



**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 5

Exploring the  
Performance  
Assessment

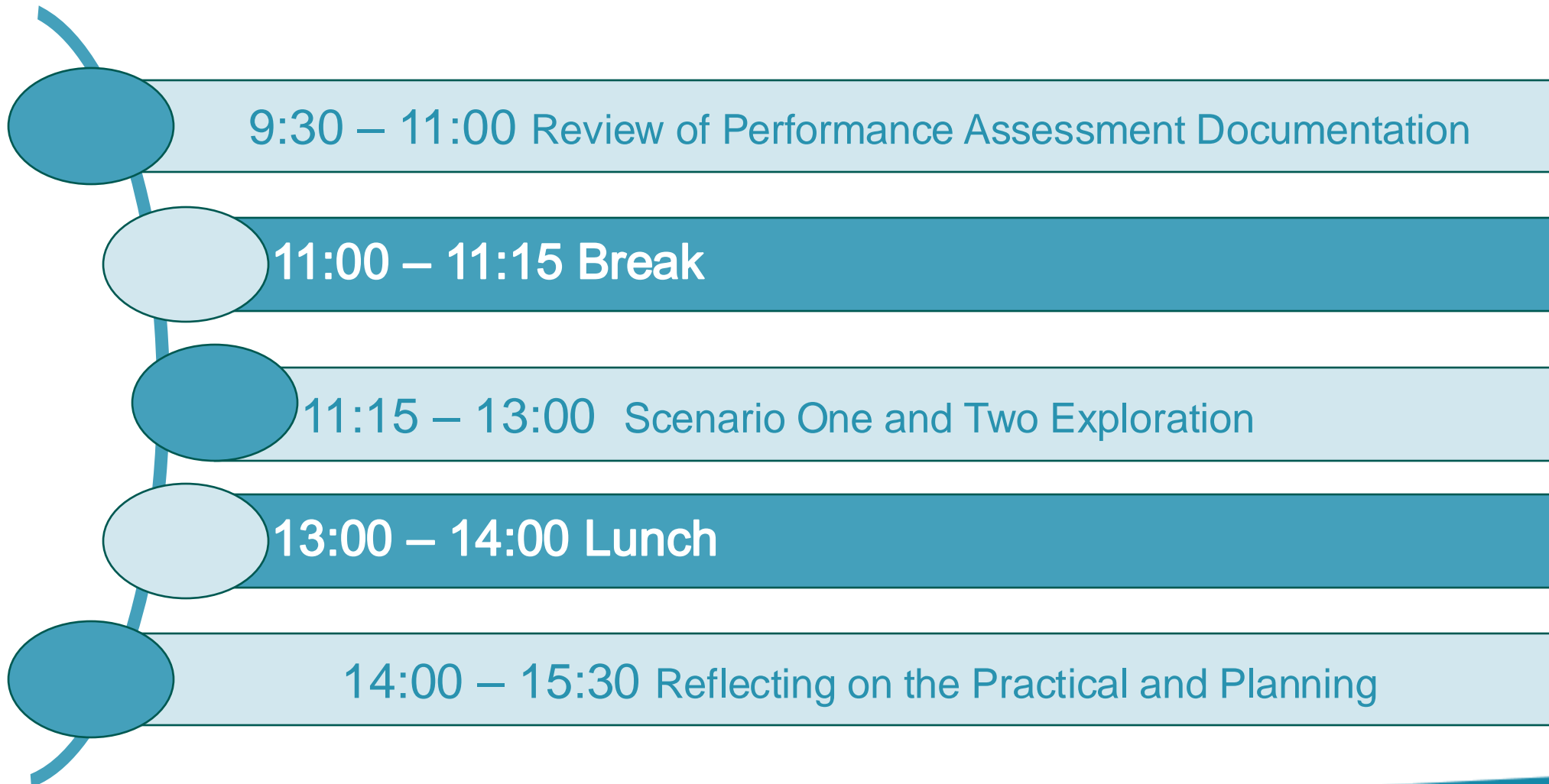
## **Physical Education**

**Curriculum Specification**





# Schedule





# Session 1





# Learning Intentions

In this session, we will:



review and share our experience of the PAP to identify opportunities and challenges encountered



engage with the relevant documentation to establish a shared understanding of what is required in the Performance Assessment (PA)



# Physical Activity Project Review

In your groups, take 5 minutes to discuss and review the submission of the PAP.

- What worked well?
- What would you change?
- What advice would you give to a new LCPE teacher on the PAP?
- How would you guide your current 5th year LCPE students?

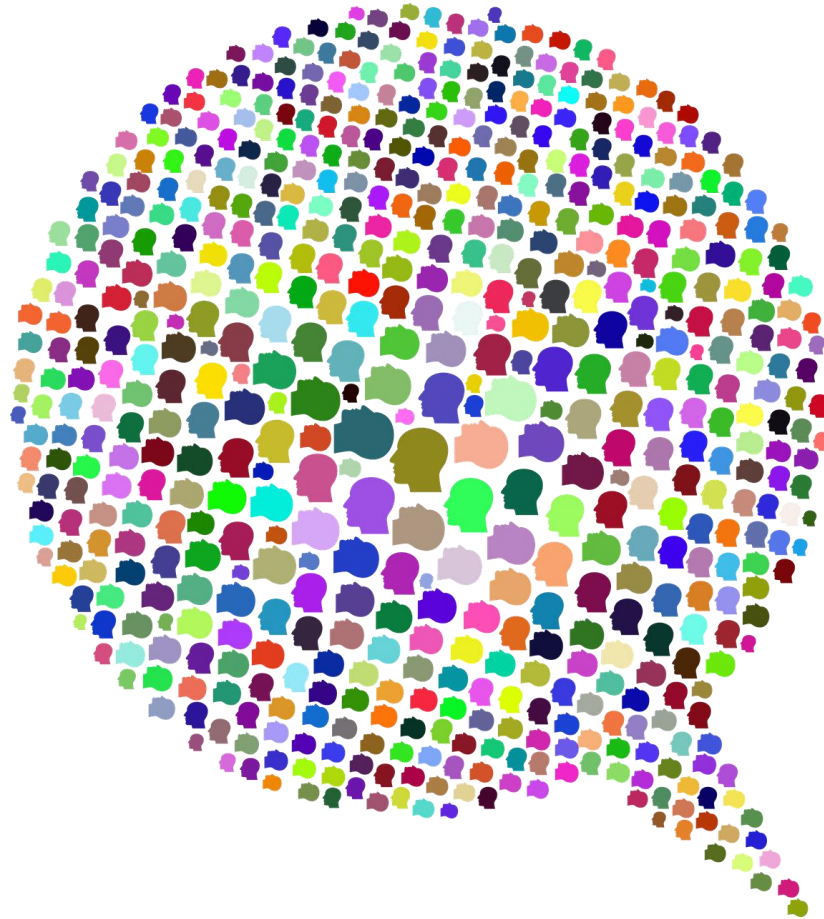


Record your learnings on page 1 in your PL Booklet and we will record your points on the flipchart when you present back to the wider group.

# Share the Learning



Oide

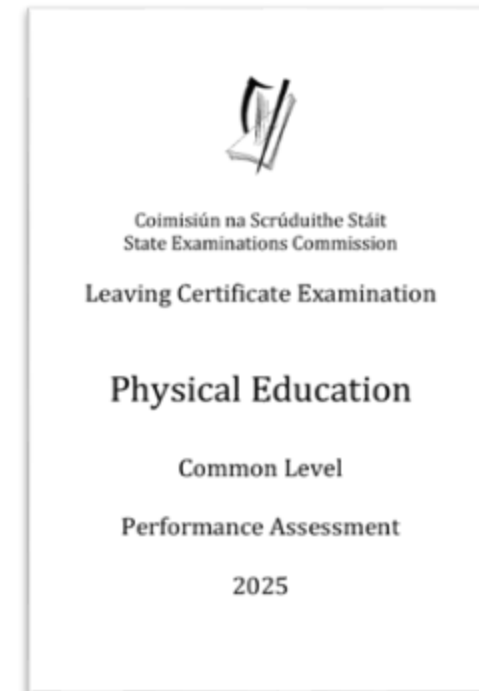


Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



# Key Documents

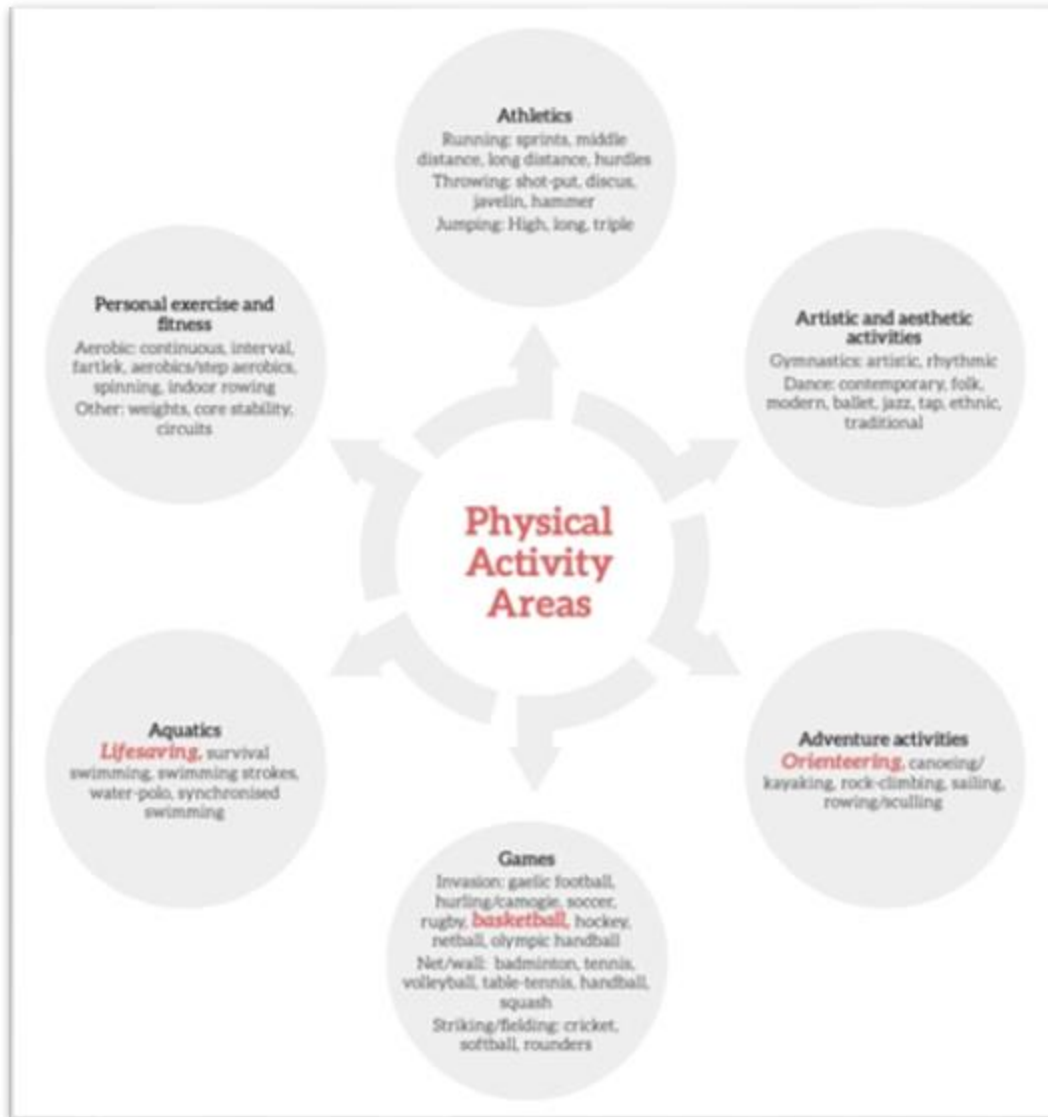




# Performance Assessment Overview



Oide



**Sport or activities must be from page 12 of the Specification**

- The requirements for each activity are outlined on pages 33-45 of the LCPE Specification
- It is worth 150 marks, which is 30% of the overall marks for Leaving Certificate Physical Education
- The Performance Assessment is assessed at Common Level



# Performance Assessment Overview



Students learn about the factors that impact on performance through being actively engaged in three physical activities chosen from three different physical activity areas (LCPE Spec. pages 33-45)

Students complete their Performance Assessment in one of these three physical activities.

