



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



An Roinn Oideachais
agus Scileanna

LCPE Professional Learning Experience 1

An Introduction to
LCPE

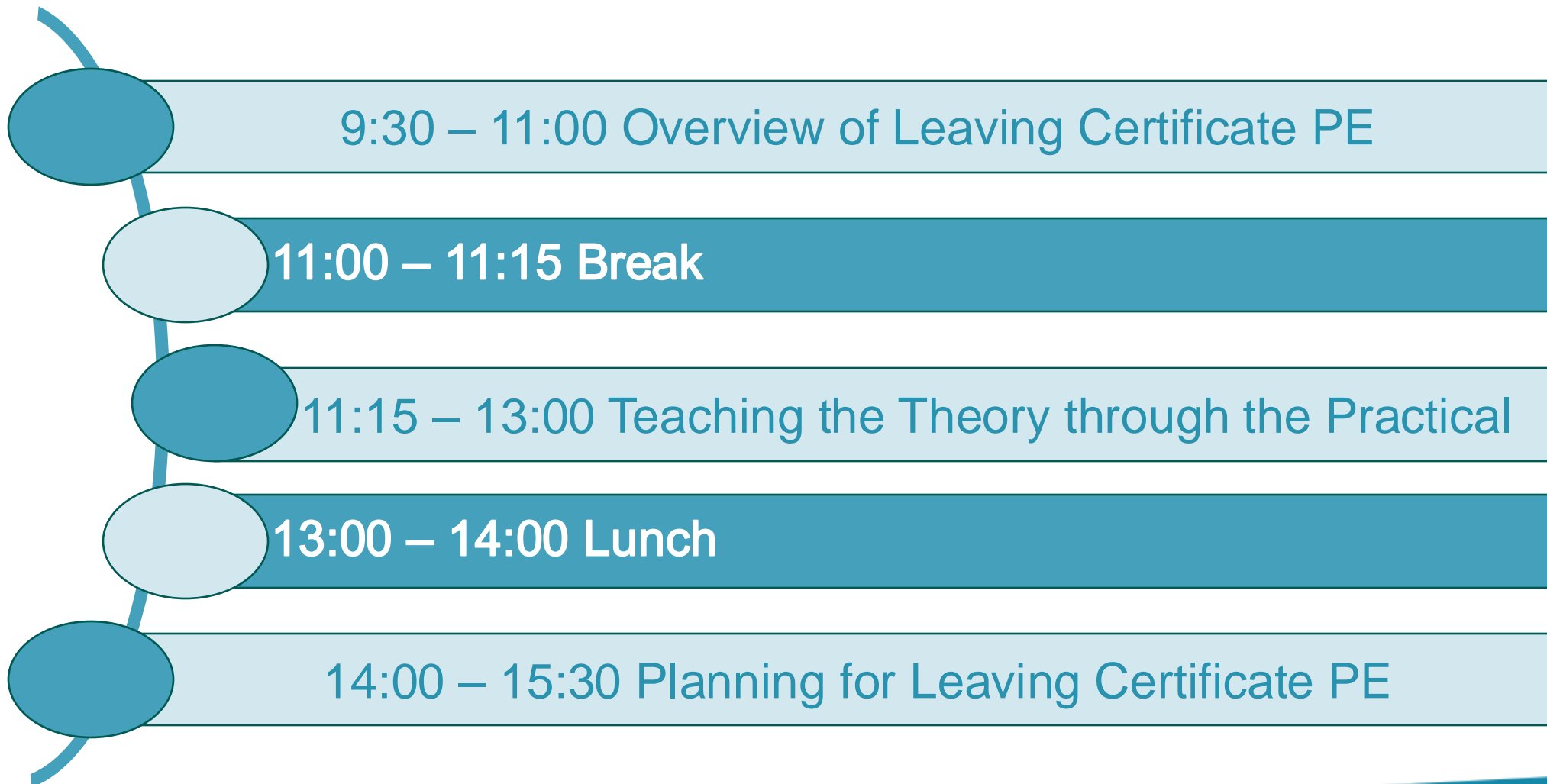
Physical Education

Curriculum Specification





Schedule





Session 1

Overview of Leaving Certificate Physical Education





Learning Intentions



Familiarise yourself with the LCPE Specification and the structure of the three different assessment components



Record any questions you have in relation to the LCPE Specification



Maintenance Phase LCPE

- Maintenance Phase is designed ideally for those beginning with a 5th year class in September 2024
- Maintenance will be run as an elective Professional Learning Experience, where you register for each day individually



Activity - My School Context



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Single/Mixed
Gender

Gaelcholáistí

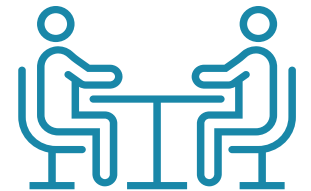
Rural/Urban

DEIS

Prompts for Discussion

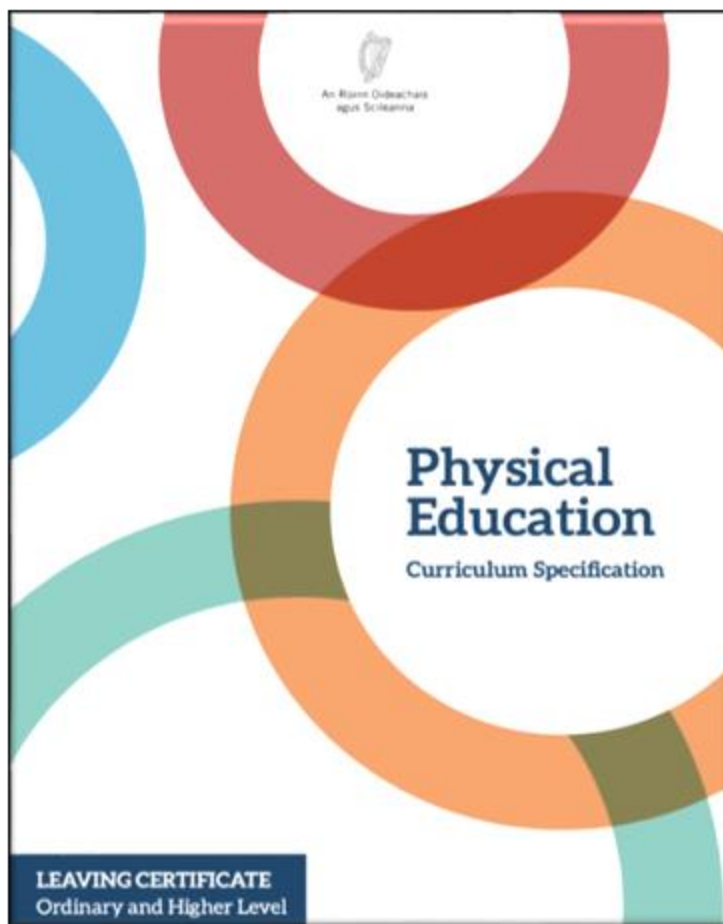
1. LCPE in your school
2. Student cohort (including AEN)
3. Physical environment/facilities

Record your findings on page 1 of your workshop booklet





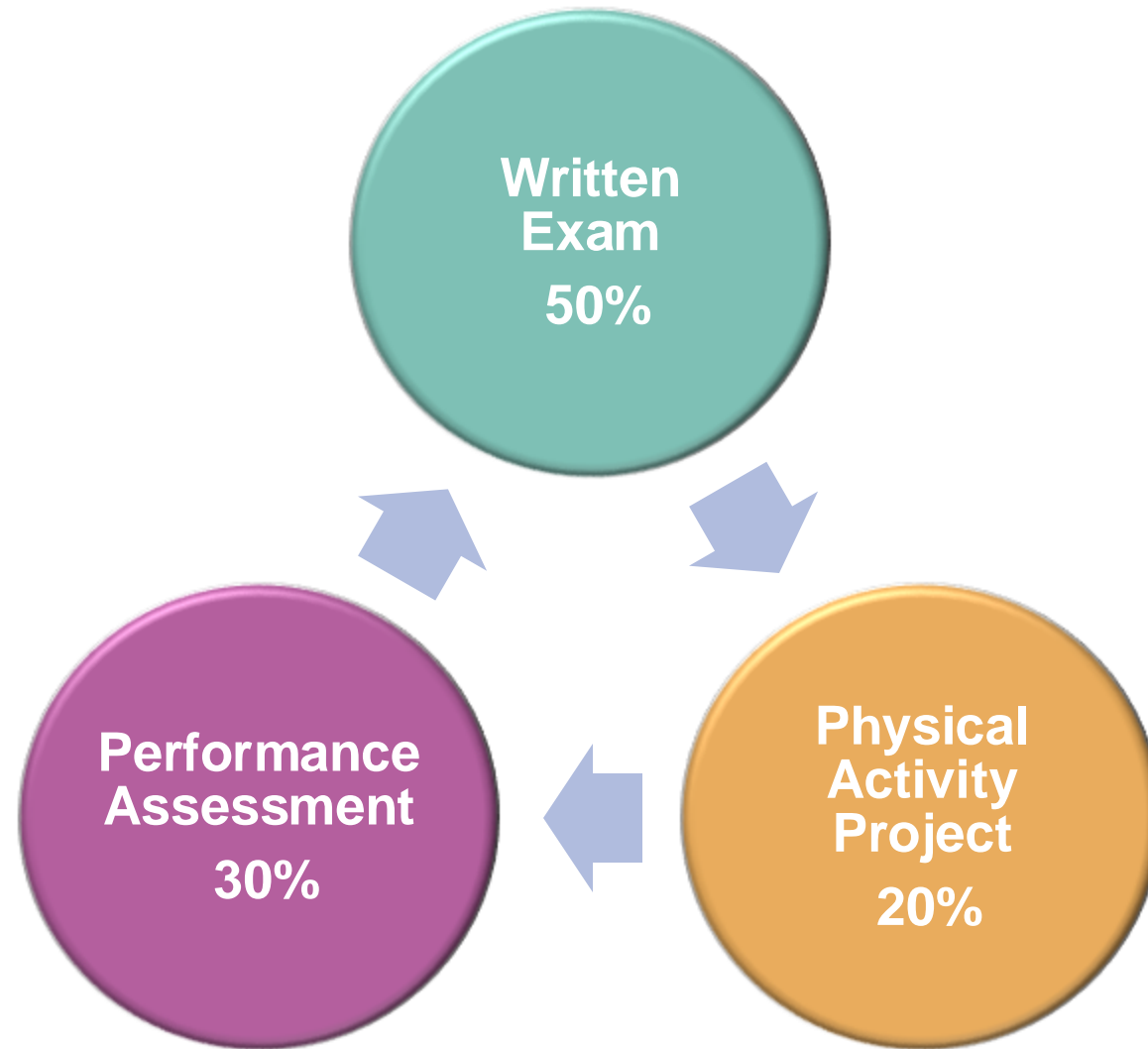
Overview of LCPE



LCPE Structure



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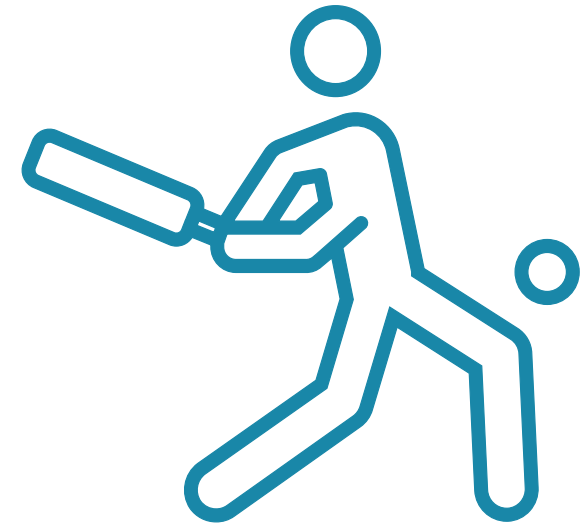


Strand 1 - Towards optimum performance



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- **Topic 1:** Learning and improving skill and technique
- **Topic 2:** Physical and psychological demands of performance
- **Topic 3:** Structures, strategies, roles and conventions
- **Topic 4:** Planning for optimum performance



