

Junior Cycle Physical Education – fostering resilience and supporting active engagement at this time *Webinar Support Document – Oct 2020*

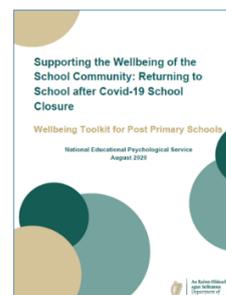
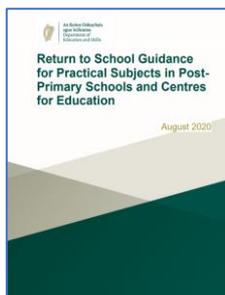
The Padlet to support this webinar is available at padlet.com/jct2/pe

This booklet is a point of reference, during and after the webinar, regarding

1. [Wellbeing-related guidance and support \(Summer 2020\)](#)
2. [Learning Outcomes within the short course in Physical Education](#)
3. [An approach to support collaborative planning within PE](#)
4. [Classroom strategies to support active engagement](#)
5. [Supporting student voice in Physical Education](#)
6. [Self-Care for teachers](#)

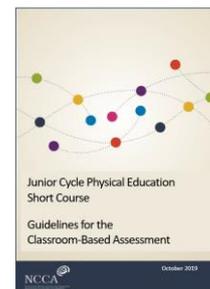
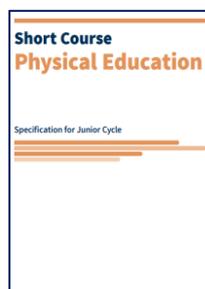
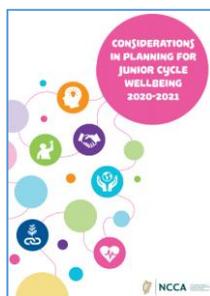
Wellbeing-related guidance and support (Summer 2020)

The overarching *Back to School* webpage, available via gov.ie, is available [here...](#)



The **Return to School Guidance for Practical Subjects in Post-Primary Schools and Centres for Education**, developed by the Department of Education and Skills (August 2020), is available [here...](#) (*scroll down to 15th document within list*). Physical Education–specific guidance is available from p.8-10.

The above webinar **Returning to School after Covid-19 school closure**, as well as the toolkit entitled **Supporting the Wellbeing of the School Community: Returning to School after Covid-19 School Closure**, both developed by National Educational Psychological Service (August 2020), are available [here...](#)



The above document **Considerations in planning for Junior Cycle Wellbeing 2020-21**, is available [here...](#) Physical Education–specific considerations are available on p.5.

The NCCA-developed **short course specification for Physical Education** ([here...](#)), and the associated **Assessment Guidelines for Physical Education** are available [here...](#)

Learning Outcomes within the Short Course in Physical Education

The below learning outcomes are listed on p.11-14 of the physical education Short Course specification available [here...](#)

Strand 1: Physical activity for health and wellbeing

- 1.1 set SMART improvement goals informed by their health related and/or performance-related fitness results and advised by norms for their age and sex
- 1.2 apply principles of training within a personalised physical activity programme (minimum duration of six weeks) designed to improve their health-related and/or performance-related fitness, documenting their progress
- 1.3 evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop
- 1.4 use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time
- 1.5 identify a range of strategies to support ongoing participation in health-related physical activity
- 1.6 lead physical activities that young people find enjoyable and can undertake to achieve the minimum physical activity recommendations for health

Strand 2: Games

Invasion games

Striking and fielding games

Divided court games

- 2.1 use a wide range of movement skills and strategies effectively to enhance their performance
- 2.2 take responsibility for improving their own performance based on personal strengths and developmental needs
- 2.3 modify activities to promote inclusion and enjoyment in a safe manner
- 2.4 demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down
- 2.5 respond, individually and as part of a team to different games' scenarios

Strand 3: Individual and team challenges

Orienteering and team challenges

- 3.1 use orienteering strategies and map-reading skills to complete a variety of orienteering events safely and confidently, showing respect for the environment
- 3.2 contribute to team challenges that require co-operation and problem-solving skills to achieve a common goal
- 3.3 reflect on their personal contribution and their team's effectiveness in completing a group challenge

