



**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 2

## Exploring the Physical Activity Project

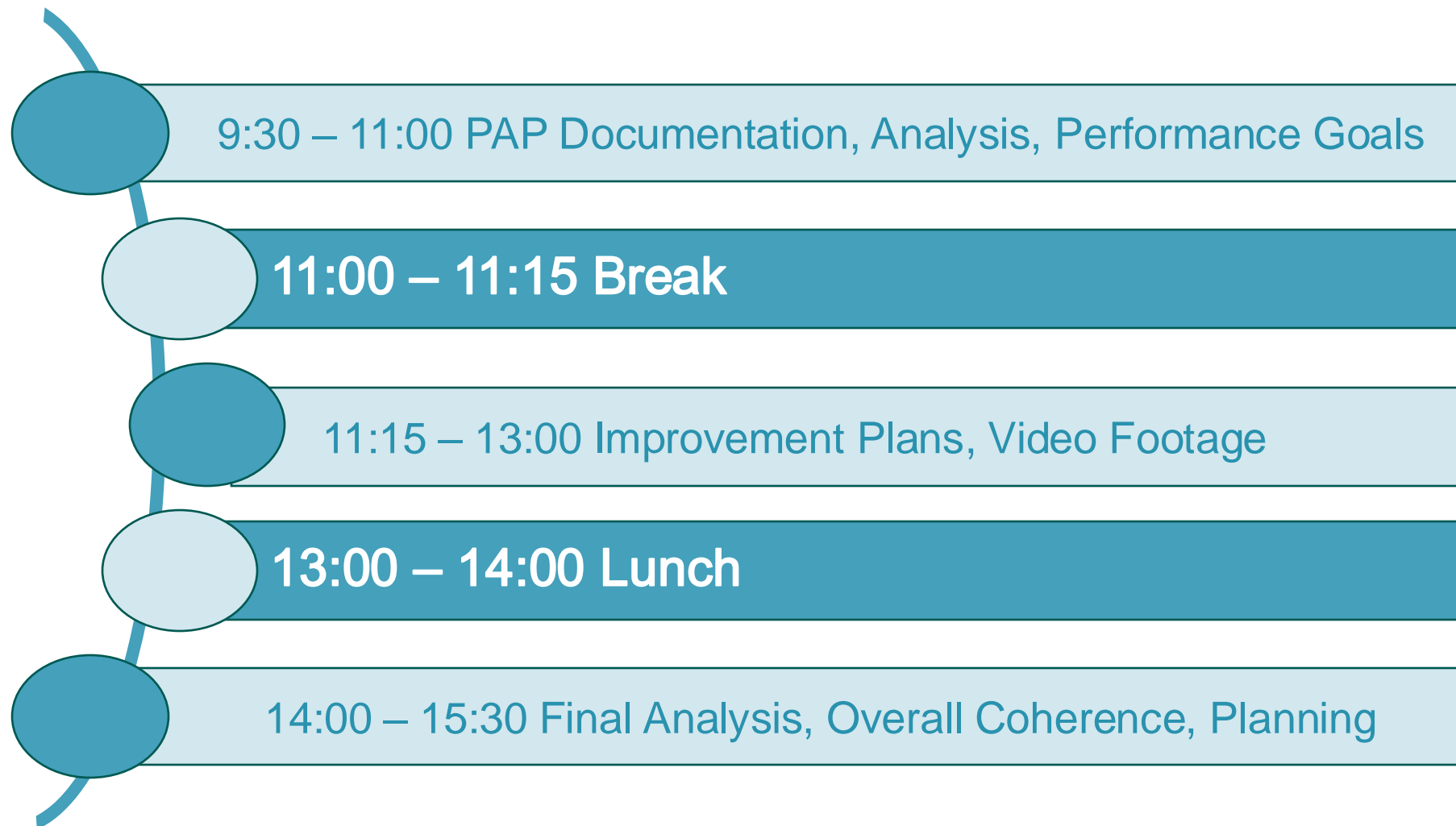
# Physical Education

Curriculum Specification





# Schedule





# ANALYSIS



## Session 1

PAP Documentation, Analysis,  
Performance Goals



# Learning Intentions



Explore the Physical Activity Project (PAP) Guidelines



Discuss how effective feedback could be provided to support our students in completing their PAP



Share experiences of enacting the LCPE Specification

# National Governing Body (NGB)



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If in doubt about whether a physical activity area is valid for the PAP:

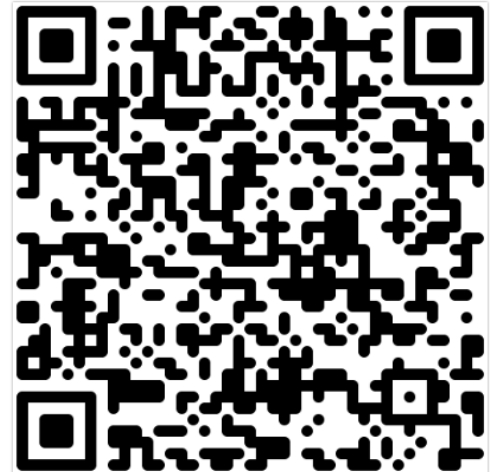
1. Check the Leaving Certificate Physical Education specification (p.12)  
then if not on page 12

2. Check if the NGB for the physical activity area is on the Sport Ireland website and that it satisfies the definition below,

The Irish Sports Council Act, 1999 states “**competitive sport**” means

***"all forms of physical activity which, through organised participation, aim at expressing or improving physical fitness and at obtaining improved results in competition at all levels."***

(PAP Digital Booklet 2025, p.2)



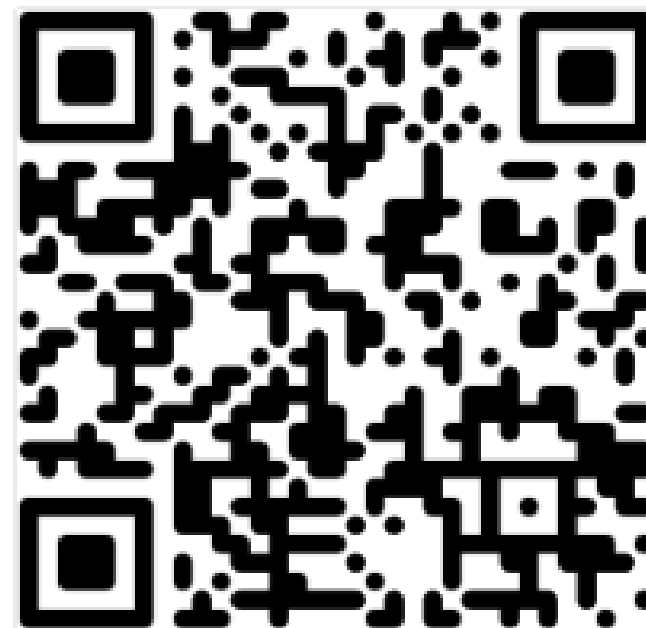
3. If you are still unsure, contact the SEC at [schoolsportal@examinations.ie](mailto:schoolsportal@examinations.ie)



