



**Irish Heart  
Foundation**

The National Stroke & Heart Charity

# Action for Life

Physical literacy through PE and SPHE



Head



Heart



Hands

**FIFTH  
CLASS**

**SIXTH  
CLASS**

**LESSON  
PLANS**



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



### About the Irish Heart Foundation

The Irish Heart Foundation is a community of people who fight to protect the cardiovascular health of everyone in Ireland. Our mission is to eliminate preventable death and disability from heart disease and stroke and to support and care for those living with these life-changing conditions.

The Irish Heart Foundation is almost entirely funded by public donations, which enable us to provide the fantastic supports and programmes used by schools around Ireland. Every donation helps more people in Ireland to live longer, healthier lives. For more information on how schools can support in fundraising, please contact [hello@irishheart.ie](mailto:hello@irishheart.ie)

### About Irish Heart Foundation's work in schools

The Irish Heart Foundation supports schools in their mission to nurture children's wellbeing. We provide curriculum-friendly resources through our primary school health and wellbeing programme to build healthy habits for life. Get in touch with us at [schools@irishheart.ie](mailto:schools@irishheart.ie).

For more information and FREE resources, visit [www.irishheart.ie/schools](http://www.irishheart.ie/schools).



**Visit  
[irishheart.ie/actionforlife](http://irishheart.ie/actionforlife)  
for the full Action For Life  
programme**



**Oide**

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# PE Agreement

- The PE Agreement is like a class contract, created with input from all pupils in the class.
- The PE Agreement helps to clarify what sort of atmosphere the class wants to create for PE (e.g. inclusive, cooperative, respectful, friendly) and what pupils can do to make this happen.
- Working with pupils, choose the 5 most important points for the class that they can count out on fingers to allow for easy recall during PE.

The PE Agreement template can be found overleaf.  
Poster-sized versions for printing are also available  
at [irishheart.ie/schools](http://irishheart.ie/schools).



## Creating the PE Agreement

- 1 Share with pupils that they are going to create their own agreement for things we should keep in mind during PE. Discuss what it means to “value” each other and show “respect” and give examples of what this might look like (e.g. listening to each other, making sure everyone is included, speaking positively to each other etc.)
- 2 Ask pupils to close their eyes and think about what a great PE class looks like, feels like and sounds like.
- 3 Pupils could work in small groups and discuss this with each other.
- 4 Ask pupils or groups to volunteer some words or descriptions that they came up with and note these on the whiteboard (or a large sheet of paper, or post-its).
- 5 Generate discussion around each of the points and give all pupils a chance to contribute or ask questions.
- 6 When all points are on the board, the class will vote for which ones they think are the most important for your class PE Agreement.
- 7 Each pupil chooses the 3 points that they think are most important (give each pupil 3 small circle stickers to place beside the words on the sheet, or invite pupils to use a whiteboard marker to draw 3 circles or ticks beside their favourite points).
- 8 Count up the votes until there are 5 main points for the PE Agreement.
- 9 Write these onto the PE Agreement poster, or onto sheets of paper to blu tack onto the numbered boxes. Additional points could also be added in the white space around the poster. Add pictures if desired.
- 10 Pupils then sign the agreement at the bottom with their names, or a thumbprint.
- 11 These points can be changed or adapted throughout the year as necessary, if all pupils are in agreement.





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# Our Class PE Agreement

*We will value each other and show respect by....*





# Before and After Physical Activity

## Warming Up, Cooling Down and Stretching



### WARM UP

- Before we do exercise, like doing PE or sports training, it is necessary to prepare our bodies by warming up.
- When we are active, the heart and lungs work harder and faster to circulate blood around the body.
- Warming up involves doing light activity to gradually increase our heart rate so that the body is prepared for more intense physical activity.

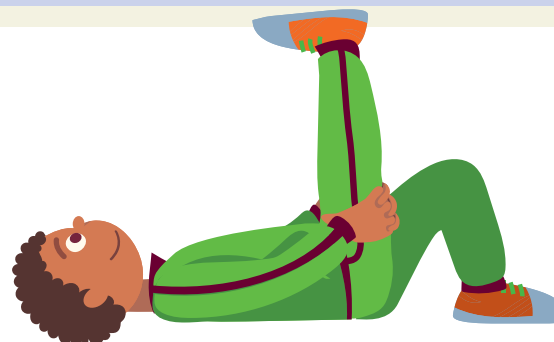
**Warm Up Stretch:** After warming up our bodies and muscles with light activity, we then do a Warm Up stretch. We do not stretch without first warming up because our muscles are a little bit like plasticine. When we take plasticine out of the packet or tub, it is cold and hard. We need to warm it up by moving it around to make it soft and stretchy. Our muscles are similar; they need to be moved around and warmed up to become flexible enough to stretch.

### COOL DOWN

- When we finish exercising, we are still breathing fast and our hearts are still working hard to deliver blood all around the body.
- If we stop suddenly, the body thinks it is still exercising and continues to react as if it is.
- Cooling down means doing a lighter activity to ease the body out of its work mode and allow the breathing and heart rate to return to normal.
- Stopping suddenly without doing a Cool Down could make us feel dizzy or unwell and can make the muscles sore.

**Cool Down Stretch:** Cool Down stretches should be done after the cool down to keep the muscles strong, flexible and healthy. Cool Down stretches are usually held for longer than Warm Up stretches and done in a seated or lying down position for a deeper stretch. Stretching can help to prevent muscle soreness after physical activity.

- ➔ Full body stretches are suggested in each Action For Life lesson plan before the first main activity (Warm Up Stretches) and at the end of each lesson (Cool Down Stretches). Particular attention should be given to stretching the body parts used within the lesson.
- ➔ The stretch should be held when a gentle tension is felt in the muscle.
- ➔ If doing a specific stretch causes pain, stop the stretch. **Stretching should not cause pain.**



*Stretches are detailed on the pages overleaf.*



# Warm Up Stretches

○ = Area where stretch should be felt

- ➔ Hold the position when a gentle tension is felt; you should not feel pain or discomfort.
- ➔ Keep breathing normally through the stretches.
- ➔ Hold each stretch for 8-10 seconds.

## 1 Quad Stretch

- Stand with feet hip distance apart.
- Bend left knee and catch foot.
- Gently pull heel to bum.
- Hold onto wall for support if necessary.
- Keep hips level and both knees close together.



## 2 Hamstring Stretch

- Step right foot backwards.
- Bend right knee, leaning upper body forward from hips with back straight.
- Place hands on thigh for support (not on knee).
- Gently push hips backwards as if sitting into a chair.
- Stretch should be felt on back of upper part of the straight leg.



## 3 Calf Stretch

- Step left leg back, keeping right knee bent from Hamstring Stretch.
- With straight back leg and feet flat on the ground, push weight through back heel into ground.
- Stretch should be felt in bottom of back of straight leg.
- Push against a wall or move feet further apart for deeper stretch.



*Complete stretches 1, 2 and 3 on left leg, then change to right leg.*

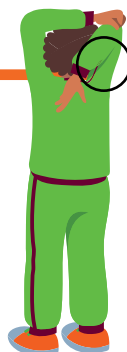
## 4 Chest and Shoulder Stretch

- Stand with feet hip distance apart.
- Lace fingers together behind the back with palms facing the body.
- Gently squeeze shoulder blades together and lift arms only as far as comfortable.



## 5 Tricep Stretch

- Stand with feet hip distance apart.
- Raise both arms overhead.
- Bend one elbow and allow hand to drop between shoulder blades.
- Reach fingertips down spine and support elbow with other hand.
- Repeat with opposite arm.



## 6 Upper Back Stretch

- Interlock fingers with palms facing body.
- Bring arms to shoulder height and drop chin to chest.
- Gently reach arms forwards, feeling the stretch between the back of your shoulders.



## 7 High Reach Stretch

- Stand with feet hip distance apart.
- Hold hands above head and stretch upwards.
- Feel the stretch along the whole upper body.





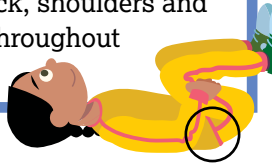
# Cool Down Stretches

○ = Area where stretch should be felt

- ➔ Hold the position when a gentle tension is felt; you should not feel pain or discomfort.
- ➔ Take slow deep breaths during the stretches.
- ➔ Hold each stretch for 10-15 seconds, unless otherwise specified.

## 1 Lower Back Stretch

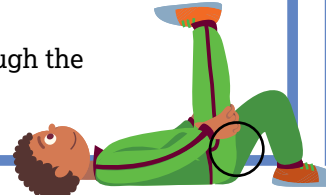
- Lie on back with knees bent and feet flat on floor.
- Place hands at back of thighs and pull knees gently towards chest.
- Keep upper back, shoulders and head on floor throughout the stretch.



## 2 Lying Hamstring Stretch

- Lie on back with knees bent and feet flat on floor.
- Lift one leg and hold hands around back of thigh.
- Gently pull leg, only as far as comfortable, keeping the leg straight.
- Stretch should be felt through the back of the lower leg.

*Repeat with opposite leg*



## 3 Lying Quad Stretch

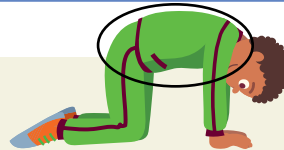
- Turn onto front of body to lie on stomach.
- Rest head on forearm.
- Bend one leg and hold foot with hand on same side.
- Keeping both hips on the floor, gently pull the heel towards the bum.