Aquatics

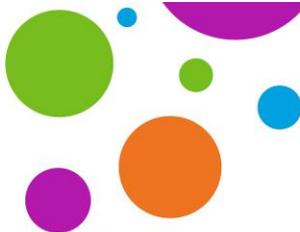
- 3.4 perform competently and confidently in a range of swimming strokes
- 3.5 respond appropriately to a range of water safety scenarios
- 3.6 take responsibility for improving their own performance, based on personal strengths and developmental needs

Athletics

- 3.7 perform competently, confidently and safely in a range of athletics events
- 3.8 demonstrate activities to enhance performance in athletic events, including physical and mental preparation
- 3.9 take responsibility for improving their own performance, based on personal strengths and developmental needs

Strand 4: Dance and gymnastics

- 4.1 create a dance on their own or with others, incorporating a selected dance style and a variety of choreographic techniques and suitable props and music
- OR
- 4.2 create a sequence of movement or routine based on a gymnastic theme (on their own or with others), incorporating a variety of compositional techniques and gymnastics skills
- 4.3 refine their performance based on a critique of a video of their performance and/or feedback from others
- 4.4 perform the dance/gymnastics sequence of movement for an audience incorporating appropriate music and/or props
- 4.5 reflect on their experience of creating and participating in a performance



An approach to support collaborative planning within PE

SAMPLE PLANNING APPROACH - UNIT OF LEARNING

Year _____

Duration of Unit _____

Date _____

'Learning outcomes in focus' – What learning outcomes will inform this unit?

Key learning – What will key learning be addressed?

Evidence of learning – How I will know this learning has taken place?

Learning experiences – how this learning will take place?

Resources

Potential cross-curricular links across Wellbeing

Reflection

Approaches to support collaborative planning

EFFECTIVE COLLABORATIVE PLANNING

Considerations in planning using Learning Outcomes

- Identify related **Learning Outcomes** from across the specification strands that could form a unit of learning
- All agree to the **key learning** to be achieved in the unit of learning
- Consider how to gather the best evidence of student learning
- Ensure that assessment and reporting aligns with the **Learning Outcomes**
- Consider your students' prior knowledge, reflect on previous planning and share experience

For more planning resources visit www.jct.ie
@JCforTeachers

Physical Education – Sample Course Overview

for teachers

Teachers:

Reviewed at:

Date of next review:

	Summer – Midterm 1	Midterm 1 – Christmas	Christmas – Midterm 2	Midterm 2 – Easter	Easter – Summer	Time
<u>Year 1</u>						
Unit Title						
Learning Outcomes						
Assessment						
Reporting						
<u>Year 2</u>						
Unit Title						
Learning Outcomes						
Assessment						
Reporting						
<u>Year 3</u>						
Unit Title						
Learning Outcomes						
Assessment						
Reporting						

Classroom Strategies to Support Active Engagement

JCT have repurposed 24 of the existing teaching and learning strategies for students and teachers in the physically distanced classroom and for students engaging with online learning from home. They are available for download in PDF format [here...](#)

Facts Falsehoods

Facts/Falsehoods to support students to engage with learning in the physically distanced classroom and to engage with learning from home

Does all students an opportunity to evaluate a series of statements which the teacher and/or other students devise and decide on whether they are true or false.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being literate
- Being creative

Assessment

- Peer and teacher feedback
- Effective discussion that allows evidence of learning
- Activating students as learning resources for one another
- Higher order questions for assessment as an extension

Inclusion of all Learners

- Accessible entry points

File type: PDF

Click to view or download

Jigsaw

Jigsaw to support students to engage with learning in the physically distanced classroom and to engage with learning from home

This is a cooperative learning activity. Students form a home team and are set a home team problem. They form an 'expert group' and gain expert knowledge that feeds into the overall problem. As in a jigsaw puzzle, each student's part is essential for the completion and full understanding of the home team problem. The reason this activity is so effective is that each student's part of the puzzle is essential, empowering them as experts and challenging them to be accountable to the home team.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being literate
- Working with others

