

HIGH QUALITY PE WITH SOCIAL DISTANCING

MONDAY 15TH JUNE 2020

OBJECTIVES

- Share the current guidance for High Quality PE with Social Distancing
- Consider what this guidance means in practice
- Discuss what PE will look like – both within the school and home setting
- Review the STEP principle and how it can be applied in the current situation
- Be aware of where to go for quality resources

OUTLINE

- Introduction
- Context of the current situation
- Current guidance from afPE and YST
- What does this mean in practice?
- What will PE look like?
- The STEP principle
- Engaging pupils in PE at home
- Conclusion and upcoming CPD

INTRODUCTION



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- Primary Teacher for 14 years, 11 as PE Subject Leader
- Now work for Active Essex and Local SSP as PE Specialist Advisor
- ITT PE Lecturer
- Independent PE Consultant

Matt Atkins

- Taught PE for 18 years, 14 as Head of Department
- Now work in Teacher Training for the TES Institute and Colchester Teacher Training Consortium
- Senior Examiner for leading examination board
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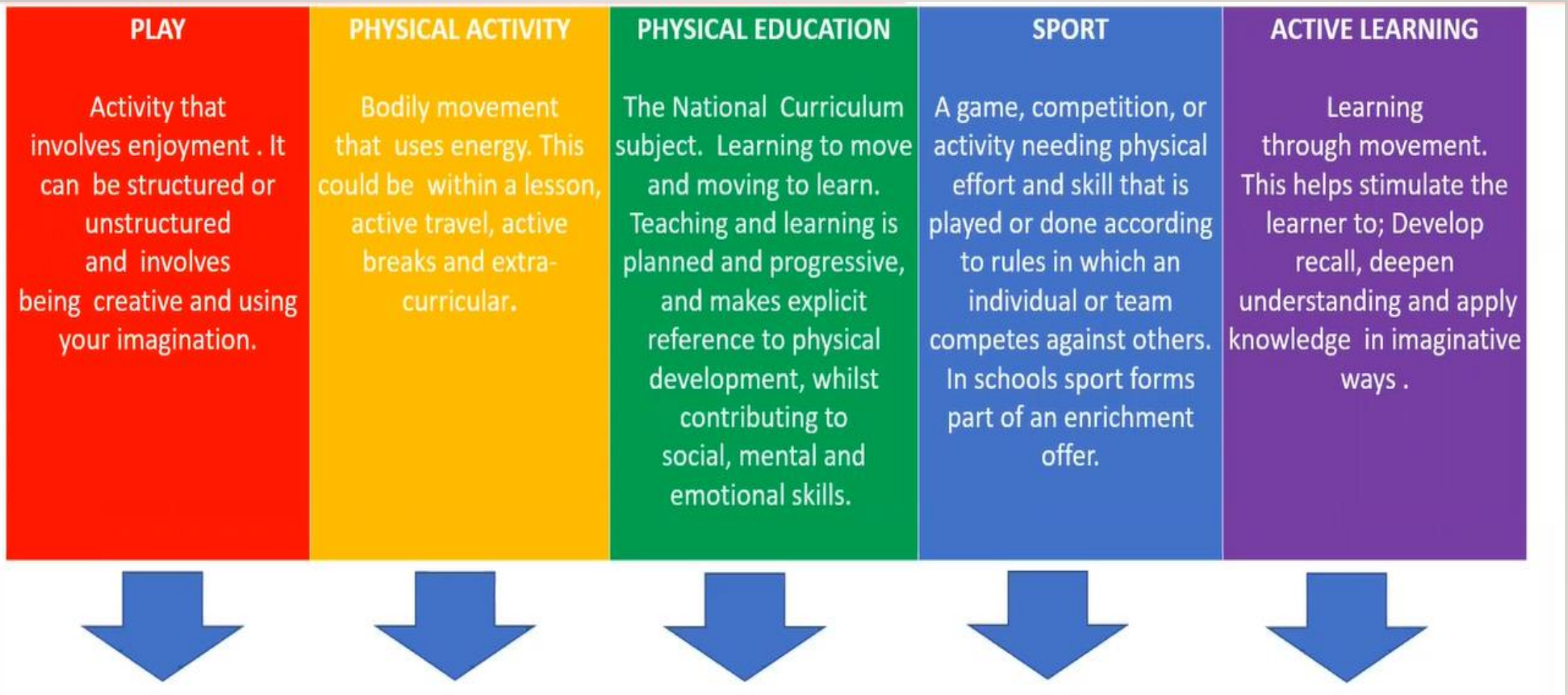


[@MattAtkinsTD](https://twitter.com/MattAtkinsTD)



CONTEXT

Source - YST



PHYSICAL LITERACY

PHYSICAL
COMPETENCY

PHYSICAL
ACTIVITY

HEALTHY
LIFESTYLE
BEHAVIOURS

SOCIAL
SKILLS

EMOTIONAL
SKILLS

THINKING
SKILLS

“Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life” (IPLA ,2017)

DEFINITIONS

The International Physical Literacy Association's definition of physical literacy has five elements: enjoyment, confidence, competence, understanding and knowledge. The organisation says these help an individual "value and take responsibility for engagement in physical activities for life".

