Examples of educational resources

1. Posters/information sheets for PE teachers to support planning of sessions

Creating a Mastery Climate:

Cooperation, effort, and emphasis on individual/team development, learning and mastery of tasks using TARGET. (Epstein, 1989)

TASK  	**With a partner, stand 7 meters away and throw/pass the ball to each other 20 times. Make a bigger group (5-6 people) and practice throwing the ball at different distances. Then, make a big group (12 people), divide the group into two parts (defense and offense) and practice passing the ball and scoring. Finally, start planning your group, find a goalie and start the game.** (This will allow everyone to warm up and practice a large variety of skills before the final game. This will also allow everyone to exercise some teamwork)
AUTHORITY	**Choose a strategic team (let people choose their own teams but there needs to be at least 3 boys and 3-4 girls). The group has 5 minutes to choose a team name, a captain and everybody's positions.**
RECOGNITION 	**Decide on a goal with your teachers and peers. Discuss and plan a goal that you think will help you grow as a player and teammate.** (For example→ I will be an extremely active and supporting teammate, and try to shoot three goals.)
GROUPING  	**Reassemble the groups fairly. There should be a range of people with numerous skill levels involved in a group. If a group member is not cooperating they can't be placed in another group.** (Everyone must learn to cooperate with each other. Everyone must learn the importance of cooperation with a team.) → Similar to the Authority stage (Regrouping must take the same course/process)
EVALUATION 	**Everyone as a group must discuss more about the game. How the game went? What can you do better next time. Meaningful discussions must take place within groups.** (This will allow all team members to create new goals and grow as a player and team member.)
TIME 	**Each class, there is a 10 minutes warm-up, 35 minutes game, and 10 minutes warm-down.**

Supportive: SAFE, EMPATHETIC, INVOLVED.





Active: HIGH LEVEL OF ACTIVITY. MINIMAL TRANSITION TIME! GO! GO! GO!



Autonomous: STUDENT CHOICE. STUDENT LEAD!

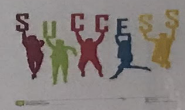
Fair: "ALL STUDENTS PROVIDED WITH OPPORTUNITIES TO EXPERIENCE SUCCESS."



Enjoyable: PE IS FUN AND WITH A "VARIETY OF ACTIVITIES."

(Lubans, et al, 2017, Informed by the SDT)

Supportive: safe, empathetic, involved.





Active: high level of activity. Minimal transition time! GO! GO! GO!



Autonomous: student choice. Student lead!

Fair: "all students provided with opportunities to experience success."



Enjoyable: PE is fun and with a "variety of activities."

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Creating a Mastery Climate: Cooperation, effort, and emphasis on individual/team development, learning and mastery of tasks using TARGET Principles. (Epstein, 1989)

TASK: Differentiated, varied and multi - dimensional tasks.

Authority: (Autonomy) Involve students in decision making. Give leadership roles. Ask for captains. Let them choose teams, colors, team nam

Recognition: Recognize students individually as they improve. Recog effort, incremental successes based on their goals.

Grouping: Encourage mixed-ability teams.

Evaluation: Individual feedback based on their goals, personal improvement, participation, attitude and effort.

Time: Allow for flexible time to complete tasks. Check-in w students.

Examples of educational resources

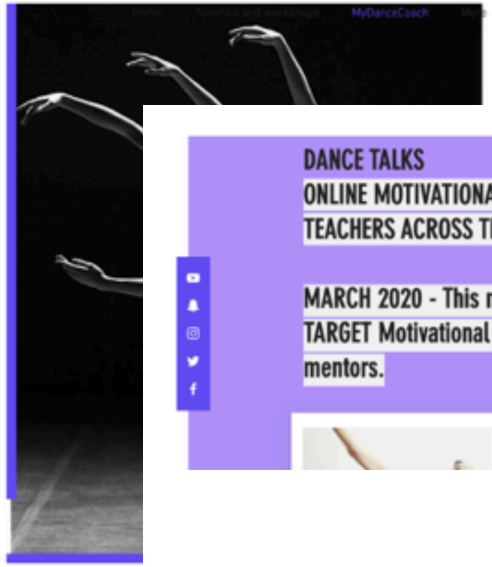
2. Web Site for supporting Dane Instructor to be more need supportive



THIS IS MY DANCE COACH

Welcome to MYDANCECOACH the online web and app software built for extra curricular dance teachers across the world. MYDANCECOACH will allow you to be the very best Dance teacher and allow you to motivate your students to reach their potential.

