



NCCA

An Chomhairle Náisiúnta
Cúraclaim agus Measúnachta
National Council for
Curriculum and Assessment



**UNIVERSITY OF
LIMERICK**
OLLSCOIL LUIMNIGH

LEAVING CERT PHYSICAL EDUCATION

Resource

LEAVING CERT
PHYSICAL EDUCATION

1

INTRODUCTION

Introduction

These materials are designed to support teachers in teaching and assessing the learning outcomes of Leaving Certificate Physical Education (LCPE). The ideas, examples, and resources provided are not prescriptive. Teachers will design many other ways of facilitating students' achievement of the learning outcomes and how they demonstrate achievement of them.

Each of the ten LCPE topics are developed around a common template that includes:

- A table outlining the topic (what students learn about and what students should be able to do following the unit of learning).
- A table that provides examples of learning activities that might help students achieve each learning intention, a list of the learning intentions for the topic, and resources the teacher might find useful in designing and delivering teaching.

The learning activities are designed in a linear format to help teachers come to understand each of the learning intentions. It is important to recognise that these are examples and not meant to be inclusive or show links between and across other topics and learning intentions. Activities reflect what the student does (not the teacher) and are aligned with the learning intention (at least one activity provided per intention). Each activity has been designed at a level of expectation that is consistent in terms of age, content, and pitch.

Resources cover a broad spectrum of activity areas, are intended for the teacher (he/she may determine if they are passed on to students), should be clearly linked to the learning intention, and in many cases reflect an international flavour yet are not specific to any one country.

Formative assessment tasks are included to provide ideas on how to support learning during the learning process. In some instances, the learning activity might also be formative assessment. Summative assessments that will allow students to provide evidence of their learning from each topic are highlighted. Where formative and/or summative assessments are suggested, teachers will need to design success criteria to meet the context of the school and unit of learning.

LEAVING CERT
PHYSICAL EDUCATION

2

TOPICS OF STUDY

STRUCTURE

The specification is presented in two strands. In strand 1, students learn about different theoretical perspectives that impact on optimum performance and how to apply this understanding to a range of different activities. In strand 2, students learn about contemporary issues in physical activity and how different people experience physical activity and sport.

Learners' physically active participation is central to teaching and learning in Leaving Certificate Physical Education. To enable this to happen, students learn about the different theoretical perspectives through their participation in three different physical activities.

In this resource you will find links to external websites. These links are being provided as a convenience and for informational purposes only. Any comments or enquiries regarding the linked websites or their content should be directed to the owners of the other websites. External links are selected and reviewed when the resource is published. Although we make every effort to ensure these links are accurate, up to date and relevant, NCCA is not responsible for any of the content of external websites, or the accuracy of such content. If you come across any external links that don't work, please feel free to let us know at info@ncca.ie and we will update or remove the link accordingly.

TOPIC 1

LEARNING AND
IMPROVING SKILL
AND
TECHNIQUE

TOPIC 2

PHYSICAL AND
PSYCHOLOGICAL
DEMANDS OF
PERFORMANCE

TOPIC 3

STRUCTURE,
STRATEGIES, ROLES
AND
CONVENTIONS

TOPIC 4

PLANNING
FOR
OPTIMUM
PERFORMANCE

TOPIC 5

PROMOTING
PHYSICAL
ACTIVITY

TOPIC 6

ETHICS
AND
FAIRPLAY

TOPIC 7

PHYSICAL
ACTIVITY
AND INCLUSION

TOPIC 8

TECHNOLOGY,
MEDIA AND
SPORT

TOPIC 9

GENDER
AND
PHYSICAL ACTIVITY

TOPIC 10

BUSINESS AND
ENTERPRISE IN PHYSICAL
ACTIVITY AND SPORT

In planning for optimum performance, the learner requires a wide range of skills and techniques and the ability to make the right choices about which ones to use, when and where. Through topic 1, students will identify the different skills and techniques that are central to a successful performance in the context of the selected three physical activities being studied. They will also learn to analyse their own level of skill and technique and to plan for improvement.

CONTENT AND LEARNING OUTCOMES FOR TOPIC 1: LEARNING AND IMPROVING SKILL AND TECHNIQUE

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
1.1 Defining a skilled performance	<ul style="list-style-type: none"> • identify the characteristics of a skilled performance • discuss the difference between skill and ability
1.2 Analysing skill and technique	<ul style="list-style-type: none"> • analyse selected skills and techniques from the following perspectives: <ul style="list-style-type: none"> – biomechanical; planes and axes, levers – movement; vectors and scalars, Newton's laws of motion – quality/effectiveness; economy of movement, creative application of skill
1.3 Skill acquisition	<ul style="list-style-type: none"> • outline the stages of learning a new skill • describe how skills are learned effectively • design practice schedules incorporating the principles of effective practices and a variety of practice methods

CONTENT AND LEARNING OUTCOMES FOR TOPIC 1: LEARNING AND IMPROVING SKILL AND TECHNIQUE

Examples of learning activities that might be used for students to achieve the learning intentions and resources that teachers might find useful in the teaching and learning process. Keep in mind that these are examples and not meant to be inclusive or show links between and across other topics and learning intentions. Where formative assessments are suggested, teachers will need to design success criteria to meet the context of the school and unit of learning.

Possible Learning Activities	Learning Intentions	Useful Resources
<p>1.1 Defining a skilled performance</p> <p>Within one/each of their three chosen activities, students will:</p> <p>(a) identify all of the skills involved within the activity (e.g., Gaelic football: catch, kick, handpass, hop, solo, pick up, block, etc); and (b) select one of the skills and identify examples of skilled performances (e.g., video clip from YouTube, pictures etc..) with the core principles responsible for a successful performance identified.</p> <p>Host a debate on the extent to which genetics matters in sport: can anyone become an expert with the right environment and experiences, or do you need to have the right genes too? To inform their debate, students could look for examples from the autobiographies of (or magazine articles on) sports stars from their chosen activities that suggest an influence of nature (e.g., limited practice before initial success) or environment (e.g., extensive practice).</p>	<p>Students should be able to:</p> <p>Identify the characteristics of a skilled performance.</p> <p>Students should be able to: discuss the difference between skill and ability.</p>	<p>Different types of skills have different implications for practice. This video provides an introduction to the different classifications of skills. Teachers' will adapt the content to their class.</p> <p>Examples of skilled performance:</p> <p>Example 1: <u>Peter Duggan point</u></p> <p>Example 2: <u>Eoin Morgan reverse sweep</u></p> <p>Example 3: <u>O'Driscoll rugby pass to self</u></p> <p>Example 4: <u>LeBron James basketball pass to self</u></p> <p>Supporting Videos if required:</p> <p>Many national governing bodies for sport provide guides to the core skills and techniques within their sports:</p> <ul style="list-style-type: none"> • <u>Teicnic Badminton</u> • <u>Learning.GAA.ie</u> • <u>Irish hockey</u> <p>Free technique analysis software is available from <u>Kinovea</u></p> <p>A conversation between Malcolm Gladwell and David Epstein on the making of the modern athlete is available <u>here</u>.</p> <p>The genetic secret of an elite sportsperson: <u>the Eero Mantyranta story</u>.</p> <p>A more complex article, but one which contains an excellent explanation of the role of genes in the development of athletes, is available <u>here</u>.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 1: LEARNING AND IMPROVING SKILL AND TECHNIQUE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>The second hypothesised characteristic of abilities is that they are “general”; that is, each ability underpins performance on a range of specific tasks. Students could explore this hypothesis in relation to balance by: (a) researching 3–4 of balance tests that they might try; (b) organizing and running a testing session where they record their performance on these balance tests; and (c) graphing the results (x-axis test 1; y-axis test 2 and so on) to see if there is evidence of general balance ability (points cluster along a diagonal line) or not (random cloud of points).</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>		<p>A range of test protocols (including for balance) are available from TopEndSports.</p> <p>A discussion of general abilities is available here. This discussion focuses on eye hand coordination, which is also feasible for students to test for this topic using basic equipment (e.g., TopEndSports; Speed stacking).</p>
<p>1.2 Analysing skill and technique</p> <p>Students are asked to develop and present an argument about the statement: “Technique is not important as long as the performer is continuously successful”. Considerations could include: motion dynamics (Newton’s laws of motion); short term movement effectiveness (i.e., outcome achieved currently); long term movement effectiveness (i.e., will the outcome still be achieved playing at another level of the game (e.g., against taller opponents).</p>	<p>Students should be able to:</p> <p>Analyse selected skills and techniques from the following perspectives:</p> <ul style="list-style-type: none"> • biomechanical; planes and axes, levers • movement; vectors and scalars, Newton’s laws of motion • quality/effectiveness; economy of movement, creative application of skill. 	<p>The debate might be stimulated by examples of unorthodox techniques that appear unusual but seem to work for the individuals.</p> <p>The debate could be further stimulated by this example from high jumping where poor technique (excessive pronation of the ankle) predisposes the athlete to injury over the long term (repetitive strain injury).</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 1: LEARNING AND IMPROVING SKILL AND TECHNIQUE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students are asked to identify (e.g., YouTube videos) examples from their chosen physical activities which illustrate examples of movement core principles (e.g., Newton's Three Laws of Motion).</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>		<p>A basic example of matching Newton's laws to sporting actions is available here.</p> <p>Physio-pedia provides an introduction to some biomechanics terminology within a sporting context.</p> <p>Refreshers on basic principles of physics are available from Khan Academy (e.g., vectors and scalars).</p>
<p>1.3 Skill acquisition</p> <p>Students will define the stages of learning, list the characteristics and apply to three activities of your choice.</p> <p>Each student has to perform: (a) a skill they can do very well; and (b) a brand new skill they cannot do yet (each person is therefore both skilled and unskilled). Students compare and contrast:</p> <ul style="list-style-type: none"> • What does each skill look like? • What does each skill feel like? • What were you thinking about in each skill? <p>Use the answers to these questions to create a map of the stages of learning a new skill.</p>	<p>Students should be able to:</p> <p>Outline the stages of learning a new skill.</p>	<p>Partner juggling can progress from two students throwing and catching a single ball to more complex patterns, as demonstrated here.</p> <p>Partner juggling can progress from two students throwing and catching a single ball to more complex patterns, as demonstrated here.</p> <p>Progression and differentiation for the 3 ball cascade can be fine here:</p> <ul style="list-style-type: none"> • Juggling video 1 • Juggling video 2 • Juggling video 3

CONTENT AND LEARNING OUTCOMES FOR TOPIC 1: LEARNING AND IMPROVING SKILL AND TECHNIQUE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>The stages the students devise can then be compared with either Gentile’s Two Stage Model of Motor Learning (Getting the idea of the movement; Fixation/Diversification), or Fitts and Posner’s Three Stage Model of Motor Learning (Cognitive, Associative, Autonomous).</p> <p>Demonstrate a variety of simple catching and more complex juggling tasks that might be used to illustrate this activity (see juggling resources). Basic gymnastics tasks also offer useful progressions in complexity. Alternatively, learners can chose skills from their physical activities.</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>		<p>An excellent introduction to the models of Fitts & Posner, and of Gentile, is available here.</p> <p>Explanation of the Newell’s Model can be found here.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 1: LEARNING AND IMPROVING SKILL AND TECHNIQUE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students will explain the terms “deliberate practice”, “random and blocked practice”, “massed and distributed practice”, as well as Singer’s Five Step Learning Strategy.</p> <p>Students audit their/another learner’s practice of a skill from one of their physical activities (e.g., basketball free throws). This audit should involve identifying the learner’s observable behaviours (i.e., movement outcomes of the given skill; e.g., any consistent actions before the shot). The students then compare learners’ behaviour to one or more sets of guidelines on effective practice such as:</p> <ul style="list-style-type: none"> • the types of practice (random, blocked, massed, distributed) • the characteristics of Deliberate Practice, • the steps involved in Singer’s Five Step Learning strategy, <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Describe how skills are learned effectively.</p>	<p>A description of the characteristics of deliberate practice is available here.</p> <p>An alternative introduction to deliberate practice is available here.</p> <p>An introduction to Singer’s Five Step Strategy is available here.</p> <p>Students might also consider which of the 4 Coaching Zones (see page 8 of this resource from Sport Ireland Coaching) their practice involved.</p> <p>Types of practice are explained on page 4 of this resource from Sport Ireland Coaching.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 1: LEARNING AND IMPROVING SKILL AND TECHNIQUE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Using the Athletics 365 weblink, students review the concept of designing a progressive series of activities to test and develop motor skill. From this, students should work in small groups to design a similar progressive series of exercises for one of their chosen physical activities.</p> <p>Scenario planning: in small groups, students could be assigned to a scenario pertinent to their chosen physical activity (e.g., basketball club training, 11 year olds, small gym with 2 baskets). Students are required to devise a session plan, and then present and justify this session plan to their peers (i.e., what activities, what sequence of activities, etc). In addition to class members, a local sports coach may be invited to observe the presentations and provide feedback to the students.</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Design practice schedules incorporating the principles of effective practices and a variety of practice methods</p>	<p>The Athletics 365 resource from UK Athletics illustrates a progressive range of tasks relating to specific events (e.g., long jump) and basic movement competence (e.g., agility) which can be used as an exemplar for students designing progressive exercises within their chosen activities. Athletics 365 also provide <u>example training programmes and sessions</u>.</p> <p>If students wish to use Athletics 365 within section 1.2, then these <u>assessment sheets</u> may be of use.</p> <p>A useful video illustrating a progressive series of practice activities for javelin throwing is available <u>here</u>.</p> <p>Various organizations provide example session plans, such as <u>iCoachKids</u> or <u>Scottish Athletics</u>. Alternatively, the GAA provides an <u>interactive session planner</u>.</p> <p>A poster summarising the practice design used by Gaelic football coaches is available <u>here</u>, and can be used to encourage students to consider what questions to ask when designing practice sessions (e.g., what activity first; how much game play; etc).</p>

Examples of possible assessments that will allow students to provide evidence of their learning from Topic 1 - Learning and improving skill and technique

CONTENT AND LEARNING OUTCOMES FOR TOPIC 1: LEARNING AND IMPROVING SKILL AND TECHNIQUE

<p>How will students show evidence of learning</p> <p>In order to identify the different skills and techniques that are central to a successful performance and to analyse their own level of skill and technique, students will develop a report on their performance within one chosen physical activity. The report will:</p> <ul style="list-style-type: none"> • Identify and explain the various skills of the game, • Explain how skilled performance was assessed, and why it was assessed in this way, • Present a detailed assessment of performance, including video or images as appropriate • Identify a priority for development, explaining why this element is a priority 	<p>What am I looking for? Sample criteria for success</p> <ul style="list-style-type: none"> • Clear explanation of the core skills and techniques within the chosen physical activity, and how these skills relate to overall performance • Knowledge of how to analyse technique effectively • Ability to collect and descriptively analyse their data • Ability to identify and prioritise an area for further development
<p>Students will deliver a presentation on their research on practice habits of young athletes. Specifically, students will:</p> <ul style="list-style-type: none"> • Describe how skills are learned effectively, • Describe myths about how skills are learned, • Describe how they devised and administered the survey, • Describe the results of the survey, • Suggest practical implications from their research, and how they will disseminate this information. 	<ul style="list-style-type: none"> • Identification and clear explanation of how skills are learned effectively • Ability to collect and descriptively analyse their data • Ability to draw logical conclusions and recommendations around effective practice for athletes and coaches in their chosen sport

Students will learn how physical activity places different demands on the body and how to apply, assess and improve them for the three physical activities specifically. The different demands include

- 1) health-related fitness,
- 2) performance-related fitness,
- 3) psychological preparation,
- 4) appropriate diet, and 5) nutrition

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
2.1 Physical fitness	<ul style="list-style-type: none"> • discuss the difference between health- and performance-related fitness
2.2 Health-related fitness	<ul style="list-style-type: none"> • define the components of health-related fitness: cardio-respiratory endurance, muscular endurance, strength, flexibility and body composition
2.3 Performance-related fitness	<ul style="list-style-type: none"> • define the components of performance-related fitness: agility, balance, coordination, power, speed and reaction time
2.4 Application of health and performance related components of fitness	<ul style="list-style-type: none"> • examine the extent to which different components of health- and performance-related fitness are important in the selected physical activities • research ways in which health- and performance-related fitness can be developed in a demanding practice context • design a combined approach to health-related fitness and performance related fitness training
2.5 Assessment of health and performance related components of physical fitness	<ul style="list-style-type: none"> • design a fitness test battery for a physical activity based on an analysis of the particular fitness demands of the activity • evaluate the principles of training from a performance perspective apply the FITT formula to each component of physical fitness
2.6 Designing a fitness plan	<ul style="list-style-type: none"> • compare different methods of physical fitness training in the context of the three selected physical activities • discuss approaches to training in the activity and outside the activity • use the fitness test data to design a physical fitness programme for a selected physical activity suggest strategies to support recovery and adaptation following competition/performance and training. demonstrate an understanding of periodisation in the design of training programmes

Students will learn how physical activity places different demands on the body and how to apply, assess and improve them for the three physical activities specifically. The different demands include

- 1) health-related fitness,
- 2) performance-related fitness,
- 3) psychological preparation,
- 4) appropriate diet, and 5) nutrition

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

STUDENTS SHOULD BE ABLE TO	STUDENTS LEARN ABOUT
<ul style="list-style-type: none"> • discuss the ways in which different psychological factors including confidence, anxiety, motivation, concentration and feedback impact on practice and performance • evaluate strategies to enhance confidence, motivation and concentration before, during and after practice sessions and/or performance • discuss different types of feedback and their importance in selected practices and/or performance • analyse strategies to improve mental preparedness for before, during and after practice/performance in physical activity • design a personal action plan, including a rationale, to support a positive psychological disposition before, during and after performance 	<p>2.7 Psychological preparation</p>
<ul style="list-style-type: none"> • examine the nutritional considerations for before, during and after performance in physical activity • discuss the importance of hydration in different physical activities and settings • discuss the role and challenges of using sports supplements, including sports drinks, in physical activity • analyse the role and relative contribution of the energy systems in relation to duration, intensity and type of activity • explain how an understanding of the different energy systems can inform preparation for practice, performance and recovery • design a dietary plan, including a rationale, for one selected physical activity 	<p>2.8 Diet and nutrition</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Examples of learning activities that might be used for students to achieve the learning intentions and resources that teachers might find useful in the teaching and learning process. Keep in mind that these are examples and not meant to be inclusive or show links between and across other topics and learning intentions. Where formative assessments are suggested, teachers will need to design success criteria to meet the context of the school and unit of learning.