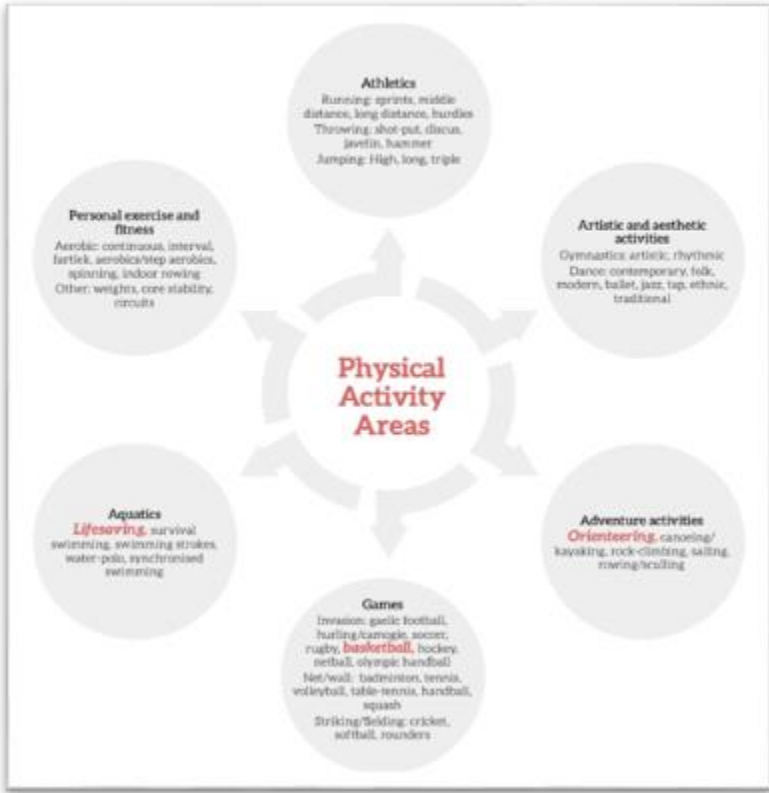
The activity chosen for the Performance Assessment should be from a different physical activity area than that chosen for the Physical Activity Project.

The Performance Assessment directly addresses the learning outcomes of strand 1 of the specification.

Strand 1, *Towards Optimum Performance*, focuses on the complex interrelationship between performance in physical activity and the range of factors that shape that performance.

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

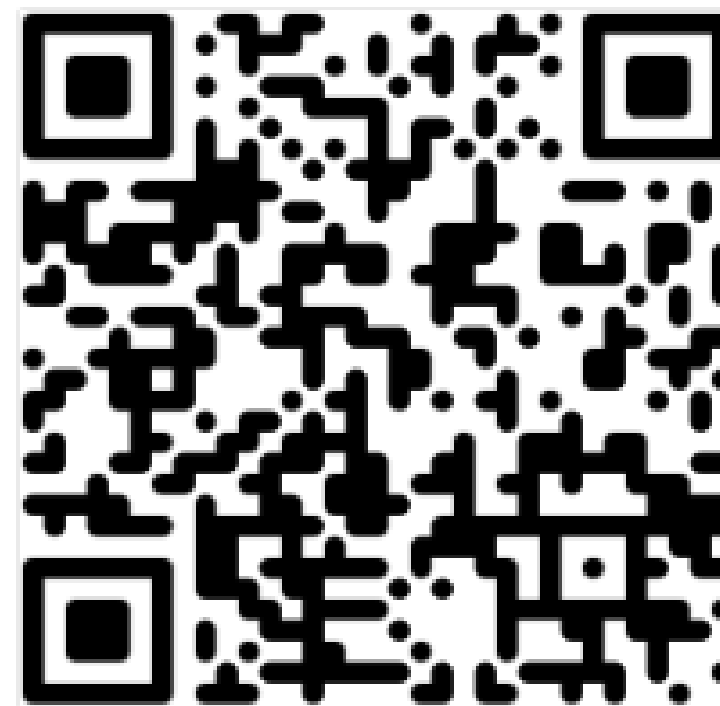
8 minutes duration (limit not a target!) with 6 frames/slides of text in the video





# Performance Assessment (PA)

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



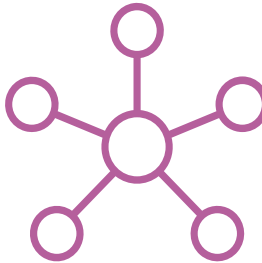
# Documentation Review (Think, Pair, Share)



Oide

## Review

'LCPE 2025 PA - Information for Candidates'



- Record any points of interest
- Discuss these points with the teacher next to you
- As a group: identify any connections between learning in Strand 1: Towards optimum performance and the requirements of the PA and record it on the flipchart.
- Present your findings to the wider group