Source: [The International Physical Literacy Association](#)

We used this definition to develop statements covering each of the five attitudes that we added to the survey.

POSITIVE ATTITUDES

When talking about individual attitude statements, we report where a child strongly agrees¹ with a statement as evidence of positive feelings towards it. For example, where a child strongly agrees that they enjoy taking part in sport, we describe that child as enjoying sport and physical activity. These statements were developed by an expert advisory group commissioned by the Department for Digital, Culture, Media and Sport and Sport England.



Source – Sport England

¹By looking specifically at those who "strongly agree", we both mitigate the tendency of children and young people to "agree" to socially desirable statements, and focus on how the firmest attitudes relate to activity and health and social outcomes.

CURRENT GUIDANCE



H&S



Best Practice



Health and Well-being

ASSOCIATION FOR PE

Key Principles

- Clean frequently touched surfaces
- Wash hands frequently as part of a clear hygiene regime
- Minimise contact
- Ensure good respiratory hygiene

ASSOCIATION FOR PE (CONT'D)

9 areas to consider:

- Learning
- Protective measures and hygiene
- Changing areas
- Teaching areas
- Social distancing within lessons
- Group sizes
- PE clothing
- PE equipment
- Washing hands/hand sanitisers

Delivery Principles

- Using PE to help pupils recover from the impact of COVID-19 and lockdown
- PE clothing on PE days
- Procedures
- Activities
- The E in PE
- Personal reflection and well-being check in

YST (CONT'D)

Consequences of lockdown	Types of activity to address
Loss of functional capacity	Athletics, fitness circuits, FMS
Lacking movement competence	Skills based activities, movement and agility activities, dance
Suffering loneliness, social isolation and lack of belonging	Activities focusing on communication, problem solving and teamwork OAA (socially distanced)
Anxiety, bereavement, trauma or stress	Play, walking, yoga, tai chi, dance
Inactivity	OAA (orienteering, scavenger hunts etc), athletics, personal challenges
Lack of motivation and confidence	Personal challenges to achieve personal best

WHAT DOES THIS MEAN IN PRACTICE? (1)



Guidance	Recommended good practice in school
<p>Equipment should not be shared.</p> <p>This means no sports kit or equipment that travels, or is passed from one student to another using their hands should be used (ropes, balls, sticks, bats, rackets, gym mats, etc.).</p>	<p>If you have a small number of young people, and there is capacity – clean the equipment, and provide it for each child.</p> <p>This kit can only be touched/returned by that child.</p> <p>Instructions should be clear to this effect. This kit becomes ‘theirs’ and theirs alone whilst they are in the lesson. After the lesson, all equipment should be cleaned/sanitised before the next class.</p>

Source – Cambridgeshire County Council

WHAT DOES THIS MEAN IN PRACTICE? (2)



Guidance	Recommended good practice in school
<p>There should be no organised contact activities (including team practices or training).</p> <p>High risk activities or new skills beyond the young people's capabilities should be avoided. i.e. gymnastics where you cannot spot or support young people that are inverted.</p>	<p>Individualise activities as much as possible.</p> <p>Safety is paramount – if the child can do a skill safely and it is well within their ability, then allow it.</p> <p>Discourage activities that are physically challenging for the child, which might require adult intervention or physical support, or could result in injury.</p>

Source – Cambridgeshire County Council

WHAT DOES THIS MEAN IN PRACTICE? (3)



Guidance	Recommended good practice in school
<p>Non-contact sports, or games where young people are close (within 2m) should not take place.</p> <p>Fixed Playground equipment cannot be used.</p> <p>Outdoor fields, playgrounds, courts, or artificial surfaces are ok but 2m physical distancing is required.</p> <p>No shared gym equipment is to be used.</p>	<p>Plan activities and contexts where young people can be 2m apart and do not need to touch or use equipment.</p> <p>1. Walking & running</p> <ul style="list-style-type: none">• Physical distanced follow-my- leader.• Running/jogging/skipping activities.• Personal challenges (distances and times). <p>2. Individual orienteering activities on the school site</p> <p>3. Teacher led activities where young people copy or mirror</p> <ul style="list-style-type: none">• Yoga, Dance, Aerobics <p>4. Personal physical challenges, strength-based challenges or flexibility-based challenges.</p> <p>Source – Cambridgeshire County Council</p>

WHAT DOES THIS MEAN IN PRACTICE? (4)



