



# Introduction

This resource has been developed by two experienced PE teachers who have worked in a variety of different schools, teaching a range of diverse learners. The intention is to bridge the gap for PE teachers in the delivery of outstanding learning and teaching from the sports field to the classroom, an environment where initial training can sometimes fall short in fully preparing teachers for the demands of the modern PE profession. Whilst the strategies are clearly linked to the theoretical delivery of PE and Sport they can be used in any subject and will equip you with the tools to deliver fun, engaging lessons with a clear Assessment for Learning focus.

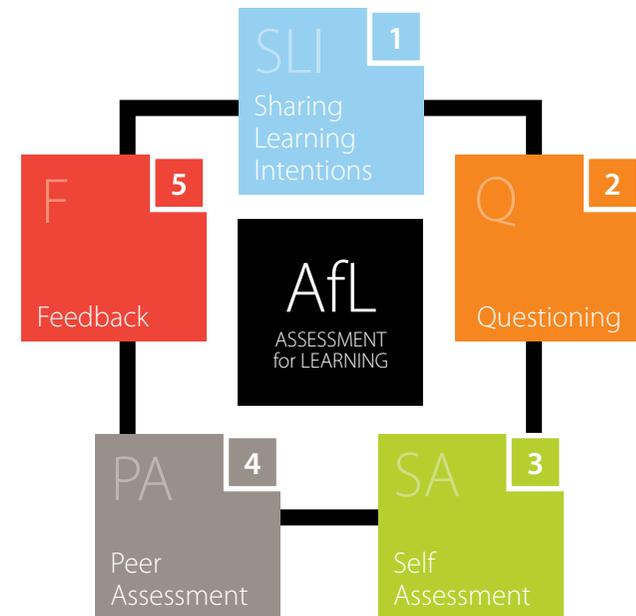
The toolkit consists of 50 strategies that can be used for starters, main activities or plenaries. They aim to: establish learning intentions; consolidate knowledge; deepen understanding; review learning; and provide constructive feedback to students.

## One simple idea...

*‘Using evidence of learning to adapt lessons in real time to meet students’ learning needs.’*

In order to achieve this, students need to be placed firmly at the centre of this process. If they can identify what they have learnt, how they will use it and what the next step in their learning is, progress and achievement should follow. If lessons are to be interesting for the students we need to inject some fun and a bit of healthy competition. Students who opt to study PE and Sport at KS4 and 5 are more often than not competitive by nature so harnessing this in a positive way will only make your life easier!

**This toolkit is built around five key areas:**



The vast majority of the strategies with their uses and variations cover more than one of the five key areas (highlighted in bold on the contents page). However, the resource has been split into the five sections outlined above to make it easier for you to locate the type of activity you would like to use (see contents page).

# Strategy Sheet

**A**  
THE PE AFL CLASSROOM TOOLKIT  
VOLLEYBALL

SEI **B**  
Q  
SA  
PA  
F

- RECALL FACTS AND KEY CONCEPTS
- USE SOURCES OF INFORMATION TO LOCATE INFORMATION
- PREPARATION FOR EXAMS/ASSESSMENT



**C RESOURCES**

- Text book or class notes
- A set of serve cards - The PE Toolkit [Resource G](#)



Examples

**D INSTRUCTIONS**

A set of serve cards are prepared by the students or the teacher (see Resource G for blank template). They must all have questions that are worth three marks, e.g. name three parts of the respiratory system. Students compete in teams of two. Team A serves by turning over a card for team B to return. To score a point team B has to provide all three answers to the question. In Volleyball a player cannot touch the ball twice, so in this game a player cannot provide two answers in a row. Therefore both players have to contribute in order to win the point. Team B then turns a card over for team A and so on and so forth. If there are any disagreements then the text book or class notes act as the referee. Play the first to a set number of points.

**E USES AND VARIATIONS**

If you have enough serve cards you can play a tournament, i.e. a ladder.

