



Project Number: 557089 EPP1-2014-IT-SPO-SC

# HOW TO MOTIVATE STUDENTS WHO ARE NOT USUALLY INVOLVED IN PHYSICAL EDUCATION ACTIVITIES

*A Toolkit for Physical Education Teacher*

## Index

### [Introduction](#)

1. [Observation of the students- Relevant context](#)
2. [Communication with students](#)
3. [Building on successful teaching approaches used in PE](#)
4. [Set Appropriate Tasks and Goals - Using the positive values of sport](#)
5. [Building on and benefiting from the generic skills developed through PE and sport](#)
6. [Organization of extra-curricula activities \(interviews, school bulletin, etc.\)](#)



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Introduction

The toolkit was developed and shared among partners, taking into account the different approach to physical education in both school systems and trying to integrate the two contributions, to offer teachers an opportunity for discussion and debate.

Physical education teachers at the secondary level have more influence on a student-athlete's attitude and work habits than at any other point in their athletic career.

Motivating students is one of the toughest jobs that physical education teachers have. There are so many forces influencing students that if coaches are lucky enough to get them to participate in, they may have a tough time keeping them involved and working hard.

The skills required to the people who have the task of training young people through different fields and disciplines are large and, in order to be effective, they must take into account the degree of motivation that can be produced in their students. The physical education teacher has a really great tool to make students participate: the game, which then, once structured with specific rules and techniques, becomes sport.

'Physical Education, Physical Activity and Sport have been shown to impact positively on the extent to which young people feel connected to their school; aspirations of young people; the extent to which positive social behaviors exist within the school; and the developments of leadership and citizenship skills'.

Stead & Neville 2010.

'More physically fit children have improved brain function, higher academic achievements scores and superior cognitive performance than less fit children'.

Caddock 2012.

Longitudinal studies suggest that academic achievement is maintained or enhanced by increased PE, physical activity, or sports participation. Similar to other whole-school improvement strategies, using PE and sport to improve whole-school standards works best when:

- Senior leadership, particularly the head teacher, plays a role in the planning and implementation of the work;
- Pupils and staff involved are carefully identified;
- PE and other subject departments work collaboratively to develop strategies and high-quality resources; and
- The method of evaluation is considered in the planning stage rather than the implementation stage.

The Youth Sport Trust (YST) has been working with schools in the UK to understand how PE and sport can be used to improve whole-school standards in a replicable and sustainable way. Through doing this, we have developed a framework that schools can use to determine which types of strategies might be most suitable for use both in different school contexts and for different groups of pupils.





## Observation of the students- Relevant context

It is generally accepted that teaching topics in real-life contexts can improve pupil engagement and learning. Sporting contexts are familiar and interesting to many young people, and can easily be brought into the teaching of concepts in many subjects. For example, using real-life data from sporting events to illustrate mathematical concepts, or producing written reports on the events to develop literacy. The use of sporting contexts is a straightforward way to use sport across the curriculum. It requires little effort by the school to incorporate the ideas into standard teaching schemes, but is highly successful in improving engagement of pupils in lessons, which is a key factor in supporting achievement.

The group class during the development of motor activity implements relational, and physical education teacher in the first phase should be observed carefully to set the follow-up activities and to communicate with students about their ability.

In proposing a ANALYSIS OF LEVELS OF DEPARTURE, the teacher should detect motor skills: coordinative and conditional.

Working in groups is important to monitor and detect the sense of sociability and responsibility. Operating within a space, the teacher must observe the level of self-control.

At this stage, the teacher can use different INSTRUMENTS TO DETECT LEVELS OF DEPARTURE. The teacher may have to test engines, can use observation "free" for the evaluation of motor skills. The observation phase is the starting point to begin the phase of communication, with interviews with the class and dialogue with individual pupils.

## Learning Objective

The aim of this topic is to provide physical education teachers with suggestions on how to effectively observe the students and through the first step of observation to understand the difficulties of motivating towards sport activities.

## Online Resources

### [Observation of the students](#)

This website offers a list of tools for teachers. This tool will help you discover what kind of tasks you are giving your students to perform.





