

RELATEDNESS

PHYSICAL EDUCATION

How PE teachers can establish & maintain a relatedness-supportive learning environment.

Include adventure challenges/cooperative games

Explicitly emphasize key team-building concepts such as trust, communication, & cooperation.

Place emphasis on positive social interaction & problem-solving to help each student be included to make a meaningful contribution toward the solution of each challenge

(Gibbons & Ebbeck, 2011).

Include adventure challenges &/or cooperative games at start of the school year &/or throughout the year.

These activities will help students feel connected to their peers & will develop students' interpersonal communication skills (Deci & Ryan, 2000).

Learn about self & others

Learn the names & pronouns of your students as quickly as possible.

Give students the option to introduce themselves with their pronouns as it will show transgender/nonbinary students that you acknowledge their presence (Lynch et al., 2020).

Help students develop connections with their peers.

Use icebreakers & give opportunities for students to work with all their classmates. Building a relationship with the teacher is important for all students but older students shift toward building relationships with peers instead of just the teacher (Dressel, 2020).

Use a variety of motivational strategies

Incorporate novel activities.

Novel experiences are what students enjoy the most while they are learning & discovering in PE class (Gonzalez-Cutre & Sicilia, 2018).

Include physical activity in the natural environment.

Physical activities in nature can enhance wellbeing by providing a positive emotional setting that can motivate people to participate in physical activity (Flett et al., 2010). These activities can provide opportunities for social interactions &, therefore, encourage a sense of relatedness (Gruno & Gibbons, 2021).



Acknowledgement

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Gibbons, S. L. (2014). Relatedness-supportive learning environment for girls in physical education. *LEARNing Landscapes*, 7(2), 139-150. <https://doi.org/10.36510/learnland.v7i2.656>

Create a respectful & safe learning environment

Model & explicitly teach expected behaviour. Reinforce positive behaviour.

Model expected behaviour, such as interactive modelling, to help both teacher & students manage their interactions & create a positive & inclusive climate (Kostis & Efthymia, 2009).

Co-construct classroom norms with students.

Establish classroom norms to help create an effective learning environment with more time spent on learning (Brophy, 2000).

Use inclusive language. Challenge gender stereotypes.

Work to create an emotionally & physically safe space for students who identify as 2S & LGBTQ+ &/or gender non-conforming (Lynch et al., 2020).

Use students as an instructional resource for one another

Include students in assessment.

Students can regulate their learning in PE through self, peer, & co-assessment (Moura et al., 2020). Peer feedback provides further opportunities for students to communicate respectfully with their peers (IBO, 2009).

Provide opportunities for students to share & teach their interests/expertise with others.

Incorporating various components of peer-based interactions (e.g. peer tutoring) can promote a positive & engaging learning environment (Jenkinson et al., 2014).

Focus on fair play

Provide opportunities for students to develop & practice skills as officials (e.g. referee, scorekeeping, etc).

For example, implement the Sport Education model (Siedentop et al., 1984). It provides opportunities for students to develop social connections & receive positive attention from others (Wallhead et al., 2013).

Involve students in establishing expected behaviour for games & activities.

Empowering students during this process can increase positive social interactions, reduce inappropriate behaviours, & help develop students' self-monitoring skills (Vidoni & Ulman, 2012).

Take PE into the community

Explore physical activities in the local community.

Help students feel a sense of belonging by accessing physical activities in their local community, while also being aware of the barriers your students may have to participate such as cost or access to equipment (Fletcher et al., 2021).

Promote student action in and out of school.

Encourage students to volunteer or participate in community events (e.g. Terry Fox Run), help run school's intramurals program, &/or organize a trash pick-up on the local hiking trails. Nature connectedness helps individuals feel connected to nature, makes them more inclined to care about nature, & individuals are more likely to protect nature (Gruno & Gibbons, 2021).

Schools that foster trust & draw on the strengths of communities help develop students' sense of agency & belonging (Riley, 2019).

