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| **Section 2: A New Model of PE** |
| *Listen to Students Voice p 62* | Strategy #1: Survey your class about what activities they enjoy and would like to try.Strategy #2: Challenge gender stereotypes.Strategy #3: Talk about the tremendous variety of physical activities and how different sports require different skills and body types.Strategy #4: When giving the class a choice of two or three activities, ask children to raise their hand after a countdown. |
| *Give Them Choice p 68* | Strategy #1: Look at the PE curriculum and the balance of team and individual activities.Strategy #2: Explore giving the children options in levels of difficulty.Strategy #3: Set up lots of small games or stations, all on a variation of the skill you are teaching, and let students choose which one they want to play.Strategy #4: Give children as much choice as possible in lessons. |
| *Make It Fun p 74* | Strategy #1: How can you allow children to have fun with their friends?Strategy #2: Experiment with fun and unusual equipment. What can you beg, borrow or steal to try?Strategy #3: Can you incorporate popular games or themes into your activities?Strategy #4: Give students the opportunity to adapt games by changing the rules, adding equipment or introducing gamification elements. |
| *Create a Safe Environment p 75* see also *Listen to Students’ Voices p 62*  | Ask students what makes them feel safe / unsafe in PE so you can better understand where they are coming from. |
| *Help Them Succeed p 83* | Strategy #1: Challenge language about children being ‘sporty’ or ‘non-sporty’.Strategy #2: Use STEP (Space, Task, Environment, People) to think in advance about how you could adapt your lessons. Strategy #3: Create teams that place students of similar ability levels together.Strategy #4: Have teams that are focused on competition and teams that are focused on enjoyment and participation to reduce the pressure on playing.Strategy #5: Make sure you spend enough time teaching fundamentalmovement skills.Strategy #6: Allow children to make choices about equipment, game set up and adaptations to the game.Strategy #7: Help students identify their success by asking them to reflect on one thing they did well or improved on in class. |
| *Ensure They Feel Valued p 88* | Strategy #1: Select teams randomly using numbers, houses, alphabetical order etc. Allow children with social communication difficulties and mental health needs to choose at least one person they want to work with in a group. Strategy #2: Don’t change teams or partners multiple times in a lesson as this increases stress. If possible, keep the same groups for the term. Strategy #3: Try jigsaw learning.Strategy #4: Keep teams small, as small teams have less complex social interactions and allow more opportunity to practise a skill. |
| *Changing for PE p 92*, see also *Tactile Processing Difficulties p 115* and *Swimming and Body Image p 239* | Strategy #1: Allow children to come to school in their PE kit on PE days.Strategy #2: Change the uniform to sportswear to encourage pupils to be more physically active throughout the day. Strategy #3: If Senior Leadership is adamant that children need to change into PE kit at school, don’t penalise children for forgetting their kit. Have some spare kit available in school or allow them to take part in their uniform. Strategy #4: Try to remove some of the pressure around changing. Acknowledge that it is difficult for many children, allow everyone extra time if you can, and provide privacy where possible.  |
| **Section 3: Sensory and Physical Difficulties** |
| *Smell Sensitivity**P 109*  | Strategy #1: If using the dining hall, try to air the room before PE lessons and keep windows open or, if possible, use a different venue (outside normally has fewer triggering smells).Strategy #2: Make sure any bins that may smell are emptied.Strategy #3: Ask cleaning staff if they can use fragrance-free cleaning products.Strategy #4: Avoid wearing perfume or aftershave if you have a student with smell sensitivity. |
| *Tactile Processing Difficulties**P 111* | Strategy #1: Talk with your class about personal space. If children need help to maintain an appropriate distance between peers, use coloured spots as markers for the whole class.Strategy #2: Give children the choice about touching wherever possible. Don’t insist on younger children holding hands to walk to community facilities or a different place in school. When working in pairs, let children choose how much contact they make with each other. Instead of holding hands, could they hold the ends of a baton or ribbon if they need to be connected?Strategy #3: Make touch as predictable as possible. Make sure children can see when they are being approached – don’t allow children to touch each other from behind. Put some rules around touch in gamesStrategy #4: Offer a range of textures where possible. Prepare them for different textures, e.g. this bat is rough, this ball is spiky.Strategy #5: Don’t insist on showers after swimming.Strategy #6: See if your school will allow students to come into school wearing PE kit.Strategy #7: Be aware that children who are under-sensitive to touch may require prompting to use the toilet or take off a jumper if they look hot. They may also be unintentionally rough with other children. |