*Repeat with opposite leg*



## 4 Cat Stretch

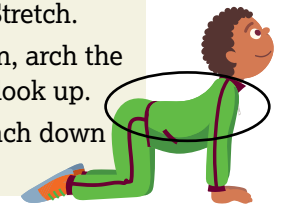
- Kneel with both hands on floor (knees below hips and hands below shoulders).
- Let out a deep breath, tuck chin towards chest and round the back – imagine that you are trying to move your belly button up to the sky.
- Do not hold this position as you will move slowly into Cow Stretch on next breath in.



Move slowly from Cat Stretch to Cow Stretch and back for a few breaths – slowly moving into Cat Stretch on breath out and Cow Stretch on breath in. Repeat sequence 3-4 times.

## 5 Cow Stretch

- Kneel with both hands on the floor as in Cat Stretch.
- Taking a deep breath in, arch the back, tilt the chin and look up.
- Gently press the stomach down and the hips up.



## 6 Seated Calf Stretch

- Sit on floor with legs wide.
- Bend one knee, bringing the sole of the foot to rest on the inner thigh of the opposite leg.
- Point toes of straight leg towards the face and reach gently towards toes, keeping back straight.
- Stretch should be felt in the back of the bottom of the straight leg. *Repeat with opposite leg*



## 7 Inner Thigh Stretch

- Sitting on floor with straight back, bend both knees, placing soles of feet together.
- Hold legs at ankles, sit up tall and allow knees to fall towards the floor (don't push the legs).
- For a deeper stretch, hold feet and lean slightly forward.



## 8 Seated Chest Stretch

- In a seated position on the floor, place both hands behind the back.
- Rest the palms of the hands on either side of the spine at the lower back with fingertips facing downwards.
- With straight back and head facing forward, gently press elbows together to stretch across the chest.





# Irish Heart Foundation

The National Stroke & Heart Charity

## Learning Outcomes

Through this lesson, pupils should be enabled to...

HEAD



**Label**  
components of a proficient jump.

HEART



**Demonstrate**  
respect, support and encouragement for other pupils when working in teams.

HANDS

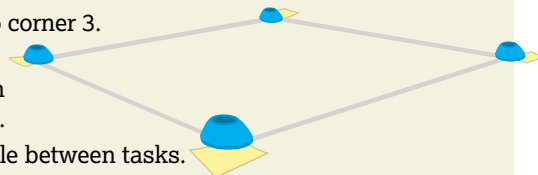


**Experiment** with various ways of jumping (for height, distance, taking off from one foot and landing on two feet etc.).

### WARM UP - Four Corners

**Set-up:** Create a large square, using cones to mark 4 corners. Place a printed *Task Card* at each of the corners. Divide class into 4 groups. Assign each group a starting corner and ensure all pupils know which direction they will be moving around the square.

- ➔ Pupils read the *Task Card* in their first corner (corner 1) and perform this activity along the edge of the square to travel to the next corner (corner 2).
- ➔ From corner 2, pupils jog one lap around the outside of the square and return to corner 2. Teacher emphasises that it is not a race; pupils need to look out for their teammates and ensure they give each other space and time to jog at their own pace.
- ➔ Pupils read new *Task Card* at corner 2 and perform this activity while moving to the next corner (corner 3).
- ➔ Side step one full lap and return to corner 3.
- ➔ Read *Task Card* at corner 3, perform this task to corner 4, then jog a lap of the square to corner 4.
- ➔ Continue, jogging around the circle between tasks.



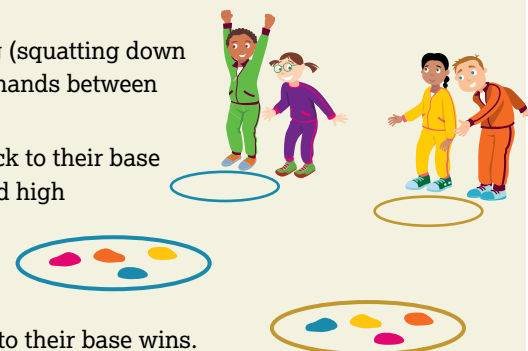
**MODIFICATION:** Place the *Task Cards* at a suitable height (raised bench or table) for pupils who are unable to reach the floor.

**STRETCH**  
before moving to Activity 1  
(see Warm Up stretches)

### ACTIVITY 1 - Frog Jump

**Set-up:** Arrange the hoops as illustrated with 4 beanbags in each end hoop. Put pupils into pairs and request each pair to stand in an empty hoop.

- ➔ One pupil from each pair jumps like a frog (squatting down low with knees wide, touching floor with hands between knees and jumping) to the end hoop.
- ➔ The pupil collects a beanbag and runs back to their base hoop, placing the beanbag in the hoop and high fiving their partner to signal their turn.
- ➔ This is repeated until all of the beanbags are returned to the start hoop.
- ➔ The first team to bring all beanbags back to their base wins.
- ➔ Teacher could also award a victory to the pair or group that encouraged each other or demonstrated improved technique.



**MODIFICATION:** For pupils who are wheelchair users, instead of frog jumping, partners take turns moving in front of each other and handing a ball overhead from back partner to front partner. Pupils could also move to end hoop together, pick up the beanbag and move back to start hoop throwing and catching the beanbag.

**MORE ACTION:** Place 2 *Task Cards* at each corner; pupils must move from corner 1 to corner 2 using one of the movements, back to corner 1 using the other movement, then run the full perimeter of the square to corner 2 and repeat for all corners.

**MORE ACTION:** Instead of just carrying beanbags, ask pupils to throw and catch their beanbag while walking carefully back to their hoop. Pupils could also be tasked with returning to the start hoop while balancing the beanbag on their head.



**TOP TIP**

Use *Task Cards* to provide effective **visual demonstration** of tasks. Use additional verbal cues to support these tasks, e.g. “*step, together, step, together*” (for side stepping), “*opposite hand to opposite knee*” (for high knees).



**TOP TIP**

Remind pupils of the **PE Agreement** and that you are looking for pupils who are encouraging one another. You might offer pupils the **choice** to find a partner, then combine pairs to form a group.

## SPHE

**Strand:**  
Myself and Others  
**Strand Unit:**  
My Friends  
and Other People



## PE

**Strand:**  
Athletics  
**Strand Unit:**  
Jumping

### Equipment for Lesson:

Cones, Hula hoops (or disc markers), Beanbags, Agility ladders (or short ropes), *Task Cards* and *PE Agreement* poster (from resource pack)

## Action for Life

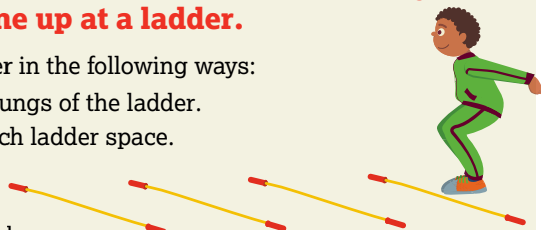
### LESSON 1

### ACTIVITY 2 - Agility Ladder Challenge

**Set-up:** Spread out agility ladders (or several short ropes in ladder formations) within the area. Combine pairs from previous activity into groups of 4 and ask each group to line up at a ladder.

Pupils are tasked with moving through the ladder in the following ways:

- ➔ **Jumping for Distance:** Across one or two rungs of the ladder.
- ➔ **Kangaroo Jump:** Jump with both feet in each ladder space.
- ➔ **Right (or Left) Leg Hop:** Hop and land on the right (or left) foot through the ladder.
- ➔ **Hip Hop:** Hop on right foot into the first ladder space, hop on the left into the next space, change foot each time.
- ➔ **Side step:** Facing sideways move leading foot into a space, the second foot follows into the same space.
- ➔ **Hopscotch:** Hop on right leg into the first ladder space, land with both feet parallel in the second space, hop with left leg into the third space, repeat this hop/jump pattern to the end of the ladder.
- ➔ **Quick Step:** “In, in” (right foot, left foot into first space), “out, out” (right foot, left foot to outside edge of next space with feet wide). Move quickly on the balls of the feet as fast as possible without touching the edges of the space.



**MODIFICATION:** For pupils who are wheelchair or mobility device users, introduce different ways of moving alongside the ladder (forward up, reverse back, whilst dribbling or throwing and catching a ball while moving along the line with assistance from a partner). Use verbal cues to signal when to jump for pupils with vision impairment and large print cards indicating type of jump for pupils with hearing impairment.

**MORE ACTION:** Have pupils make up their own patterns and show or teach this to the other groups. Over time this can turn into a station activity.



#### TOP TIP

**Emphasise** effective use of arms to generate force when jumping. **Show** pupils the jump **video** from *Move Well, Move Often* (PDST resource), noting all the components involved in jumping ‘the right way’.

### COOL DOWN - Mexican Wave Pass it On

**Set-up:** Combine groups of 4 from previous activity into groups of 8. Each group of 8 forms a circle.

- ➔ In each circle, one pupil is nominated to lead. This leader demonstrates a movement or skill (e.g. jumping, kicking, chest passing, throwing).
- ➔ Going clockwise, each pupil in turn demonstrates the skill/action around the circle.
- ➔ When it goes full circle a new leader (the next pupil anti-clockwise) introduces another skill.
- ➔ Once all pupils in the circle have had a chance to be leader, repeat but this time faster and the leader can introduce a new movement when a skill has gone halfway around the circle.

**STRETCH**  
at the end of the lesson  
(see Cool Down stretches)

## Assessment of / for learning



#### Questioning

Challenge pupils to demonstrate and describe the components of a jump. Ask pupils to outline the **first** part of the skill (bend knees with arms behind), **middle** part of the skill (arms extended forcefully upwards above the head) and **last** part of the skill (land with feet together, arms forcefully forward).



