



Sport England Secondary Teacher Training Programme

Key recommendations for developing your projects

The following recommendations have been developed based on discussions with STT Project Leads about their experience of developing, managing and implementing STT projects, and with students and staff who have experienced these interventions.

Student Focus

- **Why?** – Students want to know ‘why’ they are being asked to do something. Exploring the benefits of being physically active and the dangers associated with inactivity with them helps with engagement in broader discussions about what it is to be healthy.
- **Give students a say** – Student voice provides a good way to engage children and young people in the discussion about PE and physical activity, the use of student ambassadors has been effective for this. Choice is good, but it must be limited to what can be realistically provided within the expertise of the staff and the facilities available. Choice can include activity type and / or whether there is a competitive element – this can really improve engagement in PE lessons.
- **Make sure they feel included** – There is a strong link between feelings of competence and confidence and feeling included. Activities that can level the playing field and help students to feel equal to their peers, increase engagement and enjoyment from all students and are often the activities chosen when asked.

Working Collaboratively

- **Spread the word** – There is widespread acceptance that PE, sport and physical activity is beneficial to a student’s mental, physical and social wellbeing, which has positive implications for behaviour, engagement and attainment. The trick is to frame this message in a way that prioritises PE,

Funded by:



In partnership with:



sport and physical activity alongside other core subjects because of the whole school benefits created.

- **Keep SLT in the loop** – While members of SLT may not be directly involved in the delivery of interventions, it is important that they are engaged in any review of your current practice and in the design of your programme. Doing so will give them an appreciation of what it is you are proposing, and more importantly, why. They are more likely to be supportive of your programme if they understand it.

Practical Recommendations

- **It's good to talk** – Communication between staff is important when designing and implementing initiatives. One successful approach has been spending time early in the process developing and formalising a communication plan that links the TSA Lead and the leads in associated schools.
- **Don't try to do everything at once** – a phased approach may be required (“certain strands are easier to get up and running than others”). Involve as many people as possible in the planning phase and be creative about the use of indoor and outdoor space. Integrating activity into lessons and throughout the school day will create an active culture, broadening opportunities beyond PE.
- **Give yourself time** – One of the key benefits of the STT programme is the time it affords to develop and implement interventions that you would not otherwise have. If you are leading the programme, make sure that time is allocated for you to do so, remember to include time for meetings with your consultant and with your other school leads as well as the administration of the programme such as form filling and survey distribution.
- **Behaviour change** – If your approach is about changing behaviour and attitudes towards PE and physical activity, it must be about more than simply providing an opportunity to be physically active. Consideration needs to be given to the capability of students (both physically and psychologically) and their motivation to get involved. There also needs to be an education and awareness element to the intervention (for staff and students) to promote understanding of the benefits of being active.