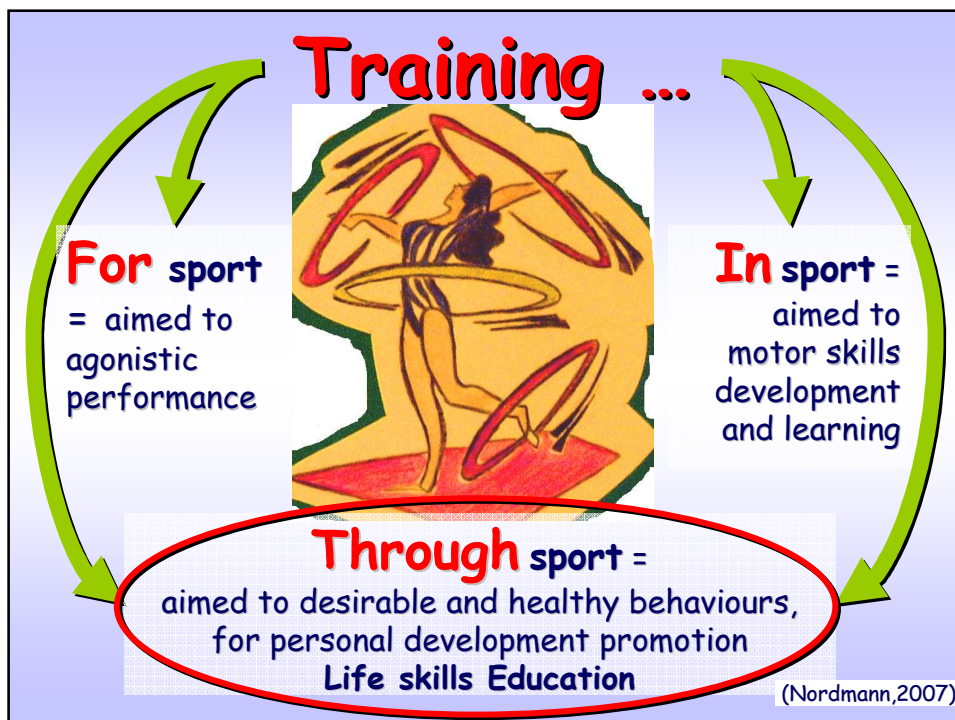


For a start ...

- **Schools, sport organizations, recreational contexts are settings ...**
 - ★ To privilege since they offer practical opportunities and are important in one's life
 - ★ Not to be neglected because of the risks connected to them
- **All schools, in practice, adopt some kind of abuse behaviour prevention ... but are they really effective?**
- **Physical Activity and Sport settings are not involved in a correct way for health promotion actions** (Priest, 2008)



What works effectively in Prevention (EBP)

- **Social Comprehensive Influence approach**
 - ★ Normative education
 - ★ **Skills education**
 - ★ Information giving ...
 - but it couldn't be the focus, since, in some experience ... there is a solid suspicion that some programmes can cause harm (Dukes, 1997; Hawthorne, 1996)
- **Interactive delivery methods**
- **Community, family and peer involvement**

Cuijpers, 2002

What is the evolution of Physical Education in the last years ...

- "In addition to ...
 - ... **motor skills, fitness and health education**
 - ... most European curricula have given increased importance to the development of
 - ... children's **life skills**, such as **self perceptions** and **socio-emotional skills**"
- "The **general focus in PE** is twofold
 - ★ Education **to** Physical Activity
 - ★ Education **via** Physical Activity"

(Liukkonen J, Vanden Auweele Y, Vereijken B, Alfermann D, Theodorakis Y, Ed. PSYCHOLOGY FOR PHYSICAL EDUCATORS. Human Kinetics, 2007)

Major Curriculum Goals in Europe for Physical Education

	Fitness, health and safety	Psycho-motor competence	Positive self-perception	Social development
Knowledge (cognition)	Know the principles that contribute to fitness as part of a healthy lifestyle.	Know the essential elements of efficient performance.	Have a working knowledge of how to improve self-esteem.	Know which behaviour is acceptable in the context of today's norms.
Skill (behaviours)	Demonstrate an acceptable level of endurance and fitness.	Demonstrate a variety of sport-specific skills and expressive movements.	Demonstrate self-esteem and intrinsic motivation in physical activities.	Demonstrate acceptable social and emotional behaviours in physical activities, sports and games.
Attitude (emotions)	Demonstrate an appreciation of the role of fitness as an element of a high quality of life.	Demonstrate an appreciation for efficient and creative movement in sports and games.	Demonstrate an appreciation for physical and emotional abilities and a desire to improve self-esteem.	Demonstrate respect and an appreciation for individual differences.


(Liukkonen J, Vanden Auweele Y, Vereijken B, Alfermann D, Theodorakis Y, Ed. **PSYCHOLOGY FOR PHYSICAL EDUCATORS**. Human Kinetics, 2007)

Life skills through Physical Education and Sport

- Many skills learned through physical activity and sport
 - ★ are **transferable** to other life domains
 - ★ are similar to life skills in the way they are learned, through **demonstration, modelling** and **practice**
- Exercise and sport are pervasive activities throughout our society
- It's maybe more effective to teach the life skills in a setting in which young enjoy to stay



(Hodge, 1999; Danish, 2002; Goudas, 2005; Papacharisis, 2005; Goudas, 2008)



Physical Education
Sport

Which Skills?

Motor, technical	Endurance, strength, balance, flexibility, dribbling, chest-pass, service, ...
Cognitive affective	Self-esteem, self-efficacy, assertiveness, self-awareness, creative thinking, positive thinking, empathy, moral orientation, ...
Behavioural	Performing under pressure, problem solving, meeting deadlines and/or challenges, goal setting, communicating, handling both success and failure, working with a team and with a system, accepting feedback and benefit from it, refusal skills, ...

