

Problem Solving The PE Curriculum

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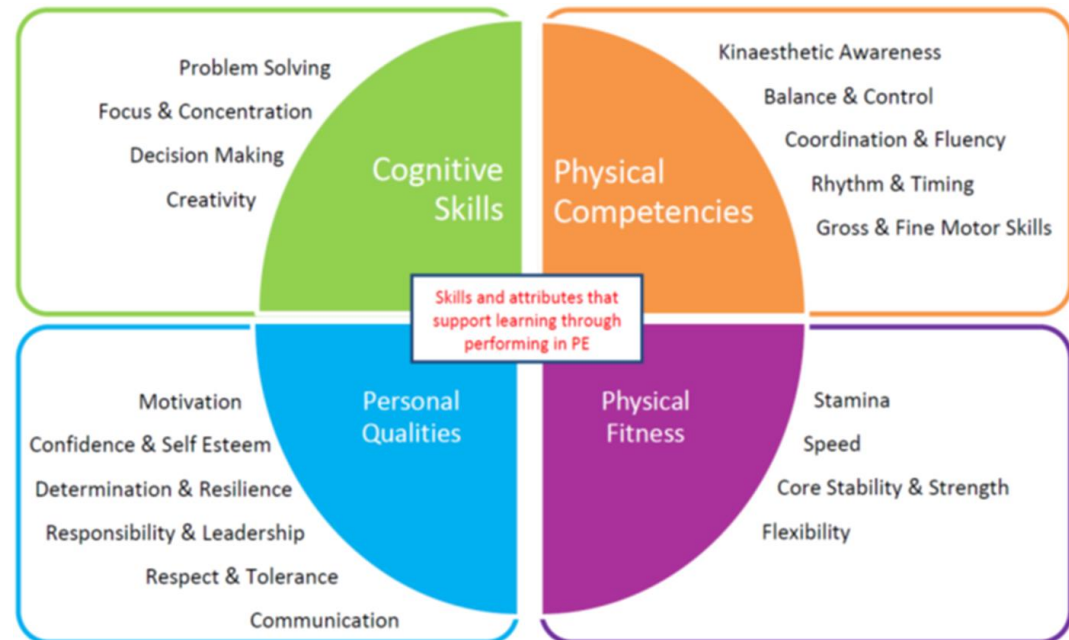
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PE Lead Officer – Glasgow City Council

Type your favourite breakfast into the chat, camera
off and mute your mic

Recap

- Teaching Games for Understanding
- **Decision making, problem solving, critical thinking and skill** all developed at the same time while in a game situation
- Invasion Games
- Striking and Fielding Games
- Net/Wall games
- Target Games



What I hope to achieve

- More involved = more engaged = more depth
= more gathering evidence = more
development
- The Continuum

Future Proofing PE

- Learning in a context of change
- “the jobs we are preparing pupils for are no longer there, so what do we do at school....we don't know what the world will look like in the future...so what do we do to help young people thrive in this environment...”

(Paraphrased from Prof Grahame Donaldson March 2018)

Future Proofing PE 2

21st Century Learning

Importance of

- Applied learning- critical thinking, creativity and problem solving
- Learning in collaboration and to collaborate

(Priestly and Biesta 2014)

Why?

- How can pupils learn life long, worthwhile experiences?
- Not building athletes. Building people. Skills for learning, life and work.
- Len Almond and the computer game theory. All the games hook us in with playability and challenges....**does your lesson do this?**

How can we turn this.....?



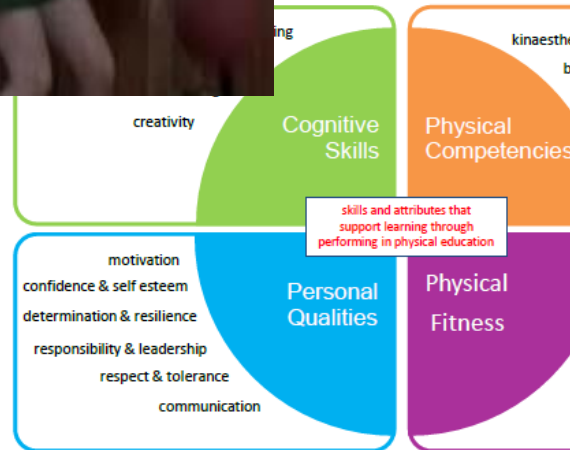
Effects of learning in physical education

