



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 4

Looking at the Physical Activity Project

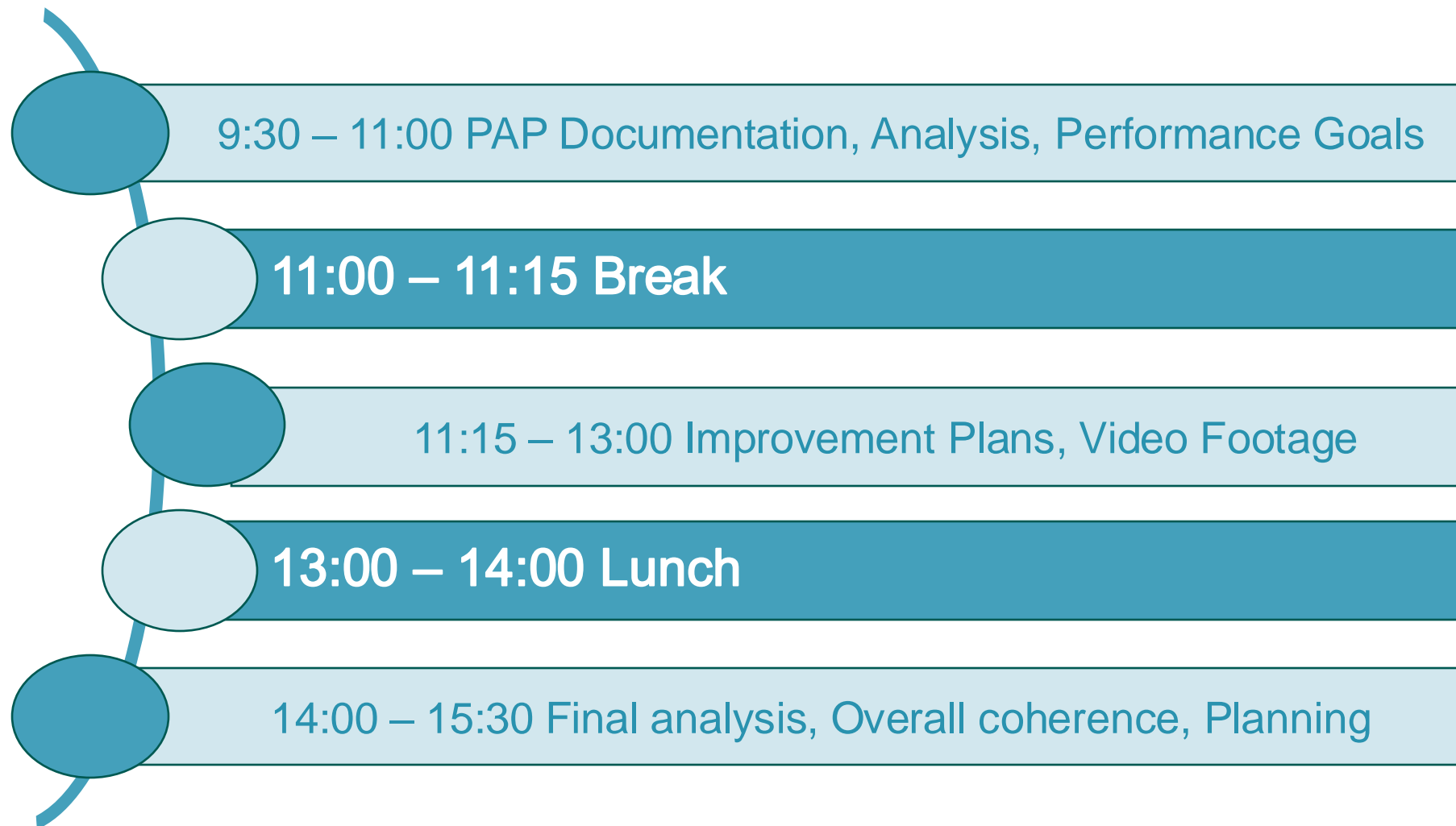
Physical Education

Curriculum Specification





Schedule





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



Share experiences of enacting the LCPE Specification



20% Physical Activity Project



Addresses Strand 1 of Specification and can be completed as a performer or coach/choreographer (PAP Guidelines, P. 5)

A student may do their PAP on any physical activity on page 12 of the Specification **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

National Governing Body (NGB)

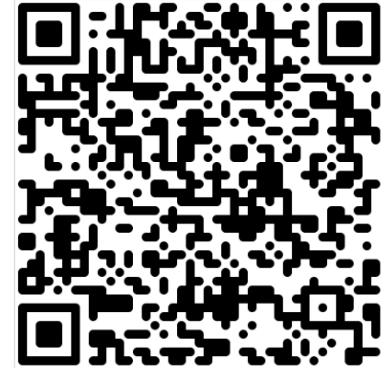


Oide

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

1. Check the Leaving Certificate Physical Education specification (p. 12)
2. Check if the NGB for the physical activity area on the Sport Ireland website
3. If you are still unsure after checking the Sport Ireland Finder, Contact the SEC.

NGB Contact Finder | Sport Ireland



Teachers need to feel confident that they can authenticate the physical activity project by contacting schoolsportal@examinations.ie to confirm that the PA is valid.