| *Vestibular Processing Difficulties**P 117*  | Strategy #1: Be aware that some children may be very anxious about using equipment that involves heights. Encourage them to take part but offer support from an adult or peer.Strategy #2: Be aware that children who are over-responsive to vestibular input may find positions that involve working against gravity very uncomfortable.Strategy #3: Children can become over-excited if they have too much vestibular input. Limit how much circular movement is involved and moderate it with linear movements to calm and regulate. Keep movement structured. |
| *Auditory Sensitivity & Under Sensitivity**P 121*See also *Explaining the Game p 157* | Strategy #1: Avoid using whistles; instead, use signals like raising your hand or a countdown to gain attention, unless it is an emergency.Strategy #2: Provide a quiet space that children can retreat to if necessary.Strategy #3: Allow children to wear ear defenders.Strategy #4: Provide visual information like videos or pictures to reinforce verbal instructions.Strategy #5: Try to give instructions in a quiet place. If you can, when the children are engaged in an activity, go around and provide feedback to small groups.Strategy #6: Consider the music you use – the tempo and the volume. Calm music will help children relax whereas fast, loud music will alert them.Strategy #7: Consider the tone and volume of your voice. Talk in a low soft voice to calm students. Speak faster with a dynamic tone to alert students who are sluggish. |
| *Visual Sensitivity**P 125* | Strategy #1: Be mindful of lighting – turn off overhead florescent lights when possible.Strategy #2: Make any visuals you use as simple as possible. Can you produce these in black or white (which would also help colour-blind children)?Strategy #3:Minimise your own gestures and movements to ones that are meaningful.Strategy #4: Reduce clutter where possible and minimise the amount of patterns and clashing bright colours. Strategy #5: Be aware that direct sunlight can be uncomfortable and allow children to wear a hat/visor or sports sunglasses. |
| *Proprioception**P 127* | Strategy #1: Provide proprioceptive activities – specifically, heavy work, pressure, and resistance movement and activities. These are great to include as warm-up and cool-down activities to help students regulate.Strategy #2: Talk about the force needed for activities e.g., hit the golf ball hard; throw a ball gently to a nearby partner.Strategy #3: Practise exercises in front of a mirror for visual feedback.Strategy #4: Be aware that some children need to movement seek. Try to channel this instead of discipling children for it. Can these children be the ones to give out the equipment, for example?  |
| *Colour Vision Deficiency**P 131* | Strategy #1: Consider colour when choosing kit, equipment, line markings etc. Strategy #2: Think about the colours you use when writing on the board or in PowerPoint – both the colour of the pen and the background. A red-yellow-green poster will be hard for children who are colour blind to see. Try to use symbols as well to denote differences in tones of the same colour, e.g. light blue, dark blue. Strategy #3: In games where children have to run to a specific place, can you use shapes instead of colours as markers? |
| *Hypermobility and Fatigue P 135,* see also *Give Them Choice p 67,* | Strategy #1: Use circuits to enable children to set their own pace andintensity. You can offer easy, moderate and hard options so children pick the level that suits them.Strategy #2: Allow students to rest when needed.Strategy #3: Let children wear trainers instead of pumps as these offer more support.Strategy #4: Teach principles of joint protection so children don’t overextend their limbs when they are doing exercises.Strategy #5: Low impact activities are recommended, such as swimming, yoga, walking and cycling, as these put less stress on joints. |
| **Section 4: Communication and Interaction Demands** |
| *Predictability and Transitions**P 149,* | Strategy #1: Communicate to your class and parents about the content of the PE unit at the start of the term.Strategy #2: Think through what routines you already have and establish more if you need to. Plan how you will communicate these routines to your class.Strategy #3: Tell your class about any last-minute changes to the plan.Strategy #4: Reduce the number of transitions as far as possible.Strategy #5: Warn children of upcoming transitions, e.g. five minutes until we stop.Strategy #6: Have as much structure as possible to help transitionsbecome more predictable and automatic. Visual schedules can be helpful. Strategy #7: Use a few keywords instead of talking a lot e.g. ‘It’s time to change for PE’.Strategy #8: Try not to rush children, as this can make anxiety worse.Strategy #9: If students are playing in matches, they may need support during team talks or half time to know what to expect and what they should be doing. |