Possible Learning Activities	Learning Intentions	Useful Resources
<p>2.1 Physical fitness</p> <p>Prior to attending class, students will engage in a flipped classroom task requiring them to research and identify a definition for the term ‘fitness’ and what HRF and PRF mean in their physical education context.</p> <p>In small groups, students will share their definitions for fitness, HRF and PRF. As a group they will decide on the most appropriate definition</p>	<p>Students should be able to:</p> <p>Discuss the difference between health- and performance-related fitness</p>	<p><u>Health Related-Fitness components</u> briefly defined and explained: <u>Performance Related-Fitness components</u> briefly defined and explained</p>
<p>2.2 Health-related fitness (HRF)</p> <p>Drawing on their previously researched and definition for health related fitness, students will be called upon to introduce and explain each term. A full class discussion will ensure a broad understanding of the concepts.</p>	<p>Students should be able to:</p> <p>Define the components of health-related fitness: cardio-respiratory endurance, muscular endurance, strength, flexibility and body composition.</p>	<p><u>Health Related-Fitness components</u> briefly defined and explained</p>
<p>2.3 Performance-related fitness (PRF)</p> <p>Drawing on their previously researched and definition for performance related fitness, students will be called upon to introduce and explain each term. A full class discussion will ensure a broad understanding of the concepts.</p>	<p>Students will be able to:</p> <p>Define the components of performance-related fitness: agility, balance, co-ordination, power, speed and reaction time.</p>	<p><u>Performance Related-Fitness components</u> briefly defined and explained</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>2.4 Application of health- and performance-related components of fitness</p> <p>In pairs students select one known elite performer from each of the three PA areas they have studied for their LC. For each performer, students identify the top four components of fitness essential for this athlete. This task is completed with a full class discussion around the rationale for various decisions.</p>	<p>Students should be able to:</p> <p>Examine the extent to which different components of health- and performance-related fitness are important in the selected physical activities</p>	<p>Examples of worksheets on health and performance related fitness components available here.</p> <p>Useful information on health and performance related components of fitness available here.</p>
<p>In small groups students refresh their understanding of the various components of both health and performance related fitness, and discuss why each component falls into the category that it does.</p> <p>Using a case-study based approach students' conduct research on any professional athlete/team/club they choose, examining through a needs analysis the components of health and performance related fitness that are most important for that sport, and how individuals in that professional environment develop the selected components.</p> <p>Students then present their findings as a poster or oral presentation, and the other students in the class can learn how fitness components are developed in other elite sporting environments.</p>	<p>Research ways in which health and performance related fitness can be developed in a demanding practice context</p>	<p>Useful information on health and performance related components of fitness available here.</p> <p>Story corps provides lesson plans for preparing kids for effective interviews.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>As part of this process students could carry out a research project whereby they interview an individual in the field of health and human performance (e.g. a researcher, strength and conditioning coach, gym instructor, sports coach etc...). They will aim from this to understand how they develop an individual's health and performance related fitness components in the demanding context of their respective environments.</p>		
<p>With a partner, students set a task of designing a 6-week training plan which aims to target 2 selected health-related and 2 performance-related components of fitness for a selected sport. The selected components must be justified, by way of an explanation, as to why they are important for the sport in question, and how the training plan has been developed to target improvement. The plan must set SMART goals, and demonstrate application of the FITT principle to iteratively make small changes to the plan each week.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Design a combined approach to health-related fitness and performance-related fitness training.</p>	<p>Examples of articles on how premier league clubs develop their health/performance related fitness:</p> <p>Article 1 Article 2 Article 3</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>2.5 Assessment of health- and performance- related components of physical fitness</p> <p>Students will be divided into small groups and select a sport. Students must then carry out a needs analysis to ascertain which components of fitness are most important for their selected sport. This activity may guide students as to how to identify the key components for their own activities. Students must then research and decide the most suitable means of testing the identified components. Students will then trial/change/refine these assessments and share them with the class.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Students should be able to:</p> <p>Design a fitness test battery for a physical activity based on an analysis of the particular fitness demands of the</p>	<p>Free online and unlimited poll maker here.</p> <p>Various guides to fitness assessments available on BBC bitesize here.</p>
<p>Individually, students will design a personal training plan to improve the components of health and performance related fitness tested previously and implement it. Students will record this in a training journal. Following the training period (length dictated by class teacher) students must retest the same components of fitness using the same assessment battery. [Link to PAP]</p>	<p>Evaluate the principles of training from a performance perspective</p>	<p>Principles of training; information for players resource created by the GAA</p> <p>Run Ireland information page on principles of training</p> <p>Principles of Training, BBC Bitesize information</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Following retesting of their designed batteries, students will write a report on their findings. In it they will state which components they tested, their scores from pre and post testing, describe how they applied the principles of training to their programs with justification as to why they applied it in that way, whether they felt their program was overall successful/not, possible improvements identified and recommended improvements for future implementation etc.</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>		
<p>In small groups, students will research the various elements of FITT and how they are applied to training. As a class, students will discuss examples of how FITT can be applied to different activities/training scenarios (e.g., dance – link attached).</p> <p>Small groups will then design ways in which they could apply each element of FITT to an assigned component of fitness from a particular sport.</p> <p>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</p>	<p>Apply the FITT formula to each component of physical fitness</p>	<p><u>Applying the FITT principle</u> to dance.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>2.6 Designing a fitness plan</p> <p>In small groups, students will engage in a case study analysis designed to facilitate class discussion around different physical fitness training methods in the context of the three selected physical activities.</p> <p>In each group, students will use fitness test data to design a physical fitness programme for a selected physical activity, discussing and comparing different physical fitness methods (such as high intensity interval training versus continuous training for aerobic development or the use of strength training versus circuit training for endurance athletes) that could be used in this programme.</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Students should be able to:</p> <p>Compare different methods of physical fitness training in the context of the three selected physical activities</p>	<p><u>Training Methods and Types of Training</u></p> <p><u>Strength and Conditioning</u></p> <p><u>UK Strength and Conditioning Association Website</u></p> <p><u>US Strength and Conditioning Association Website (NSCA)</u></p>
<p>Students will experience different training methods both in and outside of one of their selected physical activities.</p> <p>Following the practical experience students will discuss the various approaches to training and how the principle of specificity is important in this regard.</p>	<p>Discuss approaches to training in the activity and outside the activity</p>	<p><u>Training Methods and Types of Training.</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students will be divided into small groups. Each group will be given a case study containing a made-up athlete, their sport, biological details (e.g., age, height, weight, current injury status, notable injury history etc.). They will also be provided with fitness test data gathered from their made-up athletes. Based on this data students design a physical fitness programme for their athletes.</p> <p>Groups will then present their findings as an oral presentation stating the data they were given, what they done and justification for their decisions.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Use the fitness test data to design a physical fitness program for a selected physical activity</p>	<p><u>Principles of training</u>; information for players resource created by the GAA</p> <p><u>Run Ireland information page on principles of training</u></p> <p><u>Principles of Training</u>, BBC Bitesize information</p> <p><u>Applying the FITT principle to dance</u></p> <p><u>Interpretation of fitness test results</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students will plan the periodisation of a training programme for one of their selected physical activities. They will work in groups to engage in this planning process and will consider the various periodization theories when doing this planning. They will present the plans to the rest of the class in powerpoint or infographic format. Students also can have the opportunity to follow this periodised plan in and outside of class time over a period of time like a mesocycle.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Demonstrate an understanding of periodisation in the design of training programmes</p>	<p><u>Principles of training</u>; information for players resource created by the GAA</p> <p><u>Principles of training on Teach PE</u></p> <p><u>Seyle's General Adaptation Syndrome</u></p>
<p>2.7 Psychological Preparation</p> <p>After students read Jonny Wilkinson's interview they will discuss the implications of what they have read, how it might relate to sport performers they know in Ireland, and how anxiety in sport is something that any person could experience at any level. During discussion students will be prompted to broaden their discussion to identify other factors that can impact performance, including confidence, motivation and concentration.</p>	<p>Students should be able to:</p> <p>Discuss the ways in which different psychological factors including confidence, anxiety, motivation, concentration and feedback impact on practice and performance</p>	<p>Jonny Wilkinson <u>interview</u> in The Guardian September 2019 on anxiety in sport</p> <p><u>Sample sport anxiety scale</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Individually, students will research and identify five strategies that performers use to enhance confidence, motivation and concentration.</p> <p>Each student will then develop their own plan to include three strategies they feel would help to improve confidence, anxiety, and concentration for the sport they participate in. Prior to the next practice class session, students will use these strategies.</p> <p>At the start of the next practical class, all students record their heart rate, and complete the sport anxiety scale. All scores kept private. Next, students will take part in a class activity that allows them to investigate the impact that 'pressure' can have on physiological measures (and in turn on anxiety levels and performance), and interrogate how effective their strategies were.</p>	<p>Evaluate strategies to enhance confidence, motivation and concentration before, during and after practice sessions and/or performance</p>	<p><u>Sample sport anxiety scale</u></p> <p><u>Useful strategies</u></p> <p><u>Ohio Centre for Sport Psychology, None Mental Skills for Successful Athletes (Jack Lesyk)</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students participate in 'high stakes' competitive sporting scenario in class. This could be a knock-out basketball free-throw competition, or soccer penalty shoot-out for example. A desirable prize of some sort is on show for the winner (whatever is appropriate in the school's context) to engage all students fully with the competition. After you have explained the rules and just before the competition starts, students again record their heart rate. After the competition all students record heart rate once more, and complete the sport anxiety scale.</p> <p>A homework task will require students to reflect on how they felt during the 'pressure' of the activity, and how (and why) their heart rate and anxiety measures may have been different before (during), and after the competition. As part of this reflection students evaluate the preparation strategies they used, and identify improvements they might make to their plan for the future.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p>		

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students research different types of feedback and engage in practice related to one of their selected activities (like badminton overhead clear). They will work in pairs and provide peer feedback using the various types and observe and note the effect of the different feedback strategies on their performance outcome. Students then take part in a group discussion on the different types of feedback</p>	<p>Discuss different types of feedback and their importance in selected practices and/or performance</p>	<p><u>Motor Skill Acquisition</u> <u>Teach PE, Motor Skill Acquisition</u> <u>BBC Bitesize, Feedback and Motor Skill Acquisition</u></p>
<p>Prior to class students read the Sonya O'Sullivan article in the Irish Times.</p> <p>In small groups, students research strategies that rugby players use to prepare psychologically for sport, and recovering from sport. Here students will research to find evidence that the strategies actually work</p> <p>Then the students will engage in a full class discussion on the advantages and disadvantages of the top 5 strategies identified.</p>	<p>Analyse strategies to improve mental preparedness for before, during and after practice/performance in physical activity</p>	<p><u>Sonya O'Sullivan on importance of Mental Preparation re. Rugby World Cup 2019, Irish Times</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students individually engage in research to identify six strategies that performers commonly use to prepare psychologically for sport. Each student will develop their own plan to include four strategies that they feel would help to improve their confidence, anxiety, and concentration for the sport they participate in. For each strategy chosen students will explain why they have chosen it, and justify this briefly by referring to some relevant literature.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Design a personal action plan, including a rationale, to support a positive psychological disposition before, during and after performance</p>	<p><u>Useful strategy 1</u> <u>Useful strategy 2</u></p>
<p>2.8 Diet and Nutrition</p> <p>Students will engage in a problem based learning session where they will select one of their physical activities and use various resources, such as the ones identified here, to examine the nutritional considerations for before, during and after performance. Students will work in groups and at the end of the task present their findings to the rest of the group either in a powerpoint presentation or infographic format.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Students should be able to:</p> <p>Examine the nutritional considerations for before, during and after performance in physical activity</p>	<p><u>IRFU Nutritional Leaflets</u> <u>Irish Nutrition and Dietetic Institute (INDI) Website</u> <u>INDI Fact Sheets</u> <u>INDI Article on Importance of Nutrition in Sports</u> <u>Balanced Diet</u> <u>Sport Ireland Institute (Nutrition Section)</u> <u>Sport Ireland Institute (Sport Nutrition Factsheet)</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students engage in one of their practical activities during class. Prior to and after the activity the students will measure their body mass and from the weight loss the students will calculate their hydration refuelling needs. The students in line with this will discuss the importance of proper hydration during various physical activities.</p>	<p>Discuss the importance of hydration in different physical activities and settings</p>	
<p>Prior to class, students will research and compile newspaper articles, advertisements, website information etc related to the use of sports supplements in physical activity. In class students will use this information to discuss the role and challenges related to the use of such supplements.</p> <p>Using this information take part in a class debate on the role and challenges of using such supplements.</p> <p>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</p> <p>In small groups students will discuss the guidelines that should be followed for effective dietary plans to support training and competition/ performance.</p>	<p>Discuss the role and challenges of using sports supplements, including sports drinks, in physical activity</p>	

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students will engage in one of their selected physical activities, e.g., sprinting. After the practical activity students will discuss and reflect on what they have just engaged with from an energy systems perspective. Based on their theoretical knowledge and the practical engagement in the activity the students will analyse the role and relative contribution of energy systems in relation to duration, intensity and type of activity.</p> <p>Following class students will independently research relevant theory, websites, research etc to assist this analysis sharing their findings with the class at the next class session.</p>	<p>Analyse the role and relative contribution of the energy systems in relation to duration, intensity and type of activity</p>	
<p>In small groups students will analysis a case study where an athlete from one of the selected physical activities is used, e.g., distance runner or hockey player. Students will analyse the role and contribution of energy systems employed in this physical activity, and how the dietary plan can be designed to meet these demands. Students will focus on how an understanding of the energy systems will inform practice, performance and recovery. Students will share their findings with the entire class and engage in discussion around all the different activities presented.</p>	<p>Explain how an understanding of the different energy systems can inform preparation for practice, performance and recovery</p>	

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students engage in a practical activity (such as circuit training activity focussing on development of muscular endurance). Following the activity, small groups will plan and subsequently enact an appropriate nutritional strategy (dietary plan) that supports this physical activity. Students will maintain a record of their intake in line with the nutritional strategy. Further classes will involve class discussion on the effectiveness of the selected nutritional strategies</p>	<p>Design a dietary plan, including a rationale, for one selected physical activity</p>	

Examples of possible assessments that will allow students to provide evidence of their learning from Topic 2 - Physical and Psychological Demands of Performance

CONTENT AND LEARNING OUTCOMES FOR TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

<p>How will students show evidence of learning</p> <p>Students will engage in the following assessments to provide evidence of their knowledge of the concepts underpinning the physical and psychological demands of performance:</p> <ul style="list-style-type: none"> • Online quizzes (Kahoot platform) • Facilitated discussion sessions on these concepts • Application of knowledge during the case study sessions <p>Students will present their findings and summary of case study sessions through either a PowerPoint presentation, poster presentation, report and/ or infographic. Evidence of the students learning with regard to the case study approach can be seen in the following: needs analysis, fitness testing, physical and nutritional programme, and a psychological preparation programme designed</p>	
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<p>What am I looking for? Sample criteria for success</p>	<ul style="list-style-type: none"> • Ability to accurately define and explain the key concepts underpinning the physical and psychological demands of performance, such as the principles of training. • Ability to provide examples of how the concepts underpinning this topic are applied to performance. • Ability to debate and discuss how these concepts are applied to performance in an informed and evidence based manner. <ul style="list-style-type: none"> • Ability to apply their knowledge to the case in question to conduct an appropriate needs analysis from a multi-disciplinary perspective. • Ability to design fitness testing that relates to the needs analysis for the athlete in question. • Ability to apply their knowledge to design a physical and nutritional programme as well as a psychological preparation programme that meets the needs previously outlined of the athlete and that are based on evidence. • Ability to provide a rationale that justifies the selected fitness testing battery and programmes from a needs analysis and evidence based perspective.
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Understanding of the structures, strategies and/or compositional elements central to various physical activities is essential to students if they are to be successful players/performers. Individuals/teams need to understand different structures and strategies that can maximize their performance in different performance contexts along with the different roles, rules, conventions, and safe practice that govern performance. Students must become familiar with aspects of participation that are enhanced by affiliation, team building and responsible leadership while they also learn to carry out non-playing roles that make participation authentic.