Assessment

- Short quiz at the end to consolidate the learning
- Observation of group activity
- Observing body count and/or progress throughout the activity

Inclusion of all Learners

File type: PDF

Click to view or download

Kahoot

Kahoot to support students to engage with learning in the physically distanced classroom and to engage with learning from home

Kahoot is an engaging way of activating prior knowledge and revisiting content. Kahoot is an online quiz-based classroom engagement system which looks best to be used in a physically distanced classroom or even from home.

Key Skills

- Managing information and thinking
- Communicating
- Being literate
- Being creative

Assessment

- Assess for understanding by observing student responses. Feedback from responses can inform planning.
- Students are given instant feedback to their answers.

Inclusion of all Learners

File type: PDF

Click to view or download

KWL

KWL to support students to engage with learning in the physically distanced classroom and to engage with learning from home

This strategy serves several purposes: it elicits prior knowledge of the text; it sets a purpose for reading and it helps students monitor their comprehension. By being aware of students' interests and prior knowledge the teacher can create problems and assignments that are challenging and that the students will enjoy. A KWL is a tool that can be used to inform learning as well as guide student learning. KWL charts can be used in a school or home setting for any topic.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being literate
- Working with others

Assessment

- The KWL chart is a useful tool to assess prior knowledge informally. Have students complete the Know and Want to Know sections of the chart prior to the lesson and the Learned section after the lesson to feedback on the students' understanding of the lesson!

File type: PDF

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Mindmap-Coggle

Mindmap-Coggle to support students to engage with learning in the physically distanced classroom and to engage with learning from home

Does all students an opportunity to evaluate a series of statements which the teacher and/or other students devise and decide on whether they are true or false.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Working with others
- Being literate
- Being creative

Assessment

- Peer and teacher feedback
- Effective discussion that allows evidence of learning
- Activating students as learning resources for one another
- Higher order questions for assessment as an extension

Inclusion of all Learners

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Peer Feedback

Peer Feedback to support students to engage with learning in the physically distanced classroom and to engage with learning from home

Peer Feedback provides students with an opportunity to learn from each other and improve their own work. This strategy complements Peer Assessment Using Success Criteria.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being literate
- Working with others

Assessment

- Students are given feedback using criteria.
- The teacher can observe how the students apply the success criteria to the homework.
- Observation of the students' comments gives further insight into the students' understanding of the task and the application of success criteria.

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Peer Assessment Using Success Criteria

Peer Assessment Using Success Criteria to support students to engage with learning in the physically distanced classroom and to engage with learning from home

This strategy involves students working in pairs to assess the work of one another using agreed success criteria. It complements Peer Feedback Using Success Criteria.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being literate
- Working with others

Assessment

- Clarification of the learning by creating success criteria
- Peer assessment of the project using agreed success criteria. This can then be used to inform planning.
- The strategy involves activating teachers as learning resources for one another.

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Placemat

Placemat to support students to engage with learning in the physically distanced classroom and to engage with learning from home

This activity gives all students the opportunity to work individually, to share ideas and learn from each other.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Working with others
- Being literate
- Being creative

Assessment

- This strategy facilitates effective discussions that allow evidence of learning
- This strategy requires a consensus which is followed by peer and teacher feedback
- This strategy involves activating teachers as learning resources for one another

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Supporting student voice in Physical Education

The questions below can be explored within Physical Education, to support a conversation with and between students during this unique time. It can be considered in conjunction with p.5 of **‘Considerations in planning for Junior Cycle Wellbeing 2020-21’** developed by the National Council for Curriculum and Assessment (July 2020), and available [here...](#)

Active

How easy/difficult is it to stay active during the current restrictions?

What are you trying out?

Did you do any activity while at home during school closures that you would like to keep doing?

Would you like to demonstrate this to your classmates?

Connected

For those of you who normally play team sports, but could not from March to June, how did you manage? What about now?

