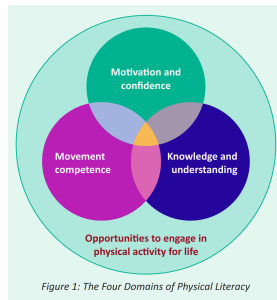


MOTIVATION AND CONFIDENCE

Motivation and Confidence is a key domain of Physical Literacy development. It refers to an individual's enthusiasm for, enjoyment of and self-assurance in adopting physical activity as an integral part of life.



THE MOTIVATION CONTINUUM

Amotivation is the complete absence of motivation, extrinsic motivation is stimulated by rewards, while intrinsic motivation is based on enjoyment. To support motivation and confidence the aim should be to help pupils to move towards becoming intrinsically motivated.



The elements central to creating a motivational climate in the physical education (PE) lesson are autonomy, belonging and competence. Autonomy is a perception that behaviour is self-determined and that an element of choice exists in the PE lesson. Belonging is perceived social connections with peers and the teacher. Competence is perceived ability to carry out a task effectively.

What is Physical Literacy?

The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to value and take part in physical activity throughout their personal lifelong journey.

For more information and to access the **PDST Move Well, Move Often** resources to support you in developing physical literacy in your school visit:

WWW.PDST.IE/PHYSLIT
WWW.SCOILNET.IE/PDST/PHYSLIT



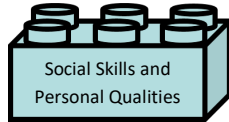
Developing the physically literate pupil through the lens of Motivation and Confidence



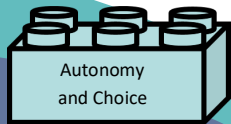
Strategies for building a motivational climate in PE

STRATEGIES FOR BUILDING A MOTIVATIONAL CLIMATE IN PE

There are a variety of different strategies which can be used as building blocks towards a motivated and confident student. These strategies incorporate one or more element of belonging, competence or autonomy. Each student and class will be unique and so different blocks or strategies will be appropriate at different times.



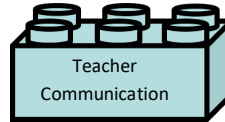
Explicitly teach social skills and personal qualities such as teamwork, fair play and commitment in PE. Using the Move Well, Move Often poster resource focus on one or two teaching points relating to the chosen skill or quality per PE class (available from pdst.ie/physlit)



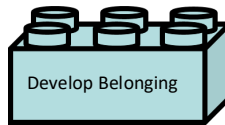
Allow pupils autonomy or choice within PE class. Choice can relate to the type of activity, the activity format or progression. For example, *would you like to play this activity competitively or for fun? What type of music would you like for your dance? What type of ball will we use for this game? We are all going to do a gymnastics roll, you choose which one you would like to do, Choose if you would like to practice throwing with a partner or against the wall.*



Develop specific conflict resolution strategies for PE and yard time. Bigger conflicts can be solved outside of the activity in a conflict resolution corner. Pupils work together to come up with a solution prompted with questions such as *'what happened?, what do you think needs to happen next?'*



Provide a rationale for chosen activities at the beginning or end of the class. Provide individual constructive feedback focussed on the process (e.g. teaching points of jumping) rather than outcome (distance jumped). Acknowledge and accept feelings of disengaged pupils. Use non pressuring language *'what might we do differently?'*



Support pupils to feel valued as part of the PE class. Avoid elimination games and ensure all pupils are participating by using small groups and small sided activities (e.g. 5 v 5). Allow pupils to work in the same mixed ability group over a 4-6 week period. Come up with a team name and assign roles to each team member as part of a sport education season.



Encourage a pupil or group of pupils to keep a record of their performance and to better their previous performance/score. Ask each pupil/group to set a goal for the upcoming PE classes. The goal may relate to physical, cognitive or affective skills. Allow pupils time to plan, reflect and work on their goal in PE class.



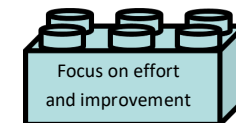
Focus on the development of fundamental movement skills in PE rather than specific sports. Explicitly teach four or more FMS each year with a focus on no more than 2 teaching points per PE class. Emphasise fun by embedding FMS in a variety of Move Well Move Often and curricular activities.



Adapt activities to ensure they are not too hard, or too easy for pupils. Allow pupils to work on the same activity but at different levels within the class to find the sweet spot of challenge.



Use narrative and story to engage pupils in activity, for example, through the use of external cues available on the move well move often website. For instance alongside asking pupils to *'sprint with high knees and thigh almost parallel to the ground'* ask them to *'imagine you are running in water'*.



Prioritise *effort and accompanying improvement* over winning and losing in your PE classes. All pupils can then perceive themselves as being successful, as success is defined as improvement and effort rather than a single group or individual 'winner'. Success is also self-referenced against previous best performances. Provide praise or rewards to the teams/individuals that improve the most using cooperative learning approaches such as student teams achievement division.

