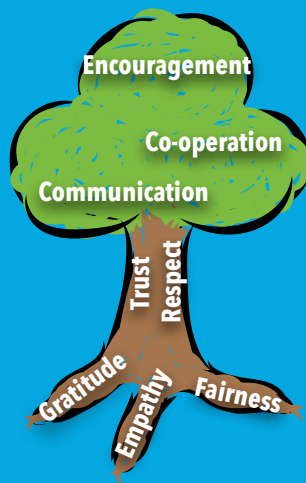


My Personal Best Guide for Teachers



**Healthy
Me**



**Social
Me**



**Thinking
Me**

Inclusion 2020

The My Personal Best innovation project is funded through the Department for Education Inclusion 2020 grant to support pupil referral units (PRU) and alternative providers (AP) to develop life skills in their learners. This innovation project builds on the success of the 2019/20 pilot with special schools.

The project provides staff with the skills and resources to use PE to develop learners' character. It adopts an explicit approach to developing life skills by embedding them in teaching and learning, curriculum development and whole school systems. In this way, it supports learners to develop, apply and transfer the life skills that will enable them to flourish in PE, school and life.

Our experienced team of tutors will work with your senior leadership team and wider school workforce to understand your setting, your current delivery and your learners to ensure the training and resources are relevant to and realistic for your setting and learners.

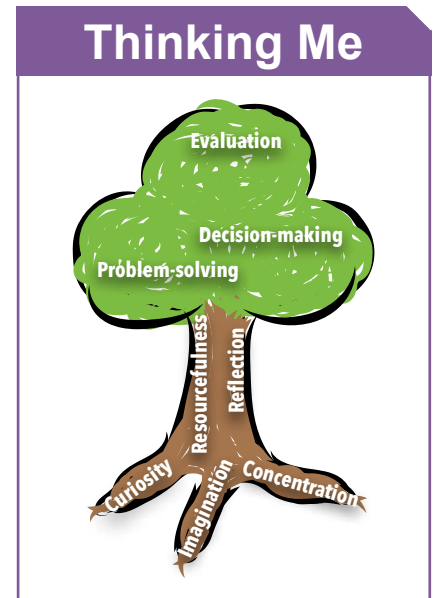
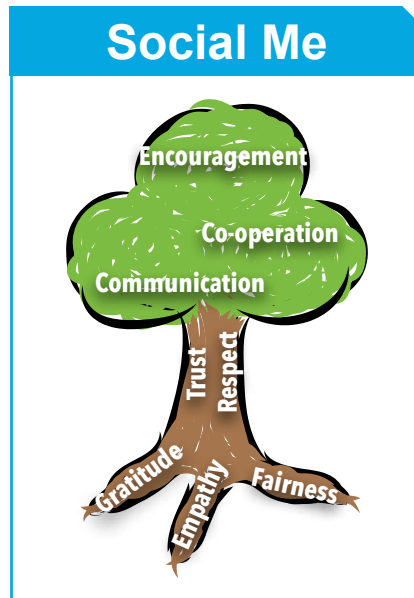
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Life skills through PE

My Personal Best uses an explicit life skills approach to teaching PE. It supports every child and young person to flourish and to achieve their personal best in PE, school and life.

The My Personal Best life skills are grouped into three areas.



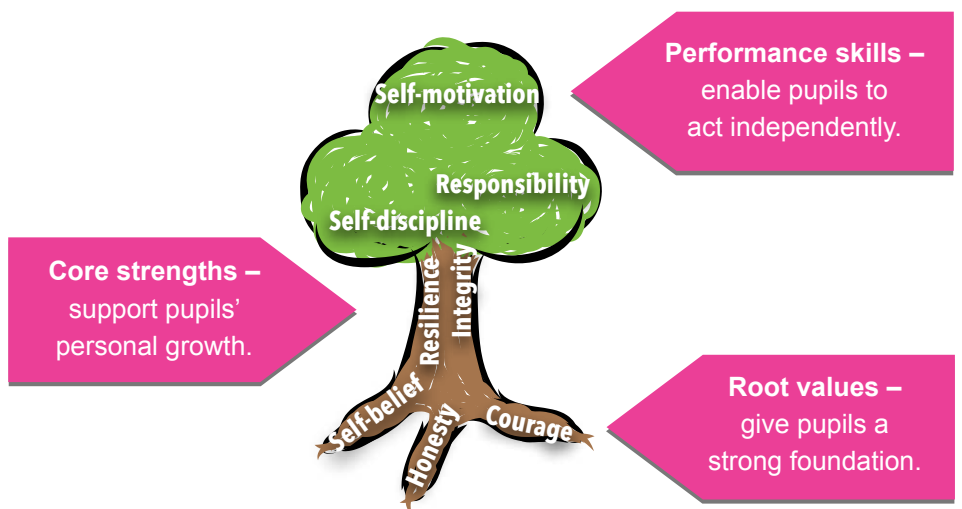
Healthy Me – supports pupils to develop the personal traits that underpin good health and wellbeing and their personal achievement.

