Teaching Cues to Excite and Engage Learners in Physical Education Lessons

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PE and Sports Teacher Academy
Contextual Settings

- **Centralised System / Curriculum**
  - Government & Government Aided Schools
  - Autonomous Schools
  - Specialised Schools
  - Independent Schools

- **PE Syllabus 2014**
  - **Primary Schools**: focus on fundamental motor skills taught across games & sports, dance, gymnastics, athletics, outdoor education, swimming and physical health and fitness.
  - **Secondary Schools**: focus on physical activities like games, outdoor education and physical health and fitness.

- **Academy of Singapore Teachers**
  - PE and Sports Teachers Academy (PESTA) was established in 2011
  - Team comprised of Academy Principal, Programme Director, Master Teachers, Leader Teachers and Programme Managers
  - Supports all schools in Singapore
### Key Features of a Good PE Lesson

<table>
<thead>
<tr>
<th>Positive Learning Environment</th>
<th>Engaged Learning</th>
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<tbody>
<tr>
<td>- Purposeful planning</td>
<td>- Spiral &amp; distributed practice</td>
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<tr>
<td>- Praise for effort and improvement</td>
<td>- Maximum Practice (equipment ratio, and facilities)</td>
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<tr>
<td>- Developmental appropriate and activities</td>
<td>- Variety of activities to sustain interest</td>
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<td>- Motivation via small successes approach</td>
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</table>

#### Effective Communication

- Instruction with demonstration
- **Specific cues / feedback to improve performance**
- Direct teaching style (depends on content)
- High teacher presence ‘with-it-ness’

#### Skilful Management

- Well established routines and tones
- Planned transitions
- Separate organization instructions from task instructions

#### Four Pedagogical Principles

(CASEL, 2010; Hellison, 2011; Rink, 2010; Saphier, Haley-Specia & Gower, 2008)
Connector

What do you know about Teaching Cues?
Overview

- **What** are PE teaching cues?
- **Why, when and how** are cues used?
- *Let’s generate some cues!*
Teaching cue is a word or phrase that identifies and communicates to the student the critical features of a movement skill or task (Rink, 2014)

Usually words or phrases that depict
- An action
- A visual
- A feeling

Are teaching cues the same as teaching points?
CHARACTERISTICS OF GOOD CUES

- Accurate
- Brief and critical to the skill being performed
- Appropriate to the student’s skill level and age
- Appropriate for different kinds of content
- More effective if they are sequentially organised and students have the opportunity to rehearse them

(Rink, 2015)
What comes to your mind when you see these images...
What come to mind…

➤ **Body (Shapes):** *round, twisted, narrow*
What come to mind...

- **Body (Shapes):** narrow, wide
- **Space (Extension):** small, large
What come to mind…

- **Space (Pathway):** curved, zig-zag, straight
What come to mind...

➤ **Space (Level):** low, high
What come to mind…

➢ **Space (Location):** personal, general
What come to mind…

- **Effort (Time):** fast, slow
- **Effort (Force):** strong, weak
What come to mind...

- **Effort (Time):**
  - decelerate (slow down),
  - accelerate (speed up)
What come to mind…

- **Effort (Force):** firm, light
- **Effort (Flow):** bound, free
- **Relationship (Environment):** static, dynamic
What come to mind…

- Relationship (Goal): competitive, cooperative
What come to mind…

- **Relationship (People):** group, individual
What come to mind...

- **Relationship (Position):** above, supported, through
## Motor Skills and Movement Concepts Framework