and concepts HWB 21-22a
HWB 23a
HWB 24a

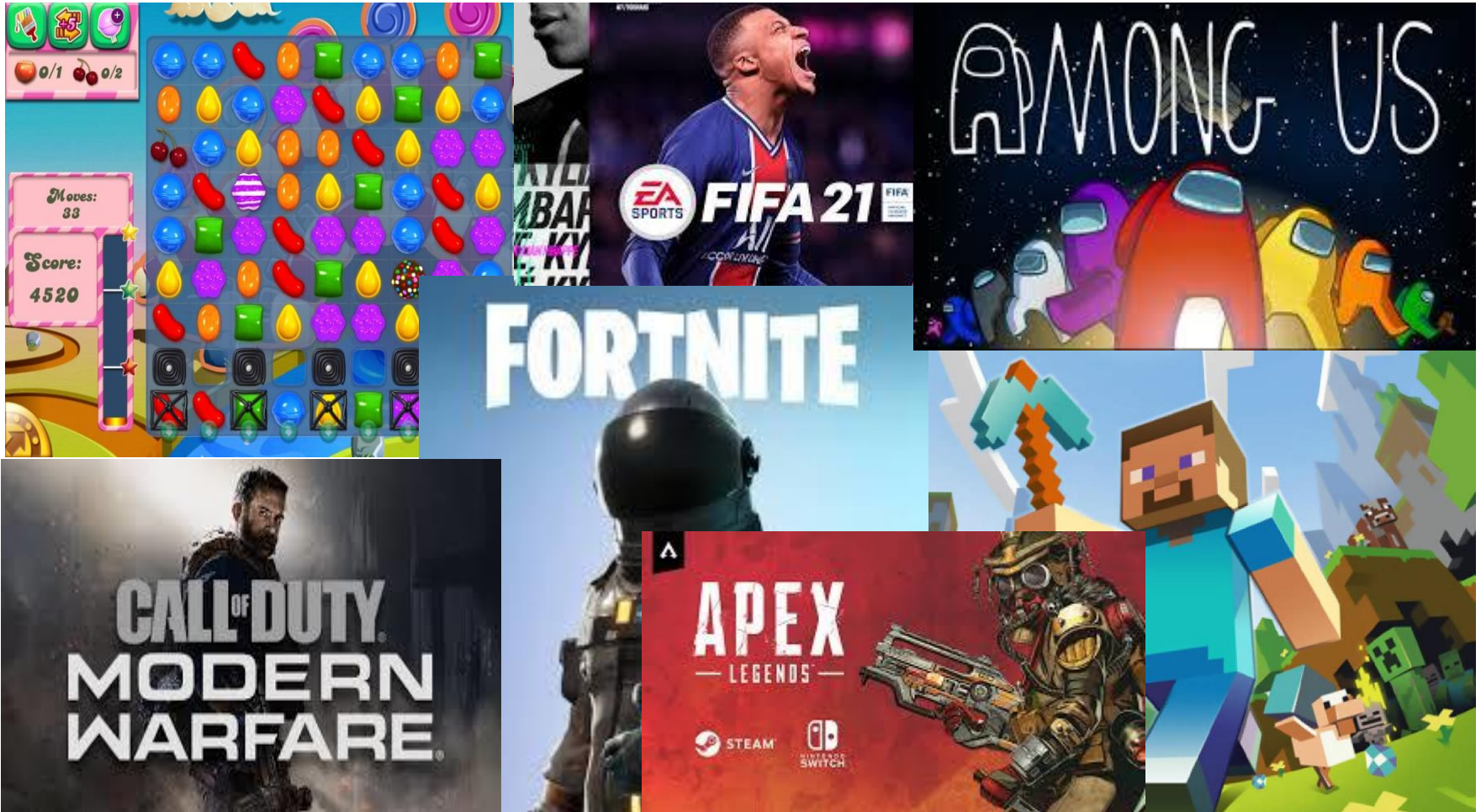
as the learner develops capacity and competence

learning in physical education should be regularly revisited
relevant and realistic learning experiences across all levels

complex
unpredictable
externally paced
wide repertoire of skills
pressure of increased
variables with less time
to respond



Into this.....





Common Themes

- Level up
- New challenges
- Creative
- Collaborative work



What does it do?

- Active engagement of the learner
- Potential to improve achievement and attainment across primary and secondary
- Challenge and expand upon traditional pedagogy
- Pupils taking ownership of their own learning – choosing their own “Drivers for Learning”
- Compliments other PE theories - DON'T THROW OUT GOOD PRACTICE. BUILD ON IT.