Social Me – supports pupils to develop the traits that help them to understand others and work well with other people.

Thinking Me – supports pupils to develop the cognitive and creative traits that enable them to create opportunities, overcome challenges and make choices.

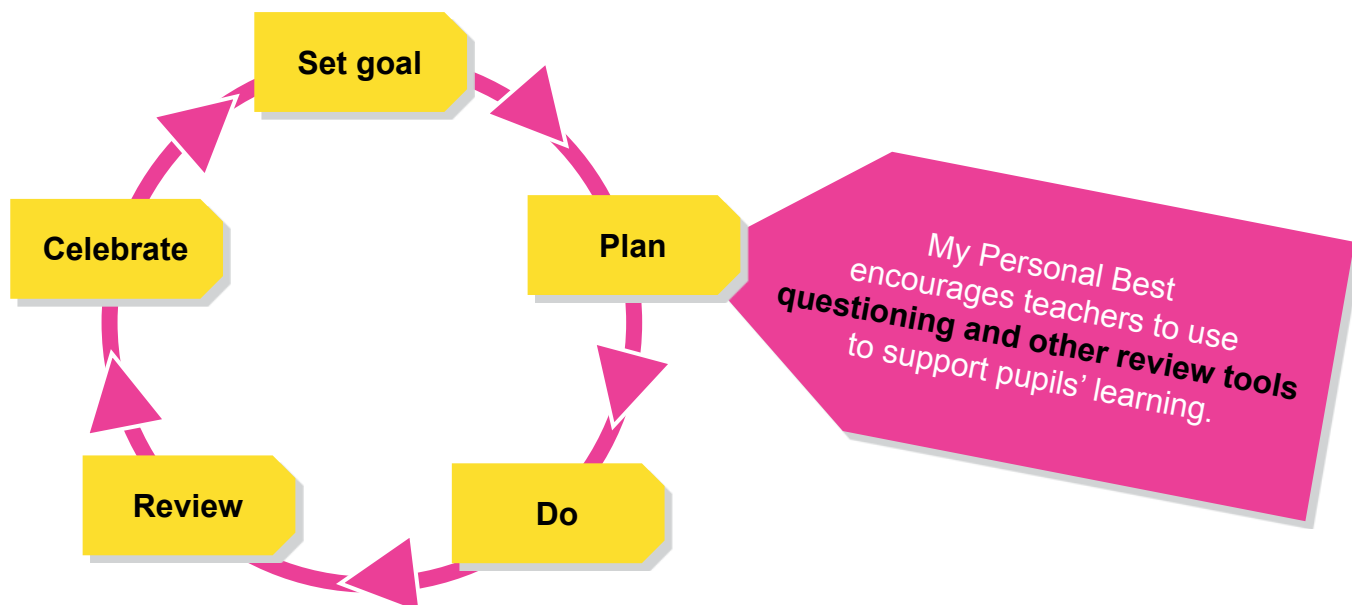
The life skills are progressive, but My Personal Best recognises that pupils will be developing different life skills at different rates and in different ways. Schools should focus on the life skills that are most appropriate for individual pupils and that support school priorities.

Healthy Me



Teaching and learning

My Personal Best suggests teaching and learning methods that maximise – and make explicit – the development of pupils' life skills. These are based on a process that supports pupils to become more independent – whatever their age or ability. It recognises that pupils with complex and additional needs may need more support or take longer to adopt these learning methods but supports schools and families to have high aspirations for all children and young people.



The suggested methods are examples; they may be adapted and combined or other approaches used.

Leading

Pupils give instructions or demonstrate to a class/group.

Reciprocal teaching

Pupils take turns to teach each other a new skill or tactic.