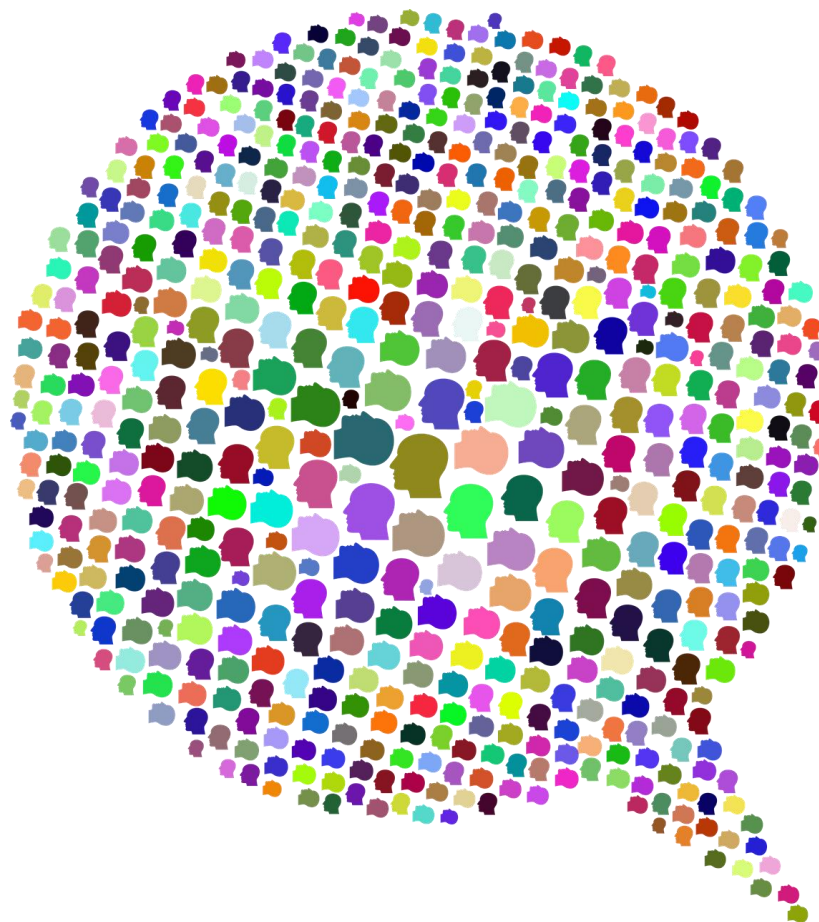
### STRAND 1

#### Towards optimum performance

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



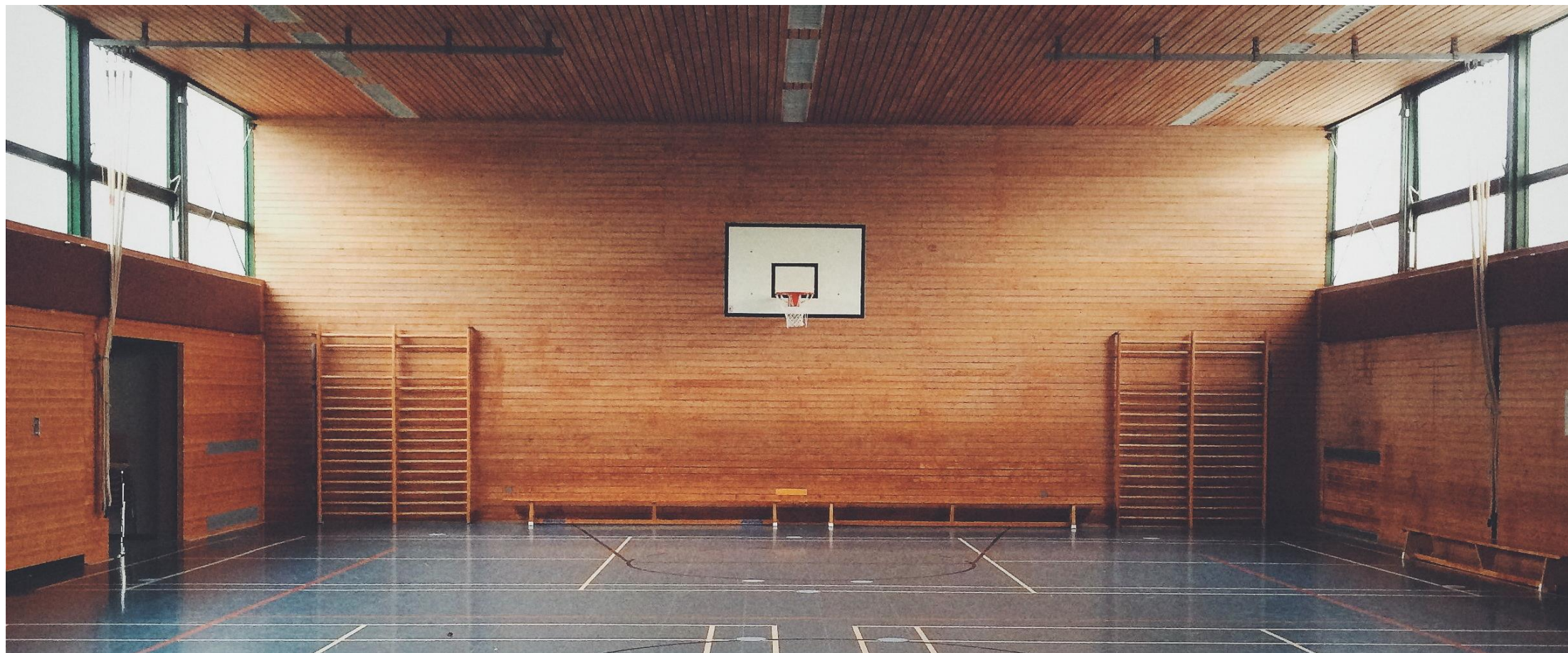
# Share the Learning





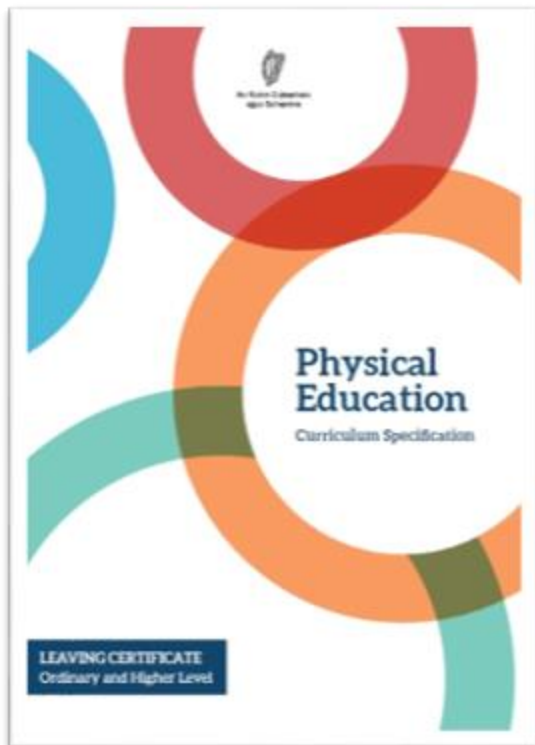


# Physical Activity Areas - Recap





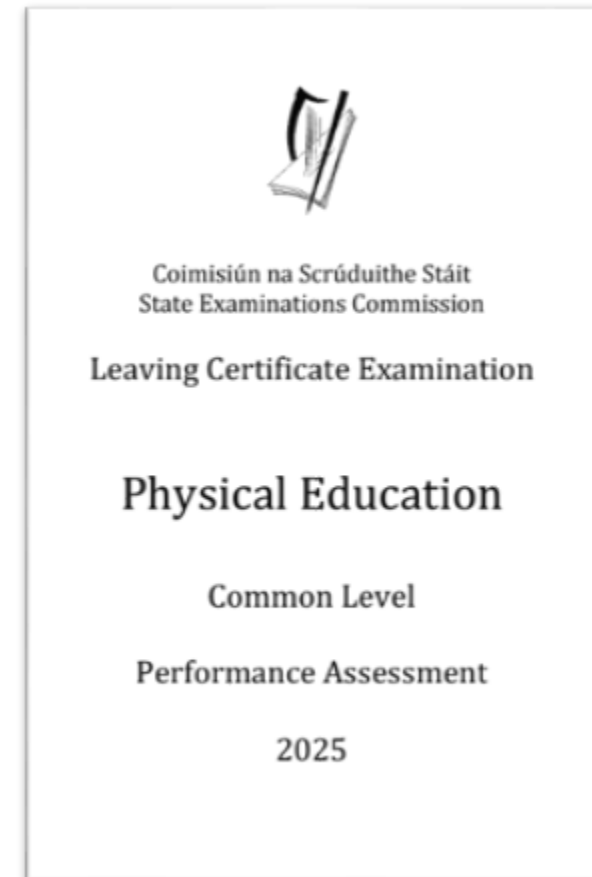
# Physical Activity Areas - Recap



## STRAND 1

### Towards optimum performance

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







# Adventure Activities

Students may choose one of the following activities:

- orienteering
- canoeing/kayaking
- rock-climbing
- sailing
- rowing/sculling

The skills and technique requirements for each activity detailed on pages 34 and 35 of the Specification.







# Athletics (1/2)



If submitting from the Athletics Physical Activity Area, students must choose **one** discipline from within the Running, Throwing or Jumping category

Learners are required to show evidence of their capacity to perform the skills and techniques in the selected activity, e.g. discus from the throwing category



# Athletics (2/2)

The video measures performance and must also include the relevant information for each activity.



- Running: distance run and the exact time
- Jumping: distance/height jumped
- Hurdles: distance run, the exact time, hurdle height, no. of hurdles
- Throwing: weight of implement and distance thrown

In the case of athletics field events (jumping & throwing) a minimum of three repetitions should be included in the video

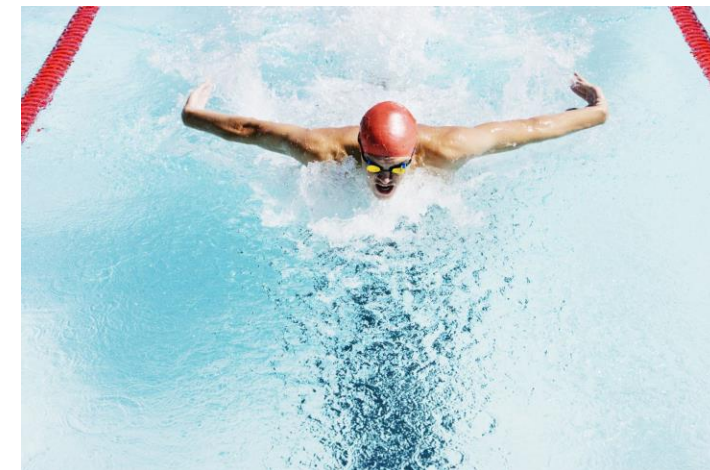
Further details can be found on page 39 of the Specification



# Aquatics (1/2)

If submitting Aquatics, students may choose one of the following activities:

- lifesaving
- survival swim
- two swimming strokes
- water-polo
- synchronised swimming





# Aquatics (2/2)

If your chosen physical activity is two swimming strokes, the two strokes must be clearly identified in the introduction frame (first text frame).

In the case of each stroke your video must include the following information within the 6 frames of text:

- the distance(s) swam in metres (m) and;
- the time taken in minutes (min) and seconds (sec) as appropriate.

For example, Freestyle: 100m, 58.12sec.

The skills and technique requirements for each activity are detailed on page 36 of the Specification.

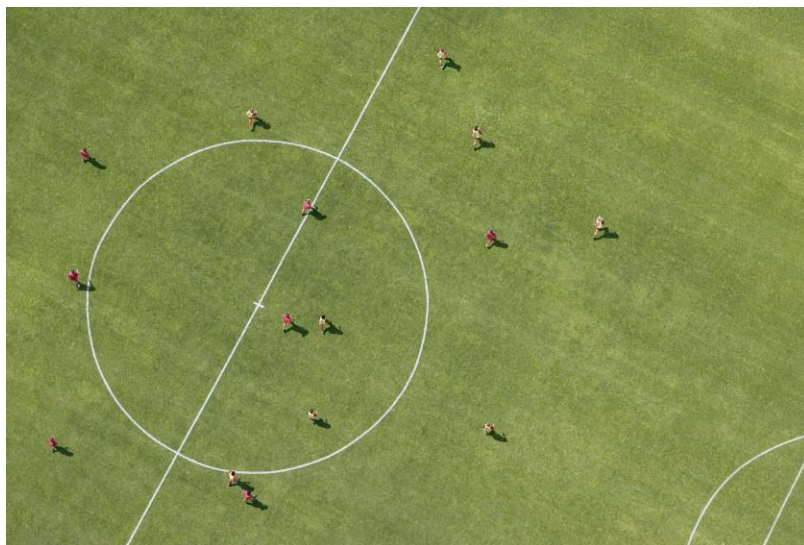






# Games

If selecting Games, students may choose one game from the options available on pages 40-43 of the Specification and must perform each of the skills and techniques listed in their video.



# Artistic and Aesthetic Movement (1/2)



## Gymnastics

- If performing in gymnastics you must specify either artistic gymnastics or rhythmic gymnastics in the introduction frame (first text frame).

The video should include the skills and techniques detailed for their activity from pages 37 or 38 of the Specification.



# Artistic and Aesthetic Movement (2/2)

## Dance

- If a student's chosen physical activity is dance, their video must include their best performance in the following performance contexts - individual **and** pair or group.
- If performing in dance, you must specify the genre (style) of dance in the introduction frame (first text frame).

The video should include the skills and techniques detailed for their activity from page 38 of the Specification.







# Personal Exercise and Fitness (1/2)

The learner is required to demonstrate a personal exercise and fitness programme designed to enhance **one** of the following:

- Performance-related physical fitness in a physical activity
- Health-related physical fitness

If you choose to complete a personal exercise and fitness programme designed to enhance performance-related physical fitness in a physical activity, you must name the physical activity. **The learner cannot use the same physical activity as used in your Physical Activity Project.**

If submitting in Personal Exercise and Fitness, students' videos must include one method of aerobic training **and** one other conditioning and resistance activity. For example, fartlek training **and** core stability.





# Personal Exercise and Fitness (2/2)

The video of the programme should include evidence of the following:

- warm-up section
- developmental section
- evidence of an understanding of the principles of training
- cool-down section

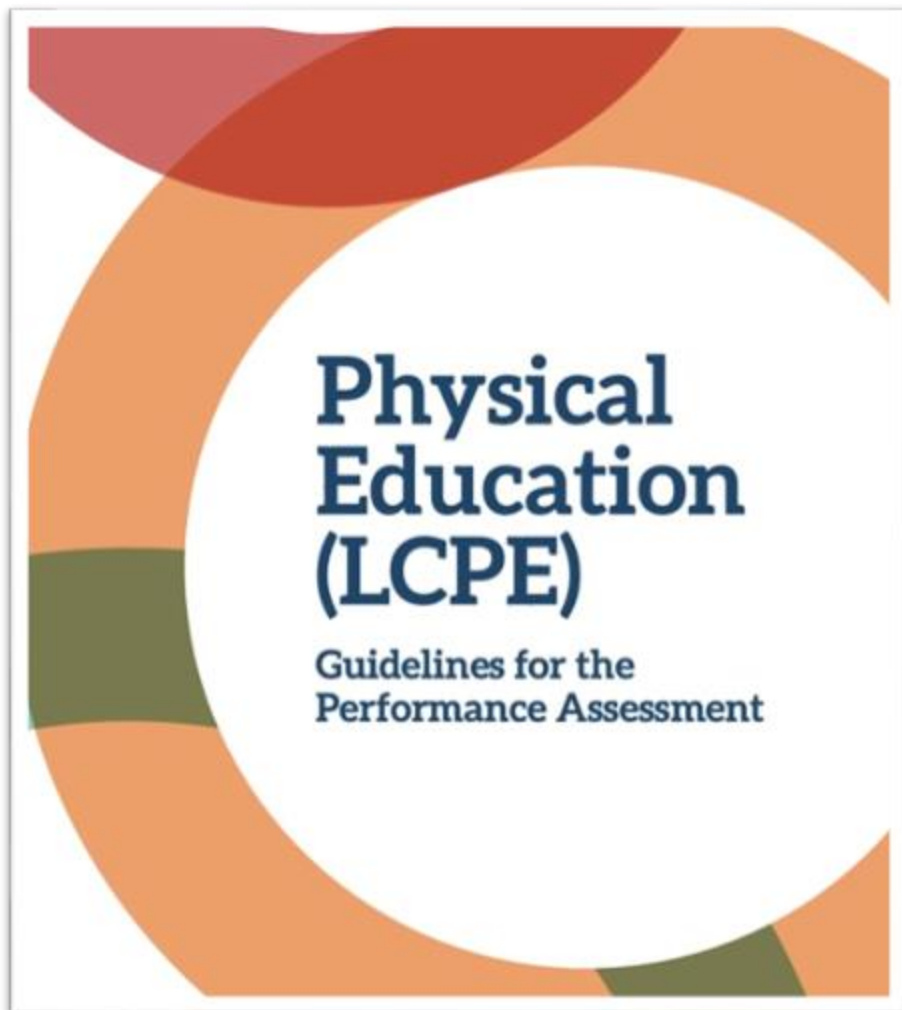
In the case of personal exercise and fitness resistance and conditioning exercises **a minimum of three repetitions** of each exercise should be included in the video.

Further details can be found on pages 44 & 45 of the Specification.