Transfer



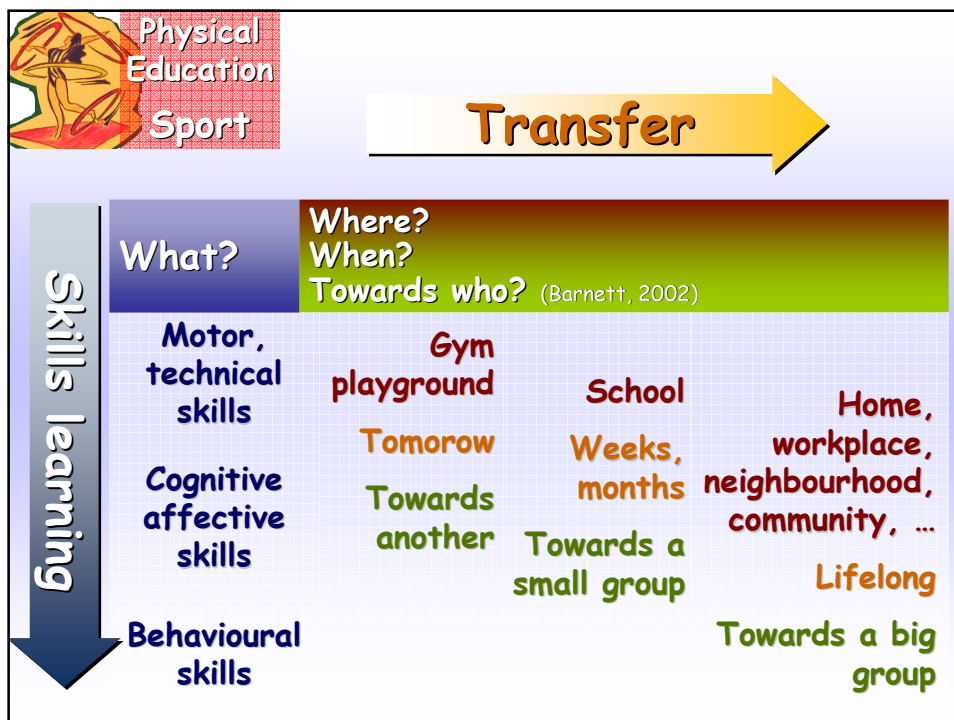
- Life skills enable us to succeed in the various environments that we live in
- They can work across environments
 - ★ Physical activity and sport are used as life 'metaphor' that focuses on the transfer of life skills from one life domain (e.g. sport) to another (e.g. school, family, career, etc.) (Hodge, 2009)

PA and Sport → School → Life
- The skills not automatically transferred
 - ★ We need to be aware: the teaching of skills must be accompanied by explanation of how and why those will be useful later in life and in other domains
 - ★ Adolescents must first believe that they have skills and qualities that have value in other setting (Danish, 2002)

Skills learning



- There are some examples of structured programs focused on life skills teaching through Physical Education and Sport
 - ★ GOAL (Danish, 1992; Goudas, 2006); SUPER (Danish, 2002; Goudas, 2008); Play it Smart (Petitpas, 2004); First Choice (Collingwood, 2000)
- These programs teach life skills within sport/physical setting, but they are not well integrated yet
 - ★ Life skills learning activities seem simply 'added' to the curriculum - training program ...
 - ★ The best method should be to integrate life skills education into motor skills learning by means of a specifically oriented teaching - coaching style ...



What can we do ... ?

Re-orienting
Teaching Style
and **Curricula**
in Physical Education
and Sport



Implementing
Structured Programs
based on Social Influence
in PE and Sport setting

Skills

What are the
components of the learning
and teaching process
that we can modulate?

A simple definition of **GOAL** is
"something of value to a person"



- To achieve a goal means recognizing ...
 - ... **where** one wants to go (performance goals)
 - ... **how** to get there (process goals)

Goals' contents

➤ Motor goals

- ★ Fitness
- ★ Technical

➤ Health goals

- ★ Daily physical activity
- ★ Dietary habits
- ★ ...

➤ Personal, social goals

- ★ Communication with parents, mates, teachers,
- ★ Taking part in a group or in a team
- ★ Sport enrollment and performances
- ★ School achievement
- ★ ...

Goals setting

- Each child should be able to reach her or his personal goals and derive satisfaction from doing so
- Successful and satisfying goal accomplishment such as this is regarded as a powerful mediator of psychosocial development

Goals setting in Sport and PA

- **Goals in sport are typically tangible, short-term and easily measured.**
 - ★ a better opportunity to see the value in goal setting and to experience success in setting and achieving goals
- **Goals in academic achievement, career or job skills are often less tangible, less clear-cut and typically longer-term**
 - ★ thus students tend to lose sight of their goal and fail to fully appreciate the worth of goal setting

Goals setting in Sport and PA

- **Sport, in contrast to physical activity, is inherently competitive in nature. It tends to reinforce**
 - ★ an ego-involved goal orientation
 - ★ other-referenced goal orientation
 - i.e. winning, beating others, social comparison
- **A task-involved, self-referenced goal orientation is a more adaptive goal focus for psychosocial development**
 - ★ i.e. performance, task-mastery, self-comparison

Goals setting in Sport and PA

➤ Sport, in contrast to physical activity, is inherently competitive in nature. It

Life skills interventions advocate the need for a "balance" of task and ego goals

➤ A task-involved, self-referenced goal orientation is a more adaptive goal focus for psychosocial development

★ i.e. performance, task-mastery, self-comparison

Goals' individualisation

➤ Set goals with students based on their needs and wishes

★ A student with high competence and high perception of his athletic performance will likely maintain his effort

★ a student who thinks that he/she may be humiliated in front of the others may give up trying

➤ This process aids both educator and students to succeed at what they choose to accomplish

Goal setting principles

- **Specific** rather than vague
- **Challenging** rather than easy
- **Controllable by the individual** rather than dependent on others
- **Measurable**
- **Self-determined** rather imposed
- At least **endorsed** by the person
- Set down in writing and announced to **"significant others"** (f.e. friend, parents, coach) to increase commitments

Goal Evaluation

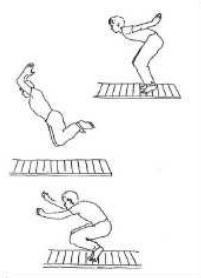
- **Evaluate Goals by means of objective methods and reliable-valid instruments**
 - ★ Performance measures or tests, meters
 - time and repetitions
 - ★ Questionnaires, diaries
- **Help students see daily improvement through their work**
 - ★ Avoid subjective and built trust judgments with students ...!