Peer-coaching

Pupils give each other advice and support as working.

Personal goal-setting

Pupils set their own targets within an overall objective.

Self-review

Pupils evaluate their own performance and plan to improve.

Peer-review

Pupils evaluate each other's performance and give feedback.

Problem-solving

Pupils find solutions through trial and improvement.

Creating

Pupils interpret a brief and design their own activities.

Team roles

Pupils take on specific roles and responsibilities within a team.

Whole-part-whole

Pupils are aware of the wider context before focusing on skill or tactical development; pupils apply their skills/tactics within the original context.

Big task

Pupils work towards a long-term goal that has real consequences; learning takes place over a series of lessons before being applied in authentic contexts.

The My Personal Best training enables practitioners to practise these methods in a PE context.

Planning – the SPELL framework

Some schools use the **SPELL** framework, developed by the National Autistic Society, to support their planning.¹

Structure	Make a more predictable, accessible and safer place to aid independence.
Positive	Build on abilities and interests to develop and reinforce confidence and self-esteem.
Empathy	Develop relationships that enable good communication and reduce anxiety.
Low arousal	Create calm and ordered environments to reduce anxiety and aid concentration.
Links	Work with families and community partners to aid holistic and wider development.

The SPELL framework complements the life skills approach of My Personal Best. It also supports schools to deliver PE in a way that is meaningful, enjoyable and rewarding for each pupil.

For example, within a My Personal Best approach to learning:

Structure	<ul style="list-style-type: none"> • Share the life skill at the start of each PE lesson so pupils know the focus. • Use the learner cards in every PE lesson (and other subjects) to aid familiarity. • Explain the teaching and learning methods you will use in the PE lesson so pupils know what is expected of them; give the method a name to aid familiarity. • Use the same life skills language across the whole school for consistency.
Positive	<ul style="list-style-type: none"> • Use My Personal Best to reinforce the concept of personal improvement in PE. • Use the 'celebrate' section of the teacher cards to reinforce different abilities. • Consult pupils to identify their preferences when selecting activities; use pupils' interests and motivations (personal goals) to group them within lessons. • Ask pupils to add to the examples on the learner cards to reflect their interests.
Empathy	<ul style="list-style-type: none"> • Be a positive role model for the life skills of empathy and respect. • Use questioning and active listening while teaching to build empathy with pupils. • Use peer-learning to support pupils to develop empathy for each other. • Ask pupils for life skills goals and examples that relate to their personal lives.
Low arousal	<ul style="list-style-type: none"> • Use the learner cards to support pupils to process information on life skills. • Use different teaching methods and activities if pupils need a calmer approach. • Ask pupils to reflect on life skills if they need 'time out' from physical activity.
Links	<ul style="list-style-type: none"> • Induct all staff/coaches into My Personal Best to have a shared approach. • Display My Personal Best in prominent places in school to raise awareness. • Share the learners' log with parents so they reinforce life skills learning at home. • Reinforce life skills during sports events and trips outside of school. • Find life skills resources for other subjects at: https://www.jubileecentre.ac.uk/

¹ <https://www.autism.org.uk/about/strategies/spell.aspx>

Doing – alternative activities

The My Personal Best teacher cards provide examples of activities that can be used to develop pupils' life skills. These activities draw on other Youth Sport Trust resources:

- **TOP Start** – helping pupils to develop the fundamental movement skills (FMS) of stability, locomotion and object control.
- **TOP PE** – helping pupils to develop transferable physical skills through a broad and balanced curriculum that includes athletics, dance, games, gymnastics and outdoor and adventurous (challenge) activities.

Although these activities were originally designed for use with primary-age pupils, their focus on core and transferable physical skills – delivered through a multi-skills approach – means they are relevant to pupils of all ages and abilities.

TOP Sportsability

Schools may also use activities with which pupils are familiar and/or select activities from TOP Sportsability, which helps pupils to develop physical skills through adapted or disability sports and through sensory and movement experiences.

TOP Sportsability includes:

Adapted sports	Disability sports	Elements
<ul style="list-style-type: none">• Athletics• Cricket• Football• Golf• Hockey• Swimming• Table tennis• Tennis	<ul style="list-style-type: none">• Bean bag games• Boccia• Goalball• Inclusion zone basketball• New Age Kurling• Polybat• Sitting volleyball• T-ball• Table cricket• Wheelchair skills	<ul style="list-style-type: none">• Earth – games• Water – swimming• Fire – dance and movement• Air – outdoor activities• Sensory and movement

If you do not have a county code, you can register for free by completing the registration form found here:

<http://topsportsability.co.uk/signin/Signup>

My Personal Best includes six TOP Sportsability teacher cards; these exemplify how adapted or disability sports can be used instead of the original TOP Start and TOP PE examples.

