

Date Saturday 28<sup>th</sup> February 2015  
Venue Drummond High School Edinburgh  
Time 14.00 – 15.00  
Group P6 from St Margaret's Primary School in Polmont

#### Significant Aspects of Learning that will feature in the session

- Coordination
- Cooperation
- Sequential thinking

#### Introductory activities;

- Running making personal patterns to make best use of the space – then running with different emphasis to develop kinaesthetic awareness – then change the movement patterns to skipping and sidestep when the learners clap their hands
- Add another cognitive layer by introducing a knee accent on the third step as the learners run
- Add an element of complexity by completing the pattern with a partner while matching same-same footwork – add further complexity by going in different directions as opposed to staying side by side.

#### Make 4 movement sequence

- Working with a partner make a set of 4 movements – then add extra sets till there is a pattern of 4 x 4.
- Encourage the learners to experiment with doing the 4 x 4 pattern together, and then maintaining the pattern while moving in different directions.

#### Ball skills

- Free running holding, and then juggling the ball from hand to hand
- Then toss the ball into the air, and complete a sequence of clapping actions before catching it again.
- Then encourage the learners to exchange balls with a partner at a moment when they want to do this.
- Then develop this ball exchange by having the learners work consistently with a partner. When exchanging balls one must be passed 'high' (this ball only travels through the air), and the other must be passed 'low' (this ball bounces on the floor between the partners)
- Develop this further by having the learners clap their hands before catching the high ball – only the high ball. This also contributes to developing inhibition control – clap at high ball (response) and not low ball (no response)
- Develop the practice into 2 ball juggling – the learners agree to exchange one of the balls, the other ball is retained, but the learner cannot have both balls in their hands at the same time, so they must release the ball they are keeping, catch and return the ball that is being exchanged, then catch the ball that is being retained.
- Develop this into a 'bench ball' game, with a 2 second limit on how long any one player can hold the ball to encourage quick thinking, and develop an understanding of the 'pass-and-move' principle

#### Cool down

- Lying on the floor using an 'Angels' routine to calm the pupils
- Finish with offering an opportunity for the learners to reflect on their efforts and visualize them being successful.

## Reflections on the practical session – 28/2/2015.

1. **To what extent were learners engaged in their learning? Can you give some examples?**

*All on task.*

*Followed instructions.*

*Answered questions.*

*Very motivated.*

*Gave suggestions.*

*Good behaviour.*

*😊*

*All engaged early ... drop off a little, but re-raised when ball added.*

*Physically begin to tire (a few).*

*Cognitively challenged some disengaged.*

2. **Did you observe learners taking responsibility for their learning? Can you give some examples?**

*Helping each other.*

*Offered feedback.*

*Made their own sequence.*

*Did not copy.*

*Good behaviour.*

3. **What did the teacher do to shift responsibility for the learning to the pupils? Can you give some examples?**

*Come up with 4 exercises.*

4. **Did you observe learners adapting what was being asked of them to be more successful in the task? In what ways was this possible?**

*Yes, when given opportunity to change and come up with solutions.*

5. **In what ways did the learners use the 3 SAL's that were highlighted in the game?**

*Co-ordination – gross and fine motor skills, timing – passing/moving.*

*Co-operation – decision making, problem solving – individual – team, communication as a unit.*

*Sequential thinking – moving into a space and moving to receive the ball.*

6. **What other SAL's were evident in the session? Give some examples.**

*Decision making , communication – who and when, confidence, creativity in the initial sequence, most areas other than speed and core stability.*

**7. In relation to their game play, what are some of the next steps for these learners?**

*Intro to differentiated play in the game.*

*Using different sizes, weight of ball.*

*Discuss what constitutes success?*

*Added pressure e.g. time/number of passes.*

*Moving the target.*

*Modify.*

**8. Can you share the nature of the PE programmes in your own country?**

*The nature of the programme is the study of sport and artistic activity.*

*Yes, the Swedish approach, as it is changing, is open for this type of learning.*

*Education through sport – left hand side, Taught sport – right hand side. P5  
Fields of activity or movement rather than specific sports (Germany).*

*Movement skills, balance skills, equipment handling skills, no sports are mentioned (except swimming), sports are only introduced at 13 years of age (Finland).*

*Elementary programme – different competencies, FMS – Gross/Fine motor skills, games playing, swimming, HWB. There are targets but pupils move on regardless.*

*Very similar English & Swiss programmes.*

**9. Can you discuss what you would consider to be the SAL's for your own learners?**

*Very similar*

*A simple model (SAL's) which would be similar.*