**F WORKS WELL WHEN TEACHING...**

- ✓ GCSE - Body systems and the effects of exercise
- ✓ BTEC First - Anatomy and Physiology for Sport
- ✓ A-Level - Any psychological topics/concepts
- ✓ BTEC National - The Physiology of Fitness - Responses to exercise and adaptations from training

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## A// Title

Wherever possible the strategies have a sporting theme. Key aims are outlined.

## B// Icons

Identifies which of the five key AfL areas it can apply to.

## C// Resources

Click on the link (underlined) to take you directly to The PE Toolkit resources. All templates are ready to use Microsoft Word and PowerPoint files for you to input information and questions relevant to your lesson(s). Other resources that you will have readily available in your school may also be required.

## D// Instructions

How you can incorporate the strategy into your lessons.

## E// Uses and Variations

Ideas on how to adapt the strategy to suit your learners.

## F// Works well when teaching...

Whilst the strategies can be used when teaching any subject or topic, where relevant there are suggestions of uses from GCSE PE, BTEC First Sport, A-Level PE and BTEC National Sport.

## Planning and Teaching...

All PE Toolkit resources are designed to save you time and this one is no different. There are suggestions for the use of simple, cheap and re-useable resources, indeed your school probably have them already, i.e. traffic light cards, foam dice, whiteboards and dry wipe pens etc. Certain strategies include fully editable templates i.e. blank question cards, number cards, score cards etc. All templates are ready to use Microsoft Word and PowerPoint files for you to input information and questions relevant to your lesson(s).

Once you've prepared the resources print/photocopy onto card, and laminate for use over and over again. Better still use your departmental assistant or reprographics staff to help you.

We all learn by making mistakes, encourage your students to be 'risk-takers', a little phrase we use with our classes: "*If you have all the right answers now, what is the point in you coming to school?*" Students need to be resilient and learn how to cope with failure if they are to develop as learners.

I'm sure we are all guilty at one time or another of not allowing students enough thinking time after we have asked them a question. Get into the habit of slowing down particularly when asking students to explain and justify.

Think about the terminology you use in your lessons. Students get the same diet of learning outcomes, plenaries and targets in almost every subject. Student voice we have carried out suggested that they get tired of hearing the same jargon all day. Be creative and try phrases such as; *focus for learning, success points, learning check, lesson achievements*. Make your own up to suit your classes. Celebrating achievement and setting learning goals for improvement is a great motivational tool

The PE AfL Classroom Toolkit is not resource heavy, it is about ideas. The best learning activities we have seen over the years require little or no resources. The power of asking the right type of questions at the right points in fun and enjoyable lessons is what makes outstanding learning and teaching.

**To get the most out of this resource you will need to:**

- **Embrace group work**
- **Take some risks**
- **Challenge yourself and your students**
- **Have a smile on your face!**

*Good luck...*

**Marcus and Tristan**

## Sharing Learning Intentions

Clarifying and sharing learning intentions and criteria for success



# THE PE AFL CLASSROOM TOOLKIT

## MATCH DAY TICKETS

- SETS THE SCENE FOR THE LESSON
- CONNECTS PREVIOUS LEARNING
- DECISION MAKING

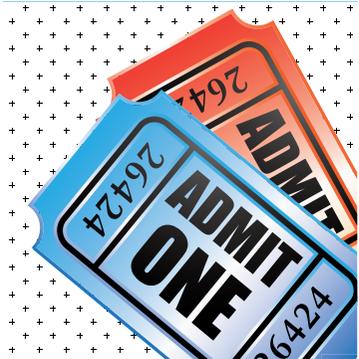
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### RESOURCES

- ❑ Student name cards (used for entry and exit questions)  
The PE Toolkit **Resource B**
- ❑ Two boxes, one for YES/AGREE and one for NO/DISAGREE

### INSTRUCTIONS

Ask either a thought provoking question about something recently taught that will connect the learning to the current lesson, or set a question related to a new topic such as; *“Developing elite athletes is more important than providing mass participation opportunities in sport?”* Ask the students to place their name card in the box that best represents their viewpoint. Ask some students to explain their decision. Deliver the lesson and ask the class to re-vote at the end explaining their answers, in particular those who have changed their minds.