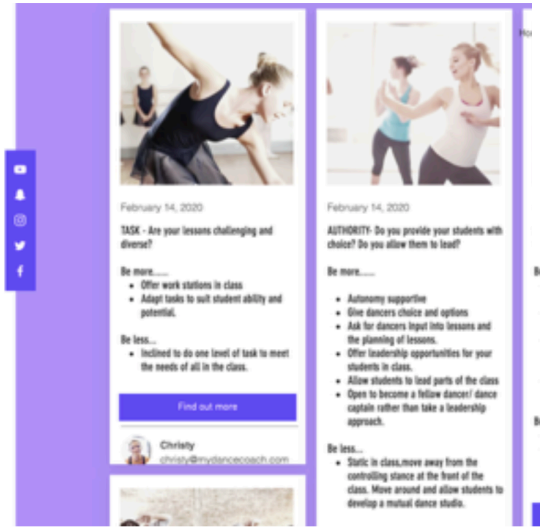
We all know how lonely it can be to teach alone, the pressures of student fees or lack of students having an affect on you and your teaching? MYDANCECOACH



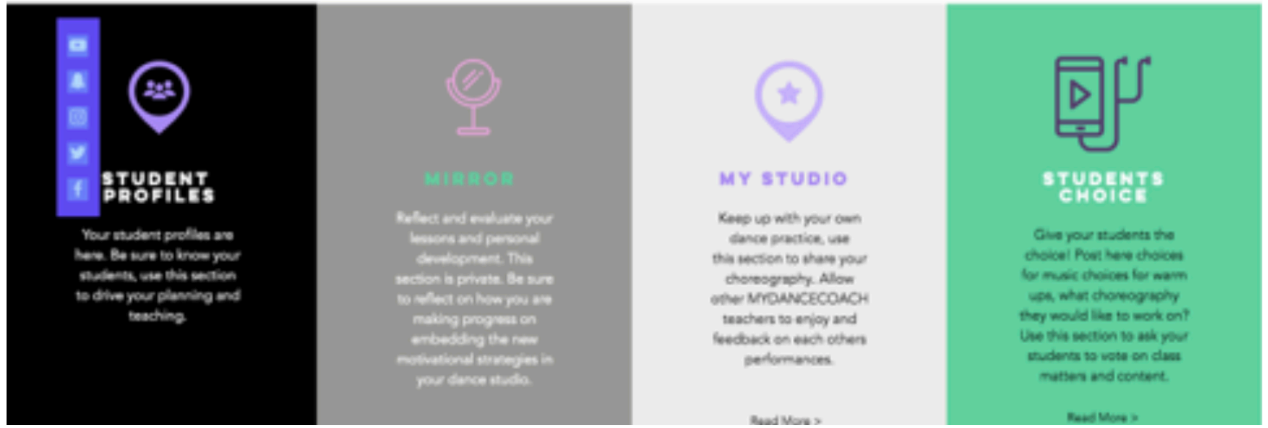
DANCE TALKS

ONLINE MOTIVATIONAL SHARING OF BEST PRA
TEACHERS ACROSS THE UK

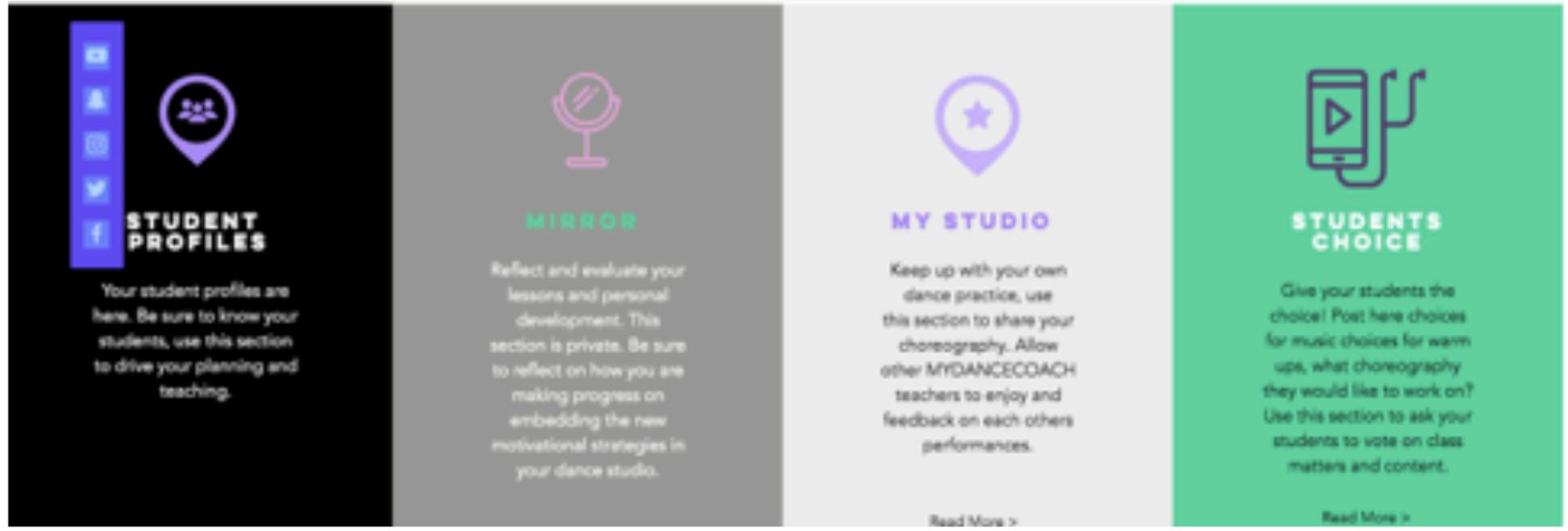
MARCH 2020 - This months motivational top t
TARGET Motivational theory from MYDANCECO
mentors.








your dance studio.
Read More >
matters and content.
Read More >
MOTIVATIONAL MENTOR
Your MYDANCECOACH motivational mentor. Submit regular video's of your teaching to gain feedback and praise from your motivational mentor. Ask your motivational mentor for support if required.
Read More >
APPLAUSE
Check your Applause for rewards given to you by your students, your students parents, your motivational mentors and other dance teachers.
Read More >
LESSON PLANNING
Be organised and prepared. Keep your lessons and all your resources here. You can even keep all your tracks in one place. REMEMBER to keep lessons fresh, try having various plans. Be sure to include your students in the planning process.
Read More >
DANCE CHAT
Chat all things dance and dance teaching with dance teachers across the World.
Read More >
Let's Chat!


STUDENT PROFILES
Your student profiles are here. Be sure to know your students, use this section to drive your planning and teaching.
MIRROR
Reflect and evaluate your lessons and personal development. This section is private. Be sure to reflect on how you are making progress on embedding the new motivational strategies in your dance studio.
MY STUDIO