All compulsory



Strand 2 - Contemporary Issues in Physical Activity

- **Topic 5:** Promoting physical activity (Compulsory)
- **Topic 6:** Ethics and fair play (Compulsory)
-
- **Topic 7:** Physical activity and inclusion (Prescribed)
- **Topic 8:** Technology, media and sport (Prescribed)
- **Topic 9:** Gender and physical activity (Prescribed)
- **Topic 10:** Business & Enterprise in PA & sport (Prescribed)



2/4 prescribed topics assigned each year

LCPE Action Verbs



- Every learning outcome begins with an **action verb**
- The action verb outlines what our students should **understand, know and be able to do**
- Two posters (as bearla agus gaeilge) to support both teachers and students are available

NCCA **Leaving Certificate PE** Oide

Learning Outcomes - Defining the Action Verbs Used

Verb	Students should be able to...
Analyse	examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Apply	select and use information and/or knowledge and understanding to explain its application in a given situation
Debate	provide a structured argument about a topic
Compare	give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout
Define	give the precise meaning of a word, phrase or concept
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Describe	develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model
Design	develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions are supported by appropriate evidence
Evaluate	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods
Examine	consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
Explain	give a detailed account including reasons or causes
Guide	influence or support the behaviour or development of an individual or group
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature
Implement	put a decision, plan or agreement into effect
Investigate	observe, study, or make a detailed and systematic examination, to establish facts and reach new conclusions
Organise	make arrangements or preparations for an event or activity
Outline	present a description or summary
Present	promote or propose an idea; deliver or illustrate evidence; show something for others to examine
Provide Evidence	provide data and documentation that support inferences or conclusions
Research	study materials and sources in order to establish facts and reach new conclusions
Suggest	propose a solution, hypothesis or other possible answer
Use	apply knowledge or rules to put theory into practice. Employ something in a targeted way.

LEAVING CERTIFICATE PHYSICAL EDUCATION **Defining Action Verbs** Oide

Verb	Students should be able to.....
Level 6 Design	plan, create or formulate a procedure or system by careful thought
Level 5 Organise Evaluate	make arrangements or preparations for an event or activity collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods
Level 4 Analyse Compare Examine Debate	examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue Provide a structured argument about a topic
Level 3 Apply Demonstrate Guide Implement Investigate Present Provide Evidence Research Suggest Use	select and use information and/or knowledge and understanding to explain its application in a given situation prove or make clear by reasoning or evidence, illustrating with examples or practical application influence or support the behaviour or development of an individual or group put a decision, plan or agreement into effect observe, study, or make a detailed and systematic examination, to establish facts and reach new conclusions promote or propose an idea; deliver or illustrate evidence; show something for others to examine provide data and documentation that support inferences or conclusions study materials and sources in order to establish facts and reach new conclusions propose a solution, hypothesis or other possible answer apply knowledge or rules to put theory into practice. Employ something in a targeted way.
Level 2 Describe Identify Discuss Explain	develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature offer a considered, balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions are supported by appropriate evidence give a detailed account including reasons or causes
Level 1 Define Outline	give the precise meaning of a word, phrase or concept present a description or summary

Image Source: <https://www.niallmculty.com/2017/11/blooms-digital-taxonomy/>



Written Examination – 50%



Based on 6 + 2 (Prescribed) **topics** of the learning outcomes in LCPE Specification



Higher and Ordinary levels



Three Sections:

Section A - Short questions (Answer 10 from 12)
Section B - Case Study question (Compulsory)
Section C - Long questions (Answer 3 from 5)



- Individual candidates who are eligible for the Reasonable Accommodations scheme may be able to present a ‘modified’ version of a physical activity for assessment purposes
- In a modified version of a physical activity often it is the **context** of the performance which changes, such as the **use of adapted equipment or rules and regulations.**
- The Reasonable Accommodations section of SEC is contactable at **090-6442782**

Physical Activity Project – 20%



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Addresses Strand 1 of Specification and can be completed as a performer or coach

A student may do their PAP on any sport / activity on page 12 **OR** any sport that has an **NGB affiliated with Sport Ireland** and is defined as a **competitive sport** by Sport Ireland

Must be completed on the physical activity in its entirety, **and not** a specific exercise or skill

Compiled digitally and completed by the end of term 1 in 6th Year (Confirmed in documentation)

Submitted online via the SEC Schools Portal



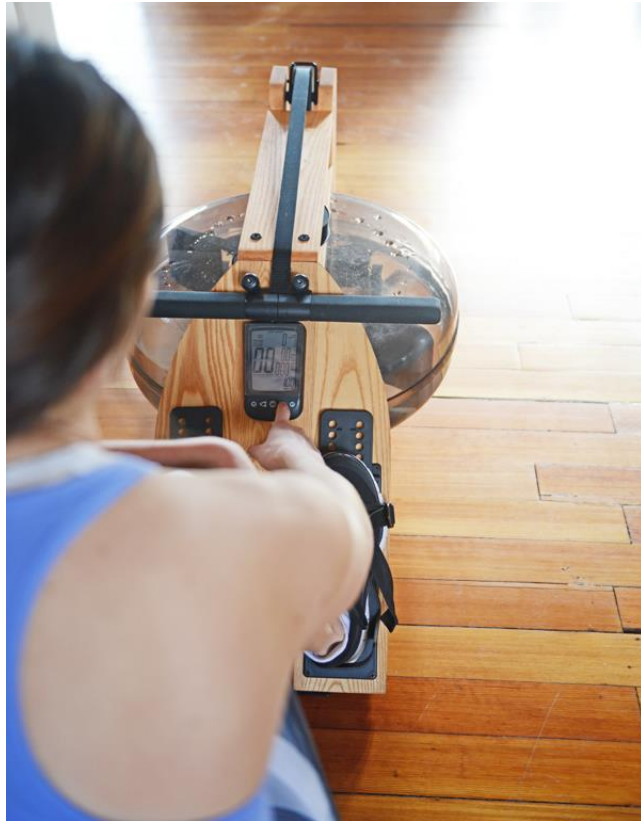
Question Time



Performance Assessment – 30%



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Each LCPE class chooses three physical activities from page 12 of the Specification to engage with the learning outcomes.

These must come from three separate physical activity areas.

Assesses the students' performance of the skills & techniques of an activity as outlined on pages 33-45

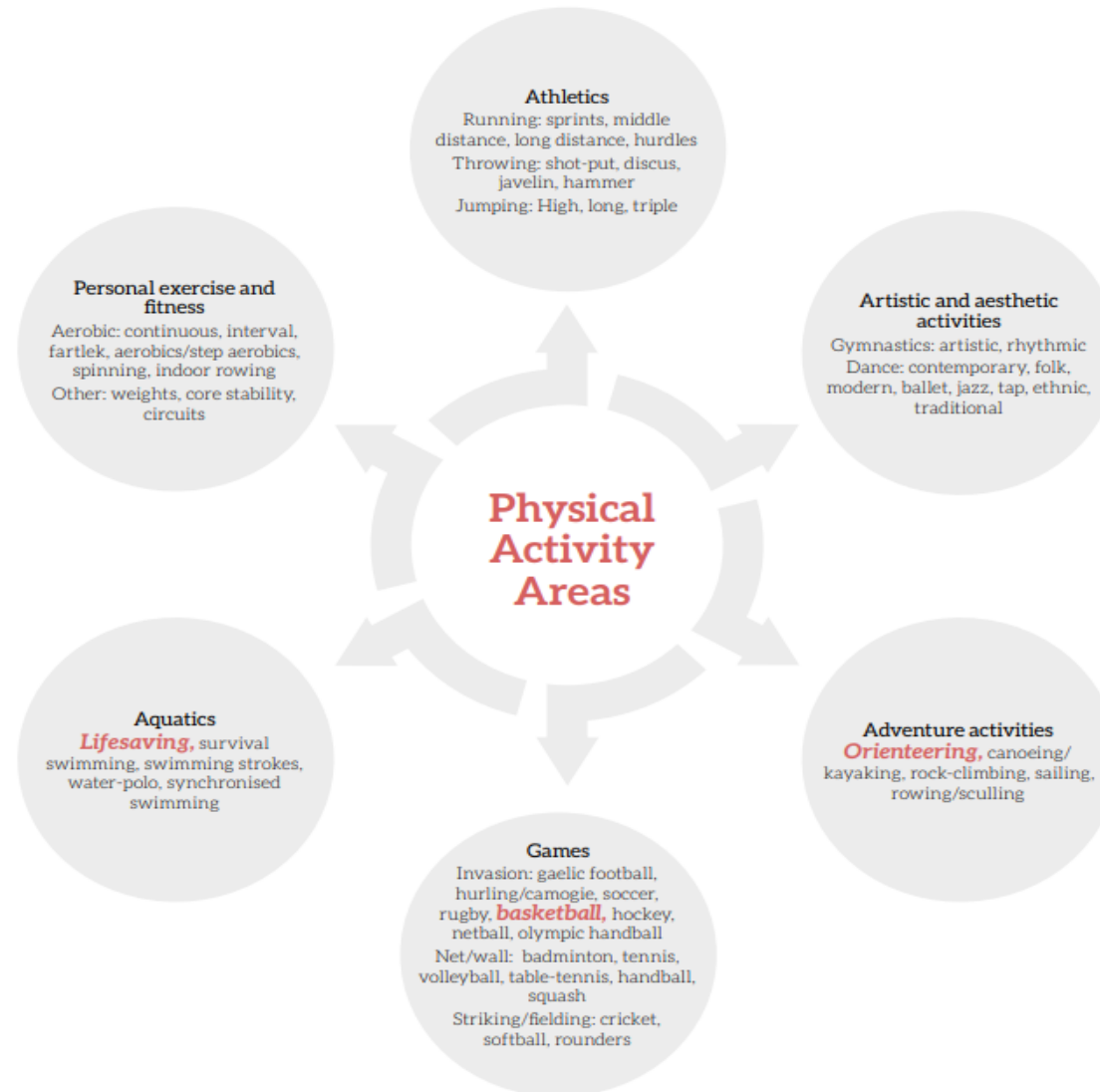
Each student selects one of the three selected physical activities being studied by the class group to submit to the SEC.

This must be from a different physical activity area than what they chose for their PAP

Recorded between January and March of 6th year during PE class

8 minutes duration (limit not a target!) with 6 frames/slides of text in the video

Performance Assessment – 30%



Performance Assessment - in case of a Critical Incident



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Contact SEC



Each case is dealt with on a case-by-case basis



Medically certified



Capture video footage



SEC Performance Assessment Selection Form



Email:
SchoolsPortal@examinations.ie

Phone:
(090) 6442741



Performance Assessment (PA)





Activity - Specification Exploration

1

At your table, take the opportunity to **review** page 12 and pages 33 - 45 of the Specification



2

Briefly **examine and then compare** the skills and techniques the students are required to demonstrate for each of the physical activity areas



3

Discuss the parameters required to enact all the physical activity areas in your school.



