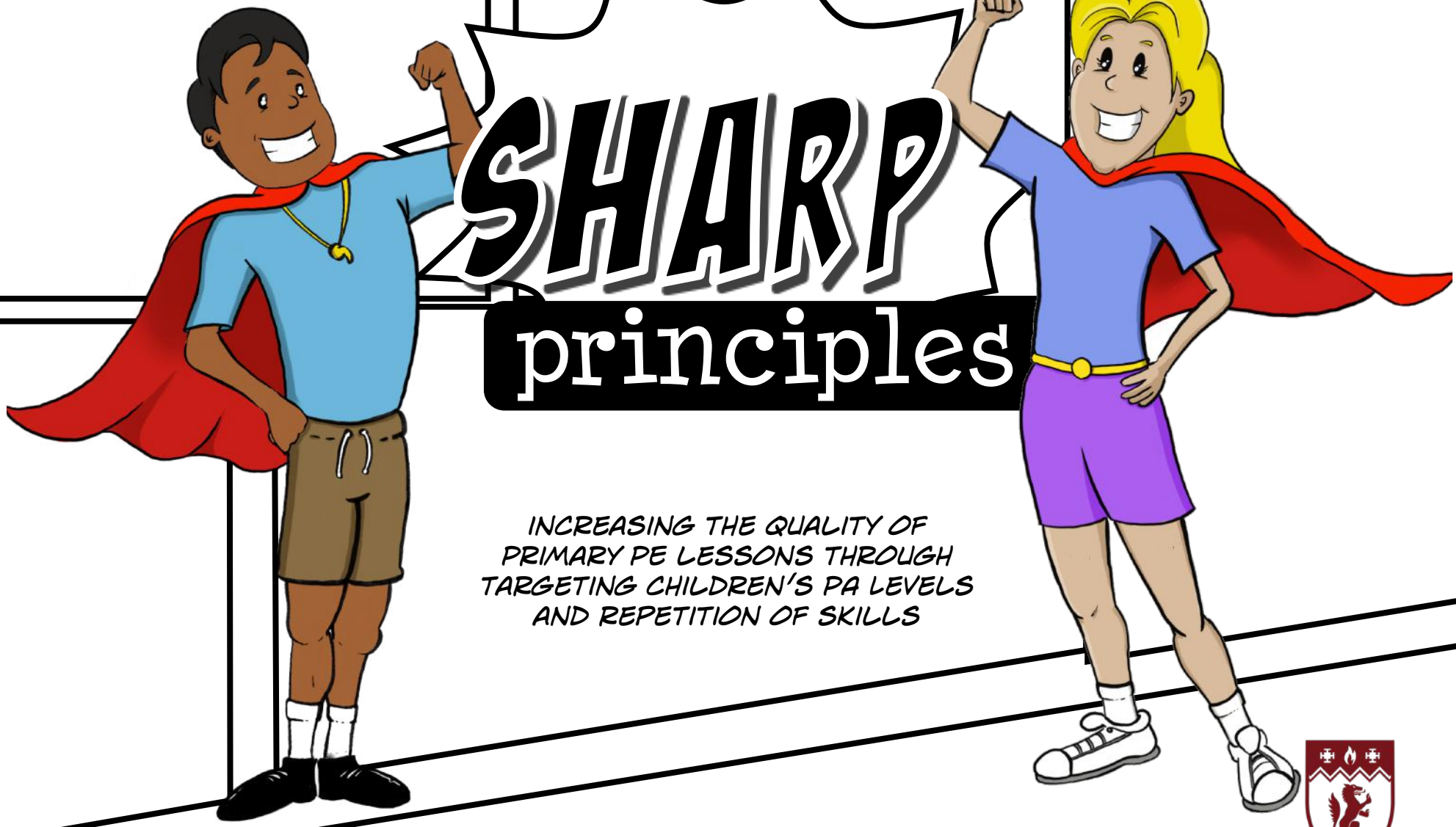


SHARP principles

INCREASING THE QUALITY OF PRIMARY PE LESSONS THROUGH TARGETING CHILDREN'S PA LEVELS AND REPETITION OF SKILLS

RESOURCE CARDS

Newman University
BIRMINGHAM

CREATED BY: DR. EMMA POWELL, DR. LORAYNE WOODFIELD AND ALEX POWELL

DR. EMMA POWELL



DR. EMMA POWELL IS A SENIOR LECTURER IN TEACHER EDUCATION. SHE SPECIALISES IN PHYSICAL EDUCATION PEDAGOGY AND CHILDREN'S SCHOOL BASED PHYSICAL ACTIVITY.

DR. LORAYNE WOODFIELD



DR. LORAYNE WOODFIELD IS A SENIOR LECTURER IN SPORT AND HEALTH. SHE SPECIALISES IN PEDAGOGY, SCHOOL BASED PHYSICAL ACTIVITY AND HEALTH RELATED BEHAVIOURS.