#### Questioning

Highlight some points from the *PE Agreement*, ask pupils to give examples of how they can help motivate and encourage their friends during PE.



#### Observation

At the beginning and end of the year, teachers could evaluate pupils' fundamental movement skills using teacher or peer Observation Checklists from the PDST's *Move Well, Move Often* resource.





# Irish Heart Foundation

The National Stroke & Heart Charity

## Learning Outcomes

Through this lesson, pupils should be enabled to...

HEAD



**Identify** four locomotor skills.

HEART



**Demonstrate** respect, support and encouragement for other pupils when working in teams

HANDS



**Take** their own pulse at the wrist or neck.

### WARM UP - Nose and Toes Tag

#### Set-up: Nominate or invite 3 pupils to be taggers.

- ➔ On the teacher's 'go' signal, all pupils run around the playing area with taggers trying to catch them.
- ➔ Once tagged, pupils balance on one foot until a classmate who has not been caught frees them by tapping their shoulder.
- ➔ After a few minutes, 3 different pupils take over as taggers.
- ➔ This time, instead of balancing on one foot, pupils who are caught by a tagger sit on the floor and hold the toes of their left foot with right hand, pass left arm under left knee, touch their nose and try to hold their balance in this position.
- ➔ Any pupils who have not been caught can release their classmates by tapping them on the shoulder.



**MODIFICATION:** Use appropriate signalling methods for pupils with vision or hearing impairment.

### STRETCH

before moving to Activity 1  
(see Warm Up stretches)

### ACTIVITY 1 - Quicksand

#### Set-up: Divide pupils into groups of 4 and direct groups to stand at one end of playing area. Place one cone at each group as a base cone and ask one pupil from each group to place another cone on the opposite side of the playing area.

Starting at their base cone, each group estimates how many jumps it will take them to reach the end cone. Groups reach the cone by doing the following:

- ➔ The first team member performs a horizontal jump (jump for distance), remains at that spot.
- ➔ The second team member does a horizontal jump from where the first pupil is standing.
- ➔ The third team member jumps from where the second team member lands, and so on.
- ➔ The activity continues until the end cone is reached. Teams record the number of jumps it took to reach the cone. Teacher encourages pupils to think about and discuss how they could decrease the number of jumps and what they could do to jump further.

**SAFETY!** When indoors, always start with a stationary start as running can produce too much momentum, causing pupils to fall forward on landing.

**MORE ACTION:** Change 'run' to any other locomotor skills (walk, hop, skip, side step or jump). Change the direction in which pupils run by using Here, There and Everywhere instructions. (**Here** – run to the opposite end of the playing area, **There** – run to an area the teacher is pointing to or **Everywhere** – run on the spot/ jumping jacks/bounce on the spot).

**MORE ACTION:** Challenge groups to reach the cone in less or more jumps. Use different locomotor skills (e.g. hopping, side stepping).



**TOP TIP**

Verbally outline learning outcomes using **WALT** (We Are Learning To) – “We are learning to develop balance and locomotor skills” emphasising the importance of balance, which is part of everything we do (walk, run, jump etc.).



**TOP TIP**

Remind pupils of the **PE Agreement**, that we work together, encourage one another and are kind to each other. Stagger distance between cones for each group so that there is no group comparison. **Positively reinforce** groups that encourage one another. Provide **verbal cues** to pupils of all skill level, reminding the class that there is always room for improvement.



## SPHE

**Strand:** Myself  
**Strand Unit:**  
Self-identity;  
Developing  
Self-confidence



## PE

**Strand:**  
Athletics  
**Strand Unit:**  
Running, Jumping

## Equipment for Lesson:

Cones, Basketballs, Skipping  
ropes, Stopwatch, Pencils,  
*Taking your Pulse\**, *Pulse Record  
Sheet* and *PE Agreement poster*  
(from resource pack)

*\*Prior to this lesson, it is recommended that teacher introduces  
taking the pulse as a classroom activity using resource pack.*

## Action for Life

### LESSON 2

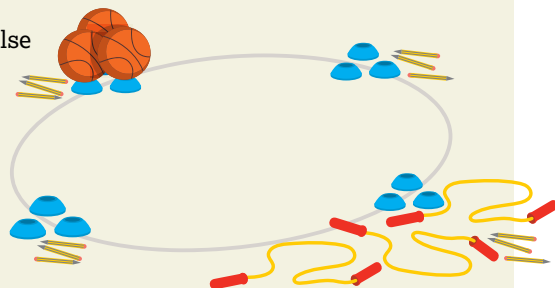
### ACTIVITY 2 - Circuit Challenge

**Set-up:** Place cones (1 per pupil) in 4 different locations in the playing area to create stations. Place skipping ropes at one station, basketballs on cones at another and pencils at each station. Give each pupil a *Pulse Record Sheet*. Divide pupils into 4 groups with a group at each station.

**Suggested circuits:** (1) Skip on the spot (2) Walk around cones (3) Dribble basketball around cones (4) Run around cones.

- ➡ Before starting, teacher asks pupils to take their pulse, timing 30 seconds; pupils note their pulse on record sheets.
- ➡ Teacher keeps time and calls the start and end of each activity.
- ➡ Pupils complete the activity at their station for 30 seconds, then prepare to take their pulse again during 30 seconds of rest.
- ➡ Teacher ensures all pupils have found their pulse before timing 30 seconds. Pupils record their pulse on record sheets each time.
- ➡ Pupils move to next station and repeat.

**MODIFICATION:** For pupils with hearing impairment use large card signs to signal when to start and stop each activity or when to measure pulse.



### COOL DOWN - Circle Pass

**Set-up:** Ask pupils to clear away all equipment except basketballs from previous activity and remain in the same groups. Instruct groups to find space in the playing area and sit down in a circle, with knees bent and a basketball in each circle.

- ➡ One pupil picks up the basketball using their feet and passes it to the pupil on their right.
- ➡ Pupils continue to pass the ball around the circle.
- ➡ Time how quickly the ball can travel around the circle without touching the ground.

**STRETCH**  
at the end of the lesson  
(see Cool Down stretches)

## Assessment of / for learning



### Questioning

Use direct questioning after Warm Up to identify which locomotor skills the pupils used and which ones required the most 'balance'.



### Questioning

Ask pupils to write down, or share aloud, something a peer did or said to them that made them feel supported or encouraged during PE.



### Questioning

Following Activity 2, ask pupils to order the circuits by pulse speed e.g. "Which activity resulted in the slowest pulse?", "Which activity increased your pulse the most?".



### TOP TIP

**Demonstrate** how to take a pulse on the wrist and/or neck using *Taking your Pulse* card. Provide verbal cues and **private feedback** to pupils during task.



# Irish Heart Foundation

The National Stroke & Heart Charity

## Learning Outcomes

Through this lesson, pupils should be enabled to...

HEAD



**Identify**

strategies to assist with memorisation.

HEART



**Attempt**

new challenges with courage.

HANDS



**Undertake**

an orienteering course.

## WARM UP - Jump the Ladder

**Set-up:** Divide pupils into groups of 4. Set out an agility ladder, or line of 5 parallel short ropes equal distance apart, for each group. Ask each group to line up behind the ladder or first rope.

- ➔ Groups start by marching, then jogging, then side stepping around their ladder ropes or rungs of the ladder.
- ➔ One by one pupils jump forwards (two feet take-off, two feet landing) over the rope.
- ➔ Teacher provides directional cues followed by a travel cue. (e.g. “*Turn 90 degrees to the right, side step*”, “*Turn 180 degrees, walk backwards*”).
- ➔ Use *Angle Cards* to remind pupils of different angles (90°, 180°, 360°).

**MODIFICATION:** For pupils who are wheelchair or mobility device users, introduce different ways of moving alongside the ropes and turning in different directions.

## STRETCH

before moving to Activity 1  
(see Warm Up stretches)



**TOP TIP**

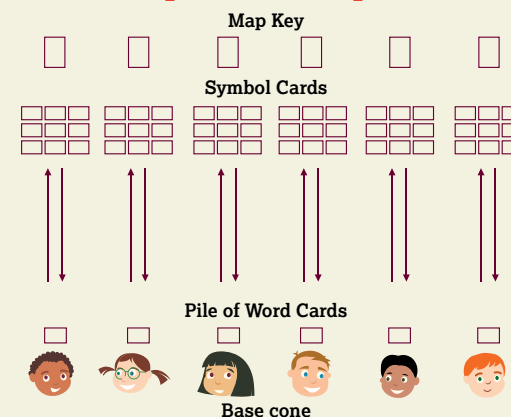
Remind pupils of the **PE Agreement** and that you are looking for pupils who are encouraging one another and being helpful. During this activity, provide pupils with self-referenced **feedback** e.g. “*Your landing has really improved since last time*”, “*You are using your arms really well to move your body*”.

## ACTIVITY 1 - Matching Symbols

**Set-up:** Organise equipment as illustrated. Pupils stand in pairs at their base cone.

Pupils are tasked with matching the *Symbol Card* to the *Word Card* and returning the matching pair back to base:

- ➔ One pupil in each pair picks up a *Word Card* and runs to the *Symbol Cards*.
- ➔ This pupil finds the matching *Symbol Card* using the *Map Key*, then returns the matching pair to base.
- ➔ Partners take turns running and matching until all cards have been paired.



**MODIFICATION:** For a greater challenge, place a *Map Key* at each base and not at the *Symbol Cards* so that pupils must remember the symbol they are looking for. For pupils with vision impairment, use tactile instead of visual cues (e.g. small bags with different number of marbles as symbols and cards with different numbers of matchsticks glued to them as *Symbol Cards*; the task is to match the numbers).