## Communication with students

Direct communication is the key element to create a strong connection with students.

It is important to talk to every student. Praises and corrections are much appreciated by young people and even a negative comment is better than being ignored. However “A person can live for a month on a good compliment!”, therefore ensure that you are at all times encouraging and celebrate successes.

The way you communicate is important as much as what you say. Always look in the eyes the students you are talking to and always address them by their names: students need to feel important for the others.

Communication is composed by 2 phases: talking and listening. No one of the two is more important than the other. Physical education teachers are known as not very good listeners, but when there is a problem, you should always try to listen carefully and understand what the problem is. Listen to the ideas and complaints as, behind them, you can find the real motivation the student is not willing to participate in the physical education class.

## Learning Objective

The aim of this topic is to provide physical education teachers with suggestions on how to effectively communicate with students and enhance their motivation towards physical activity.

## Online Resources

- [Motivation in physical education classes](#)  
This article presents a brief overview on teachers' interpersonal style and its relation to students' motivation.
- [Effective Communication in Schools](#)  
This chapter of an online course presents suggestions for effective communication and case scenarios to self evaluate communication styles





Project Number: 557089 EPP1-2014-IT-SPO-SC

## Building on successful teaching approaches used in PE

Good-quality PE instruction is often characterized by approaches (pedagogies) such as:

- a) Good use of mentoring and coaching techniques;
- b) Substantial group and team work opportunities;
- c) High-quality demonstrations;
- d) High numbers of practical learning opportunities;
- e) High use of competitive situations;
- f) High use of games-based activities for developing skills; and
- g) Non-threatening use of target setting and monitoring progress.

## Learning Objective

The aim of this topic is to provide physical education teachers with suggestions on how to effectively communicate with students and enhance their motivation towards physical activity.

All of these strategies are appropriate in the classrooms of other subjects, but can be missing from more “traditional” styles of teaching often seen in weaker subject teaching. Therefore, the fourth whole school strategy is supporting the sharing of practice between PE teachers and other subject teachers. This strategy brings about long-term, sustainable change in teaching practice that leads to empowerment of teachers to try new ideas confidently, and to pupils becoming more involved in contributing fully to their learning.

- <http://www.bbc.co.uk/news/uk-scotland-24608813>
- [www.betterevidence.org/uk-edition/issue-10/using-physical-education-and-sport-to-raise-school-standards](http://www.betterevidence.org/uk-edition/issue-10/using-physical-education-and-sport-to-raise-school-standards)
- [http://www.youthsporttrust.org/media/7864224/2014\\_conference\\_-\\_ri\\_leaflets\\_006.pdf](http://www.youthsporttrust.org/media/7864224/2014_conference_-_ri_leaflets_006.pdf)

## Online Resources

- [Motivation in physical education classes](#)  
This article presents a brief overview on teachers' interpersonal style and its relation to students' motivation.
- [Effective Communication in Schools](#)  
This chapter of an online course presents suggestions for effective communication and case scenarios to self evaluate communication styles

## Further Reading

- Stead R, and Neville M (2010), *The Impact of Physical Education and Sport on Education Outcomes: A Review of Literature*. Institute of Youth Sport, Loughborough University.
- Chaddock L et al (2012), *Childhood Aerobic Fitness Predicts Cognitive Performance One Year Later*. *Journal of Sports Sciences*, 30, 421–430.
- [Raising your Game](#)  
Using Sport to Raise Achievement in English, Mathematics and Science.



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Project Number: 557089 EPP1-2014-IT-SPO-SC

## Set Appropriate Tasks and Goals - Using the positive values of sport

Students are much more motivated to participate if the tasks assigned are appropriate. A task must be challenging and not too easy or too difficult otherwise student motivation will immediately decrease.

You can also distinguish between short and long term goals. A long term goal can be considered impossible to be achieved, but if you break it into smaller steps the student's motivation is continuously reinforced.

It is quite common for a class to have students with different skill levels. In this case there are 2 possible strategies:

- 1) Teaching by invitation
- 2) Intratask variation

Teaching by invitation is when you invite the whole class to change the task in some way; however, some students may choose to not change the task (Graham, Holt/Hale, & Parker, 2010).