| *Explaining the Game**P 157,* see also *Auditory Sensitivity p 123,* and *Dyslexia p 200,*  | Strategy #1: Look online for brief video clips you can use to teach a skill.Strategy #2: Some children may want to watch this video more than once. For children who find it hard to follow verbal instructions, show them the video earlier in the day so they can re-watch it on iPads. You could also send video links home so children could prepare at home. |
| *Communication Styles**P 159,*  | Strategy #1: Be aware that neurodivergent children may be stimming, looking out of the window, or looking away from you. This doesn’t mean they aren’t paying attention.Strategy #2: Explicit teaching about verbal and non-verbal communication can be helpful. Try using videos or props to model. Have maps of the space / pitch when explaining communication between team members during a game.Strategy #3: Be aware of neuro-differences, e.g. don’t insist on eye contact.  |
| *ADHD and Communication P 167,* see also *Communication Difficulties p 169* and *Impulsivity p 222,* | Strategy #1: Get their attention by using their name.Strategy #2: Give them extra time to respond.Strategy #3: Pause and break language up into smaller sections.Strategy #4: Don’t discipline a child for interrupting or shouting out – a child with ADHD is not being naughty, they can’t help it. |
| *Communication Difficulties P 169,* see also *ADHD and Communication p 167* | Strategy #1: Name tagging – say the child’s name when you are talking, e.g. Karam and the butterfly team will bat first.Strategy #2: Talk explicitly about children being put into groups and being part of a group. Strategy #3: Represent teams visually, e.g. have photos of the children in the same team, or have a list of names, or a diagram.Strategy #4: Visually mark out different teams with sashes, bibs, etc. This can also help if a child quickly forgets which group they are in, even when they’ve been told.Strategy #5: Consider keeping the groups consistent rather thanchanging them around all the time. |
| *Different Rules P 171,* see *also Pathological Demand Avoidance p 229,*  | Strategy #1: Teach rules with visuals and phrase them positively e.g.instead of “Don’t climb the equipment until I give permission,” say“Wait until I tell you to climb.” Strategy #2: Be very clear if you are making an exception to the rule,and stress that this is a one-off occurrence.Strategy #3: Explain the reasoning for the rules. |
| **Section 5: Cognitive and Learning Demands** |
| *Developmental Coordination Disorder p 187,* see also *Sensory Processing chapters p 103-130, Yoga and Sensory Processing Difficulties p 139,**Dyslexia p 200,* and *Emotional Regulation p 216,*  | Strategy #1: Teach movements explicitly. Don’t expect children to watch a demonstration and know how to position themselves. Talkthrough all aspects of what they need to do. Give instructions for one body part at a time, e.g. “Your arm needs to swing like this, your feet need to move like this...” Encourage children to talk through their planning with another child.Strategy #2: Be explicit with feedback and help your class to evaluate what went wrong if the movement wasn’t successful e.g. if they didn’t catch the ball, ask them to think about what their eyes, hands, arms and feet were doing and if there are any things they can change to be more successful next time.Strategy #3: Don’t be afraid to repeat activities to help children master the skills.Strategy #4: Provide the ‘just right level of challenge’ so activities are achievable and children experience success. Strategy #5: Finding activities that children enjoy, will encourage their engagement. Provide a diverse range of movement opportunities and individual sports, as children with DCD may prefer them to team sports.  |
| *Dyslexia p 200,* see also *Developmental Coordination Disorder p 193,* and *Explaining the Game p 157,* and *Dance and Dyslexia*  *p 206* | Strategy #1: Always provide visual and verbal instructions. Keep instructions short and simple and don’t expect students to listen to instructions while performing. Repeat instructions and provide visual reminders of rules or techniques.Strategy #2: Allow more thinking and processing time.Strategy #3: Recognise the extra effort children are making.Strategy #4: Allow room in PE for creativity as this is a strength.Strategy #5: Provide a big picture overview at the start of teaching. This will help dyslexic children who find it easier to understand big picture concepts than details. |
| *Dyscalculia p 203* | Strategy #1: Children will struggle with mathematical language. Try and present numerical information in visual ways. As well as giving the score, state who has won a game.Strategy #2: To help children judge how long they have left on an activity, try to use visual timers, e.g. sand timers or a countdown clock.Strategy #3: If children have to follow a course, try to use visual cues instead of numbers to show them the direction e.g. start at the blue cone, then go to the yellow cone.Strategy #4: Be aware that children may struggle with fast-paced team games. Look for ways to slow the pace of the game. |