It is important to recognise that the activities in the teacher cards are only examples: My Personal Best can be delivered through a wide range of physical activities as the focus is on *how* PE is delivered – teaching and learning methods – rather than what is delivered.

Doing – using STEP to modify delivery

Some practitioners will be very experienced and adept at modifying activities to suit the needs of their pupils. Others will not. My Personal Best uses the STEP framework to support this process.

Space	Where pupils are working.	e.g. smaller court, lower net, in a circle
Task	What pupils are doing.	e.g. rolling not throwing, pushing chair not jumping
Equipment	Which resources pupils are using.	e.g. ramp to deliver ball, floatation device
People	Who pupils are working with.	e.g. uneven teams, group by motivations

Find out more about STEP at TOP Sportsability: <http://topsportsability.co.uk/> or, for further professional learning, register for the Inclusive PE course: <https://inclusivepe.org.uk/>

As well as supporting schools to modify the physical aspect of activities, STEP can be used to modify the learning environment in PE to support all pupils to develop their life skills.

For example: Pupils...

Space	<ul style="list-style-type: none"> • Develop courage and resilience by taking part in activities on unfamiliar sites. • Show empathy and respect by giving someone space to work alone if needed. • Use reflection and decision-making to choose a working space that suits their needs.
Task	<ul style="list-style-type: none"> • Develop self-motivation by setting personal goals in activities and lessons. • Demonstrate their communication skills by using different communication methods. • Learn problem-solving skills by working out how to achieve a task in their own way.
Equipment	<ul style="list-style-type: none"> • Show responsibility by selecting the equipment that best supports their learning. • Develop fairness by making sure equipment is shared and can be used by everyone. • Learn resourcefulness by adapting resources to suit their personal needs.
People	<ul style="list-style-type: none"> • Learn self-discipline by choosing when and how to work with others. • Show encouragement by supporting their peers to take part. • Develop concentration by ignoring other people's distracting behaviours.

Sharing STEP with pupils – and encouraging them to use it to support their own learning – enhances their life skills and independence.

Crucially, life skills are never 'achieved': we are constantly developing them through life. New contexts and challenges provide new opportunities to develop, apply and refine them. My Personal Best is always about each pupil's **personal development**, not a comparative 'norm'.

Reviewing and celebrating

Practitioners will use a range of review and celebration tools to support pupils' learning. Many of these will be transferable to PE and appropriate for reviewing and rewarding pupils' life skills. The following examples have been used to support pupils' learning through My Personal Best.

Traffic lights



Use red-amber-green 'traffic lights' to support pupils' reflection on a life skill or to gather instant feedback. These may be colour charts that pupils touch, stickers they add to their life skills learning logs or, for a more active version, colour cones. Set the cones out in a 'confidence curve' spectrum and take 'before' and 'after' photos of pupils standing next to the cones. Ask pupils to pick up a cone during a cool-down activity.

Thumbs-up



As pupils are working, use 'thumbs' as a quick self-review tool. Thumb-up is positive, thumb-down is negative, a level thumb is neutral. Use as a quick grouping tool: either pupils work in similar pairs/groups by finding someone with the same thumb position, or pupils support each other by pairing/grouping thumbs-up with thumbs-down. Use as the teacher to provide instant feedback when observing a good example of the life skill in action.

Emojis



Use emojis for instant feedback or to stimulate a more reflective review or discussion. For example, ask pupils to share – with the teacher or each other – why they chose that emoji in relation to the life skill. Ask pupils to award emojis to each other, for example to reinforce Social Me and explore how personal actions affect others. Youth Sport Trust Lead Inclusion Schools use Chateez cards:

www.chateezcards.com/resources

Makaton



Use the Makaton symbols on the My Personal Best learner cards. Display the symbols around the gym/sports hall and ask pupils to tag which life skill they are demonstrating during the lesson or ask them to stick a post-it note to a life skill as they leave the lesson. Ask pupils to stand next to a symbol and share examples with the other pupils who chose that life skill or how they showed it in the lesson.