Guidance	Recommended good practice in school
<p>The 2m social distancing regime must be respected when young people are changing for PE lessons</p>	<p>When there are timetabled Physical Education lessons, consider encouraging young people to wear PE uniform all day. This would enable safer management of young people, when they would normally be changing before or after PE lessons. Allowing young people to remain in kit all day would minimise to mitigate the risk and increase learning time.</p> <p>Consider having spare clothes as a contingency for wet weather</p>

Source – Cambridgeshire County Council

WHAT DOES THIS MEAN IN PRACTICE? (5)



Guidance	Recommended good practice in school
<p>Group sizes should not exceed 15, and a 'bubble' should be created around those children.</p>	<p>Groups can be smaller, but do not mix 'bubbles' to make larger PE groups. The use of coaches to lead PE lessons must be risk assessed. The movement of coaches between schools on the same day should be avoided.</p>

Source – Cambridgeshire County Council

WHAT DOES THIS MEAN IN PRACTICE? (6)



Guidance	Recommended good practice in school
<p>Robust hygiene regimes before and after Physical Education lessons or movement/physical activity breaks.</p>	<p>Young people and adults wash their hands with soap and water for 20 seconds before and after activity.</p> <p>Use of hand sanitizer should be available.</p> <p>All equipment with a hard surface should be cleaned/sanitised after use – any soft equipment, should also be washed?</p> <p>For some equipment used in a lesson, there may be value in wiping down surfaces during activities.</p> <p>Have a bag to contain any tissues, wipes used during an activity and dispose of according to current guidance.</p> <p>Source – Cambridgeshire County Council</p>

WHAT DOES THIS MEAN IN PRACTICE? (7)



Guidance	Recommended good practice in school
Do not share drink bottles/whistles/bibs/bands etc.	Avoid using Whistles unless in emergencies. Use non-verbal cues, or clapping signals for gaining attention. Lock away kit and equipment that is 'tempting' to grab habitually. Bibs and bands should not be used or shared.