# 20% Physical Activity Project

Scan the QR code and we will go to the SEC website now to find the documentation

Read the 2025 booklet and record any important points from your allocated pages on the flipchart at your table

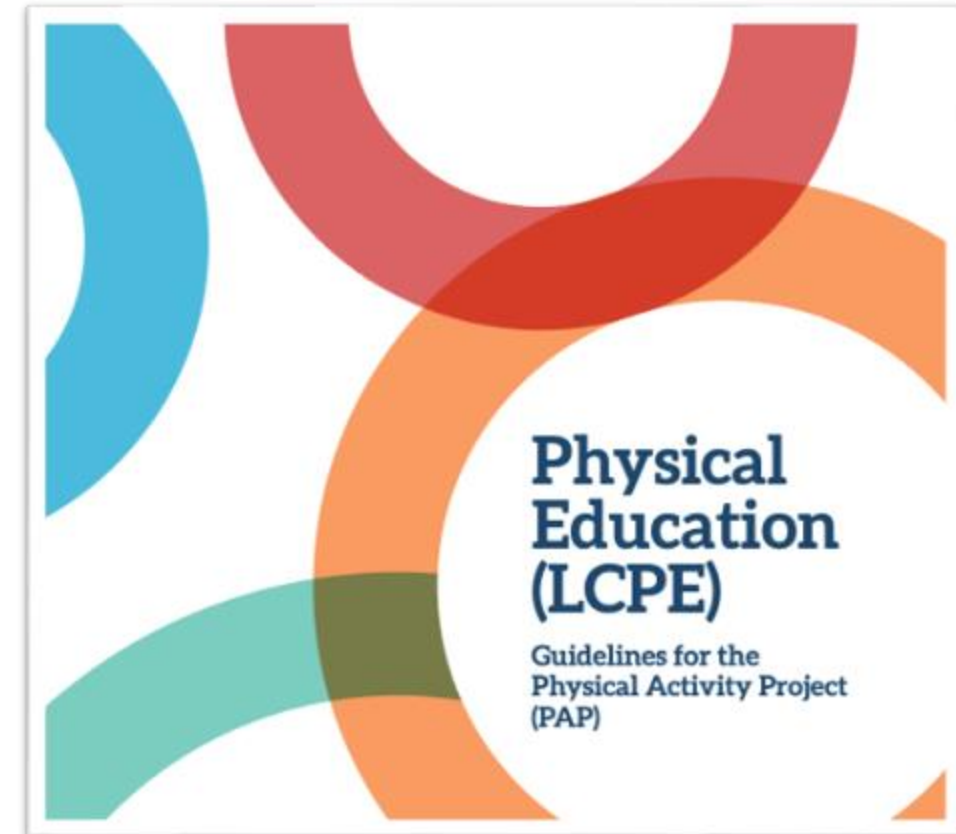


# Important Requirements to Note for the PAP 2024/2025



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- The physical area chosen for the Physical Activity Project and the physical activity area chosen for the Performance Assessment must be different
- Images must not be used as a means to include additional text. (PAP Digital Booklet 2025, p.3)
- In the interest of inter-candidate equity, each candidate is required to submit a separate and distinct PAP for the purposes of assessment
- **Key times to check the SEC website are October & January for Project guidelines**







## Submission

- LCPE Teachers will submit 4 files to the SEC Schools Portal on behalf of each student
  - The Digital Coursework Booklet (pdf format)
  - Section A video (MP4 format)
  - Section B video (MP4 format)
  - Section C video (MP4 format)
- Keep all files (Videos and PDF's) and PAP material securely saved until after the SEC appeals process

A maximum duration of 4 minutes in total between the three videos.





# Submission

- Submissions will be via the SEC Schools Portal
- Link in with the school Principal and the schools Examinations Aide in relation to these actions

The screenshot shows the login interface for the SEC Schools Portal. At the top center is a small harp icon. Below it, the text reads "Schools Portal" and "Tairseach na Scoileanna" in a large, bold, dark green font. Underneath, a smaller line of text says "Please enter your School Roll Number and Password." Below this is a section titled "School Login / Logáil Isteach na Scoile". It contains two input fields: the first is labeled "School Code" and the second is labeled "Password / Pasfhocal". At the bottom of the form is a large, dark green button with the text "LOGIN / LOGÁIL ISTEACH" in white capital letters.

# In the PAP window.. in case of Critical Incident



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Contact SEC



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



Role of a coach



Extension time frame



Medically certified



**Phone:**

(090) 6442741

**Email:**

[schoolsportal@examinations.ie](mailto:schoolsportal@examinations.ie)





# Any Questions at This Stage?





# Digital Technology Advice

- Digital Learning Technology should be integrated into the learning in PE hall or PE Lab.
- The teacher advocates for the required devices to be supplied to the practical PE hall/PE lab setting.
- Portable laptop and mobile recording devices for engaging with learning and preparation of a PAP booklet that is integrated with physical activity, to ensure that the project the candidate presents is real and authentic.



# Phase One Teacher Perspective



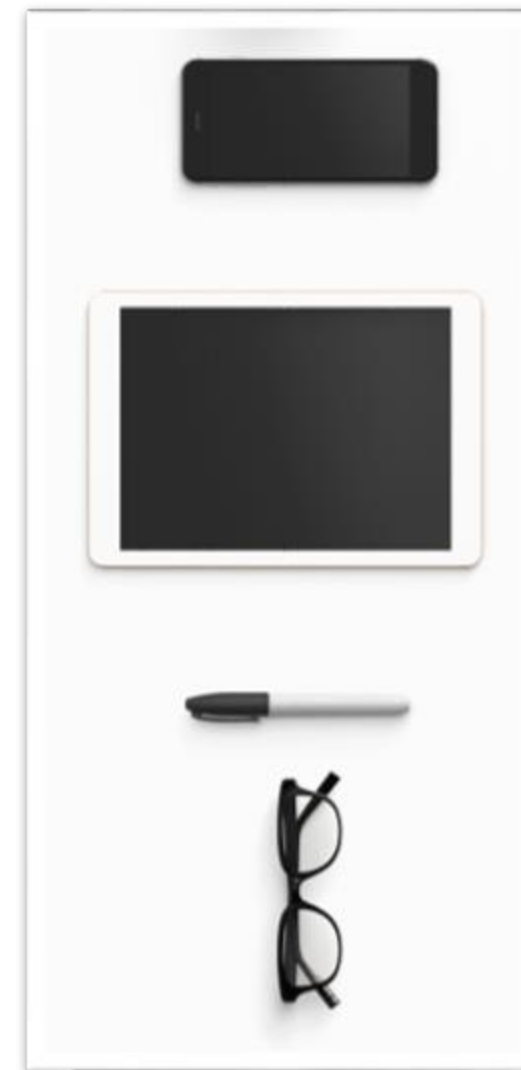
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Record any  
key points on  
page 3 of  
your  
Professional  
Learning  
Booklet



