



# PEAK PERFORMANCE

FOR LEAVING CERTIFICATE

## Extract from final draft

### TEACHER'S GUIDE

#### Table of Contents

1. How to use Peak Performance
2. An overview of LCPE
3. Learning outcomes
4. Planning for LCPE (**sample provided here**)
5. Learning outcome tracker and planning templates (**sample provided here**)
6. Assessment
7. Physical Activity Project
8. Performance Assessment
9. Written Exam
10. Peak Performance guide – Strand 1 content and learning activities
11. Peak Performance guide – Strand 2 content and learning activities

Fergal Lyons, Sarahjane Belton,  
Nicola Crean and Eoin Joy

FOLENS



# CHAPTER 4 PLANNING FOR LCPE: SAMPLE

## Two-Year Plan - All Boys' School (Part of Year 1 only provided here)

### Physical Activity Area Choices:

1. Sprinting
2. Rugby
3. Personal exercise and fitness activities (interval training & weight training)

### Prescribed Topics:

- Physical activity and inclusion
- Technology, media and sport

## Year 1

Sept-Oct (Term 1)

### Physical Activity Area: Personal Exercise & Fitness

Learning Outcomes to be covered			
	Date		
	Partially addressed	Completed	Revised
<b>1.1 Defining a skilled performance</b> a) Identify the characteristics of a skilled performance, discuss the difference between skill and ability.			
<b>1.3 Skill acquisition</b> a) Outline the stages of learning a new skill. b) Describe how skills are learned effectively.			
<b>2.1 Physical fitness</b> a) Discuss the difference between health- and performance-related fitness.			
<b>2.2 Health-related fitness</b> a) Define the components of health-related fitness: cardio-respiratory endurance, muscular endurance,			

strength, flexibility and body composition.			
<b>2.3 Performance-related fitness</b> a) Define the components of performance-related fitness: agility, balance, coordination, power, speed and reaction time.			
<b>4.2 Methods of analysis</b> a) Identify appropriate methods of analysing different aspects of performance: iv. performance related fitness.			
<b>2.4 Application of health- and performance-related components of fitness</b> a) Examine the extent to which different components of health- and performance-related fitness are important in the selected physical activities. b) Research ways in which health- and performance-related fitness can be developed in a demanding practice context. c) Design a combined approach to health-related fitness and performance-related fitness.			
<b>2.8 Diet and nutrition</b> a) Examine the nutritional considerations for before, during and after performance in physical activity.			
<b>3.3 Safe practice</b> a) Suggest warm-up and cool-down practices designed to prevent injury and to prepare participants for participation and performance. d) Describe common injuries sustained in the selected activities, their causes and first aid treatment			
<b>4.2 Methods of analysis</b> b) Use a selection of tools, including video and analysis software to analyse their own and others' performance.			

c) Compare their personal performance to that of a more skilled/model performer.			
<b>2.3 Performance-related fitness</b> a) Define the components of performance-related fitness: agility, balance, coordination, power, speed and reaction time.			

## Nov-Dec (Term 2)

### Physical Activity Area: Rugby

Learning Outcomes to be covered			
	Date		
	Partially addressed	Completed	Revised
<b>2.5 Assessment of health &amp; performance-related components of physical fitness.</b> a) Design a fitness test battery for a physical activity based on an analysis of the particular fitness demands of the activity b) Evaluate the principles of training from a performance perspective c) Apply the FIIT formula to each component of physical fitness			
<b>2.6 Designing a fitness plan</b> a) Compare different methods of physical fitness training in the context of the three selected physical activities. e) Demonstrate an understanding of periodisation in the design of training programmes.			
<b>3.1 Structures, strategies and/or compositional elements.</b> a) Demonstrate an understanding of the main structures, strategies and/or compositional elements in their performance of selected physical activities.			

<p><b>3.3 Safe practice</b></p> <ul style="list-style-type: none"> <li>a) Demonstrate safe practice in approaches to training, performance and the organisation of physical activity events.</li> <li>b) Suggest warm-up and cool-down practices designed to prevent injury and to prepare participants for participation and performance</li> <li>c) Discuss the importance of the selection and maintenance of suitable attire, equipment and facilities for selected physical activities.</li> <li>e) Evaluate training/practice schedules designed to avoid the problems associated with overtraining including player/participant fatigue.</li> </ul> <p>*(a) and (b) ongoing through all activities</p>			
<p><b>3.6 Role of the official</b></p> <ul style="list-style-type: none"> <li>a) Explain the rules and regulations pertaining to the selected physical activities.</li> <li>b) Describe the safety regulations and procedures in the selected physical activities.</li> <li>c) Implement appropriate safety checks on equipment, facilities and player clothing.</li> <li>d) Use the appropriate scoring/recording systems for the selected activity.</li> <li>e) Describe the demands of officiating in terms of personal fitness, psychological readiness, personal attire and suitable equipment.</li> <li>f) Demonstrate the ability to communicate assertively with participants.</li> <li>g) Identify strategies to manage conflict in a variety of situations: between the official and participants, and /or between participants.</li> <li>h) Evaluate their role as an official using an official they admire as reference point.</li> </ul>			