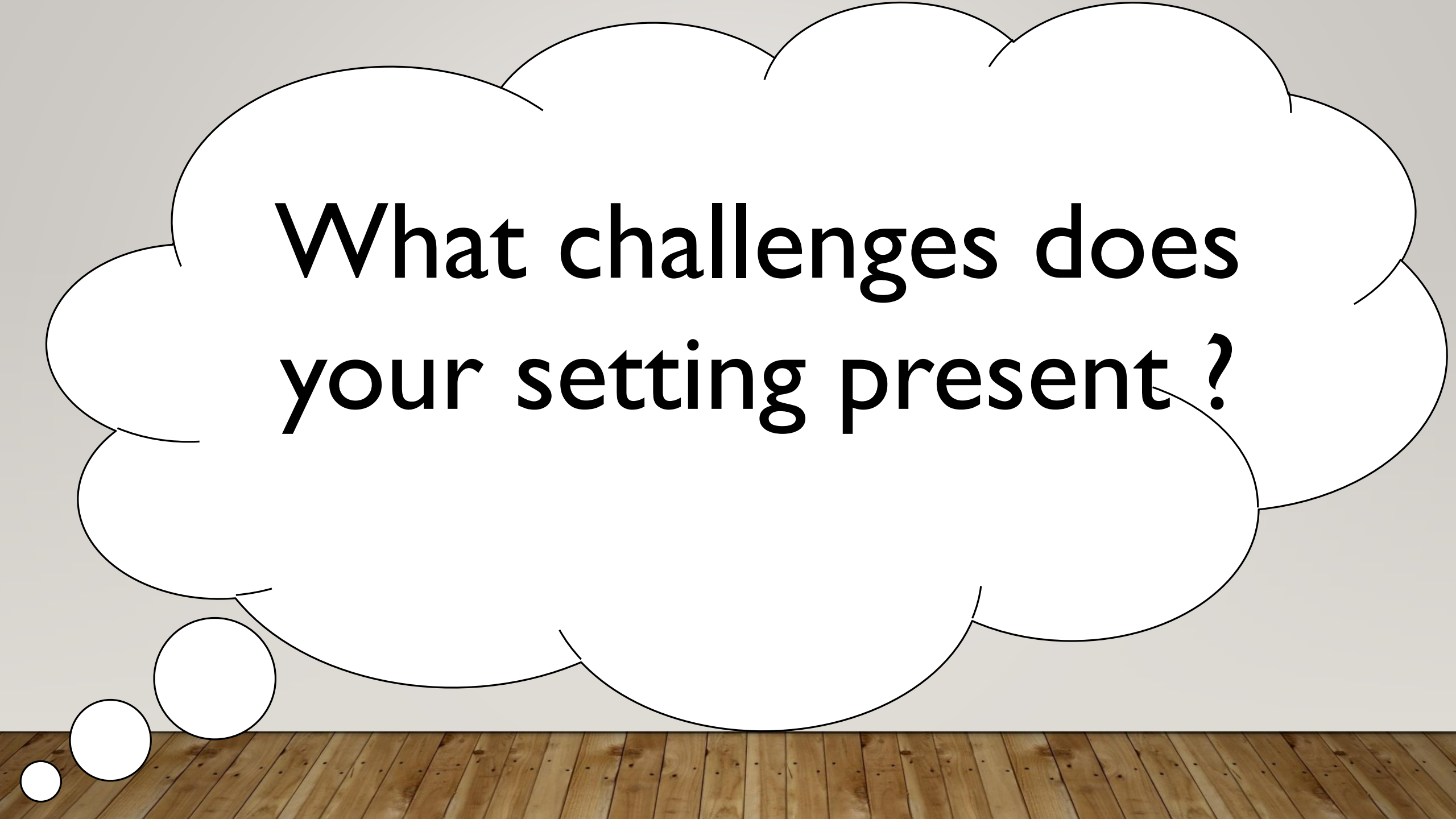
Source – Cambridgeshire County Council

WHAT DOES THIS MEAN IN PRACTICE? (8)



Guidance	Recommended good practice in school
Clear, visual signage in open spaces reminding students to stay apart and wash their hands.	'Non-threatening' Posters that clearly indicate the guidance visually are ideal – the less words the better! 'Normalise don't traumatise'

Source – Cambridgeshire County Council



**What challenges does
your setting present ?**

WHAT WILL PE LOOK LIKE? – A POSSIBLE STRUCTURE AND WORKED EXAMPLE.

Phase of lesson	Example Activity
Warm-up	Traffic Lights Game within own space Vary the movements for amber and green e.g. jogging, hopping, sidestepping, skipping, galloping.
Skill Development	Dribbling a football Start dribbling anywhere in own space. Introduce cones to dribble around, in and out etc. Vary the foot/part of foot being used.
Personal Challenge	Pupils set out own arrangement of cones within their space. How many times can they complete their course in 2 minutes? Can they beat it? Can they challenge somebody else? (Movement between zones would require consideration).

THE STEP PRINCIPLE



Space - Change the space; make it bigger / smaller / lower / higher / zone it



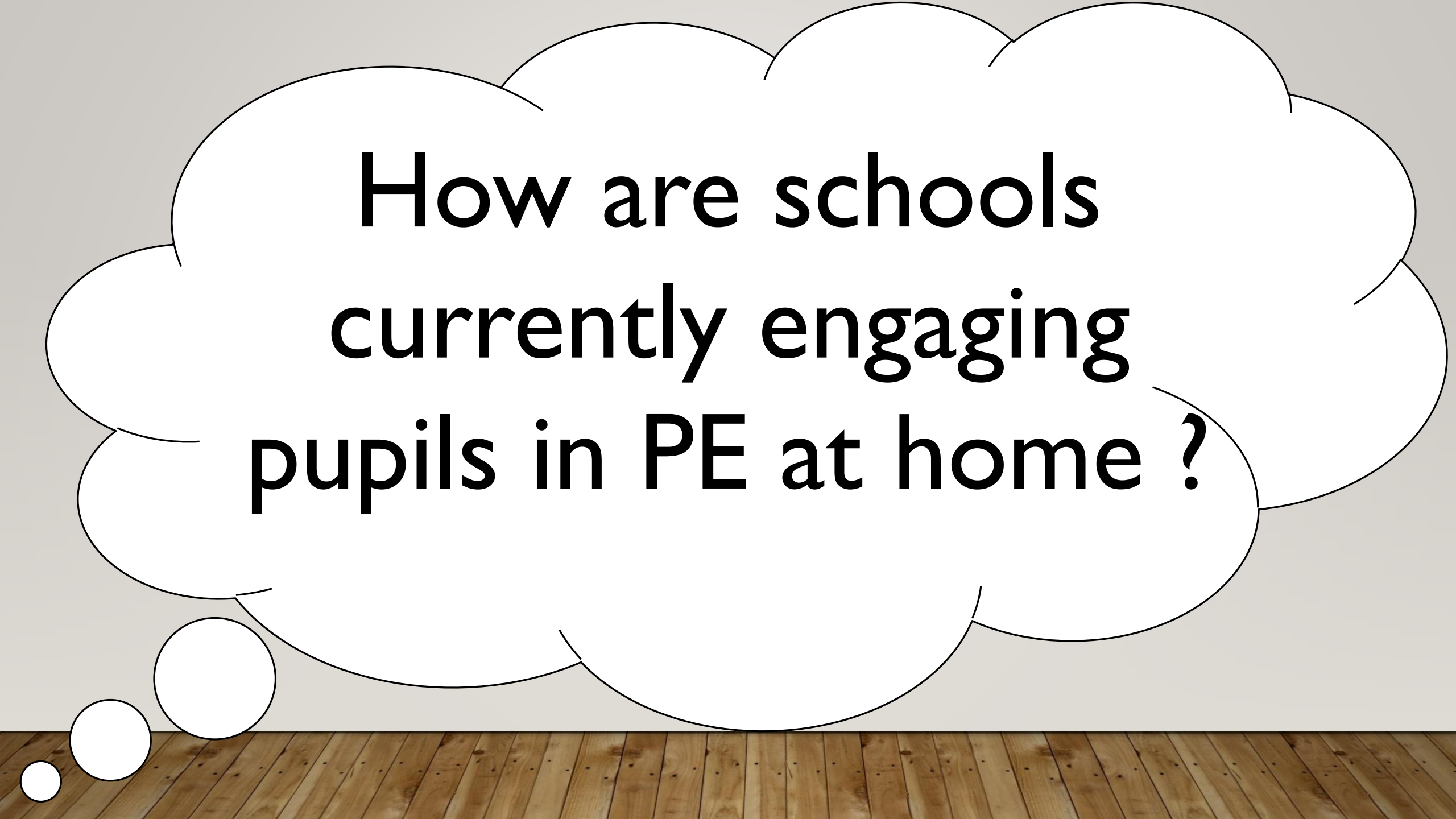
Task - Change the task; faster / slower / roll or bounce / walk / run / pairs / position / rules of the game



