

## Informal Physical Activity and Sport: Prompt Questions for Teachers

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**What features of the environment (built/physical/natural) are important in allowing this activity to work effectively for all?**

Consider:

- How accessible (including availability) is the space for all users?
- Describe the adequacy of the space for the activity (size, shape, surfaces, temperature, lighting, weather)?
- Describe how the space is safe or unsafe for the activity?
- Are there any ways the activity likely to be disrupted or slowed by issues in the environment (ie. hitting a ball onto a roof)?
- Does the environment allow for a range of abilities to operate so it is appropriately challenging for all?
- Describe the place in relation to how nice it is to move in, does it invite movement?
- How easy and quick is it to get ready for activity?
- Describe the sustainability of the activity here in relation to impacts on the place or other people?
- What other places could support this activity outside of scheduled HPE class?
- Other

**What features of the activity are important in allowing it to work effectively for all?**

Consider

- Is there evidence that adequate planning has gone into establishing this activity?
- What risks are involved and have these been adequately considered prior to participation?
- Describe any specialist skills or equipment that might be required (ie. Aerobics leader & music/speaker) and will these be always available?
- Do all participants possess a level of pre-requisite skill, strategy and tactics that enable them to initially engage?
- Are the rules and equipment simple enough to get the activity going quickly and without fuss?
- In what ways does the activity (equipment and rules) allow for all individuals to be appropriately challenged?
- What control does the individual have over the level of difficulty through choice of equipment or rule modifications?
- How does the activity prioritise participation and opportunities to 'play'?
- Could the activity be readily and quickly explained to a new comer?
- How does the activity provide information to participants that they can use to monitor their progress?
- What places exist where participants can get more information to support their own participation?
- Other

**What features of the individual and or social group are important in allowing this activity to work effectively for all?**

Consider:

- What elements of this activity are most important for sustaining individual and group participation (scoring, competition, winning, socializing, mastery/improvement, achieving goals...)?
- What are there opportunities for people to chat informally prior, during and after the activity?
- How are participants being supportive (or overly competitive) and inclusive of others?
- How are participants effectively communicating their ideas and thoughts?
- What examples of leadership and teamwork are on display?
- How are participants being listened to?
- How appropriate are the goals participants have set for their participation (group and individual)?
- How are individuals attributing their success or failure relative to the goals that were set?
- How is the activity being enhanced for all by the company of others?
- In what ways is the social context allowing for all individuals to be appropriately challenged?
- What ways are people being supportive of others to make appropriate modifications?
- What ways are participants able to monitor and evaluate their progress in areas they identify as important?
- What social skills, movement skills and tactical skills are being practiced in participation and how is learning evident?
- How are people behaving in relation to appropriate social expectations?
- In what ways are people sharing their experiences with each other (feelings, emotions, sensations, achievements, challenges)?
- What social norms or stereotypes are evident in this activity and do they support or take away from the experience?
- Other

Teachers can consider these prompt questions when interrogating knowledge, skills and understandings being developed.

Reference:

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