Note: a PA could be affiliated but not a competitive sport, e.g. Angling is affiliated but not competitive, Power Lifting is not affiliated but is competitive so neither of these are valid.

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)



Physical Activity Project – 20%

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

SEC Home - State Examination Co...





Important Requirements to note for the PAP 2024/2025

- The physical area chosen for the Physical Activity Project and the physical activity area chosen for the Performance Assessment must be different
- For example, Golf would be classified in the Games bubble on page 12, therefore it can only be chosen as the physical activity area for the Physical Activity Project. However, it is not possible to choose Golf for the Performance Assessment, as Golf is not listed on page 12 of the specification.
- 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**



Important Requirements to note for the PAP 2024/2025 (Video files)

- Students are not allowed to include slides of text, images or audio reflections as part of their videos (PAP Digital Booklet 2025, p. 4) to be published at the end of September.
- In Section A and in section C, the student video should demonstrate an engagement in the physical activity.
- For example, 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. Teachers should ensure that this type of analysis is in section A and Section C, as outlined on page 4 of the PAP Digital Booklet 2025 and ensure that students demonstrate the video analysis as a valuable tool to improve performance.
- In section B, students need to authentically engage in their physical activity programme. The video needs to demonstrate real-life, authentic engagement.
- You are not allowed to include video collages, with the exception of a comparison of skill and technique performance, in which instance a 2-video side by side comparison is permitted.

(PAP Digital Booklet 2025, p. 4)



Coursework Booklet

- The PAP Coursework Booklet from the SEC must be in **pdf format** before submitting
- The 3 sections of the Coursework Booklet must not exceed **1600** words, **excluding** references and bibliography
 - Section A: 700 words (Approx)
 - Section B: 450 words (Approx)
 - Section C: 450 words (Approx).

(PAP Digital Booklet 2025, p. 6)



SEC Project and
Practical Coursework

- All text must be in **Arial Font 12** and students may use bullet points, bold, italics etc if required.



Digital Booklet 2025

- At the end of the booklet, students must include all references in the bibliography space provided
- This includes any publications including books, journals and government reports; online sources, websites and other material referenced





Submission

- LC PE 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, there is a small harp icon. Below it, the text reads "Schools Portal" and "Tairseach na Scoileanna". A message asks the user to enter their School Roll Number and Password. There are two input fields: "School Code" and "Password / Pasfhocal". A green button at the bottom is labeled "LOGIN / LOGÁIL ISTEACH".



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



Contact SEC



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



Role of a coach



Extension time frame



Medically certified



Email:
SchoolsPortal@examinations.ie

Phone: (090) 6442741



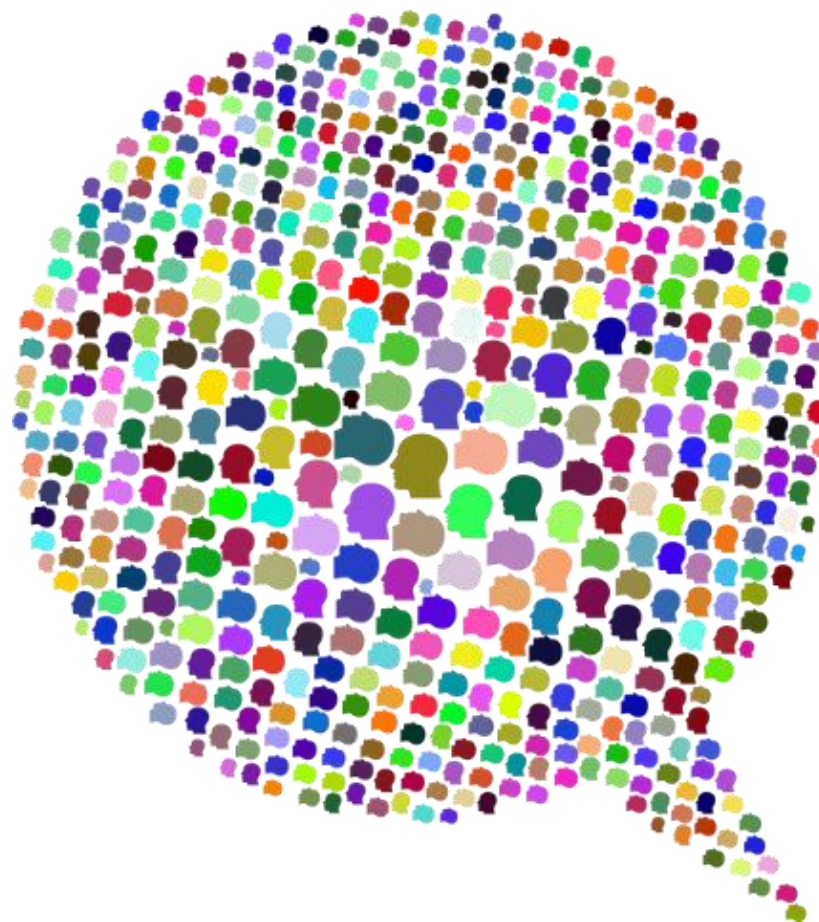


Discussion

- At your table, discuss how fifth year students have engaged with the learning outcomes from the specification, through the medium of physical activity, using the assessment mode which include video and analysis, where appropriate to enhance the learners experiences and learner outcomes
- Please take a moment to record your reflections on this discussion in your PLE booklet.