**MORE ACTION:** Make the course longer and place another cone at a halfway point. Place the pile of *Symbol Cards* at this cone and ask pupils to run to the cone and back to base, before using a different locomotor skill to travel to the cone to pick up a *Symbol Card*. Then continue activity as above.



**TOP TIP**

Remind the pupils of learning outcomes using **WILF (What I am Looking For)**. “*What I'm looking for is to see pupils using their memory skills*”. Encourage pupils to memorise the *Map Key* and only refer to it again if they really need to. Discuss effective ways to memorise (e.g. relate what you already know to new things; the symbol for ‘seat’ looks like a bench, the symbol for a ‘pond’ is round and blue, matching our visual understanding of a pond).

## SPHE

**Strand:** Myself  
**Strand Unit:**  
Self-identity;  
Developing  
Self-confidence



## PE

**Strand:**  
Outdoor and  
Adventure Activities  
**Strand Unit:**  
Orienteering

## Equipment for Lesson:

Agility ladders (or short ropes),  
Cones (or Disc markers), *Angle  
Cards*, *Map Key*, *Symbol Cards*,  
*Word Cards*, *PE Agreement*  
poster and *Feelings Finder*  
(from resource pack)

## Action for Life

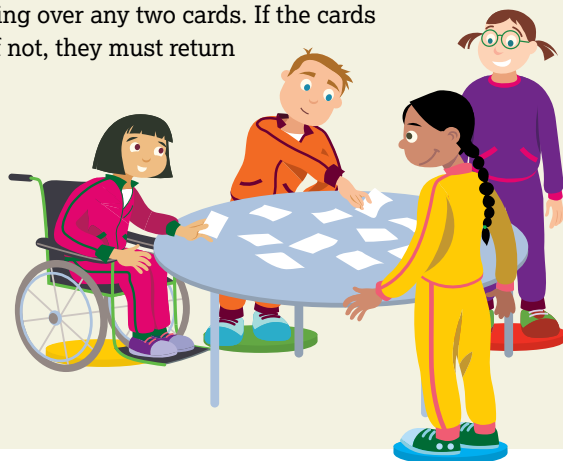
### LESSON 3

### ACTIVITY 2 - Card Match

**Set-up:** Ask pupils to each take a cone or disc marker and form a circle (or two circles for large classes). Ask pupils to put their cone on the floor in front of them to mark their spot. Scatter several sets of *Word OR Symbol Cards* from Activity 1 face down inside the circle.

- ➡ One at a time, pupils take turns in flipping over any two cards. If the cards are identical, the pupil keeps the pair, if not, they must return the cards, face down, to the same spot.
- ➡ All pupils run, skip or side step the circumference of the circle after each turn, making sure to return back to their original spot.

**MODIFICATION:** Use less or more cards to vary the level of challenge in finding matches. For pupils who are wheelchair or mobility device users put the cards on a table in the middle for all pupils to use.



**MORE ACTION:** All pupils march on the spot or do jumping jacks while a pupil is turning over cards. For a more challenging game, scatter *Word Cards* in one half of the circle and *Symbol Cards* in the other. Place several *Key Cards* face up in the middle and around the circle for reference. Task pupils with turning over one card from each side to find matching pairs of word and *Symbol Cards*.



#### TOP TIP

In order to improve short-term and working memory (essential for orienteering and tasks such as reading and mathematics) provide opportunities for **repeat practise** of similar pair matching games in the classroom. **Differentiate** for pupils who find the task challenging, by beginning with a smaller number of matching pairs.

### COOL DOWN - Untie the Knot

**Set-up:** Divide pupils into groups (even number, of 4-12).

- ➡ Pupils stand in a tight circle, facing inwards.
- ➡ Each pupil puts their left hand in the circle, and holds another pupil's left hand.
- ➡ Then, each pupil puts their right hand in the circle, and holds someone else's right hand.
- ➡ Pupils must untangle themselves without letting go of each other's hands.
- ➡ To be successful, pupils must communicate, move slowly and work as a team.

**STRETCH**  
at the end of the lesson  
(see Cool Down stretches)

## Assessment of / for learning



### Questioning

Use direct questioning to identify strategies pupils used to remember symbols. List these strategies on a chart. As a group, discuss why memory is important and the different ways to actively remember.



### Self- assessment

Using the *Feelings Finder*, ask pupils to rate how they felt when doing different activities.



### Teacher- designed Task

Carry out a short-term memory test or visual memory test of your choice in the classroom to assess working memory.



# Irish Heart Foundation

The National Stroke & Heart Charity

## Learning Outcomes

Through this lesson, pupils should be enabled to...

HEAD



**Describe** the practice of mindful walking.

HEART



**Demonstrate** verbal and non-verbal ways to communicate effectively with a peer.

HANDS



**Co-ordinate** movement as a group using verbal prompts.

### WARM UP - Team Alphabet

**Set-up:** Ask pupils to spread out around the playing area.

- ➔ Teacher calls a locomotor skill to perform to move around the playing area (e.g. skipping, hopping, jumping).
- ➔ Teacher calls out a number; pupils get into groups of this number as quick as they can.
- ➔ Teacher then calls a letter and groups use their bodies (standing, sitting or lying) to form the shape of that letter.
- ➔ When the teacher calls “*Team Alphabet*” pupils resume hopping, skipping, jumping etc., until they hear the next number and letter.
- ➔ Finish with a letter and group of 2 so pupils are in pairs for Activity 1.



### STRETCH

before moving to Activity 1  
(see Warm Up stretches)

**MORE ACTION:** Call out a number and letter at the same time to increase challenge. Pupils can form letters lying on the ground, standing up tall, using only their arms, only their legs etc. As a group, the whole class could be instructed to spell out a word. Divide class into two groups, assign two different words. Can each group ‘read’ the other group’s word? Discuss the importance of personal space and consent (e.g. if someone does not want to be lifted they should not be lifted).



**TOP TIP**

Remind pupils of the **PE Agreement** and that you are looking for pupils to work together and make sure everyone feels listened to and included. Provide enough **time** for every group to successfully make each letter. Provide **additional prompts** for groups who find it challenging to create the shapes (e.g. “*Try it lying down*”, “*Try it using your arms only*” etc.).

### ACTIVITY 1 - Word Walk

**Set-up:** This activity requires an outdoor space for walking, clipboards, pencil and paper for each pupil. Pupils should be in pairs.

- ➔ Provide each pair with a clipboard, paper and pencil.
- ➔ Give each pair two words to write down on the paper. Ask pupils to write one letter on each line of the page and explain that they will be aiming to write words beginning with each of these letters.
- ➔ Before taking off on your walk, task pupils with ‘being mindful’ during the class walk. “*A mindful walk means noticing your footsteps, your breathing as well as the sounds and sights around you as you walk*”. “*Try not to think about anything that happened earlier today, or what might happen later – concentrate on the here and now*”.
- ➔ Ask pupils to record sounds and sights that begin with the letters they have been given.
- ➔ If available use your school or local *Slí na Slainte* (or a designated outdoor trail).

<b>W</b>	_____	<b>G</b>	_____
<b>A</b>	_____	<b>A</b>	_____
<b>L</b>	_____	<b>R</b>	_____
<b>K</b>	_____	<b>D</b>	_____
<b>E</b>	_____	<b>E</b>	_____
<b>R</b>	_____	<b>N</b>	_____

**MORE ACTION:** Use the mindfulness activities outlined in *Bizzy Breaks* before and after this lesson. Encourage pupils to suggest words based on the sounds and sights they experience on the walk. Task the class with identifying common sights and sounds.



**TOP TIP**

Debrief after the Word Walk. **Ask** pupils what the main part of the activity was. Do they answer walking? **Discuss** with pupils why walking is important for our health and other reasons we might go for a walk.



SPHE

**Strand:**  
Myself and Others  
**Strand Unit:**  
Relating to Others



PE

**Strand:**  
Outdoor and  
Adventure Activities  
**Strand Unit:**  
Walking Activities

### Equipment for Lesson:

Cones, Clipboards,  
Pencils, Paper, Team skis  
(or balls), *PE Agreement* poster  
(from resource pack)

## Action for Life

LESSON

4

### ACTIVITY 2 - Ski Team

**Set-up:** Use cones to mark a start and a finish line on opposite ends of the playing area. Divide pupils into groups of 3-4 and give each group a set of team skis (or 2-3 balls).

- ➔ Ask each group to stand behind the start line one behind the other, feet on the skis, hands holding the rope.
- ➔ Task each group with walking their skis to the finish line.
- ➔ If skis are not available, task pupils with walking from the start line to the finish line, in small groups, standing side-by-side with soft balls or tennis balls between the outside of their hips or shoulder. Pupils aim to arrive at the finish line without dropping the balls.
- ➔ Pupils will need to work together and communicate with their team to ensure they move together without any balls dropping.



**MODIFICATIONS:** If pupils find it too challenging to keep the ball up with larger groups, try activities in pairs. For pupils with hearing impairment, emphasise that groups can also use non-verbal communication strategies to work as a team, such as tapping the rhythm of steps.

**MORE ACTION:** Add cones or other obstacles for groups to move around.



**TOP TIP**

**Demonstrate** the effectiveness of using an agreed rhythm when moving together as a group. Use one group to **model**. Call out the following pattern: “*right 2,3, left 2,3, right 2,3, left 2,3*”. The word ‘right’ **prompts** the pupil to move their right foot forward, the numbers 2 and 3, indicate a 2-second pause before moving again, the word ‘left’ prompts the pupil to move their left foot forward and so on. Encourage groups to identify a leader who will call out a rhythmic pattern for the rest to follow. **Emphasise** how it can also be effective to set a suitable pace when walking with friends.