ALEX POWELL



ALEX POWELL IS A SENIOR LECTURER IN COACHING SCIENCE. HE SPECIALISES IN PEDAGOGY AND COACHING FROM GRASSROOTS TO ELITE ATHLETES. HE IS A COACH EDUCATOR AND ASSESSOR FOR THE RUGBY FOOTBALL UNION (RFU).

Newman University
BIRMINGHAM

CREATED BY: DR. EMMA POWELL, DR. LORAYNE WOODFIELD AND ALEX POWELL

INTRODUCTION

The SHARP Principles (Powell, Woodfield and Nevill, 2016) have been designed to help teachers and coaches increase the amount of time children spend engaged in moderate to vigorous physical activity (MVPA) during physical education lessons.

It is recommended that children should engage in 50-80% MVPA during physical education (Association for Physical Education [AFPE], 2015).

The SHARP Principles place a focus on **active learning time** and are aligned with the National Curriculum (Department for Education [DFE], 2013).

Active learning time is about developing children's physical skills through providing them with the opportunity to practise their skills during lessons in a fun and purposeful learning environment, as physical education involves 'learning to move' and 'moving to learn' (AFPE, 2015).



OUR THINKING

SHARP Principles provide practitioners with a focus on **active learning** during the planning and delivery stage of their PE lessons. They can be applied to existing planning and can be used across all activity areas taught through the National Curriculum. They are not a particular teaching style, they are **a way of thinking...**

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S — Stretching whilst moving

- Dynamic movements should be designed to elevate and maintain a higher core body temperature, whilst also engaging children in a fun, active and purposeful warm up.
- A dynamic warm up includes various movements that engage the lower and upper body.

A dynamic warm up assists in increasing children's MVPA and could therefore allow for greater explosive effort during subsequent activities. Examples of dynamic stretches include: side shuffles, jump and twist, high knees, heel flicks, jumping jacks and skipping. The teacher must ensure that the dynamic movements will prepare the children for the activities that will follow in the skill development and then application of those skills.

H — High repetition of motor skills

- This principle is based on the notion that children cannot become physically skilled if they are not engaged in active learning. In order to increase active learning time, teachers must ensure that each child has the opportunity to engage in the task at hand.

For instance: reducing/eliminating queues so that children are not waiting their turn; having small sided games or group work such as 3 v 3 (which will increase the amount of times children have to apply an acquired skill and help to eliminate children being on the peripheral of, or excluded from a game/activity); and increasing the amount of equipment available to the children and/or increasing the number of stations.

A — Accessibiity

- All children should be set tasks that are appropriate to their physical, cognitive and social development, which will enable them to engage in active learning time.
- Teachers should ensure that they are familiar with the STEP framework (Space, Task, Equipment and People) for effective differentiation of activities. An example of the acronym STEP for a gymnastics lesson would be:

STEP	EASIER	HARDER
SPACE	WORKING IN THEIR OWN SPACE	SHARING MULTIPLE STATIONS WITH OTHERS
TASK	REDUCING THE NUMBER IN A SEQUENCE	INCREASE THE NUMBER IN A SEQUENCE
EQUIPMENT	USING THE FLOOR AND MATS	USING THE FLOOR, MATS AND APPARATUS
PEOPLE	WORKING WITH A PARTNER	WORKING WITH A SMALL GROUP

R — Reducing sitting and standing

- As PE is the only required curriculum subject to provide MVPA to all children; this principle aims to develop teachers' awareness of the amount of time children are sitting and standing during the lesson in relation to knowledge transfer, teacher feedback and organisation of equipment. Examples of this principle include:
- When a teacher is providing feedback or questioning learners, often they do not need to stop the whole class, instead they can just target and stop a group of learners or an individual child.
- Ensuring equipment is ready, organised and accessible at the start and throughout the lesson.
- Engaging children in activity as soon as possible at the start of the lesson through concise questioning and feedback.

P — Promoting in class physical activity

- If teachers are to assist in the development of children's lifelong PA they must make a conscious effort to change their instruction behaviours during PE lessons promoting in class PA.
- An example of the promotion of in class PA includes 'great team work, keep moving and looking for space'.

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STRETCHING WHILST MOVING

Lessons should involve active and purposeful warm ups that prepare the children for the activities to follow.

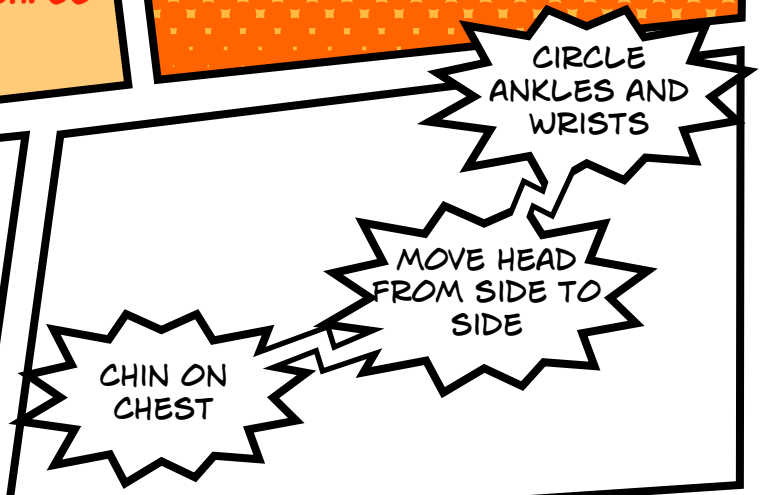
Warm up should contain the following **three steps:**

STEP 1 – MOBILISING JOINTS

As soon as the children enter the working space encourage them to travel around the area and **keep them moving.**

Whilst moving children can **circle their arm, legs, ankles and wrists**, move their head from side to side and place their chin on their chest (don't ask them to take it back as this can be damaging to their neck joint).