4

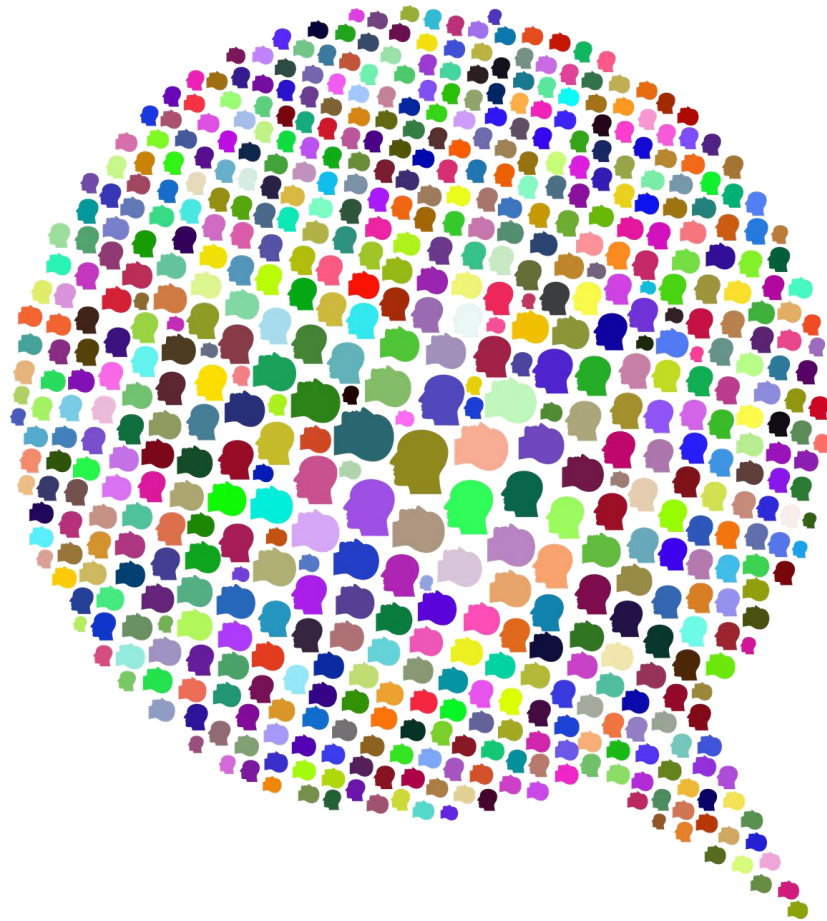
Record any notes on page 5 of your workshop booklet



Feedback



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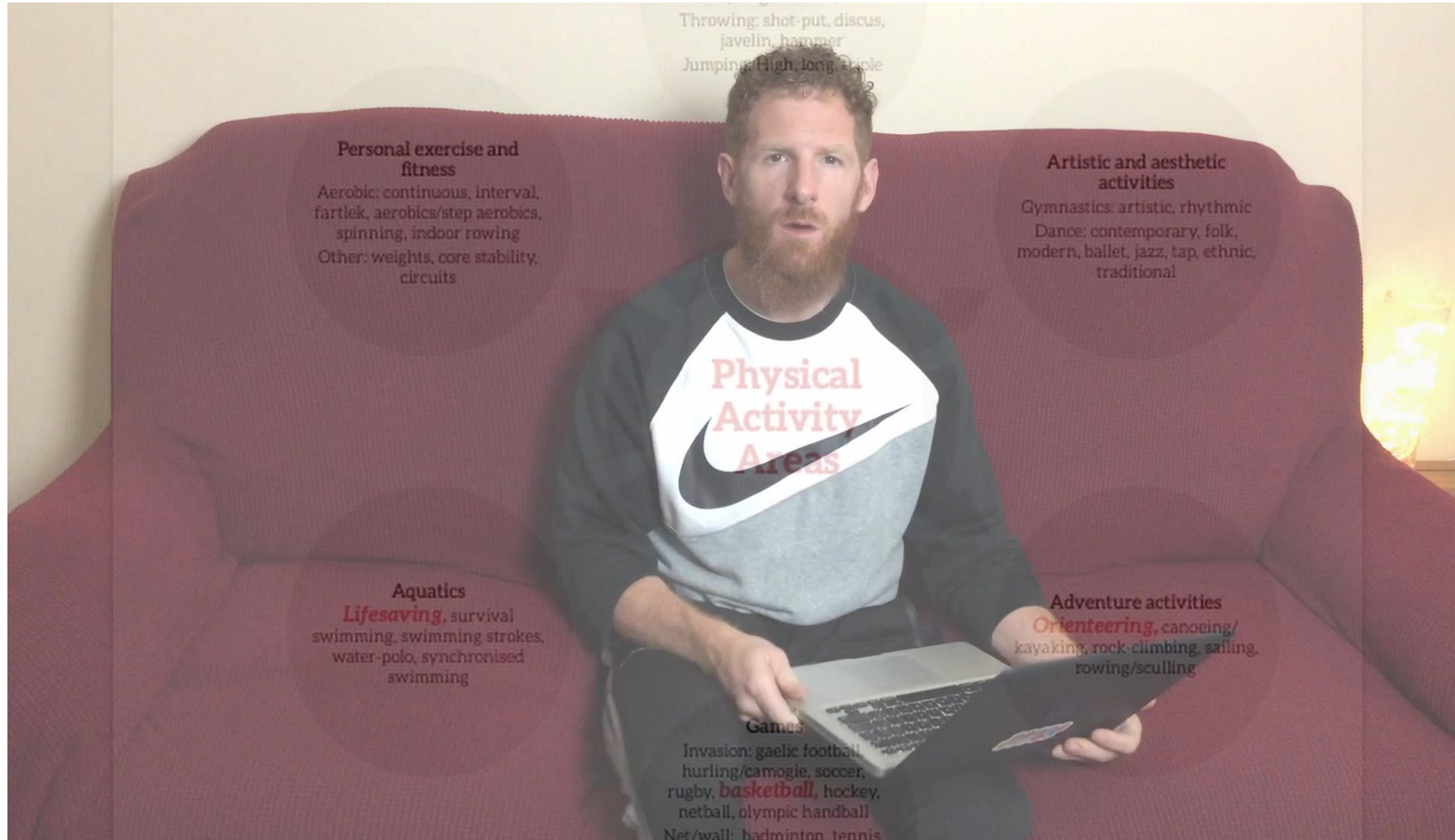
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LCPE Phase 1 - Teacher's Perspective



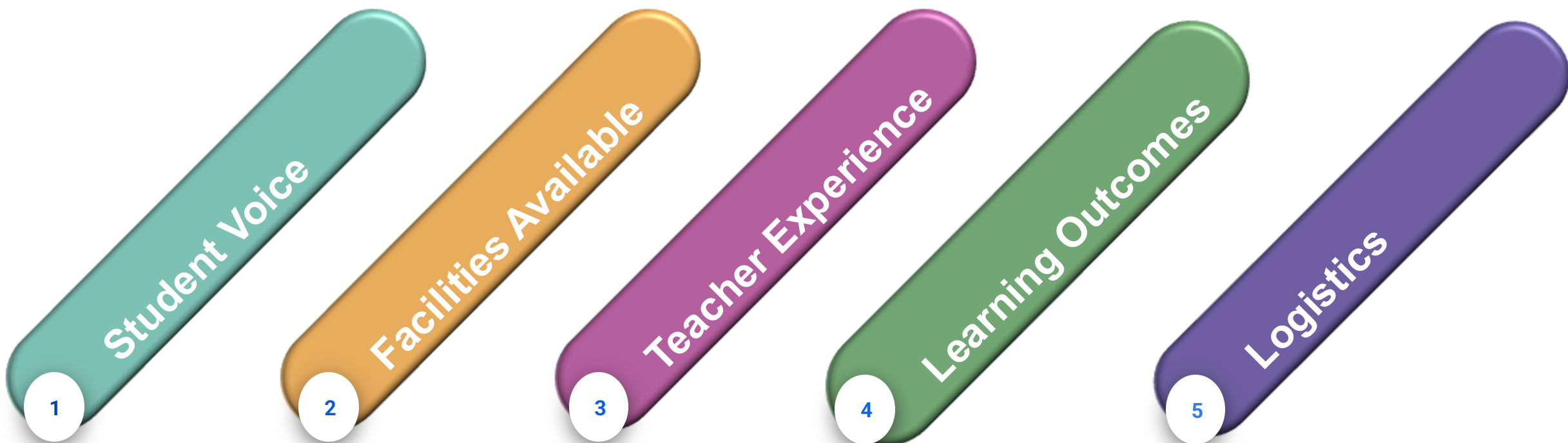
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Record notes and ideas from the Phase 1 teachers on page 5 of your Booklet



Selecting The Three Physical Activities





Selecting your Physical Activities

At your table, assume the role of a 5th year LCPE class. As a group;

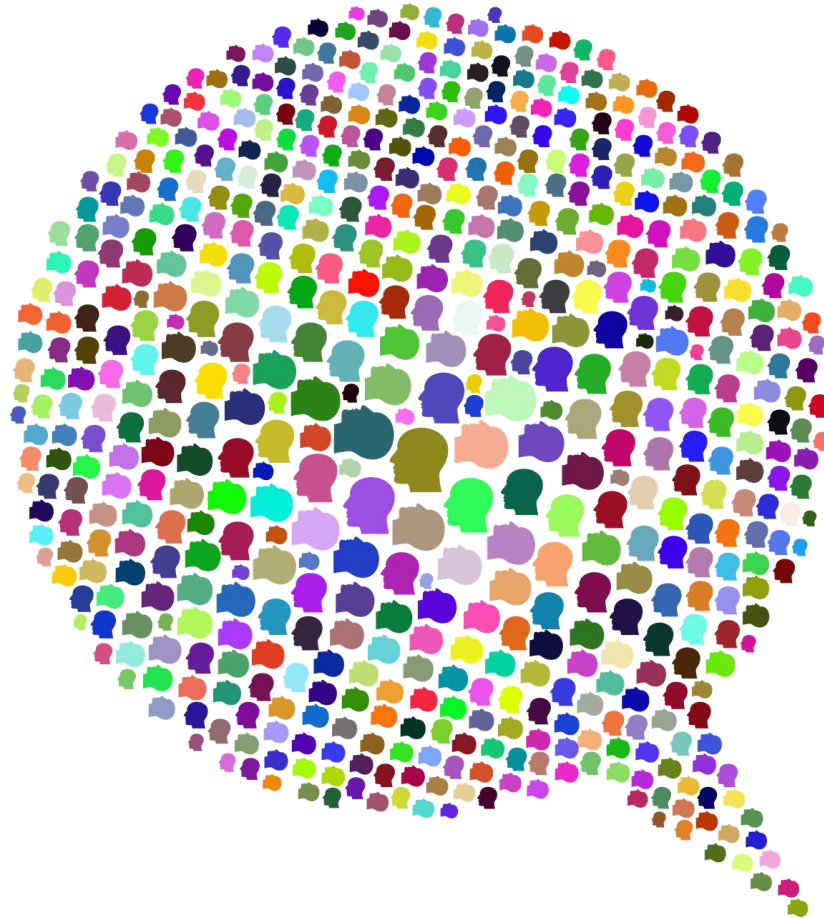
- Discuss how these activities will be chosen
- Select your three physical activity areas and activities
- Individually decide what you will be submitting for both your PAP and PA within this 'class'
- Feed back to the wider group on the rationale for your selection
- Use the template on page 6 of your workshop booklet