Motor Test

Fitness and Techical goals (from Moved Unplugged Program)



Cooper (6 min)



Standing broad jump

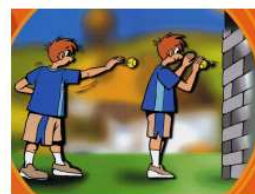


Sit and reach

Sit ups





Skipping



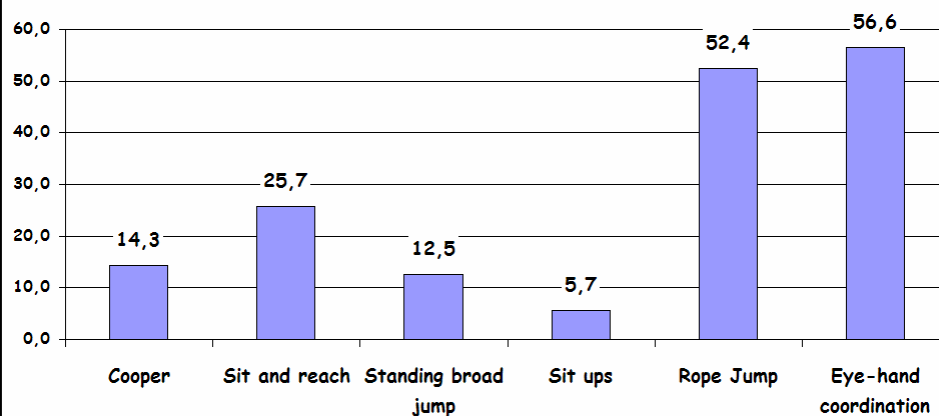
Eye-hand coordination

Goal setting follow-up sheet on Motor tests (Moved Unplugged Manual)

Motor Tests	Baseline measure Date ____ / ____ / ____		My goals	Action	Final measure Date ____ / ____ / ____	
	Score	Level (norms)			Score	Level (norms)
Cooper's Test (6 min) 	Meters in 6 min	<input type="checkbox"/> deboluccio <input type="checkbox"/> ci siamo quasi <input type="checkbox"/> va bene <input type="checkbox"/> bravo <input type="checkbox"/> molto bravo			Metri percorsi in 6 min	<input type="checkbox"/> deboluccio <input type="checkbox"/> ci siamo quasi <input type="checkbox"/> va bene <input type="checkbox"/> bravo <input type="checkbox"/> molto bravo
Sit and Reach 	Centimeters	<input type="checkbox"/> deboluccio <input type="checkbox"/> ci siamo quasi <input type="checkbox"/> va bene <input type="checkbox"/> bravo <input type="checkbox"/> molto bravo			Centimetri	<input type="checkbox"/> deboluccio <input type="checkbox"/> ci siamo quasi <input type="checkbox"/> va bene <input type="checkbox"/> bravo <input type="checkbox"/> molto bravo

Is each goal challenging ... ?

% of improvement Final vs Baseline
Average value in the class
(class 1 B - Tecnical Institute "E.Alessandrini" - Pescara ITALY)



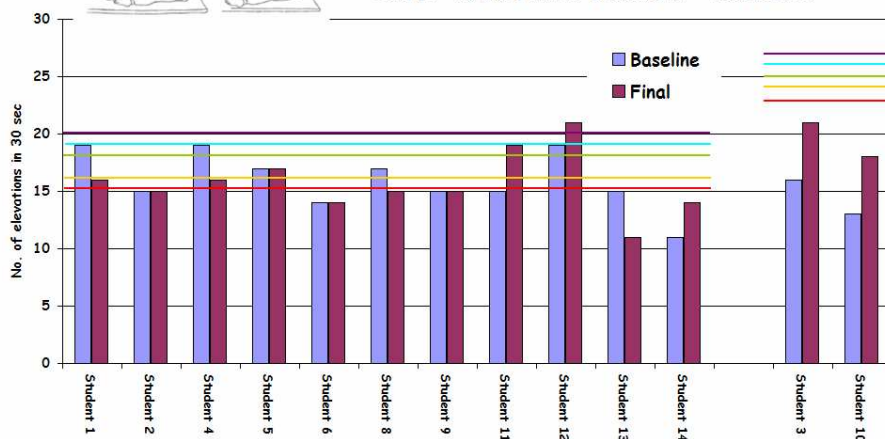
Is each motor goals measurable ... ?



SIT UPS

Baseline vs Final scores

Class 1 B - Tecnical Institute "E.Alessandrini" - Pescara ITALY

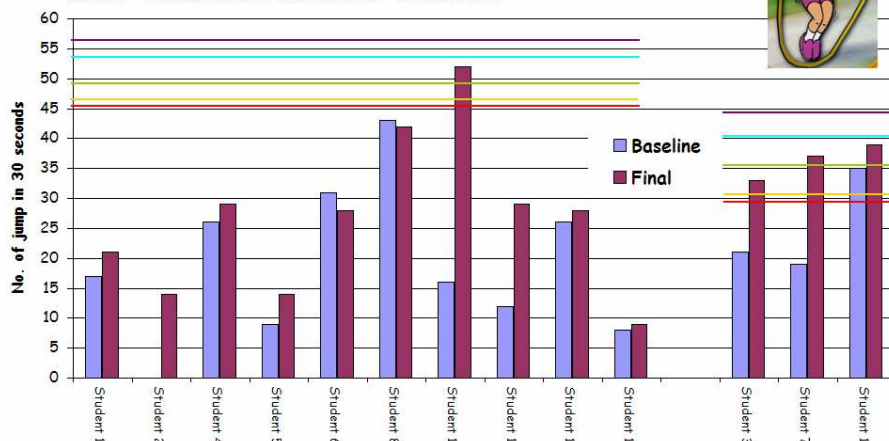


Is each motor goals measurable ... ?

SKIPPING

Baseline vs Final scores

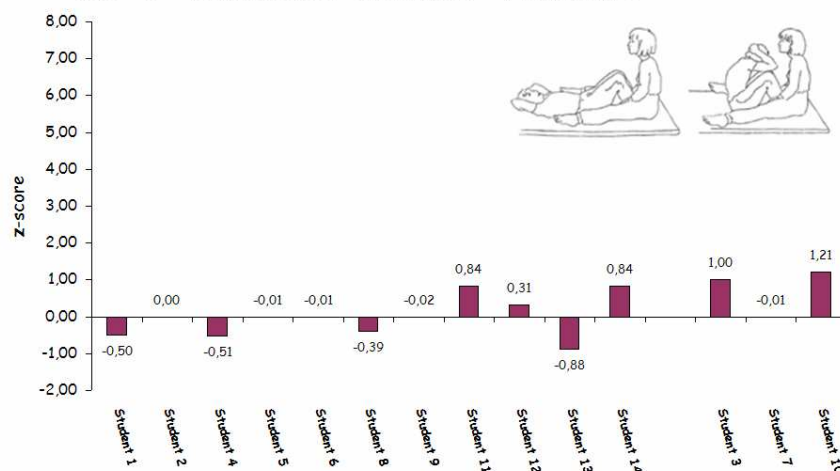
Class 1 B - Technical Institute "E.Alessandrini" - Pescara ITALY



Each motor goals is specific ...