Keep up with your own dance practice, use this section to share your choreography. Allow other MYDANCECOACH teachers to enjoy and feedback on each others performances.
Read More >
STUDENTS CHOICE
Give your students the choice! Post here choices for music choices for warm ups, what choreography they would like to work on? Use this section to ask your students to vote on class matters and content.
Read More >

Examples of educational resources

3. Resource for sports coach to support planning

Coaching TARGET Motivation

Task

Variety Offensive skills—shooting, rebounding, passing, dribbling. Defensive skills—blocking, stealing, rebounding, shadowing, positioning, mini games

Focus on learning demonstrations, minimize competition

Choice. Let the players choose teams, a game, colour bibs, direction of play

How can you support all levels of ability? Make the task easier or harder for players to achieve success, change the space or the speed

How can you increase players effort? Enjoyment, satisfaction and interest

Authority

Structure

Outline the main aims of the session. Suggest a rationale for the activity (health benefits)

Create opportunity for the players to participate in decision making
select teams, tasks, establish timings for tasks

Create Optimal challenges and equally difficult tasks so the players can choose the task that most interests them

Help players to set personal goals and group goals make 5 successful passes

Encourage self regulation— ask players to reflect on performance. What did you do well? What and how can you improve? Technique, footwork, ball skills

Recognition

Give positive feedback to individuals that contains praise for self improvement and achievement of personal goals. The basket you scored was good because you moved into the space well.

