

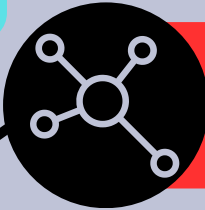
GOAL-SETTING

Students set their own meaningful goals. This can provide opportunities to transfer learning to students' lives outside of school (Fletcher et al., 2021).



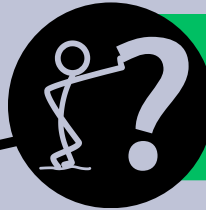
COMMUNITY CONNECTIONS

Connect students to a wide variety of activities in their local community to facilitate physical activity for their lifetime. Invite community activity program organizers into the school to increase comfort for students to access the programming in their community (Lamdin et al., 2007).



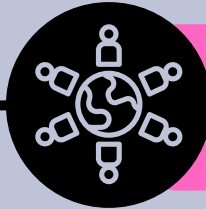
CLEAR PURPOSE

What are students learning? Students must know the learning intentions which should be both clear and authentic (Hattie & Clarke, 2019). Students want to have clarity regarding the learning that will take place in each lesson (Alfrey, 2023).



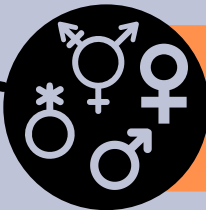
CULTURALLY RESPONSIVE

Celebrate and recognize diverse students' strengths, capabilities, knowledge, and resources (Lynch et al., 2022). Respond to all students so that they can see themselves in the curriculum and resources in their learning environment (Chrona, 2023).



GENDER EQUITY

Provide safe spaces for physical activities that each student, regardless of gender identity, is interested in (Lynch et al., 2022). View girls as active learners who make decisions and choices about engagement in physical activity (Azzarito et al., 2006).



PERSONAL RELEVANT LEARNING

Making Connections

Help students make connections between PE and other physical activities to promote their lifetime commitment to movement (Fletcher et al., 2021).

STUDENT AGENCY

Students who are offered choice in their learning environment increases student engagement and enjoyment (Van den Berghe et al., 2012).



REFLECTION

Relevance often begins with students reflecting on a memory or experience (Jung, 2023). You might ask, "why is this learning important?" and "how can this learning be applied to your life?" (Fletcher et al., 2021).



Inspired by the work of: →

CAST (2018). *Universal design for learning guidelines version 2.2*. Retrieved from <http://udlguidelines.cast.org>

Fletcher, T., Ni Chroinin, D., Gleddie, D., & Beni, S. (2021). *Meaningful physical education: An approach for teaching and learning*. Routledge.

Jung, L.A. (2023). *Seen, heard, & valued: Universal design for learning and beyond*. Corwin.