Equipment - Change the equipment; size / weight / shape / colour / texture



People - Change the people; size of team/ mixed gender/ mixed ability/ mixed mobility



**How are schools
currently engaging
pupils in PE at home ?**

PE @ HOME in 3 steps...



1

- Use a stimulus to set your class/group a simple challenge matched to curriculum/personal development outcomes – physical/social etc
- *Throw a ball with accuracy / developing perseverance*

2

- Share the challenge/lesson using established school system e.g. Google classrooms, parentmail, Twitter ...

3

- Feedback to pupils/share participation + success

Top Tips...



Make it **PERSONAL** – Children will want to take part if it relates to you/them in some way (try a video message)!



Make it **COMPETITIVE** – Consider personal, house team and class challenges!



Make it **ACCESSIBLE** – No ball? How about some rolled up socks? Try to suggest some simple alternatives. Also consider small spaces and parent's knowledge...



Make it **FUN** – If it's a little bit crazy, you might just engage the crowd! Could you link the activity to a class book/topic? Will parents enjoy taking part?





#stayhomestayactive

#PEatHome

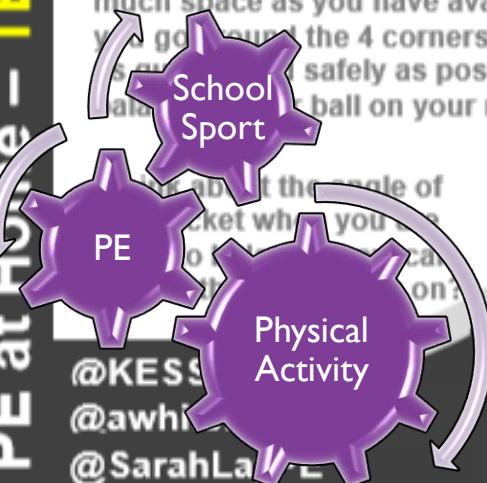
EXPLORE

You will need:-
- A small ball – ideally a tennis ball. Or you can use a different ball, rolled up socks, a soft toy or screwed up paper.

- A racket – ideally a tennis racket. Or any sort of bat or something with a flat surface such as a book or tray.

Bright ideas:

- Can you balance your 'ball' on your 'racket?'
- Can you balance your ball on your racket whilst moving?
- Put 4 objects in a square shape using as much space as you have available. Can you go round the 4 corners of the square safely as possible whilst balancing the ball on your racket?



PRACTICE

Ask someone in your family to help you.

Start with your 'ball' on your 'racket.' Can you use the racket to feed the ball to your partner? (To do this you will need to angle your racket.) Can your partner catch the ball?



DEVELOP



Can you make the challenge more difficult?

Set up three targets, one close, one in the middle and one far away, (you could use paper, cones, umbrellas or washing baskets!)

Can you use your racket to 'serve' the ball in to the targets. You will need to think about where you aim your racket.

A 'serve' is used when two players want to begin hitting the ball to each other. It starts the point.

Can you make up a points scoring system for getting your 'ball' in to the targets? Should the furthest target be worth the most points?

Wimbledon Music Challenge!



Can you make up a song which includes the following words connected to tennis:

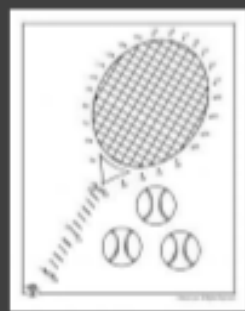
- Bounce, Hit, Jump, Run, Slide

Your chorus must include 'bounce, bounce, bounce the ball!'

Can you bounce your ball as you are singing your tennis song??