Offer informational rewards to improve ability. You performed the bounce pass really well and it was a great choice to beat the taller players.

Incentives Give praise for exerting effort and participation in the lesson.

Group discussions How can players be more creative? Offer the players group discussions to share ideas and ask questions, how can we change the attack around the circle to beat the defence?

Revisit mistakes and find solutions to support players

Allow players time to talk to each other

Grouping

Create different ways of grouping the players. Diversity in character and content

Mixed ability, small teams, mixed gender, mixed ages, pairs, with friends

Cooperation amongst team players and group problems to solve. How can we get the ball from one end of the court to the other as a team?

How can you make sure everyone is involved and feels an important part of the team? Encourage social interactions, team warm up games, everyone must touch the ball before scoring.

Team challenge to keep possession for 3 minutes

Elements of competition between teams (not individuals)

Encourage communication talk to your team mate about the game

Evaluation

Provide meaningful feedback. Verbal to include praise and acknowledgement of different situations. Body language and demonstrations. Straight after the action / reflect after the session

Questions to individuals or groups. What did you do to achieve your goal of rebounding the ball? Defend an area Support the players to find the answers. What progress did you make in the session to achieve your goal?

Ask players to question themselves. What did I enjoy? What did I perform well? How can I improve? Am I trying really hard? What can you do differently next time to be creative?

Did the teams achieve their goals? Set new goals and create new challenges. The team scored 5 baskets. Next time we will try to score 10 baskets.

Timing

Plan your session beforehand including approximate timings for each task

Consider who the players/learners are. Support them to work at their own pace. Do they have enough time to complete each task?

Can you be adaptable to allow players more (or less) time if they need it to develop the skills required to actively participate?

Provide feedback to support players as soon as the behaviour has occurred and/or reflect after the session

Spend quality time with each group until the desired outcomes are met.

Basketball

How to play

There are two teams

The objective is to shoot through a hoop whilst preventing the opposing team from shooting through their own hoop.

A Field Goal scores 2 points.

If thrown from behind the 3 point line, 3 points

A free throw following a foul is 1 point

Pass the ball between team members to reach the attacking hoop.

The team with the most points at the end of the game wins.

Basic Rules

The game begins with a jump ball

Players can only use their hands to move the ball

A player cannot run with the ball (travelling) unless they are dribbling the ball

A player cannot dribble, hold the ball with both hands and then resume dribbling (double dribble)

Safety

Match the size of the area to the ability of the players

Players to wear sports clothing and playing shoes

Risk Assessment—check the area and conditions before each session

Know where the First Aid is kept and who is the registered first aider

Safeguard and support your players to become intrinsically motivated

Equipment

Suitable playing area

Basketballs (Range of Sizes)

Coloured bibs

Hoops with backboards

Whistle

Benefits of Basketball

Adaptive motivation

Physical competence transferable to other sports and life skills

Health and wellbeing

Less anxiety

Positive long term intrinsic motivation

Further Information

Www.basketballwales.com

Www.sportwales.org.uk

Sport and Health Swansea twitter @sport_CCS

Www.swanseastorm.com?~@?:@~::'#;

My ability is good

I believe in myself

Action Planning

Enjoyment

I enjoy problem solving

Inclusive

Self Determination

I can help others

Goal Setting

overcome challenges

Attitude

Friendships

I learn from mistakes

Behaviour

Great relationships

Examples of educational resources

4. Workshop and booklet resource to support college sports coach



"The PE teacher plays an active role in constructing the motivational climate of the class."
(Treasure, 2001)

"Becoming more autonomy supportive is actually effective and easy to do, once you know how to do it."
(Reeve and Cheon, 2016)

"It is possible to train PE teachers to use autonomy supportive strategies."
(Ntoumanis, 2012)

THE THREE BASIC PSYCHOLOGICAL NEEDS

According to the premise of self determination theory (SDT), teachers can influence the degree to which they support an individuals basic psychological needs (Ntoumanis, 2017).