Reviewing and celebrating

Active voting



Use active voting to consult with pupils, gather feedback or check understanding. For example, ask pupils to decide which life skill was the focus of the previous activity or indicate which skill they thought they improved most. Active voting includes: running to designated corners, throwing bean bags into hoops or holding a particular balance.

Technology



Use technology to engage pupils in reviewing. For example, encourage pupils to take photos and videos (where permitted) when they see a life skill being used. Add the photos to their life skills learning logs. Use online voting tools to gather feedback. For example, Kahoot or Mentimeter offer free software for schools. (Other brands are available!)

Stickers



Stickers appeal to all ages! Consider getting stickers made of the Makaton life skills symbols. Award them when pupils demonstrate good use of a life skill to reinforce what the skills look like in practice. Use them as part of a peer-review and recognition process or stick them in pupils' life skills learning logs so parents see them too.

Postcards



Use personal postcards as a reflective self-review tool. For example, ask pupils to draw examples of when they demonstrated the life skill in PE, school or home on the front of the postcard. On the back, they note an action for improvement. Send praise postcards home so pupils' life skills are celebrated with families as well as in school.

Life skills learning log

My Personal Best provides schools with templates that can be used to create an optional learning log for pupils. These can be printed and annotated by hand. You can download the resources from:

www.youthsporttrust.org/MyPB-CharacterEducationAP

Encourage families to contribute to the log to reinforce that life skills learning is for PE, school and life.

Whole school approach

To have maximum impact on pupils' learning, embed My Personal Best life skills review and celebration across the whole school. For example, reinforce life skills in subjects other than PE or build them into school awards, rewards and behaviour systems.

In addition to a professional learning course, schools involved in My Personal Best receive the following resources.

Tools for learners	Tools for teachers
<ul style="list-style-type: none"> • Learner prompts: A5 double-sided cards with text and visual symbols. 8 life skills x 3 sets = 24 cards (one set each for Healthy Me, Social Me and Thinking Me). • Learning log: digital page on which to upload text and images. 24 skills – 1 page per skill. 	<ul style="list-style-type: none"> • Professional learning: 4 recorded modules and associated off-line tasks (2 hours of learning). • Introductory guide: guide for teachers including planning, doing, reviewing and celebrating guidance and tools. • Teacher prompts: A4 single-sided cards with examples of a plan-do-review-celebrate approach to teaching life skills in PE. 6 cards (2 each for Healthy Me, Social Me and Thinking Me) – using TOP Sportsability activities.
Tools for schools	
<ul style="list-style-type: none"> • Introductory webinar – to introduce project. • Action planning template – to plan local implementation. • Mentoring – to support implementation. • Example of practice template – to use to prepare for online TeachMeet. • Online TeachMeet – to share practice, challenges and solutions with other schools. 	

The download and digital versions are available from: www.youthsporttrust.org/MyPB-CharacterEducationAP

The following links will support schools to further develop PE and/or adopt a whole school approach to the development of pupils' life skills.

PE and school sport

- **Youth Sport Trust:** www.youthsporttrust.org
For a wide range of resources and professional learning opportunities relating to PE, including TOP Start and TOP PE referenced in My Personal Best.
- **Inclusive PE:** www.inclusivepe.org.uk
For professional learning (half-day workshop and e-learning modules) for all staff involved in making PE more inclusive.
- **TOP Sportsability:** www.topsportsability.co.uk
For activity ideas and resources relating to adapted sports, disability sports and sensory and movement activities.
- **Activity Alliance:** www.activityalliance.org.uk
For advice on inclusive sport and physical activity and links to the national disability sport organisations.
- **British Paralympic Association:** www.getset.co.uk
For resources that use the Paralympic Games, values and athletes to inspire young people.
- **School Games:** www.yourschoolgames.com
Register your school to access downloadable activity cards for adapted and disability sports.
- **Swim England:** www.swimming.org
For access to guidance and professional learning to support young people to swim.
- **National Autistic Society:** www.autism.org.uk
For guidance and professional learning on including young people with autistic spectrum conditions.
- **PRUsAP:** www.prusap.co.uk
For support for alternative providers.

Life skills

Jubilee Centre for Character and Virtues: www.jubileecentre.ac.uk

For access to research and a wide range of resources to support a whole school approach to life skills development, including specific resources for subjects other than PE.



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