

Level 3	What does this mean?	Tick/date when completed
<b>Personal Health and Physical Development</b>		
A1. Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.	Consider how things like court size, team size, point systems, group dynamics effect your willingness to play. Make changes to the game or your approach to increase participation or willingness to try.	
A2. Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.	Participate regularly Play the game in various settings eg.in class, against other classes, teach the game, challenge the teachers Describe how each different setting was motivating or rewarding.	
A3. Identify risks and their causes and describe safe practices to manage these.	List instances when participants take risks. Identify the environmental factors and the game situations that result in risk taking. List safe actions, rules, expectations,mottos that reduce these risks.	
A4. Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth	Identify feelings, fears, attitudes before and after using local resources. Identify places, resources, activities that give us a sense of identity and community spirit.	
<b>Movement Concepts and Motor Skills</b>		
B1. Develop more complex movement sequences and strategies in a range of situations	Practice set moves, strategies in practice and then using them in real situations.	
B2. Develop movement skills in challenging situations and describe how these challenges impact on themselves and others	Perform/improve the way they use the skills needed in the game/activity. Describe how difficulty of the skill and getting good at it make them ( and the group) feel about themselves each other and the event.	
B3. Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments.	Take part in activities List the physical and mental impact of these activities. Compare the physical, mental health and community benefits addressed by different facilities	
B4. Participate in cooperative and competitive activities.	Take part in competitive and non competitive versions of the same game. Understand the time pressure, points systems and a prize all create competition.	
B4. Describe how cooperation and competition can affect people's behaviour and the quality of the experience.	Identify how competitive settings can create pressure, risk, poor technique, poor decision making and a likelihood to cheat. Identify that competitive settings are valued for the prize and the challenge but may scare participants. Cooperative settings are valued for their enjoyment but can be equally physical and may encourage participation.	



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### Relationships With Other People

C1. Identify and demonstrate ways of maintaining and enhancing changing relationships	Identify ways that we can : - give and receive feedback about game play and technique -Negotiate roles - acknowledge the efforts of other team members, opposition and administration. - respond appropriately in competitive and non competitive settings - respond appropriately and as needed in all phases of an activity eg. Pre, during and post.	
C2. Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.	Notice that classes naturally favour certain people or groups of people Class members take steps to include all members and to address times when games are dominated by individuals.	
C3. Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.	Recognise when competition, time, speed, physical size, opposition ability, gender influence a game by adding a sense of pressure. Describe how this pressure effects the way we talk, act, feel. Act deliberately to respond to these pressures.	

### Healthy Communities and Environments.

D1. Identify how health care and physical activity practises are influenced by community and environmental factors	Compare the way that class size and school timetable impact on their ability to implement the ideas listed above.	
D2. Participate in communal events and describe how such events enhance the well-being of the community.	Take part in a class, school or community based activity Brainstorm what the school, class or organisation gained eg. Involvement, \$, a sense of achievement, enhanced friendships	
D3. Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.	Identify school rules and systems used when using outside facilities. Apply these when organising an activity Create a system that is easy or effective at managing risk and ensuring safety.	
D4. Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment	Identify a resource that is underused or not well known. Plan and implement an activity with this resource in mind by either using the facility or by highlighting its value.	