

# My Personal Best (example) Healthy ME... 1 Self-belief

## Planning

Self-belief can be taught by...

- **Starter:** using an open warm-up so pupils can perform it in their **own way**; allowing each pupil to discover and show what they **can do**.
- **Main:** working individually, asking pupils to log their **starting point**; supporting pupils to use **personal goal-setting** to improve their **personal best**; giving pupils **time to practise**; revisiting and **reinforcing** skills.
- **Plenary:** finishing with the same or a similar challenge to the starter; asking pupils to focus on how much they have **improved personally** rather than comparing themselves to others; rewarding personal progress.

## Doing

Through, for example, TOP Sportsability – Volleyball: Keepy-Uppy

- **Starter:** ask pupils to keep a balloon in the air in any way they can for 10 seconds; ask them to take note (personally) of which number they got to; repeat a few times (adjust the time limit if necessary).
- **Main:** show a poster of different keepy-up challenges, e.g. either hand, right hand, left hand, soft ball, hard ball, stand still, move about etc.; ask pupils to practise a challenge and try to increase their personal score; working at their own pace, when they achieve a higher score five times, they try the next challenge; reinforce personal progress as they work.
- **Plenary:** revisit the starter activity; repeat a few times; ask pupils to compare their score this time to their original score; reward personal progress by asking them to select a sticker if they improved.

## Reviewing

Guide pupils' learning as they work by asking...

- What difference did it make when you practised?
- How did you know you were getting better?
- How did you feel when you improved?
- What will you do next time you think you can't do something?
- Why does self-belief help you – in PE, school and life?

**Use the learner card to share what self-belief is and why it is useful.**

## Celebrating

Focus feedback and recognition or rewards on...

- **Willingness to practise**
- **Personal improvement**

# My Personal Best (example) Healthy ME... 6 Self-discipline

## Planning

Self-discipline can be taught by...

- **Starter:** through a guided discovery process, involving pupils in **identifying risks** and agreeing a **code of conduct** for the activity.
- **Main:** working within groups, setting pupils a **problem-solving** challenge in which they take on **individual roles and responsibilities** but are working towards a group goal; providing opportunities for **independent and inter-dependent** learning.
- **Plenary:** referring back to the code of conduct, finishing with a **self-review** to identify positive behaviours and contributions to the task; asking pupils to set a **personal action plan** for improvement.

## Doing

Through, for example, TOP Sportsability – Elements: Earth – Games Circuits

- **Starter:** introduce the idea of a quest: a series of challenges to overcome to achieve a 'prize'; draw on examples from TV (e.g. Crystal Maze), films or books (e.g. The Hunger Games); explain your quest and its goal/ prize.
- **Main:** group pupils so they work outwith their usual friendships; set up a series of challenges (e.g. games circuit, problem-solving tasks, fitness tests etc.) over a series of lessons; teams earn 'tokens' to reflect their performance in each task which enable them to move on to the next challenge; make sure the tasks require inter-dependent working in teams.
- **Plenary:** provide team- and self-review opportunities at the end of each task/lesson that focus on team members' behaviours and contributions; provide bonus 'tokens' for positive/improved self-discipline.

## Reviewing

Guide pupils' learning as they work by asking...

- Which behaviours helped everyone to be safe and successful?
- How did your personal behaviour affect your team and the result?
- What was positive about your behaviour, and why?
- What could you change, and why?
- What have you learned that will help you next time?
- Why is it important to have self-discipline – in PE, school and life?

**Use the learner card to share what self-discipline is and why it is useful.**

## Celebrating

Focus feedback and recognition or rewards on...

- **Positive behaviours/behaviour changes**
- **Awareness of consequences of actions**
- **Accurate self-reflection and action planning**

# My Personal Best (example) Healthy ME...



## Planning

[Insert life skill] can be taught by... [add teaching and learning methods below]

- **Starter:**
- **Main:**
- **Plenary:**

## Reviewing

Guide pupils' learning as they work by asking...

- [add review questions and/or methods]
  
- What have you learned that will help you next time?
- Why is it important to have [this life skill] – in PE, school and life?

**Use the learner card to share what [this life skill] is and why it is useful.**

## Doing

Through [insert activity] [add activity-specific teaching and learning methods]

- **Starter:**
- **Main:**
- **Plenary:**

## Celebrating

Focus feedback and recognition or rewards on...

- [add areas for feedback/praise and/or reward methods]

# My Personal Best (example) Social ME... 3 Fairness

## Planning

Fairness can be taught by...