# Skills Required for the PA



Storyboarding/Planning

Filming

Creating Tables

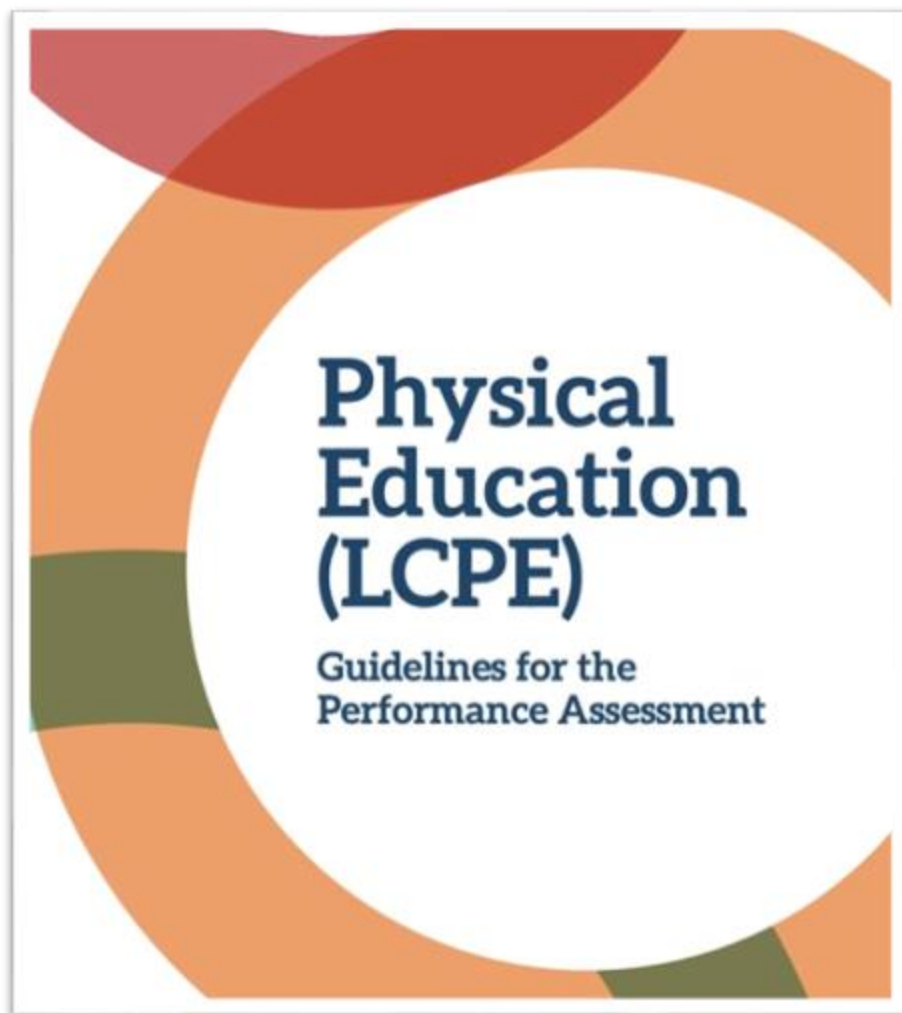
Working with presentation software

Structuring and Editing Video

Publishing Video



# Performance Assessment





# The Role of the Teacher

- Advise the learner on the different performance contexts outlined in Scenarios 1, 2, and 3 which they need to consider when planning to **demonstrate their best single performance**
- Ensure that the learner is clearly identifiable when performing in a group context.
- The level of teacher oversight has to be such that it is possible to authenticate the work as that of the individual student as specified by the State Examinations Commission



(NCCA Performance Assessment Guidelines, 2018)

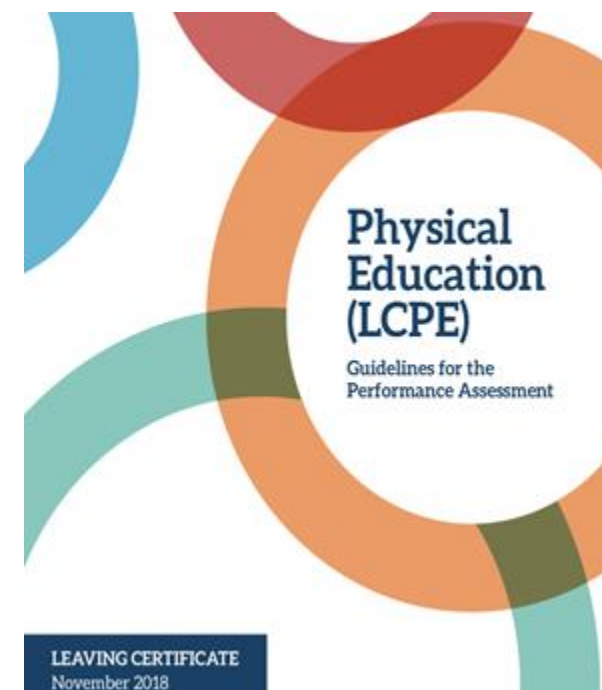




# Guiding Questions for Students

- What skills and techniques are you planning to demonstrate?
- How can you showcase these in the best possible way?
- Does the Performance Assessment video demonstrate your ability to adapt your performance in response to different performance contexts?
- Is it clear from the video that you understand and adhere to the rules, regulations and/or conventions of the selected activity?
- Do you adhere to the safety precautions required in the activity and is there evidence of compositional knowledge?

(NCCA Performance Assessment Guidelines, 2018)





# Exploration of Scenario 1 or Scenario 2

## Instructions

- Review the requirements, as detailed in the Specification, (pages 33-44) for a student's selected activity from Scenario 1 or Scenario 2
- Identify each skill identified in the Specification, clarify what it is and explore how to best showcase it
- Discuss what activities/scenarios could be used to capture your students' performing these requirements
- Consider the practicalities of organising the class group to ensure the performances are recorded accurately

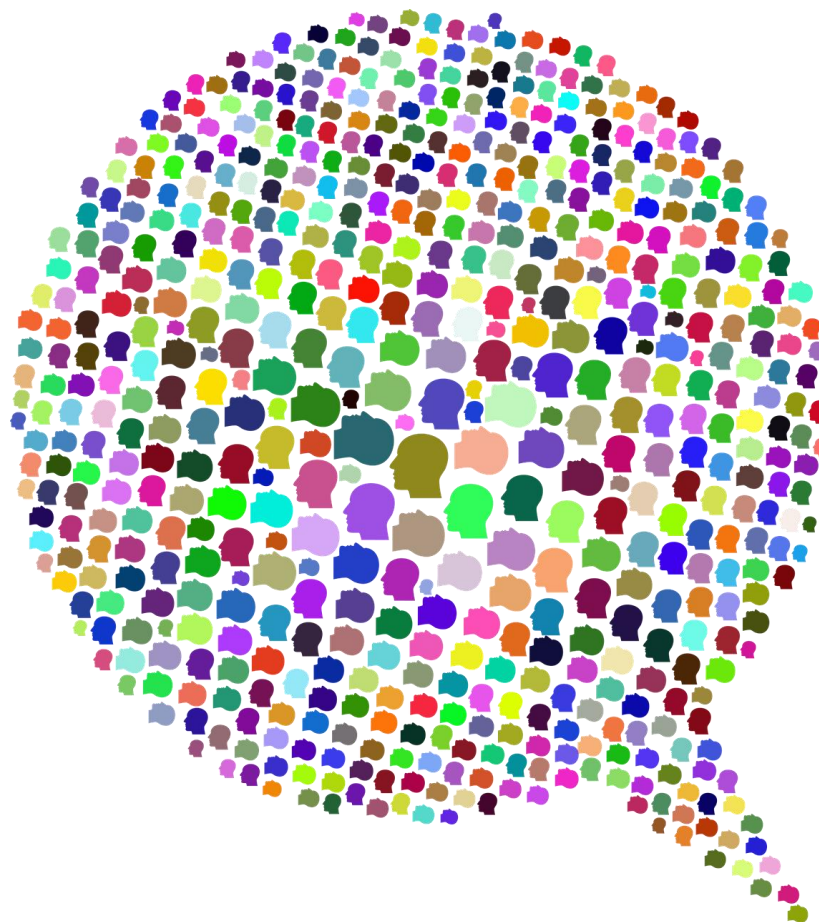


Record your findings on page 5 of your workshop booklet.





# Share the Learning





# Storyboarding for the PA

Select an activity from either Scenario 1 or 2,

- Develop a checklist to ensure everything is included
- Identify and script all the elements required in the video
- Design a storyboard or the 'flow' of your video, ensuring every element is included
- Once a storyboard is developed, advise students to tick off the elements they have recorded as they go
- Use the storyboard to package the final video
- Review the final video using the storyboard and/or checklist to ensure everything is included.



# LCPE - Advice on Videoing



The following procedures must be followed:

- A letter outlining the Performance Assessment process should be issued to learners and their parents/ guardians as appropriate. See pages 14 & 15 of the PAP Assessment Guidelines for samples
- Numbers involved should be kept to a minimum
- The main subject of the recording should be the performer themselves and should be clearly visible
- Learners will generate their Performance Assessment under teacher supervision **during PE class time**
- All work in respect of the Performance Assessment must be completed in compliance with all requirements set down by the State Examinations Commission.



(NCCA Performance Assessment Guidelines, 2018)




# Learning Intentions

In this session, we have:



reviewed and shared our experience of the PAP and identified the opportunities and challenges encountered.



engaged with the relevant documentation and established a shared understanding of what is required in the Performance Assessment.



# Session 2






# Learning Intentions

In this session, we will:



demonstrate an understanding and knowledge of a chosen physical activity



show evidence of compositional knowledge in response to different scenarios in challenging, demanding or competitive environments





# Sharing your Planning

- Share your storyboard with another group
- Compare and contrast





# With your Storyboard.....

In your individual groups, using your storyboard, gather footage for your Physical Activity





# Reflection

At this point record any new learning you experienced having gone through the process

Consider.....

- Time to complete
- Things to make sure you include
- Personnel considerations
- Equipment & resources needed
- Safety considerations.



# Scenario 3



Oide





# Key Components of Scenario 3 (1/2)



Oide

The video of the programme, comprising of a series of video clips and six frames, should include evidence of the following:

- Warm-up
- Developmental section, including activities to enhance each component of health- or performance-related fitness (more than one of PRF **or** all of HRF excluding body composition)
- Evidence of an understanding of the principles of training, training zones, thresholds, work-recovery intervals should be included





# Key Components of Scenario 3 (2/2)



Oide

The video of the programme, comprising a series of video clips and six frames should include evidence of the following:

- Each resistance and conditioning activity should include a progression and an adaptation that could be employed to improve outcomes (minimum of 3 repetitions)
- Cool-down section, including the necessary elements of a cool-down
- The video should also demonstrate an awareness of safety, e.g. choice of equipment and its safe use; adherence to the relevant rules, regulations and codes of practice in a fitness training setting.



# Summary - Personal Exercise and Fitness



Oide

## Key Components (to be presented in this order)

- warm up
- one method of 'aerobic' training
- one method of conditioning and resistance training
- cool down

## Be mindful of including:

- HRF or PRF
  - principles of training
  - training zones
  - Thresholds
  - work recovery intervals



## Learners are required to demonstrate knowledge & understanding of :

- progressions and adaptations
- an awareness of safety.

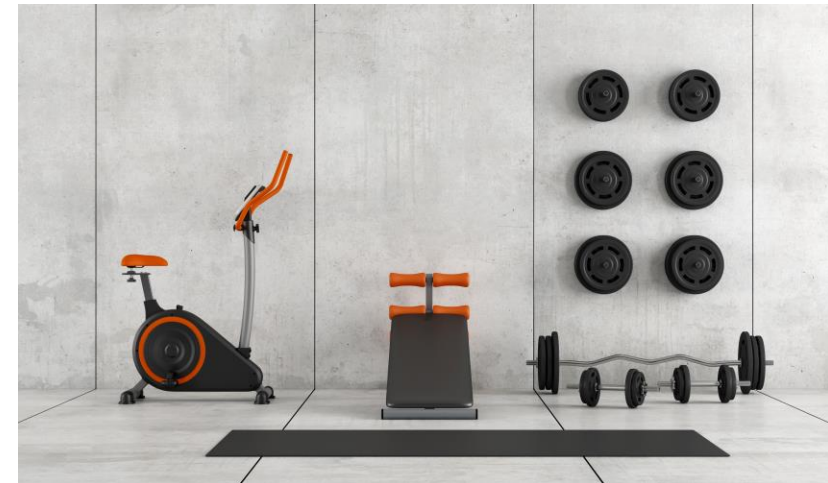
# Scenario 3 - Interrogation Activity



## Instructions

- Review the requirements, as detailed in the Specification, for your student's selected activity from Scenario 3
- Identify each skill in the Specification, clarify what it is and explore how to best showcase it
- Discuss what activities/ exercises could be used to capture your students performing these skills
- Consider the practicalities of organising the class group to ensure the performances are recorded accurately

Record your discussions on page 11 of your booklet.