SIT UPS vs all other tests: z-score of % improvement

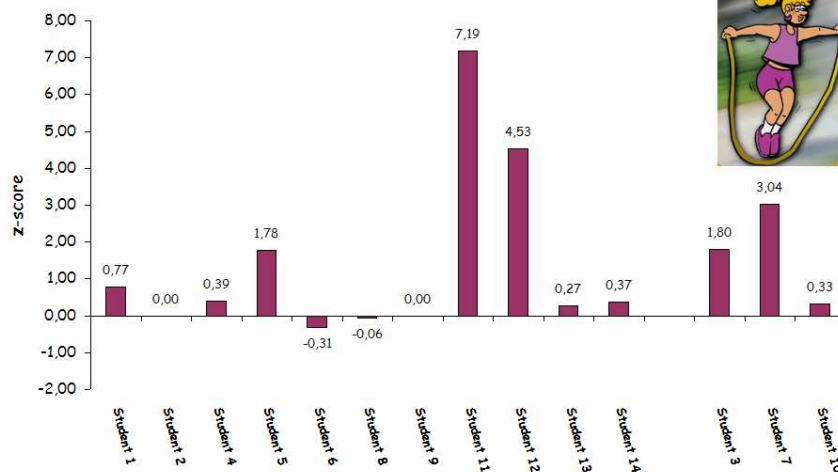
Class 1 B - Technical Institute "E.Alessandrini" - Pescara ITALY



Each motor goals is specific ...

SKIPPING vs all other tests: z-score of % improvement

Class 1 B - Technical Institute "E.Alessandrini" - Pescara ITALY



Scrivi il codice delle attività in questa colonna

Metti una sola "x" su ogni riga per segnare l'intensità di ciascuna attività

Lunedì / /

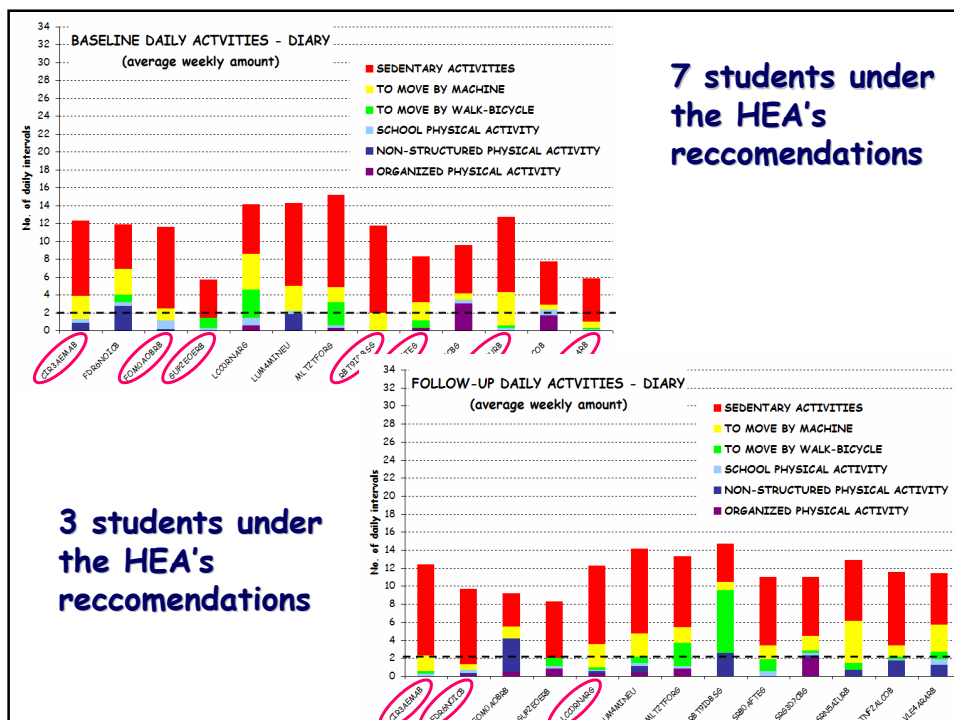
	Codice attività	Leggera	Moderata	Intensa	Molto intensa
Prima di andare a scuola	7:00-7:30				
	7:30-8:00				
	8:00-8:30				
	8:30-9:00				
	9:00-9:30				
A scuola	9:30-10:00				
	10:00-10:30				
	10:30-11:00				
	11:00-11:30				
	11:30-12:00				
	12:00-12:30				
	12:30-13:00				
	13:00-13:30				
Pranzo	13:30-14:00				
	14:00-14:30				
Pomeriggio	14:30-15:00				
	15:00-15:30				
	15:30-16:00				
	16:00-16:30				
	16:30-17:00				
	17:00-17:30				
	17:30-18:00				
	18:00-18:30				
	18:30-19:00				
	19:00-19:30				
	19:30-20:00				
	Cena	20:00-20:30			
20:30-21:00					
Sera	21:00-21:30				
	21:30-22:00				
	22:00-22:30				
	22:30-23:00				
	23:00-23:30				
	23:30-24:00				