While children are moving you could share the learning objective or explain the content of the activity.



STEP 2 – PULSE RAISER

A pulse raising activity should be a gradual increase in intensity that starts with light jogging.

Moving through the different levels of intensity could be: light jogging, side shuffles, skipping and running.

Examples of active pulse raisers include: domes and dishes, follow my leader, aerobic dance routines and traffic lights. Avoid warm ups that leave some children sedentary such as stuck in the mud and never play games that involve children being 'out'.

STEP 3 – DYNAMIC STRETCHING

Dynamic stretches help to maintain a higher core body temperature and should replace traditional static stretching.

Examples include: Jumping jacks, jump and twist, high knees, heel flicks and herd the sheep.

Select the most appropriate dynamic stretches for the learning activities that follow (e.g. if the main activity involves a lot of upper body movements as in throwing in athletics ensure you choose 'jumping jacks' and 'jump and twist').



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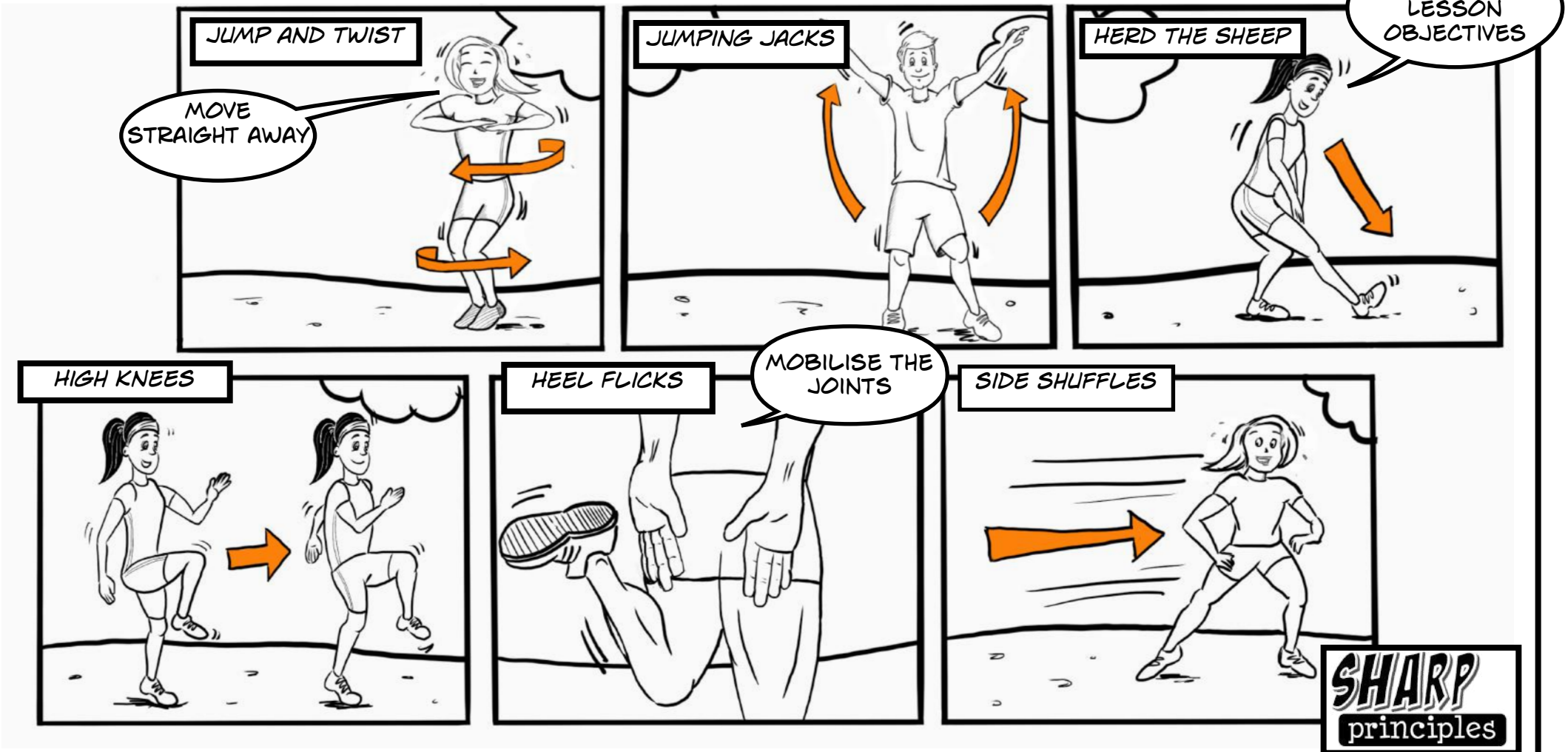
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- Get the children moving as soon as they enter the working area. Ensure the warm up is related to the main activity e.g. if you are focusing on attacking skills in invasion games then an appropriate warm up would involve games such as 'lose your shadow'.
- Explain the LO in the classroom whilst the children are getting changed or when they are mobilising their joints.