Feedback

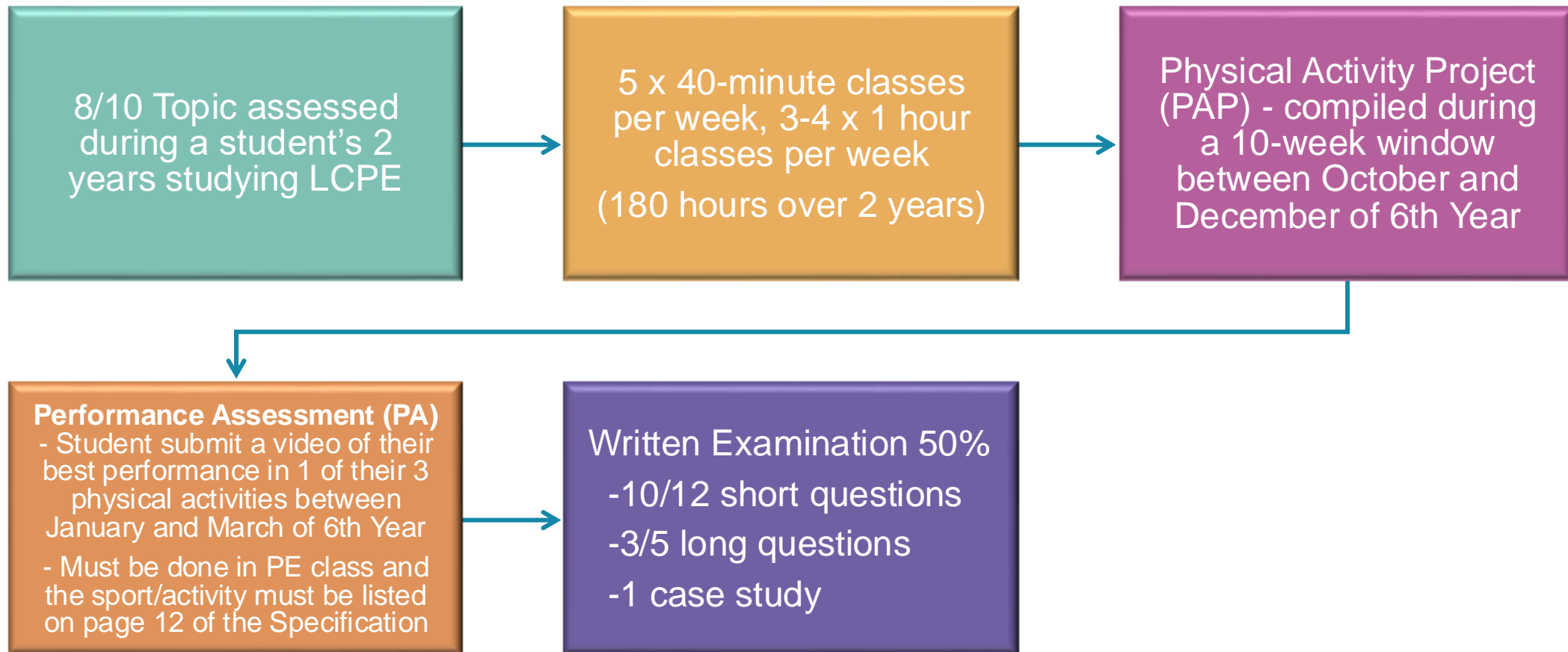


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LCPE Specification - Key points






Learning Intentions



Familiarised yourself with the LCPE Specification and the structure of the three different assessment components

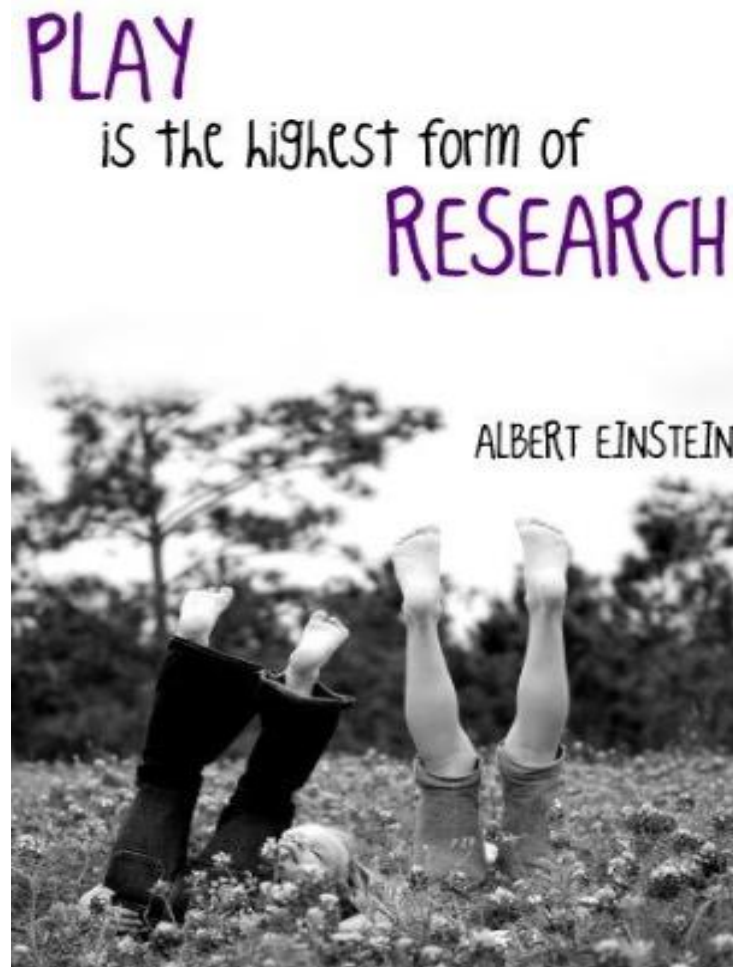


Recorded any questions you had in relation to the LCPE specification



Session 2

Teaching the Theory
Through the Practical



In this session, participants will



gain a deeper understanding of the overall structure and requirements of the LCPE Specification through a collaborative jigsaw activity



reflect upon and discuss the experiences of teachers from Phase 1 of LCPE

Exploring the LCPE Specification Jigsaw Activity



Oide

1

Discuss the allocated topic in your group using the 4 headings provided

2

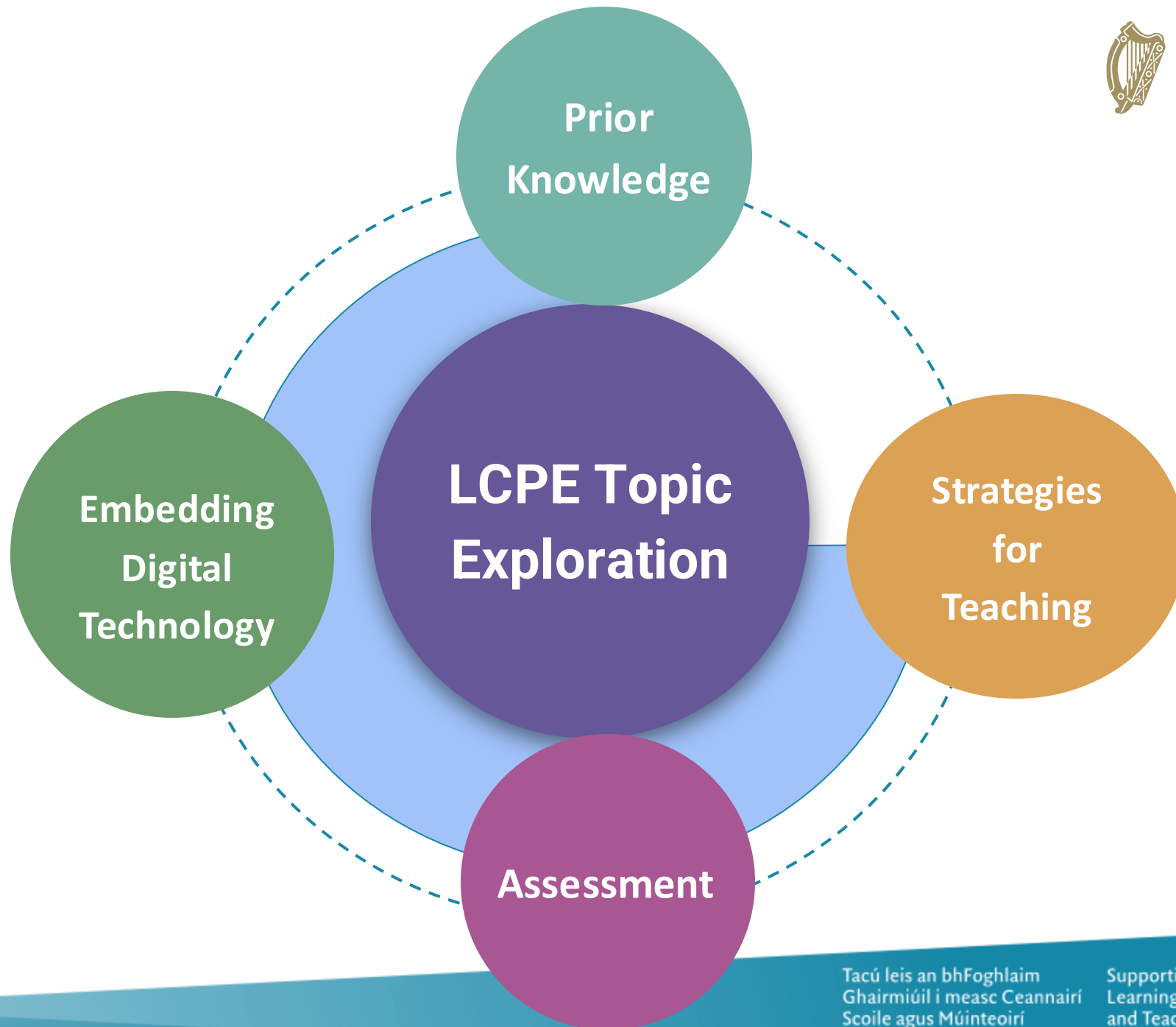
Record your findings on pages 7 - 12 of your workshop booklet