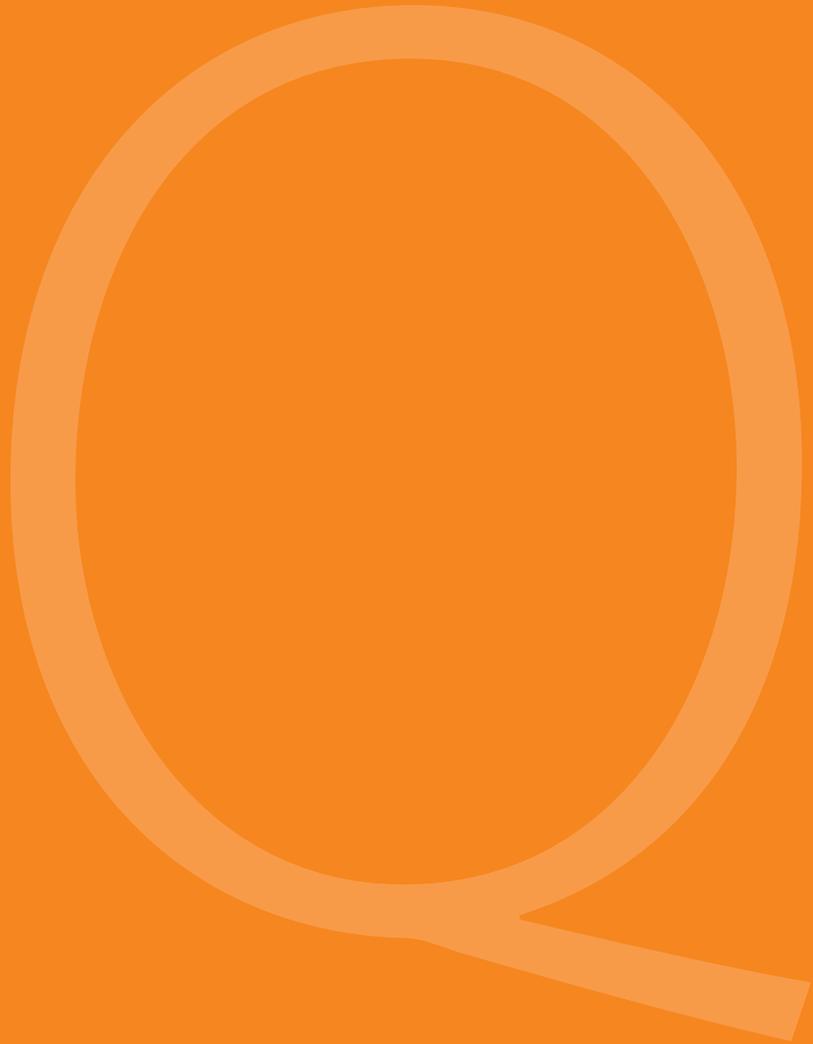
### USES AND VARIATIONS

This can be used with any subjective topic that can generate a debate. Setting the scene for learning when there is no real wrong or right answer stimulates deep thought and the development of an argument on topical issues in sport. In terms of exit questions you can simplify the process for time pressured lessons or topics with closed answers. Just get students to place their cards in the boxes and then check the answers afterwards to see who did or did not understand.