Learnings from Teaching LCPE So Far





Digital Technology Advice

- Digital Learning Technology needs to be integrated into the learning in PE hall or PE Hall/fitness suite.
- The teacher needs to advocate 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 it is integrated with physical activity, to ensure that the project that the candidate presents is real and authentic.



Section A





Recap of Section A from PLE 2

- 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

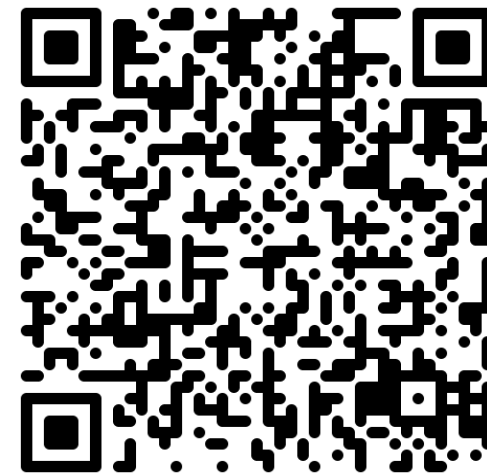




Section A – Activity

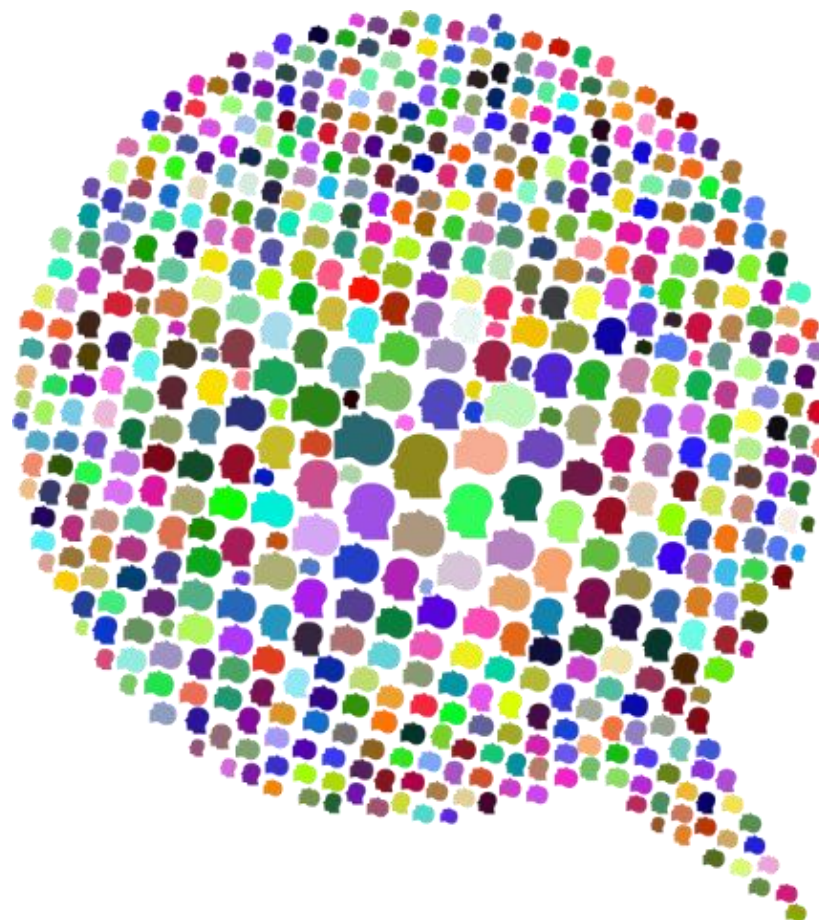
Analyse the results on pages 5 - 6 in your booklet, download the most recent PAP coursework booklet from examinations.ie and fill in your Section A work into the appropriate section