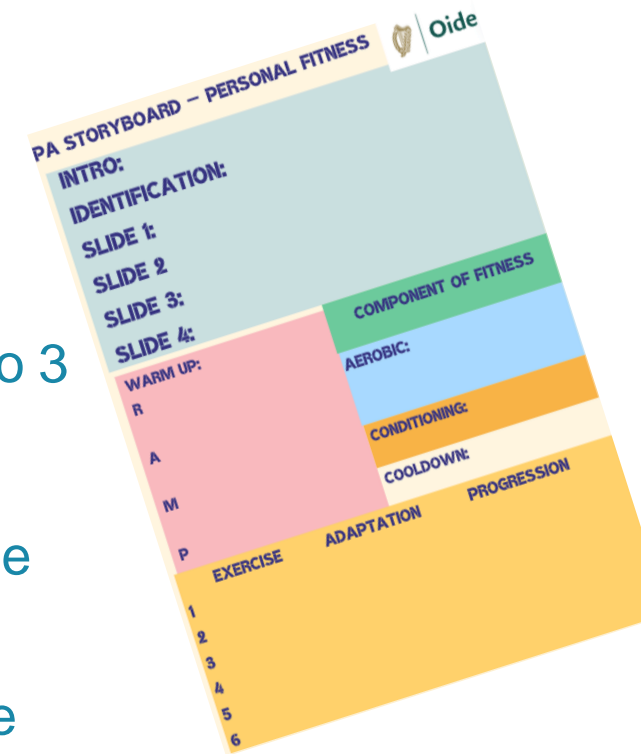


# Storyboarding - Scenario 3



## Things to include in your storyboard

- Use a template from pages 12-13 to discuss, plan and storyboard the structure and footage to be gathered for your activity
- Select a HRF **or** PRF focus and plan a series of exercises to film for Scenario 3
- Identify your warm-up and cool-down
- Choose activities for both aerobic **and** conditioning/resistance elements of the performance
- Identify a baseline activity, a progression and an adaptation for each exercise
- Where appropriate, include evidence of an understanding of the principles of training, training zones, thresholds and work-recovery intervals
- Ensure you display an understanding of any relevant safety precautions, rules and regulations





# Using Your Storyboard - Capturing Footage

## Instructions:

- Work with other participants at your table, select HRF **or** PRF and plan a series of exercises to film for Scenario 3
- Use your storyboard to support you to capture elements of your warm-up and cool-down
- Ensure to have adaptations and progressions for each activity / exercise
- Where appropriate, include evidence of an understanding of the principles of training, training zones, thresholds and work-recovery intervals
- Include an aerobic element
- Ensure you display an understanding of any relevant safety precautions, rules and regulations
- Once you have your plan, start recording your video footage.







Oide

# Gather Video Footage



Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Personal Reflection



Oide

Take some time to individually fill out the personal reflection on page 14 of your booklet.

Consider the following:

What are the key learnings from this activity?

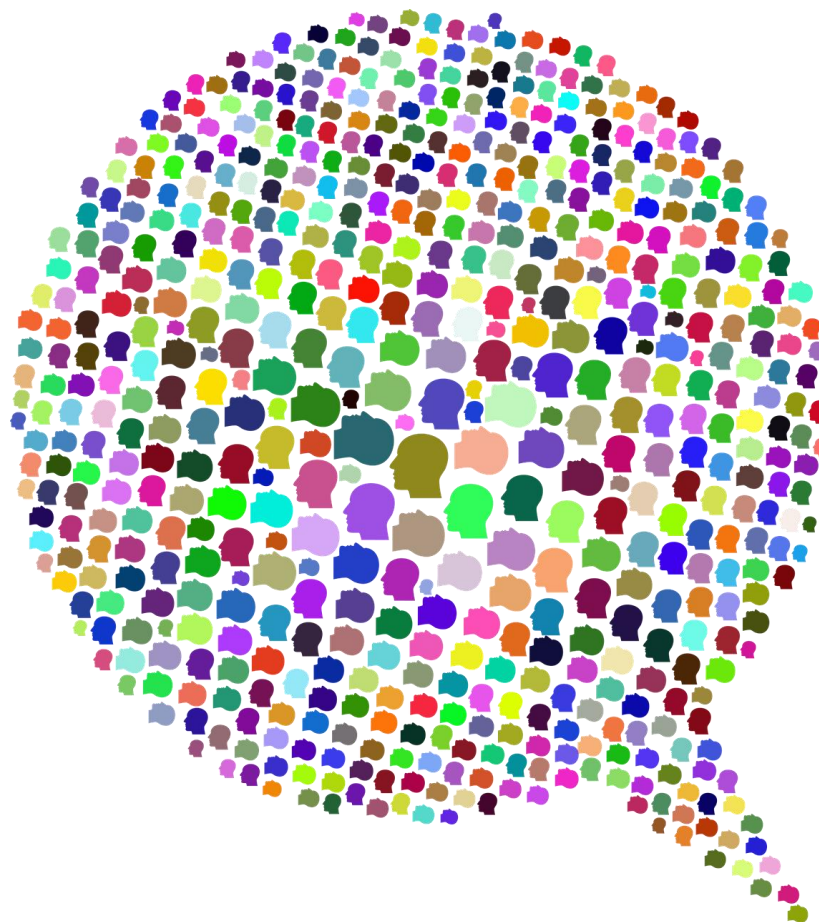
How can this learning be used to support your students through the PA process?







# Reflection and Questions






# Learning Intentions

In this session, we have:



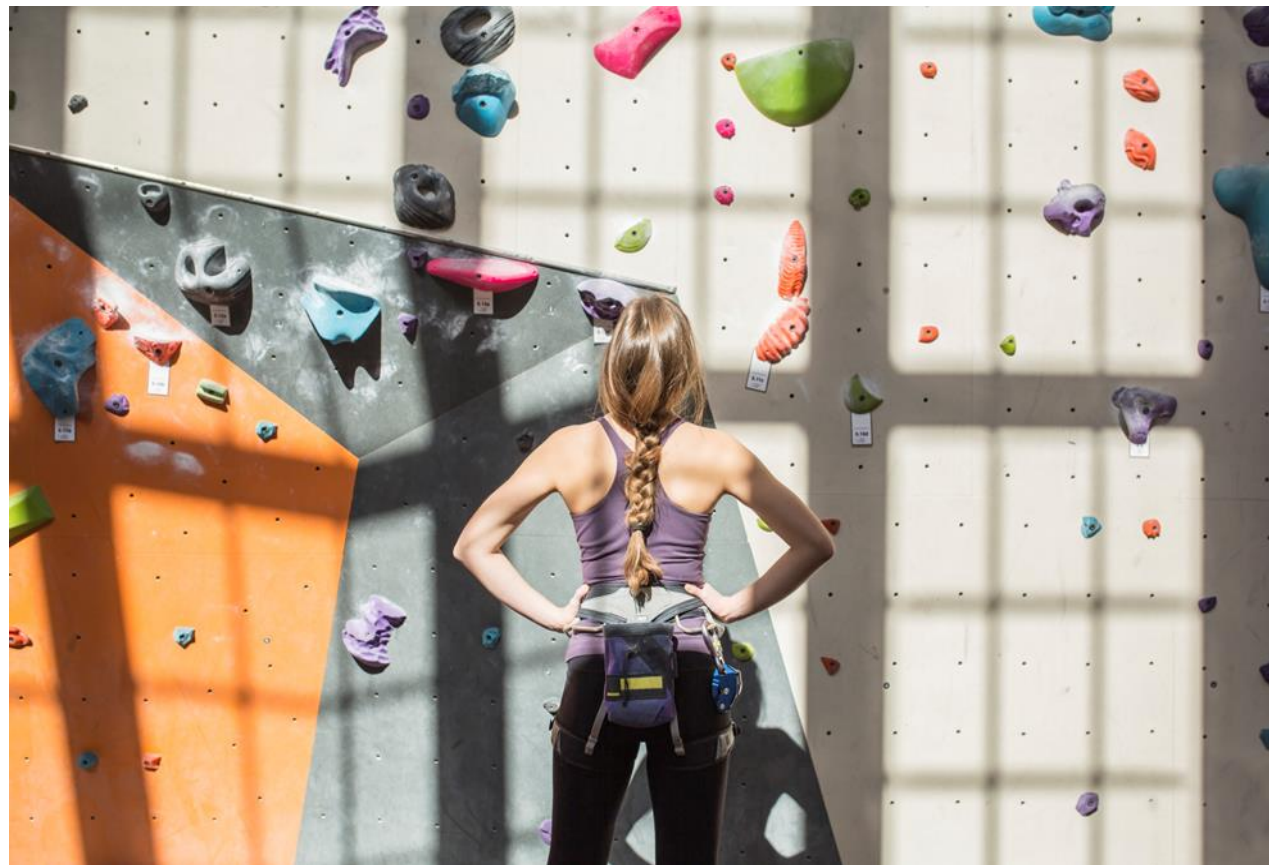
demonstrated an understanding and knowledge of a chosen physical activity



showed evidence of compositional knowledge in response to different scenarios in challenging, demanding or competitive environments



# Session 3





# Learning Intentions



Oide

In this session, we will:



develop competence in editing and publishing video footage to showcase a student's best performance in a chosen physical activity



analyse student work and formulate appropriate feedback to help them progress their learning



# Editing a Performance Assessment





# The Six Slides

What should be included?

How do the slides tell the story of the performance?

Have all the SEC requirements been addressed in the slides?

What are the logistics to consider back in school when developing these six slides?





# The Six Frames - First Frame

*Marks are for the Performance*

## Completion of the Performance Assessment video

- The **first frame of your video must** be an **Introduction** slide which must include **all** of the following information in written form:
  1. Your correct candidate examination number
  2. The physical activity area **and** the precise physical activity that you have selected for your Performance Assessment (**in bold**)
  3. The three physical activities selected by your class
  4. The physical activity area **and** physical activity that your Physical Activity Project was completed on.

The **Introduction Slide** should look, for example, as follows:

### Performance Assessment 2025

- Exam no.: 123456
- **PA activity: Athletics: running: sprints: 400m**  
400m time: 64sec
- Class activities: Athletics: running; sprints  
Aquatics: two strokes  
Games: Invasion: soccer
- PAP activity: *Games: soccer*





# The Six Frames - Second Frame

*Marks are for the Performance*

The **second frame of your video must** be an **Identification** slide which must include **all** of the following information:

1. A means of identifying you in the video, this should be a clear written description
2. A clear image of you, as you appear on the video (and as described in the identifying details). This is to ensure that the examiner can clearly identify you throughout the full performance.