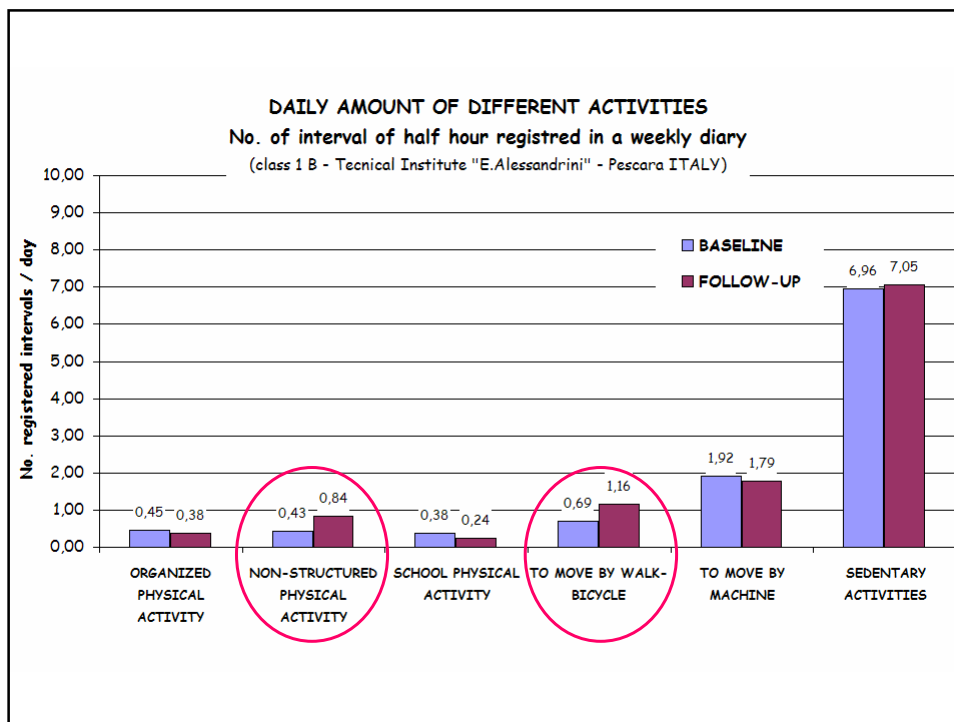
**Daily
Activity
Diary**

**Health
Goals**

Different kind of activities and intensities		Codici Attività																																																																																																																																	
Light - Slow breathing, little or no movement.		Attività Fisiche e Sport																																																																																																																																	
		<table border="1"> <thead> <tr> <th>Codice</th><th>Attività</th><th>Codice</th><th>Attività</th></tr> </thead> <tbody> <tr><td>1</td><td>Pasto</td><td>29</td><td>Aerobica/ danza aerobica</td></tr> <tr><td>2</td><td>Spuntino</td><td>30</td><td>Basket</td></tr> <tr><td>3</td><td>Lavoro (Es. lavoro part-time, baby-sitting, volontariato ecc.)</td><td>31</td><td>Ciclismo</td></tr> <tr><td>4</td><td>Facce domestiche (Es. passare l'aspirapolvere, spolverare, lavare i piatti; curare gli animali, ecc.)</td><td>32</td><td>Bowling</td></tr> <tr><td>5</td><td>Lavori in cortile (Es. tagliare l'erba; rastrellare)</td><td>33</td><td>Ginnastica ritmica (Es. antrezzerina, corpo libero)</td></tr> <tr><td>6</td><td>Andare in chiesa</td><td>34</td><td>Attività di supportera (Es. majoretta)</td></tr> <tr><td>7</td><td>Oziare, senza far nulla</td><td>35</td><td>Ballo (Es. alle feste, per passatempo)</td></tr> <tr><td>8</td><td>Fare i compiti</td><td>36</td><td>Danza (Es. balletto, jazz, moderno, tip tap)</td></tr> <tr><td>9</td><td>Ascoltare musica</td><td>37</td><td>Hockey su prato</td></tr> <tr><td>10</td><td>Accompagnare in una banda musicale, sbandieranti</td><td>38</td><td>Giocare a frisbee</td></tr> <tr><td>11</td><td>Lezione di musica / suonare uno strumento (specificare quale nella colonna)</td><td>39</td><td>Golf</td></tr> <tr><td>12</td><td>Giocare ai videogames / navigare in Internet</td><td>40</td><td>Ipica</td></tr> <tr><td>13</td><td>Leggere</td><td>41</td><td>Pattinaggio sul ghiaccio/a rotelle</td></tr> <tr><td>14</td><td>Fare shopping</td><td>42</td><td>Jogging/corsa</td></tr> <tr><td>15</td><td>Parlare al telefono</td><td>43</td><td>Karate / judo / arti marziali</td></tr> <tr><td>16</td><td>Guardare la tv o un film</td><td>44</td><td>Andare sui Rollerblade</td></tr> <tr><td>17</td><td>Spostarsi in macchina e bus</td><td>45</td><td>Andare sulla skateboard</td></tr> <tr><td>18</td><td>Spostarsi a piedi</td><td>46</td><td>Calcio</td></tr> <tr><td>19</td><td>Spostarsi in bicicletta</td><td>47</td><td>Softball / baseball</td></tr> <tr><td>20</td><td>Vestirsi</td><td>48</td><td>Attività con macchine per esercizi (Es. cyclette, simulatore per sci, step, tapis roulant)</td></tr> <tr><td>21</td><td>Prepararsi (Es. capelli, trucco, ecc.)</td><td>49</td><td>Hockey su strada</td></tr> <tr><td>22</td><td>Farsi la doccia/bagno</td><td>50</td><td>Nuoto, ginnastica in acqua</td></tr> <tr><td>23</td><td>Dormire</td><td>51</td><td>Tennis</td></tr> <tr><td>24</td><td>Gruppi di lavoro, attività studentesche (Es. assemblee, attività culturali pomeridiane, dopo scuola)</td><td>52</td><td>Pallavolo</td></tr> <tr><td>25</td><td>Ricreazione</td><td>53</td><td>Comminare (a passo svelto)</td></tr> <tr><td>26</td><td>Lezione di Educazione Fisica</td><td>54</td><td>Pesistica/circolo di allenamento</td></tr> <tr><td>27</td><td>Gruppo sportivo</td><td>55</td><td>Ginnastica</td></tr> <tr><td>28</td><td>Star seduti in classe per le lezioni</td><td>56</td><td>Kickboxing</td></tr> <tr><td></td><td></td><td>57</td><td>Atletica leggera</td></tr> <tr><td></td><td></td><td>58</td><td>Pedana elastica</td></tr> <tr><td></td><td></td><td>59</td><td>Altro (specificare)</td></tr> </tbody> </table>		Codice	Attività	Codice	Attività	1	Pasto	29	Aerobica/ danza aerobica	2	Spuntino	30	Basket	3	Lavoro (Es. lavoro part-time, baby-sitting, volontariato ecc.)	31	Ciclismo	4	Facce domestiche (Es. passare l'aspirapolvere, spolverare, lavare i piatti; 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High Vigorous - Hard breathing and quick movement.																																																																																																																																			

