

Active Learning in Physical Education during COVID-19 – SHARP Principles

Teachers are encouraged to think about how they could adapt their school's schemes of work for physical education to ensure children are provided with the opportunity to access the curriculum in the current situation. Teachers can achieve this through applying the **SHARP Principles**.

S	Stretching whilst moving	<ul style="list-style-type: none"> • Encouraging children to use all the available space (it's a skill in itself to look for space and move into it). • Use a three-step warm up (i.e., 1. mobilise joints, 2. pulse raiser, 3. dynamic stretching) as children can be in their own space whilst moving and do not need to use any equipment.
H	High repetition of motor skills	<ul style="list-style-type: none"> • This would include a focus on every child engaging in skill development, whether this is a development of their fundamental movement skills (e.g. running patterns, travelling in different ways, taking off and landing, etc.) or engaging in skill practice that involves using their own piece of equipment (e.g. dribbling a ball, throwing an object, etc.). • High repetition of skill could be completed on the spot in their own space, or whilst travelling in their own space.
A	Accessibility (differentiation)	<ul style="list-style-type: none"> • Be aware of every child and their ability (e.g. if they would find it difficult to keep their own space then restrict / control the area that they are working in). • Place more focus on changing the task in order to make an activity harder or easier for a particular child (e.g. simpler / more complex movement patterns, providing extension activities) or implementing an element of individualised or self-competition (e.g.,... how fast, how many, how far...).
R	Reducing sitting and standing	<ul style="list-style-type: none"> • Front load the children with information in the classroom or during their journey to the working area (e.g., share learning objectives, communicate the tasks, provide instructions regarding what they need to do when they enter the learning space and how they will be using space / equipment). • Avoid stopping the whole class to prevent children from gathering together, instead move around the edge of the area and speak to individual children to provide feedback.
P	Promoting in class physical activity	<ul style="list-style-type: none"> • Provide lots of encouragement and praise to keep children moving (provided to the whole class and individual children). • Reassure children that they are working well on their own and developing their skills.