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3 STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
<p>3.1 Structures, strategies and/or compositional elements</p>	<ul style="list-style-type: none"> demonstrate an understanding of the main structures, strategies and/or compositional elements in their performance of selected physical activities evaluate their own and others' use of appropriate structures, strategies and/or compositional elements using appropriate methods of analysis demonstrate the capacity to modify selected structures and/or strategies in response to different performance scenarios
<p>3.2 Roles and relationships</p>	<ul style="list-style-type: none"> Investigate the demands of different roles in terms of the physical, personal and technical qualities needed for a successful performance identify weaknesses of opponent/s in order to exploit them
<p>3.3 Safe practice</p>	<ul style="list-style-type: none"> demonstrate safe practice in approaches to training, performance and the organisation of physical activity events suggest warm-up and cool-down practices designed to prevent injury and to prepare participants for participation and performance discuss the importance of the selection and maintenance of suitable attire, equipment and facilities for selected physical activities describe common injuries sustained in the selected activities, their causes and first aid treatment evaluate training/practice schedules designed to avoid the problems associated with overtraining including player/ participant fatigue
<p>3.4 Rules, rituals and conventions</p>	<ul style="list-style-type: none"> organise an event/performance in which the particular rules, roles, rituals and conventions of the activity are respected demonstrate the ability to communicate respectfully with performers/ players and officials

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3: STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
<p>3.5 Role of coach/ choreographer</p>	<ul style="list-style-type: none"> • discuss the demands of non-playing roles including desirable interpersonal skills • guide the performer in identifying and planning for short- and long-term goals in pursuit of optimum performance • design a physical fitness and skills programme for a specific performer to prepare them for optimum performance in one of the selected activities • demonstrate effective communication skills which support positive interaction between coach/choreographer and performer • suggest modifications to the performer's practice/performance as the need arises • use strategies designed to support a performer's ongoing motivation to train and/or to practice • guide the performer's effective use of ongoing reflection about their practice/performance • demonstrate the ability to plan for and manage practice/training time effectively • analyse their own performance in the role of coach/ choreographer using a coach/choreographer they admire as a point of reference
<p>3.6 Role of official</p>	<ul style="list-style-type: none"> • explain the rules and regulations pertaining to the selected physical activities • describe the safety regulations and procedures in the selected physical activities • implement appropriate safety checks on equipment, facilities and player clothing • use the appropriate scoring/recording systems for the selected activities • describe the demands of officiating in terms of personal fitness, psychological readiness, personal attire and suitable equipment • demonstrate the ability to communicate assertively with participants • identify strategies to manage conflict in a variety of situations; between the official and participants, and/or between participant • evaluate their role as an official using an official they admire as the reference point

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3: STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

Examples of learning activities that might be used for students to achieve the learning intentions and resources that teachers might find useful in the teaching and learning process. Keep in mind that these are examples and not meant to be inclusive or show links between and across other topics and learning intentions. Where formative assessments are suggested, teachers will need to design success criteria to meet the context of the school and unit of learning.

Possible Learning Activities	Learning Intentions	Useful Resources
<p>3.1 Structures, strategies and/or compositional elements</p> <p>In groups of four, each student chooses either dance, gymnastics, team games, or individual sport. Students will engage in a jigsaw learning experience to understand the main structures, strategies, compositional elements associated with their selected activity area. Groups then divide so that all the dance people are together, all the gymnastics are together, etc. In these common groups they will define and develop a potential list of structures, strategies, compositional elements associated with their selected activity area. Members then return to their original group and share their findings and discuss commonalities and differences and how the ideas can be applied to a range of activities. Groups then share with the entire class and notes are posted</p> <p>As learning of the chosen activity progresses, students will develop a “log book” outlining the various strategies, structures or compositional elements to be used in their performance. The log books could be hard copy or electronic.</p>	<p>Students should be able to:</p> <p>Demonstrate an understanding of the main structures, strategies, and/or compositional elements in their performance of selected physical activities</p>	<p>The book, A Complete Guide to Sport Education 3rd Edition authored by Daryl Siedentop, Peter Hastie, Hans Van Der Mars, provides a readable overview of the concepts of structures, strategies, compositional elements within dance, games, and gymnastics. Further, it provides a resource for the entire topic of structures, strategies, roles and conventions. Available here.</p> <p>This website provides electronic templates for the development of logbooks or playbooks for multiple sports.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3: STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Using a performance assessment tool of their choice, students will view a short video of their (or a partner's) game, sport, dance, or gymnastics performance, and evaluate their use of required elements</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p> <p>Students will be provided with various game play, dance, or gymnastic performance scenarios. For each scenario, in small groups, students will be able to identify which structure(s) or strategy to use in response to the provided scenario. After identifying an appropriate response groups will practise their modified strategies.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Examine the extent to which different components of health- and performance-related fitness are important in the selected physical activities</p> <p>Demonstrate the capacity to modify selected structures and/or strategies in response to different performance scenarios</p>	<p>Sample performance assessment tools;</p> <p>Games:</p> <p>This website has multiple generic assessment tools for game play performance. Forms are downloadable.</p> <p>Tactical game play assessment tools</p> <p>Dance: While this assessment portfolio contains more than performance assessment, several performance instruments are included:</p>
<p>3.2 Roles and relationships</p> <p>In groups of 3 or 4 students will interview a high level coach, referee/ official or player and produce a report on the self-reported physical, personal and technical requirements of that coach, referee/official or player.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning</i></p>	<p>Students should be able to:</p> <p>Investigate the demands of different roles in terms of the physical, personal and technical qualities needed for a successful performance</p>	<p>USOPC Essential Coaching Knowledge and Skills</p> <p>IOC: Qualities of a great sports coach</p> <p>Qualities of a referee</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3: STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students will record a video of themselves engaging in a competitive match/game/contest against peers. Students will use this video to identify weaknesses or common errors of their opponent/s and plan for how they will exploit these weaknesses if they were to compete against them again.</p> <p>Using this same video of themselves engaging in a competitive match/game/contest against peers, students will use this video to identify weaknesses or common errors of their own performance and how these might be exploited by their opponent if they were to compete against them again.</p>	<p>Identify weaknesses of opponent/s in order to exploit them</p>	<p><u>Identifying weaknesses in opponents' performance</u></p> <p><u>PDST – Teaching Games for Understanding Manual – Contains common tactical issues in various game types</u></p>
<p>3.3 Safe practice</p> <p>In groups of three or four students will list and compare safety aspects in different physical activities related to approaches to training, performance and the organisation of physical activity events, e.g., invasion sport, net/wall sport, gymnastics, dance, outdoor activities, aquatics, etc. Discuss common safety issues and those unique to specific activities.</p>	<p>Students should be able to:</p> <p>Demonstrate safe practice in approaches to training, performance and the organisation of physical activity events</p>	<p><u>Sonya O'Sullivan on importance of Mental Preparation re. Rugby World Cup 2019, Irish Times</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3: STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students organise a physical activity event (e.g., game, outdoor adventure, sports day) for staff/students of their school. In planning for this event students will:</p> <ul style="list-style-type: none"> demonstrate their understanding of safe practice through organizing/running the event. Students will decide on appropriate attire/equipment to be used in the event and conduct a risk assessment of equipment, facilities and activities. Students will plan for and lead warm-ups and cool downs with participants for this event. Finally, students will prepare an overview of potential injuries associated with the event/ activities and how to prevent them for distribution to participants <p>Students monitor the training load of an athlete they know/have access to. Students will analyse their training load and determine to extent to which the athlete may be overtraining.</p>	<p>Suggest warm-up and cool-down practices designed to prevent injury and to prepare participants for participation and performance</p> <p>Discuss the importance of the selection and maintenance of suitable attire, equipment and facilities for selected physical activities</p> <p>Describe common injuries sustained in the selected activities, their causes and first aid treatment.</p> <p>Evaluate training/practice schedules designed to avoid the problems associated with overtraining including player/ participant fatigue</p>	<p><u>FIFA 11+ Warm Up to prevent injury</u></p> <p><u>GAA 15 Warm Up Protocol</u></p> <p><u>Knee Injury Prevention CPG: Warm-up Exercise Sequence for Field Sports</u></p> <p>Documents such as <u>Cycle Safety</u> produced by the RSA are examples of safety information.</p> <p><u>Risk Assessment in Sports</u></p> <p><u>Common injuries, causes, treatment and prevention</u></p> <p><u>Rate of Perceived Exertion</u></p> <p><u>This article</u> provides information regarding appropriate resistance training for adolescents</p> <p>See: Exercise and Health Fitness Instructor Student Manual (3rd ed.). National Council for Exercise and Fitness, University of Limerick for an overall guide to fitness training.</p> <p><u>Monitoring Training Load</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3: STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

Possible Learning Activities	Learning Intentions	Useful Resources
<p>3.4 Rules, rituals and conventions</p> <p>In small groups students view (either live or recorded) a selected physical activity event or performance and identify what rules, roles, rituals and conventions are present. Groups come together to compare their findings and identify commonalities and differences.</p> <p>Students in small groups (teams) organise a culminating event for a selected activity. The designated event will occur in a specified time and place and include:</p> <ul style="list-style-type: none"> ● recognition of team affiliation ● students as officials ● appropriate awards ● structured pre-event rituals ● inclusion of the larger school and community population ● media coverage <p>With the assistance of the teacher, students will develop and commit to a fair play contract that includes positive communication. Players are self and peer evaluated at the end of each lesson to the extent they met the contract and awarded team points based on the extent to which the contract was met.</p>	<p>Students should be able to:</p> <p>Organise an event/performance in which the particular rules, roles, rituals and conventions of the activity are respected</p> <p>Demonstrate the ability to communicate respectfully with performers/players and officials</p>	<p>The Complete Guide to Sport Education (2020), Champaign, IL: Human Kinetics provides much information regarding rules, rituals and conventions.</p> <p>Examples of codes of conduct below:</p> <p>Example 1 Example 2 Fair play contracts: Fair Play – It’s Your Call: A Resource Manual for Coaches. Fair Play Canada. Canadian Centre for Ethics in Sport. This is a massive resource with lesson plans and learning activities and supplemental resources; especially lessons and topics 2, 3, and 4.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3: STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students 3.5 Role of coach/choreographer</p> <p>In small groups students will brainstorm all the non-playing roles are in chosen activities. Discuss what types of interpersonal skills are needed for each of the roles.</p> <p>In pairs, students interview a coach or choreographer of choice to determine the demands of the position and the impact of those demands. After students may want to compare the demands presented with those identified in the European Sport Coaching Framework.</p> <p>First students engage with understanding the SMART goals, the difference between long and short term goals, task and ego goals. Then they use the SMART technique to complete their own goal-setting task with reference to one of their three selected activities. Students complete this task with an emphasis on both short-term goals and long-term goals. Third, they share their goals with a partner, who acts as a critical friend, in the realistic achievement of the goals.</p>	<p>Students should be able to:</p> <p>Discuss the demands of non-playing roles including desirable interpersonal skills</p> <p>Guide the performer in identifying and planning for short- and long-term goals in pursuit of optimum performance</p>	<p>The book Coach Education Essentials by Kristen Dieffenbach and Melissa Thompson does a nice job of discussing the multiple aspects of coaching. Available here.</p> <p>GAA has a brief video of what they consider the essential aspects of coaching.</p> <p>Other resources on interpersonal coaching skills include: USOPC Essential Coaching Knowledge and Skills</p> <p>IOC: Qualities of a great sports coach</p> <p>Goal setting in general: Example 1 Example 2</p> <p>Goal setting for athletes: Example 1 Example 2</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3: STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students will instruct a peer or peers into a learning experience related to one of the three selected activities. The student will act in the role of a coach/choreographer</p> <ul style="list-style-type: none"> • provide feedback to the performer/performers on their performance • suggest some modifications necessary to improve their performance and put the performers into another activity drill designed to improve performance in the necessary area • how examples of how they can motivate their peer/peers practice through the use of feedback and praise. • After the teaching episode the student will guide their peer/peers through a reflection activity based on their own performance within the episode. <p>Students, in pairs if they wish, volunteer to assist with training sessions for a selected activity for a four week period. During this time they are responsible for the planning and delivery of at least one aspect of practice at each training session. Within this they will ensure they are managing practice/training time effectively. Feedback will be provided by an experienced coach.</p>	<p>Design a physical fitness and skills programme for a specific performer to prepare them for optimum performance in one of the selected activities</p> <p>Demonstrate effective communication skills which support positive interaction between coach/choreographer and performer</p> <p>Suggest modifications to the performer’s practice/performance as the need arises</p> <p>Use strategies designed to support a performer’s ongoing motivation to train and/or to practice</p> <p>Guide the performer’s effective use of ongoing reflection about their practice/performance</p> <p>Demonstrate the ability to plan for and manage practice/training time effectively</p>	<p><u>Planning for a fitness programme</u></p> <p><u>Brett Bartholomew – enhancing coach-athlete communication</u></p> <p>While resources will vary by activity this is an overall <u>example</u> of what is available from various NGOs</p> <p>Camogie Association – <u>Developing motivation in players</u></p> <p>Developing motivation – <u>Role of the coach</u></p> <p><u>Reflective practice for sport</u></p> <p>An overall coaching effectiveness resource: Coaching Better Every Season by Wade Gilbert available <u>here</u>.</p> <p>While resources will vary by activity this is an overall <u>example</u> of what is available from various NGOs.</p> <p>A sample training plan is available at <u>here</u>.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3: STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

