

# Benchmarks

## Physical Education at Third Level

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Learners refine simple and complex movement skills/sequences and can select, adapt and apply these in play, modified sports, dance, gymnastics, athletics, sports, physical activities, aquatic activities, and outdoor learning. They can work individually and with others to practise and refine movement patterns and sequences. Learners demonstrate increasing control of their body. They can create, rehearse and perform a broad range of specialised movement skills/techniques with greater control and precision.

Learners are aware of an increasing range of internal and external factors that affect performance. They can use set performance criteria and/or create their own success criteria to evaluate their own performance and that of their peers. They know how to peer assess using supportive language. They accept and can provide constructive feedback that informs next steps and leads to improved performance.

They are learning to sustain regular and enjoyable moderate to vigorous physical activity. They understand how factors such as stamina, speed, core stability and strength and flexibility relate to fitness. They understand some benefits of being fit and how this contributes to building a balanced, healthy lifestyle. They understand that fitness can be improved and maintained through specific activities. Learners can create and implement personal goals based on their needs and interests and monitor their own progress.

Learners can adapt their performance to variables such as space, other participants and equipment. They are increasingly creative in developing new games, establishing rules and setting fair procedures for safe conduct. Learners understand fair play and sportsmanship and increasingly demonstrate these in all contexts listed above. They also recognise and acknowledge these qualities in others. They are demonstrating an increasing ability to negotiate and initiate roles within teams, including opportunities for leadership.

Learners understand the importance of an active lifestyle and are refining their personal attitudes and beliefs about physical activity. They begin to understand some of the social and cultural factors that influence people's participation in physical activity. Learners understand that there are individual differences in physical ability and needs and can work cooperatively with peers with diverse capabilities.

They are learning to use strategic thinking and be more proactive in their decision-making to solve movement challenges and improve performance.

### Third Level Health and Wellbeing (Physical Education)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Physical Competencies	Kinaesthetic Awareness	As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 3-21a	<ul style="list-style-type: none"><li>• Demonstrates an awareness of self, others and safe working consistently in the practice and performance environments.</li><li>• Performs, adapts and refines a variety of movements with a focus on quality, using different speeds/pathways/levels.</li><li>• Is internally aware when co-ordinating hand-eye/hand-foot movements to control different pieces of equipment, for example, drop shot in badminton.</li></ul>
	Balance and Control		<ul style="list-style-type: none"><li>• Differentiates between movements of different parts of the body with control, for example, front crawl.</li><li>• Performs smooth transfers of weight with and without equipment involving static and dynamic balance.</li><li>• Manipulates objects with precision while maintaining balance, for example, set shot in basketball.</li></ul>
	Coordination and Fluency	I practise, consolidate and refine my skills to improve my performance. HWB 3-22a	<ul style="list-style-type: none"><li>• Performs a fluent sequence of movements with confidence.</li><li>• Demonstrates efficient movement that leads to successful outcomes.</li><li>• Evaluates the key elements of movement that lead to a quality performance.</li></ul>
	Rhythm and Timing		<ul style="list-style-type: none"><li>• Creates sequences of movement using a variety of stimuli with a focus on quality.</li><li>• Creates and establishes a rhythm to make the opportunity for timing available, for example, fluent passing round the key then player cuts to basket.</li><li>• Performs actions that involve a smooth transition from one phase to another, for example, dance sequence; jump, clap, slide and pause.</li></ul>

	<b>Gross and Fine Motor Skills</b>		<ul style="list-style-type: none"> <li>• Performs specialised movement skills/techniques with precision.</li> <li>• Transfers skills learned in one performance environment to a different one, for example, overarm throw /overhead shot in badminton.</li> <li>• Uses eye/hand and eye/foot coordination as part of skilful performance.</li> </ul>
<b>Cognitive Skills</b>	<b>Focus and Concentration</b>  <b>Cue Recognition</b>  <b>Sequential Thinking</b>  <b>Prioritising</b>  <b>Decision Making</b>  <b>Multi-processing</b>  <b>Problem Solving</b>  <b>Creativity</b>	<p>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 3-21a</p> <p>I practise, consolidate and refine my skills to improve my performance. HWB 3-22a</p>	<ul style="list-style-type: none"> <li>• Switches concentration from one task to another fluently by filtering out distractions.</li> <li>• Prioritises the order in which cues are responded to.</li> <li>• Plans, performs and reviews a series of actions to address movement challenges, for example, triple jump.</li> <li>• Recognises and acts upon the importance of 'what's next?' as a key element within a sequence of actions, for example, receives a pass, feints, then passes to unmarked team-mate.</li> <li>• Takes responsibility for decisions under pressure that lead to improved performance.</li> <li>• Interprets information quickly in pressured situations.</li> <li>• Selects, adapts and applies the most appropriate strategy when solving familiar and unfamiliar movement challenges.</li> <li>• Creates movement sequences with precision, independently and with others.</li> <li>• Demonstrates flair, originality and imagination with increasing refinement.</li> </ul>

<b>Personal Qualities</b>	<b>Motivation</b>	<p>I practise, consolidate and refine my skills to improve my performance.</p> <p>HWB 3-22a</p>	<ul style="list-style-type: none"> <li>• Is self-motivated and demonstrates self-direction and positive effort in practice and performance environments.</li> <li>• Uses a range of critical and creative thinking skills to assist in planning and setting goals to improve performance, for example, negotiation and review.</li> <li>• Maximises the factors that enable, and minimises the factors that impede participation in daily physical activity.</li> <li>• Shows an understanding that we play a role in encouraging others.</li> </ul>
	<b>Confidence and Self-esteem</b>	<p>I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies.</p> <p>HWB 3-23a</p>	<ul style="list-style-type: none"> <li>• Demonstrates self-reliance and self-worth through engaging in challenging tasks.</li> <li>• Demonstrates the value of positive relationships while working and learning with others.</li> <li>• Constructs/co-constructs criteria to evaluate personal and group performance.</li> <li>• Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance.</li> <li>• Takes the initiative to celebrate, value and build on achievements as part of the learning journey.</li> </ul>
	<b>Determination and Resilience</b>	<p>I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.</p> <p>HWB 3-24a</p>	<ul style="list-style-type: none"> <li>• Initiates and adopts coping strategies in response to the outcomes of competition, for example, self-talk.</li> <li>• Demonstrates understanding of the positive link between effort, perseverance, and personal achievement.</li> <li>• Recognises the variety of emotions that are associated with performing and the impact they have on behaviour and performance.</li> <li>• Develops the ability to manage emotions to enhance performance.</li> </ul>
	<b>Responsibility and Leadership</b>		<ul style="list-style-type: none"> <li>• Shows an increasing commitment to learning.</li> <li>• Plans and manages learning that satisfies personal needs and interests.</li> <li>• Initiates appropriate strategies to address self-control for successful and enjoyable performance.</li> <li>• Identifies the strengths of individuals/group to assign appropriate roles and tactics to maximise success.</li> </ul>



