for introducing new topics and keywords associated with it. Good to use in PE and Health to act as prompts when students working independently on topics.

Word Replacement - When getting students to describe things adopt the “forget the first word that comes into your head policy”, basically the student must forget the first word they think of and replace it with another word this exercise extends students vocabulary.



Desk Writing - Encourage students to write on desks using whiteboard markers (an engaging alternative to their books) Students will love it trust me and not want to put the pen down.

Seek N Spell - Fantastic application for android and apple that not only gets students active, but encourages and develops literacy skills as students run to collect virtual letters and spell different words for points, students become really competitive.

Media - Develop a school media team and have students run it. The blog our students run and update can be found at www.westfieldpedept.wordpress.com. Students are responsible for creating match reports and various articles and uploading them to the blog.

Audioboo application - This software allows students to create short & sharp podcasts to listen to as a quick revision of certain topics. Students create their own podcasts and broadcast them through the departments twitter site in lessons, this once again allows instantaneous listening to the work created within the lesson and provide instant feedback on the work. The podcasting is a great way to improve student literacy skills without them really knowing. The students really enjoy making the podcasts and have come up with some sensational work. Once the files are uploaded to twitter, they are there for everyone to listen to and refer too for extra help during assignments and exams etc....

Skimming & Scanning - Students are shown a piece of information that relates to the upcoming lesson for 8 seconds, it is then removed. This exercise encourages and develops students' ability to scan and skim pieces text.



Skype - Use Skype in lessons to aid revision of subjects. Set up Skype between classes and get students to ask the other classes questions through a live video feed to the other classroom. This can be further developed to skyping to another school. This enhances students' communication skills.

Explain Everything - is an easy-to-use design tool that lets you annotate, animate, and narrate explanations and presentations. GCSE students can use this software to create tutorials and display their knowledge on specific subject areas. By creating these, students have to carefully think of what to say, how to say it, what terminology to use and so on.

Explain Everything II - I use the above method to record student discussions in class for them to review later in their own time, it is expected that students make notes about the discussion after the lesson rather than during it to help with engagement in the discussion.

Literacy key words - Not very 'revolutionary' but this week when using an indoor facility, I have my objectives up, my success criteria, any techniques PLUS a designated section on the whiteboard with a minimum of 5 specific key words which they will learn/use in that practical lesson. Learners encouraged to use these whenever possible during peer/self assessment, reciprocal teaching etc.

Physical Literacy - A number of research articles into Physical Literacy, online (<http://www.physical-literacy.org.uk/index.php>)

Comic Life - Using Comic life on iPad for non-doers, take pictures of sessions and comment on students and what should be improved. Can then share these or use as displays.

Reading corner - We developed a literacy reading corner, with a section in our sports centre on some comfortable chairs and on the table we had sports magazines, books about different sports stars.

Newsletter - We also have our Sports College newsletter which we produce every half term for the students to read and designed by the students. We are now as a whole school developing literacy even further. This is through having one literacy and numeracy coordinator in each faculty area. This ensures the whole school is focusing on literacy.

Key Word Booklet - All key words for each department area will be collated in a whole school booklet which will be in each classroom and students can refer to.

Marking - When marking work teachers will circle under the spelling mistake (no highlighting or underlining) and students will put in the correct spelling. Provide a dictionary in each classroom to help with this lesson.

Focus Day – Good for make-up days. Students can write and present a broadcast on one Olympic story from this year. They then linked to Art and Drama with the performance.



News Display Boards - Having an 'articles' board in our Sports Hall entrance. The board is split into various topics from our GCSE course and each week we print off an article from a newspaper that relates to it, enlarge it, pull out key paragraphs/quotes and then have QR code links down the sides to similar articles online we have found. Trying to encourage reading with all years and also supports our GCSE from Year 7. I'm already tweeting articles out on my GCSE PE Twitter feed to my Year 11's. Matt

Pullen looked at this and developed this further by adding in augmented reality to bring words to life.

Simply record yourself talking through the article (or get students to do it). This then makes it accessible to students that struggle to read English but understand spoken English. Take photo of article in Aurasma, record voice on iPad or iPod using camera, link the two in Aurasma. Voila.

Literacy mats - We're going to create some mats which have things like generic PE key words, connectives, verbs etc. We'll use them predominantly in indoor lessons to help students verbalize their ideas and give feedback. Bigger versions of them will be printed off and displayed on our walls to refer to.

Sports Quotes stories - Provide students with a number of sports quotes. Students have to select one that inspires them and write a short story that ties in with the quote. You can use this to focus on grammar, use of connectives, sentence structures.... Add a limit to the story to maybe 50 words, 75 words or 100 words. Forces students to refine their writing and avoid waffle!

Verb progress mat –

Create a mat that has key verbs, their meanings and how they relate to pass, merit and distinction (it seems most of the same verbs are used in the pass criteria, merit criteria and dist criteria). The mat is designed to support at that level and show how to move onto the next level

Extended from idea above. Student news blog. Group of students write a blog post based on things going on around school. Share this with students and get students to comment on posts. Could be good for sharing positive things going on around school and also gives a student voice as they get to comment if they enjoyed things or how they could be improved. This will start of focusing on 4 areas, digital literacy and use of devices in the classroom, sports news, from match reports, inter house and general PE news, house news, what is happening around school and finally post 16, integrating post 16 life into the rest of the school.

Ebook - Create an ebook that contains all the keywords needed for each subject. These can then be simply shared with students to access when they need. Using iPads this is quite easy to do using book creator app. Within the ebook can be lots of links to other literacy ideas as well. This is now being started using word salad to create keyword pictures contained in one book, engaging and useful'.

Marking Policy - A literacy marking key which teachers use on students work. Simply add a symbol or code where there is a literacy mistake and students refer to the key to see what needs improving. Things on the key could be 'sp' for spelling, individual 'P', 'E', 'E', or 'D' for point, evidence ... which can be used in AQA scenario or long mark questions. Key can be on A4 and stuck in students books.

Literacy peer marking - When doing extended writing, swap work and get peers to mark for spelling, punctuation or grammar errors (content can be checked at same time or in second round of the peer review).

Voicethread - Use voicethread app to build students confidence in public speaking. Take a picture and get them to write about it, then record just voice talking about it, then video self talking about it, then hopefully have confidence to present live.

Critique and drafting - Getting students to create multiple drafts of work which has set dates when it will be critiqued. During this critique session, students use the rules 'Be kind, specific and helpful' and analyze the work. They then provide feedback and feedforward for the writer. The writer then acts on it. By drafting and critiquing work numerous times, students are constantly developing their literacy skills.



Get in some experts - As part of the Cycling project we got in journalists who gave a literacy master class. These experts gave valuable pointers for writing articles, speeches, persuasive arguments etc. The top tips they gave are summarized here.

Whole school literacy focus - Each nine-weeks the whole school can have a literacy focus. This could range from using capital letters correctly, using apostrophes, quotes, specific terminology and other SPAG points. Students could then self assess or look for these foci within their work to further reinforce it.

Sport specific literacy booklet - Have students fill out a literacy booklet which encourages them to use their relevant skills and learn specific terminology.