Possible Learning Activities	Learning Intentions	Useful Resources
<p>After obtaining permission, students will observe (ideally using a systematic observation system such as CBAS (Coaching Behaviour Assessment System)) a coach they admire during a training session and then interview him or her regarding his or her coaching style. Students then video/audio record a coaching session of their own and analyse their performance as a coach/choreographer using the systematic observation system and compare to the coach they admire.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Analyse their own performance in the role of coach/ choreographer using a coach/choreographer they admire as a point of reference</p>	<p><u>Smith, Smoll, & Hunt (1977) Coaching Behaviour Assessment System</u></p> <p><u>Chelladurai & Saleh (1980): Leadership Scale for Sports</u></p> <p><u>USOPC Coach Effectiveness Tool</u></p>
<p>3.6 Role of official</p> <p>After studying the rules for their selected activity, review different performance scenarios on Youtube and determine the correct “call” indicating why their “call” was correct in that instance.</p> <p>During game play during a selected activity with the teacher officiating, when the whistle blows for a rule violation or foul, students are called upon to identify the reason for the call.</p>	<p>Students should be able to:</p> <p>Explain the rules and regulations pertaining to the selected physical activities</p>	<p>The following resources provide nice examples of the various aspects of officiating:</p> <p><u>Example 1</u></p> <p><u>Example 2</u></p> <p>An example checklist is available <u>here</u>.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3: STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students develop a safety checklist for one of their designated activities. Then they interview an equipment manager/performer of a local team/facility/activity, share their checklist, and compare to what the experienced personnel used. Students then assist the experienced personnel in his/her check of equipment.</p> <p>Students serve as an assistant score keeper for one of their selected activities. In their assistance role they keep an official scorebook or appropriate records and compare with the head official(s) after the performance.</p>	<p>Describe the safety regulations and procedures in the selected physical activities</p> <p>Implement appropriate safety checks on equipment, facilities and player clothing</p> <p>Use the appropriate scoring/recording systems for the selected activities</p>	<p>Scoring keeping will be specific to a particular activity:</p> <p><u>Example 1</u></p> <p><u>Example 2</u></p>
<p>Students interview a high level official they respect. The interview is focused on personal fitness, psychological readiness, personal attire and suitable equipment requirements of the official. After the interview students develop a Powerpoint (or other digital format) presentation summarising their findings.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Describe the demands of officiating in terms of personal fitness, psychological readiness, personal attire and suitable equipment</p>	<p>A useful overall resource for officiating is: Successful Sports Officiating-2nd Edition by American Sport Education Program available <u>here</u>.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3: STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students are given a variety of scenarios, e.g., You are officiating a county championship game. The game is close and the play has been back and forth. Two opposing players have been harassing each other throughout the game by shoving when they thought the official was not looking. To this point nothing has been done about it. Now one player intentionally trips the other.</p> <p>They discuss and practice: What they would do and why? How they would communicate their response? Would there have been other ways to manage the situation?</p> <p>Students complete a governing body officials' education course. Students would then be able to serve in the role of an official for in-school or out-of-school events. During one of these events a friend or parent digitally records the student in the officiating role. The student then evaluates his/her officiating in comparison to an official they admire. The result of the comparison would be the establishment of SMART goals for the student's officiating.</p>	<p>Demonstrate the ability to communicate assertively with participants</p> <p>Identify strategies to manage conflict in a variety of situations; between the official and participants, and/or between participants</p> <p>Evaluate their role as an official using an official they admire as the reference point</p>	<p><u>Smith, Smoll, & Hunt (1977) Coaching Behaviour Assessment System</u></p> <p><u>Chelladurai & Saleh (1980): Leadership Scale for Sports</u></p> <p><u>USOPC Coach Effectiveness Tool</u></p> <p>These courses will vary by activity, but see <u>here</u> for example:</p>

Examples of possible assessments that will allow students to provide evidence of their learning from Topic 3 Structure, Strategies, Roles and Conventions

CONTENT AND LEARNING OUTCOMES FOR TOPIC 3: STRUCTURE, STRATEGIES, ROLES AND CONVENTIONS

<p>How will students show evidence of learning</p> <p>Students will develop a coaching handbook to be distributed to participants outlining the structures, strategies and/or compositional elements for participation in the chosen sport they are coaching.</p> <p>After engaging with the SMART technique to set goals; students develop a personal goal setting diary with respect to one of their chosen activities. The diary contains both short and long term goals accompanied by a daily/weekly account of progress analysis toward the goal.</p> <p>Students in small groups will organise a physical activity event (e.g., game, outdoor adventure, sports day) for upper primary or Junior Cycle students or staff. The designated event should occur in a specified time and place and include: 1) recognition of team affiliation, 2) students as officials, 3) appropriate awards, 4) structured pre-event rituals; 4) conduct of appropriate warm-up and cool downs; 5) conduct of the event; 6) inclusion of the larger school and community population; and 7) media coverage. Planning must also include: 1) demonstrate their understanding of safe practice through organizing/running the event, 2) identification of appropriate attire/equipment to be used in the event and a risk assessment of equipment, facilities and activities, and 3) an overview of potential injuries associated with the event/ activities and how to prevent them for distribution to participants.</p>	<p>What am I looking for? Sample criteria for success</p> <ul style="list-style-type: none"> • Capacity to choose appropriate structures, strategies and/or compositional elements for participation • Capacity to identify and plan for short- and long-term goals in pursuit of optimum performance • Capacity to employ rules, roles, rituals, and conventions into a student-organised physical activity event/performance. • Ability to demonstrate knowledge of safe practice of training and performance, how to warm up and cool down, how to safely organize physical activity events, lead a physical • activity, and identify attire and common injuries.
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In order to plan for and improve their optimum performance students will learn to analyse specific aspects and overall performance using various analysis methods, use information gained to set realistic performance goals, design an appropriate training/practice programme to reach set goals, and monitor, adapt, and evaluate their progress.

CONTENT AND LEARNING OUTCOMES FOR TOPIC 4: PLANNING FOR OPTIMUM PERFORMANCE

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
4.1 Personal performance analysis	<ul style="list-style-type: none"> examine the different factors that influence personal performance in physical activity and sport
4.2 Methods of analysis	<ul style="list-style-type: none"> identify appropriate methods of analysing different aspects of performance skill and technique structures and strategies choreography performance-related fitness psychological preparedness use a selection of tools, including video and analysis software to analyse their own and others' performances compare their personal performance to that of a more skilled/ model performer identify four areas from their performance which require further development
4.3 Aesthetic and artistic considerations participation	<ul style="list-style-type: none"> identify the artistic and/or aesthetic criteria of performance compare different physical activities in terms of the aesthetic and/or artistic criteria evaluate personal and/or group performance from artistic and/or aesthetic perspectives
4.4 Planning for optimum performance	<ul style="list-style-type: none"> explain how information from their performance analysis was used to inform planning to achieve performance goals present performance goals to address areas for improvement design a practice/training plan to improve personal performance in relation to performance goals provide evidence on the effectiveness of the programme design in achieving the performance goals

CONTENT AND LEARNING OUTCOMES FOR TOPIC 4: PLANNING FOR OPTIMUM PERFORMANCE

Examples of learning activities that might be used for students to achieve the learning intentions and resources that teachers might find useful in the teaching and learning process. Keep in mind that these are examples and not meant to be inclusive or show links between and across other topics and learning intentions. Where formative assessments are suggested, teachers will need to design success criteria to meet the context of the school and unit of learning.

Possible Learning Activities	Learning Intentions	Useful Resources
<p>4.1 Personal performance analysis</p> <p>Students will identify the main skills from a previously practiced and video-recorded game/movement performance and collect statistics about total number of trials and number of successful and unsuccessful attempts to identify which skills are stronger and weaker in that performance. Students will then discuss and record in their groups the factors that influenced the performance of those skills (e.g. absolute or relative strength, flexibility and range of motion, skill level and biomechanics, perceived confidence, etc).</p>	<p>Students should be able to:</p> <p>Examine the different factors that influence personal performance in physical activity and sport</p>	<p><u>SEC PAP Template</u></p> <p><u>Open source “Performance Analysis” module suited for teachers</u></p> <p><u>JOPERD Article</u> by Brad Beseler & Mandy S. Plumb “10 Tips to Using Video Analysis More Effectively in Physical Education”</p> <p>Sample Performance Analysis Mobile Apps with free versions:</p> <ul style="list-style-type: none"> • <u>coach-cam</u> • <u>coach’s eye</u> • <u>iCloo Player</u>
<p>4.2 Methods of analysis</p> <p>Students in teams/groups (e.g. of 4) will perform conditioned or modified game scenarios to focus on specific technical skills (e.g. ball possession games for passing and receiving, routines highlighting rolls) and another set of students records the performances from multiple view angles.</p> <p>Students in groups, using a jigsaw method, will explore and discuss how the 5 aspects of performance can be analysed using relevant tools (e.g. observation, video analysis, notation etc.).</p>	<p>Students should be able to:</p> <p>Identify appropriate methods of analysing different aspects of performance</p> <ul style="list-style-type: none"> • skill and technique • structures and strategies • choreography • performance-related fitness • psychological 	<p><u>PDST Resource “Digital Video for Analysis and Assessment in PE”</u></p> <p><u>Impact of physical factors on performance – Skills</u></p> <p><u>Fitness assessment of English league soccer players through the competitive season.</u></p> <p><u>Sports Competition Anxiety Test</u></p> <p><u>Factors Affecting Performance</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 4: PLANNING FOR OPTIMUM PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students, in groups, identify the key areas of fitness and psychological traits required by elite performers in their three chosen activities and compose a battery of tests to measure their effectiveness.</p>		
<p>Students will perform a skill that is video recorded using an iPad/tablet. Students will then view the performance using a skills checklist to compare their performance to what is known about effective performance.</p> <p>Students will perform a skill that is video recorded using an iPad/tablet. Students will analyse their own technique and compare it to that of a skilled performer using a variety of video analysis tools i.e. Hudl Technique. Following this students will be asked to identify where discrepancy lie in the two performances.</p>	<p>Use a selection of tools, including video and analysis software to analyse their own and others' performances</p> <p>Compare their personal performance to that of a more skilled/model performer</p>	<p><u>Model Performances – Data collection</u></p> <p><u>Hudl Technique video analysis app</u></p>
<p>Using the two videos from the above two tasks, students will utilise a variety of analysis and notational tools to develop a list of the areas in which they need to improve their performance under the following 4 headings; a. skill and technique, b. tactics and strategies, c. physical fitness, d. psychological preparedness</p>	<p>Identify four areas from their performance which require further development</p>	<p><u>Observing and analysing performance</u></p> <p><u>Performance analysis</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 4: PLANNING FOR OPTIMUM PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>4.3 Aesthetic and artistic considerations</p> <p>Groups of students will choose an artistic/aesthetic activity they have experienced in class. They will brainstorm the criteria of an effective performance.</p> <p>Groups of students will observe a video performance of their chosen artistic/aesthetic activity comparing their list of performance criteria and adding those they did not identify.</p> <p>Students will video one of their own performances of an artistic/aesthetic activity and then view the performance identifying which performance criteria they can identify.</p>	<p>Students should be able to:</p> <p>Identify the artistic and/or aesthetic criteria of performance</p>	<p><u>Tutorial on the use of “padlet” as a tool for live group work</u></p> <p><u>Aesthetics in Athletics</u></p> <p><u>Aesthetics in Gymnastics</u></p>
<p>Using a jigsaw format, the groups from the above two tasks will compare the aesthetic and/ or artistic criteria lists they identified for different physical activities comparing them to note differences and similarities.</p> <p>Following the above task, students will identify a skill that might be present in more than one aesthetic and/ or artistic activity and discuss how the performance criteria might be different for each. They will then observe a video of each activity to determine if they are accurate; what are the similarities and differences?</p>	<p>Compare different physical activities in terms of the aesthetic and/or artistic criteria</p>	<p><u>Similarities between dance and gymnastics aesthetics</u></p> <p><u>Differences between dance and gymnastics aesthetics</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 4: PLANNING FOR OPTIMUM PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students will modify the performance criteria identified above for aesthetic and/ or artistic performance to align with their chosen activity. They will then analyse one of their own performance videos to assess how well they achieved the performance criteria and identify areas in need of improvement. Discuss with a peer issues you had evaluating your own performance.</p> <p>Small groups will select an aesthetic and/ or artistic activity they can perform as a group, modify the performance criteria they previously developed to align with their chosen activity, video a group performance of the aesthetic and/ or artistic activity and assess it using the developed criteria identifying areas in need of improvement. Split groups up to share issues your group encountered evaluating the performance.</p>	<p>Evaluate personal and/or group performance from artistic and/or aesthetic perspectives</p>	<p><u>Evaluating gymnastics performances</u></p> <p><u>Analysing gymnastics performance</u></p>
<p>4.4 Planning for optimum performance</p> <p>Students, individually, create an online blog post on 'how to improve performance using a range of analysis tools'. Students can use one of their performance goals as an example.</p>	<p>Students should be able to:</p> <p>Explain how information from their performance analysis was used to inform planning to achieve performance goals</p>	<p><u>PDST Resource "Digital Video for Analysis and Assessment in PE"</u></p> <p><u>Performance evaluation tests</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 4: PLANNING FOR OPTIMUM PERFORMANCE

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students engage in a 'speed dating' exercise where they share their areas for improvement, their 'date' must give one piece of feedback before they move on.</p>	<p>Present performance goals to address areas for improvement</p>	<p>See www.classtools.net</p>
<p>Using their knowledge from the 'speed dating' event students will form similar performance goals will form groups and collaboratively populate a Physical Activity Plan with mid-unit objectives and session objectives, and a progression of activities for each of the 4 skills or performance factors.</p>	<p>Design a practice/training plan to improve personal performance</p>	<p><u>How to develop a training programme</u> <u>Weekly plans</u> to improve general performance</p>
<p>In a blended-learning online environment (e.g. a class-restricted Youtube channel), every week, students will report on their updated individual performance development portfolio with a 2min video or podcast on their greatest achievement and challenge of the week towards one of the performance goals. Students will keep a live digital portfolio organised with the different elements from the developed activities.</p>	<p>In relation to performance goals provide evidence on the effectiveness of the programme design in achieving the performance goals</p>	<p><u>Analysis of training programmes</u></p>

Examples of possible assessments that will allow students to provide evidence of their learning from Topic 4 - Planning for Optimum Performance

CONTENT AND LEARNING OUTCOMES FOR TOPIC 4: PLANNING FOR OPTIMUM PERFORMANCE

How will students show evidence of learning

Students, in pairs, will be assigned each as coach and performer. Together they must observe each other's performance, utilizing a range of analysis tools to agree areas for improvement. Each student undertakes the role of coach and performer. Following the observation, the students agree on 4 areas for improvement and map out a training plan to meet the needs of each student. Following the training plan, both students will reanalyze performance. Evidence will be collected in a training diary similar to the PAP.

(Students can be grouped by their varying sport and physical activity backgrounds to encourage more comprehensive, varied and critical planning and discussion).

What am I looking for? Sample criteria for success

- Capacity to identify appropriate methods of analysing different aspects of performance to include skill and technique, physical and psychological aspects and tactics and strategies
- Ability to identify four areas from a peers performance which require further development
- Provide evidence of the ability to design a practice/ training plan to improve a peers personal performance

The benefits of physical activity and the different ways physical activity is organised to suit individuals at different stages of their lives is the focus of this topic. Students will examine factors that influence participation in and provision of physical activity and sport as they learn about national governing bodies and the different pathways to excellence that these bodies offer.

CONTENT AND LEARNING OUTCOMES FOR TOPIC 5: PROMOTING PHYSICAL ACTIVITY

STUDENTS SHOULD BE ABLE TO	STUDENTS LEARN ABOUT
<ul style="list-style-type: none"> • discuss the personal, social and economic benefits of physical activity for health and wellbeing at different life stages • explain the different concepts of physical activity <ul style="list-style-type: none"> – play – leisure and recreation – physical education – mass-participation sports – outdoor and adventure activities – sport 	<p>5.1 Benefits of physical activity participation</p>
<ul style="list-style-type: none"> • present a physical activity biography for themselves and another with an activity profile different from their own • discuss the supports and barriers to physical activity participation in school and in the community • use different methods of collecting data about physical activity participation, e.g. pedometers, activity diaries • analyse physical activity participation patterns in a specific group in their school community • evaluate different approaches to physical activity promotion 	<p>5.2 Physical activity participation</p>
<ul style="list-style-type: none"> • analyse the role of national and local policies in the promotion of physical activity • examine the role of the national governing bodies of their selected physical activities, including how the activity is provided for at local, national and international level • design a physical activity promotion and adherence tip sheet for a specific target group • discuss the characteristics of significant people who promote and support others' participation in physical activity 	<p>5.3 Physical activity promotion</p>
<ul style="list-style-type: none"> • suggest ways in which pathways between school- and community-based physical activity/sport might be strengthened • analyse current provision and support for excellence in performance in the three selected physical activities. 	<p>5.4 Pathways to excellence in physical activity</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 5: PROMOTING PHYSICAL ACTIVITY

Examples of learning activities that might be used for students to achieve the learning intentions and resources that teachers might find useful in the teaching and learning process. Keep in mind that these are examples and not meant to be inclusive or show links between and across other topics and learning intentions. Where formative assessments are suggested, teachers will need to design success criteria to meet the context of the school and unit of learning.