Disegni di Anna Tassinari

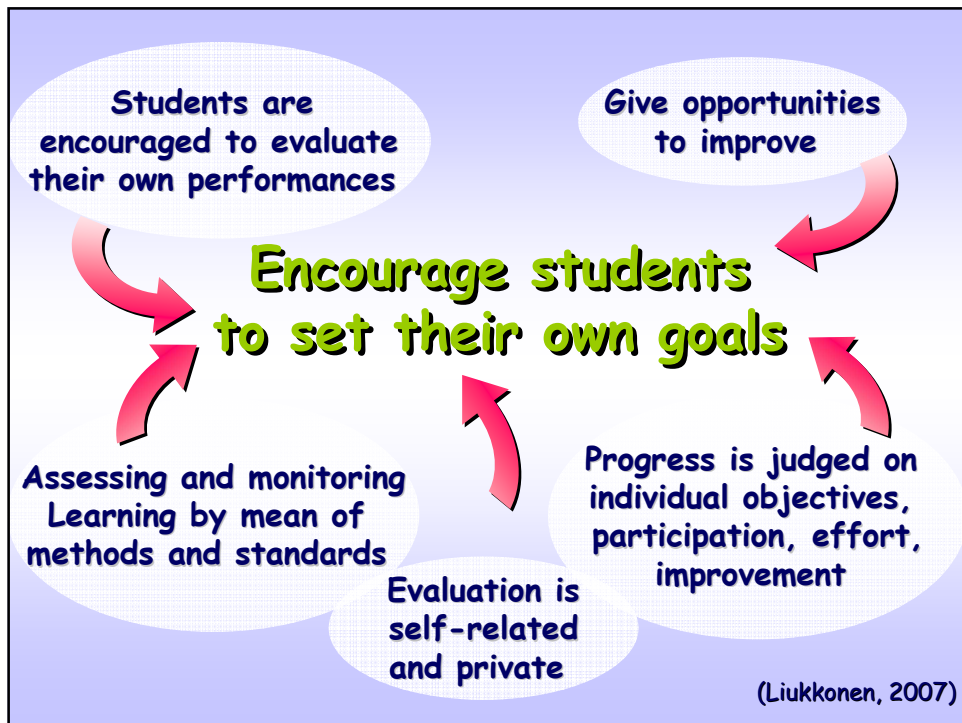




Corso di Formazione "Unplugged / Moved Unplugged"
L'Aquila, 31 gennaio - 9 febbraio 200

TABELLONE "COACHING FOR LIFE GOALS"

Physical Activity for performance Obiettivi motori tecnici		Physical Activity for Health Obiettivi motori per la salute	
Goals	ATTIVITÀ	Goals	ATTIVITÀ
1 Migliorare la resistenza e l'efficienza cardio-respiratoria Test di Cooper ridotto (6 minuti)	FARE DI CORSA IL GIRO DEL PRATICO X 6 VOLTE AL GIORNO X 3 VOLTE ALLA SETTIMANA SALIRE A PICCOLLE SCALE X 10 X 3 VOLTE LA SETTIMANA	Svolgere attività fisica di livello almeno moderato per un'ora al giorno	PORTARE IL CANE A FARE LA PIPA ALMENO ... PASSEGGIARE IN MONTAGNA O LUNGOMARE O AL LAGO
2 Migliorare la flessibilità Sit and Reach (Eurofit)	Stretching dopo il giorno stretching colonna: ogni giorno, galletta dorsale	Svolgere almeno due volte alla settimana attività fisica mirata al rafforzamento della forza muscolare, al miglioramento della flessibilità	FORZA sollevare oggetti pigiama pesante flessioni, braccia e addominali, gambe più elastiche
3 Aumentare la forza del retto addominale, dei pettorali e del quadricipite Addominali con la palla alla spalliera (Vantini n. 9)	• 40' minuti di esercizi di graduatoria Pallone: 30 secondi per 10 ripetizioni • 40' minuti di esercizi: ANCHE	Ridurre le attività sedentarie	• Partecipare alle giocate sportive • Fare un po' di lavoro di gruppo
4 Aumentare la forza degli arti inferiori e la coordinazione Standing broad jump (Eurofit)	• Saltare da terra da 1 a 10 cm • 10 salti da 10 cm a 10 cm • 10 salti da 10 cm a 10 cm	Svolgere attività motorie divertenti e socializzanti	• Gioco "Pommes" con palline colorate • Gioco "Pommes" con palline colorate • A caccia di micidiali: 10 minuti di gioco a coppie o a gruppi
5 Migliorare la coordinazione oculo-manuale; la rapidità e la precisione di lancio; la capacità di presa Test coordinazione oculo-manuale (Vantini n. 13)		Bilanciare l'apporto calorico rispetto al consumo energetico, evitando eccessi alimentari	
6 Migliorare la coordinazione braccia-gambe, la rapidità e la reattività degli arti inferiori Test della funicella (Vantini n. 3)		Aumentare il consumo di frutta e verdura e l'apporto di acqua	



Exploration vs Prescription

► Instructions

- ★ Inform about the rules of the game, give important feedback about performances, help to direct attention

► Self-practice (semi-structured instructions)

- ★ To get a feel for the ball, children need to handle it ...
- ★ To learn to balance, children need to engage in a multitude of balancing tasks ...
- ★ To learn to ride a bicycle, children need to mount one and try it ...

Exploration vs Prescription

Prescriptive teaching

- ★ Based on explicit knowledge about rules and instructions

Heuristic learning

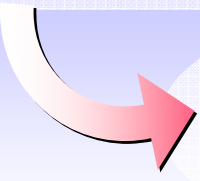
- ★ Based on exploration ... variation ... trial and errors ...
- ★ Discovery learning ...
- ★ Learning by doing



Exploration vs Prescription

Variability of solution

- ★ Movement patterns are influenced by **individual and environmental characteristics** different across persons and situations
- ★ They contribute to variability
 - between individuals
 - between repeated attempts within an individual



Performance can thus be considered an individual act of **problem solving**, different from moment and from person to person.

Exploration vs Prescription

► Repetition without repetition

- ★ to facilitate the individual act of problem solving ...
 - ... explore a variety of possible solutions and
 - ... vary the initial conditions when repeating the process
- ★ merely repeating the solution can be ineffective or even counterproductive



Exploration vs Prescription

➤ Example - Children learning how to bounce the ball ...