What helps you feel part of an active community?

What are you discovering about your local community (places to walk/exercise)?

Resilient

What coping strategies have you discovered? What roles does physical activity play in this?

What/who helped?

What skills or coping strategies would you like to develop to help you become more active?



Student Voice in planning for Physical Education

Extract from p.6 of **'Considerations in planning for Junior Cycle Wellbeing 2020-21'** ([here...](#))

Consulting with students is essential as young people know what aspects of Wellbeing they need to learn about. Combining this expertise with that of their teachers and the curriculum as specified, will enable more relevant and engaging learning in Wellbeing. If students are involved in shaping the Wellbeing programme it is more likely to provide the kind of learning that young people need to deal with current challenges and opportunities. Furthermore, consulting with students in relation to their learning helps build their sense of efficacy, improves their engagement with and connection to school and promotes positive student-teacher relationships.

Practical tools to support and assist schools in promoting the student voice can be downloaded from the Our Voices Our Schools website developed by the Department of Children and Youth Affairs (DCYA) at www.ourvoicesourschools.ie . See also www.ncca.ie/en/junior-cycle/wellbeing for examples of how schools have involved students in planning for wellbeing.

Extract from **'Negotiated Integrated Curriculum – a way to realise student Wellbeing'** available [here...](#)

The starting point in planning for Wellbeing needs to be a dialogue with students to help identify their needs, questions and concerns. The curriculum negotiation has significant potential in supporting planning for JC Wellbeing while simultaneously providing a practical structure that integrates the learning across the curriculum components that make up the programme.

Self-Care for teachers

All DES-issued advice and supports are available at <https://www.education.ie/en/covid-19/>

We made reference [in an earlier section](#) to a document entitled *Guidance on Continuity of Schooling – for primary and post-primary schools*. This document refers (p.7) to the wellbeing of teachers, and state that it

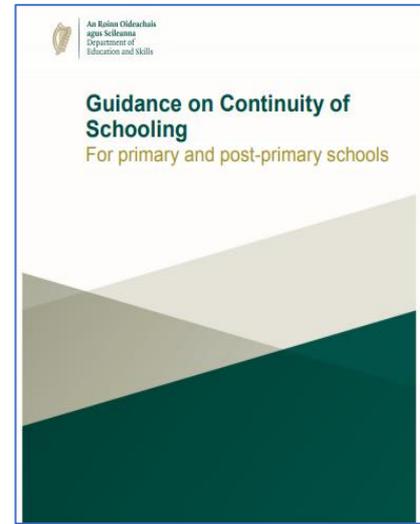
‘is equally important [to that of their students] as they navigate a challenging situation while trying to support their students. Teachers should engage with their colleagues and school management to ensure collegiate support during this time. It is essential that teachers develop strategies and access support as necessary to safeguard their own wellbeing. In this regard, teachers’ attention should be brought to the Department’s Employee Assistance and Wellbeing Programme where relevant. Details are available at the following link: [DES – Employee Assistance and Wellbeing Programme](#)

Regarding ‘helping students and teachers stay well’, the guidelines refer to advice and resources, developed by the DES NEPS psychologists

These are available [here...](#), and include

- Relaxation techniques (text)
- Relaxation techniques (podcast)
- Parents/Carers Wellbeing and Self Care
- A recent webinar entitled [Supporting Wellbeing in the School Community \(NEPS/JCT Webinar\)](#) provides further information on these supports

Teacher Wellbeing and self-care



Stay Responsible & Informed



Stay Positive & Calm



Continued overleaf...

'[In This Together](#)' is a national campaign designed to support the entire population during the current challenging event. Everyone's lives and daily routines are affected by the measures that have been introduced to disrupt the spread of the virus and to keep us all safe.

In This Together



Lots of advice and tips are available on how to look after your mental wellbeing, stay active and stay connected. '[In This Together](#)' draws together a huge range of activities that can be pursued in your home or your locality, individually or with family members or with friends online. There are ideas and activities for people of all ages.



Full detail of the national campaign is available [here...](#)