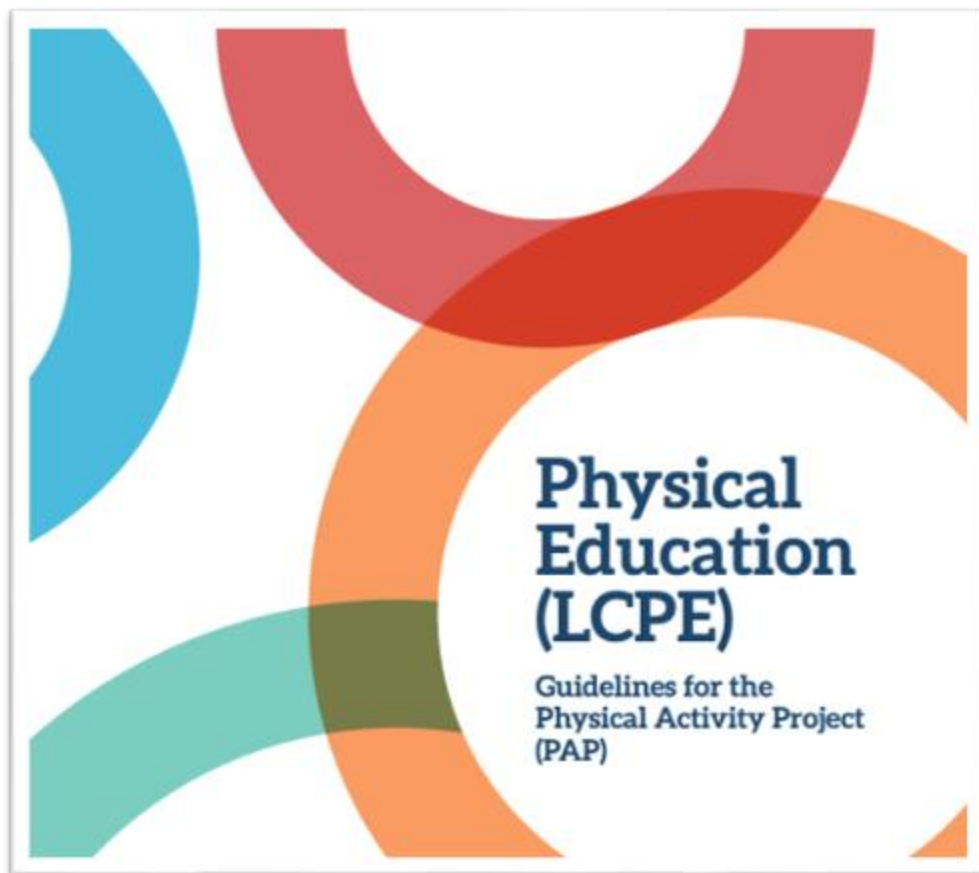
# Digital Technology

- Discuss your recorded key points from the video at your table
- Collate your collective thoughts and feedback to the wider group
- Record any further notes on page 3 of your booklet





# Key Skills Required



Assessment and Analysis

Videoing and Packaging

Creating Tables, Charts, Screenshots

Inserting Images into Documents

Skill Analysis

Designing Improvement Plans

Reflection





# Section A



# What Categories of Performance to Analyse?



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Learning and Improving Skill and Technique

Psychological Demands of Performance

Physiological Demands

Performance-related Physical Fitness

Health-related Physical Fitness

Biomechanical/Movement Analysis

Structures, Strategies and/or Compositional Elements

Roles and Relationships

Diet and Nutrition

Perform a **needs analysis** (identify key demands of the activity) to guide the performance analysis:

Consider the **9 performance goal categories** outlined in the assessment guidelines

Three **distinct** performance goals will be formulated from these categories



# Gathering Data

Use a broad series of relevant tests/analysis methods to analyse your performance in your chosen PAP from a variety of perspectives (keeping the 9 possible performance goal categories areas in mind)

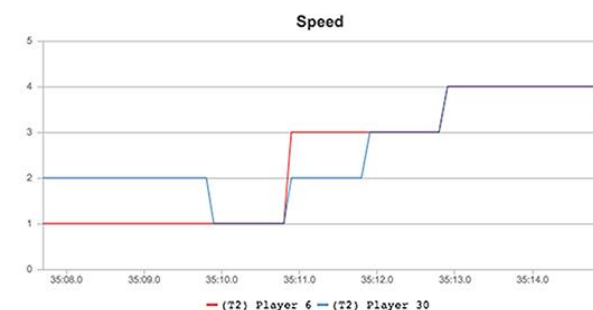
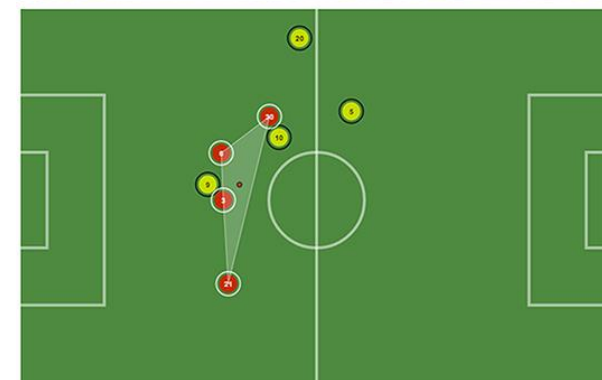
**Note:** This is a performance analysis... you will need to identify what you are good at as well as categories for improvement





## Points to Note for Section A

- Gather data from a broad range of sources
- Analyse the impact of the results on their own individual performance in their chosen activity
- Consider theoretical perspectives and relevant normative data
- A student video might include using video analysis which complements, but does not repeat, the written analysis in the student's booklet about what that analysis meant for their performance.
- Collate and present relevant data in the images section