- **Starter:** **sorting groups** so pupils work with different peers; **modelling inclusion** by using an **open warm-up** and/or by using and sharing **STEP**.
- **Main:** using **non-traditional activities** so pupils have no prior experience or assumptions about skill; presenting tasks that require **multi-abilities**, not just physical/technical skills, to achieve them; involving pupils in **adapting activities** so they are inclusive; promoting equality and diversity.
- **Plenary:** focusing **self- and peer-reviews** on multi-abilities; involving pupils in creating **rewards/awards systems** that celebrate unusual or diverse achievements; having an **'inclusion champion'** award each lesson.

## Reviewing

Guide pupils' learning as they work by asking...

- How do you feel when others make assumptions about you?
- What should we do before we judge people?
- What did you do to make sure everyone was included?
- Why is treating everyone the same not always fair?
- Why does being fair help you – in PE, school and life?

**Use the learner card to share what fairness is and why it is useful.**

## Doing

Through, for example, TOP Sportsability – Inclusive Zone Basketball: Tag Zone

- **Starter:** place cones around the space; ask pupils to select a ball; as the music plays, pupils move around the space between cones 'carrying' the ball as they choose; when it stops, they stop beside a cone; for each round, ask pupils to find a new way to move and carry/propel the ball.
- **Main:** set up Tag Zone: a team of taggers moves in a zone across the court; players have to move from one end of the court to the other, trying to avoid being tagged; players and taggers can only move if they are dribbling the ball; introduce STEP and ask teams to modify the game so it is fairer and inclusive for all; trial the team variations in multiple games.
- **Plenary:** focus peer-reviews on inclusion; celebrate diversity, e.g. give team points for inclusive ideas, not just for most/quickest tags made.

## Celebrating

Focus feedback and recognition or rewards on...

- **Willingness to include others**
- **Readiness to have an open mind, e.g. not judgemental**

# My Personal Best (example) Social ME... 6 Communication

## Planning

Communication can be taught by...

- **Starter:** giving pupils the opportunity to **lead** a warm-up activity that involves giving and following **instructions**, not just demonstrating.
- **Main:** through **reciprocal teaching** and/or **peer-coaching**, giving pupils responsibility for supporting their peers to acquire and develop skills or tactics. Alternatively, using a **problem-solving** approach to challenges.
- **Plenary:** enabling pupils to **apply their learning** – and test their communication skills – by performing the skills and tactics in a **challenging context**, e.g. game, routine or task, which requires them to communicate effectively to succeed.

## Doing

Through, for example, TOP Sportsability – Cricket: Fill the Bucket

- **Starter:** ask a pupil to lead a direction-changing warm-up: pupils wait in the middle of a space, leader calls directions (either compass points or forwards/ backwards etc.); other pupils move in response; rotate leaders.
- **Main:** give one team member the Fill the Bucket instructions to explain to the rest of the team; ask teams to plan and practise how they will manage their rolling and retrieving relay so the team completes the task in the fastest time; ask teams to consider how their rollers and retrievers will communicate with each other to be as efficient (and safe) as possible.
- **Plenary:** play as a competition between teams or time each team to see if its second attempt beats its first; review teams' communication skills; share and celebrate diverse methods, e.g. non-verbal as well as verbal.

## Reviewing

Guide pupils' learning as they work by asking...

- How did you show that you were listening?
- How did you make sure your instructions were clear?
- How did you know others had understood and/or agreed?
- What did you do if you didn't understand something?
- What have you learned that will help you next time?
- Why is it important to communicate well – in PE, school and life?

**Use the learner card to share what good communication is and why it is useful.**

## Celebrating

Focus feedback and recognition or rewards on...

- **Ability to listen**
- **Ability to present/ explain**
- **Ability to check understanding: own and others'**

# My Personal Best (example) Social ME...



## Planning

[Insert life skill] can be taught by... [add teaching and learning methods below]

- **Starter:**
- **Main:**
- **Plenary:**

## Reviewing

Guide pupils' learning as they work by asking...

- [add review questions and/or methods]

- What have you learned that will help you next time?
- Why is it important to have [this life skill] – in PE, school and life?

**Use the learner card to share what [this life skill] is and why it is useful.**

## Doing

Through [insert activity] [add activity-specific teaching and learning methods]

- **Starter:**
- **Main:**
- **Plenary:**

## Celebrating

Focus feedback and recognition or rewards on...

- [add areas for feedback/praise and/or reward methods]

# My Personal Best (example) Thinking ME... 2 Imagination

## Planning

Imagination can be taught by...