Silva, Marques & Teixeira (2014)

“Autonomy supportive behaviours have been shown to predict the satisfaction of all the basic psychology needs, not just autonomy.” (Ntoumanis, 2012). The lessons and tasks we plan, the goals we set and the communication we use, can all impact upon our students motivation by either **supporting** these needs or **thwarting** these needs. Different circumstances such as time constraints and the need for successful completion in the teaching environment, can influence the methods we apply and so we must work on both enhancing our need supportive behaviour as well as reducing our need thwarting behaviour styles.

AUTONOMOUS MOTIVATION

It refers to a high quality type of motivation characterised by engaging in behaviour that is valued, personally relevant and enjoyable (Deci & Ryan, 1985). From the perspective of SDT if adolescents feel autonomous they are more likely to enjoy the activity (Lubans, *et al.* 2017). An autonomy supportive teacher acknowledges participants feelings and perspectives helping them to develop personal goals (Black & Deci 2000; Reeve, 2006).

BEING AUTONOMY SUPPORTIVE AND NOT CONTROLLING

Do's Need Supportive Style	Don'ts Need Thwarting Style
Safe challenging and enjoyable learning opportunities	Deprive opportunities or compare students against each other
Nurture students' needs, interests, choice and preferences	Do not impose goals and rules with no explanations
Enable them to experience success	Deprive others of opportunities to develop their potential
Provide rationale for what they are doing	Use strict or controlling language
Allow participation in decision making	Trivialise or dismiss others' views
Provide meaningful choices	Impose a preconceived way of thinking and behaving
Encourage initiative	Discourage questions from others
Take personal interest in others	Isolate or reject others/appear unresponsive

Lubans *et al.* (2017); Barkoukis (2008); Smith, Small and Cumming (2007); Ntoumanis(2017 and Hancox (2015)





FEEDBACK AND COMMUNICATION

"Effective communication is a crucial element to support people's successful engagement in sport and physical activity"

- (Ntoumanis, 2017)

"The effective use of feedback greatly impacts students' motivation, engagement, enjoyment, persistence in a tasks, perception of competence and future participation."

- Lubans *et al.* (2017)

Wouldn't it be great if all of our students could be described as above? By being more need supportive we can make our students strive to be the best they can be whilst enjoying every moment. The feedback we provide our students and the communication we engage in, creates one small step in achieving this.

"Need supportive communication is empathetic, flexible and patient to create conditions for people to motivate themselves."

- Ntoumanis (2017)

"Well done, keep it up" are phrases we often use in lessons and they are positive, right? However…these are motivationally empty! Remember, feedback needs to be personal, highlight participant success and be skill specific. "I can see you two are working hard together to come up with a creative theme for this coaching activity."

WHAT DOES THIS LOOK LIKE IN PRACTICE

LISTEN TO YOUR PARTICIPANTS
Take time to listen to your students' needs, encouraging questions about their goals, problems or preferences

ADVISING YOUR PARTICIPANTS
Give meaningful and appropriate explanations. Give specific and constructive feedback, focussing on self-referenced goals.

RELATING TO YOUR PARTICIPANTS
Use inclusive language, such as, "We could try..."
Acknowledge students' feelings and respond appropriately and offer meaningful praise.
Provide a meaningful rationale to what they are being asked to do and base feedback upon the improvements made towards achieving the rationale criteria.

STRUCTURE IN YOUR CLASS
Create opportunity for student input, offer choice and variety which are realistic and relevant to the students needs. Find opportunities to interact with all students.

Hancox *et al.* (2015)





PROVIDING CHOICE

What is needed

When provided with choice, adolescents tend to report greater engagement, enjoyment and persistence in the activity (Sanders *et al.* 2016; Lubans *et al.* 2017). We must provide choice in our sessions so that the students feel their input is valued and that the session is relevant to them and their needs (Hancox *et al.* 2015), thus supporting feelings of relatedness and autonomy.By not offering choice and task variety in your sessions, they become motivationally undermining (Edmunds *et al.* 2008). If students are given choice, this is likely to increase their feeling of competence as they have alternative options available helping them to reach a realistic expectation of their competence (Barkoukis, 2008) which in turn is more likely to earn them praise. Teachers should provide a variety of tasks and activities that are interesting and challenging to every student (Ames, 1992)