- 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



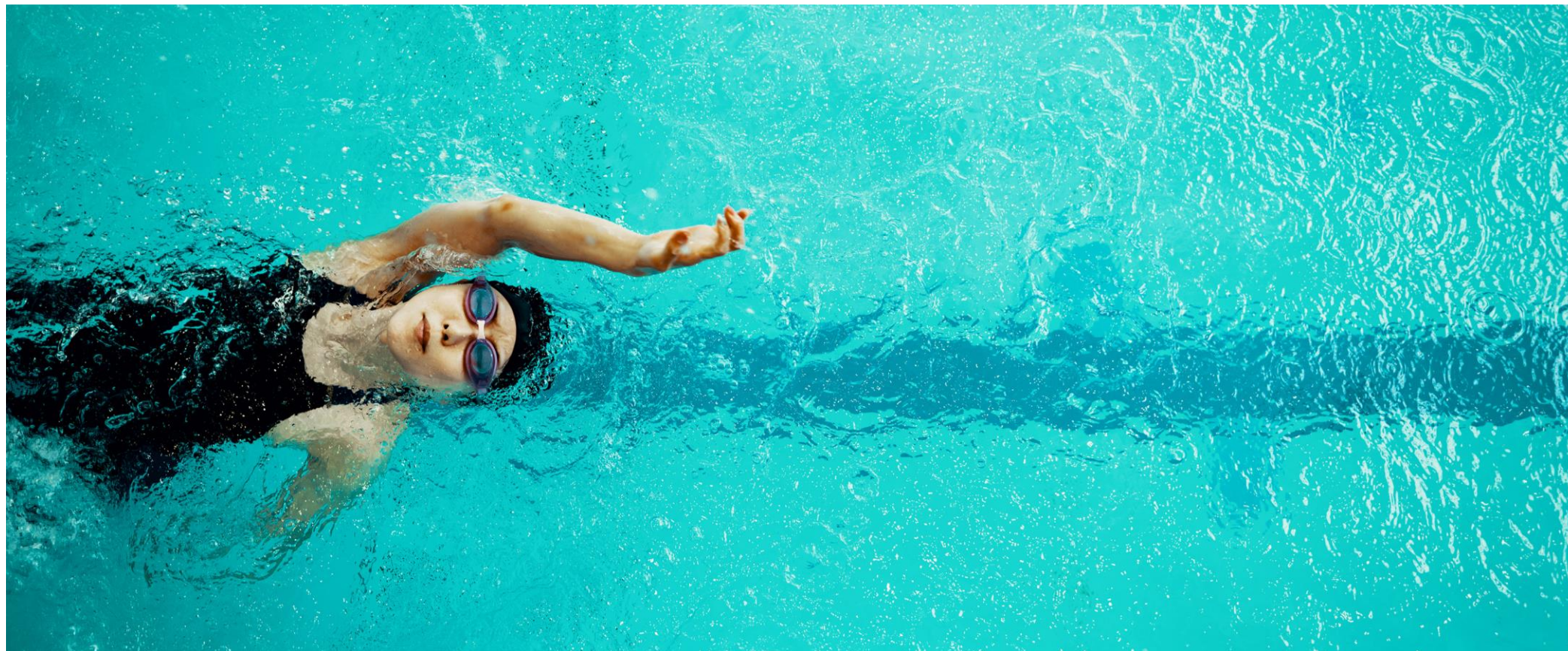


Feedback





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 8 of your workshop booklet



What is Distinct?

Distinct means there should only be one performance goal from each of the areas below:

- 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.



Examples of Possible Performance Goals

1. I aim to improve my cardiovascular endurance, measured through an improved score in the 20m Shuttle Run Test, from 9.4 shuttles to 10.2 shuttles after undertaking a five-week training plan.
2. I aim to reduce my competitive state anxiety from 25 (high anxiety) to 18 (average anxiety) in my SCAT test over a five-week period.
3. I aim to increase my carbohydrate intake from 115g to 140g per day, 24-48 hours prior to training and games over the next five weeks.
4. Over the next five weeks I aim to improve my free taking technique in Gaelic football from 4/10 ticks on my checklist to 7/10 ticks on my checklist.



Examples of Possible Performance Goals

5. I aim to improve my speed in the 30m run from 4.4 seconds (average) to 4.1 (above average) over a five-week period.
6. I aim to improve my agility score from 18.3 seconds to 17.4 seconds in the Illinois agility test over a five-week period.
7. I aim to improve my block start technique by increasing the angle of my back thigh to the ground from 65 degrees to 85 degrees over a five-week period.