# Section A Questions







# Sample Student – Padraig





# Section A – Activity

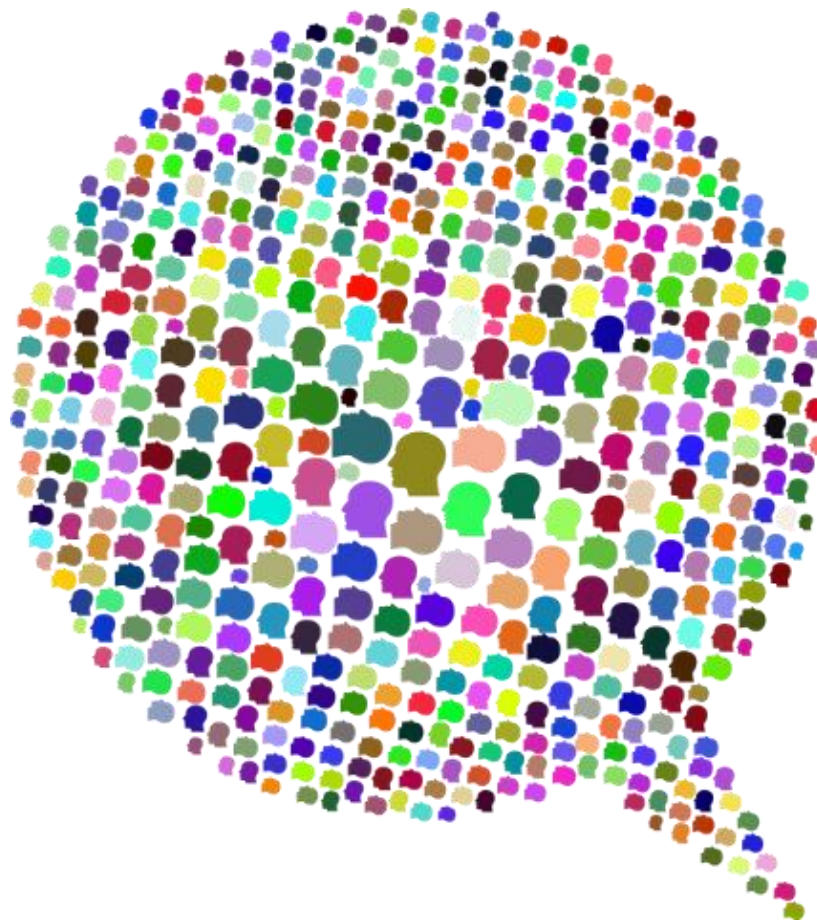
Analyse the results on pages 5 - 6 in your booklet, record your findings on the flipchart

- undertake a detailed analysis of the Section A data provided
- identify any links between his data/results and what they mean to his performance
- ensure there are clear links between the chosen activity and theory
- comment on the relevance of all aspects to the chosen activity
- record your analysis on the flipchart provided as well for discussion





# Share your Analysis





# Comparing to a Model Performer



Dartfish: [kevin.taylor@dartfish.com](mailto:kevin.taylor@dartfish.com)



# Side by Side Analysis Practical

- Download the videos using the QR codes at your table
- Use your camera to record one of the skills, ensure that you use the same angle as the model performer, so you can compare the two
- Export both videos to your video analysis App and compare the technique of the two performers using the checklists on pages 7 - 8 to guide your analysis
- You may also screenshot a side-by-side image of you and your model performer, indicating which elements you have done well or could be improved





# Skill Analysis Steps

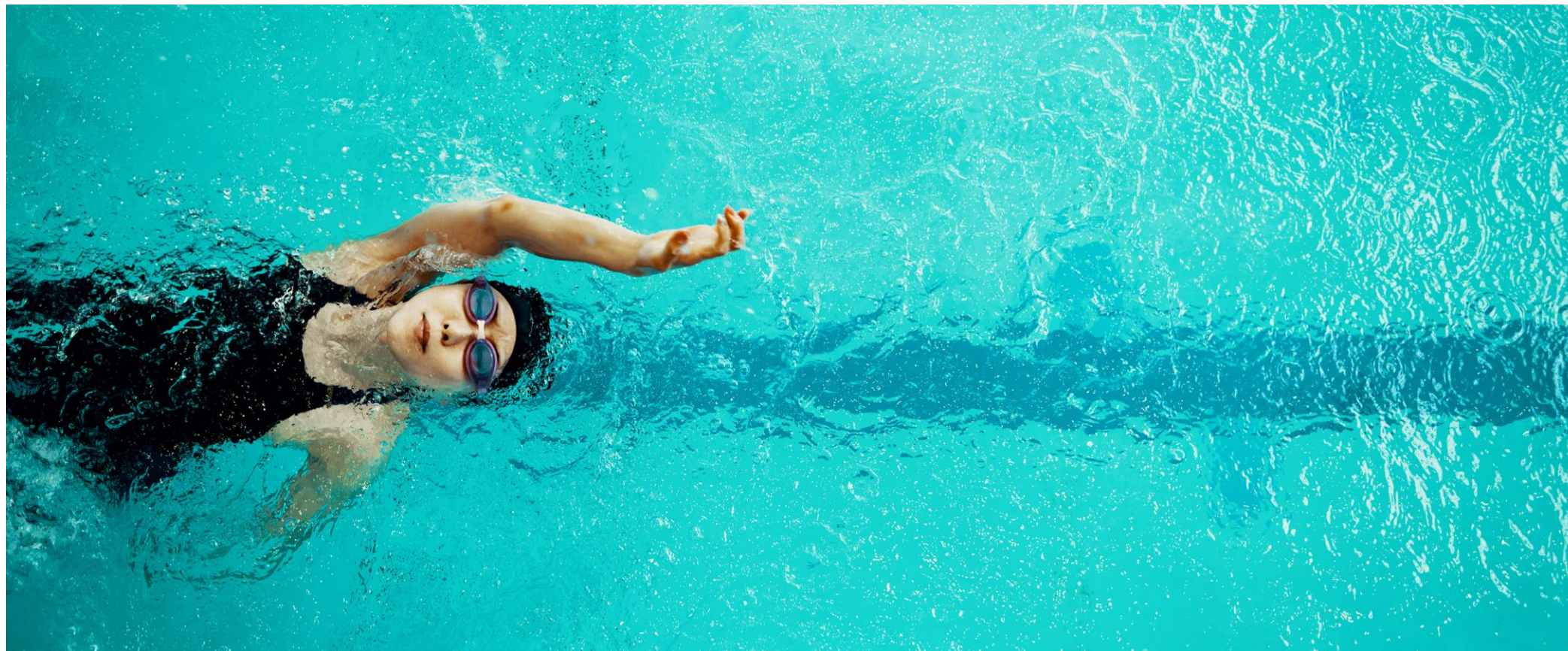
1. Select the skill to analyse
2. Screen record the corresponding video
3. Compare the video to the checklist
4. Record yourself performing the skill
5. Compare yourself to the checklist/performer or both