Create Problems

Learners Find the Solutions

- Overarching
- Series of smaller problems
- Combination



Examples

Looking at different contexts for learning and how we used Benchmarks to solve the problems

Working in partnership with pupils

The word “How” can be very effective



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Invasion



Invasion - More effective play/player

- Playing a game
- Keeping Possession
- Moving possession-----to a target area
- Support play
- Attack the goal
- Shooting
- Re-gaining Possession – defence to attack
- Defending the space

(ATGA)

Sharing Good Practice





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Net/Wall Games



Lobster Ball

Net wall – More effective play/player

- Maintain a rally
 - Set up an attack
 - Winning a point
 - Defending space
 - Defending against attacks
-
- (A Tactical Games Approach)



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Target Games



Beanbag Bocce



Target – Closer, Closer, Closer Still

- Accuracy
 - Direction
 - Speed
 - Judgement
-
- WWWO to design a golf course that would challenge the above. How will you do this? Decide whether your course should be played 2 ball, 4 ball.....

(adapted from ATGA)



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Striking and Fielding

- Scoring runs
- Deciding where and how to hit
- Advance runners into scoring positions
- Throwing out the lead runner
- Defending space

(ATGA)

2v2 Rounders



equipment

Tennis ball
Hockey stick
Shuttle
Football
Beanbag
Bat

Problem Solving – Striking and Fielding





Athletics/Aquatics

- Faster, Higher, Further
- Work with your team to achieve as many PB scores as possible. How will you do this?



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Aesthetics

- By the end of the term you will have to WWWW to design and perform a gymnastics team routine.
- Your routine must have elements of flight, rotation, counter balance, inversion...
- What “SKILLS” will you need to be successful?
- Bench/Mat/Balance – HOW many ways can you travel/cross/used different parts of your body to...?



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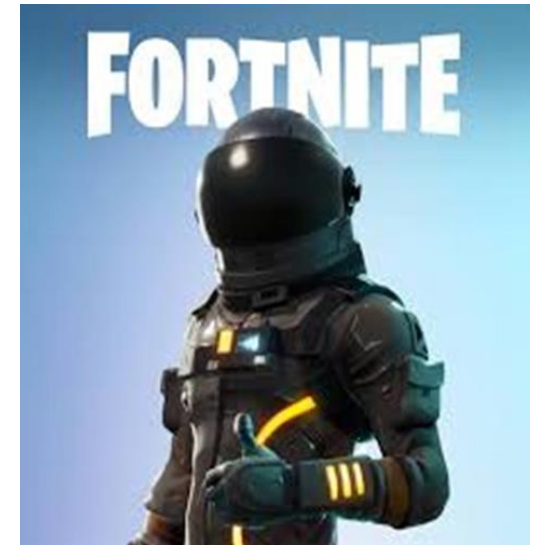
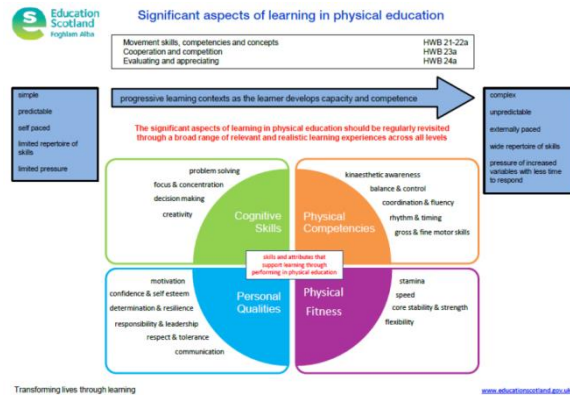
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Planning for Problems

- The quality of the problem
- SMART – problems
- Pupils creating problems for pupils...young leaders, sports council...higher grade pupils?
- Share the problem

Are we getting closer to future proofing PE?



- Let me know how you get on...
- It's a tool you can dip into...like any education theory....but for me its an opportunity to let learning happen naturally.