*123456 is wearing a fluorescent yellow bib and a blue helmet*

*Insert photo – taken at time of recording*







# The Six Frames - Frames 3-6

*Marks are for the Performance*

**Additional text frames** to indicate the inclusion of key aspects of performance. The text frames could refer to the following:

- Skill(s) and technique(s) being demonstrated
- Conventions/tactics/strategies/compositional elements/training considerations evident in the recording
- Rules/regulations/codes of practice evident in the recording
- Safe practice in performing





# Frames in the Video (Sprinting)

## 6 Slides - Sample - Scenario 1 (Sprinting - Slide 1)

### Introductory Slide

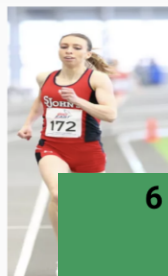
Exam no.: 123456

PA activity: Athletics: running: sprints: 200m

## 6 Slides - Sample - Scenario 1 (Sprinting - Slide 2)

### Identification Slide

123456 is wearing a red vest with a black trim on the side and '172' on the front of the vest. They are also wearing red shorts and white spikes.



## 6 Slides - Sample - Scenario 1 (Sprinting - Slide 5)

### Tactics & Strategies

#### Tactics and Strategies

- I have implemented a pre-race routine to focus myself before the race
- **Start:** I need to ensure I get an explosive start and hold this acceleration phase for the first 50m
- **50-110m** (running off the bend): Maintain speed and run as close as I can to the inside bend and lean into it to ensure I am running the minimum distance
- **110-140m:** 'Re-accelerate'- I need to push hard at this stage of the race
- **140m-end:** I need to stay relaxed and composed, and hold my running technique
- **Finish:** I will lunge towards the line (lean forward with my chest a few metres out from the finishing line) and run through the line.

## 6 Slides - Sample - Scenario 1 (Sprinting - Slide 3)

### Skills and Techniques

Skills and Techniques	Context
Sprint start	Competitive race
Upper body action	Competitive race
Lower body action	Competitive race
Finish	Competitive race
Overall efficiency	Competitive race

## 6 Slides - Sample - Scenario 1 (Sprinting - Slide 4)

### Safe Practice in Performing

#### Sports Specific Sprinting Warm Up

Raise	Activate	Mobilise	Potentiate
<ul style="list-style-type: none"> <li>- Slow jog</li> <li>- Open/close gates</li> <li>- Heel flicks</li> <li>- Toe touches</li> </ul>	<ul style="list-style-type: none"> <li>- Single leg squats</li> <li>- Reverse lunges</li> <li>- Donkey kicks</li> <li>- RDLs</li> <li>- Hip bridges</li> <li>- Leg swings</li> <li>- Resistance band glute walks</li> </ul>	<ul style="list-style-type: none"> <li>- Inchworm</li> <li>- Cobra</li> <li>- Lateral lunges with rotation</li> <li>- Hurdle work (step-overs (A&amp;B), skips, over unders)</li> </ul>	<ul style="list-style-type: none"> <li>- Heel flicks with sprinter arms</li> <li>- Bounds/plyo metrics</li> <li>- High knees (focusing on balls of feet)</li> <li>- Straight leg runs into strides</li> <li>- Acceleration runs</li> </ul>

#### Sports Specific Sprinting Cool Down

Low-intensity exercises	Static stretching	Recovery
<ul style="list-style-type: none"> <li>- 5 minutes</li> <li>- low-intensity jog with a gradual decrease to walking pace</li> <li>- Focus on slowing breathing and heart rate</li> </ul>	<ul style="list-style-type: none"> <li>- 7 minutes</li> <li>- Variety of static stretching to reduce muscle tension, increase muscle relaxation and gradually lower muscle temperature</li> </ul>	<ul style="list-style-type: none"> <li>- High intake of water</li> <li>- High protein meal</li> <li>- Good sleep pattern</li> <li>- Post game reflection</li> <li>- Conversation with coach</li> </ul>

## 6 Slides - Sample - Scenario 1 (Sprinting - Slide 6)

### Rules, Regulations & Codes of Practice

#### Rules and Regulations

All athletes aged u14 upwards must use starting blocks for sprinting disciplines and adopt the correct starting position

First false start leads to disqualification (u16 upwards) (false start is when reaction time is less than 0.12 seconds)

Only 5mm spikes allowed

All athletes must stay in their lane for the duration of the 200m

#### Codes of Practice

**Pre-race** - removal of any potential hazards (track is clear), no gear bags or additional equipment (headphones etc.) are allowed on the track, Covid19 protocols adhered to.

**Post-race** - do not walk back to the start line on the track

**Code of Behaviour**- interact with fellow competitors with mutual respect and fair play, respect officials, shake hands before and after the event

# Frames in the Video (Dance)



## 6 Slides -Sample - Scenario 2 (Slide 1)

### Introductory Slide

Exam no.: 123456

PA activity: Artistic/Aesthetic: Dance: Traditional

Artistic/Aesthetic: Dance: Traditional

## 6 Slides -Sample - Scenario 2 (Slide 2)

### Identification Slide

Candidate 123456 is wearing a maroon dress with white designs around the neck



## 6 Slides -Sample - Scenario 2 (Slide 3)

### Safe Practice

#### Warm Up

#### Cooldown

Raise	Activate	Mobilise	Potentialise
<ul style="list-style-type: none"> <li>- Slow jog</li> <li>- Open/close gates</li> <li>- Heel flicks</li> <li>- Toe touches</li> </ul>	<ul style="list-style-type: none"> <li>- Single leg squats</li> <li>- Reverse lunges</li> <li>- Donkey kicks</li> <li>- RDLs</li> <li>- Hip bridges</li> <li>- Leg swings</li> <li>- Resistance band glute walks</li> </ul>	<ul style="list-style-type: none"> <li>- Inchworm</li> <li>- Cobra</li> <li>- Lateral lunges with rotation</li> <li>- High lunge (use chair for great range of movement)</li> <li>- Banded straight leg pull</li> </ul>	<ul style="list-style-type: none"> <li>- Heavy shoe rounds</li> <li>- Run through of steps (increase intensity and length gradually)</li> </ul>

Low-intensity exercises	Static stretching	Recovery
<ul style="list-style-type: none"> <li>- 5 minutes low-intensity jog with a gradual decrease to walking pace</li> <li>- Focus on slowing breathing and heart rate</li> </ul>	<ul style="list-style-type: none"> <li>- 7 minutes Variety of static stretching to reduce muscle tension, increase muscle relaxation and gradually lower temperature</li> </ul>	<ul style="list-style-type: none"> <li>- High intake of water</li> <li>- High protein meal</li> <li>- Good sleep pattern</li> <li>- Post game reflection</li> <li>- Conversation with coach</li> </ul>

## 6 Slides -Sample - Scenario 2 (Slide 4)

### Individual Dance Heavy Shoe

Element	Individual Dance Heavy Shoe	
Technical Ability	Posture	Stand tall - Arms straight with shoulders back
	Alignment	Neutral
	Coordination	Batter, Trebles
	Balance	Rocks, Twirl on toes
	Strength	Bangs
	Flexibility	Clicks, Cuts
	Mobility/Control	Skips, Drags, Heels

Choreographic Design	Space	10 x 12 Metres
	Levels	Constant
	Pathways	Forwards, Backwards, Diagonal
	Timing	6/8 Timing
	Binary	AAAABB (Left Right Left Right)

Dance Style	Traditional
Props & Music	Props N/A Music - Traditional Irish
Sense of Performance	Interacted with audience

## 6 Slides -Sample - Scenario 2 (Slide 5)

### Group Dance Heavy Shoe

Element	Group Dance Heavy Shoe	
Technical Ability	Posture	Stand tall - Arms straight with shoulders back
	Alignment	Neutral
	Coordination	Batter, Trebles
	Balance	Heels, Twists
	Strength	Bangs
	Flexibility	Kicks of bum
	Mobility/Control	Skips, heels

Choreographic Design	Space	10 x 12 Metres
	Levels	Constant
	Pathways	Forwards, Backwards, Diagonal
	Timing	6/8 Timing
	Relationship	8 Dancers - Partner dance, In
	Canon	Cross Arms
	Unison	Batters, 123's
	Rondo	ABAACDAA (Shuffle reel, heel step, shuffle reel, kissing step, turns, shuffle reel)

Dance Style	Traditional Modern - Hard Shoe
Props & Music	Props N/A Music - Traditional Irish - Lord of the Dance
Sense of Performance	Interacted with audience/Partners - eye contact, smile, kiss & wink

## 6 Slides -Sample - Scenario 2 (Slide 6)

### Codes of Practice

#### Rules and Regulations

- If a dancer fails to start at the correct time after the introduction is played, OR if a dancer stops and does not continue, then this dancer cannot score more than 1 point.
- Any dancer who does a false / early start will be awarded only one point for the round.
- The Step should be the same on both right and left foot. Anything that will not be done on the left foot should not be done on the right foot of the start.
- Specific speed requirements for different sets and reels, jigs, hornpipes etc.
- For costume, dancers should present in appropriate costume (only black leather and black laces for soft shoe and black leather and white strap allowed for hard shoe, stud earring only; no buckles, neckline to collarbone)

#### Code of Conduct

- Be considerate, respectful, and collaborative.
- Refrain from demeaning, discriminatory or harassing behaviour and speech.
- Be mindful of your surroundings and of your fellow participants.
- Participate in an authentic and active way.

# Frames in the Video (PE & F)



## 6 Slides -Sample - Scenario 3 (Slide 1)

### Introductory Slide

Exam Number: 123456

PA activity: Personal exercise and fitness: Health related fitness: weight training and interval training

Class activities:

Athletics: running; sprints

Games/invasion games

## 6 Slides -Sample - Scenario 3 (Slide 2)

### Identification Slide

123456 is wearing grey leggings and a black top.



## 6 Slides -Sample - Scenario 3 (Slide 3)

### Safe Practice

Warm Up	
Stage	Exercises
Raise Heart rate	5 minutes jogging, increasing the pace every minute
Activate muscles	Band walk (Forwards/backwards/Side to side), lunges, Single leg RDL's
Mobilise joints	Leg swings, shoulder rotations, arm swings, push up with shoulder tap, World's greatest stretch
Potentiate	<b>Resistance:</b> Squats, windmill push ups, band clean & press <b>Aerobic:</b> 20m stride outs, Accelerations

Flexibility will be improved during the mobilisation phase of the warm up

Cooldown (at end of video)	
Stages	Activities
Low intensity aerobic exercise	5 minutes jogging, lowering the pace each minute to finish in a walk
Static Stretching,	Pigeon pose Lying torso twist Hip flexor Toe up curb stretch (Calves) Standing (Quadriceps) stretch Modified hurdler (Hamstrings) stretch Standing side bend (Back) Chest opener (Pectorals) Arm across (Shoulders) Elbow up (Triceps)

## 6 Slides -Sample - Scenario 3 (Slide 4)

### Interval Training

Running Intervals		Main exercise
Work	Timing	2 minutes
	Speed	18 km/h
	Target HR zones (bpm)	142-162
	Target HR zones (%)	70-80
	Sets/Reps	1/5
Rest	Timing	1 minute
Work:Rest	Ratio	2:1

## 6 Slides -Sample - Scenario 3 (Slide 5)

### Conditioning Program

Type of exercise	Main exercise (Blue bib)	Weight lifted/ %RM	Adaptation (Red bib)	Weight lifted/ %RM	Progression (Yellow bib)	Weight lifted/ %RM	Sets/ Reps	Component	Rest between sets
Pressing	Push ups	0	Decline push ups	0	Incline push ups	0	3 x 15	Muscular endurance	30 seconds
Extension	Bar dips	0	Bench dips	0	Bar weighted dips	5kg/ 60%	3 x 15	Muscular endurance	30 seconds
Rows	BB Bent over row	50kg/ 60%	DB One arm row	30kg/ 60%	Banded BB bent over row	40kg/ 60%	3 x 15	Muscular endurance	30 seconds
Curl	BB Curls	22kg/ 60%	DB Curls	10kg/ 60%	BB Preacher curl	18kg/ 60%	3 x 15	Muscular endurance	30 seconds
Squat	Goblet squat	50kg/ 84%	Air squat	0	Back BB squat	90kg/ 84%	3 x 6	Muscular strength	2.5 minutes
Lunge	BB Lunges	40kg/ 84%	DB Lunges	15kg/ 84%	Bulgarian split squat	30kg/ 84%	3 x 6	Muscular strength	2.5 minutes