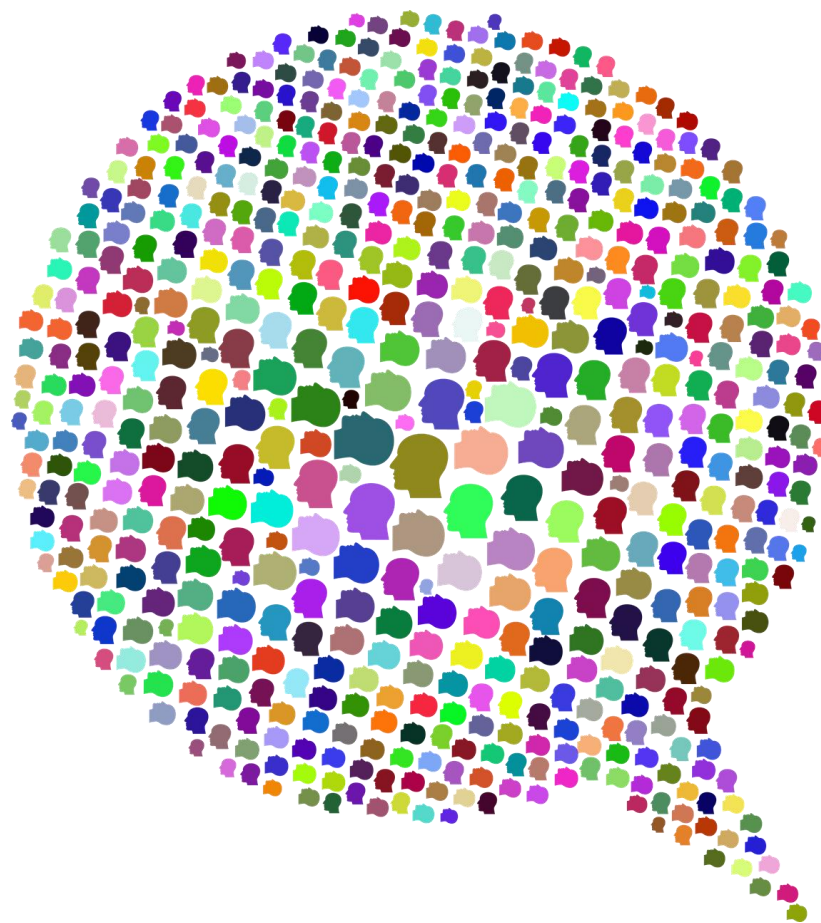
Step 2: Write a Rationale for Your Goal

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




Session 2

Improvement Plans, Video Footage

In this session, participants will



Oide



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 PAP booklet, calling upon relevant theoretical perspectives to justify your programme choice and design
- 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
- Link theory into justify the training methods



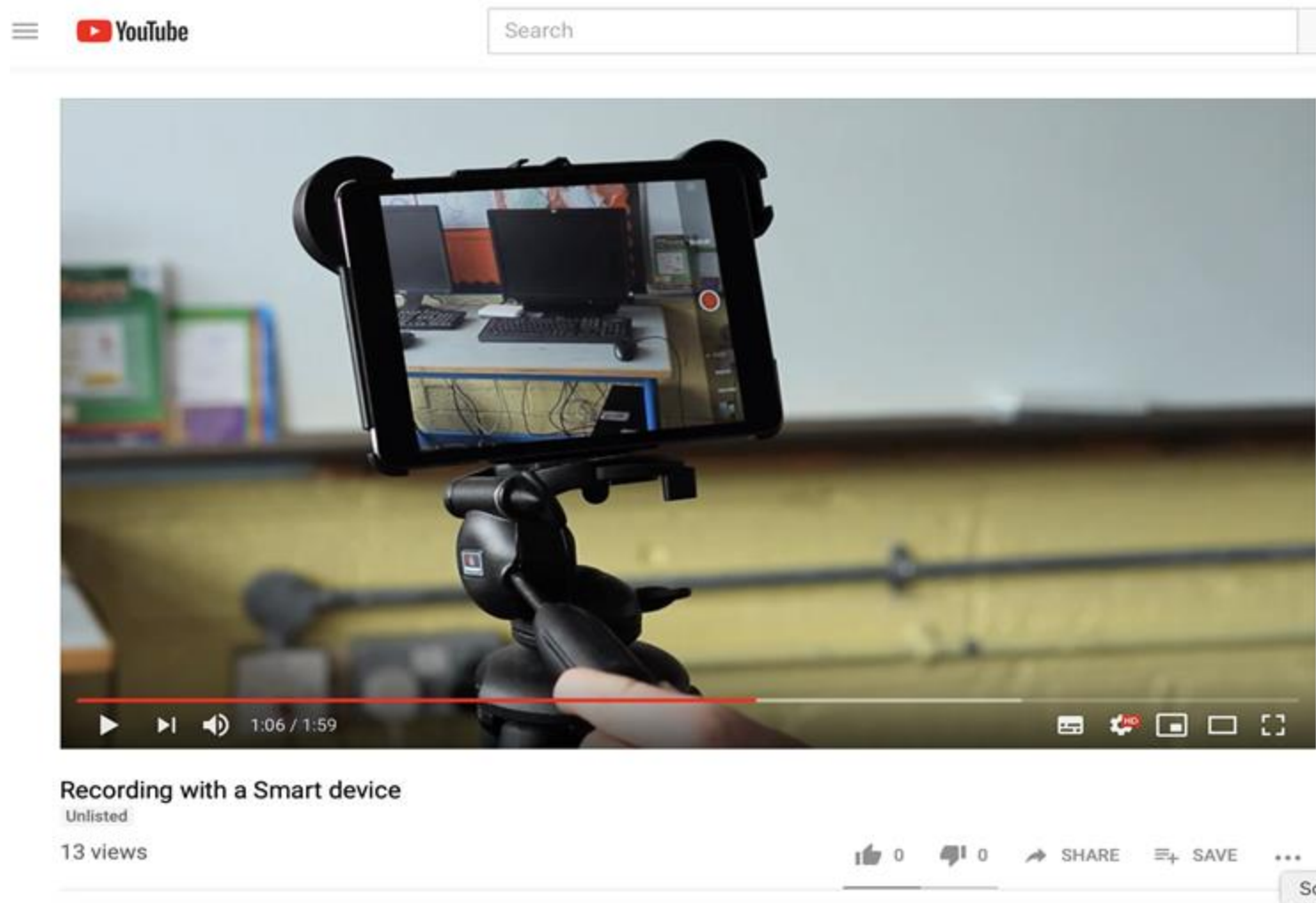
Step 5: Gather Evidence of Engagement

- 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

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

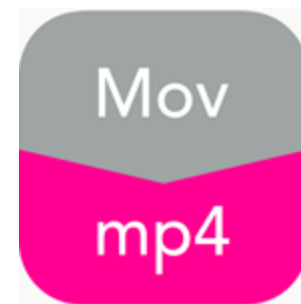




Packaging the Video Footage Gathered

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 9 of your workshop booklet

A Selection of Video Packaging Options



Oide

iMovie (Apple devices)



