

Informal PA and Sport: Personal and Social Skills

Self-Reflection Tool

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Student Name: Jackson Smith

Activity: Ultimate Frisbee

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Personal and Social Skills: Practice and apply personal and social skills when undertaking a range of roles in physical activities (7-8)

What are my strengths?

What am I good at and what do I need to maintain?

I use my planner to be organized with gear and equipment

I always contribute to getting the game going and suggest improvements

I use put-ups not put-downs

What things could I develop?

What am I developing and what do I need to improve?

Use a strategy to manage my emotions better

Work more with my team



Appreciate others and not get frustrated with team mates

What would improvement look like?

When I make a mistake, I don't get angry, I focus on what others are doing well and tell them.

I pass it more to different players so they improve and the team improves

Instead of focusing on how I want to win, I think about why others want to play

Movement and Physical Activity

What are my strengths?

What am I good at and what do I need to maintain?

I can run around a whole game without getting tired

I can use my other hand accurately for short passes

I can do the backhand pass in a game

What things could I develop?

What am I developing and what do I need to improve?

I could practice more at recess to get bigger passes on my other hand

I could practice more with my brother to do longer accurate passes

I could use the trampoline to practice jumping high and catching it



What would improvement look like?

I use my other hand to do a big pass 4 times

When I throw it half way and they can catch it in a game

I leap off the ground and catch it full stretch in warm up

Star 2 things to focus on and describe how you will assess it in the next game:

I pass it to at least 4 different teammates, they tell me at the end.

Get iPad video of me leaping off the ground to catch it in the warm up

Verified by: Mrs Woodford

Reference: O'Connor, J. & Penney, D. (2019). *Informal physical activity and sport: Personal and social skills, self-reflection tool*. Online resource, Figshare. <https://doi.org/10.26180/5c47bcb8aea7f>

General Capabilities of the Australian Curriculum

Self-Awareness: This element involves students developing an awareness of their own emotional states, needs and perspectives. Students identify and describe the factors that influence their emotional responses. They develop a realistic sense of their personal abilities, qualities and strengths through knowing what they are feeling in the moment, and having a realistic assessment of their own abilities and a well-grounded sense of self-knowledge and self-confidence. Students reflect on and evaluate their learning, identify personal characteristics that contribute to or limit their effectiveness and learn from successes or failures. In developing and acting with personal and social capability, students:

- recognise emotions
- recognise personal qualities and achievements
- understand themselves as learners
- develop reflective practice.

Self-Management: This element involves students developing the metacognitive skill of learning when and how to use particular strategies to manage themselves in a range of situations.

Students effectively regulate, manage and monitor their own emotional responses, and persist in completing tasks and overcoming obstacles. They develop organisational skills and identify the resources needed to achieve goals. Students develop the skills to work independently and to show initiative, learn to be conscientious, delay gratification and persevere in the face of setbacks and frustrations. In developing and acting with personal and social capability, students:

- express emotions appropriately
- develop self-discipline and set goals
- work independently and show initiative
- become confident, resilient and adaptable.

Social Awareness: This element involves students recognising others' feelings and knowing how and when to assist others.

Students learn to show respect for and understand others' perspectives, emotional states and needs. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students:

- appreciate diverse perspectives
- contribute to civil society
- understand relationships.

Social Management: This element involves students interacting effectively and respectfully with a range of adults and peers.

Students learn to negotiate and communicate effectively with others; work in teams, positively contribute to groups and collaboratively make decisions; resolve conflict and reach positive outcomes. They develop the ability to initiate and manage successful personal relationships, and participate in a range of social and communal activities. Social management involves building skills associated with leadership, such as mentoring and role modelling. In developing and acting with personal and social capability, students:

- communicate effectively
- work collaboratively
- make decisions
- negotiate and resolve conflict
- develop leadership skills.