### COOL DOWN - Wind Down

**Set-up:** Ask pupils to assist with clearing away equipment from previous activity.

- ➔ Pupils move slowly around the activity area starting with a slow jog.
- ➔ Pupils then progress to a brisk walk and then walking on the spot.
- ➔ Teacher leads pupils in heel digs (touching one heel to floor in front, alternating legs) and shoulder rolls (rolling shoulders forwards a number of times, then backwards).

**STRETCH**  
at the end of the lesson  
(see Cool Down stretches)

## Assessment of / for learning



### Teacher- designed Task

Ask pupils to map out some local walkways or trails they have used with friends and family. Work together using Google Maps to identify the distance of these walkways.



### Self- assessment

Ask pupils to identify which letter they enjoyed forming the most in the Warm Up. Encourage pupils to discuss what numbers and letters were easy or hard and what features of the shapes made them more challenging.



### Questioning

Ask pupils to tell each other about the last time they went for a walk outside of school. Ask them to discuss where they went, what they liked about it and if they remember any sights, sounds or smells from this walk.



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## Learning Outcomes

Through this lesson, pupils should be enabled to...

HEAD



**Distinguish** between low and moderate or vigorous physical activities.

HEART



**Experiment** with different ways to vary the challenge of a movement skill to feel more confident.

HANDS



**Perform** a tucked roll, in parts and/or as a whole skill.

### WARM UP - Here, There, Everywhere (High & Low)

**Set-up:** Create large square using cones. Discuss how moderate and vigorous intensity activities increase heart rate and breathing much more than low intensity activities. Review instructions from *Taking your Pulse* resource card.

- ➔ Pupils line up along back line of the square and teacher calls out directions:  
**Here:** Slow walk to opposite side of square.  
**There:** Slow walk to side of square teacher is pointing to.  
**Everywhere:** Stretch arms upwards.
- ➔ Teacher prompts pupils to feel their pulse and estimate if it is slow, moderate or fast.
- ➔ Teacher highlights that these are low intensity movements, which we will now change to moderate and vigorous intensity movements (e.g. Running for 'Here' and 'There', jumping jacks or bouncing for 'Everywhere').
- ➔ Teacher pauses for pulse check after some moderate and vigorous movements.
- ➔ Continue alternating between moderate or vigorous intensity movements, then low intensity movements.

#### Low intensity:

Slow walking, holding a yoga pose or balance position, sitting/lying on the floor, stretching.

#### Moderate or vigorous intensity:

Running, jumping or hopping on the spot, any 'Huffer' movements from *Bizzy Breaks* poster.

**MODIFICATION:** For pupils who are wheelchair users, complete upper body movements such as half jacks with arms only. Use appropriate signalling methods for pupils with vision or hearing impairment (e.g. large print cards or buddying).

### STRETCH

before moving to Activity 1  
(see Warm Up stretches)



**TOP TIP**

Use this activity to highlight the amount of daily physical activity recommended for health (i.e. at least 60 minutes of moderate to vigorous physical activity every day).

### ACTIVITY 1 - Movement Challenge

**Set-up:** Ask pupils to gather up equipment from playing area, then take out mats and arrange around playing area. Instruct pupils to stand on mats individually or in pairs.

- ➔ Teacher leads pupils in performing a series of movements. Refer to the *Movement Challenge* resource card for illustrations of each movement and teaching notes.
- ➔ If pupils are in pairs, pupils take turns to perform each movement on the mat.

- 1) Stork Stand
- 2) Push Turn
- 3) Push Stand
- 4) Coffee Grinder



**MODIFICATION:** Demonstrate variations for each move. Stork Stand can be made easier by placing the sole of the foot low on the supporting leg, holding the foot out behind instead of against the leg, or holding onto wall or another pupil's shoulder for support. Push Turn and Push Stand can be made easier by modifying the plank position, keeping knees on the ground. Coffee Grinder can be made easier by resting hips on the ground in the side leaning position.



**MORE ACTION:** Movements can be incorporated into games. Play musical moves (like musical statues, but naming a different move or combination of moves for pupils to complete when the music stops).



**TOP TIP**

Remind pupils that everyone is developing in different ways and everyone's bodies are different. Afford pupils **choice** for how to perform each movement, showing them how they can make each movement easier or harder. **Encourage** pupils to perform each movement in a way that provides the right level of challenge for them.



## SPHE

**Strand:** Myself  
**Strand Unit:**  
Self-identity;  
Developing  
Self-confidence



## PE

**Strand:**  
Gymnastics  
**Strand Unit:**  
Movement

## Equipment for Lesson:

Cones, Mats, *Taking your Pulse\** and *Movement Challenge cards* (from resource pack)

## Action for Life

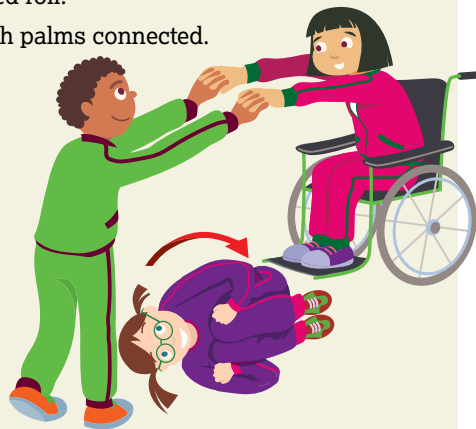
# LESSON 5

*\*Prior to this lesson, it is recommended that teacher introduces taking the pulse as a classroom activity using resource pack.*

## ACTIVITY 2 - Rolling Stone Under The Bridge

**Set-up:** Divide pupils into groups of 3 and ask groups to stand in front of a mat.

- ➔ Teacher goes through the teaching points of a tucked roll.
- ➔ Two pupils form a bridge by facing one another with palms connected.
- ➔ A third pupil is tasked with performing a tucked roll (one full sideways rotation) under the bridge.
- ➔ Pupils forming the bridge can provide additional instruction emphasising safety ("*make yourself as small as possible*", "*curl up tight*", "*hold arms tightly against the side of the body*" etc.).
- ➔ Pupils swap, so that everyone gets a turn as 'the bridge' and 'the rolling stone'.
- ➔ Alternatively, the tucked roll could be replaced with a crawl or other movement.



### Teaching points for tucked roll

*"Kneel on the floor with knees tucked into your chest".  
"With bent elbows, keep your arms tightly at the side of your body".*

*"Keep your chin tucked".*

*"Roll to one side until you have turned around completely".*

**MORE ACTION:** The bridge can be made wider to provide more space for rolling or narrower to make the task more challenging. The rolling stone can perform more than one rotation with pupils forming the bridge side stepping to follow the 'rolling stone'.



### TOP TIP

When teaching the tucked roll, provide a variety of **demonstrations** by different pupils to showcase a variety of levels. First demonstrate the movement in components; ask pupils to volunteer to demonstrate different aspects of the skill in parts (e.g. hands tight by your side) even if they have not mastered all parts of the full skill.

## COOL DOWN - Mexican Wave Pass it On

**Set-up:** Ask pupils to create a circle ensuring that all pupils have sufficient space between each other to move their arms freely.

- ➔ Pupils nominate a pupil to be the leader.
- ➔ Leader demonstrates a skill or movement (e.g. jumping, kicking, throwing, turning 360 degrees etc.).
- ➔ Starting with the pupil on their right, each pupil demonstrates the skill around the circle.
- ➔ When this skill goes full circle, the leader introduces a different skill.
- ➔ Once a number of skills have been completed, the leader can introduce new skills when the current skill has gone **half way** through the circle.

## STRETCH

at the end of the lesson  
(see Cool Down stretches)

## Assessment of / for learning



### Questioning

Ask pupils to recall the daily physical activity recommendation for children and youth. What intensity (low, moderate or vigorous) do these recommendations refer to?



### Questioning

Emphasise how important it is to vary the challenge of a skill/activity so that everyone can have a positive and rewarding experience. As a group, discuss what factors contribute to a positive experience in PE.



### Self-assessment

Use school camera (if school policies allow) to video individual pupils performing the tucked roll. Ask pupils to highlight the components they did well (knees tucked, arms tight etc.). Ask them to highlight one component they could improve. Alternatively pupils can work in pairs, taking turns to perform a tucked roll and using peer assessment.



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## Learning Outcomes

Through this lesson, pupils should be enabled to...



### Demonstrate

an understanding of how to vary crawling skills to adapt the level of challenge.



### Perform

a basic movement in front of a group with confidence.



Use verbal cues to synchronise movement with a partner.

## WARM UP - Add-on Games

### Set-up: Ask all pupils to form a large circle.

- ➔ Going clockwise, each pupil performs a new movement of their choice (jump, kick, spin, specific dance move, step etc.).
- ➔ After each movement is added, the whole group repeats the sequence of movements, performing the previous movements in order, followed by the new movement.
- ➔ Remind pupils that this game really targets our 'working memory' which is important for most things we do, like reading and maths.

**MODIFICATION:** Limit the sequence to a specified number of movements before beginning again (i.e. reset after every 5, 8 or 10 movements) or divide class into smaller groups with several circles. Offer pupils advice on how to remember movement sequences, this could include verbally articulating each move out loud as a group (e.g. "clap hands, jump on one foot, spin around").

