

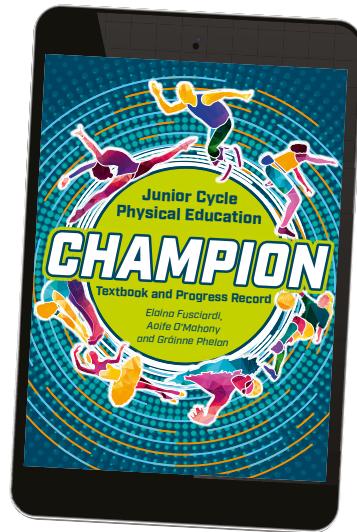
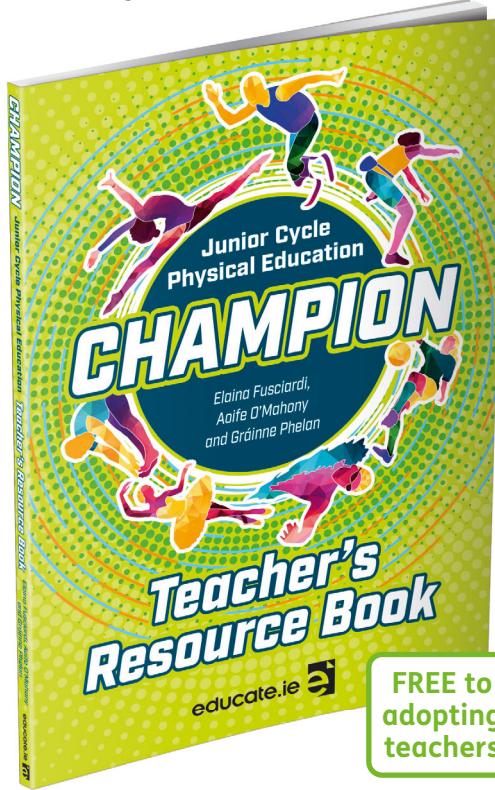
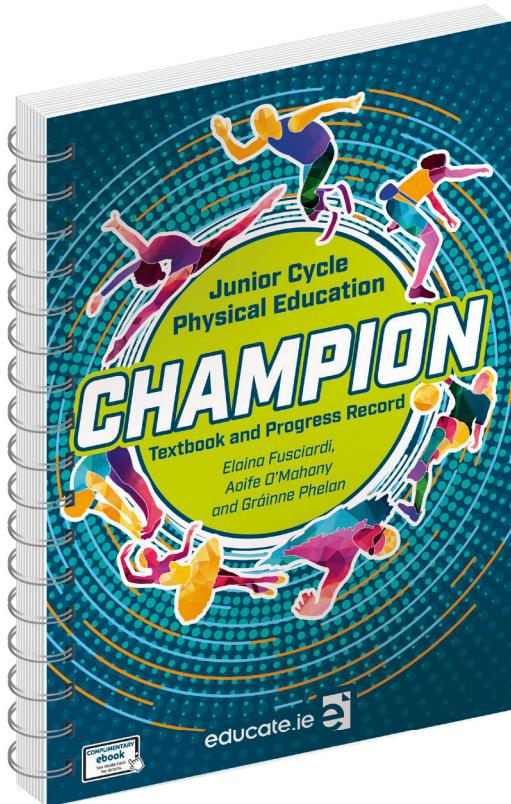
## Junior Cycle Physical Education

# CHAMPION

Textbook and Progress Record

A combined textbook and write-in record of learning and progress in Physical Education.

Package includes:



COMPLIMENTARY  
ebook



FREE to  
adopting  
teachers

Designed to meet the demands of the Junior Cycle Physical Education specification, ensuring students develop into competent, confident and engaged participants in physical activity.

- Written specifically for the 135-hour Junior Cycle Physical Education specification implemented in 2023.
- Step-by-step guides and activities for key fundamental movements.
- Detailed explorations of all seven physical activity areas.
- Skill-building activities and tasks that connect theory with practice.
- Built-in peer- and self-assessment tools, and reflective tasks.
- Guidance and support for achieving success in the Classroom-Based Assessments.
- Functional spiral bind – perfect for use during active classes.

Empower students with knowledge, skills and confidence for lifelong participation in physical activity.



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# TAKE A LOOK INSIDE



**Learning outcomes** at the start of each chapter.

**Chapters divided into subsections** for ease of planning.

**Purposeful writing tasks** included as necessary to assess understanding.

**Key terms and concepts** listed at the start.

## 3.4 Facilities, Equipment and Clothing

It is important to take every precaution to stay safe and injury free while participating in physical activity. This includes making sure that the facilities are safe, all equipment is fit for purpose and all participants are wearing the correct clothing and footwear.



**SPORTS TRIVIA**  
An Elicode is a unique postcode system used in Ireland. Elicodes are beneficial for emergency services as they enable quicker and more accurate response times by precisely pinpointing locations during emergencies. You can find Elicodes for addresses on the Elicode finder site: [finder.elicode.ie](http://finder.elicode.ie)

### ACTIVE MIND

- In pairs, outline some of the safety precautions that need to be considered for each of the locations below. The first one has been done for you.