The Learner's Voice

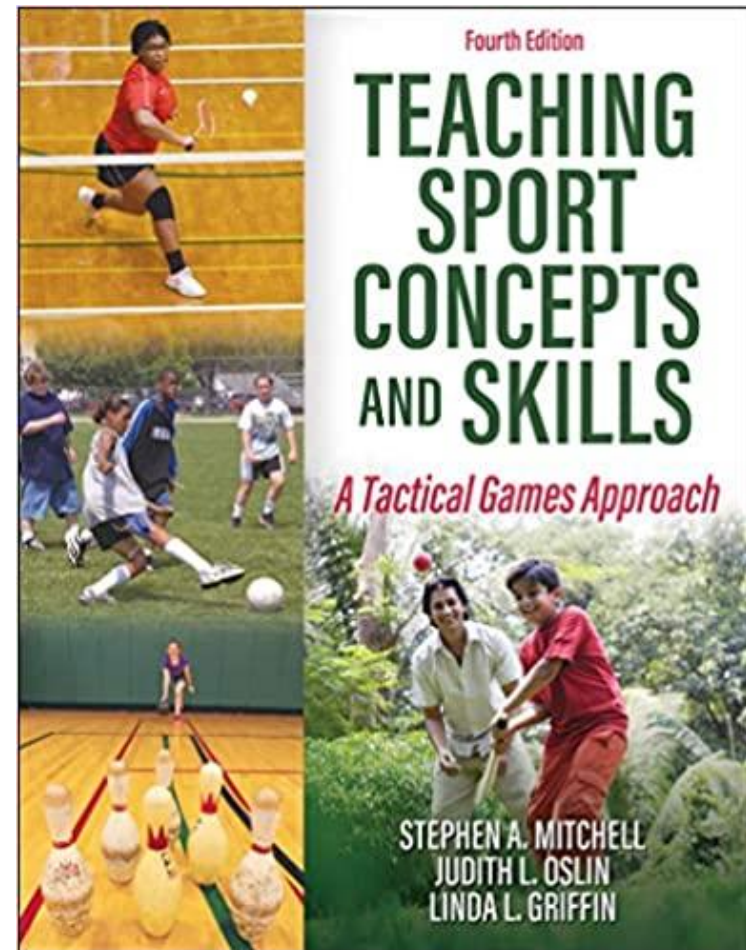
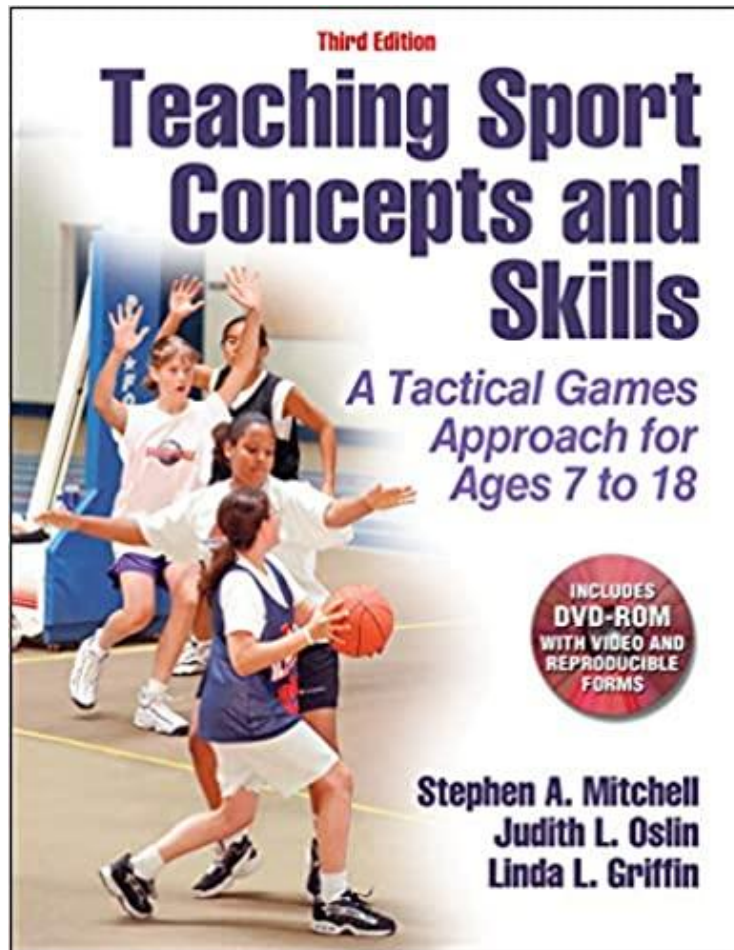
- “I’ve enjoyed faster, stronger and higher because it’s fun and I’m getting faster.”
- “I sometimes don’t get it the 1st time then I try it again and I can do it. You feel happy with yourself.”
- “People notice when you do something well and they tell you.”
- “I like faster, higher, further and preparing for competitions”
- “We learn from our mistakes.”

Assessment – My scribbles!

- Inspire learners to contribute to their own learning
- Valid assessment generated in a variety of ways...problem solving may give us this opportunity more readily



Required Reading



It's all about choices

- gw12penmanjonathan@glow.ea.glasgow.sch.uk
- @PELOGlasgowJP @PEPASSGlasgow
- If you always do what you always did. You always get what you always got!
- The Continuum