### STRETCH

before moving to Activity 1  
(see Warm Up stretches)

## ACTIVITY 1 - Spiders and Scorpions

### Set-up: Randomly assign 4 pupils, or ask for volunteers, to be 'Scorpions'.

Scorpions are tasked with moving around on all fours facing upwards (Crab Walk) and 'stinging' other players. The rest of the pupils are Spiders who have to move around on all fours (Spider Walk).

- ➔ When a Spider is stung (caught by being touched with a hand) they must hold either one arm or one foot in the air (balance with 3 points of contact).
- ➔ Spiders can 'heal' the stung Spiders by touching their raised hand or foot, allowing them to return to the game.
- ➔ Continue for a few minutes until Scorpions have had a chance to 'sting' several Spiders and Spiders have had a chance to 'heal' each other.
- ➔ After one game, 4 new pupils are assigned the role of Scorpions.

SPIDER

SCORPION



**MORE ACTION:** Repeat the activity in smaller groups of 4-6. Each pupil must perform the sequence before adding their own. Each group can choose to either reset after each rotation around the circle, or continue to go around the circle adding new movements.

**MORE ACTION:** Demonstrate variations of a Spider, e.g. crawl with knees on the ground (easier), crawl with a high arch in the back (moderate) or crawl with a low arch in the back (harder). Demonstrate variations of a Scorpion e.g. move with bum lower to the ground (easier), with a sunken back (moderate) or with a straight back (harder). Pupils choose the variation that challenges them at their own level.



### TOP TIP

Some pupils feel anxious under a spotlight. Pupils who feel that they have to come up with their own movement and have to perform it in front of a group can experience fear and frustration. Consider pupils who might find this aspect of the task challenging and provide some examples of actions to perform before you begin the activity.



### TOP TIP

When demonstrating variations on a skill, provide knowledge relating to what makes a skill easier and harder. For example, "a Spider is easier with a sunken back and a Scorpion is easier with a straight back because it means we don't engage the core, which is the muscles within our stomach and back". Emphasise that pupils can choose which version of the movement they want to try and that this may change over time as they progress.

## SPHE

**Strand:** Myself  
**Strand Unit:**  
Self-identity;  
Developing  
Self-confidence



## PE

**Strand:**  
Gymnastics  
**Strand Unit:**  
Movement

## Equipment for Lesson:

Cones, Disc markers,  
*Sync and Switch* and  
*Muscles of the Body* cards  
(from resource pack)

## Action for Life

LESSON

6

### Activity 2: Sync and Switch

**Set-up:** Arrange cones (1 for every 4 pupils) in a line along one end of the playing area. Divide pupils into pairs and ask for 2 pairs to stand at each cone. Give each group a cone and ask a pupil from each group to place this 5-10 metres away directly opposite their group's start cone.

- ➔ As Teacher explains that “*The goal of this activity is to move with your partner so that your movements are synchronised – this means moving together at the same time. We need to be aware of our partners and communicate with them to make sure we stay together.*”
- ➔ Pairs take turns moving with their partner from one cone to the other, using a specific movement, while remaining side-by-side and moving in a synchronised way with each other.
- ➔ When pairs reach the end cone, they remain here and the next pair travels from one cone to the other.
- ➔ Pairs complete the same movement on the way back to the start cone, then change the movement on their next turn.
- ➔ Movements to use could include (1) Marching (2) Side stepping (3) Inchworm (4) Spider Crawl (5) Crab Walk (see *Sync and Switch* card for teaching points).
- ➔ Teacher emphasises that pairs use the variation of each movement that is comfortable for both pupils.
- ➔ Pupils are encouraged to move slowly first, then increase speed as they gain confidence moving in a synchronised way with their partner.

**MODIFICATION:** Change the distance between start and finish cones to adapt the challenge; vary the distance between cones to ensure there is no comparison between pairs. For pupils who are wheelchair or mobility device users, all partners can take turns moving in front of each other and handing a ball overhead from back partner to front partner.

**MORE ACTION:** Instead of pausing at cones, challenge pupils to turn around the cone and continue back to the start line. Ask pupils to come up with their own ideas for movements, or combinations of movements as a sequence, to use.



**TOP  
TIP**

Emphasise the effectiveness of **verbal cues** when trying to move ‘in sync’ with a partner. Encourage pupils to “*think and talk aloud*” (e.g. “*Right, left, right left*” or “*Step, 2, 3, 4, 5, 6, 7, 8*”). Task pupils with coming up with their own verbal cues to support synchronised movement.

### COOL DOWN - Minefield

**Set-up:** Ask pupils to remain in their pairs and to help scatter the cones from the previous activity randomly around the playing area. Arrange disc markers randomly between the cones to create a number of obstacles.

- ➔ In their pairs, pupils spread out along one end of the playing area.
- ➔ One pupil from each pair closes their eyes and covers their eyes with their hands.
- ➔ Their partner must help them to walk to the other side of the room without touching any cones, disc markers or other pupils.
- ➔ Pupils can talk to their partners and walk with them, but not physically help to guide them.
- ➔ When they have reached the other side partners swap roles and repeat in the opposite direction.

## STRETCH

at the end of the lesson  
(see Cool Down stretches)

## Assessment of / for learning



### Questioning

Discuss what muscles are used for a Crab Walk, when performed the ‘hard’ way (with straight back). This includes triceps, abdominal muscles, hamstrings and quadriceps. Ask pupils to identify which muscles they knew previously, and which muscles or, muscle names, are new to them.



### Self- assessment

Ask pupils to write down a time they felt out of their comfort zone. Ask them to consider (1) what part of the task or activity made them feel uncomfortable and (2) one thing to change about the situation that could have made them feel more confident.



### Questioning

Ask the group to think about the techniques they used to synchronise their movements in Activity 2 (e.g. counting a rhythm, looking at each other etc.). Note the different strategies and discuss other situations where these forms of communication might be used.



# Irish Heart Foundation

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## Learning Outcomes

Through this lesson, pupils should be enabled to...

HEAD



**Use** verbal cues and 'self talk' to support performance of movement patterns.

HEART



**Demonstrate** consideration for themselves and others when participating in physical activity.

HANDS



**Create**, practise and perform a movement sequence with a group.

## WARM UP - Dance Tag

**Set-up:** Put on music and use cones to create a large square playing area.

- ➔ 2-3 pupils are chosen to play the part of the Chaser.
- ➔ The rest of the class move around the playing area, chased by the Chaser.
- ➔ When a pupil is caught they must stop and perform a dance move of their choice until they are set free.
- ➔ Pupils can only be set free when another pupil mirrors their dance for 3-5 seconds.

**MODIFICATIONS:** For pupils who are wheelchair or mobility device users, incorporate a foam tube or tethered ball to aid in catching other pupils. Designate a safe zone or 'den' where pupils cannot be caught to allow rest breaks. For pupils with vision impairment, pair all pupils and allow them to choose a 'buddy' to run with to guide speed and direction.



**STRETCH**  
before moving to Activity 1  
(see Warm Up stretches)

## ACTIVITY 1 - Scatter Dance

**Set-up:** Using same playing area from Warm Up, ask pupils to spread out and find a space.

This dance routine will consist of 3 parts across Activity 1 and Activity 2. Part 1 will be led by the teacher and parts 2 and 3 will be led by the pupils in small groups.

**Part 1:** Teacher demonstrates a short dance routine, then breaks this into sections to practise each component.

- ➔ Reach left arm up, right arm up, left arm low, right arm low.
- ➔ Two hands up, two hands down (x2).
- ➔ Jump left, jump right (x2).
- ➔ Jumping jacks (x2).
- ➔ Bend at waist to touch the floor, clap thighs, clap hands twice over left shoulder.
- ➔ Bend at waist to touch the floor, clap thighs, clap hands twice over right shoulder.
- ➔ Jog in a circle to the left and return to starting position.

**Part 2:** Class reviews the following gymnastics moves from Lesson 5 to incorporate into the dance in Activity 2 (use *Movement Challenge* card to review movements).

- ➔ Coffee Grinder.
- ➔ Push Turn.
- ➔ Push Stand.

**MODIFICATIONS:** Pupils can vary gymnastics movements to the level of challenge that they are comfortable with (as outlined in Lesson 5).



**MORE ACTION:** Alter the challenge by either reducing or increasing the number of Chasers. To increase the challenge, introduce specific dance criteria (e.g. pupils must use both arms and legs, movement must start low and go high etc.).



**TOP TIP**

Remind pupils of the **PE Agreement** and that you are looking for signs that everyone is included. This means considering yourself AND others during the activity. Tell the pupils that: *"I'm going to look out for players who are trying hard to set 'caught' players free. If anyone is left 'caught' for a long time, then we haven't been the best team that we can be"*. Praise pupils (privately) who work hard to free a number of pupils, making them a great team player.



**TOP TIP**

Learning a movement sequence can be supported with the **prompt** of a steady 'beat'. The 'beat' is the part of the music that we tend to clap along with or tap our foot to, which is like our pulse or the ticking of a clock. When using a musical backing track, start off with a slower piece of music that has a steady beat. Make sure you can count along to this music in sequences of 8 (e.g. *Macarena*). Count out loud to the beat (1,2,3,4,5,6,7,8; repeat). For proficient movers, increase the speed of the backing track (e.g. *Saturday Night*) still counting out loud, 1,2,3,4,5,6,7,8.