InShot (Android & Apple)



Capcut (Android & Apple)



Adobe Cloud Express

(desktop & Apple)



Splice (Android & Apple)



Clipchamp

(Android & Apple)



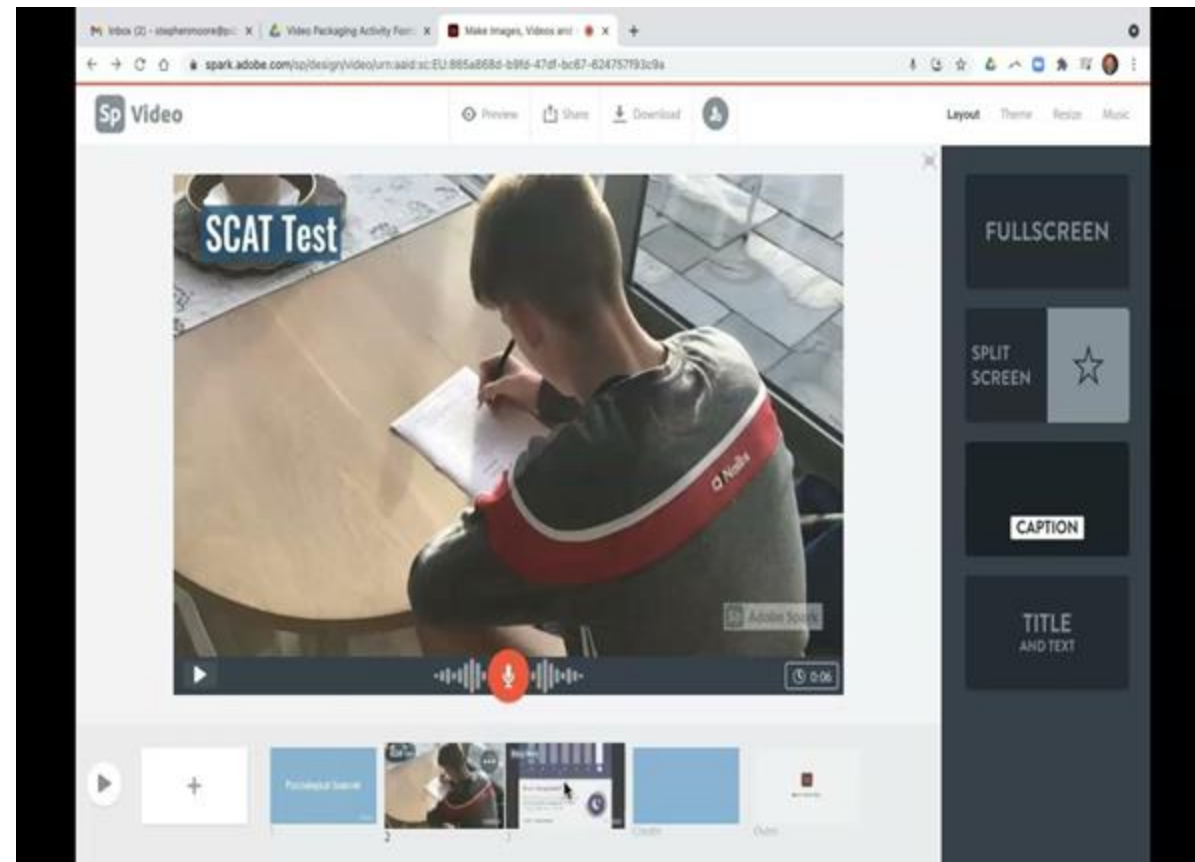
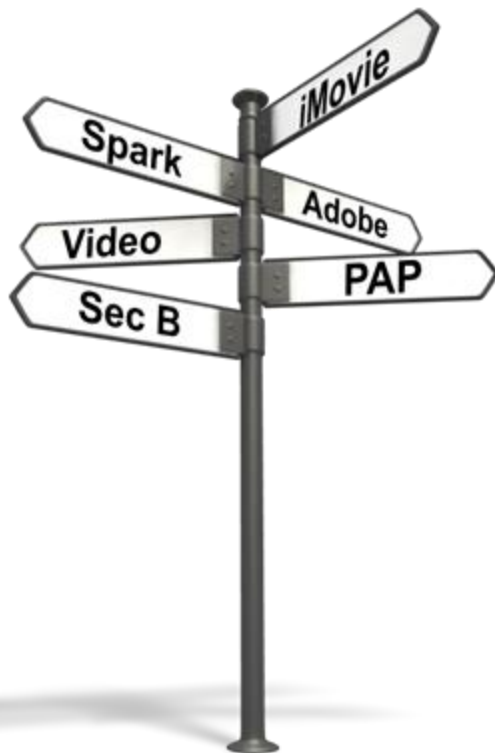