Art & Design Challenge!

If you can print this card, can you join the dots in the picture to make a tennis racket? If you cannot print, can you copy the picture on to a sheet of paper?



Make sure you include the handle, frame and strings.

Can you colour the racket red, white and blue, the same as the Union Flag? What is the Union Flag?

<https://www.woojr.com/sports-connect-the-dots-printables/sports-connect-dots/>



Parent's Tip!

When trying to balance or pass a ball with a racket, the angle is very important. Work with your child to show them that if the racket is sloping down the ball will fall off. Practice holding the racket at different angles and see where the ball ends up

Step Challenge – It is 132 miles from Birmingham to Wimbledon – can you complete this many steps today?



Make sure you have enough room and safe objects to complete the tasks!

KS1

Where can I find out more about Tennis?
<https://clubspark.lta.org.uk/HolfordDriveTennisClub>
<https://clubspark.lta.org.uk/CannonHillPark/>
<https://www.lta.org.uk/play-compete/lta-youth/tennis-for-kids/>

Active Instructions

PE

Physical
Activity



1. Literal

Create a map of your downstairs. Create a list of instructions of how to complete your map.

Eg.

Firstly, walk from the front door to the living room.

Secondly, hop to the kitchen.

Etc

2. Adverbs

Add adverbs to your instructions

Eg.

First, walk crazily from the front door to the living room.

Secondly, hop energetically to the kitchen.

3. Imagination

Turn your house into another world and use props, furniture or toys from around the house.

Eg.

To begin open the door to the dark cave and walk sideways along the perilous ledge.

Secondly hop carefully onto the stepping stones. Don't fall into the red hot lava!!



Get thinking...

Where in the world would you fly to in a flying car? Why? Who would you take?

CHAPTER 2 – Where are we?


Oscar was excited – he had the opportunity to take a mysterious journey inside an extraordinary flying car. **As quiet as a mouse**, he snuck into the car, **grabbing his backpack on the way**. **The journey began with an awkward silence, but then a conversation broke out.**

“Where exactly are we going?” questioned Oscar shyly.

“You’ll find out” explained the man mysteriously. Sourcing though the air, Oscar was on the edge of his seat. They arrived...

Oscar’s eyes opened rapidly with concern as he arrived at this unknown destination. Unsure about the place he had travelled to, Oscar took a minute to look around. It was terrible – he saw bloodthirsty dragons and molten lava surrounding him. In the distance, he could vaguely see a regal-looking man. **It must have been the king!**

PHYSICAL CHALLENGES

- Crouch in ‘cat position’.  Can you rest a cushion on your back for 30 seconds? – now try this in press-up position.
- Rest the cushion on your head. How long can you keep it balanced? – challenge yourself with different movements.

THINKING CHALLENGES

- Draw a map of the ‘unknown destination’. How would you move around it safely?
- Share 3 questions which you would ask ‘the man’ – write, video yourself or act them out with a partner.

PERSONAL CHALLENGES

- What skills are needed in this place? *Think body, brain and heart!*
- Write similes for people around you to show how amazing they are – *Mum is as kind as a nurse.*





Get Set 4 PE.

About Us

Lesson Plans

Virtual PE Cupboard

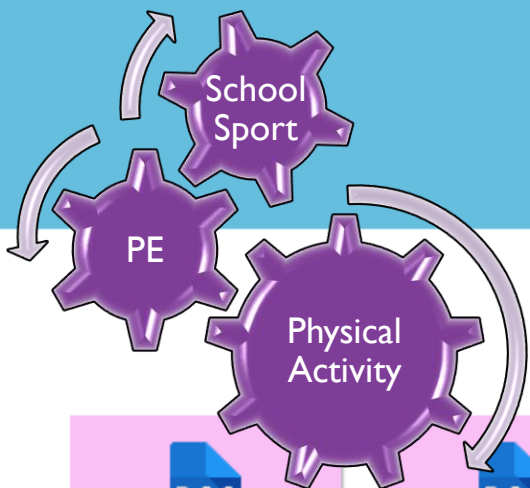
Blog





Active Families

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Resource Bank for Active Families



 <p>10-1 WORKOUT <i>Document</i></p> <p>OPEN</p> <p>DOWNLOAD</p>	 <p>3 MINUTE CHALLENGE <i>Document</i></p> <p>OPEN</p> <p>DOWNLOAD</p>	 <p>6 IN A ROW <i>Document</i></p> <p>OPEN</p> <p>DOWNLOAD</p>	 <p>7 MINUTE WORKOUT <i>Document</i></p> <p>OPEN</p> <p>DOWNLOAD</p>
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Get Set 4 PE.