3

Everyone presents their findings to the wider group

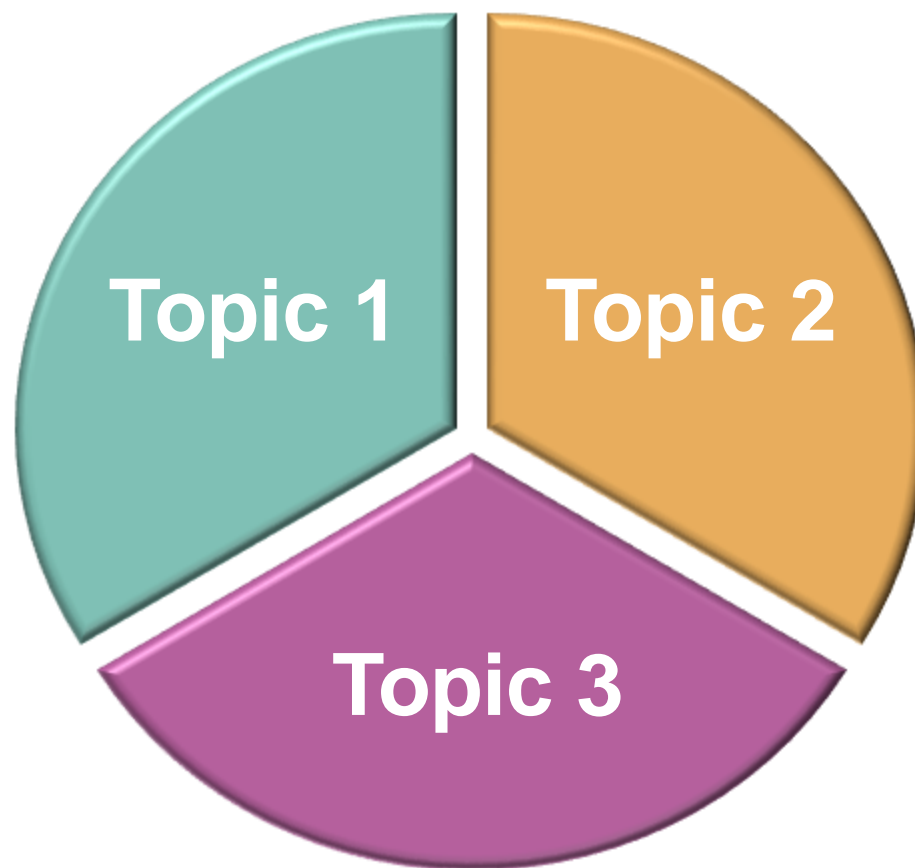


Topic Exploration Prompts





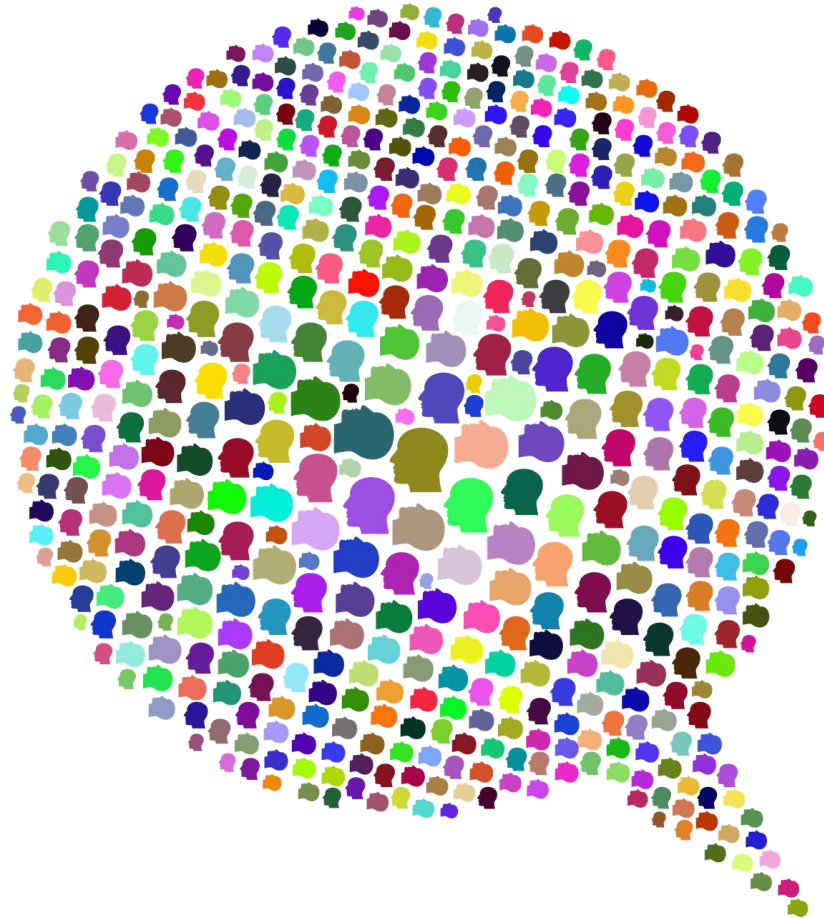
Activity – Jigsaw Round 1



Feedback

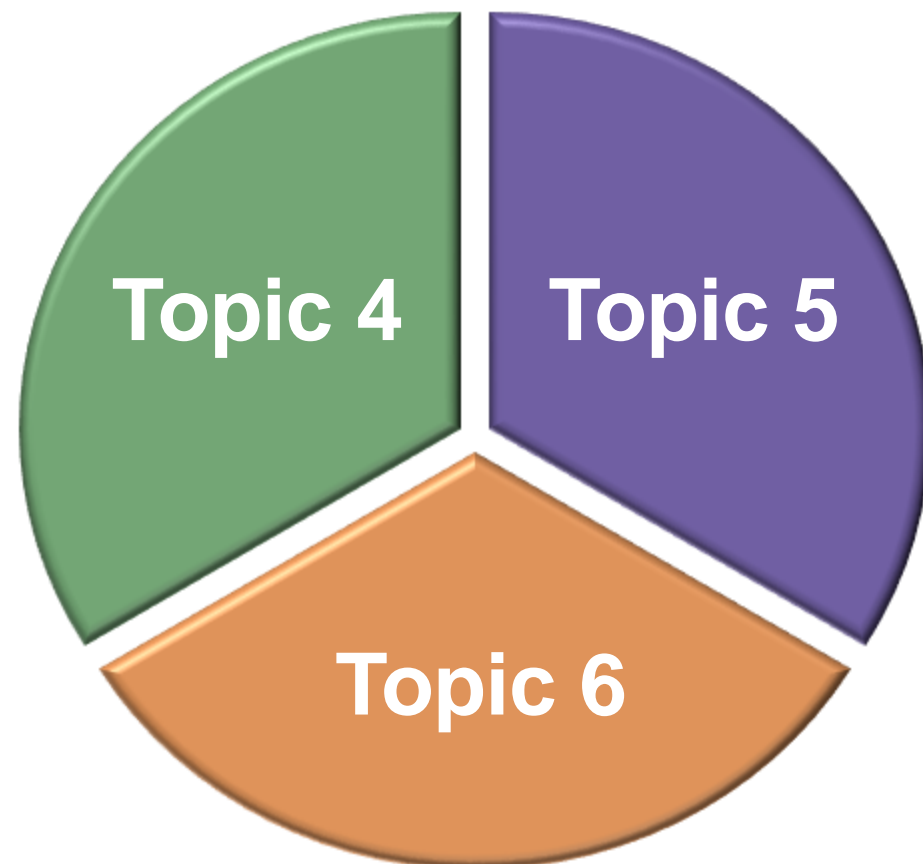


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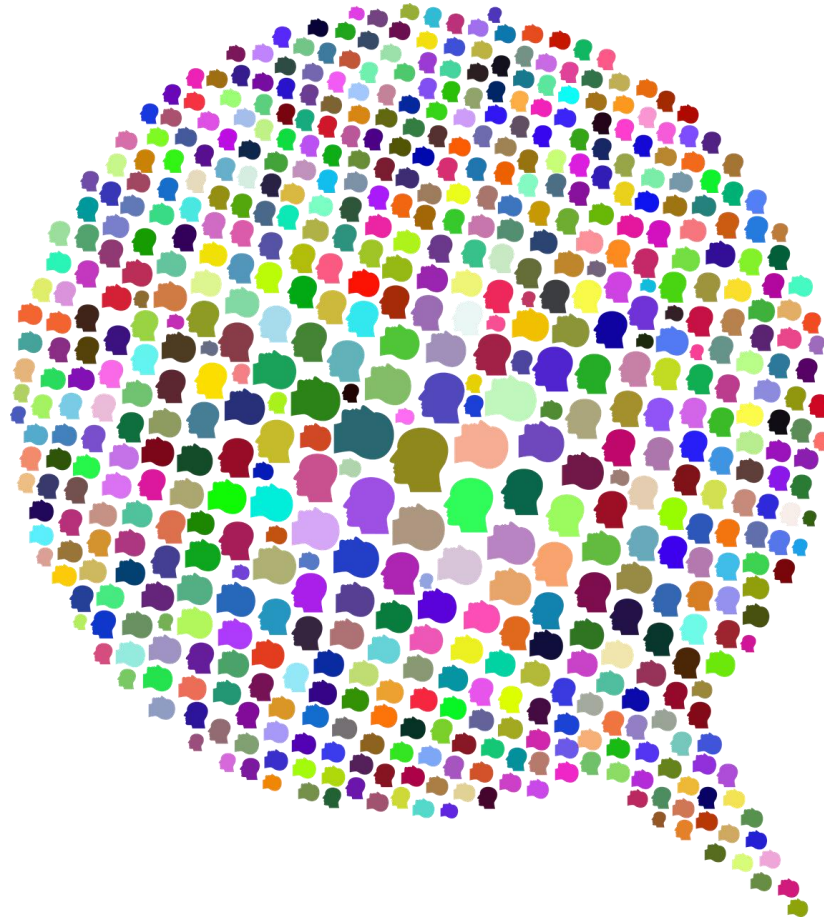
Activity – Jigsaw Round 2



Feedback



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LCPE Phase 1 - Teacher's Perspectives



Starting 5th Year LCPE

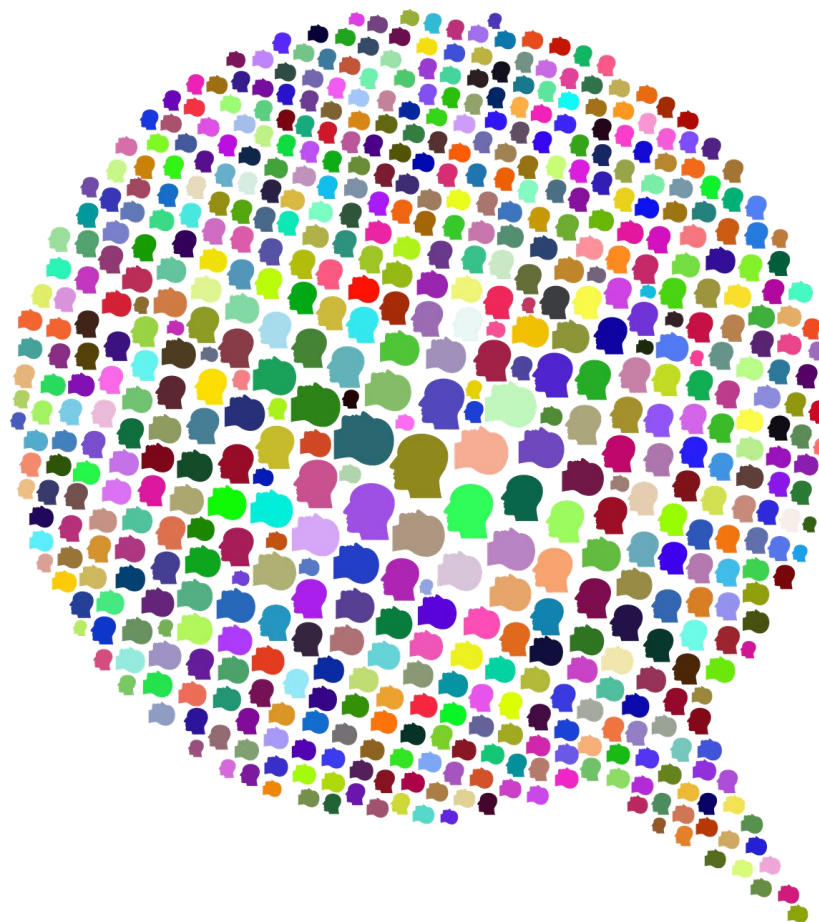
Get to know your students interests.

- One of the first activities I get the students to do in the year is from Topic 5.2 (a) – present a personal biography.
- Why is this beneficial?
 - Structures discussion.
 - Informs your planning – providing more tailored learning experience.
 - Helps with the selection of the physical activity areas.

Record notes and ideas from the Phase 1 teachers on page 13 of your Booklet



Discussion & Question Time



Teaching the Theory Through the Practical



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Activity - Name the Lever

Basics of Robotic Mechanisms - LEVERS

Class 1 Lever

Class 2 Lever

Class 3 Lever

Robotpark.com

Instructions:

In the coming slides identify and sketch:

1. The location of the fulcrum, load and effort
2. Identify the class of lever

Use page 14 of your workshop booklet

Levers in Action



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First Class Lever
(Triceps dip)



Second Class Lever
(Calf raise)



Third Class Lever
(Bicep curl)

Levers in Action



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_____ class lever



_____ class lever



Levers & the Body

A **lever** is a stiff (rigid) structure, hinged at one point and to which force is applied at two other points

In the human body a lever has four components:

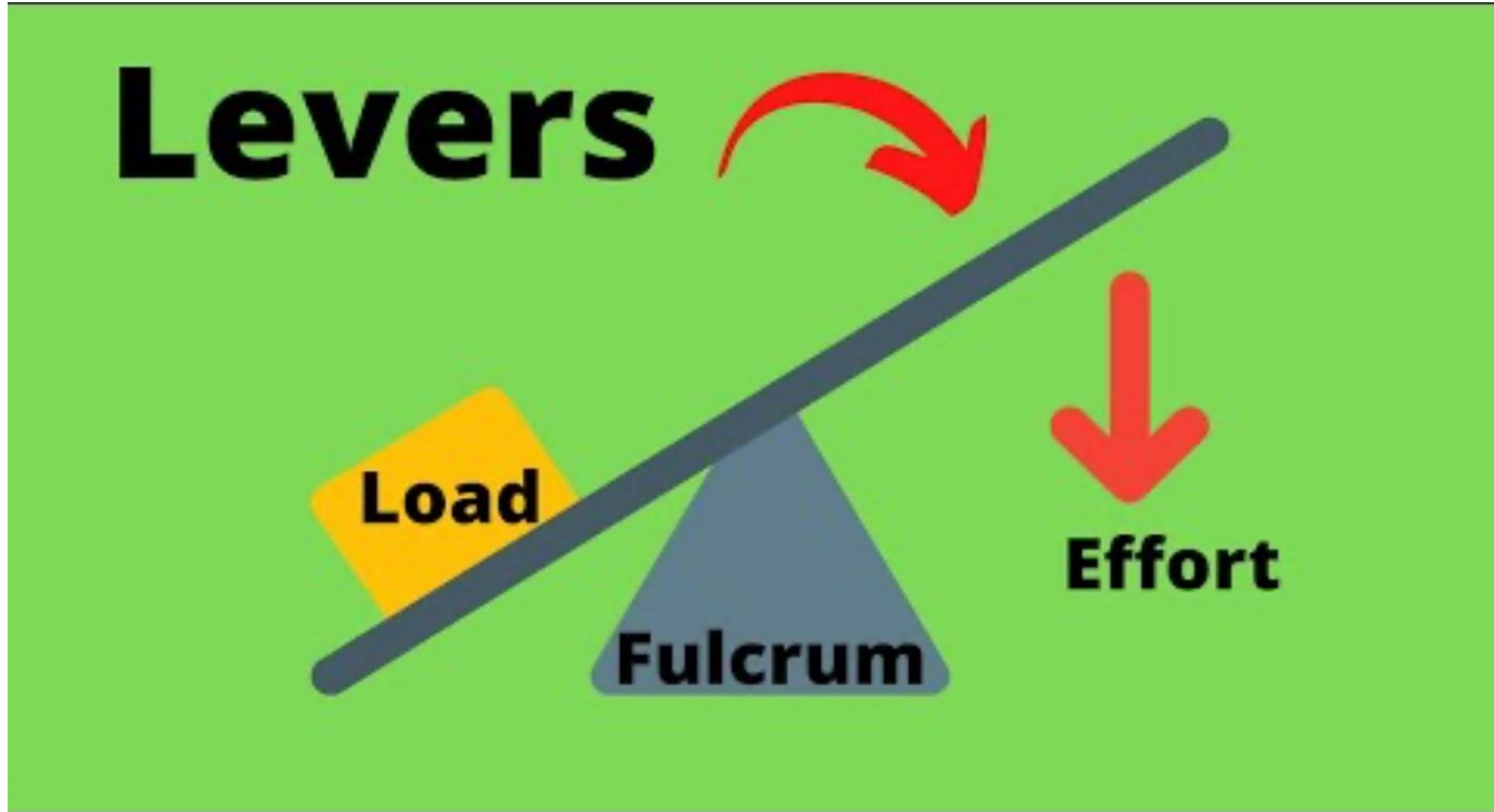
1. **Fulcrum:** The joint at which the lever rotates
2. **Load (Resistance):** The weight of the body or additional resistance
3. **Effort (Force):** The work done by the muscle (*at the point of insertion/application)
4. **Lever Arm:** The bone in the human body that acts as a lever arm



Levers Explained



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Levers Explained



F L E
1 2 3

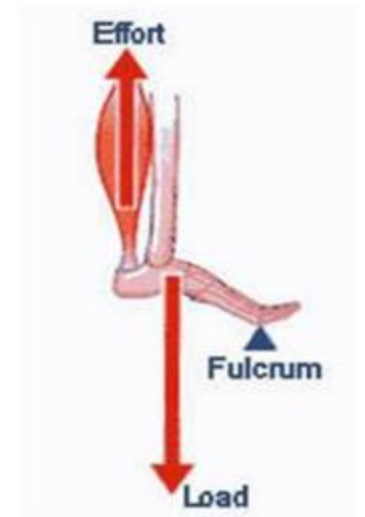
- **1st Class Lever:** Fulcrum is in the middle.

Example of movement is an elbow extension. E.g. Image shows a tricep extension. Effort is the triceps muscle, the fulcrum is the elbow joint (in the middle) and the load is a weight/body weight.



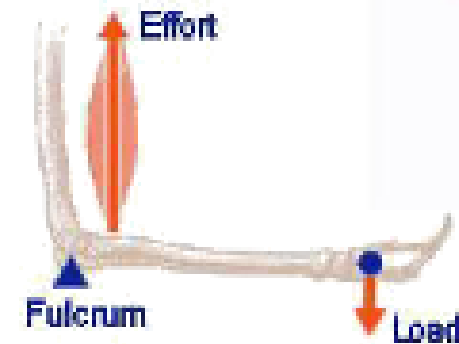
- **2nd Class Lever:** Load is in the middle.

Example of movement is ankle (plantar) flexion. E.g. Image shows plantarflexion. Effort is the calf muscle (gastrocnemius), the load is body weight (in the middle) and the fulcrum is the pivot on the ball of the foot.



- **3rd Class Lever:** Effort is in the middle.

All movements, other than ankle flexion, neck rotation and elbow extension, are 3rd class levers (e.g.: elbow flexion). E.g.: (Image above shows a bicep curl/elbow flexion. The fulcrum is the elbow joint, the effort is the bicep (in the middle) and the load is a weight/body weight).

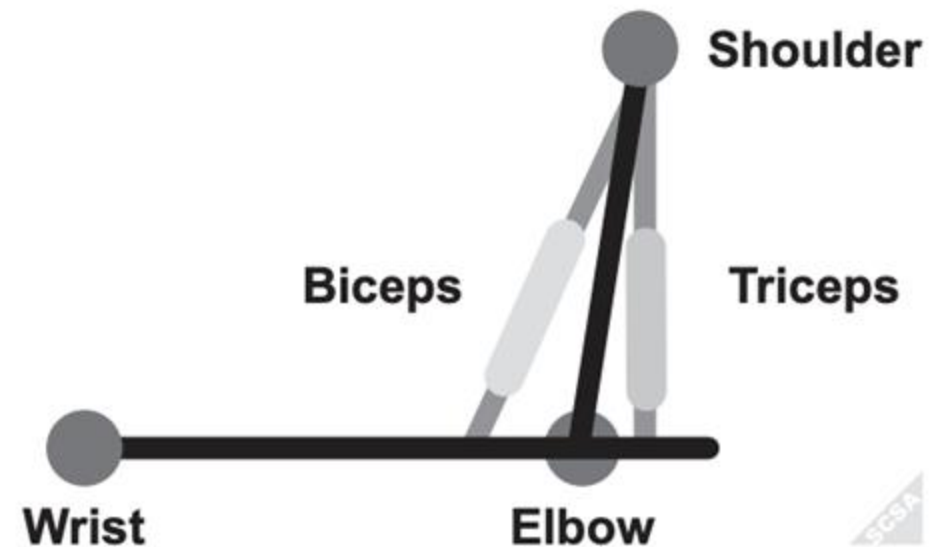




Explore - Levers

Choose an exercise for your whole table to complete for each of the three classes of levers

- 1st Class lever
- 2nd Class lever
- 3rd Class lever

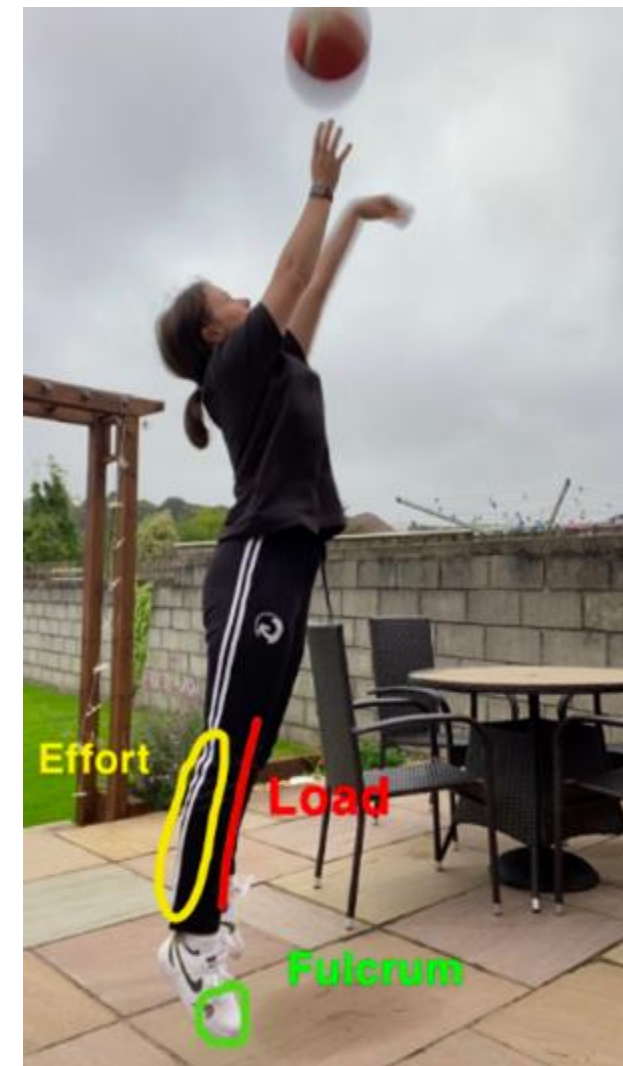




Activity - Levers in Practice

Instructions:

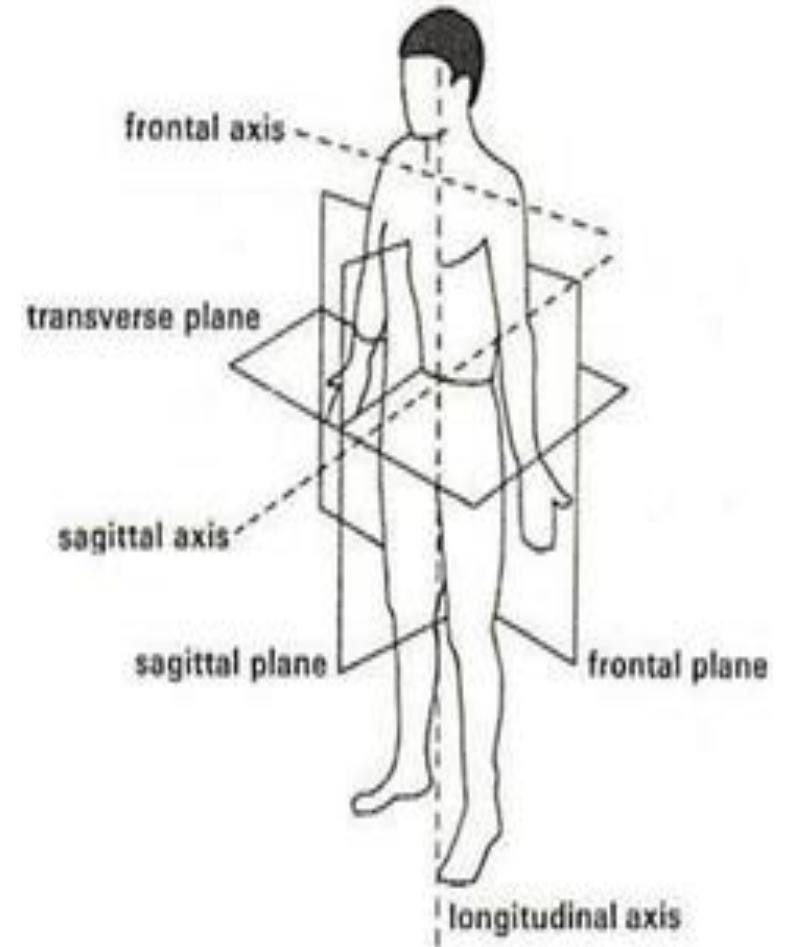
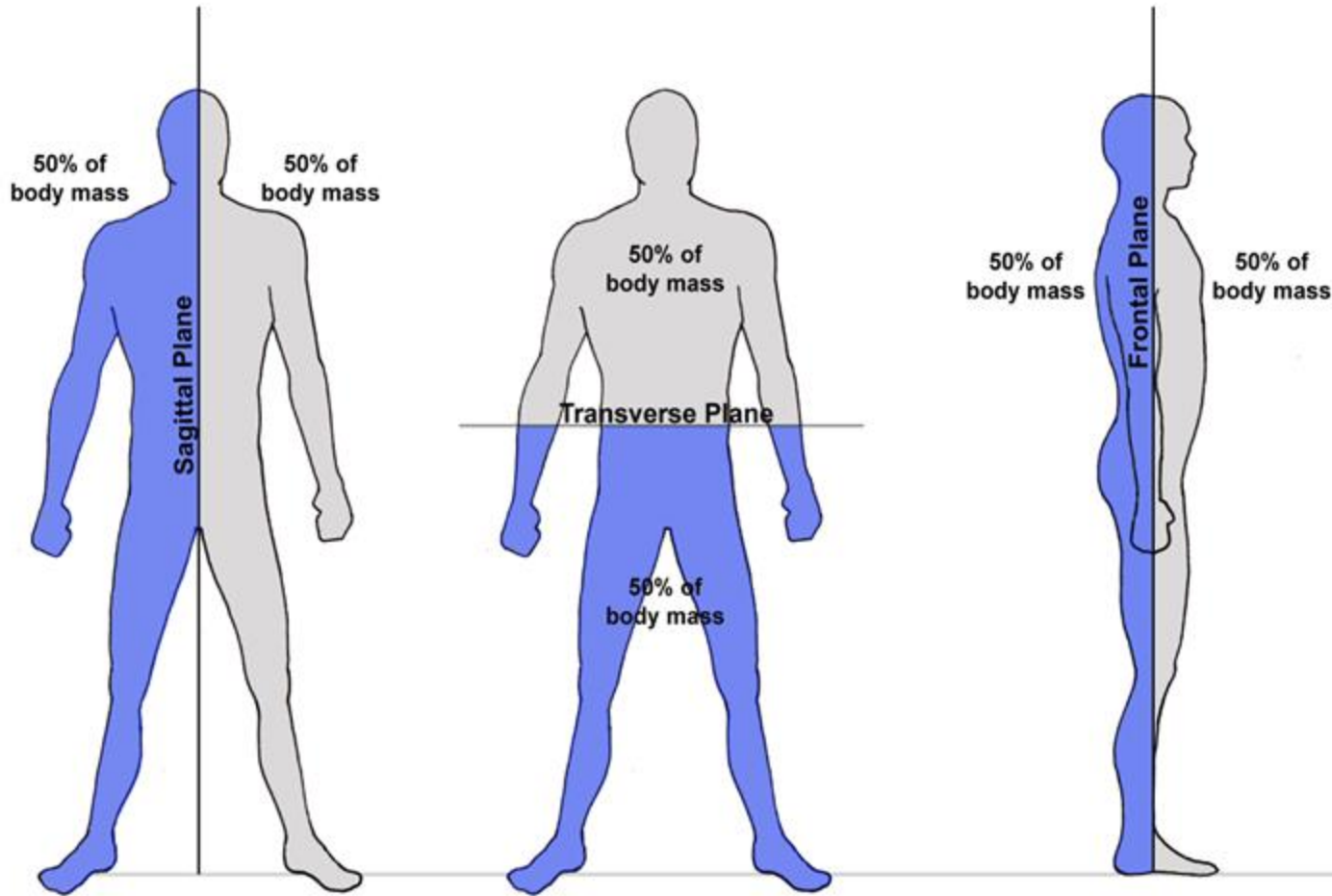
- In groups of three, record each other performing skills from your chosen physical activity areas
- Use a movement analysis app or image editing tool on your device
- Freeze an action shot. Then identify and label the lever, fulcrum, load and effort being used
- Indicate the class of lever involved in the action