Location	Safety precautions
Sports hall	<ul style="list-style-type: none"> <li>Do not enter the hall without a P.E. teacher.</li> <li>Have equipment stored in a safe place.</li> <li>Inspect equipment before use.</li> <li>Minimise risks by reporting any dirt or water on the hall floor.</li> <li>Wear appropriate runners and sports gear.</li> </ul>
Fitness centre	
Running track	
Playing pitch	
Astro turf pitch	
Swimming pool	

In this chapter, we will learn about the importance of including everyone in physical activities, no matter their abilities or background. This chapter will help you to understand why it is necessary to respect others, and how you can make sure that everyone gets a chance to participate and enjoy themselves.

**Clear, student-friendly learning intentions.**

**Step-by-step guides** offering practical advice and guidance on **fundamental movements and skills**.

**CHAMPION**

### SPORTS SKILLS

#### Single-leg balance test

We can assess how good our balance is by using the single-leg balance test. Watch the following video showing the correct single-leg balance technique: [www.educateplus.ie/go/single-leg-balance](http://www.educateplus.ie/go/single-leg-balance)

**Before**

- Feet are flat on the ground, with legs shoulder width apart.
- Hands are on the hips.
- Head and eyes face forward.
- Core is engaged.

**Getting in position**

- One leg remains on the ground.
- The other leg lifts off the ground, with the knee bent at a 90-degree angle.
- Arms remain at the side of the body or across the chest.

**During**

- Head and eyes face forward.
- Position is held with no excessive movement.

**JUMP IN!**

#### Single-leg balance test

**Equipment needed**

Stopwatch   
 Recording device   
 Non-slip surface

**Test protocol**

- Work in pairs. Partner A should stand on one leg for as long as they can using the technique outlined above.
- Partner B should use a stopwatch to time how long partner A maintains this position. The timing stops when partner A's foot touches the ground, or they hop or otherwise lose their balance.
- Swap roles and repeat the steps above. Use the peer assessment template on page 69 to give feedback on each other's performance.
- Review your peer feedback, then repeat the exercise again, this time recording one another instead of timing.
- Review your video, then use the self-assessment template on page 69 to reflect on your own performance.

**Variations:**

- Single-leg balance test
- Single-leg balance test with eyes closed
- Standing stork test (see Chapter 5, page 102)

**Focus on active tasks throughout.**

Numerous opportunities for **peer- and self-assessment**.

**CHAMPION**

### GAME INSIGHTS

#### Peer assessment

Name: \_\_\_\_\_

Identify two elements your partner did well, and highlight one area in need of improvement. You should also suggest a way to help them improve.

**FUNDAMENTAL MOVEMENT SKILLS**

**Self-assessment**

Watch the video of your jumping for height technique and give yourself a score of 1 to 5 for each element, with 1 meaning that you need more practice and 5 meaning that you performed it perfectly. Briefly reflect on why you have awarded yourself each score for each element.

Technique	Score (1–5)	Why I selected this score
Head is up and upper body is straight		
Feet are slightly apart		
Eyes are looking forward or upward		
Knees are bent in a crouched position		
Arms are behind the body		
Legs forcefully extend		
Arms drive upward and forward quickly in time with leg action		
Body explodes upward		
Arms and legs straighten and extend		
Knees, legs and ankles are bent		
Landing is soft, done on both feet		

- What elements of your performance are you happy with?
- What elements can you improve on, and how?

Inspiring **case studies** add real-world relevance to material.

**Comprehensive CBA chapter** offers information, advice and templates that can be used to complete the CBAs.

### Relay

A **relay** is a running event in which athletes compete as part of a team rather than individually. Each runner is responsible for completing a portion of the race (a leg) before passing a baton to the next runner. The team must successfully exchange the baton within a specific area to avoid being disqualified. Relay races test both speed and teamwork, and smooth baton exchanges are crucial to winning the race.

Some of the most common relay events include:

- **4 × 100 m relay (men's and women's)**: Each runner covers 100 metres.
- **4 × 400 m relay (men's and women's)**: Each runner covers 400 metres.
- **4 × 400 m relay (mixed)**: Teams consist of two men and two women, who each cover 400 metres.

### >>> CASE STUDY <<<

#### Irish Mixed 4 × 400 m Relay Teams

Irish mixed 4 × 400 m relay teams have shown steady progress in international athletics in recent years. At the 2024 European Athletics Championships, the Irish team (consisting of Chris O'Donnell, Rhasidat Adeleke, Thomas Barr and Sharlene Mawdsley) won gold and set a championship record time of 3:09.92.



Watch the following video showing Ireland winning this event:

[www.educateplus.ie/go/Ireland-relay](http://www.educateplus.ie/go/Ireland-relay)

### COMMENTARY

1. What safety measures do you think athletes should take before and during the relay race to avoid injuries? Consider warm-up routines, footwear and safe baton handing.
2. From watching the video, how do you think the runners ensure that they don't drop the baton during the handoff?
3. What techniques do the runners use to maintain their speed while passing the baton?
4. How do you think team managers select the order of runners for this event?
5. Why is it important to have a strategic plan for placing runners in a specific order?