S TRETCHING WHILST MOVING

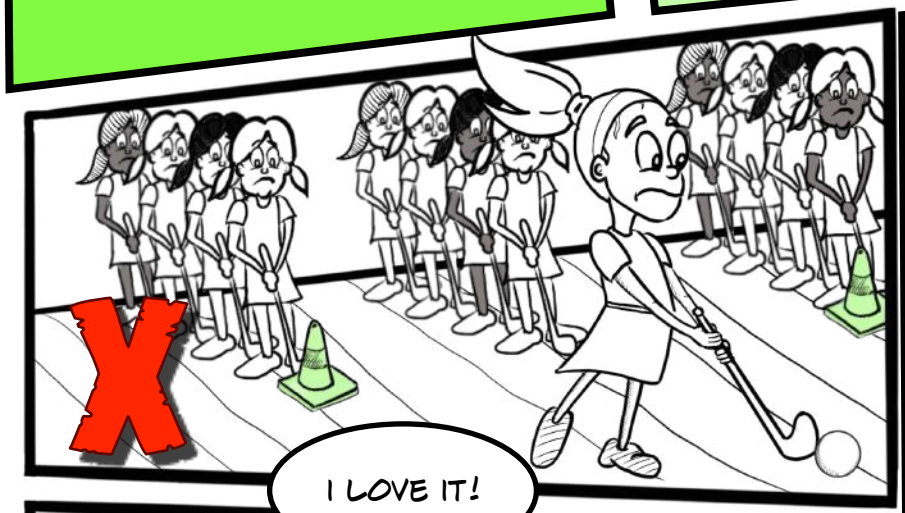
DYNAMIC STRETCHES



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HIGH REPETITION OF MOTOR SKILLS

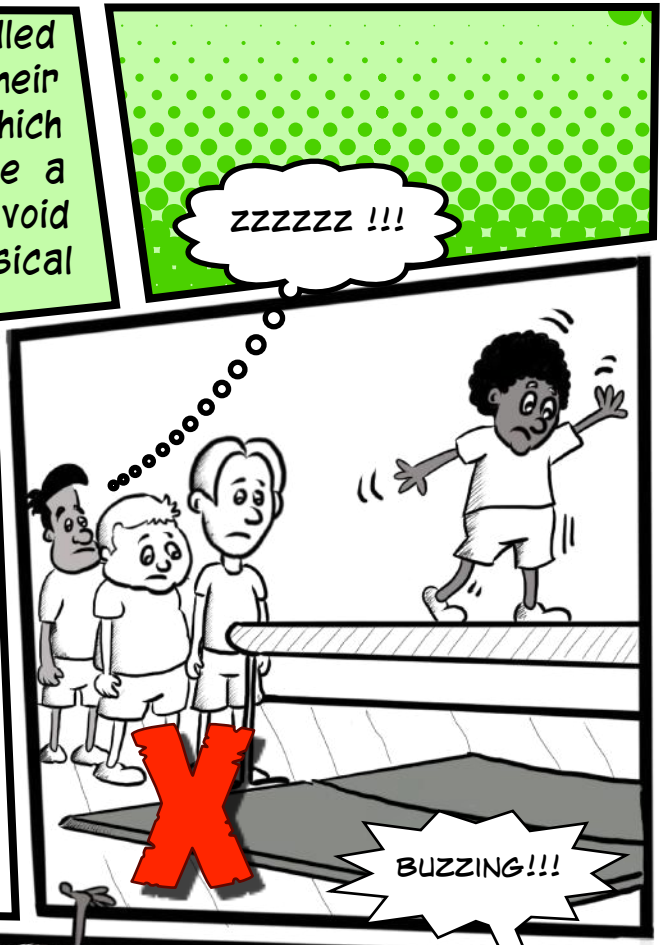
In order for children to become physically skilled they need to be moving and practising their skills. Imagine a mathematics lesson in which children queued for their turn to complete a sum... this wouldn't happen so we should avoid making children queue during their physical education lessons.



Avoid relays and children queuing to dribble around cones such as in hockey. No child should be standing waiting for their turn.