### WORKS WELL WHEN TEACHING...

- ✓ GCSE - Sports participation initiatives
- ✓ BTEC First - Sports Development - Impact of key issues on participation
- ✓ A-Level - Ergogenic aids and Performance Enhancing Drugs
- ✓ BTEC National - Current Issues in Sport - Commercialisation of Sport

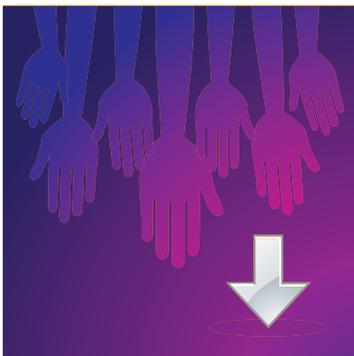
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## Questioning

Engineering  
effective classroom  
discussion,  
questions and  
games that elicit  
evidence of  
learning

- ESTABLISHES INDIVIDUAL KNOWLEDGE AND UNDERSTANDING
- SHARING THE QUESTIONING OUT WITHIN YOUR CLASSES



### RESOURCES

- None, just some good questions!

### INSTRUCTIONS

This is useful for spreading the questioning out around your classes and reducing the chances of a small number of students dominating the answers. It also provides an opportunity for less confident students to share their thoughts with the rest of the class. No student can answer a question if they have their hand up. Instead you target them by either saying their name and asking them a question, or asking the question first and then choosing a student. If they get it right they earn points, rewards or prizes as appropriate for your class.

### USES AND VARIATIONS

If you teach with predominantly hands-up (as most of us do), this may take a little time for your classes to get used to. If you are consistent the students soon become conditioned to it. You can also target certain students with certain questions to build confidence. We all learn by making mistakes, encourage your students to be 'risk-takers', a little phrase I use with my classes: *"If you have all the right answers now, what is the point in you coming to school?"* Students need to be resilient and learn how to cope with failure if they are to develop as learners.

### WORKS WELL WHEN TEACHING...

- ✓ GCSE - All topic areas
- ✓ BTEC First - All topic areas
- ✓ A-Level - All topic areas
- ✓ BTEC National - All topic areas

# THE PE AfL CLASSROOM TOOLKIT

## CAN YOU CATCH?

- REVIEWS LEARNING
- CONSOLIDATE KNOWLEDGE
- DEVELOP QUESTIONING TECHNIQUES

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### RESOURCES

- Sponge ball or bean bag

### INSTRUCTIONS

Similar to Classroom Tennis except the ball/bean bag is thrown randomly around the classroom. Whoever catches it has to answer a question. If they answer correctly they get to throw the ball/bean bag to another student. Using it to teach sequences of events helps to keep the rest of the class on their toes and think logically, i.e. the mechanics of breathing.

### USES AND VARIATIONS

You can decide who asks the questions. It promotes more enjoyment and deeper thinking if the students ask the questions. Your role is to facilitate the activity. This also works well with 'chatty' classes as you can apply a rule where the only person who can speak is the person who is holding the ball/bean bag.

### WORKS WELL WHEN TEACHING...

- ✓ GCSE - Respiratory System - The pathway of air through the respiratory system
- ✓ BTEC First - Anatomy and Physiology for Sport - Flow of blood through the heart
- ✓ A-Level - Skill Acquisition - Information Processing models
- ✓ BTEC National - Principles of Anatomy and Physiology - Energy Systems

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## Self Assessment

Activating students as  
owners of their own  
learning

SA



## RESOURCES

- The PE Toolkit **Resource A Slide 9**

## INSTRUCTIONS

The students get three minutes to recall three key facts/points from three different areas of the topic covered within the lesson(s). Ask students to explain their responses, particularly if they are short answers. The table below is an example from A-Level PE and a lesson on the historical development of sport in the UK. The teacher specifically asked for short answers for each of the three areas and then further assessed students understanding through question and answer:

| 1. Popular Recreation            | 2. Rational Recreation                 | 3. Modern Day Sport    |
|----------------------------------|--|------------------------|
| Mob Games                        | Influence of the Industrial Revolution | Professionalism        |
| Rural                            | Public School Athleticism              | Spectatorism           |
| Festivals and religious holidays | Role of the Church                     | Influence of the media |

Example

## USES AND VARIATIONS

To make it easier you can fill in some of the answers prior to carrying out the task. This can also be used to develop long answers for students needing exam style practice, high level course work analyses or as a writing framework for revision purposes. The time element can be manipulated to make it easier or harder.

