

The E-I-O method

for PE teachers

Help your students make **movement, health** and **performance** examples with the E-I-O method.

Example + **Impact** + **Outcome** = **A02** ✓
(and commonly A03 also)

? Explain why a basketball player needs agility.

EXAMPLE

Agility is important when dribbling in basketball...

IMPACT

...so a player can move around and beyond defenders with control...

OUTCOME

...and find open space in order to take an unopposed shot.

? Explain why PE students need to eat protein.

EXAMPLE

I eat/drink protein for lunch after a PE lesson...

IMPACT

...so that I can recover faster and my muscles adapt...

OUTCOME

...in order to move consistently in my very next PE lesson.

? Explain why a swimming teacher might use visual guidance with beginners learning to swim.

EXAMPLE

The swimmers can create a mental picture of the front crawl...

IMPACT

...and then try to recreate the leg kick action based on their memory of the demo...

OUTCOME

...in order to learn the skill faster and move onto advanced techniques sooner.



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How?

Expectations

Make the E-I-O model your default standard for both your students' examples but also those you provide to them.

Make the model explicit

"Teach" the students the E-I-O model. Provide them with the reasons why it works.

Ask great questions

Ask and follow up with questions and prompts that elicit the E-I-O model.

Demo / Coach/ Teach

...in association with your own E-I-O model points. If they hear you doing it, they will follow.

Use epistemic feedback

After an E-I-O model example is provided, ask what would happen if a variable was different. This could be described as "the spanner in the works" process.

Value the negative

Prompt in reverse: what might be the impact and outcome of a basketballer with low agility?