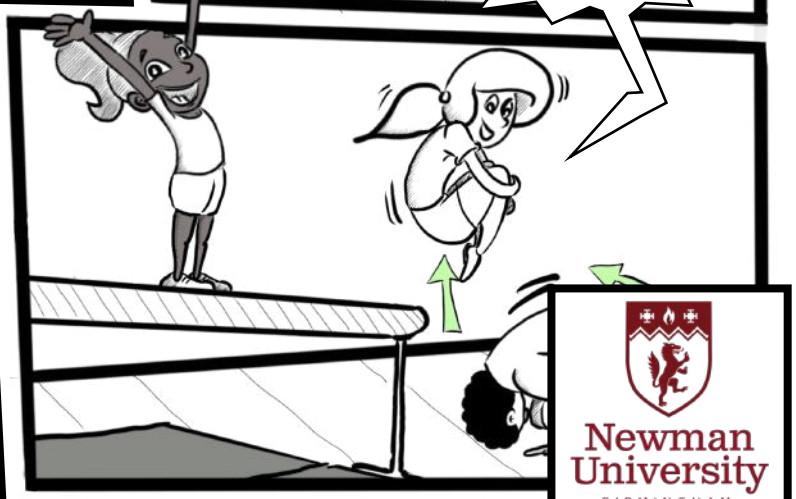
Ideally every child should have their own equipment (e.g., be dribbling around the room with their own ball). If you are short on equipment, have some children dribbling and others working on their movement skills.

Ask yourself, could all the children be involved in active learning?





For instance in gymnastics instead of making children queue for their turn on the apparatus, they should be working with a partner creating a sequence that involves the floor, mats and apparatus.



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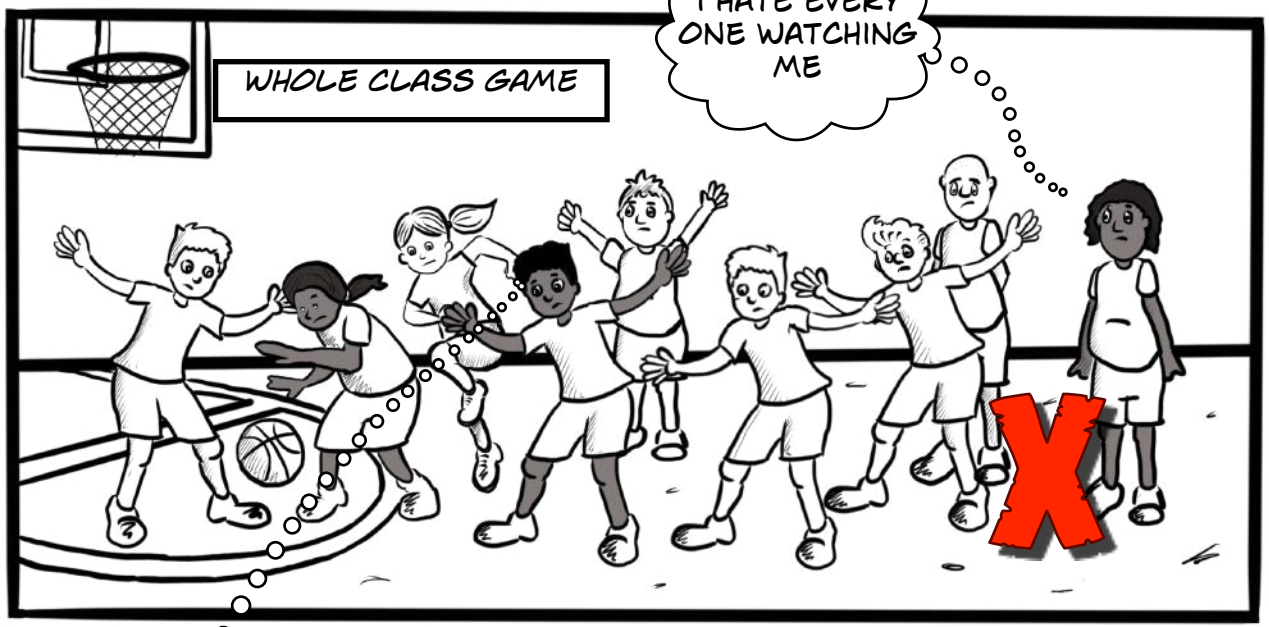
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BE SHARP

- Remember you are trying to engage children in active learning and not just mindless physical activities. They need to have a purpose with the aim of developing children's motor skills.
- Avoid queues and large games
- Don't have children sedentary e.g. stood on benches waiting to catch a ball