- **Starter:** using **open warm-ups** that pupils can interpret in their own way; using warm-ups that aren't obviously connected to the main activity; setting a '**big task**' linked to a **pupil-designed goal or performance**.
- **Main:** providing challenges or tasks that allow pupils to **interpret the brief**; enabling pupils to **create their own activities**; allowing pupils to take on **specific roles**, e.g. choreographer, accompanist; providing **cross-curricular** learning opportunities.
- **Plenary:** **rewarding ideas** even if they don't succeed; involving pupils in **designing a rewards/award** scheme or **creating a celebration** event.

## Doing

Through, for example, TOP Sportsability – Bean Bag Games (Competitive 1)

- **Starter:** use Follow My Lead as a stimulus; working in pairs, pupils move around the space: A throws a bean bag, B tries to hit the bean bag with theirs; alternate roles; encourage pupils to try different types of throws.
- **Main:** working in small groups, ask pupils to create a bean bag game for their peers to play; provide a bank of equipment from which groups select items; encourage group members to take on different roles but ensure everyone contributes; provide one or more themes from other subjects to which groups must link, e.g. planets (science), castles (history), numbers (numeracy), letters (literacy) etc. to reinforce pupils' wider learning.
- **Plenary:** ask each group to run its game for the rest of the class (as a bean bag competition or festival); award medals for imaginative games.

## Reviewing

Guide pupils' learning as they work by asking...

- How else might you do that?
  - Where did your ideas come from?
  - If you were stuck for an idea, what did/could you do?
  - How did you feel when you had an idea you wanted to try/share?
  - Why does imagination help you – in PE, school and life?
- Use the learner card to share what imagination is and why it is useful.**

## Celebrating

Focus feedback and recognition or rewards on...

- **Variety of ideas and solutions**
- **Willingness to try without fear of failure**

# My Personal Best (example) Thinking ME... 5 Reflection

## Planning

Reflection can be taught by...

- **Starter:** building reflection into the **learning objectives** and sharing these with pupils, e.g. "We will be comparing different types of jumps".
- **Main:** working individually or in groups, asking pupils to **compare and contrast** different methods; using **reciprocal teaching** and **peer-coaching** so pupils analyse skills and tactics and give **feedback** to each other; providing **'time out'** within activities for pupils to consider the effects of their actions or decisions.
- **Plenary:** asking pupils to **self- or peer-review**; providing opportunities for pupils to be **'pundits'** and offer their post-performance reflections.

## Doing

Through, for example, TOP Sportsability – Athletics: Jumping – Step to It!

- **Starter:** use a story-based warm-up, e.g. going on an expedition; ask pupils to navigate imaginary hazards as they move around the space; include the need for explosive power, e.g. jump across a river, over a wall.
- **Main:** use Step to It! as a stimulus; in pairs, pupils take turns to be athlete and coach; athletes try different jumping (or pushing) techniques to cover the space in fewest 'jumps'; coaches keep score and observe; after round 1 they compare jumps to identify advantages and disadvantages of each; coach gives feedback; swap roles and repeat; revisit in round 2.
- **Plenary:** set up 'corners' for the main jumps (e.g. one foot, two feet, with arms, side step etc.); pupils 'vote' on effectiveness by moving to a corner; discuss why that selected jump technique was effective for those pupils.

## Reviewing

Guide pupils' learning as they work by asking...

- When did you stop and think about what you were doing?
- What did you need to think about?
- What might happen as a result of your actions?
- How did you seek and respond to feedback?
- What have you learned that will help you next time?
- Why is it important to reflect – in PE, school and life?

**Use the learner card to share what reflection is and why it is useful.**

## Celebrating

Focus feedback and recognition or rewards on...

- **Taking time to think, not just do**
- **Willingness to listen and respond to feedback**
- **Consideration of the effect of actions**

# My Personal Best (example) Thinking ME...



## Planning

[Insert life skill] can be taught by... [add teaching and learning methods below]

- **Starter:**
- **Main:**
- **Plenary:**

## Reviewing

Guide pupils' learning as they work by asking...

- [add review questions and/or methods]
- What have you learned that will help you next time?
- Why is it important to have [this life skill] – in PE, school and life?

**Use the learner card to share what [this life skill] is and why it is useful.**

## Doing

Through [insert activity] [add activity-specific teaching and learning methods]

- **Starter:**
- **Main:**
- **Plenary:**

## Celebrating

Focus feedback and recognition or rewards on...

- [add areas for feedback/praise and/or reward methods]