★ Give explorative instructions:

"... try to make as much noise as possible when bouncing ball" or
"bounce the ball as gently as you can"

★ Give an extra challenge of bouncing a ball in different ways and situations:

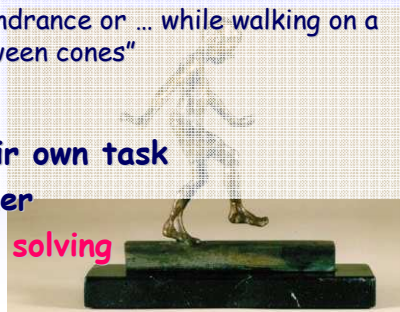
"... bounce the ball ... below a hindrance or ... while walking on a beam or ... while moving between cones"

➤ In this way the children

★ are more engaged with their own task

★ are not looking at each other

★ are experiencing ... **problem solving**



Repetition without repetition Examples

To overcome an obstacle



Tasks

1. To go beyond, passing:
 - ✓ over the table one first time
 - ✓ under the table
 - ✓ over the table one second time
2. To reach one mate placed far from the table

Simulated situation

Between my friend and me there is an obstacle (e.g. a quarrel) and I have to rejoin him

Repetition without repetition Examples

To overcome an obstacle

1. INDIVIDUAL SOLUTIONS



Solutions requested

1. To pass over / under / over the table more times, each time in different ways
2. To pass over / under / over the table *without lean the feet neither on the table nor on the ground*, each time in different ways
3. To pass over / under / over the table *without lean neither the feet nor the hands*, each time in different ways
4. To pass over / under / over *quickly, in a fixed time*

Repetition without repetition Examples

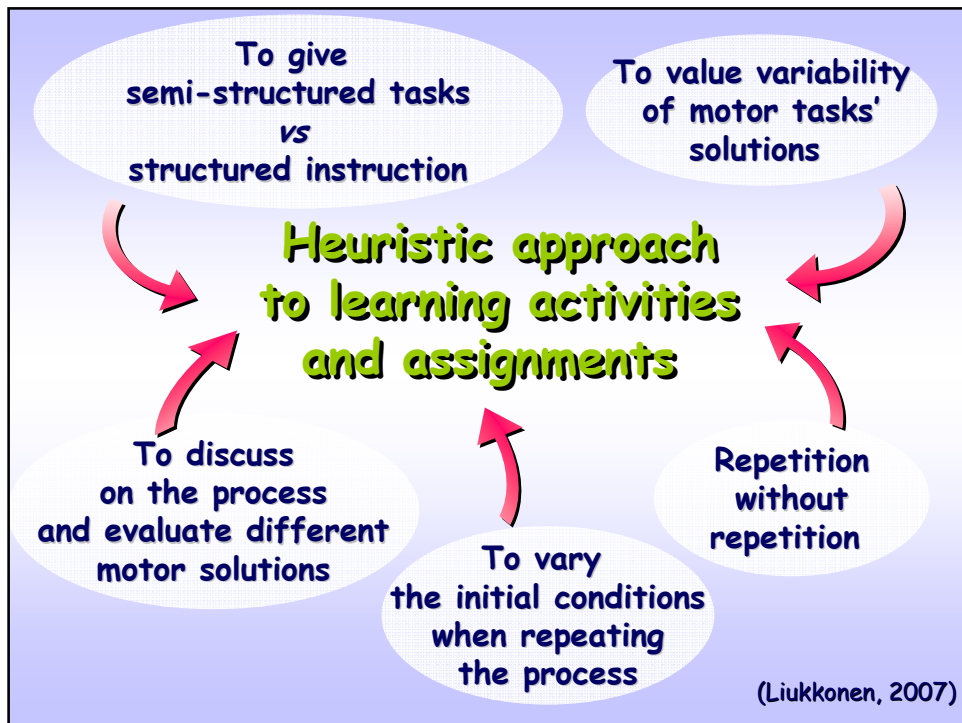
To overcome an obstacle

1. INDIVIDUAL SOLUTIONS



Interactive reflections ...

1. Often there is more than one solution to a problem
2. Different alternatives can have different levels of difficulties and different advantages and disadvantages which have to evaluate
3. If a temporal pressure exists, It is possible to choose almost always the same solutions and these can not be the better ... Thus, it could be useful sometimes to take time ...



Grouping students

- Cooperative learning
- Students work on individual tasks, in dyads or in small cooperative groups
- Grouping has to be flexible and heterogeneous
 - ★ No based on ability!

Cooperative learning

- The "reciprocal teaching style" (Mosston & Ashworth, 2002) is based on **pair work** in which
 - ★ one pupil is the "performer" while the other
 - monitors the performance of the task
 - give advice and demonstrates how to do it properly
 - corrects errors
 - offers psychological support
 - gives feedback
 - if needed ask the teacher for further advice
- ★ The teacher
 - is a facilitator for social cooperation and social skills
 - has to give very clear information about both roles at the beginning of the task

Cooperative learning

- The pupils don't choose their pairs themselves
 - ★ At the some point in the class, every pupil in paired with every other pupil
 - For example by changing pairs systematically after some weeks, such as every three or four weeks
- The reciprocal model can be used in many activities
 - ★ skating, volleyball, gymnastic, etc.
- Pupils can don't like having to work with every other pupil in the class in the beginning, but they will get used to it

Repetition without repetition Examples

To overcome an obstacle

2. COOPERATIVE SOLUTIONS



Solutions requested

1. The group has to help the performer (all people in turn) to pass over and under the table
2. To pass over / under / over the table *without touch the ground no way.*
Firstly the "helpers" will can touch both the table and the mate performer
Later they will can touch only the performer

Repetition without repetition Examples

To overcome an obstacle

2. COOPERATIVE SOLUTIONS



Interactive reflections ...

1. If the task goes to become more difficult, the others' support and cooperation could help us in a good way
2. Coming back to the simulated situation (obstacle between my friend and me), we can reflect the others could help us both directly in the situation ("touching the table") and indirectly only supporting us without involving them in the situation ("not touching the table")

Repetition without repetition Examples

To overcome an obstacle

3. DISTURBING ACTIONS



Solutions requested

1. Form 2 sub-groups, that will alternate in different tasks. While the first group is overcoming the table in the cooperation way, the second plays a disturbing role.
2. All the "disturbers" take place around the table and launch the ball above the table and the mates that are trying to carry out their task.
3. The disturbers will smash the ball (a sponge-ball ...!) towards the performer. The helpers will can protect or no their friend

Repetition without repetition Examples

To overcome an obstacle

3. DISTURBING ACTIONS



Interactive reflections ...

1. If the environmental conditions are adverse it is probable to choose the simplest and obvious solutions, that couldn't be the better.
2. The cooperation with others is useful both to find solution and to reduce the disturbing factors when that become more difficult.
3. The cooperation is more effective when the friend actively stop the strokes

Using the pieces of paper as 'floating blocks of wood', teams must work together to safely cross the 5 meter 'pond' without touching the floor.

PROBLEM SOLVING



A group of seven, all the components have to touch on the floor ... only two feet and three hands!!!