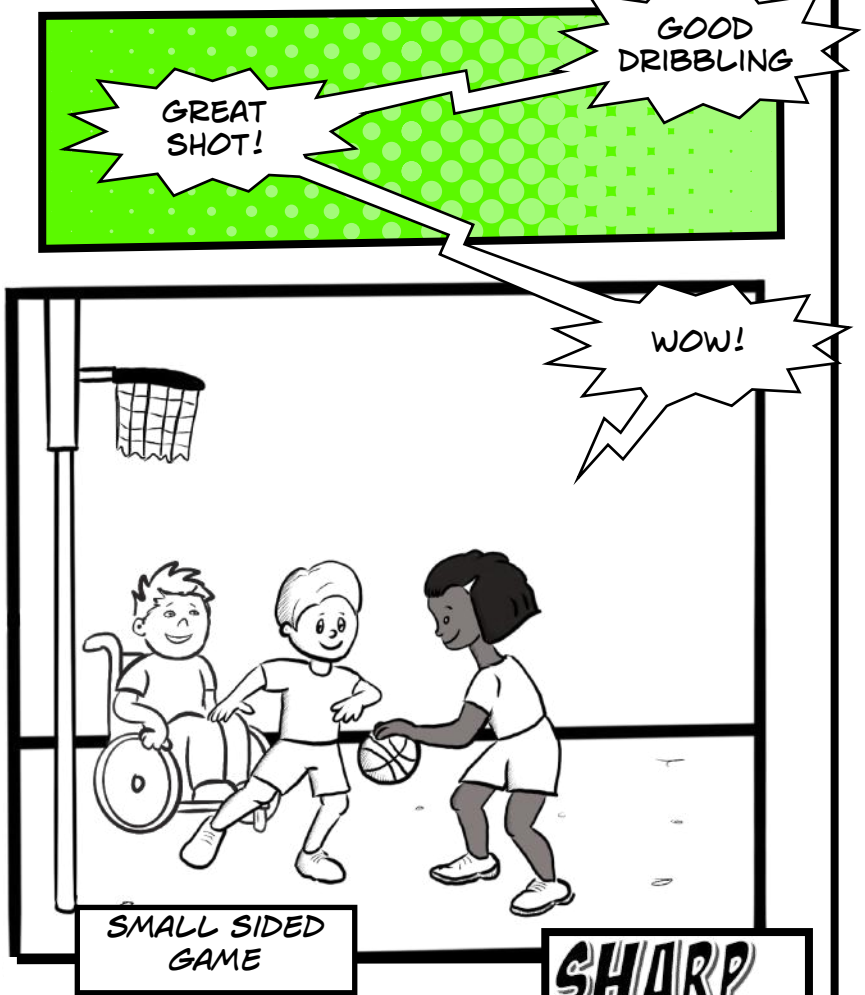
HIGH REPETITION OF MOTOR SKILLS



Avoid whole class games, children don't get the opportunity to practise or apply their skills and often don't even touch the ball.

Group the children into small sided games such as 2V2 or 3V3 or a child could be in a situation where they are moving around the area scoring points in hoops on their own.

The key idea is that **every child is having the opportunity to apply their acquired skills** from the first part of the lesson.



SHARP principles

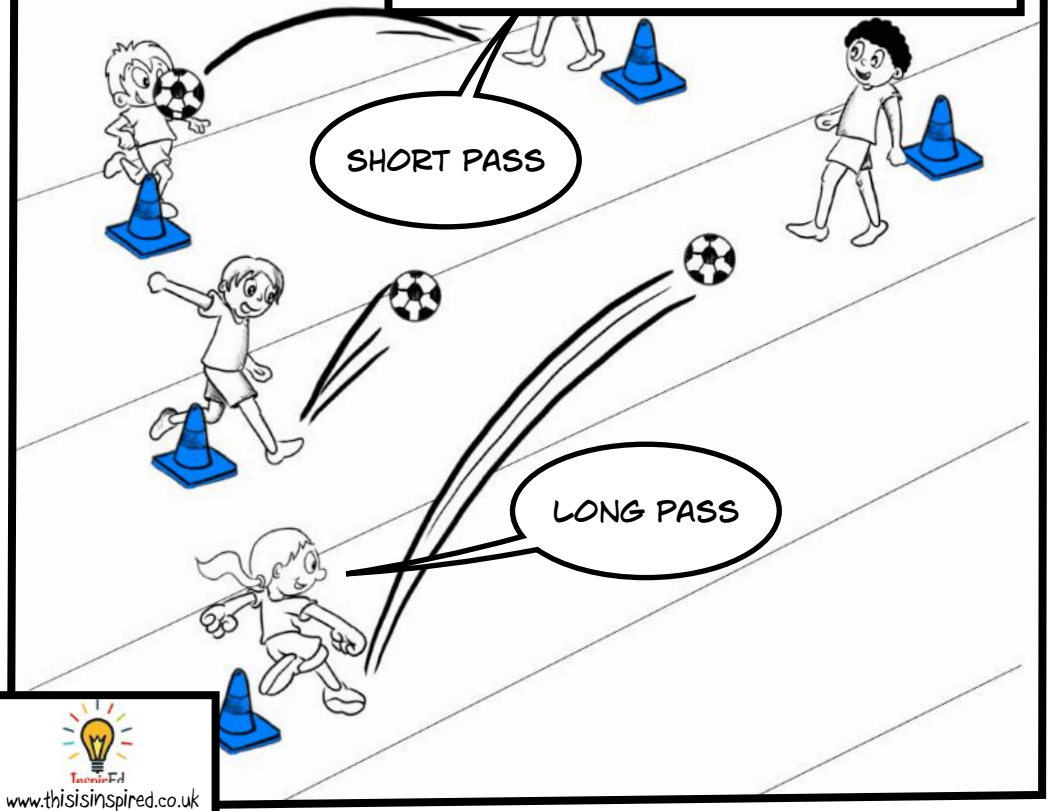
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ACCESSIBILITY

In every physical education lesson there will be a range of abilities and needs. Use the STEP principle to help you differentiate the lesson.

