



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

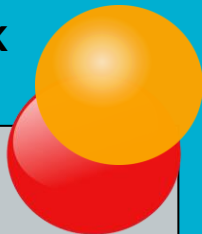
# Google Slide Deck Activity Questions

## Junior Cycle Physical Education

Professional Learning Engagement  
2023/24

# SAMPLE

## SAMPLE GROUP - Welcome to your initial task



**Step 1:** Please complete a row of the grid each, after you engage in the icebreaker

	<b>Name</b> activity	<b>School name &amp; Your email</b>	<b>Two balls Icebreaker</b> What opportunities does this activity offer your students?
<b>1</b>			Numeracy, socialising, group-work, cooperation...
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			

# Ice Breaker Activity – What to do



Oide

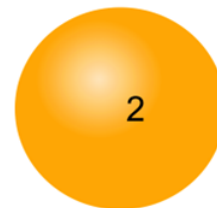
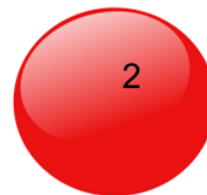
**CONSIDER** the following activity: **(For online use only)**

## Equipment:

a bag of numbered, non-specific balls  
open space

## Instructions:

- Find the person with the *other* same-numbered ball
- Introduce yourselves, 1 minute,
- Engage in constructing an activity with the two balls, for 2 minutes
- Share activity after, by demo, give rules

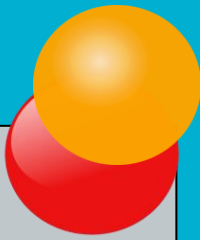


Discuss the activity in your BO room

**What opportunities does this activity offer your students?**

# Room 1 - Welcome to your initial task

**Step 1:** Please complete a row of the grid each, after you engage in the icebreaker



	<b>Name</b> activity	<b>School name &amp; Your email</b>	<b>Two balls Icebreaker</b> What opportunities does this activity offer your students?
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			

## Room 1:

**How could you adapt the Ice breaker activity to support your students' creativity and inclusion?**

**Assign a group member to act as scribe and reporter for the group, feeding back to the main room**

--	--

# The Bigger Picture



Oide



Focus  
Question



Identify one thing from Catherine Woods audio slide that interested you  
Share/discuss this in your BO room



CSPPA 2022 Report

# Room 1 - Identify one thing from Catherine Woods audio slide that interested you

## Think, Pair, Share

**Assign next group member to act as scribe and reporter for the group, feeding back to the main room**

--	--

# Youth Physical Activity Towards Health (Y-PATH PE 4 ME)



Oide

## Y-Path FMS



**Focus  
Question**



If FMS are not achieved by age 8, how do we plan for creative interventions to support these students at age 12?



# Room 1 - If FMS are not achieved by age 8, how do we plan for creative interventions to support these students at age 12?

**Next group member to act as scribe and reporter for the group, feeding back to the main room**

--	--

# FMS in action

## Action list - Select one and discuss

### Focus Question - Reflection Post Video

Select one of the following actions



Oide



Describe something about the culture of learning in this lesson that led to students having a positive learning experience



Identify **one learning outcome from each strand** that you saw in action, in this lesson



Is there anything in this video that you would need support with, to implement in your own lessons?



**LO 3.7** Consider the links between being physically active and a positive sense of wellbeing  
- What evidence of this did you see in this video?



How do you think the teacher could **assess the learning** that took place in this video?



**What ways can enable 'student voice' benefit planning and learning in the classroom?**

# Room 1 - FMS in action

**Record key points from the action you selected for discussion**

Next group member to act as scribe and reporter for the group, feeding back to the main room

<b>Action selected</b>	
Key points	

# FMS Activities What A Good One Looks Like




Oide

Station 1: Space Pass (Invasion game)

Station 2: Clock Dribble (Cooperative game)

Station 3: Whano Whano (Challenge game)

Station 4: Pattern ball (Target Game)

Fundamental Movement Skills Activities Activity Analysis Sheet	
The Activity	Name: Description: Physical activity area focus:
The Fundamental Movement Skills (FMS) In Focus  Which category best describes the FMS in focus	Circle the FMS(s) that are in focus. Or Add to the list   <ul style="list-style-type: none"> <li>• Locomotor (transporting) <input type="checkbox"/></li> <li>• Stability (balance) <input type="checkbox"/></li> <li>• Object manipulation (control of) <input type="checkbox"/></li> </ul>
How can students experience the learning?	What opportunities does this activity provide for: <ul style="list-style-type: none"> <li>• Problem solving:</li> <li>• Being creative:</li> <li>• Social and cultural identity:</li> <li>• Experience a sense of success:</li> </ul>
Inclusion	What adaptations would you make for this activity that could support all learners? <ul style="list-style-type: none"> <li>• Equipment:</li> <li>• Rules:</li> <li>• Progression:</li> </ul>