# Section B





# Step 1: Setting Appropriate Performance Goals

## Instructions:

- Work in a group of three
- Read Padraig's profile and write one distinct performance goal from the evidence provided
- Record your goal and rationale on page 9 of your workshop booklet



# Step 2: Write a Rationale for Your Goal

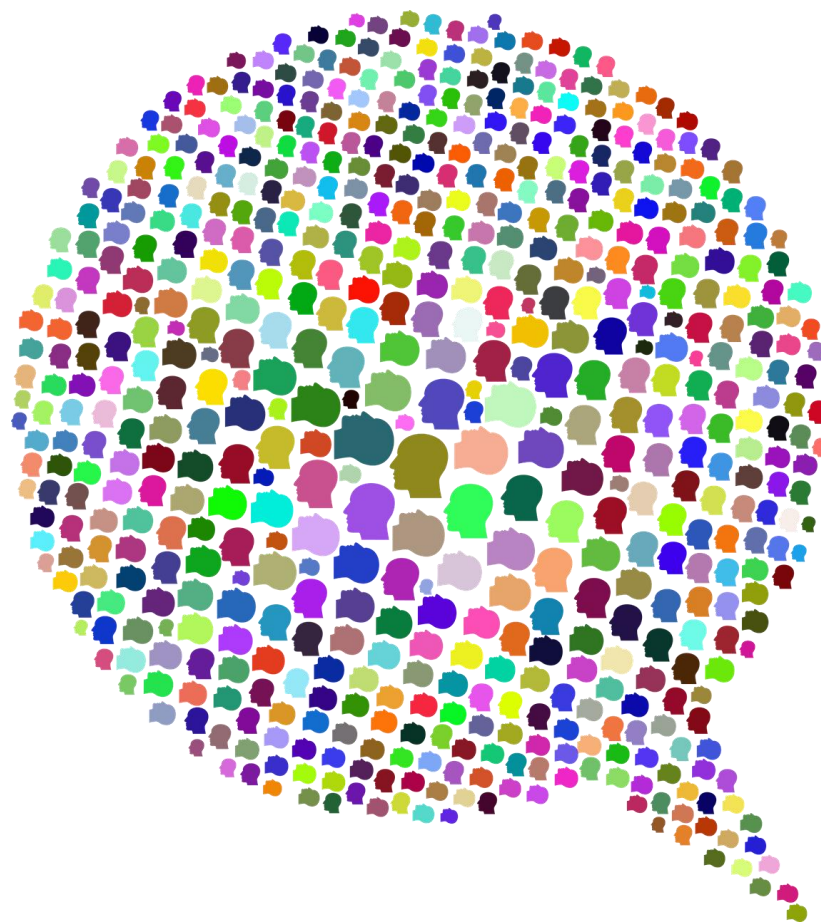
## Instructions:

- As a group, now write a rationale for the performance goal you have written
- Try to include a theoretical perspective to justify the selection
- Link the rationale back to the student's sport or activity
- Present your rationale to the wider group and discuss





# Sharing Goals and Rationales





# Learning Intentions



Explored the Physical Activity Project (PAP) Guidelines



Discussed how effective feedback could be provided to support our students



Shared experiences of enacting the LCPE Specification

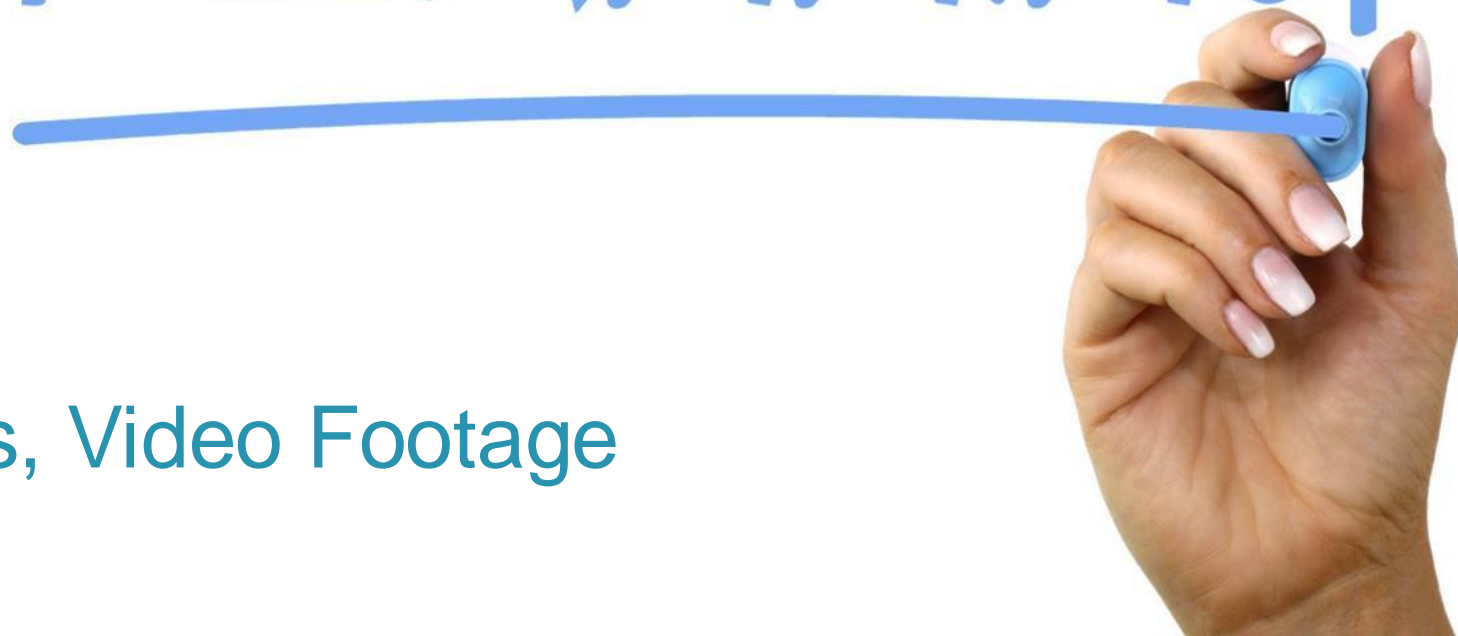


# Question Time





# PLANNING




## Session 2

Improvement Plans, Video Footage

# In this session, participants will



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Develop an appropriate rationale and training/improvement plan to address identified goals



Utilise video packaging tools to gather, package and present data



## Step 3: Develop an Improvement Plan

- As a group, discuss, develop and design an appropriate improvement plan for your performance goal.
- Complete the 'improvement plan' in your booklet.
- Provide an appropriate breakdown of your programme in an image (or images) to be completed, labelled and inserted into the Section B appendix section of your PAP booklet.