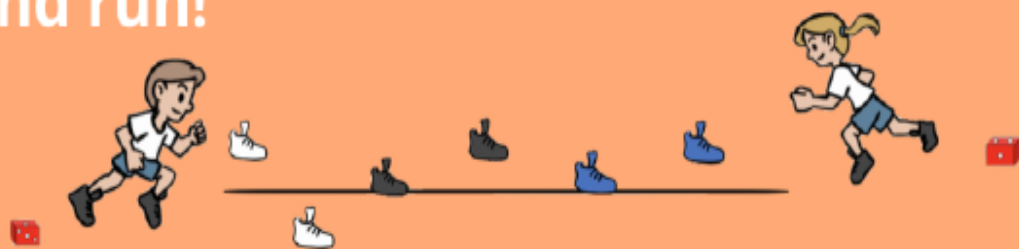
6 in a row

What you need: 6 shoes, two dice, a line marker e.g. dressing gown rope or a line on the floor and two or more players.

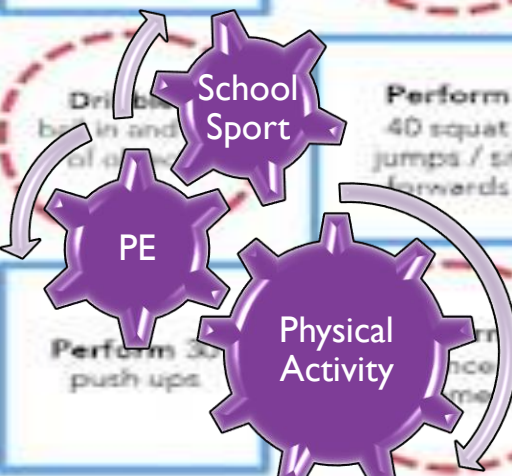
How to play:

- Place the 6 shoes in a row on the line.
- The two players begin at opposite ends of the shoes with one dice each.
- The shoes are numbered 1 - 6 from each players end so one players #6 will be their opponents #1 etc.
- Roll the dice and run to the shoe with the corresponding number. Move that shoe to the right side of the line.
- Run back to the dice and roll again.
- The winner is the player to have all 6 shoes on their right of the line, or whomever has the most shoes in 4 minutes.
- Make this easier by playing first to four shoes.

Roll and run!



Jump up and down in a space 40 times	Play musical statues	Ride a bike, scooter	Balance on a part of your body for 60 seconds	Jump or Move over a pillow 40 times	Play hide and seek
Hop, jump or stand on the spot for 60 seconds	Balance in a plank position	Pass a ball around your waist or head 25 times	Balance an object on your head	Keep a balloon in the air for 60 seconds	Perform 50 star jumps
Complete 20 shuttles (running, walking or moving)	Skip or Move for 2 minutes	Roll a ball across a table 10 times	Perform 40 of the same type of jumps	Create and complete an obstacle course	Throw or roll an object into a target 10 times in a row
Drill in and out of a space 10 times	Perform 40 squat jumps / sit forwards	Throw or roll a ball against a wall or with a sibling	Move and complete 10 legs of your house or garden	Perform 40 jumps	Play a new game with a sibling, parent or carer
Perform 30 push ups	Perform 10 star jumps	Perform a short fitness workout	Perform 30 sit ups or lean forwards	Perform a gymnastics routine	Invent and play a new game



How to play:

- Once you complete a physical activity tick it off.
- Can you complete the activities in the blue squares in less than 60 seconds?
- If you are finding some of the activities hard, change them or have a rest and then continue.
- When performing the activities make sure that you are honest.

Achieve Gold 1
Complete all the activities on the card

Achieve Silver 2
Complete a horizontal or vertical line of activities

Achieve Bronze 3
Complete one activity from each line

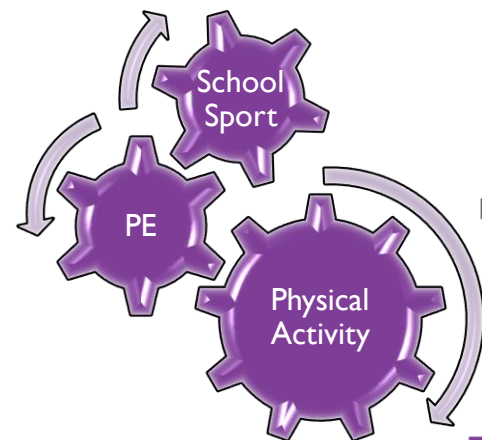


Active Families

Active Families

Keep the whole family active with these simple steps

Now the kids are off school, it is important to keep them active too, so why not get the family together to keep moving!