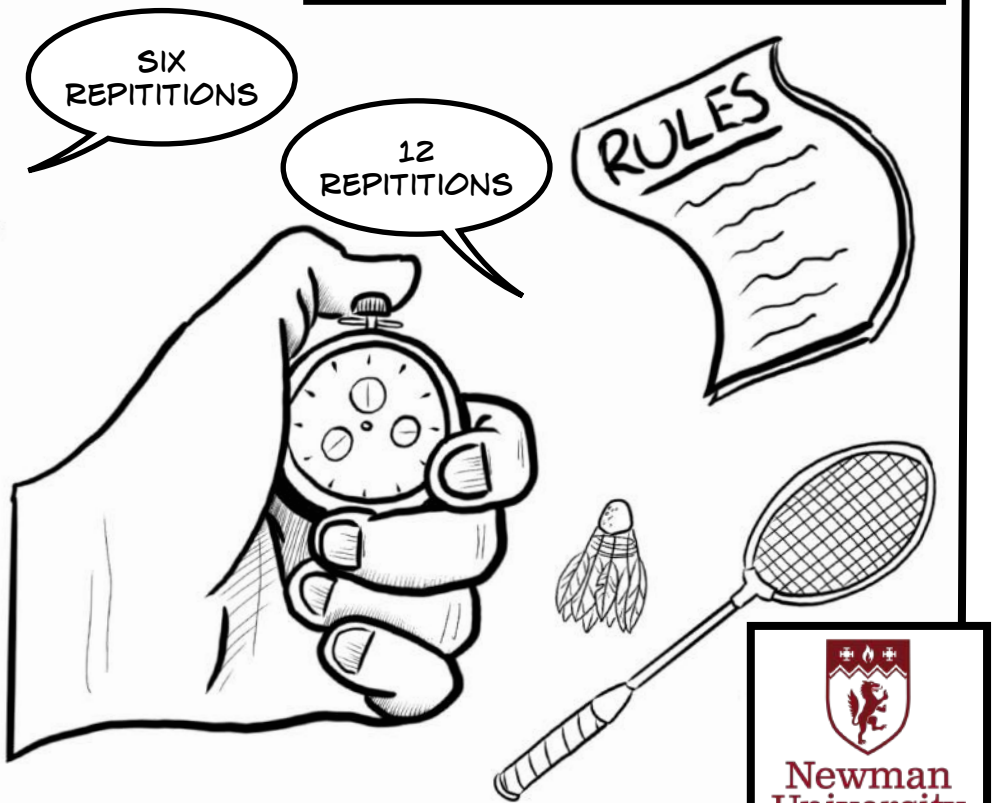
SPACE

Where the activity is happening.
eg. Modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.



TASK

What is happening?
e.g. Modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.



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- Ensure you are aware of children's individual needs, fitness levels and capabilities e.g. respiratory diseases, overweight and obese children, SEND and any behavioural needs.
- Position yourself on the edge of the working area so that you have a good view of every child, are they engaged in learning?
- Instead of stopping the whole class, you may only need to stop an individual child or a group of learners to make the task easier or harder

ACCESSIBILITY

EQUIPMENT

What is being used?
e.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.