Thought-provoking **discussion questions** encourage engagement.

**End-of-chapter revision sections** offer opportunities to assess and reflect on learning.

L6: 14, 15, 18, 21, 23, 26, 28, 31, 33, 34, 35, 36, 39

# 11 CLASSROOM-BASED ASSESSMENTS

**GOALS**

At the end of this chapter you will be able to:

- identify the steps needed to successfully complete both Classroom-Based Assessments (CBAs)
- apply knowledge of physical activity principles to design and carry out a personal activity plan aimed at improving health and enjoyment
- perform selected physical skills and strategies in a chosen activity, showcasing competence, confidence and adherence to safety protocols
- reflect on personal progress and experiences during CBAs, identifying strengths, challenges and areas for improvement
- evaluate personal achievements and challenges in CBA activities through written or verbal reflections
- participate in discussions or review sessions to understand the assessment process.

**WINNING WORDS**

Classroom-Based Assessments (CBAs)

CBA 1: Physical activity for health and enjoyment  
Personal physical activity programme

CBA 2: My performance

Classroom-Based Assessments (CBAs) in P.E. are an opportunity to demonstrate your skills and understanding in a hands-on, practical way. These assessments take place during your regular P.E. classes and are evaluated by your teacher. In P.E., you will complete two CBAs, and the results will contribute to your Junior Cycle Profile of Achievement (JCPA). These practical assessments, along with feedback from your teacher, support your growth as a confident and competent participant in physical activity.

**CHAMPION**

## FINISH LINE

### Sports Review

1. (a) Name three compositional elements of performance.

(b) List two benefits of dance.

2. Name one traditional dance and the country it originates from.

3. (a) Explain the role of a spotter.

(b) In your own words, write out some advice you would give to someone who is spotting another person doing a handstand.

4. Briefly analyse how FMS contribute to dance.

**GAME INSIGHTS**

1. Identify two challenges you faced when completing this chapter and describe how you overcame them.

2. What advice would you give to someone who is completing gymnastics skills for the first time?

**FINAL SCORE**

I can ...

- Explain the compositional elements of performance.
- Outline the benefits of dance.
- Develop a dance routine and a sequence of gymnastic movements.
- Appraise performance in dance and gymnastics.

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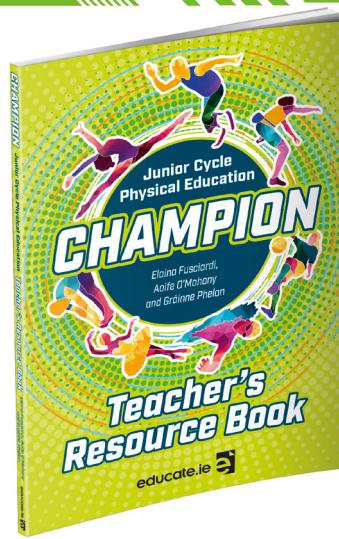
QR code

View the flipbook

# TEACHER'S RESOURCE BOOK

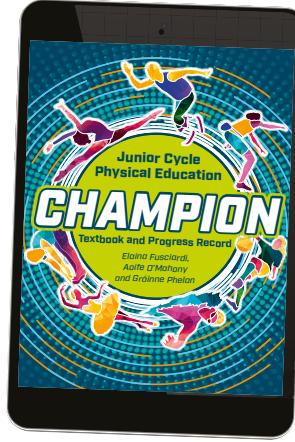
The Champion Teacher's Resource Book offers invaluable support for planning, delivering and assessing the course, with:

- guidance on planning
- blank planning templates
- additional worksheets and photocopiables
- information on CBAs and assessment.



## DIGITAL RESOURCES

- Free ebook available with every purchase.
- Online technique videos give step-by-step guides for fundamental movements.
- Downloadable planning templates.



## ABOUT THE AUTHORS

**Elaina Fusciard** teaches Physical Education and LCPE in Loreto College, St Stephen's Green, Co. Dublin, where she also serves as Director of E-Learning. Elaina has experience correcting LCPE exam papers and project work for the State Examinations Commission. She holds a PME in Physical Education from UL and a BSc in Health and Leisure from MTU.

**Aoife O'Mahony** teaches Physical Education and LCPE in Gaelcholáiste Charraig Uí Leighin, Co. Cork. She is an executive member of the PEAI. She holds a BA in Sport Studies and Physical Education from UCC. She is also a qualified Irish teacher, and has recently graduated with a PGDip in Irish Translation.

**Gráinne Phelan** teaches Physical Education in Hazelwood College, Co. Limerick. Gráinne has worked as an examiner with the State Examinations Commission for the components of LCPE. She has also spent the last three years as an executive member of the PEAI. She holds a BSc in Physical Education and Gaeilge, and an MSc in Adapted Physical Activity.

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