

Benchmarks

Physical Education at Second Level

March 2017

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Learners are supported and encouraged to practise and consolidate movement skills as they learn to move, and adapt and apply these in play, games, modified sports, dance, gymnastics, athletics, aquatics and outdoor learning. They are becoming confident in using their non-preferred hand or foot demonstrating more precision and control. They can create, rehearse and perform a broad range of movement skills and sequences with balance and coordination. Learners demonstrate increasing control of their body. They are refining their movement patterns and sequences demonstrating an understanding of spatial awareness, and rhythm and timing of movement.

They respond to feedback to improve their performance. They reflect on their own performance and observe the performances of others. Using simple, shared criteria, they provide constructive feedback, recognising how it contributes to progress and leads to improvement.

Learners enjoy participating in moderate to vigorous physical activity. They are able to describe connections between participation in physical activity and health and wellbeing. They explore fitness concepts of stamina, speed, core stability and strength and flexibility and are learning how their bodies respond to different types of exercise.

Learners work cooperatively with others in modified sports and other types of physical activity. They contribute constructively to teams, follow basic safety principles and explain the concepts of fair play and sportsmanship. Learners are developing awareness of tactics and positional play. They begin to negotiate and initiate roles within teams, including opportunities for leadership.

They are learning that choices people make about participation in physical activity are influenced by factors such as personal preference, time and access to equipment and facilities. They reflect on and describe what influences their participation. They are developing a deeper understanding of people's varied physical abilities and needs.

They know that it may not always be possible to get things right first time and devise, experiment and propose their own learning strategies to solve movement challenges to improve their performance.

Second 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		<ul style="list-style-type: none"> • Moves efficiently in personal and shared space. • Performs and refines movement with a focus on quality, using different speeds/pathways/levels. • Is internally aware of body parts and adopts body positions effectively in a variety of challenging situations.
	Balance and Control	<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.</p> <p style="text-align: right; color: green;">HWB 2-21a</p>	<ul style="list-style-type: none"> • Differentiates between movements of different parts of the body, with a focus on quality, for example, rolling segmentally, leading first with the head, followed by the shoulders and then the pelvis. • Combines and applies static and dynamic balance with and without equipment at different speeds, directions and levels, for example, dodging and feinting. • Manipulates objects while maintaining balance to result in desired outcomes, for example, baton changeover in relay race.
	Coordination and Fluency	<p>I practise, consolidate and refine my skills to improve my performance.</p> <p style="text-align: right; color: green;">HWB 2-22a</p>	<ul style="list-style-type: none"> • Performs a sequence of movements with a clear beginning, middle and end with increasing fluency, for example, a cartwheel followed by a forward roll. • Moves with purpose and confidence, demonstrating balance, control and rhythm. • Explains what a quality movement looks like and feels like, to help modify and improve performance.
	Rhythm and Timing		<ul style="list-style-type: none"> • Creates sequences of movement using a variety of stimuli with a focus on quality. • Maintains rhythm with or without equipment, for example, pass and move, keeping possession of the ball. • Performs actions that involve a transition from one phase to another, for example, forward roll into straight jump.

	Gross and Fine Motor Skills		<ul style="list-style-type: none"> • Performs movement skills with confidence, for example, using active footwork to move to a space to receive the netball. • Performs movement skills in sequence with confidence, for example, keeping the ball up with bat/racquet. • Demonstrates eye/hand and eye/foot co-ordination to execute movement skills, for example, striking a ball with a bat or kicking a ball towards a target.
Cognitive Skills	Focus and Concentration Cue Recognition Sequential Thinking Prioritising Decision Making Multi-processing Problem Solving Creativity	<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 2-21a</p> <p>I practise, consolidate and refine my skills to improve my performance. HWB 2-22a</p>	<ul style="list-style-type: none"> • Manages impulsive responses to stay focused on task and filter out distractions, for example, taking a shot in netball with defender in front of the net. • Recognises a range of cues and begins to prioritise those that need to be responded to first. • Plans a series of three or more actions in order to address simple movement challenges. • Recognises the importance of particular moments, or actions in a sequence. Draws on prior knowledge to select an effective order that contributes to successful performance. • Makes decisions when presented with a greater variety of options and can explain why. • Takes in and makes sense of several pieces of information at the same time, from a number of different sources which contribute to successful performance. • Adapts previous plans, movement skills and strategies to generate a solution and explains why it is the most effective. • Creates and adapts movement sequences independently and with others in response to stimuli. • Demonstrates flair, originality and imagination that contributes to a quality performance.

Personal Qualities	Motivation	I practise, consolidate and refine my skills to improve my performance. HWB 2-22a	<ul style="list-style-type: none"> • Is self-motivated in movement challenges and demonstrates positive effort. • Sets and acts upon personal goals based on knowledge and understanding of what it means to perform well. • Explains factors that affect and influence participation in physical activity, for example, attitude, access, personal and/or family preference. • Demonstrates understanding that we play a role in encouraging others.
	Confidence and Self-esteem	While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. HWB 2-23a	<ul style="list-style-type: none"> • Demonstrates self-reliance when faced with movement challenges in familiar and unfamiliar practice and performance environments. • Initiates and works co-operatively with others providing support and encouragement. • Self-assesses and acts as a peer assessor to provide constructive feedback to improve performance. • Celebrates, values and uses achievements as part of development and progress.
	Determination and Resilience	By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.	<ul style="list-style-type: none"> • Identifies and discusses strategies around competition to cope appropriately with the outcomes. • Demonstrates understanding of the positive link between effort, perseverance, and personal achievement. • Recognises the variety of emotions that are associated with performing and the impact they have on behaviour and performance. • Develops the ability to manage emotions to enhance performance.
	Responsibility and Leadership	HWB 2-24a	<ul style="list-style-type: none"> • Demonstrates planning and organisational skills which are conducive to learning. • Identifies and adopts strategies to increase self-control for enjoyable individual performance and/or with others. • Adopts a variety of roles that lead to successful outcomes. • Demonstrates understanding of the leadership role.

	<p>Respect and Tolerance</p> <p>Communication</p>		<ul style="list-style-type: none"> • Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. • Listens to and responds to the ideas, thoughts and feelings of others, and is developing negotiation skills when dealing with movement challenges. • Enhances individual and group enjoyment of physical activity through fair play. • Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas. • Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball.
<p>Physical Fitness</p>	<p>Stamina</p> <p>Speed</p>	<p>I am developing and sustaining my levels of fitness.</p> <p>HWB 2-22a</p>	<ul style="list-style-type: none"> • Demonstrates understanding of how to sustain moderate to vigorous physical activity that provides challenge. • Demonstrates understanding of heart rate and how to measure it. • Describes how personal preference and choice can influence participation in physical activity. • Sets personal goals for sustaining moderate to vigorous physical activity that lead to improvement. • Identifies types of physical activity where stamina is key to success. • Moves at different speeds and changes direction quickly in balance and with control. • Accelerates quickly from a stationary position. • Experiments with the use of speed (with body parts and/or equipment), for example, fast arm when throwing a ball. • Sets personal goals to improve speed. • Identifies physical activities where speed is key to success.