Possible Learning Activities	Learning Intentions	Useful Resources
<p>5.1 Benefits of physical activity participation</p> <p>Students will break into small groups, each assigned a different life stage (children, youth adults, older adults). Small groups brainstorm and discuss their ideas on the personal, social, and economic benefits of physical activity for their assigned life stage.</p> <p>Small life stage groups will discuss evidence provided in one assigned research report relative to their life stage and how it compares to their brainstorming</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Students should be able to:</p> <p>Discuss the personal, social and economic benefits of physical activity for health and wellbeing at different life stages</p>	<p><u>Physical Activity Plan for Ireland</u></p> <p><u>Get Ireland Active & Resources</u></p> <p><u>WHO – Physical Activity & Fact Sheets</u></p> <p><u>UK Physical Activity Guidelines, Benefits and Infographics</u></p> <p><u>Benefits of PA and Case Studies</u></p> <p><u>The economic benefits of Physical Activity</u></p> <p><u>British Heart Foundation – Physical Inactivity Report</u></p>
<p>Using teacher prepared index cards, students will identify and discuss with a partner the domain/concepts of PA relevant to young people and how they differ across the life course. They will then work out the relationship between PA and its domains/concepts and prepare a diagram/model/mind map of how they all fit together.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning</i></p>	<p>Explain the different concepts of physical activity</p> <ul style="list-style-type: none"> • play • leisure and recreation • physical education • mass-participation sports • outdoor and adventure activities • sport 	<p>Pre-prepared teacher index cards each noting the definition of PA and a definition of each of the domains of PA.</p> <p><u>WHO (World Health Organisation) on “What is Moderate-intensity and Vigorous-intensity Physical Activity?”</u></p> <p><u>Five Essential Characteristics of Mind Mapping</u></p> <p>Play, sport, exercise, active transport, recreation/leisure PA, Occupation PA, home-based PA.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 5: PROMOTING PHYSICAL ACTIVITY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>5.2 Physical activity participation</p> <p>Using the International Physical Activity Questionnaire (IPAQ) students will assess their own physical activity, write up the results and describe how active or inactive they are. This exercise will be repeated on an individual who is less active than themselves. Students will share their findings with a small group noting the similarities and differences.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning</i></p>	<p>Students should be able to:</p> <p>Present a physical activity biography for themselves and another with an activity profile different from their own.</p>	<p>The following links provide background information on the IPAQ: International Physical Activity Questionnaire and provides the questions that can be used with students.</p> <p>Global Physical Activity Questionnaire (GPAQ)</p> <p>The following online measurement toolkit resource is useful to access methodologies and provides a framework for comparison.</p> <p>Pacer Health smart phone app</p> <p>Online measurement toolkit resource to access methodologies and provides a framework for comparison.</p>
<p>In small groups brainstorm the factors that encourage/prevent school-aged children from engaging in PA in your community. Present your responses and discuss with the class. The class will rank order the most important barriers for your community.</p> <p>Discuss how these factors differ by gender, socio economic status, school type of geographical location?</p> <p>Divide your class into two (or more) groups. Each group makes a list of barriers preventing them (personally) from doing more PA than they would like to. Groups swap lists and then provide solutions on how to address these barriers. Then as a class rank create a mind map of the top 5 common barriers and solutions.</p>	<p>Discuss the supports and barriers to physical activity participation in their school and their community</p>	<p>Centres for Disease Control and Prevention. "Barriers to Physical Activity Quiz." Physical Activity for Everyone: Overcoming Barriers to Physical Activity. Adapted with permission.</p> <p>CSPPA and/or HSBC (PA) and or Eurobarometer reports.</p> <p>Physical activity reports cards are available for many nations, including Ireland. Some provide insights into what factors influence physical activity behaviours.</p> <p>***Google/Google Scholar provides access to a range of information on the topic of supports and barriers to physical activity, use a range of search terms such as supports, barriers, correlates, determinants, young children, adolescents, physical activity, inactivity, sedentary behaviour etc. Additional many frameworks of factors which effect behaviour are available in Google images.</p> <p>Children's Sport Participation and Physical Activity (CSPPA 2010, 2018). Both the report and the 2018 infographics</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 5: PROMOTING PHYSICAL ACTIVITY

Possible Learning Activities	Learning Intentions	Useful Resources
		<p>Biddle, Stuart & Atkin, & Cavill, Nick & Foster, Charles. (2011). Correlates of physical activity in youth: A review of quantitative systematic reviews. <i>International Review of Sport and Exercise Psychology</i>. 4. 25-49. 10.1080/1750984X.2010.548528</p> <p>Bauman, Adrian & Reis, Rodrigo & Sallis, James & Wells, Jonathan & Loos, Ruth & Martin, Brian. (2012). Correlates of physical activity: Why are some people physically active and others not?. <i>Lancet</i>. 380. 258-71. 10.1016/S0140-6736(12)60735-1.</p> <p><u>Correlates of physical activity in young people</u></p> <p><u>Benefits and Correlates of Physical Activity</u></p> <p><u>Eurobarometer 2018 – Physical Activity and Sport, fact sheets & infographics for each nation.</u></p> <p><u>Health Behaviour in School Children</u></p> <p>Schmidt, S.C.; Schneider, J.; Reimers, A.K.; Niessner, C.; Woll, A. Exploratory Determined Correlates of Physical Activity in Children and Adolescents: The MoMo Study. <i>Int. J. Environ. Res. Public Health</i> 2019, 16, 415.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 5: PROMOTING PHYSICAL ACTIVITY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>With a partner, students will:</p> <ul style="list-style-type: none"> • explain the difference between devices or sensor based methods in comparison to self-report methods of assessing PA • compare the difference between the single item measure, the GPAQ and the IPAQ (other subjective • methods of data collection) • compare the differences • between sensor-based objective methods of data collection e.g. pedometer, accelerometer, heart rate monitor etc <p>The class will engage in a debate on the pros and cons of which type of physical activity measures are best... most accurate, most reliable, easy, convenient, cost-effective etc. for measuring physical activity of one child, one class or the whole school. Introduce activity into the debate by doing it on the move while walking around the school!</p> <p>Students will select one of the methods discussed and collect data on their own PA over the course of a week. This will be recorded and shared.</p>	<p>Use different methods of collecting data about physical activity participation, e.g. pedometers, activity diaries</p>	<p><u>GPAQ and the IPAQ</u> (other subjective methods of data collection).</p> <p><u>Online measurement toolkit resource</u> useful to access methodologies and provides a framework for comparison.</p> <p><u>Walking debate strategy sheet</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 5: PROMOTING PHYSICAL ACTIVITY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students will assess and write a report on activity levels of different class groups or groups within their community.</p> <p>While noted as a learning experience this is also an example of an assessment providing evidence of student learning</p> <p>Using both pedometers (and smart phone apps) and questionnaires collect data on a range of individuals within your school, compare data from subjective and objective measures, present the findings to you group giving a critique of usefulness of each method.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning</i></p>	<p>Analyse physical activity participation patterns in a specific group in their school community</p>	<p>The use of smart phone apps such as Pacer Health can be considered <u>here</u>.</p>
<p>Students will evaluate the seven best buys for the promotion of physical activity</p> <p>Discuss and evaluate the Ottawa Charter, the Seven Best Buys and the Toronto charter for different approaches to the promotion of physical activity.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning</i></p>	<p>Evaluate different approaches to physical activity promotion</p>	<p>Consult the resources available on the <u>website</u> of the International Society for Physical Activity and Health</p> <p>Consider “Youth Physical Activity Towards Health”</p> <p>Department of Health, Ireland PA recommendations: CMO, UK PA recommendations CMO, USA PA recommendations</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 5: PROMOTING PHYSICAL ACTIVITY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>With a partner, students will:</p> <ul style="list-style-type: none"> explain the difference between devices or sensor based methods in comparison to self-report methods of assessing PA compare the difference between the single item measure, the GPAQ and the IPAQ (other subjective methods of data collection) compare the differences between sensor-based objective methods of data collection e.g. pedometer, accelerometer, heart rate monitor etc <p>The class will engage in a debate on the pros and cons of which type of physical activity measures are best... most accurate, most reliable, easy, convenient, cost-effective etc. for measuring physical activity of one child, one class or the whole school. Introduce activity into the debate by doing it on the move while walking around the school!</p> <p>Students will select one of the methods discussed and collect data on their own PA over the course of a week. This will be recorded and shared.</p>	<p>Use different methods of collecting data about physical activity participation, e.g. pedometers, activity diaries</p>	<p>GPAQ and the IPAQ (other subjective methods of data collection).</p> <p>Online measurement toolkit resource useful to access methodologies and provides a framework for comparison.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 5: PROMOTING PHYSICAL ACTIVITY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>5.3 Physical activity promotion</p> <p>In small groups students will engage in a class discussion and outline the strengths and challenges of national and local PA policies for PA promotion. The teacher will record the key points on the board.</p> <p>Students will read the Health Enhancing Physical Activity Policy (PAT) and as a class discuss its questions and the usefulness of the type of information it will collect.</p> <p>Students will be given a copy of Ireland's national physical activity plan and or the national sports policy. With a partner, students will then identify 3 things they like and 3 things they think could be improved. Students will record their answers.</p> <p>In small groups, students will discuss the strengths and challenges of national and local PA policies for PA promotion</p> <p>In class discussion students will identify if and how sports clubs can contribute to the promotion of PA</p> <p>In small groups students will read the Kokko article and discuss in a group what the potential is for sports clubs to promote PA.</p>	<p>Students should be able to:</p> <p>Analyse the role of national and local policies in the promotion of physical activity</p>	<p>Health-enhancing physical activity (HEPA) policy audit tool (PAT)</p> <p>Read Ireland's national physical activity plan and or the national sports policy, identify 3 things you like and 3 things you think could be improved. What are the similarities/differences in these policies, discuss your answers.</p> <p>Consult the <u>resources available</u> on the World Health Organisations website.</p> <p><u>www.getirelandactive.ie</u></p> <p>National Sports Policy 2018-2027</p> <p>Daugbjerg, S.B., et al., Promotion of physical activity in the European region: content analysis of 27 national policy documents. <i>Journal of Physical Activity and Health</i>, 2009. 6(6): p. 805-817.</p>
	<p>Examine the role of the national governing bodies of their selected physical activities, including how the activity is provided for at local, national and international level</p>	<p>Kokko, S., Sports clubs as settings for health promotion: Fundamentals and an overview to research. <i>Scandinavian journal of public health</i>, 2014. 42(15 suppl): p. 60-65.</p> <p>McFadyen, T., et al., Strategies to improve the implementation of policies, practices or programmes in sporting organisations targeting poor diet, physical inactivity, obesity, risky alcohol use or tobacco use: a systematic review. <i>BMJ Open</i>, 2018. 8(9): p. e019151.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 5: PROMOTING PHYSICAL ACTIVITY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students group themselves by the specific target group they would like to be the focus of their work. They will design a physical activity promotion and adherence tip sheet for this group.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning</i></p>	<p>Design a physical activity promotion and adherence tip sheet for a specific target group</p>	<p>Healthy Clubs Initiative</p> <p>Journal article: Lawler, M., Heary, C, Nixon, E. Peer Support and Role Modelling Predict Physical Activity Change among Adolescents over Twelve Months. <i>Journal of Youth and Adolescence</i>, 2020.</p> <p>Laird, Y., Fawkner, S., Kelly, P., McNamee, L and Niven, A. The role of social support on physical activity behaviour in adolescent girls: a systematic review and meta-analysis <i>International Journal of Behavioral Nutrition and Physical Activity</i>. 2016;13:79</p> <p>Fitzgerald, A., Fitzgerald, N., & Aherne, C. (2012). Do peers matter? A review of peer and/or friends' influence on physical activity among American adolescents. <i>J Adolesc</i>, 35(4), 941-958. doi:10.1016/j.adolescence.2012.01.002</p>
<p>Students will brainstorm significant people who promote and support others' participation in physical activity</p> <p>Students will split into small groups each assigned one of the significant people identified above. They will research this individual and identify the characteristics that define them.</p>	<p>Discuss the characteristics of significant people who promote and support others' participation in physical activity</p>	<p>www.canva.com can be used to create a colourful, informative tip sheet.</p> <p>Let's Get Active Guidelines - HSE</p> <p>Promoting Adherence to Physical Activity Advice - Physiopedia</p>
<p>The class will brainstorm significant people who promote and support others' participation in physical activity</p> <p>Students will split into small groups each assigned one of the significant people identified above. They will research this individual and identify the characteristics that define them.</p>	<p>Discuss the characteristics of significant people who promote and support others' participation in physical activity</p>	<p>Be a physical activity role model</p> <p>Janet A Young, Caroline M Symons, Michelle D Pain, Jack T Harvey, Rochelle M Eime, Melinda J Craike, Warren R Payne, Role models of Australian female adolescents: A longitudinal study to inform programmes designed to increase physical activity and sport participation. <i>European Physical Education Review.</i> (2015) Volume: 21 issue: 4, page(s): 451-466.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 5: PROMOTING PHYSICAL ACTIVITY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>5.4 Pathways to excellence in physical activity</p> <p>Using insights gained regarding physical activity, sedentary behaviour and sport participation patterns and the factors which influence behaviour design a physical activity promotion and adherence tip sheet for both male and female students in their school to link with local community PA opportunities.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning</i></p>	<p>Students should be able to:</p> <p>Suggest ways in which pathways between school- and community-based physical activity/sport might be strengthened</p>	<p>Journal article: Lawler, M., Heary, C, Nixon, E. <u>Peer Support and Role Modelling Predict Physical Activity Change among Adolescents over Twelve Months.</u> Journal of Youth and Adolescence, 2020.</p> <p>Fitzgerald, A., Fitzgerald, N., & Aherne, C. (2012). <u>Do peers matter? A review of peer and/or friends' influence on physical activity among American adolescents.</u> J Adolesc, 35(4), 941-958. doi:10.1016/j.adolescence.2012.01.002</p> <p>Laird, Y., Fawkner, S., Kelly, P., McNamee, L and Niven, A. <u>The role of social support on physical activity behaviour in adolescent girls: a systematic review and meta-analysis</u> International Journal of Behavioral Nutrition and Physical Activity. 2016;13:79</p> <p>Young, J., Symons, C., Pain, M., Harvey, J., Eime, R., Craike, M., Payne, W. Role models of Australian female adolescents. European Physical Education Review. 2015: 1 – 162015 DOI: 10.1177/1356336X15579574</p>
<p>5.4 Pathways to excellence in physical activity</p> <p>Using insights gained regarding physical activity, sedentary behaviour and sport participation patterns and the factors which influence behaviour design a physical activity promotion and adherence tip sheet for both male and female students in their school to link with local community PA opportunities.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning</i></p>	<p>Students should be able to:</p> <p>Suggest ways in which pathways between school- and community-based physical activity/sport might be strengthened</p>	<p>Approach to a Primary/ Secondary School in My Area will assist students in understanding the importance of school/ club links and outline the most successful ways to get clubs involved.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 5: PROMOTING PHYSICAL ACTIVITY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Create an infographic which defines and illustrates a positive environment for increased physical activity, reduced sedentary behaviour and sport participation in young people. Illustrate the school – community links, consider the role of significant others, community activists, coaches, organisations, school management, local and national policies and initiatives etc. Ensure all content is evidence based.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of</i></p>		<p>www.canva.com allows students to create colourful infographics.</p>
<p>Students will analyse current provision and support for excellence in performance in the three selected physical activities.</p> <p>With a partner, students will prepare a provision statement which illustrates in detail the relevant infrastructure both administrative and physical, the key strategic goals, the available supports and pathways to excellence in performance, the funding model and the challenges and opportunities that exist.</p> <p>In small groups, students will research opportunities for progression in this activity using the LISPA model or the LTAD model.</p>	<p>Analyse current provision and support for excellence in performance in the three selected physical activities.</p>	<p>www.sportireland.ie/coaching</p> <p>Long Term Athlete Development</p> <p>IRFU Launch Strategic Plan 2018-2023</p> <p>www.badmintonireland.com</p> <p>The GAA Player Pathway</p> <p>Sport Ireland Sport Investment 2019</p> <p>LTAD</p> <p>LISPA</p>

Examples of possible assessments that will allow students to provide evidence of their learning from Topic 5 -Promoting Physical Activity

CONTENT AND LEARNING OUTCOMES FOR TOPIC 5: PROMOTING PHYSICAL ACTIVITY

<p>How will students show evidence of learning</p>	<p>What am I looking for? Sample criteria for success</p>
<p>Students will prepare and present a comprehensive picture of PA and the different ways in which people can be physically active.</p> <p>Students will develop a handbook outlining the PA recommendations across the life course for healthy populations, explaining the science behind the recommendations succinctly.</p>	<ul style="list-style-type: none"> • Common and accurate points that describe the term PA • Comprehensive list of the ways people can be PA • Clearly articulated presentation • Appropriate P.A recommendations across the life course for healthy populations. • Accurate explanation of the rationale for the recommendations • Should highlight how much is enough for health benefits for different age groups and across all health related components and understanding of the challenges around the high levels of physical inactivity.
<p>Students will present data on prevalence of PA in Ireland and in their local school, showing similarities and differences where apparent.</p>	<ul style="list-style-type: none"> • Accurate portrayal on the prevalence of PA in their local school • Accurate representation of the similarities and differences • Includes relevant data needed • Well designed and relevant PowerPoint slides of findings • Professional presentation of their findings to the class.