Planes and Axes – Practical Application



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Planes and Axes - Practical Application

Plane	Motion	Axis	Example
Sagittal	Flexion/extension	Frontal	Walking Squatting Overhead press
Frontal	Abduction/adduction Side flexion Inversion/eversion	Sagittal	Star jump Lateral arm raise Side bending
Transverse	Rotation Horizontal flexion/extension Supination/pronation	Vertical	Baseball swing Golf swing Pirouette

Planes and Axes - Practical Application



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Using the footage gathered from the lever's activity;

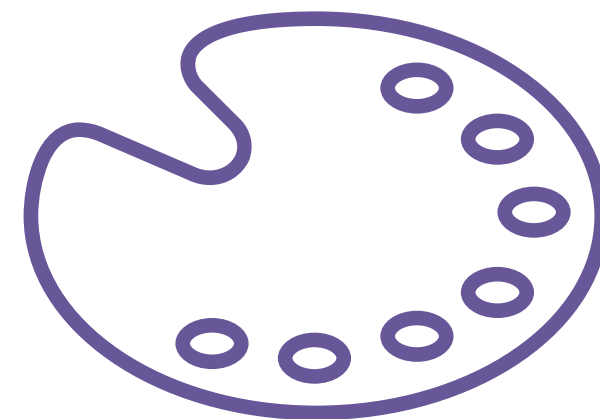
- identify and annotate which plane the movement is performed in
- highlight which axis of rotation the movement is performed around
- you should finish with an image containing the components of each lever, plane of movement and axis of rotation





Example: Teaching the Theory Through the Practical

The following slides, show an example of teaching theory through the practical, which you may choose to use or adapt for your own class



Economy of Movement - Practical Application



- Overall efficiency relates to economy of movement. Having quality technical execution and being economical with energy expenditure is essential to achieving an optimum performance as a top sprinter
- Wasting unnecessary energy (known as energy leakage) when performing can have a negative impact on an athlete's performance
- Therefore, a high performing athlete will aim to be as economical as possible with their movements. This is one of the indicators of a skilled performance.





Economy of Movement - Practical Application

- There are **four** phases in sprinting;

1. Start/drive phase

2. Acceleration phase

3. Maximum velocity phase

4. Maintenance phase

CATEGORIES	ACTIVITIES	
Running	<ul style="list-style-type: none">▶ Sprints▶ Middle distance▶ Long distance▶ Hurdles	<ul style="list-style-type: none">▶ Starts and finishes▶ Upper body action (head and arms)▶ Lower body action (legs)▶ Overall efficiency



Comparing to Model Performer



Refer to page 15 in your booklet while watching this video

Sprinting Practical



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Instructions

- Working in groups of three, use your camera to record your partner(s) sprint from the same viewpoint as the model; performer
- Use the checklist on page 16 of your booklet to self-assess your own performance for the **maximum velocity phase or maintenance phase** only
- Screenshot your video to match the still image of the model performer provided
- Create a side-by-side image of you and your model performer, circling what elements you have done well
- Identify any areas from your performance that require further development and record in your workshop booklet





In this session, participants have



gained a deeper understanding of the overall structure and requirements of the LCPE Specification through a collaborative jigsaw activity



reflected upon and discussed the experiences of teachers from Phase 1 of LCPE



Session 3

Planning learning
in LCPE



In this session, participants will



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recognise the importance of digital technologies in the teaching, learning and sharing of knowledge in LCPE



explore a variety of practical digital technology skills in the LCPE classroom



explore non-linear planning in the LCPE specification

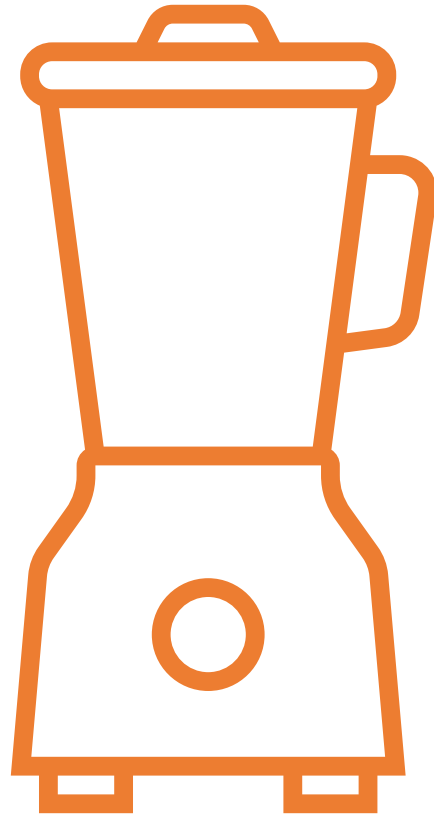


macroplanning for teaching LCPE in the initial weeks

A Non-linear Approach to Teaching LCPE



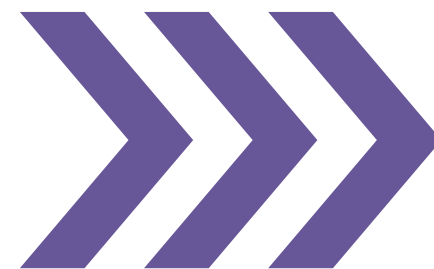
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Why Non-linear in LCPE?

- Used internationally
- Relevance and buy in from students
- Practicalities (gym/classroom/timetabling)
- Preparation for formative and summative assessments
- PE teachers use it already (eg - TGfU)
- Time constraints
- Adaptable to your own school context
- Reflected in the structure of the LCPE Exam questions



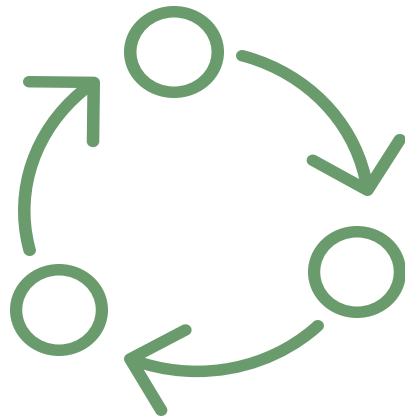
(McMahon et al, 2015)

Non-linear Approach - Linking Learning Outcomes



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Planes, Levers, Axes and
Comparing to a Model Performer



Analysing Economy of
Movement





Learning Outcomes Experienced

- 1.2 (a):** analyse selected skills and techniques from the following perspectives:
 - biomechanical; planes and axes, levers
 - quality/effectiveness; economy of movement, creative application of skill

- 3.5 (g):** guide the performer's effective use of ongoing reflection about their practice/performance

- 4.2 (b):** use a selection of tools, including video and analysis software to analyse their own and others' performances

- 4.2 (c):** compare their personal performance to that of a more skilled/ model performer

- 4.2 (d):** identify four areas from their performance which require further development

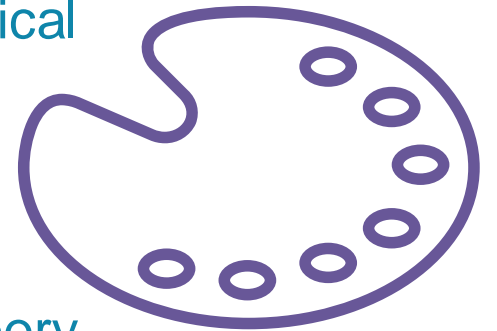
Teaching the Theory Through the Practical

- Planning Activity



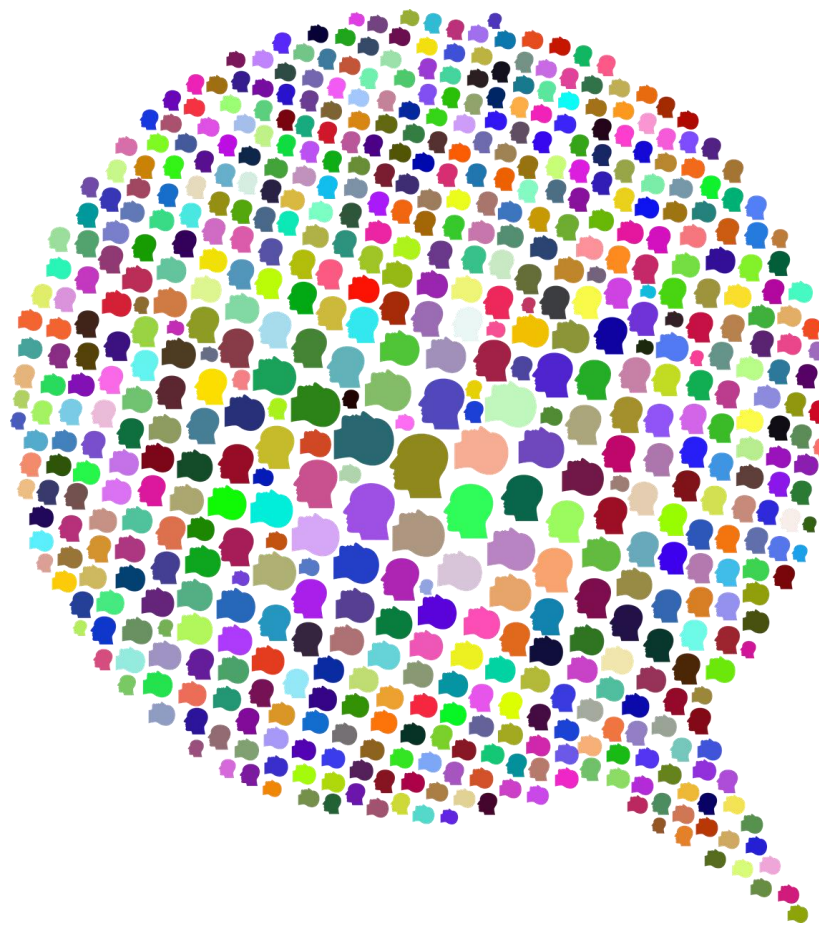
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- Work with two other teachers and identify a number of learning outcomes that could be **combined to create a learning activity** (such as a series of practical lessons, presentation, a mini class project etc)
- Draw upon non-linear approach
- Explore how these learning outcomes can be taught by blending both theory and practical
- Use the template provided on page 17 of the booklet to complete the activity
- Each group will present their ideas to the wider group