**Note:** write your improvement plan in such a way that it could be followed by **anyone** reading it (like a recipe when baking a cake!)



# Step 4: Rationale for Improvement Plan

Write a short paragraph justifying your improvement plan, including the following;

- A strong link back to the performance goal
- Highlight any links between the plan and the physical activity
- Use theory to justify the training methods



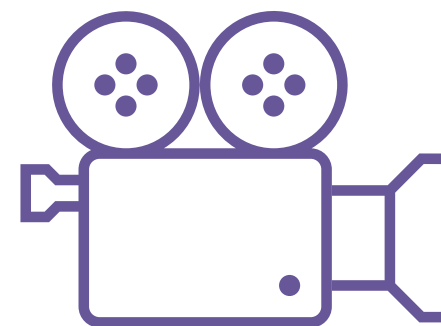




# Step 5: Gather Evidence of Engagement

Gather video evidence of engagement in the improvement plan

- Package the footage into an appropriate Section B sample video and you may record a voice over. Aim for between 30 and 50 seconds
- If choosing to add a voice over, do not repeat what is already likely to be in the booklet
- Collect at least 2 samples of the same exercise to show engagement over the timeframe of your plan
- Where appropriate, take any photos that you deem suitable and include these in the PAP booklet (snipped and labelled)

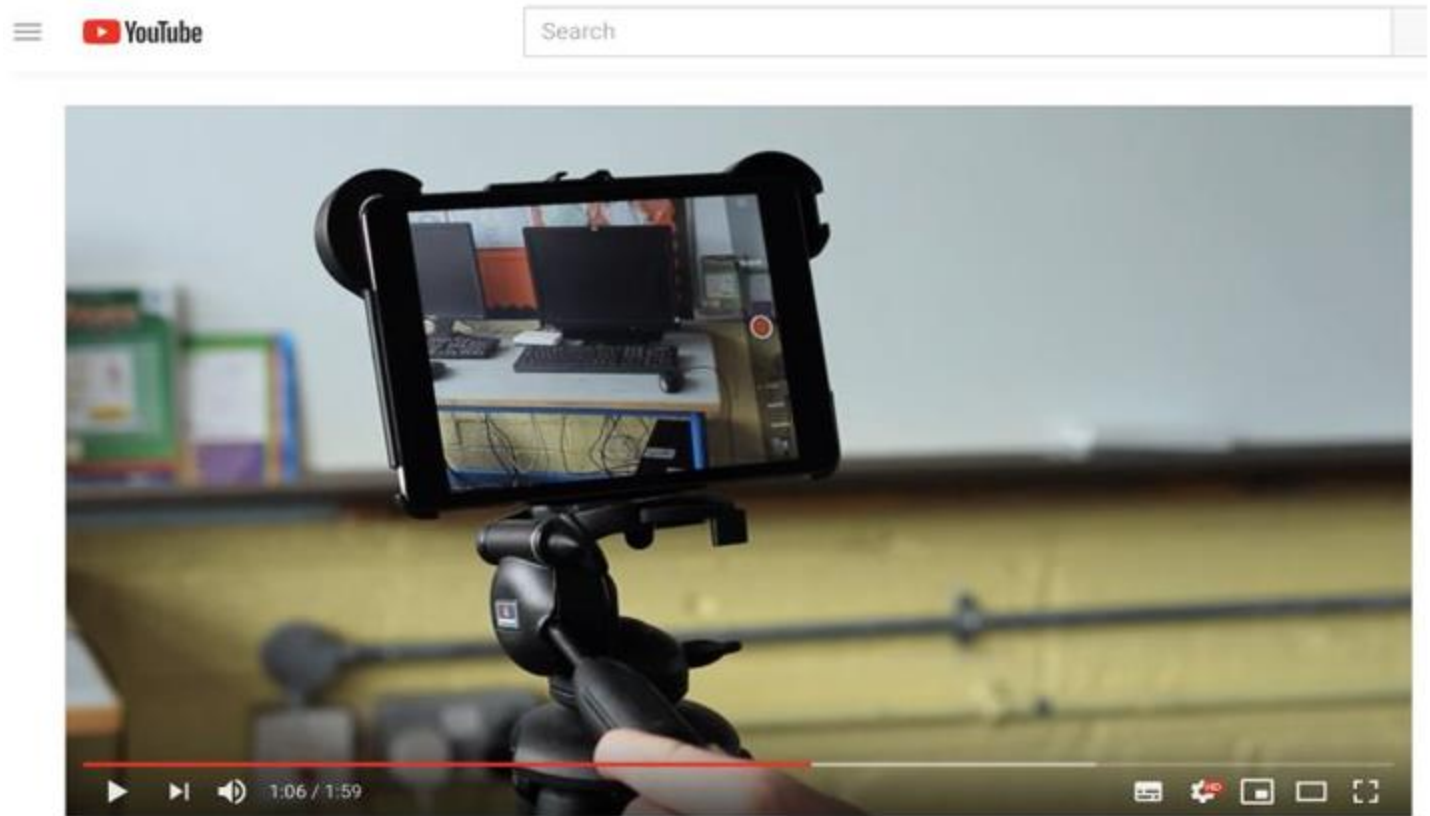


# Reminder - Considerations for Digital Footage



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- Landscape
- Audio
- Lighting
- Shot composition
- Practice
- Safety
- Video resolution



Recording with a Smart device



# Packaging the Video Footage Gathered

Video packaging instructions:

- Use the video footage you gathered today as the raw material for the video you are packaging
- Create a plan for your video and structure it to include titles and captions and identify which section of the PAP the content is relevant to e.g. Section A or Section B
- Once the video is packaged, you can choose to record a voice over to highlight something specific in the video
- Export the final product to your camera roll
- Convert your video to **.mp4 format** if required



Record any notes on page 12 of your workshop booklet



# A Selection of Video Packaging Options

iMovie (Apple)



InShot (Android & Apple)



Capcut (Android & Apple)





# Step 6: Reflect on each Performance Goal


- Write a short paragraph reflecting on each performance goal based on your engagement in the improvement plan designed to achieve the goal
- How well did I engage in the plan?
- Did I make any changes to the plan?