Intratask variation involves changing the task for an individual student or a small group of students (Graham, Holt/Hale, & Parker, 2010). This is useful when a task is appropriate for most students but a single student or a small group of students are either struggling with the task or finding it too easy. In this situation, to motivate students to stay on task and keep learning, you should have a conversation with the individual student or small group and change the task as needed for them while the other students continue to practice the original task.

Sport and PE can build personal attributes that are important for the holistic development of pupils. These include confidence, ambition, self-esteem, aspiration, having respect for rules, being able to cope with winning and losing, forming positive relationships, determination, courage, etc. If these qualities are present, young people are more likely to feel secure in taking risks in their learning, attempting more challenging work, and therefore improving their ability. Schools have found many innovative ways to ensure that these personal values developed through PE and sport are recognized, nurtured, and celebrated throughout the life of the school (for example, through whole school reward systems) rather than having the values be lost after the young person comes off the field of play. This strategy is most effective when it is also used to build a positive ethos and culture across the school.

## Learning Objective

The aim of this topic is to provide physical education teachers with suggestions to correctly assign tasks to students.

## Online Resources

 [Survive and Thrive as a Physical Educator](#)

The book "Survive and Thrive as a Physical Educator" offers support and guidance for the unique challenges of teaching.



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Project Number: 557089 EPP1-2014-IT-SPO-SC

## Building on and benefiting from the generic skills developed through PE and sport

Sport and PE also develop skills that are relevant in other areas of the curriculum. These include observational skills, analytical skills, leadership, teamwork, communication, and motor skills. It is not unusual for pupils to regularly demonstrate these skills in a sport context, but not in other curriculum areas, which could be seen as a waste of talent and certainly does not support raised achievement. Explicitly developing and building on skills developed in PE in a wider range of circumstances is more complex than the other strategies because it requires schools to develop skills in a coordinated way, rather than each subject determining its curriculum in isolation. However, schools that have done this have reaped the rewards in terms of increased skill and confidence levels in pupils, as well as reducing the amount of teaching time for duplicate ideas between subjects.

## Learning Objective

The aim of this topic is to provide physical education teachers with suggestions to correctly communicate with teachers of other subjects, in order to involve them in activities connected with sport and physical growth.

## Online Resources

As resources for teachers , we propose two different tools:

- [Developing Excellence in PE, School Sport and Physical Activity - Developing a Schools/Departments vision](#)  
This self-review tool will help you assess your school's provision and outcomes in Physical Education, Sport and Physical Activity. It will also help you identify your school's priorities. It's easy to use – answer each of the questions by selecting your level of provision as Emerging, Established or Embedded. This tool had been adapted from [www.sportengland.org/media/353630/Primary-Spaces-activity-sheets-landscape.pdf](http://www.sportengland.org/media/353630/Primary-Spaces-activity-sheets-landscape.pdf).
- [Developing a Schools/Departments vision for PE, Sport and Physical Activity - ACTION PLAN](#)



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Project Number: 557089 EPP1-2014-IT-SPO-SC

## Organization of extra-curricula activities (interviews, school bulletin, etc.)

Physical activities that involve students do not exhaust their involvement, and it is important for students to become aware of their path through other instruments than physical activity.

At this stage the possible activities to be presented to students as real opportunities for them are the following:

- Plan a research on graphic design, such as the history of modern Olympics from a graphic point of view – , studying logo, understand the use of design
- Prepare and set up a photo exhibition on the themes of sports activities at school
- Prepare and process questionnaires of satisfaction and needs of students and athletes of sports associations
- Research and preparation of brochures on motor skills to be spread in the school and in the area
- Update activities through a school web newspaper

## Learning Objective

The aim of this topic is to provide physical education teachers with suggestions to plan and organize extra curricula activities involving also teachers of other subjects, in order to develop awareness and active participation.

## Online Resources

 [Resource Center for High School Physical Education Teachers and Others](#)

The following resources will provide teachers with information and ideas for improving their school's physical education program.



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.