Ethics and fairplay are critical to physical activity and sport, both for participants as individuals and groups. Responsibility for ethics and fairplay lies with individual participants and teams, officials, leaders/coaches, and national governing bodies responsible for sport and physical activity at local and national level. Studying Topic 6 will develop students' as knowledge performers able to demonstrate ethical and fairplay and behaviours.

CONTENT AND LEARNING OUTCOMES FOR TOPIC 6: ETHICS AND FAIRPLAY

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
6.1 Principles of ethical practice	<ul style="list-style-type: none"> explain the principles of ethical practice in sport; the importance of integrity, respect, fairness and equity in the context of the selected activities
6.2 Codes of ethics	<ul style="list-style-type: none"> examine the code of ethics in the selected physical activities from the perspective of participants, parents, spectators, coaches and/or club officials investigate the concepts of sportsmanship and gamesmanship and their influence on engagement in physical activity and sport
6.3 Drugs and sport	<ul style="list-style-type: none"> describe the different categories of performance-enhancing drugs, giving examples of how they affect performance analyse the implications for the performer and the sport of using performance-enhancing drugs
6.4 Anti-doping rules	<ul style="list-style-type: none"> describe the current Irish anti-doping rules including the ways in which they are enforced explain therapeutic use exemption in relation to the use of medicines in sport discuss the implications of using performance-enhancing drugs for the performer and the activity
6.5 Best practice for the use of supplements	<ul style="list-style-type: none"> investigate the uses of dietary supplements designed to optimise performance in one of their selected physical activities

CONTENT AND LEARNING OUTCOMES FOR TOPIC 6: ETHICS AND FAIRPLAY

Examples of learning activities that might be used for students to achieve the learning intentions and resources that teachers might find useful in the teaching and learning process. Keep in mind that these are examples and not meant to be inclusive or show links between and across other topics and learning intentions. Where formative assessments are suggested, teachers will need to design success criteria to meet the context of the school and unit of learning.

Possible Learning Activities	Learning Intentions	Useful Resources
<p>6.1 Principles of ethical practice</p> <p>Working in small groups and using the concepts of integrity, respect, fairness, and equity, students will define and identify the importance of each. Groups will then explain the principles and to the class and their perspectives on their importance.</p> <p>Students will split into groups based on different activities. They will design and perform a role play example of integrity, respect, fairness and equity in the chosen activity. They will then lead the class in a discussion of how these influence participation.</p> <p>Students will develop a student-friendly profile of what integrity, respect, fairness and equity would look like in the sport in which they are coaching young people.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Students should be able to:</p> <p>Explain the principles of ethical practice in sport; the importance of integrity, respect, fairness and equity in the context of the selected activities</p>	<p>Definitions provided by the Markkula Center for Applied Ethics</p> <p>Pre-prepared teacher index cards each noting an instance of integrity, respect, fairness or equity in the three chosen activities. In small groups, students choose an index card. They work together to dramatize the scene noted on the index card. Once they act out the situation, class discuss the scenario.</p> <p>See 'Champions of Character'</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 6: ETHICS AND FAIRPLAY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>6.2 Codes of ethics</p> <p>As a class, students will examine a sample code of ethics from the perspective of participants, parents, spectators, coaches and/or club officials.</p> <p>Working in pairs, students will examine a sample code of ethics from the perspective of participants, parents, spectators, coaches and/or club officials for one of their chosen physical activities</p> <p>Students will design a code of ethics for a group of young people they may be coaching in the selected three activities.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning</i></p>	<p>Students should be able to:</p> <p>Examine the code of ethics in the selected physical activities from the perspective of participants, parents, spectators, coaches and/or club officials</p>	<p>See 'The Code of Ethics and Good Practice for Children's Sport in Ireland' – Sport Ireland website</p> <p>GAA 'The Code of Ethics and Good Practice for Young Players'</p> <p>For definitions access the Markkula Center for Applied Ethics</p>
<p>In small groups, students will brainstorm the meaning of the concepts and definitions of sportsmanship and gamesmanship and their influence on engagement in physical activity and sport. They will meet with another small group and discuss the similarities and differences each group noted.</p>	<p>Investigate the concepts of sportsmanship and gamesmanship and their influence on engagement in physical activity and sport</p>	<p>Search the web for images that depict sportsmanship and images that depict gamesmanship</p> <p>Resources on coaching young people – UK Coach, Sport Ireland, Australian Sports Commission</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 6: ETHICS AND FAIRPLAY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>As a class, students will observe a video of young people participating in a sporting competition. Following the video, students will identify instances of sportsmanship and gamesmanship they observed by participant, parents, spectators, coaches and / or officials.</p> <p>Individually or with a partner, students will design guidelines for sportsmanship and gamesmanship for a group of young people they may be coaching in one of the three selected activities.</p>		<p>Locate videos on YouTube, e.g., ‘Human Garbage Compilation – Adults acting WORSE than Kids</p> <p>International sports federations are responsible for one sport, e.g. International Olympic Committee. The Federation of Irish Sport lists all Irish National Governing Bodies.</p>
<p>6.3 Drugs and sport</p> <p>In small groups and using the WADA teacher’s toolkit, describe the different categories of performance-enhancing drugs, giving examples of how they affect performance.</p> <p>Analyse the implications for the performer and the sport of using performance-enhancing drugs.</p> <p>Students in groups of 3 to 4 will interview a local pharmacist, doctor, physiotherapist, or medical professional and produce a critical report on two specific categories of performance-enhancing drugs for their selected physical activities, e.g., stimulants, anabolic steroids, narcotics, beta2 agonists.</p>	<p>Students should be able to:</p> <p>Describe the different categories of performance-enhancing drugs, giving examples of how they affect performance</p> <p>Students should be able to analyse the implications for the performer and the sport of using performance-enhancing drugs</p>	<p>See the WADA teacher’s toolkit available at www.wada.ama.org for overall understanding of drugs in sport, and performance-enhancing drugs – good resources, teacher ideas, and sample learning activities.</p> <p>For specifics regarding the categories of performance-enhancing drugs, see the BBC’s ethics guide on types of drugs.</p> <p>Also, in terms of supplements, effects and risks regarding kids and performance-enhancing drugs, a sample blog online can be found at.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 6: ETHICS AND FAIRPLAY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Using the Taylor Hooton Foundation web link, students can examine specific 'case studies' and/or 'real stories' about the lives of people who have been affected by substance abuse. From this, students will design a 1-page culturally relevant case study poster on the 'implication for performance-enhancing drugs on performer and their activity' – students must design this poster using one of the three selected activities.</p> <p><i>While are noted as learning experiences, two of these activities are also examples of a joint assessment piece learning; success criteria will need to be developed.</i></p>	<p>Examine the code of ethics in the selected physical activities from the perspective of participants, parents, spectators, coaches and/or club officials</p>	<p>See 'The Code of Ethics and Good Practice for Children's Sport in Ireland' – Sport Ireland website</p> <p>GAA 'The Code of Ethics and Good Practice for Young Players'</p> <p>For definitions access the Markkula Center for Applied Ethics</p>
<p>6.4 Anti-doping rules</p> <p>Explain therapeutic use exemption in relation to the use of medicines in sport.</p> <p>Students will present a mind map of Irish anti-doping rules by researching the inception of anti-doping rules at country level (i.e.. France 1963), and the formation of WADA in 1999. From this, students will examine the 2015 Anti-Doping Rules from Sport Ireland, specifically 'Article 2's Definition of Doping and Anti-Doping Rule Violations.'</p>	<p>Students should be able to:</p> <p>Describe the current Irish anti-doping rules including the ways in which they are enforced</p> <p>Explain therapeutic use exemption in relation to the use of medicines in sport</p> <p>Discuss the implications of using performance-enhancing drugs for the performer and the activity</p>	<p>See the WADA teacher's toolkit available at www.wada.ama.org for historical background to anti-doping rules and WADA – contextual background provided.</p> <p>The 2015 Anti-Doping Rules from Sport Ireland.</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 6: ETHICS AND FAIRPLAY

Possible Learning Activities	Learning Intentions	Useful Resources
<ul style="list-style-type: none"> • The extent to which supplementation is necessary for the chosen sport? • From the evidence they have collected, to what extent are athletes using safe and acceptable supplements? What evidence is there that these supplements are likely to be of benefit? • More globally, do athletes in the chosen sport use supplements? If so, what supplements do they use and is there any evidence of benefitting from the supplements? 		
<p>Using the SENr Position statement, students in groups of three are assigned as either 'For Supplementation in Sport' or 'Against Supplementation in Sport'. Each group of three students are given ten minutes to present in support of their standpoint, with three minutes for rebuttal. Criteria for debate include;</p> <ul style="list-style-type: none"> • Students present background on their topic area. • Students justify their standpoint with reference to at least four evidence-based research references. • Students convey a respect and awareness for the opposition standpoint and ability to rebut opposition points. 		

Examples of possible assessments that will allow students to provide evidence of their learning from Topic 6 – Ethics and Fairplay

CONTENT AND LEARNING OUTCOMES FOR TOPIC 6: ETHICS AND FAIRPLAY

How will students show evidence of learning

Students will develop a coaching handbook to be distributed to participants and their parents outlining the ethical and fair play expectations for participation in the chosen sport they are coaching.

Students will present an overview of their case study report in the PE hall or classroom setting to their peers, as part of a group presentation format. This report will be shared amongst class members as a means of developing a collective class resource for future learning. In addition to class members, a local sports participant and the PE teacher may ask questions on the day of group presentations.

Students will develop a report on the use of dietary supplements by young people in their chosen sport, outlining trends in use of these supplements, and potential dangers which may be faced.

What am I looking for? Sample criteria for success

- Capacity to critically interrogate the concepts and principles of ethics and fair play
- Ability to provide guidelines and expectations to support appropriate ethical and fair play behaviour
- Use relevant resources (e.g., video) to inform the development of appropriate ethical and fair play guidelines
- Ability to summarise and present perspectives shared by others
- Ability to successfully engage with adults
- Application of information gained in production of a resource
- Ability to collect and descriptively analyze trends in their data
- Identification of potential dangers in the use of dietary supplements
- Ability to draw logical conclusions and recommendations around the use of dietary supplements by athletes in their chosen sport

It is important for students to understand that not everyone has the same experiences of, or access to, opportunities for physical activity and sport in our society; this topic will allow students to gain such awareness. Students will also examine how inclusive their selected physical activities are and how they might become more inclusive.

CONTENT AND LEARNING OUTCOMES FOR TOPIC 7: PHYSICAL ACTIVITY AND INCLUSION

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
<p>7.1 Supports and barriers to physical activity participation for selected groups</p>	<ul style="list-style-type: none"> • discuss the personal, social and economic benefits of physical activity for health and wellbeing at different life stages • explain the different concepts of physical activity <ul style="list-style-type: none"> – play – leisure and recreation – physical education – mass-participation sports – outdoor and adventure activities – sport
<p>7.2 Addressing barriers to physical activity</p>	<ul style="list-style-type: none"> • present a physical activity biography for themselves and another with an activity profile different from their own • discuss the supports and barriers to physical activity participation in school and in the community • use different methods of collecting data about physical activity participation, e.g. pedometers, activity diaries • analyse physical activity participation patterns in a specific group in their school community • evaluate different approaches to physical activity promotion
<p>7.3 Developments in physical activity and sporting opportunities over the past twenty years</p>	<ul style="list-style-type: none"> • analyse the role of national and local policies in the promotion of physical activity • examine the role of the national governing bodies of their selected physical activities, including how the activity is provided for at local, national and international level • design a physical activity promotion and adherence tip sheet for a specific target group • discuss the characteristics of significant people who promote and support others' participation in physical activity
<p>7.4 Adapted Physical Activity</p>	<ul style="list-style-type: none"> • suggest ways in which pathways between school- and community-based physical activity/sport might be strengthened • analyse current provision and support for excellence in performance in the three selected physical activities.

CONTENT AND LEARNING OUTCOMES FOR TOPIC 7: PHYSICAL ACTIVITY AND INCLUSION

Examples of learning activities that might be used for students to achieve the learning intentions and resources that teachers might find useful in the teaching and learning process. Keep in mind that these are examples and not meant to be inclusive or show links between and across other topics and learning intentions. Where formative assessments are suggested, teachers will need to design success criteria to meet the context of the school and unit of learning.

Possible Learning Activities	Learning Intentions	Useful Resources
<p>7.1 Supports and barriers to physical activity participation for selected groups</p> <p>Women: Working in small groups, students will undertake three tasks:</p> <p>Brainstorm the perceived supports and barriers to physical activity for women in sport then view and respond/react to video #likeagirl through discussion.</p> <p>Investigate and analyse the perceived supports and barriers to sport for women in the community through interviews with various women.</p> <p>Create a new definition of what 'like a girl' means based on your discussion and analysis of the issue.</p> <p>People with intellectual disabilities: Working in small groups, students will undertake two tasks:</p> <p>Empathy mapping: Each group of 4-5 students will be given a type of physical or intellectual disability to discuss (e.g. paraplegia spinal cord injury, cerebral palsy [who uses crutches], down syndrome).</p>	<p>Students should be able to:</p> <p>Analyze the supports and barriers to physical activity participation for at least two of the following groups:</p> <ul style="list-style-type: none"> • women • older adults • people with a physical disability • people with intellectual disability • different ethnic groups • different socio-economic groups 	<p>Always #likeagirl youtube videos:</p> <ul style="list-style-type: none"> • Always #LikeAGirl • Always Throw #LikeAGirl • Always Swing #LikeAGirl <p><u>Always #likeagirl resource pack.</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 7: PHYSICAL ACTIVITY AND INCLUSION

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Groups will analyze the supports and barriers to physical activity participation or this type of disability by mind mapping:</p> <ul style="list-style-type: none"> the daily challenges of having the disability they are discussing the barriers to sports for someone with that disability might experience the supports they know are available in their community for a person with the type of disability at the center of their discussion. <p>Based on this analysis and discussion summarise whether supports are adequate in their community for a person with a disability, and create an idea or project that would promote and provide adequate sport and physical supports for the disability group they investigate.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning; success criteria will need to be developed.</i></p> <p>The class will watch the youtube video on inclusion in dance followed by discussion about what leads to exclusion</p>	<p>Discuss examples of discrimination, stereotyping, inclusiveness and/or prejudice in physical activity provision for these groups</p>	<p><u>Inclusion in dance</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 7: PHYSICAL ACTIVITY AND INCLUSION

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Small groups will review the definition of disability from The Disability Act (Government of Ireland, 2005) after which each group will create their own definition of disability. In conclusion, the entire class will vote on the best definition created by peers and discuss its merits.</p> <p>The following task may involve any of the above groups; people with disabilities is used as the example. Create a hashtag campaign: Discuss how much media coverage students see of people with disabilities participating in sport. Students will report to the class.</p> <p>Show the students images 1-3 and ask them to interpret what message each image is aiming to send. Focus on image 1 and ask students to respond to the campaign. Show students image 2 and ask them in their groups to create a hashtag for the image. Show image 3 and ask the students to create another hashtag.</p> <p>Invite a guest speaker or interview a local member of the community who has competed nationally or internationally from any of these groups (women, older adults, people with a physical disability, people with intellectual disability, different ethnic groups, different socio-economic groups)</p>	<p>Investigate the coverage of sport in the media from the perspective of these groups</p>	<p>Definition of disability: "A substantial restriction in the capacity of the person to carry on a profession, business or occupation in the Irish State or to participate in social or cultural life in the Irish State by reason of an enduring physical, sensory, mental health or intellectual impairment."</p> <p>Image 1 Image 2 Image 3</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 7: PHYSICAL ACTIVITY AND INCLUSION