## SPHE

**Strand:**  
Myself and Others  
**Strand Unit:**  
Relating to Others



## PE

**Strand:** Dance  
**Strand Unit:**  
Exploration, Creation  
and Performance  
of Dance

## Equipment for Lesson:

Cones, Music with a steady beat, *Movement Challenge* card and *PE Agreement* poster (from resource pack)

## Action for Life

### LESSON 7

## Activity 2: Scatter Dance (continued)

### Set-up: Divide pupils into groups of 3-5.

**Part 2 (cont'd):** In their groups, pupils choose a combination of the gymnastics movements from Part 2 (Activity 1) to create another section of the dance.

This can be fast or slow, depending on how the group choose to move to the beat (e.g. the Push Turn could be performed as quickly as possible a number of times or one beat could be dedicated to each part of the movement).

**Part 3:** Pupils work in their groups to create a final section of the routine.

- ➡ Teacher provides pupils some 'must haves' for guidance. (e.g. *"Include knee lifts and spins"* or *"Finish with a balance"* etc.).
- ➡ When pupils have decided on their final section, they will have three sections of a routine.
- ➡ Teacher gives pupils time to rehearse all sections, reviewing the first section all together if necessary.
- ➡ Pupils then perform their full dance, either as a class or taking turns performing in their groups.

**MODIFICATION:** For pupils who are struggling to choreograph the final section, remind them of movement sequences they already know (from Irish dancing, from dance videos/games or from pop music).

**MORE ACTION:** For pupils who present as self conscious, ask them to play a 'role' (e.g. dance like a specific animal). Pupils could also incorporate other movements that have been covered in the Action for Life programme (e.g. Tucked Roll, Inchworm, Stork Stand etc.). To increase the challenge, task pupils with choreographing a longer routine or a faster song.



### TOP TIP

Encourage pupils to think and talk aloud when learning a movement sequence. This skill requires memory processes that are helped when we verbally prompt our bodies to perform certain actions and move in time with the music. Encourage pupils to **give names to each movement** (e.g. *"Hands up high, now water the flowers"*). Play an assortment of popular songs and as a class, count the beat out loud. Count the beat aloud together – *"1,2,3,4,5,6,7,8!"*. Have pupils identify which was the fastest track, which was the slowest.

## COOL DOWN - Musical Balance

### Set-up: Play music with a steady beat (give pupils choice between 2-3 songs).

- ➡ Pupils travel clockwise around the playing area using a locomotor skill (running, jumping, skipping, hopping etc.) called out by teacher or a nominated pupil.
- ➡ When the music stops, teacher or nominated pupil calls out a number from 1-4 and pupils balance on that number of body parts.



**STRETCH**  
at the end of the lesson  
(see Cool Down stretches)

## Assessment of / for learning



### Teacher- designed task

Watch the *Macarena* music video, or other video with a movement sequence. Ask pupils to come up with verbal cues that would guide the movement sequence seen in the video (e.g. hand out, hand out, turn, turn).



### Questioning

Ask pupils to consider the benefits of working together as a team in a physical activity. Ask pupils to consider what would happen if a soccer/camogie player or dancer in a dance troupe 'did not think about their teammates'.



### Teacher- designed task

Play an assortment of popular songs and, as a class, count the beat out loud. Task pupils with identifying the tracks which had the fastest beat and the slowest beat.



# Irish Heart Foundation

The National Stroke & Heart Charity

## Learning Outcomes

Through this lesson, pupils should be enabled to...

HEAD



**Name** 4-5 muscles in the body and understand that muscles help us to generate force.

HEART



**Respond** to music in a PE setting with confidence.

HANDS



**Demonstrate** focusing their gaze on a target/object before a physical response.

## WARM UP - Hot Air

**Set-up:** Divide pupils into groups of 4-5 and give each pupil a balloon (not inflated).

- ➡ Teacher provides pupils with the following piece of information: *"Muscles helps us to generate the force needed to move our bodies; to walk, run, dance and move"*.
- ➡ Pupils takes turns to blow up their own balloon, then let it deflate.
- ➡ After each pupil has inflated their balloon, they should mimic how the balloon stretches outward, moving their bodies and hands out wide.
- ➡ Pupils allow the balloon to deflate slowly, or let go and allow it to fly away, with pupils mimicking this movement.

**STRETCH**  
before moving to Activity 1  
(see Warm Up stretches)

**MORE ACTION:** Encourage pupils to be creative in how they interpret the movement. Use balloons of different shapes and sizes. For pupils who are reluctant to come up with their own moves, start by encouraging the use of the Warm Up and Cool Down stretches, or movements from the *Bizzy Breaks* poster, that may look similar to the stretching and deflating of the balloon.



**TOP TIP**

Use **WALT** (We Are Learning To) identify some of the major muscles in the body. Use the *Muscles of the Body* card to locate *biceps, triceps, abdominal muscles, hamstrings, quadriceps* etc. When pupils are mimicking the movement of the balloon, provide them with **verbal prompts** that highlight the main muscles involved in the movement.

## ACTIVITY 1 - Balloon Dance

**Set-up:** Ask pupils to spread out around the playing area and keep the balloon they used in the Warm Up.

- ➡ Pupils inflate and seal their balloons (with teacher assisting where necessary).
- ➡ Pupils are tasked with creating a dance incorporating their inflated balloons. It can be used as a prop, a partner, thrown in the air etc.
- ➡ Teacher encourages pupils to take inspiration from how the balloon moves and try to capture an emotion or story.
- ➡ Pupils can begin with feet 'stuck in the mud' and progress to full body movements.
- ➡ Teacher and pupils select different songs, fast and upbeat or slow and thoughtful, to contrast the different ways of moving.

**MODIFICATION:** If a class is reluctant to participate, position the pupils in a circle with each pupil facing out. Task pupils with focusing their gaze on the balloon and their attention on the music, not on each other.



**MORE ACTION:** Challenge pupils to incorporate specific movements into their dance (e.g. a tucked roll like in Lesson 5, a balance with 1, 2 or 3 points of contact) or to perform a full rotation before the balloon hits the floor.



**TOP TIP**

Remind pupils of the **PE Agreement** and that PE is a place where we can try new things without having to be afraid of what others might think. Offer pupils **choice** of how to position themselves in the playing area (e.g. visible to other pupils or, for less visibility, in a circle facing out).



## SPHE

**Strand:** Myself  
and Others  
**Strand Unit:**  
Relating to Others



## PE

**Strand:** Dance  
**Strand Unit:**  
Exploration, Creation  
and Performance  
of Dance

## Equipment for Lesson:

Balloons, Music,  
*Muscles of the Body* and  
*Feelings Finder* cards,  
*PE Agreement* poster  
(from resource pack)

## Action for Life

LESSON

8

### Activity 2: Balloon Keep-Up

**Set-up:** Ask pupils to return to groups from Warm Up. Give each group one inflated balloon.

- ➡ Teacher instructs each group to hold hands in a circle.
- ➡ One member of the group throws the balloon into the air.
- ➡ All group members try to keep the balloon in the air using any body parts except for their hands.



### COOL DOWN - Circle Pass

**Set-up:** Ask pupils to sit in a circle facing inwards.

- ➡ One pupil picks up a balloon with their feet and passes it to the pupil on their right.
- ➡ Players continue to pass the balloon around the circle, slowly and carefully to keep the balloon from bursting.

**STRETCH**  
at the end of the lesson  
(see Cool Down stretches)

**MORE ACTION:** Task groups with carrying out the activity seated, on their hunkers, in a circle facing out (but still holding hands) etc. To increase challenge, add extra criteria, such as every pupil in each group must touch the balloon, or no pupil should touch the balloon twice in a row. Use a stopwatch to time how long a group can keep the balloon in the air without touching the ground.



## Assessment of / for learning



### Teacher- designed task

Provide pupils with a template of the body and task them with labelling the muscles they know (*Muscles of the Body* card in resource pack).



### Questioning

Using the *Feelings Finder*, ask pupils to rate how they felt during Activity 1. Use self-assessment questions to foster ownership over learning: *Where did I get stuck? What did I do? What helped me best? Who did I ask? What new thing did I learn?*



### Questioning

Ask pupils to consider which activities require a focused gaze on a target or object to achieve success. List these activities as a class, consider what part of the activity requires a focused gaze (e.g. the ball, the goal, the net).



### TOP TIP

This activity focuses on hand-eye coordination and attention, both crucial for success in PE. **Discuss** with pupils the importance of a 'quiet eye' technique during this task. This involves focusing the eyes on the balloon for at least one second before touching it with the body. This technique can transfer to basketball (focus gaze on the front rim of the hoop for one second before shooting) and other sports where aim and accuracy are important.