# In this session, participants have



Developed an appropriate rationale and training/improvement plan to address identified goals



Utilised video packaging tools to gather, package and present data



# Session 3

Final analysis, Overall coherence, Planning



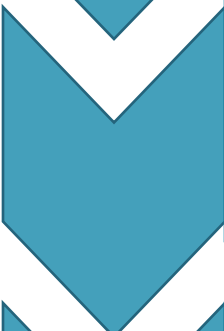
# In this session, participants will



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Apply feedback to help provide for insightful and relevant reflection in Section C of the PAP



Explore and interrogate the key features of Section C and Overall Coherence of the PAP



Plan for teaching and learning during the PAP window



# Section C





# What to Include in Section C



## Repeat Performance analysis

Repeat the initial test battery to allow for an in-depth analysis and identify any unintended consequences (Best practice)

Encourage your students to compare their results from Sections A & C and how they affect their **performance in the physical activity**



## Final Reflection

Reflect on the effectiveness of the training plans and unintended consequences.

What do the results mean to the **student's performance in their selected activity?**



## Next Steps

Identify and discuss next steps for further improvement in the **chosen physical activity**



# Section C Questions







# Section C - Student A vs Student B

- Analyse student responses on pages 14 – 16 in your booklet
- Provide structured feedback to each student in your booklet
- Share your findings with the larger group





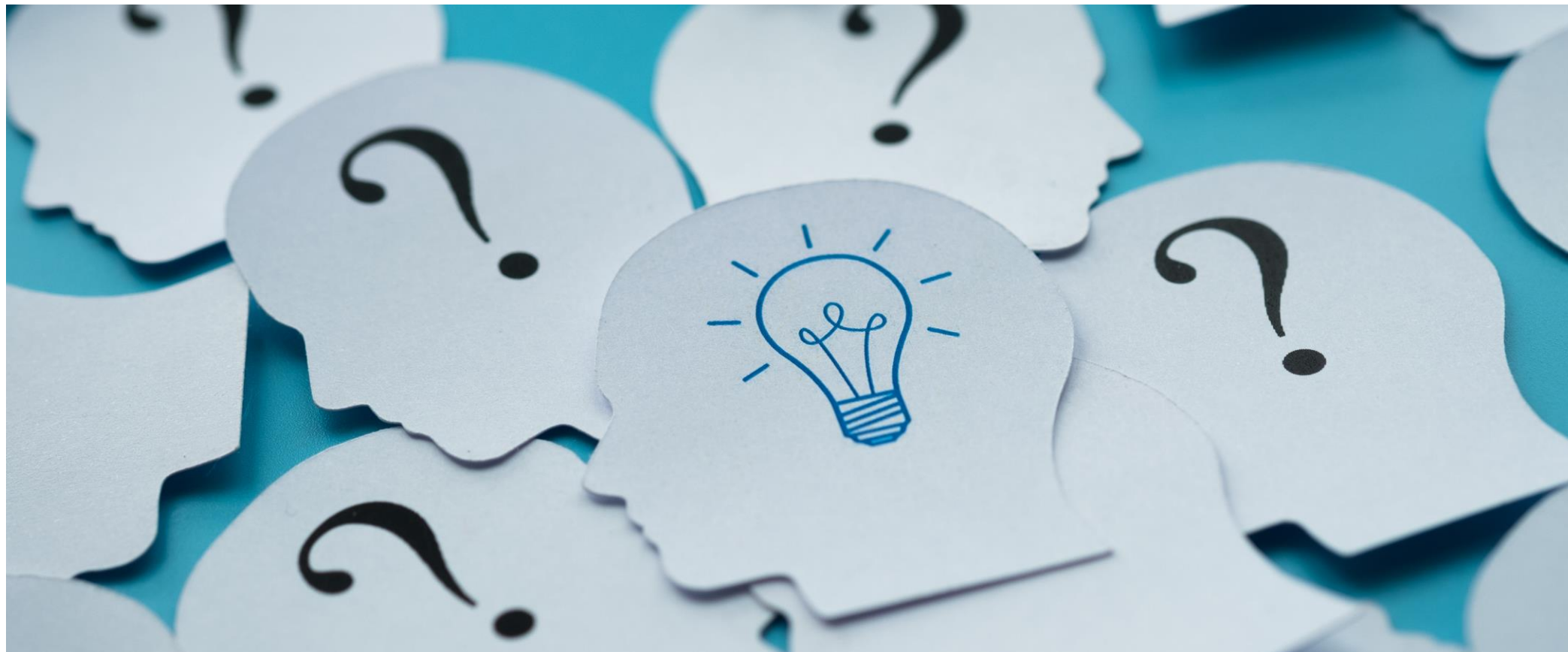
# Overall Coherence

- The 3 sections should link together and avoid repetition
- Communication is effective and well researched
- Videos add clarity and value, clearly support the text in all three sections

<b>Overall coherence</b> Relates to the overall preparation, planning, implementation and completion of the Physical Activity Project.	<b>10</b>
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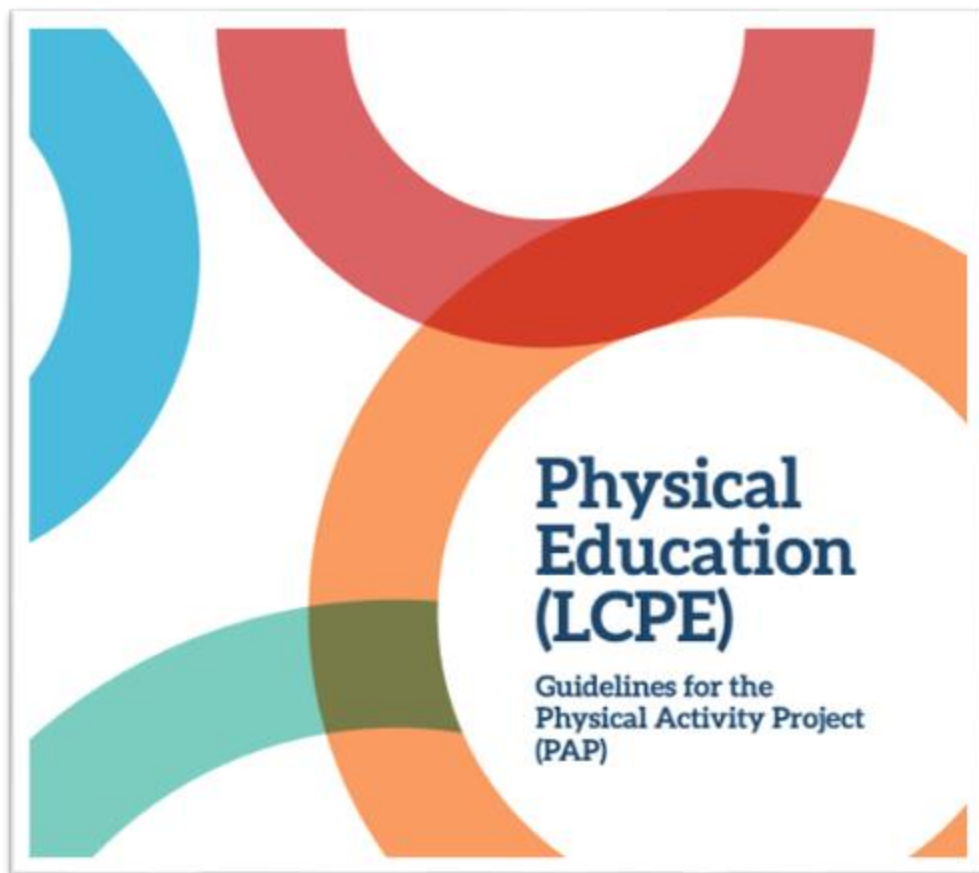