PE STYLE WORKOUTS

[Deans Sports Centre - Schools Sport Partnership Resources & Links](#)

[TRY HERE](#)

[Jo Wicks](#)

[TRY HERE](#)

Keep Essex
Active ideas at
home



YouTube Channel

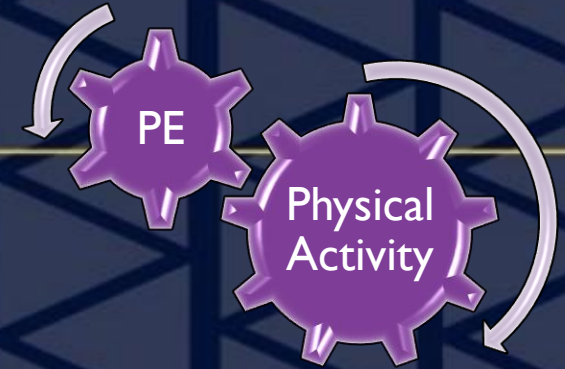


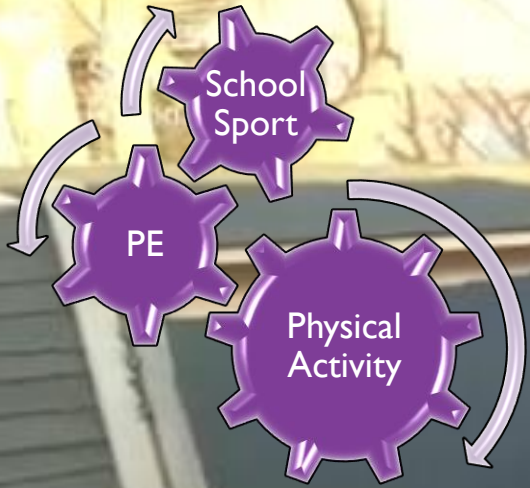
Essex Live Activity Schedule

www.activeessex.org/keep-essex-active-youtube/

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning		7:30-8am Tai Chi for Health with Tara			7:30-8am Morning blast with Kelly	8-8:30am Pilates with Karen	
Lunchtime		12-12:30pm Seated Aerobics with Lindsey	12-12:30pm Cardio Combat with Lily	12-12:30pm Yoga with Martyna	12-12:30pm LBT with Essex Fit Mums	12-12:30pm Football training with Ben	12-12:30pm Move it or lose it with Sandra
Afternoon	3-3:30pm PE with Hayley		3-3:30pm Primary Children Fitness with David	3-3:30pm Sport for Confidence	3-3:30pm PE with Mr S	3-3:30pm Karate for all with Richard	3-3:30pm Sport in BSL Sign with Jack
Early evening	5pm Dance for the launch of Keep Essex Active!	5-5:30pm Netball skills with Louise	5-5:30pm Yoga with Martyna	5-5:30pm Total Tone with Chloe Townsend	5-5:30pm Staying mentally fit with Jo		
Evening	7:30-8pm Body Combat with Gary		7:30-8pm Leg Endurance with Ben	7:30-8pm Strength conditioning with Chris and Karen			

● Gentle exercise
 ● High Impact
 ● Active Families
 ● Health & Wellbeing





Activity 2

Throwing

#ThisIsPE

To develop the activity, try a different way of sending the ball rather than a roll. Maybe you could try throws.

Competition Events

IMPORTANT

All activity must take place under adult supervision, ensuring:

- All surfaces are clear, dry and free from debris.
- Sufficient space is cleared around all activity – ensure there are no obstacles around activity.

20 x 5m Shuttle Run

Shuttle Runs

Coaching Points

— Run straight and use momentum

— Turn on the ball of the foot

— Push your chest forward and

— Keep your arms pumping



Set up a distance of 5m marked at either end using cones or an alternative mark (pegs, tape, tins etc...) to create the running lane.

Each participant runs the 5m distance a total of 20 times to complete 100m. A handheld stopwatch or smart phone stopwatch can be used to record the time

PLEASE USE A FLAT / DRY SURFACE

Standing Long Jump

The participant should start from a standing position in line with "0" on the tape measure and jump as far as possible landing on two feet.

The participant must start on two feet and land on two feet. You are not required to hold the landing but if you fall back or step back the jump should not be recorded – have another go!



PLEASE USE A FLAT / DRY SURFACE

Speed Bounce



The participant should cross the wedge (or substitute for wedge) as many times as possible within 20 seconds.

Speed Bounce is a two-footed jump – feet should leave the mat or floor simultaneously and land on the mat or floor simultaneously.

All you need is a stopwatch or phone and a soft item – kitchen roll or rolled up towels are examples of what can be used as an alternative wedge

Virtual competitions

Year 2	Name	Event 1 Shuttle Run	Event 2 SLJ	Event 3 Speed Bounce
	Girl 1			
	Girl 2			
	Girl 3			
	Boy 1			
	Boy 2			
	Boy 3			



CONCLUSION

Questions to ask:

- Have you reviewed your risk assessments before re-commencing physical education?
- Does your teaching activity meet the Government requirements?
www.gov.uk/coronavirus
- Are your teaching plans consistent with the requirement of any whole school/employer expectations which may have developed in response to the national guidance?

FINAL QUESTIONS? FUTURE CPD AND SUPPORT



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