

## Transition Year Programme 14 - 15

<b><u>Title of Module</u></b>	Transition Year Physical Education
<b><u>Revised</u></b>	13/09/14
<b><u>Duration of Module</u></b>	1 double classes per week for the duration of the academic year
<b><u>Aims</u></b>	<p>The aim of Physical Education is to contribute towards the development of many aspects of the individual in the aesthetic, creative, critical, emotional, intellectual, moral, physical and social domains. The Physical Education Programme in place aims to provide breadth and balance, relevance to students needs and a quality learning environment for all students.</p>
<b><u>Objectives:</u></b>	<p>Through involvement in the Transition Year Physical Education module students will:</p> <ul style="list-style-type: none"><li>➤ develop the skills and techniques which will facilitate enjoyable participation in physical activity</li><li>➤ develop understandings which will enable them to make appropriate decisions and informed judgments in relation to health related activity</li><li>➤ have gained enhanced understanding and awareness of factors which influence performance in practical activities</li><li>➤ experience a range of physical activities with a view to fostering a positive attitude towards involvement as a lifelong activity</li><li>➤ display a mature attitude towards competition</li><li>➤ gain experience in coaching and knowledge of providing structured competition for younger students</li><li>➤ become more aware of the wide range of local facilities available to them and gain an understanding of the structures through which sport is enjoyed.</li></ul>

### **Teaching and Learning Strategies**

Transition Year Physical Education is designed to build on the learning and experiences achieved during Junior Certificate. Therefore the teacher should aim to engage the students with the subject matter at a deeper level, which will result in an improved level of performance.

Through the use of appropriate structures throughout the Physical Education class, purposeful demonstrations, correct methods of addressing groups and opportunities for students to learn a variety of skills in a variety of contexts, teachers shall develop the performances and positive attitudes of students towards the subject. Through this teachers aim to provide affirmative experiences of sport which shall contribute to students continued involvement in physical activity during senior cycle and post Leaving Certificate.

### **Content**

The Transition Year Physical Education module should include all strands of activity, namely: Adventure Activity, Aquatics, Athletics, Invasion Games, Non Invasion Games and Health Related Activity.

We aim to provide schemes on all of these activities wherever possible, however due to time and facility constraints, it may not be possible to include all activities.

### **Assessment Method**

Assessment takes place through informal observations by the teacher. This assessment is ongoing as part of the teaching and learning process. The teacher continually makes judgements as to the progress and performance of the student in the programme. The teacher will, where appropriate and practicable, record a number of these informal evaluations.

There shall also be self-assessment by the students themselves. It is widely accepted that students should take greater responsibility for their own learning and, by extension, for the assessment of what they have learned. As part of the process of self-assessment, students will be encouraged to reflect on their experience of physical education. Students shall focus on an activity or an area where they experienced success or difficulty in order to provide a meaningful evaluation of the Physical Education programme.

**E- Portfolio Assessment in will be used in conjunction with end of year interview**

### **Resources**

The facilities on offer in St. Gerald's College fully cater for a wide range of activities through the use of our varied equipment, sports hall and outdoor pitch. Due to the fact that the school is situated in close vicinity to a swimming pool we also aim to provide for the aquatics module in transition year. Other local amenities include a full size astro-turf pitch, golf driving range, tennis courts, etc.

### **Links with other Subjects**

There are many overlaps between the Physical Education module and other module's students take throughout the year. There are obvious links with students' many science subjects, their Diet and Nutrition module and the many class outings which take place throughout the year.

### **Evaluation**

Evaluation by getting verbal and written feedback from students shall provide for subject development from year to year. This shall contribute to the adaptation of the module to cater to the needs and interests of students in Transition Year.