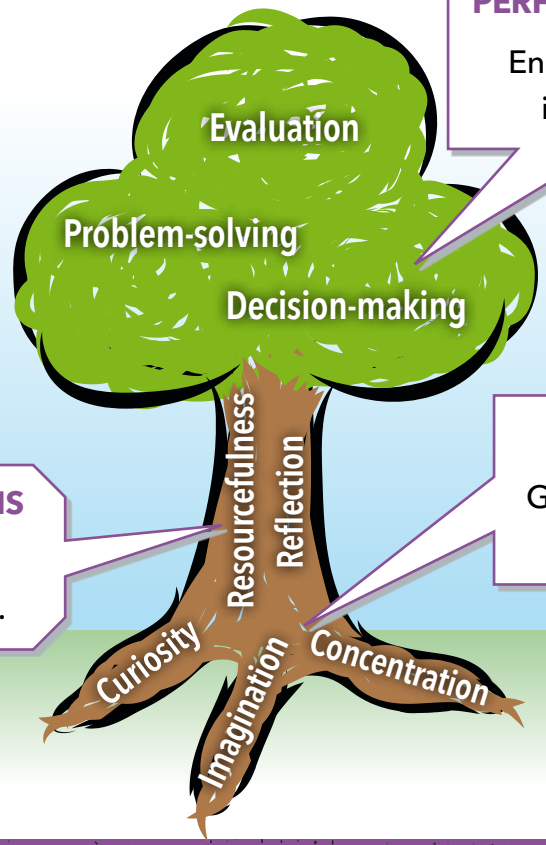
My Personal Best (Primary 2): to support PE for 7-11 year olds

My Personal Best uses a life skills approach to teaching PE. It supports every child to flourish and to achieve their personal best in PE, in school and in life. The Primary 2 resource is aimed at 7-11 year olds.

Thinking Me supports pupils to develop the cognitive and creative traits that enable them to create opportunities, overcome challenges and make choices. These traits are shown in the Thinking Me tree.

Thinking ME...



PERFORMANCE SKILLS

Enable pupils to act independently.

CORE STRENGTHS

Support pupils' personal growth.

ROOT VALUES

Give pupils a strong foundation.

TOP PE

My Personal Best has grown from the multi-ability model that underpins the TOP PE programmes:

- **Healthy Me** – developing children's physical and mental health and personal skills.
- **Social Me** – developing children's ability to work well with others.
- **Thinking Me** – developing children's cognitive and creative skills.
- **Physical Me** – developing children's ability to move effectively and efficiently.

Activities selected from Athletics, Challenge, Dance, Games and Gymnastics have been used to exemplify how the Thinking Me traits could be developed in PE. These are only examples: My Personal Best can be delivered through a wide range of physical activities as the focus is on how PE is delivered – teaching and learning methods – rather than what is delivered.

Written by Carol Hawman in consultation with Lancashire primary headteachers and PE leads.

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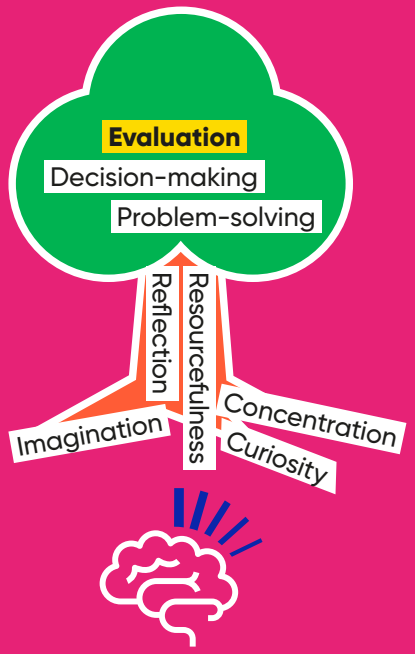
I am improving my

Evaluation

A well-educated mind will always have more questions than answers.

HELLEN KELLER



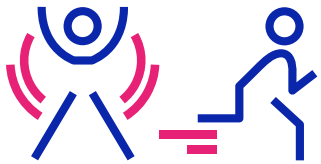
Thinking Me

Being thoughtful and creative

Developing Evaluation

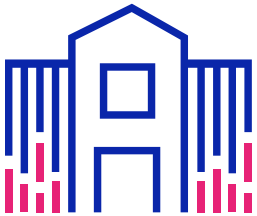
When I evaluate...

- I refer to the objectives and success criteria
- I seek and provide constructive feedback
- I use data to inform my judgements
- I consider the evidence for and against
- I identify strengths and areas for improvement
- I recommend ways to improve or develop



For example, in PE:

When trying to improve my fitness, I establish a baseline and target before I start. I gather data but also consider how I feel during exercise. I review my progress against my target, noting any improvement even if I haven't met it.



For example, in school:

When reviewing work, I check it against the success criteria and note which were fully, partly or not achieved. From this I can identify the areas for improvement. Comparing it to good examples gives me some ideas for how to improve.

For example, in life:

Before buying new technology, I make a list of my priorities. I research a range of options and compare the specifications to my list to create 'pros' and 'cons' for each item. I use this to create a shortlist of preferences.

I am improving my

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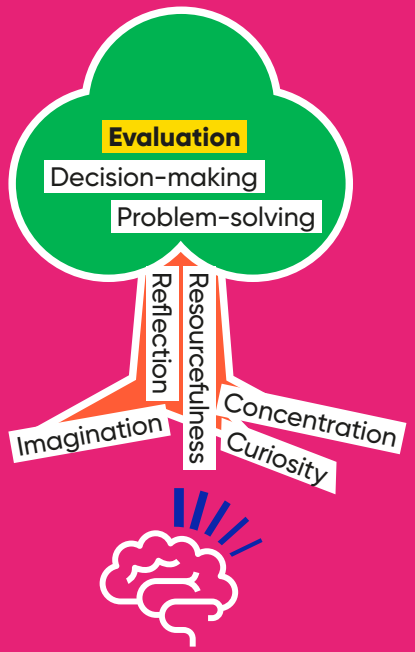


Thinking Me

Being thoughtful and creative

How did you do?

As you take part in an activity, ask yourself:

- What success criteria did you use?
- Why was it important to recognise strengths and areas for improvement?
- What evidence did you use to support your judgement?
- How did you make sure your self-review was accurate?
- What have you learned that will help you next time?
- Why is it important to evaluate – in PE, school and life?

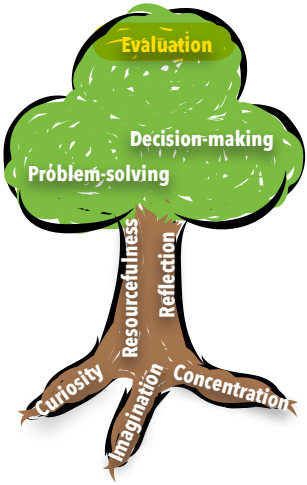
What went well: What did you do well in terms of **evaluation?**

Even better if: What might make your **evaluation** even better next time?

GOAL What will you do to improve your **evaluation** – in PE, school or life?

Think **SMART**: specific, measurable, achievable, realistic, timescale.

Thinking ME... 7



Evaluation

- identify strengths and challenges

- recognise ways to improve

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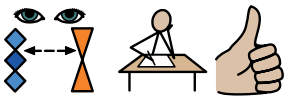
For example

In PE...

I recognise how to develop my dance moves.

In school...



e.g

I compare my work to a good example.

In life...

I identify the best TV programme to watch with friends.