Packaging Apps Analysed

Packaging Options	Pros	Cons
iMovie	Free on Apple devices, User friendly, Voice overs	Only on Apple devices, can't access from other devices, processes film as .mov only (movp4 to convert to mp4)
InShot	User friendly, available on both Apple & Android devices, free version available	Only accessible as an app (cannot use on desktop)
Adobe Cloud Express	Available on both Apple & Android devices, free version available, accessible as an app and on desktop	Less user friendly
CapCut	User friendly, Available on both Apple & Android devices, video tutorials in help tab of App, available on desktop, Free version available	On ios devices, processes film as .mov only (movp4 to convert to mp4)
Splice	User friendly, available on both Apple & Android devices, Free version available	Available to use for free but can pay for pro (add music), only accessible as an app (cannot use on desktop)
Clipchamp	User friendly, free to use, accessible on desktop, very easy to upload video and audio from phone/tablet to desktop	Only accessible on desktop and Apple as an app. Users need to record audio on a separate device and upload it onto Clipchamp



Video Packaging - Tutorials






Step 6: Reflect on each Training Plan

Write a short paragraph reflecting on engagement in each of the performance goals' improvement plans designed to achieve that goal.

- A strong link to how well you engaged in the improvement plan
- 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;



Oide



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





Section C Recap - What to Include

Repeat Performance analysis

- Repeat the initial test battery from Section A 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 chosen performance goals (Link to plan and activity)
- Reflect on the effectiveness of the training plans, were there any unintended consequences
- What do their results mean to the **student's performance in their selected activity?**

Next Steps

- Identify and discuss next steps for further improvement
- How to further improve performance in the **chosen physical activity**



Section C



Analysis of post training/practice performance



Reflect on the effectiveness of each of the training/practice plans



Suggestions for next steps for further improvement



Section C Questions





Section C - Student A vs Student B

- Analyse student responses on pages 10 – 13 in your booklet
- Provide structured feedback to each student in your booklet
- Share your findings with the larger group



Overall Coherence

Overall coherence Relates to the overall preparation, planning, implementation and completion of the Physical Activity Project.	10
---	----

- 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



Overall Coherence

Relates to the organisation, flow and connection of ideas and whether they can be understood by the reader. e.g. links should appear naturally between Section A, through Section B and to Section C.

- Concerned with the *macro* level features of the project such as the word count, font type and size, length and size of videos, labelling/number of images and references. (penalties apply)
- Ensure that the images and videos support the content in the booklet
- Can be improved by encouraging students to plan before writing and to constantly check that their project is logical, well organised and can be understood by the reader. Ask a peer to check the writing to see if it makes sense.
- Section B should be based on Section A, Section C should be based on Sections A & B and the physical activity



Overall Coherence Questions





PAP Planning



Rough Timeline - Sample A (1/2)



SAMPLE PAP Schedule- Student Organiser

Section A	Explanation:	Due date	Complete
1. Needs Analysis	Choose which PA you will do your PAP on. Analyse which tests/components are most appropriate to your chosen sport. 4/5 of 9 categories.		
2. Testing	Complete and summarise the data from relevant tests.		
3. Analysis of data	Analyse your data comparing <u>all of the</u> results and findings to the norms. What the data tells you about the performance, how could this affect the sporting situation. Include video, pictures, evidence of learning and analysis		

Rough Timeline - Sample A (2/2)