Principles of Training	
Specificity	Rep and set range specific to improve muscular strength & endurance
Progressive overload	Increase weight lifted when able to complete more reps than the planned rep range
Reversibility	Train 3-4 times per week to avoid reversibility
Tedium	Adaptations and progressions to help avoid tedium
Type	Muscular strength & Muscular endurance

## 6 Slides -Sample - Scenario 3 (Slide 6)

### Safety Precautions

**Equipment** - Collars on bars. Equipment not being used, stored away to avoid obstacles.

**Clothing** - Appropriate footwear with laces correctly tied. Shorts and light fabric sports t-shirt worn.

**Assistance** - Spotter for resistance training.

**Training area** - Running track checked and cleared of any obstacles or distractions

**Covid19** - Covid19 protocols adhered to. Equipment wiped down after use. Hand sanitisers used and masks worn.





# Common Errors

- No introductory slide presented stating PAP or PA activity
- Wrong PA physical activity stated on introduction slide
- Introduction slide indicates that PA and PAP are completed in the same physical activity area
- Excess slides: introduction/identification slide + 4 slides only permitted (2024)
- Specific slide requirements for athletics, aquatics, dance, gymnastics and personal exercise and fitness
- Analysis/text outside of permitted slides/voice over/music not permitted\*(permitted for dance)
- Video time exceeds 8 minutes max
- No video collages/images allowed in video
- All skills/techniques required by the specification have not been demonstrated







# A Selection of Video Editing Options

iMovie (Apple)



InShot (Android & Apple)



Capcut (Android & Apple)



# Editing and Publishing



Oide

## Instructions:

- working on your own device (but in your group for support and collaboration)
- develop an appropriate set of slides for your Performance Assessment
- using the data gathered today, edit and package your own video footage recorded
- within your table, seek advice, share ideas and discuss best practice for the LCPE classroom
- Record any notes you may have on pages 16-18 of your workshop booklet





# Participant Video Presentation



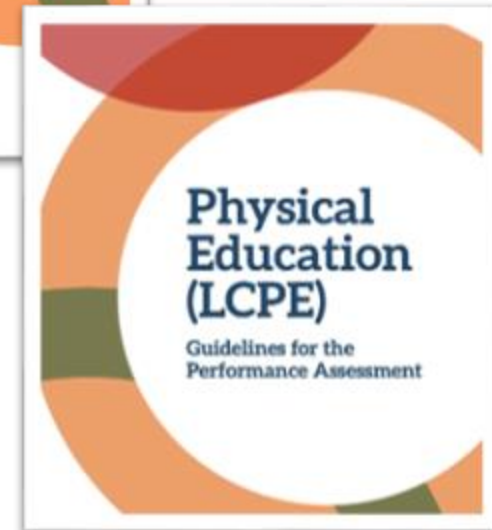
# Advising our Learners



Oide

Watch the following video and record any feedback you would give to the student to progress their learning while referring to page 47 in the specification

- Frame your feedback in a constructive manner, making it relevant to the quality descriptors and time frame for completion
- Record your feedback on page 17 of your booklet





# Sample Cover slides for Performance Assessments

The intro slide for performance assessments for a range of physical activities discussed in the workshop



# Athletics: Running, Sprints, 400m



Oide

## Performance Assessment 2024 Introductory Slide

Exam no.: 123456

**PA activity: Athletics: running: sprints: 400m**

400m time: 51.97 seconds

Class activities:

Athletics: running; sprints

Aquatics: two strokes

Games: invasion: Hurling

PAP activity: Games; GAA Handball

Record the feedback you would give to this student on page 17 of your booklet

# Games: Invasion, Soccer, Outfield



Oide

## Performance Assessment 2025 - Introductory Slide

CANDIDATES NUMBER: **123456**

PERFORMANCE ASSESSMENT (PA) ACTIVITY:

**Games- Invasion- Soccer- Outfield**

- **CLASS ACTIVITIES:** Athletics- Running Middle Distance

Games- Soccer

Personal Exercise & Fitness- Interval & Circuits

**PAP ACTIVITY : ATHLETICS- RUNNING- SPRINTS**

Record the feedback you would give to this student on page 17 of your booklet



## Performance Assessment 2024 - Introductory Slide

CANDIDATES NUMBER:



PHYSICAL ACTIVITY CHOSEN FOR PAP:

**Athletics- Sprinting**

PHYSICAL ACTIVITY SELECTED FOR PERFORMANCE ASSESSMENT:

**ARTISTIC & AESTHETIC ACTIVITIES- DANCE- MODERN**

Record the feedback you would give to this student on page 17 of your booklet



## Performance Assessment 2024

- Candidates number:
- Physical Activity selected for Performance Assessment: **Personal Exercise & Fitness**
- Method of Aerobic Training selected: **Interval Training for HRF**
- Conditioning & Resistance Activity selected: **Circuit Training for HRF**

- Physical Activity Project: Soccer

Record the feedback you would give to this student on page 17 of your booklet





# Advising our Learners

- Frame your feedback in a constructive manner, making it relevant to the quality descriptors and time frame for completion
- Discuss with your group
- Feedback to the wider group
  
- Record your feedback on page 17 of your booklet

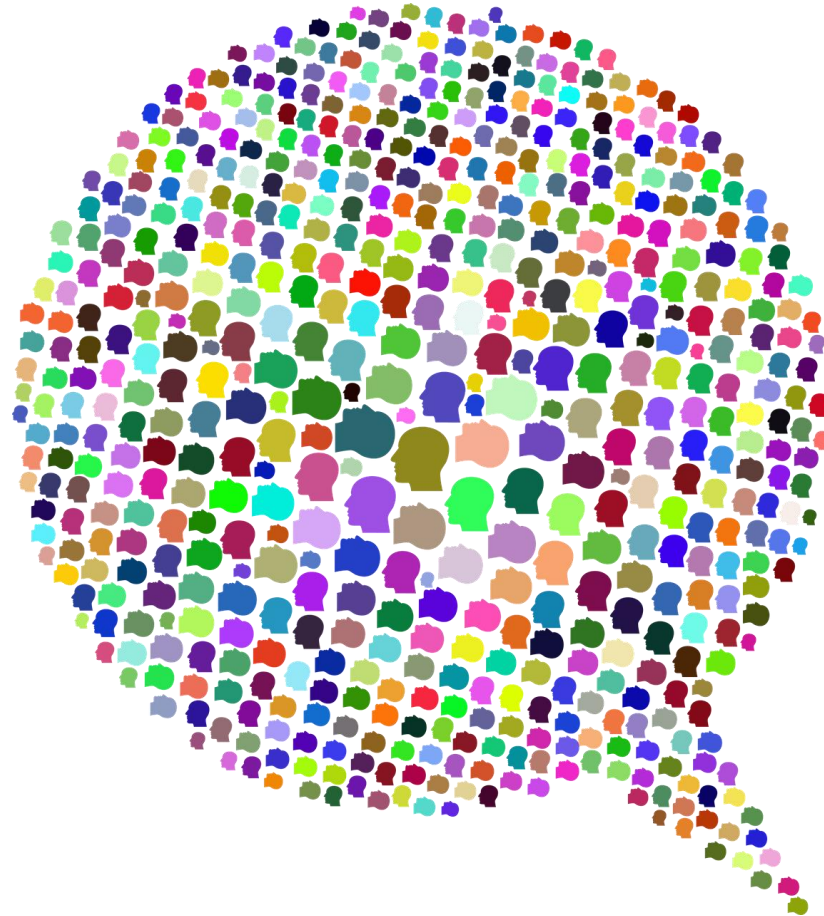




# Share how students could improve



Oide



# Performance Assessment Planning



Oide

In your group, discuss the following:

- What are the important things to consider when facilitating the Performance Assessment with your current 6th year group?
- How will you practically organise your class when your students are gathering footage for their Performance Assessment?
- Discuss a potential timeline and dates for the gathering and editing of this footage to be ready for the 31st March
- Record your plans on page 18 of your booklet



# Learning Intentions



Oide

In this session, we have:



developed competence in editing and publishing video footage to showcase a student's best performance in a chosen physical activity



analysed student work and formulated appropriate feedback to help them progress their learning



# Reasonable Accommodations (SEC)

- 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**

# Performance Assessment - Critical Incident



Oide



Contact SEC



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



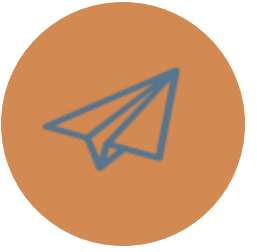
Medically certified



Capture video footage



SEC Performance Assessment Selection Form



**Email:**  
[SchoolsPortal@examinations.ie](mailto:SchoolsPortal@examinations.ie)

**Phone:**  
(090) 6442741





# Sample Slides

- The following slides are hidden and are here for teachers to access when the presentation is shared in pdf format



# Frames in the Video (Sprinting)

**6 Slides - Sample - Scenario 1 (Sprinting - Slide 1)**

## Introductory Slide

Exam no.: 123456

**PA activity: Athletics: running: sprints: 200m**

200m time: 25.91

Class activities:

Athletics: running; sprints

Aquatics: two strokes

Games: invasion: Hurling

PAP activity: Games; GAA Handball

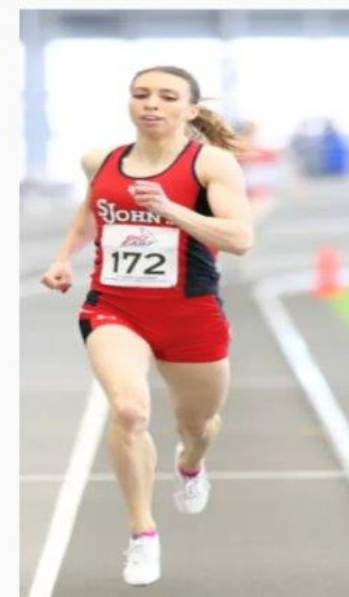


# Frames in the Video (Sprinting)

## 6 Slides - Sample - Scenario 1 (Sprinting - Slide 2)

### Identification Slide

123456 is wearing a red vest with a black trim on the side and '172' on the front of the vest. They are also wearing red shorts and white spikes.