Feedback





An Example of Non-linear Planning

2.8 (a) Examine the nutritional considerations for before, during and after performance in physical activity

2.8 (c) Discuss the role and challenges of using sports supplements, including sports drinks, in physical activity

4.1 (a) examine the different factors that influence personal performance in physical activity and sport

6.3 (a) describe the different categories of performance-enhancing drugs, giving examples of how they affect performance

6.3 (b) analyse the implications for the performer and the sport of using performance-enhancing drugs

6.5 (a) investigate the uses of dietary supplements designed to optimise performance in one of their selected physical activities

LCPE Phase 1 Teacher Experience



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- **Cover as much of topic 1-4 as possible in fifth year.**
- **Make connections between learning outcomes when you can.**
- **Do a mini PAP at the end of fifth year.**
- **Collect PA videos as you go in fifth year.**
- **Thoroughly read PAP and PA guidelines.**



Record notes and ideas from the Phase 1 teachers on page 20 of your Booklet



LCPE Learning Outcome Checklist/Tracker

Students should be able to:	In Term 1	In Term 2	In Term 3	In Term 4	In Term 5	In Term 6	How many times overall?		
1.1.a Identify the characteristics of a skilled performance	0	1	0	0	0	0	1		
1.1.b Discuss the difference between skill and ability	0	1	0	0	0	0	1		
1.2.a Analyse selected skills and techniques from the following perspectives	0	1	1	0	0	0	2		
1.3.a Outline the stages of learning a new skill	0	1	0	0	0	0	1		
1.3.b Describe how skills are learned effectively	0	1	0	0	0	0	1		
1.3.c Design practice schedules incorporating the principles of effective	0	1	0	0	0	0	1		
2.1.a Discuss the difference between health- and performance-related	0	0	0	0	0	0	0		
2.2.a Define the components of health-related fitness: cardio-respiratory	0	1	0	0	0	0	1		
2.3.a Define the components of performance-related fitness: agility,	0	0	0	0	0	0	0		
2.4.a Examine the extent to which different components of health- and	0	0	0	0	0	0	0		
2.4.b Research ways in which health- and performance-related fitness can	0	0	0	0	0	0	0		
2.4.c Design a combined approach to health-related fitness and	0	0	0	0	0	0	0		
2.5.a Design a fitness test battery for a physical activity based on an	0	0	0	0	0	0	0		
2.5.b Evaluate the principles of training from a performance perspective	0	0	0	0	0	0	0		
2.5.c Apply the FITT formula to each component of physical fitness	0	0	0	0	0	0	0		
								Learning Outcomes	Count
								Experienced in Term 1	1
								Experienced in Term 2	15
								Experienced in Term 3	13
								Experienced in Term 4	17
								Experienced in Term 5	12
								Experienced in Term 6	8
								Experienced Overall	64
								Not Yet Experienced	58



Digital Technology in LCPE



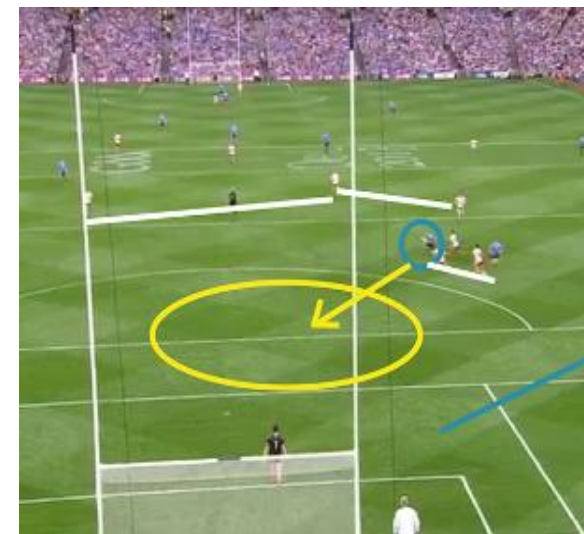
Ultra Short throw projector



Video analysis apps



Tripod

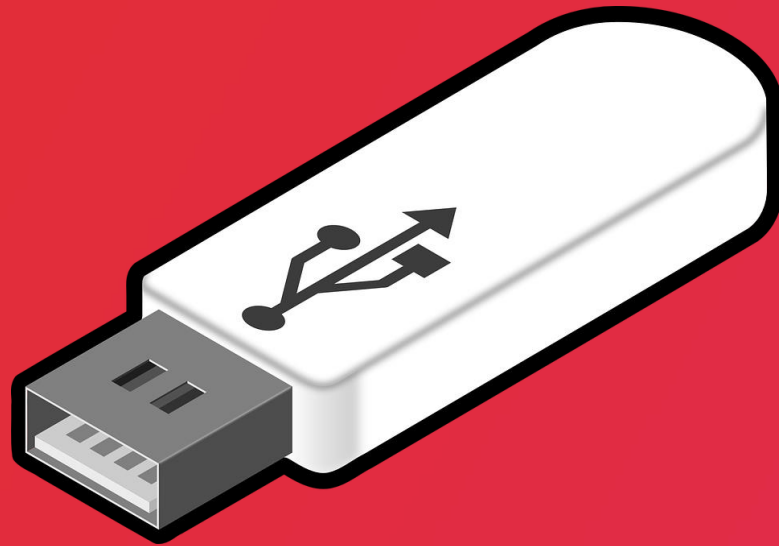


Devices with good camera quality

LCPE Phase 1 - Teacher's Perspectives



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Online Cloud Storage



Google Drive



Microsoft One Drive




Digital Technology Planning

At your table, discuss and consider what digital infrastructure your school has in place at present, or may need to invest in for LCPE

Consider the following;

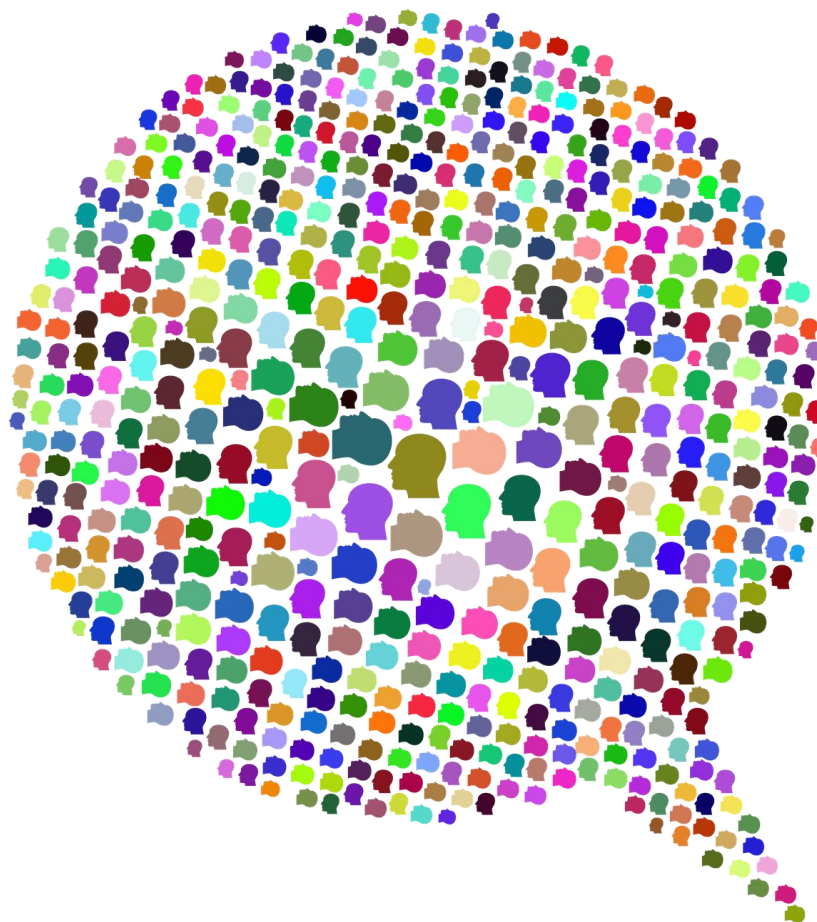
1. Digital devices for recording and editing PAP and PA video footage and images
2. WiFi and a projector in the Physical Education Hall
3. Effective use of an online platform (Google or Microsoft)



Record your findings on page 18 of your Booklet



Feedback





LCPE Macro Planning - 5th Year Term 1



Discuss a plan for teaching LCPE for the rest of Term 1 of 5th year. Consider the following;



student voice when deciding the three physical activities



access to facilities and the impact of school events



Practical & theory teaching strategies



how to accommodate differentiation



students' prior knowledge (e.g muscles, bones, skeletal system)



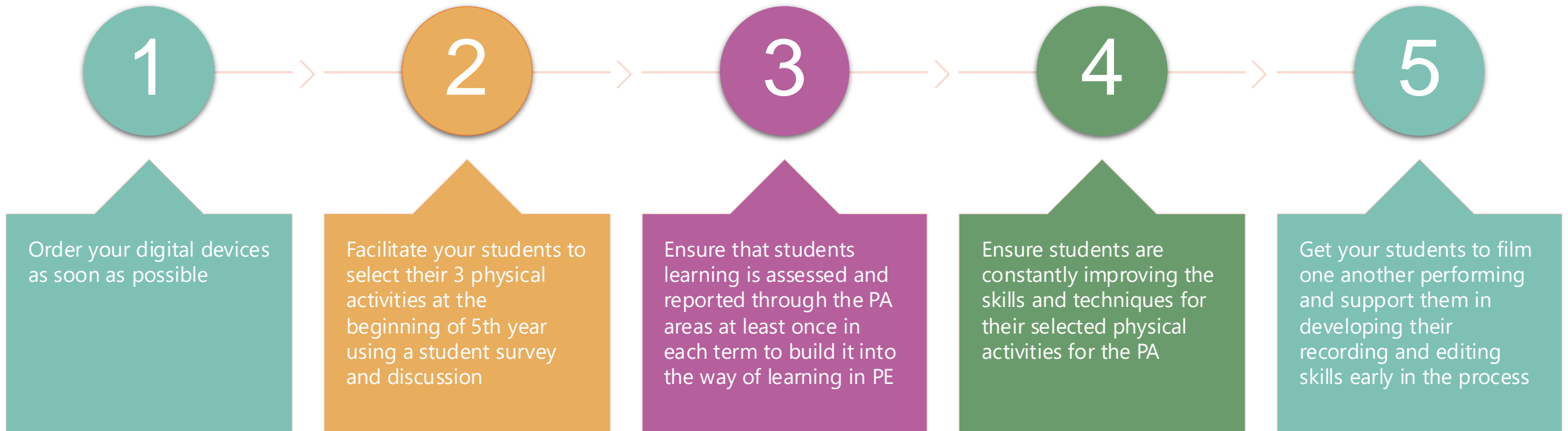
Mini PAP's and Performance Assessments



Digital Technology



Key Learning from LCPE Teachers



In this session, participants have



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recognised the importance of digital technologies in the teaching, learning and sharing of knowledge in LCPE

explored a variety of practical digital technology skills in the LCPE classroom

explored non-linear planning in the LCPE specification

explored macroplanning for teaching LCPE in the initial weeks