## WORKS WELL WHEN TEACHING...

- ✓ GCSE - All topic areas
- ✓ BTEC First - All topic areas
- ✓ A-Level - All topic areas
- ✓ BTEC National - All topic areas

## Peer Assessment

Activating students  
as instructional  
resources for one  
another

PA

# THE PE AfL CLASSROOM TOOLKIT

## VERBAL TABLE TENNIS

- RECALL KEY CONCEPTS AND IDEAS
- WORK UNDER PRESSURE

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SA

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F



### RESOURCES

- None required

### INSTRUCTIONS

A spin on the classic 1980's children's TV game 'Mallets Mallet', minus the oversized foam hammer! Sit two students opposite each other and ask them to recall key words or facts about recent learning in a quick fire game of table tennis. Work out who will go first and reveal a key word/topic on the whiteboard, e.g. 'Power', each student has ten seconds to respond. Player A says "speed", player B comes back with "strength", player A responds with "plyometrics", and so on and so forth. If they cannot respond within the allotted time their opponent wins a point or the game. They then move on to play another person with each student recording how many wins they have accumulated. The student with the most at the end of the session wins a prize. At the end of the session discuss what students can do to improve their knowledge and understanding.

### USES AND VARIATIONS

Reduce or increase the time allotted to respond. Students could work on a ladder basis if they win they move up, and lose move down. Once at the top of the board they must play the teacher!!!

### WORKS WELL WHEN TEACHING...

- ✓ GCSE - All topic areas
- ✓ BTEC First - All topic areas
- ✓ A-Level - All topic areas
- ✓ BTEC National - All topic areas

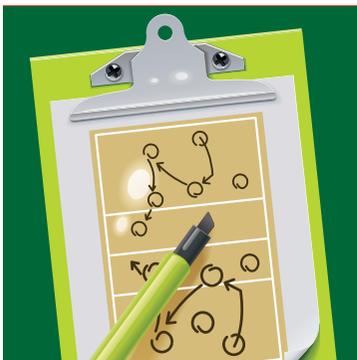
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## Feedback

Providing feedback  
that moves learners  
forward

- SELF EVALUATION
- REFLECTION
- DEVELOP REVISION TECHNIQUES



## RESOURCES

- ❑ Paper, pens, coloured pens/pencils
- ❑ ICT access (optional)
- ❑ Text books and class notes
- ❑ Three different tests on three different micro topics

## INSTRUCTIONS

The focus is on how the students learn and retain information. Put the students in groups of three. Explain that one is going to use diagrams, i.e. flow charts, concept maps etc. Another will use logical note taking techniques, i.e. lists, highlighting key words etc. And the third person; analogy learning i.e. stories, acronyms etc. Allow ten minutes for students to review a micro topic using their allocated method. After this time has expired they get two minutes using their resource to revise for a quick five question test/exam question, recording their scores. Students then swap learning methods and repeat the process on another micro topic culminating in another assessment and so on and so forth until all three methods have been used by all students. Using the feedback from the assessment results and a small group discussion in their threes, ask the students which method they feel is the best way for them to revise and how they are going to use it to boost their chances of success. The students also leave with three revision aids made in the lesson.

## USES AND VARIATIONS

It is important to stress to the class that they should continue to experiment with a wide variety of techniques to ascertain the best way for them to revise. Indeed you may find some students who don't prefer one particular method and will use all three. The discussion can be extended to talk about different methods being more suitable for different topics/micro topics.

## WORKS WELL WHEN TEACHING...

- ✓ GCSE - Revision
- ✓ BTEC First - Assessment preparation
- ✓ A-Level - Revision
- ✓ BTEC National - Assessment preparation



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# EASY AS 1, 2, 3...

<Insert micro topic>

<Insert micro topic>

<Insert micro topic>

**<INSERT NAME>**

**<INSERT NAME>**