Activity: Space Pass	
Fundamental Movement Skill focus:	Throwing Catching
Activity context focus (Invasion games):	
Good to know:	<ul style="list-style-type: none"> <li>• Players look to</li> <li>• Recovers one</li> </ul>
A. Space Pass FMS Success Criteria	<ul style="list-style-type: none"> <li>• accuracy with possession</li> <li>• moving quickly</li> <li>• controlling direction</li> </ul>
B. Space Pass Tactics Success Criteria	<ul style="list-style-type: none"> <li>• Based on understanding</li> <li>• Throwing and catching</li> <li>• important aspects of</li> <li>• Signalling, watching,</li> <li>• Selecting the type,</li> <li>• Creating and passing</li> <li>• Passing and receiving</li> <li>• Reacting and passing</li> <li>• marking opponents</li> </ul>
G. Is there a difference between	

Activity: Clock Dribble	
Fundamental Movement Skill focus:	Striking with the hand, Side-stepping
Activity context focus (Cooperative skills):	
A. Clock Dribble FMS Success Criteria	<ul style="list-style-type: none"> <li>• make effective hand contact with ball</li> <li>• move feet efficiently while the ball is in contact</li> </ul>
B. Clock Dribble Tactics Success Criteria	<ul style="list-style-type: none"> <li>• Cooperation involves being able to set personal boundaries, and problem-solve as a group. This includes:</li> <li>• able to work cooperatively as a group</li> <li>• at the same time based on the needs of the group</li> <li>• being attentive and looking to the ball</li> <li>• take turns at calling the direction</li> <li>• discuss and trial different strategies</li> </ul>

Activity: Whano Whano	
Fundamental Movement Skill focus:	Jumping Leaping Landing
Activity context focus (Challenge skills):	
A. Whano Whano FMS Success Criteria	<ul style="list-style-type: none"> <li>• jump as high as possible and give more time to read your own play</li> </ul>
B. Whano Whano Tactics Success Criteria	<ul style="list-style-type: none"> <li>• actively engaged in and participating in the activity</li> <li>• shows enjoyment and interest in the activity</li> <li>• shows understanding of the activity</li> <li>• collaborates in the activity</li> <li>• skills when engaging with others</li> <li>• awareness of a sense of self and the importance of being part of a team</li> </ul>

Activity: Pattern Ball	
Fundamental Movement Skill focus:	Throwing Catching Passing Receiving
Activity context focus (Target skills):	Group work, cooperating to keep the pattern and passing going
A. Pattern Ball FMS Success Criteria	<ul style="list-style-type: none"> <li>• Signalling, watching, and timing the pass</li> <li>• Selecting the type, place, and speed of the pass to use</li> <li>• Creating and passing into space</li> <li>• Passing to moving players and running on to the ball in the space created</li> <li>• Reacting and passing in relation to what the other player is doing.</li> </ul>
D. Pattern Ball Tactics Success Criteria	<ul style="list-style-type: none"> <li>• learning the pattern of who to pass the ball to learning how to pass successfully within the pattern, including communicating and timing the pass</li> <li>• contributing to the group goal of successfully passing lots of balls within the pattern</li> <li>• communicating and interacting positively</li> </ul>

Consider how you would adapt the activities here to support developing FMS for all students in your school

Room 1:

**Consider how you would adapt the activities here to support developing FMS for all students in your school**

Next group member record key discussion points and give feedback

	Key points
1	
2	
3	
4	
5	
6	

# Planning a Water Safety programme for 12 - 15 year olds in your school

## Focus Question - reflection post video



Oide

Select one of the following actions



Describe something about the culture of learning in this lesson that led to students having a positive learning experience



LO 2.9 Demonstrate an understanding of personal survival and water safety considerations  
**- What opportunities did you see for this learning in the video?**



Is there anything in this video that you would need support with, to implement in your own lessons?



LO 3.7 Consider the links between being physically active and a positive sense of wellbeing  
**- What evidence of this did you see in this video?**



How do you think the teacher could assess the learning that took place in this video?

# Room 1: Planning a Water Safety programme for 12 - 15 year olds in your school - Record key points from action discussed

Next group member to act as scribe and reporter for the group, feeding back to the main room

<b>Action selected</b>	
Key points	



Oide

# Department Planning

Planning for FMS/Water Safety at Junior Cycle







# CBAs in Physical Education

- CBAs are assessments capturing a moment in time,
- Can draw on student's prior experiences in other areas of learning
- Opportunity to plan for CBAs building on previous experiences in the system
- Aligning assessment with learning, planning for this in PE

## Assessment for the JCPA

The assessment of Physical Education for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments,

**CBA1:** Physical activity for health and enjoyment and

**CBA2:** My performance.

All students will complete both CBAs.

JC PE Spec. pg. 22

Focus  
Question



What ways can CBAs support learning in Physical Education?