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Create a series of questions that investigate the type of media coverage and what it meant for them as an individual and their sport.</p> <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning; success criteria will need to be developed.</i></p>		
<p>7.2 Addressing barriers to PA</p> <p>In groups of 3-4, students will interview an individual from one of the groups (e.g. people with a disability, different ethnic group, older adults etc.) and report on their experiences of physical activity participation with specific reference to barriers they have/might experience and ways they have been/can be addressed.</p> <p>Using the National Centre on Health, Physical Activity and Disability (NCHPAD) web link, students will examine barriers to physical activity and sports participation for people with physical and intellectual disabilities. From this, students will brainstorm how these barriers might be overcome by the individuals in the representative groups and/or voluntary and statutory organizations.</p>	<p>Students should be able to:</p> <p>Discuss ways in which physical activity participation barriers might be/have been addressed by individuals themselves, representative groups and/or voluntary and statutory organizations</p>	<p>See the National Centre on Health, Physical Activity and Disability (NCHPAD)</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 7: PHYSICAL ACTIVITY AND INCLUSION

Possible Learning Activities	Learning Intentions	Useful Resources
<p>7.3 Developments in physical activity and sporting opportunities over the past twenty years</p> <p>People with disabilities</p> <p>Class will be divided into two report groups. Each group will examine one report, either the National Disability Authority (2005) report on “Promoting the participation of people with disabilities in physical activity and sport” or Sport Ireland’s (2017) report on “Participation in Sport by People with Disabilities”. Students will move into groups of four with two students from each of the different report groups. Students will develop reports from the two reports then bring the highlights to the entire class for final discussion and conclusion drawing.</p>	<p>Students should be able to:</p> <p>Discuss developments in physical activity and sport over the last twenty years from one group’s perspective</p>	<p><u>The National Disability Authority’s report.</u></p> <p><u>Sport Ireland’s report.</u></p>
<p>7.4 Adapted physical activity</p> <p>Students within the class will assign themselves to the following group tasks that will frame the class activity using the ‘jigsaw’ activity approach:</p> <ul style="list-style-type: none"> Identify examples or ways in which persons with various disabilities could participate in the selected physical activity (2-3 students). 	<p>Students should be able to:</p> <p>Examine if and how, participants with a disability could participate in the three selected physical activities</p>	<p><u>The National Disability Authority’s report.</u></p> <p><u>Sport Ireland’s report.</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 7: PHYSICAL ACTIVITY AND INCLUSION

Possible Learning Activities	Learning Intentions	Useful Resources
<ul style="list-style-type: none"> - Identify opportunities (if any) for persons with disabilities to participate in physical activity within both the school environment and surrounding community (2-3 students). - Identify and create a brief profile of two athletes with disabilities who compete at a national or international level (2-4 students). • Preferably, these athletes would be Irish. If not, international athletes might be considered. • If possible, the athletes would be one female and one male. • If possible, the athletes highlighted compete in the physical activity assigned to the group or an adapted version of it (e.g., wheelchair basketball, five-a-side blind soccer/football, Paralympic swimming or athletics, etc.). • The profile would include the organization or pathway/provision in which the athlete competed or was supported (e.g., National Teams, Paralympics Ireland, Special Olympics Ireland, Irish Wheelchair Association – Sport, GAA, etc.). <p><i>While noted as a learning experience this is also an example of an assessment providing evidence of student learning; success criteria will need to be developed.</i></p>	<p>Evaluate provision for adapted physical activity opportunities in their school and/or in the community</p> <p>Examine the provision of pathways towards excellence for participants in adapted physical activities</p>	<p>Best Start: <u>Inclusive School Project</u> (see TREE Principle).</p> <p><u>Paralympics Ireland</u></p> <p><u>Special Olympics Ireland</u></p> <p><u>IWA – Sport</u></p> <p><u>GAA For All – Cork</u></p>

Examples of possible assessments that will allow students to provide evidence of their learning from Topic 7 – Physical Activity and Inclusion

CONTENT AND LEARNING OUTCOMES FOR TOPIC 7: PHYSICAL ACTIVITY AND INCLUSION

How will students show evidence of learning

Students may choose one of the two options below:

Students will work in groups and write a report investigating inclusion in their community. Students can create their own project titles based on their area of interest (e.g., women, older adults, people with a physical disability, people with intellectual disability, different ethnic groups, different socio-economic groups). As part of this project students can develop guidelines on how these groups or persons can help promote and facilitate opportunities for members of the identified group. The students share or present their report to their peers. Teacher and peers may ask questions in relation to their findings.

Students will present an overview of the case study report they prepared earlier to their class, as part of a group presentation format. Students may invite the interviewees to attend the presentations (or other people with identified groups (e.g., women, older adults, people with a physical disability, people with intellectual disability, different ethnic groups, different socio-economic groups). Class peers, PE teachers and invited persons may pose questions at the end of the presentation.

What am I looking for? Sample criteria for success

- Success criteria apply to either choice selected
- Capacity to critically examine what inclusion is and what it means to different members of society.
- Ability to identify examples of inclusion and exclusion in physical activity and sport
- Ability to critically identify the barriers and facilitators to participation in physical activity and sports.
- Capacity to provide recommendations on how to overcome participation barriers to physical activity and sports.
- Ability to empathise and share the perspective of others; demonstrating awareness that not everyone has the same experience of, or access to, opportunities for physical activity.
- Use relevant sources – interviewing
- Ability to successfully engage with adults and/or people with disabilities
- Ability to collect and descriptively analyse trends in data collected.
- Application of information gained in a class presentation.
- Ability to draw logical conclusions and recommendations around the information collected.
- Use relevant resources (e.g., video, data, citations) to inform and support the information, conclusions, and recommendations offered in the class presentation.

Through this topic students will access, review, analyse, interpret, and critique the every growing and changing media sources that impact physical activity and sport from television, internet, and newspapers, to digital media.

CONTENT AND LEARNING OUTCOMES FOR TOPIC 8: TECHNOLOGY, MEDIA AND SPORT

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
<p>8.1 The impact of technology on sport and physical activity</p>	<ul style="list-style-type: none"> • examine how developments in technology can impact on the performer, coach/choreographer, official and spectator in the selected physical activities • discuss their own use of technology in planning for optimum performance in the selected physical activities • evaluate the role of technology in the analysis of training and evaluation of sporting performance
<p>8.2 Media in sport</p>	<ul style="list-style-type: none"> • investigate media coverage of both elite performance and mass participation in physical activity and sport • examine the role of the media in maintaining gender stereotypes of men and women in sport • identify the characteristics of their selected physical activities that give them or could give them media and/or spectator appeal • analyse the impact of media coverage on spectator behaviour

CONTENT AND LEARNING OUTCOMES FOR TOPIC 8: TECHNOLOGY, MEDIA AND SPORT

Examples of learning activities that might be used for students to achieve the learning intentions and resources that teachers might find useful in the teaching and learning process. Keep in mind that these are examples and not meant to be inclusive or show links between and across other topics and learning intentions. Where formative assessments are suggested, teachers will need to design success criteria to meet the context of the school and unit of learning.

Possible Learning Activities	Learning Intentions	Useful Resources
<p>8.1 The impact of technology on sport and physical activity</p> <p>Students in groups of four will navigate the “Tech Ireland” website and explore the number of sport tech companies registered. Select at least 10 of them and design a table with three columns: (1) year of foundation; (2) brief description; (3) impact in the performer, coach/choreographer, official and/or spectator. Each group will present and discuss their findings comparing them with the developments from videos 1, 2 and 3. A prompt will be: Describe the extent to which Irish sports tech companies’ goals are aligned to those from the videos.</p> <p>Students in groups of four will examine the role of the different mobile applications used in their PAPs and discuss their impact on the performer, coach/choreographer, official and/or spectator in the selected physical activities. Each group will create and present a ranking with the apps with a higher to lesser impact on (1) the performer; (2) coach/choreographer; (3) official and (4) spectator.</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning</i></p>	<p>Students should be able to:</p> <p>Examine how developments in technology can impact on the performer, coach/choreographer, official and spectator in the selected physical activities.</p>	<p>See <u>“Ireland making waves in the sports technology space”</u></p> <p><u>Video 1</u> <u>Video 2</u> <u>Video 3</u></p> <p>See <u>“Use of smartphones and tablets in Irish schools”</u> circular 0038/2018</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 8: TECHNOLOGY, MEDIA AND SPORT

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students in groups of four will create an assessment instrument to evaluate the role of technology in analysis of training and evaluation of sporting performance. They will decide first the assessment criteria (i.e. impact for analysis of training, impact on evaluation of sporting performance, etc.) and the measurement scale. Once the instrument is done, they will use it to evaluate a selection of sport coaching apps from Google play store and/or Apple store and its use in assessing a sporting performance. They will report their findings in one tweet (240 characters).</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning</i></p>	<p>Evaluate the role of technology in the analysis of training and evaluation of sporting performance</p>	<p>See and download the presentation: <u>"The role of technology in sporting performance"</u></p> <p>To reflect: <u>The Ethics of Performance-Enhancing Technology in Sport</u> (link with topic 6).</p>
<p>8.2 Media in sport</p> <p>Students in groups of four will create a sport digital newspaper with the news from national and international newspapers (i.e.. Irish Times, New York Times, La Gazzetta dello Sport, The Guardian, The Daily Telegraph, and other digital sites). They will use Google Slides as the tool to create it. The sport digital newspaper will have at least six sections with national and/or international news about: (1) Elite male sports; (2) Elite female sports; (3) Spectator behavior; (4) Mass participation; (5) The most popular sports; and (6) Elite sport in social media.</p>	<p>Students should be able to:</p> <p>Investigate media coverage of both elite performance and mass participation in physical activity and sport.</p>	<p>See: <u>"10 Most Popular Newspapers in The World"</u></p> <p>See: <u>"Irish Times Sport"</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 8: TECHNOLOGY, MEDIA AND SPORT

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students in groups of four will explore their created sport digital newspaper and will examine the role of the media in maintaining gender stereotypes of men and women in sport. Prompts will include: What are the media channels that keep an equal treatment of male and female sport news? They will add a new section to the newspaper with YouTube videos campaign promoting female sports (see videos 1, 2 and 3 as an example). They will use the article (see resource) to prompt their thoughts. They will report their findings in one tweet (240 characters).</p>	<p>Examine the role of the media in maintaining gender stereotypes of men and women in sport.</p>	<p>Video 1 Video 2 Video 3</p> <p>Article: “The impact of the media on gender inequality within sport”</p>
<p>Students in groups of four will explore their created sport digital newspaper and will identify the characteristics of their selected physical activities that give them or could give those media and/or spectator appeal. They will discuss with another group the top three characteristics. In other words, they will respond to one question: what make the publishers and media to publish sport-related news (of males or females)? Why is there more media covering of male/female beach volleyball than male/female shot put or marathon? They will report their findings in one tweet (240 characters).</p>	<p>Identify the characteristics of their selected physical activities that give them or could give them media and/or spectator appeal.</p>	<p>Article: “Does messaging matter? Investigating the influence of media headlines”</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 8: TECHNOLOGY, MEDIA AND SPORT

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students in groups of four will explore their created sport digital newspaper and analyse the impact of media coverage on spectator behavior. They will discuss with another group all the news from the third section of their sport newspaper. In other words, they will respond to one question: what evidence might be seen in spectator behavior as a result of sporting news published in your digital newspaper?</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning</i></p>	<p>Analyse the impact of media coverage on spectator behavior.</p>	<p>News: <u>“Chanting in the stadium”</u> News: <u>“Pitch invasions in Spanish football”</u></p>

Examples of possible assessments that will allow students to provide evidence of their learning from Topic 8 Technology, Media, and Sport

CONTENT AND LEARNING OUTCOMES FOR TOPIC 8: TECHNOLOGY, MEDIA AND SPORT

<p>How will students show evidence of learning</p> <p>Students will develop and present a ranking of the apps that have a higher impact on (1) the performer; (2) coach/choreographer; (3) official and (4) spectator.</p> <p>Students will develop and present a personal timeline of how their use and choice of technology has progressed (i.e. apps, software, etc.) and how this has impacted in their planning for optimum performance.</p> <p>Students will develop a digital newspaper with the news from national and international newspapers related: (1) Elite male sports; (2) Elite female sports; (3) Spectator behavior; (4) Mass participation; (5) The most popular sports; and (6) Elite sport in social media.</p>	
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<p>What am I looking for? Sample criteria for success</p>	<ul style="list-style-type: none"> • Capacity to collect and critically analyze the functionalities of different mobile apps and their impact • Ability to summarise and present data • Ability to create a ranking of the apps used for their PAPS that have more impact on different groups of people • Ability to reflect on how their use of technology to impact personal performance has developed • Use relevant resources (e.g., internet search and recommended software) to create and present data • Identification of trends in the use of digital technology in planning for optimum performance • Ability to draw logical conclusions and recommendations around the use of digital technology for their own purpose • Capacity to navigate the internet and find relevant resources related to different topics • Identification of national and international trends in media coverage of both elite performance and mass participation in physical activity and sport • Ability to use recommended software to present information in a meaningful and visually appealing way
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The relationship between gender, participation and performance in physical activity and sport is an important issue across an individual's lifespan and important for young people to understand. An individual's activity level and choice of activity is hugely influenced by gender identity. Through topic 9, students will interrogate issues related to gender, participation and performance in the context of the selected three physical activities being studied.

CONTENT AND LEARNING OUTCOMES FOR TOPIC 9: GENDER AND PHYSICAL ACTIVITY

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
9.1 Gender, sport and physical activity	<ul style="list-style-type: none"> • examine the main influences that impact on the participation patterns of boys and girls in physical activity and sport • suggest ways in which the imbalance between boys' and girls' levels of participation in physical activity might be addressed in school and in the community
9.2 Gender, media and body image	<ul style="list-style-type: none"> • discuss how body image influences and is influenced by physical activity participation of both males and females • debate how media representations of the body may impact on both young men's and young women's participation in physical activity and sport
9.3 Gender socialisation and its impact on physical activity participation	<ul style="list-style-type: none"> • examine how social regulation of the body has impacted and continues to impact on the participation of both men and women in physical activity and sport • explain why the characteristics associated with hegemonic masculinity and hegemonic femininity might impact on the participation of both boys and girls in sport and physical activity

CONTENT AND LEARNING OUTCOMES FOR TOPIC 9: GENDER AND PHYSICAL ACTIVITY

Examples of learning activities that might be used for students to achieve the learning intentions and resources that teachers might find useful in the teaching and learning process. Keep in mind that these are examples and not meant to be inclusive or show links between and across other topics and learning intentions. Where formative assessments are suggested, teachers will need to design success criteria to meet the context of the school and unit of learning.