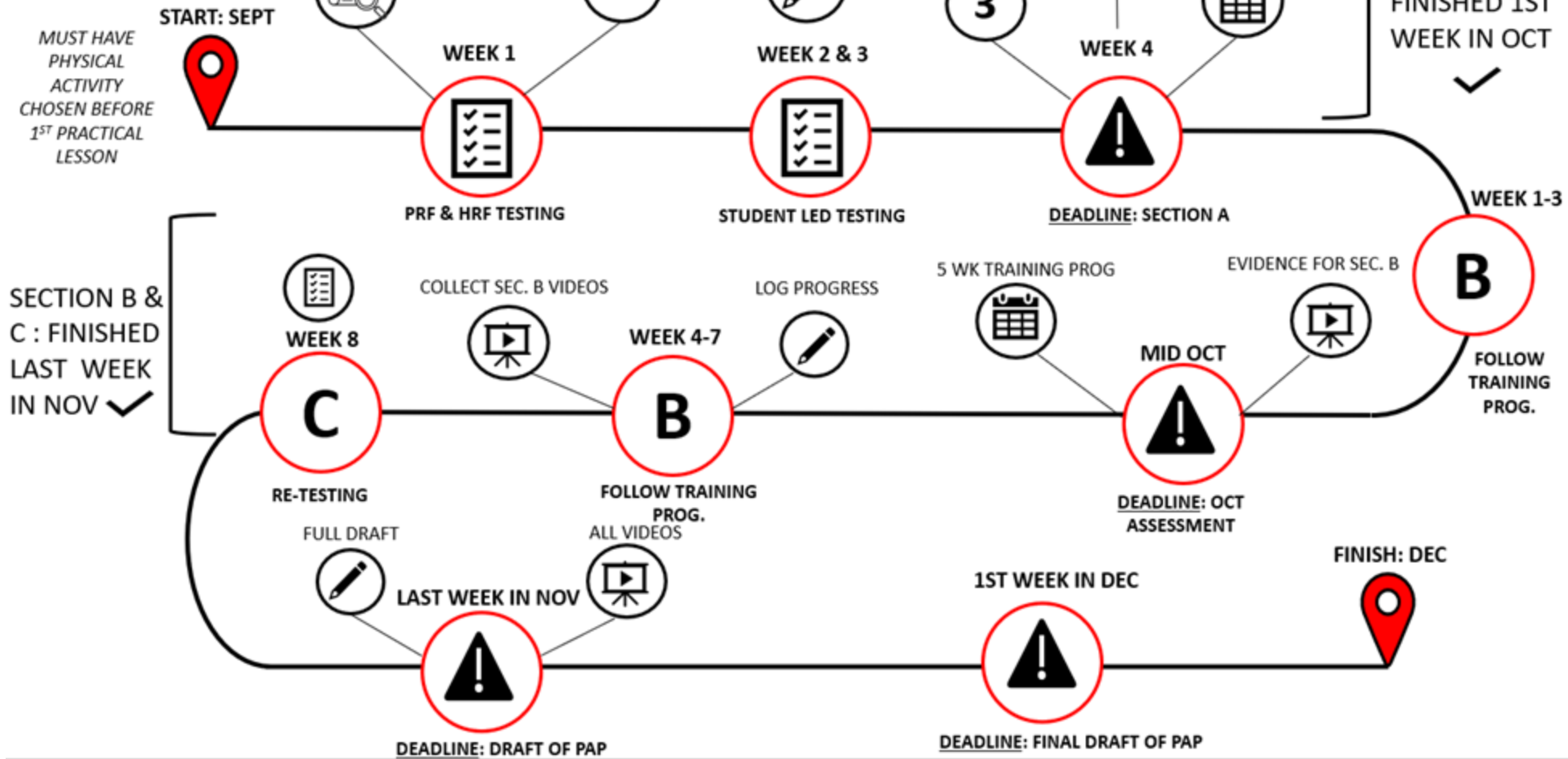


Section B			
1. 3 Performance goals & Rationale	Give reason for selection of goals linked to their physical activity and theoretical perspective		
2. Training Plan & Rationale	Link to your PA and theory, <u>eg. FITT principle</u> etc,		
Section C			
1. Reassessment	Complete and show summary of tests. <u>Inc. Pictures, videos</u> etc		
2. Final reflection	Include an account on each goal. Analyse results, improvements, regression, reasons, effectiveness of plan. Refer to norms and theory. Suggestions for future improvement and next steps?		

Rough Timeline - Sample B (1/2)



PHYSICAL ACTIVITY PROJECT



Rough Timeline - Sample B (2/2)



LCPE PAP Guidelines	Requirements
Section A Deadline	<ul style="list-style-type: none">• Rationale for 3 performance goals• Section A video• 2 week training programme
October Assessment Deadline	<ul style="list-style-type: none">• Corrections for Section A• 5 week training programme• Evidence collected for Section B
1 st Draft of PAP	<ul style="list-style-type: none">• All videos• Full draft of PAP
Final Draft of PAP (<ul style="list-style-type: none">• All videos• Full draft of PAP



Example of Checklist



Section C: Concluding Analysis

Task	Completed
<p>Summary of Results</p> <ul style="list-style-type: none"> • Can do a graph to show original results vs. re-test results. (Can be supporting image) • Did you improve (what % did you improve by?) Did you regress? (What %?) • There is no need to lie here-if you didn't improve... THAT IS OKAY. You will not lose marks! • Tell the examiner what you test you re-did and what your results were then vs. now. • How do these results impact your performance? 	
<p>Final Reflection</p> <ul style="list-style-type: none"> • How effective was your training programme for each goal? • This is where you explain why you did/didn't see an improvement in your results? • Did you apply progressive overload? • Did you stick to your training programme? Would this have impacted your results? • Did you set a realistic goal at the beginning or did you make it too easy/too difficult? • Did you note any unintended consequences at a result of following your improvement plan? • Always link back to your performance and improvement plan! 	
<p>Suggestions for Next Steps for Further Improvement?</p> <ul style="list-style-type: none"> • Is there any element of you training programme that you would keep up? • Is there a different element in your chosen physical activity that you would like to focus on next (a different PRF/HRF component)? 	
<p>Supporting Images</p> <ul style="list-style-type: none"> • 4 needed • Comparing test results/ showing your re-tests 	
<p>Word Count</p> <ul style="list-style-type: none"> • 500 words 	



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 14 of your workshop booklet


LCPE - Uploading to the SEC Portal



Oide

SEC Schools Portal

schools.examinations.ie/login.php?sid=igt



Schools Portal Tairseach na Scoileanna

You have successfully logged out.
Please re-enter your School Roll Number and Password to
login again.

School Login / Logáil Isteach na Scoile

Principal_64310B

Password / Pasfhocal

.....

LOGIN / LOGÁIL ISTEACH

Privacy - Terms

In this session, participants have;



Oide



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