| *Dance & Dyslexia p 206,* see also *Dyslexia p 200* | Let children wear a marker on their body to indicate left or right, e.g. wrist band on left hand Try teaching the feet steps first and then add the upper body once they master the footworkTry using slower musicBreak down routines and practise them before putting them to musicUse images to help remember movements, e.g. opening a curtain to remember moving arms wide apart |
| **Section 6: Social, Emotional and Mental Health Demands** |
| *Emotional Regulation p 216,* see also *Alternative Ways to Participate p 233,* and *Sensory Processing chapters p 103-130,*  | Strategy #1: Begin each lesson with a quick emotional check-in for the entire class e.g. thumbs up or down / putting slip in a jar. Strategy #2: Provide a quiet space and give choice about levels of participation. Create a calm corner with sensory tools.Strategy #3: If this still isn’t enough to help them regulate, give them an ‘out’. Recognise that a child who is asking to leave a lesson may be trying to regulate. Strategy #4: Don’t discipline children by excluding them from opportunities to take part in sports, e.g. don’t ban them from playing for the school football team because of their behaviour in lessons. |
| *Impulsivity P 222,* see also *ADHD and communication difficulties p 169,* | Strategy #1: Limit how much waiting is required. Give instructions in the classroom where possible and have activities ready to start as soon as children enter the PE space e.g. practising target throwing, warm-up exercises at stations.Strategy #2: Reduce the need for queuing and turn-taking. Have circuits or several activity stations set up so children can alternate between activities.Strategy #3: Instead of having large groups where children need to wait their turn, work in pairs or small groups. For example, instead of having one game of football or badminton, set up lots of stations to practise the skills.Strategy #4: When children need to wait, try offering an activity to do whilst waiting, e.g. explaining something to a partner, jumping on the spot. |
| *Pathological Demand Avoidance – p229,* *see also Explaining the Game p 157* | Strategy #1: Give children as much control as possible. Try to be flexible about how children achieve the goal of the lesson. Giving children the opportunity to change and adapt the rules of the game will be very appealing to children with PDA, as it puts them in control. Strategy #2: Try to avoid directly saying no where possible. Some things to try instead are:• Validation e.g. “This seems really important to you.” “You really want to do this.”• Invite them into problem solving e.g. “How can we solve this problem?” • Share your reasoning and try to find a mutually agreed solution e.g. “You want to hit the ball really hard but I’m worried it’s going to hurt someone. Can you use a foam ball and then you can hit it really hard without hurting anyone?”Strategy #3: Try to depersonalise rules. Instead of it being about you saying no, say that school policy or the head teacher says you can’t. If all else fails, blame the police!Strategy #4: Many children don’t react positively to rewards or praise. Instead, try to ‘catch’ children doing something positive, and allow them extra time to do something they want to do.Strategy #5: Use materials and equipment to encourage independent learning. Set up stations with instruction posters and let children go at their own pace. You could also try leaving out some equipment, e.g. hoops, plastic hockey sticks and packing materials, and seeing what the children create.  |
| *Alternative Ways to Participate p 233* | Strategy #1: Offer a variety of roles to students who can’t engage physically with the lesson - – sports photographer, sports reporter, timekeeper, scorer, equipment monitor, explainer, debriefer. Prepare the equipment you may need in advance e.g. ipads, clipboards, pens, stopwatches.Strategy #2: Write a brief job description for each role. |
| *Swimming and Body Image p 239,*see also *Understanding the Challenges of Changing for PE p 92* and *Tactile Processing Difficulties p 116* | Strategy #1: Provide menstrual products and make it known that these are on offer. This helps girls who experience period poverty and girls whose periods have started when they don’t have any period products with them. Talk openly about periods to challenge stigma.Strategy #2: Give young people options and information about their participation in swimming during their periods.Strategy #3: Encourage all to wear shorts. Allow children and young people to cover up if they wish, or consider introducing different swimwear. Strategy #4: Don’t enforce showers. |
| **Section 7: Next Steps** |
| *Making Changes* *p 243,* see also *Where am I starting from p 19* | Pick one quick win.Repeat. Stack.Use visual cues. Reflect and get feedback.Find your allies. |