<p><b>3.4 Rules, rituals and conventions</b></p> <p>a) Organise an event/performance in which the particular rules, roles, rituals and conventions of the activity are respected.</p> <p>b) Demonstrate the ability to communicate respectively with performers/players and officials.</p>			
<p><b>6.1 Principles of ethical practice</b></p> <p>a) Explain the principles of ethical practice in sport; the importance of integrity, respect, fairness and equity in the context of selected activities.</p>			
<p><b>6.2 Code of ethics</b></p> <p>a) Examine the code of ethics in the selected physical activities from the perspective of participants, parents, spectators, coaches and or club officials.</p>			

### Jan-Feb (Term 3)

#### Physical Activity Area: Sprinting

Learning Outcomes to be covered			
	Date		
	Partially addressed	Completed	Revised
<p><b>1.2 Analysing skill &amp; technique</b></p> <p>a) Analyse selected skills and techniques from the following perspectives:</p> <ul style="list-style-type: none"> <li>i. biomechanical; planes and axes, levers</li> <li>ii. movement; vectors and scalars, Newton's laws of motion</li> <li>iii. quality/effectiveness; economy of movement, creative application of skill</li> </ul>			

<p><b>2.6 Designing a fitness plan</b></p> <ul style="list-style-type: none"> <li>a) Compare different methods of physical fitness training in the context of the three physical activity areas.</li> <li>b) Discuss approaches to training in the activity and outside the activity.</li> <li>c) Use the fitness test data to design a physical fitness programme for a selected physical activity.</li> <li>d) Suggest strategies to support recovery and adaption following competition/performance and training.</li> <li>e) Demonstrate an understanding of periodisation in the design of training programmes.</li> </ul>			
<p><b>2.8 Diet &amp; nutrition</b></p> <ul style="list-style-type: none"> <li>b) Discuss the importance of hydration in different physical activities and settings.</li> <li>c) Discuss the role and challenges of using sports supplements, including sports drinks, in physical activity.</li> <li>d) Analyse the role and relative contribution of the energy systems in relation to duration, intensity and type of activity.</li> <li>e) Explain how an understanding of the different energy systems can inform preparation for practice, performance and recovery.</li> <li>f) Design a dietary plan, including a rationale, for one selected physical activity.</li> </ul>			
<p><b>4.1 Personal performance analysis</b></p> <ul style="list-style-type: none"> <li>a) Examine the different factors that influence personal performance in physical activity and sport.</li> </ul>			
<p><b>4.2 Methods of analysis</b></p> <ul style="list-style-type: none"> <li>a) Identify appropriate methods of analysing different aspects of performance: <ul style="list-style-type: none"> <li>i. skill and technique</li> <li>ii. structures and strategies</li> </ul> </li> <li>b) Use a selection of tools, including video and analysis software to analyse their own and others' performances.</li> <li>c) Compare their personal performance to that of a more skilled/ model performer.</li> <li>d) Identify four areas from their performance which require further development.</li> </ul>			

# CHAPTER 5 LEARNING OUTCOME TRACKER AND PLANNING TEMPLATES

## Learning Outcome Tracker Sample

Example:

Learning Outcome	Notes	Date		
		Partly Addressed	Fully Addressed	Revised
2.2a	Covered fully but link back to them again regularly when covering a fitness battery. Stress the importance for the PAP		02/09/20	
2.1a	Discussed and activity used, however come back to this when doing 2.4 a, b, c and d.	05/09/20		
2.5a	4 HRF and 5 PRF tests completed. Students completed the task to do a needs analysis on the sport they are potentially choosing for their PAP and have gone on to design an appropriate battery of tests relevant to them with a rationale provided. Revisit this in September next year in the build up to the PAP	07/09/20– 16/09/20		

## Planning Template

Term: \_\_\_\_\_ Number of Weeks: \_\_\_\_\_ Physical Activity Area: \_\_\_\_\_

Number of single classes: \_\_\_\_\_ Number of doubles: \_\_\_\_\_ Class Group: \_\_\_\_\_

Learning Outcome	Notes