Possible Learning Activities	Learning Intentions	Useful Resources
<p>9.1 Gender, sport and physical activity</p> <p>In groups, students will conduct a mini ‘research survey’ in their school and/or local primary school/community to investigate motivators, barriers, and factors enabling/inhibiting sport participation by gender. Student groups, will then analyse survey data, write up a report and present to class.</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Students should be able to:</p> <p>Students will examine the main influences that impact on the participation patterns of boys and girls in physical activity and sport.</p>	<p>For current gender differentials in physical activity and sport see the following useful Irish research reports:</p> <p>School Children and Sport in Ireland (Tony Fahey, Liam Delaney, and Brenda Ganno)</p> <p>Sporting Lives: An Analysis of a Lifetime of Sport (Pete Lunn, and Richard Layte)</p> <p>Children’s Sport Participation and Physical Activity (CSPPA17-18) report on gender differences in PA/Sport participation for most recent national results (free PDF download available online).</p> <p>Free online survey tool resources on ‘SurveyMonkey’ or ‘SurveyAnyPlace’ for the purpose of their ‘mini research’ task.</p>
<p>Students will design, implement and evaluate a PA/sports session to address gender imbalance between boys’ and girls’ levels of participation in physical activity.</p> <p>This session will be a 60 minute sports session (sport of choice), where students will implement and evaluate the session with peers during a timetabled PE class and/or a school sports team.</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Students should be able to suggest ways in which the imbalance between boys’ and girls’ levels of participation in physical activity might be addressed in school and in the community.</p>	<p>Coaching resource to assist students in planning and implementing their coaching session. <u>iCoachKids Pledge: 10 Golden Rules to Create Positive Sport Experiences for Kids!</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 9: GENDER AND PHYSICAL ACTIVITY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>9.2 Gender, media and body image</p> <p>Students will create a gender body image collage using images and text from the media; from health and fitness magazines, newspapers, screen prints from internet/social media sites, lyrics from songs, drawings, stickers and student writing. Students will engage in critical dialogue about body image issues and social construction of the 'ideal body, and how that influences physical activity participation by gender.</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning</i></p>	<p>Students should be able to:</p> <p>Discuss how body image influences and is influenced by physical activity participation of both males and females</p>	<p>Free software to assist students with media and body image collage:</p> <p>Lino is an online web 'sticky note' service that can be used to post memos, ideas, and photos anywhere on an online web canvas.</p> <p>Lucidchart is a visual workspace that combines diagramming, data visualization.</p> <p>Names of Magazines For Gender Body Collage: Women's Health Magazine, Men's Health Magazine, Health and Fitness, Women's Health and Fitness, Muscle and Fitness Hers, Men's Fitness, Life and Fitness Magazine, Naturally Good Health</p>
<p>Students will observe two short video documentaries (both a male and female perspective) of young people and adults exploring body image: what it means to be a 'real' man or a 'real' woman in today's society. Following the video, students will define body image, critically discuss the key messages from the video clips, and present their thoughts to the class.</p>	<p>Debate how media representations of the body may impact on both young men's and young women's participation in physical activity and sport</p>	<p>See YouTube Videos on Body Image: <u>Man Up YouTube Documentary: Part 3</u> <u>Girls Ages 6-18 Talk About Body Image Allure</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 9: GENDER AND PHYSICAL ACTIVITY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>In small groups, students will construct statements for a walking debate on any of the themes previously discussed around body image and sport, media representations etc. Students will lead this task with each group taking turns to call out the statements, and discuss the statements with peers and the teacher.</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>		<p>For the walking debate, print, cut out and laminate sheets of paper with the words agree, strongly agree, disagree, strongly disagree, true/false and stick onto classroom wall.</p>
<p>9.3 Gender socialisation and its impact on physical activity participation</p> <p>Students will observe the film 'Billy Elliot' paying particular attention to the societal norms, gender stereotypes, gender challenges and discrimination regarding Billy's passion for dance. Following the video, students will answer questions and engage in critical dialogue, present their thoughts to the class and write up a reflective report on the films key gender-related issues.</p>	<p>Students should be able to:</p> <p>Examine how social regulation of the body has impacted and continues to impact on the participation of both men and women in physical activity and sport.</p>	<p>Toolkit: This toolkit has been developed as part of the European Union (EU) and Council of Europe joint project "ALL IN: towards gender balance in sport".</p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 9: GENDER AND PHYSICAL ACTIVITY

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students will investigate the characteristics associated with hegemonic masculinity and hegemonic femininity in the context of physical activity and sport participation.</p> <p>Students can examine specific ‘case studies’ and/or ‘real stories’ about the lives of athletes who have been affected by gender discrimination in the sporting context.</p> <p>From this, students will engage in critical dialogue, present their thoughts to the class and design a 1-page culturally relevant case study poster on the ‘implications of gender discrimination on the athlete and their activity’</p>	<p>Explain why the characteristics associated with hegemonic masculinity and hegemonic femininity might impact on the participation of both boys and girls in sport and physical activity.</p>	<p><u>Definitions of masculinity and femininity provided by Voices of Youth website.</u></p> <p>Possible YouTube video’s to assist students understanding of gender socialisation and its impact on physical activity participation:</p> <p>See Part 1 of the <u>‘Man Up’ Documentary</u>: What does masculinity mean to men?</p> <p><u>Femininity in female athletes</u></p> <p><u>Deconstructing masculinity in sports culture</u></p> <p><u>Nike Dream Crazy Video (women)</u></p>

Examples of possible assessments that will allow students to provide evidence of their learning from Topic 5 - Gender and physical activity

CONTENT AND LEARNING OUTCOMES FOR TOPIC 9: GENDER AND PHYSICAL ACTIVITY

<p>How will students show evidence of learning</p> <p>As guided by the key motivators and barriers to participation by gender, students will design a 60 minute physical activity/ sports session (sport of choice) for teenagers. Students will implement their session with peers and/or a school team. Peers will take part in a peer assessment activity throughout the coaching process and provide feedback to one another.</p> <p><i>(Students can be grouped by their varying sport and physical activity backgrounds to encourage more comprehensive, varied and critical planning and discussion).</i></p>	<p>What am I looking for? Sample criteria for success</p> <ul style="list-style-type: none"> • Capacity to critically interrogate the concepts and principles of gender diversity, gender equality, cultural ideologies, societal attitudes, gender stereotypes, gender fluidity, hegemonic masculinity, hegemonic femininity, social regulation of the body. • Ability to grasp an awareness into the main influences that impact on the participation patterns of boys and girls in physical activity and sport • Provide possible solutions and strategies to address gender imbalance between boys' and girls' levels of participation in physical activity • Engage with peers and adults in a coaching environment • Assess their peers coaching, and provide constructive feedback <p>Students will examine specific 'case studies' about the lives of athletes who have been affected by gender discrimination in the sporting context. From this, students will discuss (lead a discussion on) the issues the case raises as a class discussion and/or think, pair share groupings, and then report to larger class. Students will design a 1-page culturally relevant case study poster on the 'implications of gender discrimination on athlete and their activity'.</p> <ul style="list-style-type: none"> • Capacity to critically interrogate the concepts and principles of gender diversity, gender equality, cultural ideologies, societal attitudes, gender stereotypes, gender fluidity, hegemonic masculinity, hegemonic femininity, social regulation of the body. • Use relevant resources (e.g., video) to inform the development of masculinity and femininity issues in sport • Application of information gained in production of a resource • Identification of 'real life' gender specific challenges among male and female athletes • Knowing how to synthesize information and deliver it to an audience succinctly
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What am I looking for? Sample criteria for success

- Capacity to critically interrogate the concepts and principles of gender diversity, gender equality, cultural ideologies, societal attitudes, gender stereotypes, gender fluidity, hegemonic masculinity, hegemonic femininity, social regulation of the body.
- Ability to grasp an awareness into the main influences that impact on the participation patterns of boys and girls in physical activity and sport
- Provide possible solutions and strategies to address gender imbalance between boys' and girls' levels of participation in physical activity
- Engage with peers and adults in a coaching environment
- Assess their peers coaching, and provide constructive feedback

- Capacity to critically interrogate the concepts and principles of gender diversity, gender equality, cultural ideologies, societal attitudes, gender stereotypes, gender fluidity, hegemonic masculinity, hegemonic femininity, social regulation of the body.
- Use relevant resources (e.g., video) to inform the development of masculinity and femininity issues in sport
- Application of information gained in production of a resource
- Identification of 'real life' gender specific challenges among male and female athletes
- Knowing how to synthesize information and deliver it to an audience succinctly

Business and enterprise have huge implications for physical activity and sport in terms of drawing audiences to sporting events and generating income and sponsoring clubs and athletes. These and related issues will be explored and understood through study of topic 10.

CONTENT AND LEARNING OUTCOMES FOR TOPIC 10: BUSINESS AND ENTERPRISE IN PHYSICAL ACTIVITY AND SPORT

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
<p>10.1 Sponsorship and advertising in physical activity and sport</p>	<ul style="list-style-type: none"> • examine the impact of sponsorship, endorsements and merchandising on sport and performers • analyse different forms of 'sport-related' advertising in terms of the messages it gives to young people • discuss the advantages and disadvantages of sponsorship for the national governing body of the sport, the performers and the sport/activity • suggest a code of practice for selecting commercial sponsorship for sport and physical activity in which young people participate
<p>10.2 Physical activity and sport – the business dimension</p>	<ul style="list-style-type: none"> • investigate the involvement of a selected business in sport
<p>10.3 Mass participation in sport</p>	<ul style="list-style-type: none"> • examine the growth of mass participation sporting events and the opportunities for business and enterprise they provide
<p>10.4 Tourism and sport</p>	<ul style="list-style-type: none"> • discuss the potential of sports marketing on the development of tourism in Ireland

CONTENT AND LEARNING OUTCOMES FOR TOPIC 10: BUSINESS AND ENTERPRISE IN PHYSICAL ACTIVITY AND SPORT

Examples of learning activities that might be used for students to achieve the learning intentions and resources that teachers might find useful in the teaching and learning process. Keep in mind that these are examples and not meant to be inclusive or show links between and across other topics and learning intentions. Where formative assessments are suggested, teachers will need to design success criteria to meet the context of the school and unit of learning.

Possible Learning Activities	Learning Intentions	Useful Resources
<p>10.1 Sponsorship and advertising in physical activity and sport</p> <p>Students will use the Olympics as a case study for this learning outcome. In groups of four, the students will be designated an Olympic year. The student groups will research their Olympic year and the impact of sponsorship, endorsements and merchandising on the Olympic sports and their performers. Students will critically examine its role in the build up to the Olympics, during the Olympics and post the Olympics.</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Students should be able to:</p> <p>Examine the impact of sponsorship, endorsements and merchandising on sport and performers</p>	<p>Learning Activity Resources:</p> <p><u>London 2012</u></p> <p><u>Sydney 2000</u></p> <p><u>Los Angeles 1984</u></p> <p>Supporting Resources:</p> <p><u>Recent Newspaper Article</u></p> <p><u>Podcast – The Sports Geek</u></p> <p><u>How do you put a financial value on sports sponsorship.</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 10: BUSINESS AND ENTERPRISE IN PHYSICAL ACTIVITY AND SPORT

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Students will be given newspapers and sports magazines, and asked to cut out 'sport-related' advertising. Once done, students will analyse the different forms of 'sport-related' advertising. Students will then engage in a 'speed-dating' activity where they will question each other on what message this advertising gives them. The 'interviewer' will be taking down the positives and negatives of this form of advertising</p>	<p>Analyse different forms of 'sport-related' advertising in terms of the messages it gives to young people</p>	<p>Case study: <u>Unhealthy sport sponsorship at the 2017 AFL Grand Final</u> <u>Code of practice of advertising: alcohol</u> <u>Recent articles relating to business and sport</u> Article: <u>Sport stars on social media - impact</u> A level PE: <u>Commercialisation of sport</u></p>
<p>Working with the three selected sports / physical activities, students research the sponsorship of the three national governing bodies. Based on the learning which occurred in the previous learning outcomes and their research, students create posters outlining the advantages and disadvantages of sponsorship for the national governing bodies of the selected sports / physical activities.</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Discuss the advantages and disadvantages of sponsorship for the national governing body of the sport, the performers and the sport/activity</p>	<p><u>Broadcast Sponsorship Guidelines: RTE Ireland</u> Article: <u>Restriction of unhealthy food sponsorship</u> Article: <u>Alcohol sponsorship</u> Article: <u>Gambling sponsorship</u> Article: <u>Fast food companies sponsorship</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 10: BUSINESS AND ENTERPRISE IN PHYSICAL ACTIVITY AND SPORT

Possible Learning Activities	Learning Intentions	Useful Resources
<p>Based off the previous three learning outcomes, students, for homework, will construct a code of practice for selecting commercial sponsorship for the sport and physical activity in which they participate</p>	<p>Suggest a code of practice for selecting commercial sponsorship for sport and physical activity in which young people participate</p>	<p>Report: <u>Advertising Standards Authority for Ireland</u></p>
<p>10.2 Physical activity and sport – the business dimension</p> <p>Following the teaching of 10.1, students will have knowledge of the relationship between business and sport. From this, students and teachers will decide on a number of businesses which will be used as case studies in a jigsaw approach. For example, Adare Manor sponsoring Limerick GAA, Guinness sponsoring the hurling championship, AIG sponsoring Dublin footballers, the 1984 Los Angeles Olympics (McDonald's Olympics), Paddy Power sponsoring Huddersfield Town FC. Students will investigate through research the selected business in sport and create a poster on their case study. Students will then present their poster to the class. Students in the audience will be prompted to ask questions in a glow and grow manner (a positive comment and constructive feedback). Based on the presentations, students choose whether they believe businesses should be involved in sport or not. Students then get involved in a debate facilitated by the teacher.</p>	<p>Students should be able to:</p> <p>Investigate the involvement of a selected business in sport</p>	<p><u>GAA Sponsors</u></p> <p><u>Case Study Coke</u></p> <p><u>Look at sponsorship of Women's sport</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 10: BUSINESS AND ENTERPRISE IN PHYSICAL ACTIVITY AND SPORT

Possible Learning Activities	Learning Intentions	Useful Resources
<p>10.3 Mass participation in sport</p> <p>Students, in groups, will research mass participation events. Once identified a mass participation event, the students will examine the title of the event, if there is a sponsor in the title and if that sponsor has changed over the years and why (for example, Flora Women's Mini Marathon to VHI Women's Mini Marathon). Students will then explore what this change suggests, what benefits have occurred because of this change and if there are disadvantages to this change. To provide an international perspective, students will compare their identified event to a similar international event and discuss if the international events are having more of an impact in reaching a wider audience, and what business has in this impact.</p> <p>Students engage in a park run for their homework and write a blog / create a podcast on their experience of engaging in a mass participation sporting event, the identification of involved businesses, the opportunities for other businesses, and the enterprise they provide (currently and potentially). If possible, students will interview the organisers of the park run on the above criteria.</p>	<p>Students should be able to:</p> <p>Examine the growth of mass participation sporting events and the opportunities for business and enterprise they provide</p>	<p><u>New Balance Sponsorship of NYC Marathon</u></p> <p><u>KBC Dublin City Marathon</u></p> <p>Article: <u>Increase in popularity of Dublin Marathon</u></p> <p><u>VHI Women's Mini Marathon</u></p> <p><u>Park Run</u></p> <p><u>Blog Mass Participation Events</u></p> <p><u>Sponsorship opportunities - Athletics Ireland</u></p>

CONTENT AND LEARNING OUTCOMES FOR TOPIC 10: BUSINESS AND ENTERPRISE IN PHYSICAL ACTIVITY AND SPORT

Possible Learning Activities	Learning Intentions	Useful Resources
<p>10.4 Tourism and sport</p> <p>For homework before starting this learning outcome, students will listen to the podcast on Japan Worldcup 2019 (located in the useful resources). In groups, students chose one Irish sporting event and analyse the role of sports marketing on the development of tourism in Ireland. Students create a podcast following guided questions provide by the teacher. Students listen to other groups podcasts and identify successes and challenges of sports marketing and its relationship with tourism for each sporting event. As a class, students create a 'tip sheet' for the tourism Ireland board, Failte Ireland.</p> <p><i>While noted as a learning experience, this is also an example of an assessment providing evidence of student learning.</i></p>	<p>Students should be able to:</p> <p>Discuss the potential of sports marketing on the development of tourism in Ireland</p>	<p><u>International Example - Podcast: Rugby World Cup Japan 2019</u></p> <p>Irish Times: <u>Tourism & Sport articles</u></p> <p>Irish Independent: <u>Tourism & Sport articles</u></p> <p>Department of transport, tourism and sport</p> <p><u>Faillte Ireland</u></p> <p><u>Ireland Case study: Ireland & the Greenways?</u></p> <p><u>Red Bull Cliff Diving at the Serpent's Lair, Inis Mór, Aran Islands, Ireland</u></p> <p><u>Ryder Cup 2026</u></p> <p><u>Surfing Event Bundoran, Co. Donegal</u></p>

Examples of possible assessments that will allow students to provide evidence of their learning from Topic 10 Business and Enterprise in Physical Activity and Sport

CONTENT AND LEARNING OUTCOMES FOR TOPIC 10: BUSINESS AND ENTERPRISE IN PHYSICAL ACTIVITY AND SPORT

How will students show evidence of learning

Students will choose a sport or physical activity, and create a sponsorship plan/proposal aiming at a selected business. This plan/proposal will be written up and presented to the class.

- What am I looking for? Sample criteria for success**
- Potential impact of the sponsorship plan/proposal for the chosen sport/physical activity.
 - The ability to critically analysis the message behind the sponsorship plan/proposal and how that is interpreted by young people.
 - To identify the advantages and disadvantages of the sponsorship plan/proposal for the sport/physical activity and performers
 - To design a code of practice for the selected sponsorship plan/proposal.
 - To outline and justify the relationship between the selected sport/physical activity and involvement of the selected business.