PEOPLE

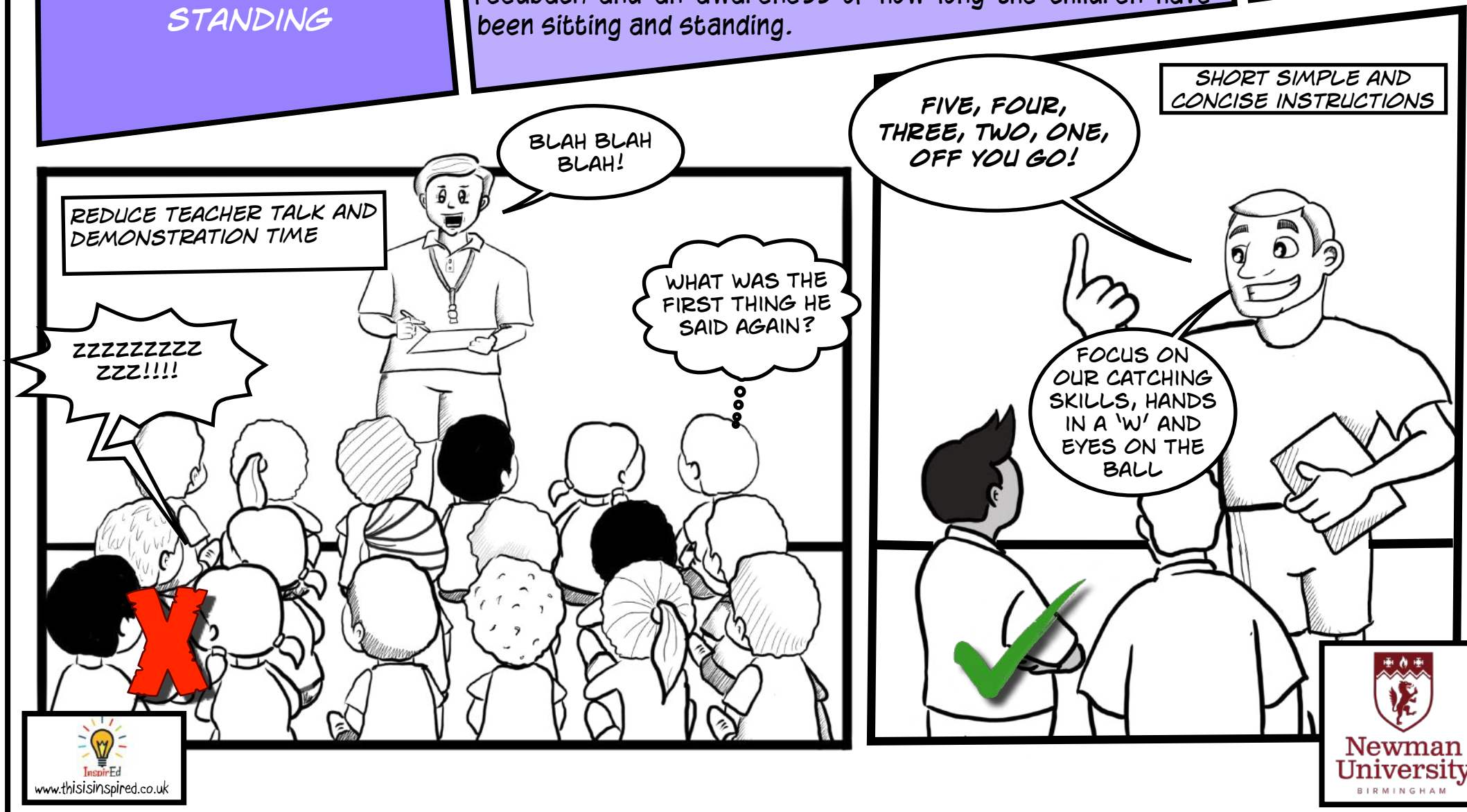
Who is involved?
e.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.



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REDUCING SITTING AND STANDING

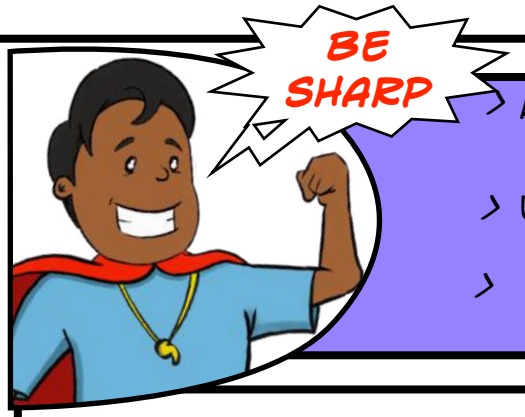
Teaching and learning is an essential part of a physical education lesson, in which teachers / coaches will demonstrate skills, question learners and provide feedback. As a result of this there will be some sedentary periods: however these should be kept short through efficient feedback and an awareness of how long the children have been sitting and standing.



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REDUCING SITTING AND STANDING

- At the start of the main activity, keep your explanations short, with only a few key teaching points. Don't overload the children with information.
- Use count downs to bring the children in or to get them started on a task - '5,4,3,2,1, off you go!'
- Have a clear stop signal so that the children respond straight away.

In lessons it is important for children to be involved in self and peer assessment, however, try not to have one group demonstrating whilst the rest of the class is sitting and watching. Instead children could demonstrate to their partner or another small group.

In a physical education lesson there will be times when you need to stop the whole class such at the end of the warm up, but during the skills section or application/game element you do not always have to stop the whole class. Instead you can stop an individual or group of learners to move them forward in their learning.





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PROMOTING IN CLASS PHYSICAL ACTIVITY

- Stay positive and enthusiastic
- Remind children of the health benefits. Being physically active helps to: reduce children's blood pressure, maintain a healthy weight and builds strong muscles and bones



LET'S GET THOSE MUSCLES WORKING!

PASS AND MOVE

CAN YOU MOVE A BIT QUICKER

OFF YOU GO!

KEEP MOVING AND LOOK FOR SPACE

WE ARE ON THE MOVE KEEP TRAVELING AROUND

5,4,3,2,1 - GO!

WELL DONE - KEEP GOING - YOU ARE HAVING A GREAT LESSON

KEEP PRACTISING THOSE SKILLS

I'M SO IMPRESSED BY HOW HARD YOU ARE ALL WORKING



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FOR MORE INFORMATION EMAIL
DR. EMMA POWELL 'e.powell@newman.ac.uk'
DR. LORAINE WOODFIELD 'l.a.woodfield@staff.newman.ac.uk'

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