# Frames in the Video (Sprinting)

**6 Slides - Sample - Scenario 1 (Sprinting - Slide 3)**

## Skills and Techniques

Skills and Techniques	Context
Sprint start	Competitive race
Upper body action	Competitive race
Lower body action	Competitive race
Finish	Competitive race
Overall efficiency	Competitive race



# Frames in the Video (Sprinting)

## 6 Slides - Sample - Scenario 1 (Sprinting - Slide 4)

### Safe Practice in Performing

#### Sports Specific Sprinting Warm Up

#### Sports Specific Sprinting Cool Down

Raise	Activate	Mobilise	Potentiate
<ul style="list-style-type: none"> <li>- Slow jog</li> <li>- Open/close gates</li> <li>- Heel flicks</li> <li>- Toe touches</li> </ul>	<ul style="list-style-type: none"> <li>- Single leg squats</li> <li>- Reverse lunges</li> <li>- Donkey kicks</li> <li>- RDLs</li> <li>- Hip bridges</li> <li>- Leg swings</li> <li>- Resistance band glute walks</li> </ul>	<ul style="list-style-type: none"> <li>- Inchworm</li> <li>- Cobra</li> <li>- Lateral lunges with rotation</li> <li>- Hurdle work (step-overs (A&amp;B), skips, over unders)</li> </ul>	<ul style="list-style-type: none"> <li>- Heel flicks with sprinter arms</li> <li>- Bounds/plyometrics</li> <li>- High knees (focusing on balls of feet)</li> <li>- Straight leg runs into strides</li> <li>- Acceleration runs</li> </ul>

Low-intensity exercises	Static stretching	Recovery
<ul style="list-style-type: none"> <li>- 5 minutes</li> <li>- low-intensity jog with a gradual decrease to walking pace</li> <li>- Focus on slowing breathing and heart rate</li> </ul>	<ul style="list-style-type: none"> <li>- 7 minutes</li> <li>- Variety of static stretching to reduce muscle tension, increase muscle relaxation and gradually lower muscle temperature</li> </ul>	<ul style="list-style-type: none"> <li>- High intake of water</li> <li>- High protein meal</li> <li>- Good sleep pattern</li> <li>- Post game reflection</li> <li>- Conversation with coach</li> </ul>





# Frames in the Video (Sprinting)

## 6 Slides - Sample - Scenario 1 (Sprinting - Slide 5)

### Tactics & Strategies

#### Tactics and Strategies

- I have implemented a pre-race routine to focus myself before the race
- **Start:** I need to ensure I get an explosive start and hold this acceleration phase for the first 50m
- **50-110m** (running off the bend): Maintain speed and run as close as I can to the inside bend and lean into it to ensure I am running the minimum distance
- **110-140m:** 'Re-accelerate'- I need to push hard at this stage of the race
- **140m-end:** I need to stay relaxed and composed, and hold my running technique
- **Finish:** I will lunge towards the line (lean forward with my chest a few metres out from the finishing line) and run through the line.



# Frames in the Video (Sprinting)

## 6 Slides - Sample - Scenario 1 (Sprinting - Slide 6)

### Rules, Regulations & Codes of Practice

#### Rules and Regulations

All athletes aged u14 upwards must use starting blocks for sprinting disciplines and adopt the correct starting position

First false start leads to disqualification (u16 upwards) (false start is when reaction time is less than 0.12 seconds)

Only 5mm spikes allowed

All athletes must stay in their lane for the duration of the 200m

#### Codes of Practice

**Pre-race** - removal of any potential hazards (track is clear), no gear bags or additional equipment (headphones etc.) are allowed on the track, Covid19 protocols adhered to.

**Post-race** - do not walk back to the start line on the track

**Code of Behaviour**- interact with fellow competitors with mutual respect and fair play, respect officials, shake hands before and after the event

# Frames in the Video (Dance)



Oide

## 6 Slides -Sample - Scenario 2 (Slide 1)

### Introductory Slide

Exam no.: 123456

**PA activity: Artistic/Aesthetic: Dance: Traditional**

Artistic/Aesthetic: Dance: Traditional

Games: invasion; soccer

Personal Exercise and Fitness: weight training and interval training

PAP activity: Games: soccer



# Frames in the Video (Dance)

## 6 Slides -Sample - Scenario 2 (Slide 2)

### Identification Slide

Candidate 123456 is wearing a maroon dress with white designs around the neck





# Frames in the Video (Dance)

## 6 Slides -Sample - Scenario 2 (Slide 3)

### Safe Practice

#### Warm Up

Raise	Activate	Mobilise	Potentiate
<ul style="list-style-type: none"><li>- Slow jog</li><li>- Open/close gates</li><li>- Heel flicks</li><li>- Toe touches</li></ul>	<ul style="list-style-type: none"><li>- Single leg squats</li><li>- Reverse lunges</li><li>- Donkey kicks</li><li>- RDLs</li><li>- Hip bridges</li><li>- Leg swings</li><li>- Resistance band glute walks</li></ul>	<ul style="list-style-type: none"><li>- Inchworm</li><li>- Cobra</li><li>- Lateral lunges with rotation</li><li>- High lunge (use chair for great range of movement)</li><li>- Banded straight leg pull</li></ul>	<ul style="list-style-type: none"><li>- Heavy shoe rounds</li><li>- Run through of steps (increase intensity and length gradually)</li></ul>

#### Cooldown

Low-intensity exercises	Static stretching	Recovery
<ul style="list-style-type: none"><li>- 5 minutes</li><li>- low-intensity jog with a gradual decrease to walking pace</li><li>- Focus on slowing breathing and heart rate</li></ul>	<ul style="list-style-type: none"><li>- 7 minutes</li><li>- Variety of static stretching to reduce muscle tension, increase muscle relaxation and gradually lower muscle temperature</li></ul>	<ul style="list-style-type: none"><li>- High intake of water</li><li>- High protein meal</li><li>- Good sleep pattern</li><li>- Post game reflection</li><li>- Conversation with coach</li></ul>





# Frames in the Video (Dance)

## 6 Slides - Sample - Scenario 2 (Slide 4)

### Individual Dance Heavy Shoe

Element	Individual Dance Heavy Shoe	
Technical Ability	Posture	Stand tall - Arms straight with shoulders back
	Alignment	Neutral
	Coordination	Batter, Trebles
	Balance	Rocks, Twirl on toes
	Strength	Bangs
	Flexibility	Clicks, Cuts
	Mobility/Control	Skips, Drags, Heels

Choreographic Design	Space	10 x 12 Metres
	Levels	Constant
	Pathways	Forwards, Backwards, Diagonal
	Timing	6/8 Timing
	Binary	AAAABB (Left Right Left Right)

Dance Style	Traditional Heavy Shoe
Props & Music	Props N/A Music - Traditional Irish - The Piper
Sense of Performance	Interacted with audience - eye contact



# Frames in the Video (Dance)

## 6 Slides -Sample - Scenario 2 (Slide 5)

### Group Dance Heavy Shoe

Element	Group Dance Heavy Shoe	
Technical Ability	Posture	Stand tall - Arms straight with shoulders back
	Alignment	Neutral
	Coordination	Batter, Trebles
	Balance	Heels, Twists
	Strength	Bangs
	Flexibility	Kicks of burn
	Mobility/Control	Skips, heels

Choreographic Design	Space	10 x 12 Metres
	Levels	Constant
	Pathways	Forwards, Backwards, Diagonal - Arc
	Timing	6/8 Timing
	Relationship	8 Dancers - Partner dance, Individual
	Canon	Cross Arms
	Unison	Batters, 123's
	Rondo	ABAACDAA (Shuffle reel, heel step, shuffle reel, kissing step, turns, shuffle reel)

<b>Dance Style</b>	Traditional Modern - Hard Shoe
<b>Props &amp; Music</b>	Props N/A Music - Traditional Irish - Lord of the Dance
<b>Sense of Performance</b>	Interacted with audience/Partners - eye contact, smile, kiss & wink



# Frames in the Video (Dance)

## 6 Slides -Sample - Scenario 2 (Slide 6)

### Codes of Practice

#### Rules and Regulations

- If a dancer fails to start at the correct time after the introduction is played, OR if a dancer stops and does not continue, then this dancer cannot score more than 1 point.
- Any dancer who does a false / early start will be awarded only one point for the round.
- The Step should be the same on both right and left foot. Anything that will not be done on the left foot should not be done on the right foot of the start.
- Specific speed requirements for different sets and reels, jigs, hornpipes etc.
- For costume, dancers should present in appropriate costume (only black leather and black laces for soft shoe and black leather and white strap allowed for hard shoe, stud earring only, no buckles, neckline to collarbone

#### Code of Conduct

- Be considerate, respectful, and collaborative.
- Refrain from demeaning, discriminatory or harassing behaviour and speech.
- Be mindful of your surroundings and of your fellow participants.
- Participate in an authentic and active way.

# Frames in the Video (Scenario 3)



Oide

## 6 Slides -Sample - Scenario 3 (Slide 1)

### Introductory Slide

Exam Number: 123456

**PA activity: Personal exercise and fitness: Health related fitness: weight training and interval training**

Class activities:

Athletics: running; sprints

Games: invasion; soccer

Personal Exercise and Fitness: Health related fitness: weight training and interval training

PAP Activity: Athletics: Throwing: Javelin



# Frames in the Video (Scenario 3)

**6 Slides -Sample - Scenario 3 (Slide 2)**

## Identification Slide

123456 is wearing grey leggings and a black top.







# Frames in the Video (Scenario 3)

## 6 Slides -Sample - Scenario 3 (Slide 3)

### Safe Practice

Warm Up	
Stage	Exercises
Raise Heart rate	5 minutes jogging, increasing the pace every minute
Activate muscles	Band walk (Forwards/backwards/Side to side), lunges, Single leg RDL's
Mobilise joints	Leg swings, shoulder rotations, arm swings, push up with shoulder tap, World's greatest stretch
Potentiate	<u>Resistance:</u> Squats, windmill push ups, band clean & press <u>Aerobic:</u> 20m stride outs, Accelerations

Flexibility will be improved during the mobilisation phase of the warm up

Cooldown (at end of video)	
Stages	Activities
Low intensity aerobic exercise	5 minutes jogging, lowering the pace each minute to finish in a walk
Static Stretching, Hold each stretch for 30 seconds each side	Pigeon pose Lying torso twist Hip flexor Toe up curb stretch (Calves) Standing (Quadriceps) stretch Modified hurdler (Hamstrings) Standing side bend (Back) Chest opener (Pectorals) Arm across (Shoulders) Elbow up (Triceps)



# Frames in the Video (Scenario 3)

## 6 Slides -Sample - Scenario 3 (Slide 4)

### Interval Training

Running Intervals		Main exercise
Work	Timing	2 minutes
	Speed	18 km/h
	Target HR zones (bpm)	142-162
	Target HR zones (%)	70-80
	Sets/Reps	1/5
Rest	Timing	1 minute
Work:Rest	Ratio	2:1



# Frames in the Video (Scenario 3)

## 6 Slides - Sample - Scenario 3 (Slide 5)

### Conditioning Program

Type of exercise	Main exercise (Blue bib)	Weight lifted/ %RM	Adaptation (Red bib)	Weight lifted/ %RM	Progression (Yellow bib)	Weight lifted/ %RM	Sets/ Reps	Component	Rest between sets
Pressing	Push ups	0	Decline push ups	0	Incline push ups	0	3 x 15	Muscular endurance	30 seconds
Extension	Bar dips	0	Bench dips	0	Bar weighted dips	5kg/ 60%	3 x 15	Muscular endurance	30 seconds
Rows	BB Bent over row	50kg/ 60%	DB One arm row	30kg/ 60%	Banded BB bent over row	40kg/ 60%	3 x 15	Muscular endurance	30 seconds
Curl	BB Curls	22kg/ 60%	DB Curls	10kg/ 60%	BB Preacher curl	18kg/ 60%	3 x 15	Muscular endurance	30 seconds
Squat	Goblet squat	50kg/ 84%	Air squat	0	Back BB squat	90kg/ 84%	3 x 6	Muscular strength	2.5 minutes
Lunge	BB Lunges	40kg/ 84%	DB Lunges	15kg/ 84%	Bulgarian split squat	30kg/ 84%	3 x 6	Muscular strength	2.5 minutes

Principles of Training	
Specificity	Rep and set range specific to improve muscular strength & endurance
Progressive overload	Increase weight lifted when able to complete more reps than the planned rep range
Reversibility	Train 3-4 times per week to avoid reversibility
Tedium	Adaptations and progressions to help avoid tedium
Type	Muscular strength & Muscular endurance



# Frames in the Video (Scenario 3)

## 6 Slides -Sample - Scenario 3 (Slide 6)

### Safety Precautions

**Equipment** - Collars on bars. Equipment not being used, stored away to avoid obstacles.

**Clothing** - Appropriate footwear with laces correctly tied. Shorts and light fabric sports t-shirt worn.

**Assistance** - Spotter for resistance training.

**Training area** - Running track checked and cleared of any obstacles or distractions

**Covid19** - Covid19 protocols adhered to. Equipment wiped down after use. Hand sanitisers used and masks worn.