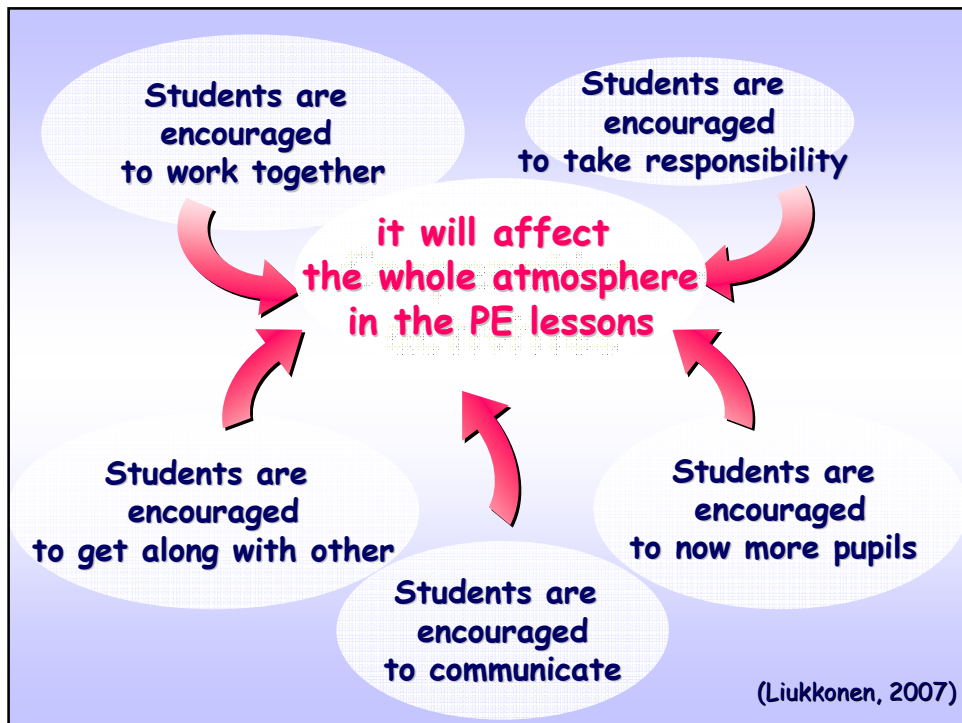
CREATIVE THINKING



Creative Thinking Problem Solving

How we can pass the barrier ... ?





Increase autonomy

► Increasing autonomy can be done by

- ★ giving the students opportunities to select from different alternatives and actions
 - offer two or more alternative warm-up options
 - ... e.g. ropes, running
- ★ developing drills and games by themselves
 - let students make teams, choose roles
 - ... e.g. who will be the goalkeeper or how many minutes one will play in defence
- ★ sharing organisational and managing tasks with the students
 - Discuss, choose and sign rules in the gym
 - ... e.g. to write a class' contract

Teaching styles and autonomy

Teacher-centred

- ★ Students follow teacher's orders
- ★ Students do not participate in the instructional process
- ★ Games and activities are controlled by the teacher
- ★ Students have no option to alter the games' rules or drills' parameters

AUTONOMY

Student-centred

- ★ Students have choices
- ★ Students have roles and responsibilities in the instructional process
- ★ Games and activities are controlled by the students
- ★ Students have the opportunity to modify the games' rules and drills' parameters to meet their own needs and capacities according to their understanding

AUTONOMY

Increase autonomy



Today, we want to warm-up
... like aeroplanes ...!

The responsibility comes with the increased autonomy ...

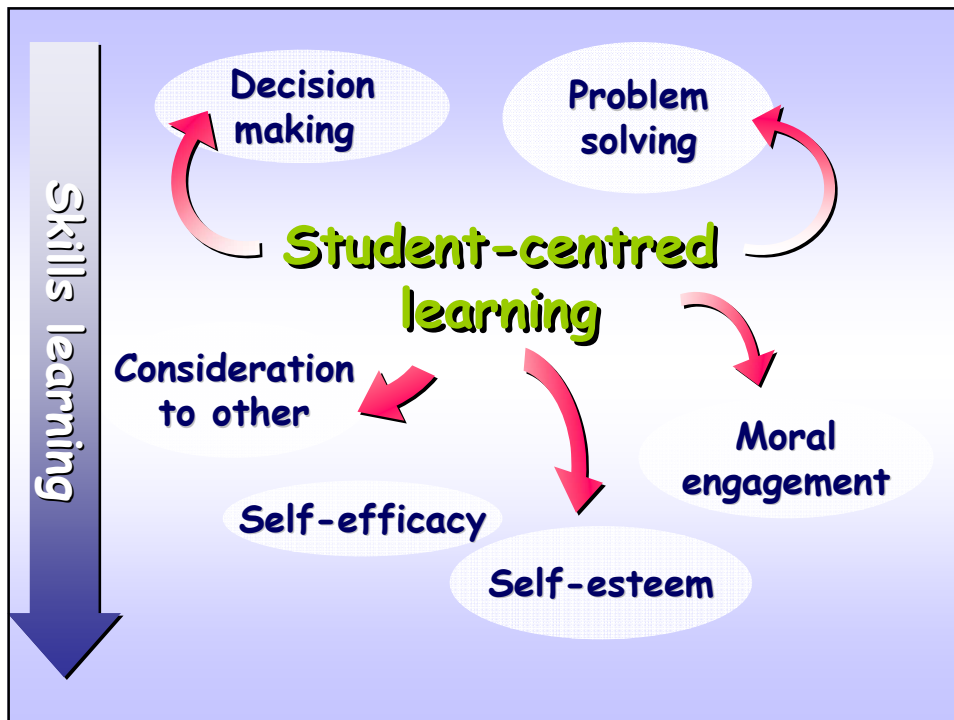
Rules in gym

- ★ We have to ...
 - to not speak when a mate is speaking
 - to foster each effort made by our mates
 - to respect the others' rights

to care the gym supplies
**Sign your PE
class contract**

Penalties

- ★ Breaking rules we'll ...
 - Be reproached
 - Be in time out
 - go to the headmaster
 - have a family note
 - ...



Climate and feed-back

➤ Feedback is vital for learning motor skills, and for establishing a positive learning climate ...

- ★ It should be given personally and not publicly
- ★ It should be self-referenced and not norm-referenced
- ★ It should be given using positive phrases
 - e.g. expressing positive feelings
- ★ Mistakes should be accepted as part of the learning process
- ★ Trying should be emphasised
- ★ It should be immediate

Climate and feed-back

► Positive Values ...

- ★ Everybody can learn
- ★ Everybody can improve
- ★ Everyone learns at his or her own pace
- ★ When someone is trying to learn, it is possible that he or she will make mistakes
- ★ Learning depends on your will and effort
- ★ Learning depends on how much time you are going to devote
- ★ Learning depends on how committed you are to learning goals

