Leaving Certificate Physical Education (LCPE) - Teaching and Learning

Strand and topic in focus	Strand 1 (Towards Optimum Performance) and Topic 3 (Structures, Roles and Conventions)

Content of the topic: Students learn about…	Learning outcomes to be addressed:
3.4 Rules, rituals and conventions	● 3.4.2 Demonstrate the ability to communicate respectfully with performers/ players and officials

Objectives of LCPE:

1 (performance in physical activity), 2 (ability to reflect on performance in physical activity), 5 (capacity to undertake different roles in physical activities) and 6 (understanding of the principles underlying ethical participation in physical activity)

Two suggested learning activities outlining briefly what the teacher does and what the students do to address this learning outcome:

● (1) Students will research online 'effective communication' and 'effective communication in youth sport' (a guided discovery approach - pedagogy). They will then come together in a group and create a digital poster on their findings of effective and respectful communication in youth sport (group work and creative and critical thinking). An idea for this poster would be to simulate and record good and poor communication practices and integrate the recorded videos in the poster (i.e. using QR codes). Once the posters are created, they will do a poster walk – going from one poster to another where they will scan the QR codes, and listen, and engage with, their peers presenting the selected poster (peer teaching).
● (2) Students will be given a role of player(s), official(s) and observe(s). 'Players' will play a game of ultimate Frisbee and communicate with each other before every pass. 'Officials' will communicate the rules or instructions. 'Observes' will record the game on the tablets or their own device. Once the game is over, the groups will come together and the players and

officials will reflect on how they got on in 'effectively' communicating (reinforcing the theoretical knowledge from their posters). The observers will then give their opinions, showing evidence of such opinions on the screen-TV (or straight away from their tablet or teacher laptop). The teacher will then bring the class back around some of the posters and ask the class what was missing when enacted in practice, reflect on the task and use 'muddy points' for understanding.

- Students are given time at the end of class (or for homework) to create a two-three minute voice recoding / video / diary entry on how they felt when playing their role (with emphasis on their feelings).

How will students show evidence of their learning? (formative feedback)

- Students will be peer assessing on 'glow (i.e., a positive) and grow (i.e., an improvement)' sheets when listening to each poster. Teacher will also be asking questions to provoke discussion and taking notes on the presentations.
- Recordings will be kept on the tablets as evidence and each student will be able to assess their own performance and ability to effectively communicate as home work (self-assessment). Peer-assessment will also be happening throughout the games. Teacher will assess at the end through muddy points.

Senior Cycle key skills: Communicating, working with others, and critical and creative thinking.

Ideas to link to others LOs:
- Could link it to learning outcome (LO) 3.6.1 (explain the rules and regulations pertaining to the selected physical activities). The students who are the officials could research the game rules before class and relay such rules to the class before the game (peer teaching). The students would take these rules down and teacher would question for understanding (possible using Kahoot) (assessment and pedagogy). Similar activities would apply if linking to 3.6.2, 3.6.3, 3.6.4.
- Could link to a different topic – topic 6.2.1 and 6.2.2 (ethics and fair play)

Useful resources / Digital technology
To create the posters, you should share with your students tutorials on how to use for example:
- Piktochart https://create.piktochart.com/ Canva https://www.canva.com/ Genially https://www.genial.ly/ QR Codes generator https://www.the-qrcode-generator.com/ Effective communication in youth sport: https://bit.ly/2TLBvHA

Teaching and learning resources
- 'Grow and glow' sheets
- Task info sheet with the learning activities directions (Canva is great to do this). This could be printed and laminated or shared through the class cloud (i.e. Google Classroom, or Edmodo, or Google Drive)

- Peer assessment sheets

Digital technology requirement
- Tablets (or their own devices) will be essential to this task and the use of the teacher laptop.