# Overall Coherence Questions





# Skills engaged in completing the PAP



Assessment and Analysis

Videoing and Packaging

Creating Tables, Charts, Screenshots

Inserting Images into Documents

Skill Analysis

Designing Improvement Plans

Reflection



# PAP Planning



# Rough Timeline - Sample A (1/2)



Sample PAP Schedule – Student Organiser			
Section A	Explanation	Due date	Completed
1. Needs Analysis	Choose which sport you will do your PAP on. Analyse which tests are most appropriate to your chosen sport.		
2. Testing	Compile the data from relevant tests. HRF, PRF, Food Diary, SCAT, CSAI-2, Video, Skill Checklist, Ipsative test.		
3. Analysis of data	Analyse your data comparing all the results and findings to the norms. Give a rationale for your project. What the data tells you about the performance, how could this affect sporting situation. Include video, pictures, evidence of learning and analysis		

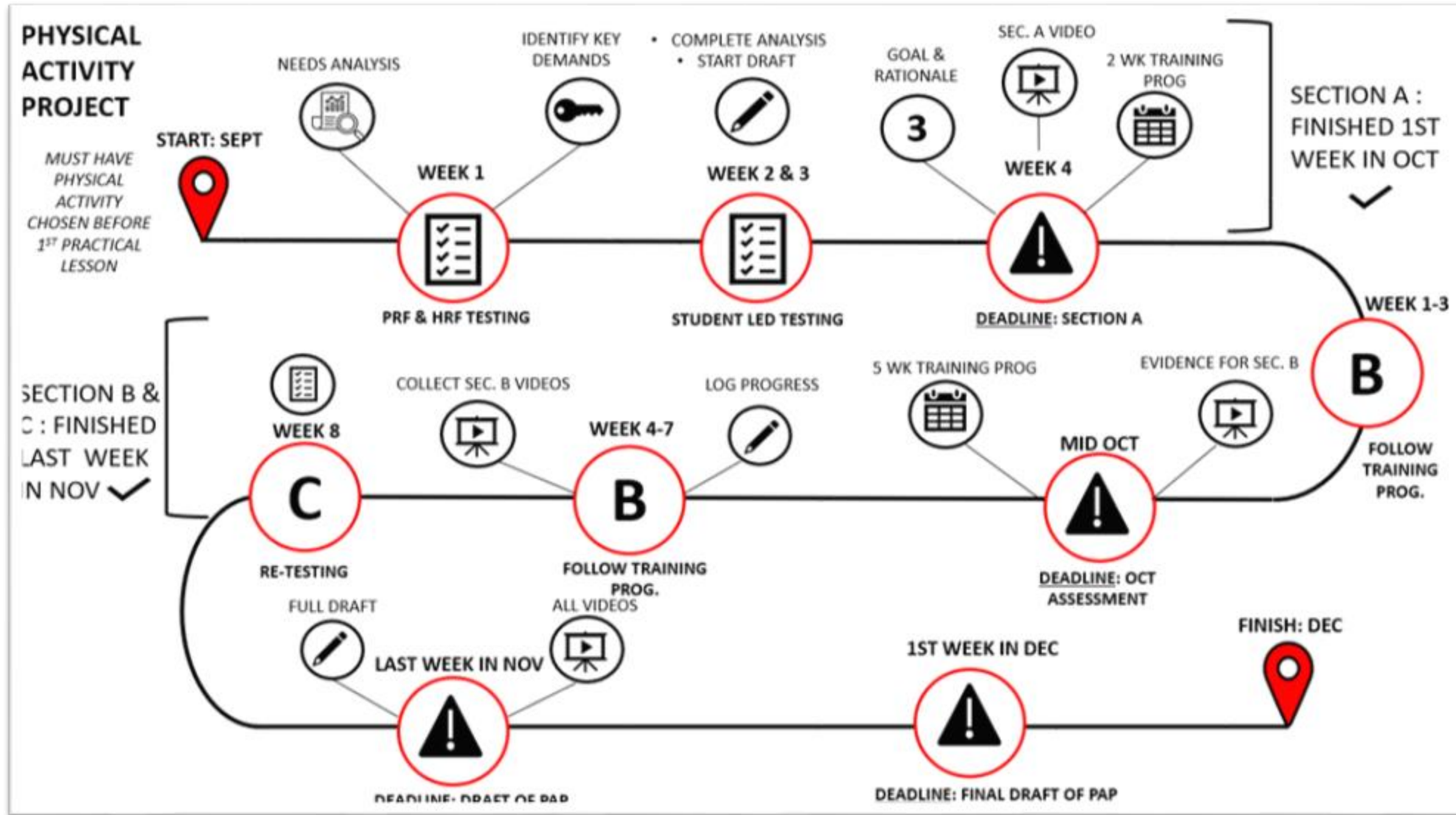


# Rough Timeline - Sample A (2/2)



Section B	Explanation	Due date	Completed
1. 3 Performance goals	Give reason for selection of goals. Their influence on sport		
2. Ex Plan	link to SPORT and FITT principles, use sound theoretical principles.		
3. Reflections	1 for each performance goal. How well did you engage in the plan? What went well?		
Section C	Explanation	Due date	Completed
1. Retest	Show summary of tests. Inc.Pictures, video		
2. Final reflection	Include an account on each goal. Analyse results, improvements, regression, reasons, effectiveness of plan. Refer to norms and own performance Give suggestions for future improvement?		

# Rough Timeline - Sample B (1/2)





# PAP Timeline Planning

## Instructions:

- At your table, discuss and design a rough timeline for your students for Sections A, B and C of the PAP
- Include in your timeline, the key dates for the submission of a draft Section A, B and C as well as a time for making corrections/edits and the final submission
- Do not forget to factor in the mid-term break, Christmas exams and any other important school events that take place during Term 1
- Use the template on page 18 of your Professional Learning Booklet



# In this session, participants have:



Applied feedback to help provide for insightful and relevant reflection in Section C of the PAP



Explored and interrogated the key features of Section C and Overall Coherence of the PAP



Planned for teaching and learning during the PAP window