<table>
<thead>
<tr>
<th>Body Awareness (what the body is doing)</th>
<th>Space Awareness (where the body and object is moving)</th>
<th>Effort (how the body is moving)</th>
<th>Relationships (with whom or what the body is relating as it moves)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body Parts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Head, shoulders, elbows, wrists, hands, fingers, belly, chest, back, bottom, hips, knees, ankles, feet, toes.</td>
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<tr>
<td><strong>Body Shapes</strong></td>
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<tr>
<td>• Narrow, wide, round, twisted, symmetrical, asymmetrical.</td>
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<tr>
<td><strong>Actions of body parts</strong></td>
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<tr>
<td>• Weight bearing, apply force, receive force or weight, lead the action, weight transfer.</td>
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<tr>
<td><strong>Action of the whole body</strong></td>
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<tr>
<td>• Locomotor, nonlocomotor, manipulative.</td>
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<tr>
<td><strong>Body positions</strong></td>
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<tr>
<td>• Lie, sit, stand, prone, supine, kneel, inverted.</td>
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<tr>
<td><strong>Body surfaces</strong></td>
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<tr>
<td>• Front, back, side, top, bottom.</td>
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<tr>
<td><strong>Location/Space</strong></td>
<td></td>
<td>Time</td>
<td></td>
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<tr>
<td>• Personal, general.</td>
<td></td>
<td>• Fast/sudden, slow/sustained, accelerating, decelerating.</td>
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<tr>
<td><strong>Direction</strong></td>
<td></td>
<td>Force</td>
<td></td>
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<tr>
<td>• Forward, backward, sideways (left, right), up, down, clockwise, counterclockwise.</td>
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<tr>
<td><strong>Level</strong></td>
<td></td>
<td>• Hard/strong/firm, Soft/weak/light.</td>
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<tr>
<td>• High, medium, low.</td>
<td></td>
<td>Flow</td>
<td></td>
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<tr>
<td><strong>Pathway</strong></td>
<td></td>
<td>• Bound/stoppable, Free/ongoing.</td>
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<tr>
<td>• Straight, curved, zigzag.</td>
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<tr>
<td><strong>Extension</strong></td>
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<td></td>
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<tr>
<td>• Small, large.</td>
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<tr>
<td><strong>Planes</strong></td>
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<td>• Sagittal, transverse, frontal.</td>
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<tr>
<td><strong>People</strong></td>
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<tr>
<td>• Solo, alone in a mass, partners, even/uneven groups, individual to group, group to group.</td>
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<td><strong>Position</strong></td>
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<tr>
<td>• Above/below, over/under, on/off, inverted, mount/dismount, in front of/behind, beside, alongside, through, surround, around, between, support/supported, lift/lifted, meet/part, near to/far from.</td>
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<td><strong>Timing</strong></td>
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<tr>
<td>• Simultaneous - Mirror, match, contrast, unison.</td>
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<td>• Alternate - Take turns.</td>
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<td>• Successive - Movement sequence, canon, act/react, lead/follow.</td>
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<td><strong>Goal</strong></td>
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<td>• Cooperative, collaborative, competitive.</td>
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<td><strong>Environment</strong></td>
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<td>• Static, dynamic.</td>
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LET IT GO
Describing Sports-Specific Skills
How can we help LeBron James do the chest pass?

1. Stability
2. Force preparation
3. Force production
4. Follow through
How can we help Lee Chong Wei do the overhead clear?
Enables teachers to keep organisational and task instructions succinct
Provides for age-appropriate representations to aid teaching and learning
Results in clarity of instructions
Leads to greater engagement in the lesson and maximised activity time for learners
Acts as reinforcement for learning
Forms habits
When and How are Cues Used in PE?

- All the time
- To describe
  - Action (Body, Space, Effort and Relationship)
  - Purpose
Video Clip A

- How many cues can you spot?
- How many cues are needed for each skill or concept?
We’ve been talking mostly about the **psychomotor** domain.

What about the **cognitive** and **affective** domains?
cognitive

Let’s generate some cues!
Net-Barrier game

Striking-Fielding game

What cues can we use for sending the ball to space?

Bomb the base

No man’s land

Open sea
What cues can we use for the

- **Attacker in a 2v1 situation?**
  - Pass-and-Go

- **Defender in a 1v1 situation?**
  - Ball-Man-Goal
  - Man-Ball-Man

- Invasion-Territorial game
Video Clip B

How else can we help the teacher enhance cognitive learning?
Now let’s generate some cues!
Collecting and returning of equipment

**What cues can we use?**
- Return home
- Supermarket shelves

- Responsibility, Care, Integrity
Individual practice
- Hitting against the wall
- Self-toss and catch

What cues can we use?
- Automatic
- On target

- Resilience, Integrity
Pair work
  - Passing a ball to each other

**What cues can we use?**
  - *High and easy*
  - *Good ball*

➢ *Respect, Responsibility*
Group work
- Roles assignment
- Team games

What cues can we use?
- My part
- As a team

- Responsibility, Care, Harmony
Video Clip C

How else can we help the teacher enhance affective learning?
Video Clip A

Video Clip B

Video Clip C

Taken from the same 30-minute lesson
T H A N K  Y O U

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