

PHYSICAL WELLBEING

Incorporate activities that pupils can do at home, using free resources such as Change4Life, Tokyo Tens, Super Movers etc. Turn activity into education by enabling pupils to set goals, review, adapt and improve.

Use a dice to add fun. Numbers represent actions, repetitions, balance points etc. Pupils make suggestions for each category.

Ask pupils to select gears when adjusting intensity of activity. Pupils increase or decrease speed but work at an individual pace.

Make sure pupils know how an activity benefits their health and wellbeing.

Use stories to lead pupils through fundamental skills and strength-building e.g. crawling under or jumping over during a 'journey'.

Use 'party games' to develop fundamental skills instead of drills, e.g. Simon says, compass points, musical statues.

Start or end morning and afternoon sessions with energiser or relaxation activities, drawing on the wide range of online resources.

Break up sessions with action rhymes and songs for younger pupils.

Ask older pupils to take turns to lead on-the-spot exercises as brief activity bursts in class.

Use active or non-sedentary learning methods across the curriculum and/or use outdoor classrooms, e.g. trails and clue hunts, walk and talk, standing at desks, wall as well as desk zones.

COGNITIVE WELLBEING

Reward pupils' positive behaviours and achievements, e.g. metres towards a virtual class mountain climb, kilometres towards a journey, team league points.

Make time for outdoor play. Work with pupils to adapt activities safely and creatively, e.g. skipping, hop scotch, traffic lights, Simon says, touch-free tag etc.

REACTIVATING LEARNING



WHAT to do in physical education and physical activity to promote wellbeing.

REMEMBER!

Activities are vehicles for learning; they are not the purpose of learning.
Think WHY – HOW – WHAT.

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Agree success criteria with pupils and ask them to keep individual scores to reinforce personal improvement.

Promote creativity by setting open-ended tasks: "How can you...?" "What different ways can you...?"

Use personal learning logs and/or award stickers for non-physical achievements, e.g. resilience, responsibility, effort, resourcefulness.

EMOTIONAL WELLBEING

Ask pupils to create their own challenges or activities to meet a specified outcome, e.g. "Use the given equipment to create a game that tests accuracy in sending."

Ask pupils to display a green, yellow or red cone to indicate if they are working at comfort, stretch or challenge.

Practise relaxation techniques from yoga, tai chi or Pilates. Allow pupils to use these when needed.

Work outdoors as much as possible. Use trails and orienteering-type activities in poorer weather.

Working in physically distant pairs, pupils take part in 'follow my leader' or mirroring actions.

Ask small groups of pupils to create 'chains' to promote interaction at a distance, e.g. each pupil builds on the previous pupils' movements.

Working in pairs or trios, pupils adopt coach and athlete relationships to learn and improve skills.

Create a team challenge with a series of tasks. Individuals earn points or provide solutions that contribute to the overall team goal.

Award merits or stickers for social skills, e.g. sharing ideas, listening and respecting others' views.

Ask small groups to create a joint game. Pupils collectively agree a basic idea then take on individual roles or tasks to develop it, e.g. rules, scoring system, easier/harder.

SOCIAL WELLBEING