# Looking for more ideas to promote an active classroom?

Why not try **Bizzy Breaks** – a collection of physical activity and mindfulness activities to promote wellbeing in your classroom

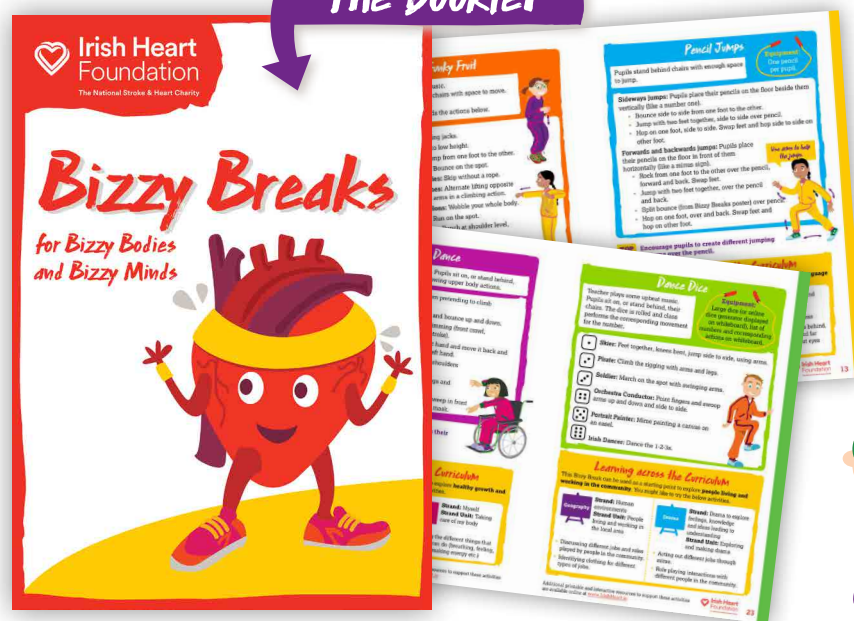


- ✓ 5-10 minute activities.
- ✓ Improves concentration and focus.
- ✓ Ideal for movement breaks or transitions.
- ✓ All activities linked to the curriculum.
- ✓ Requires minimal space or equipment.
- ✓ Printable activity sheets, lesson plans, interactive PowerPoints and more.
- ✓ All available FREE online – print or use digitally.

*It's all FREE!*



## The booklet



Visit [www.irishheart.ie/schools](http://www.irishheart.ie/schools) for all the activities, videos, posters and additional classroom resources.



## Bizzy Breaks

for Bizzy Bodies and Bizzy Minds



### Looseners

Warm up and energise



### Huffers

Get your heart pumping



### Stretchers

Stretch and relax



## The poster



# Resource Pack

- Task Card (Side Step)
- Task Card (Spider Crawl)
- Task Card (Tightrope Walk)
- Task Card (High Knees)
- Taking your Pulse
- Pulse Record Sheets
- Angle Card 90° (Quarter turn)
- Angle Card 180° (Half turn)
- Angle Card 360° (Full turn)
- Map Key
- Symbol Cards (1)
- Symbol Cards (2)
- Symbol Cards (3)
- Symbol Cards (4)
- Word Cards (1)
- Word Cards (2)
- Word Cards (3)
- Word Cards (4)
- Feelings Finder
- Movement Challenge
- Sync and Switch
- Muscles of the Body (blank)
- Muscles of the Body (labelled)





## Task Card (Side Step)

*Action for Life*

LESSON  
**1**

*Action for Life*



Move sideways  
along the line taking  
a wide step to the side and  
sliding other foot over  
to meet it.



*Action for Life*

## Task Card (Spider Crawl)



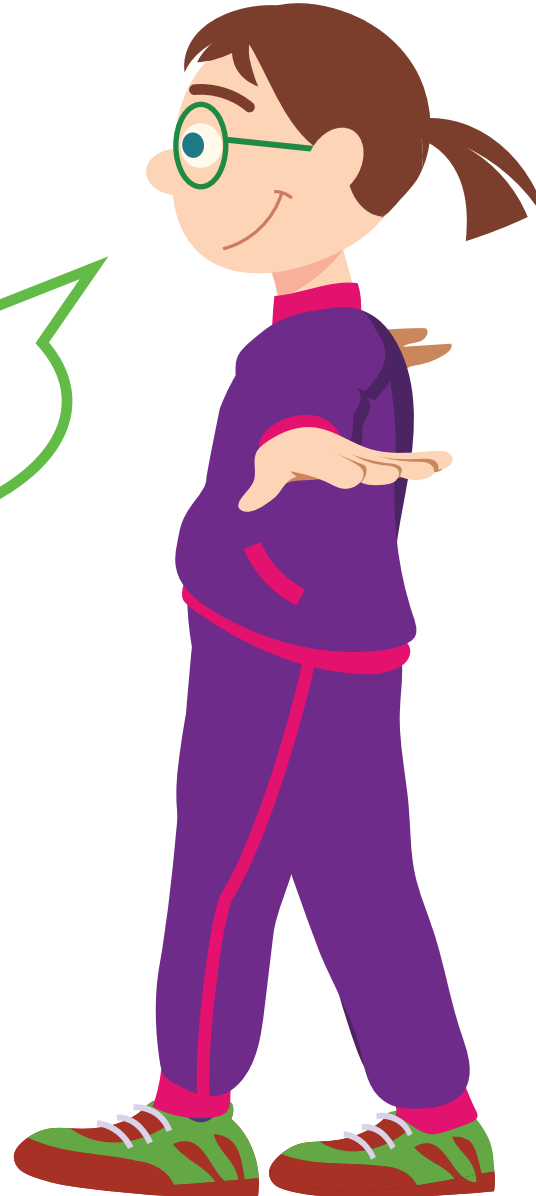


## Task Card (Tightrope Walk)

*Action for Life*

LESSON  
**1**

Walk along the  
line touching heel  
to toe, using arms  
for balance.







*Action for Life*

## Task Card (High Knees)

Walk lifting the knees  
high with every step and  
touching opposite hand  
to opposite knee.





# Taking your Pulse

As your heart beats and pumps blood around your body, you can feel a throbbing (your pulse) where an artery (blood vessel carrying blood from the heart around the body) comes close to the surface of your skin.

Checking your pulse can tell you how fast your heart is beating; this is called your heart rate. The heart rate is measured in beats per minute, sometimes shortened to BPM.



Use the index and middle finger to feel the pulse, not the thumb.

## To find a pulse in your neck

- 1 Put two fingers of your left hand onto the side of the windpipe in your throat.
- 2 Push down gently and you will find your pulse which feels like a small 'thump' (you can feel it going up and down). It can be a bit tricky to find this pulse, so you may have to try moving your fingers around to find the right spot.



## To find a pulse in your wrist

- 1 Hold your left hand in front of you with palm facing up.
- 2 Using the pointer and middle fingers of your right hand, slide from the base of your thumb (the squishy part of your palm) to where your hand meets your wrist.
- 3 You might need to move the fingers around until you find the right spot. When you have found the pulse, count how many times you feel it while the teacher times 30 seconds. Multiply your score by 2 and this will tell you your heart rate per minute.





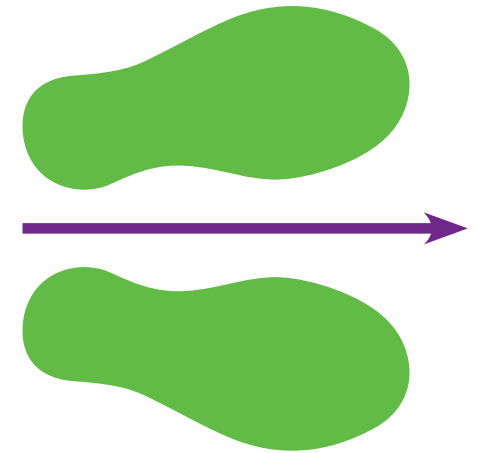
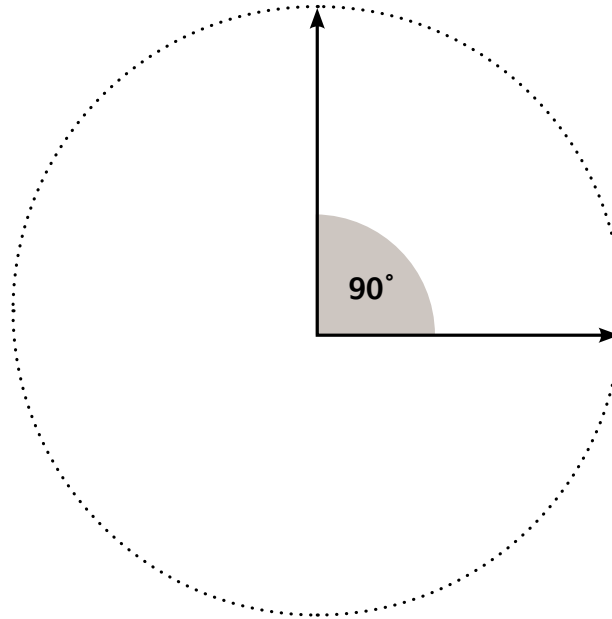
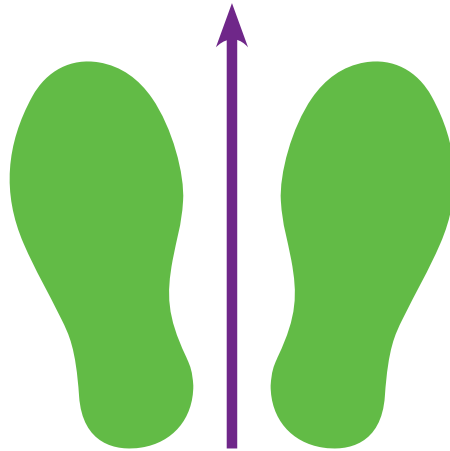


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# Angle Card 90° (Quarter turn)

*Action for Life*

LESSON  
**3**

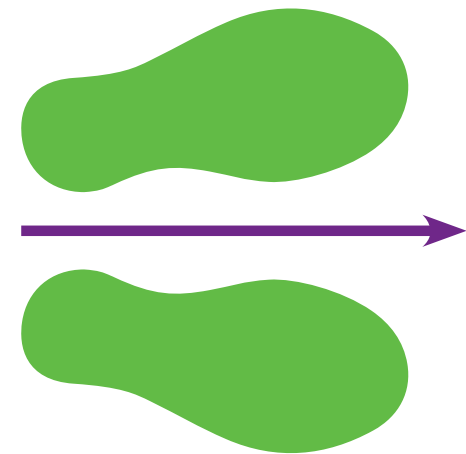
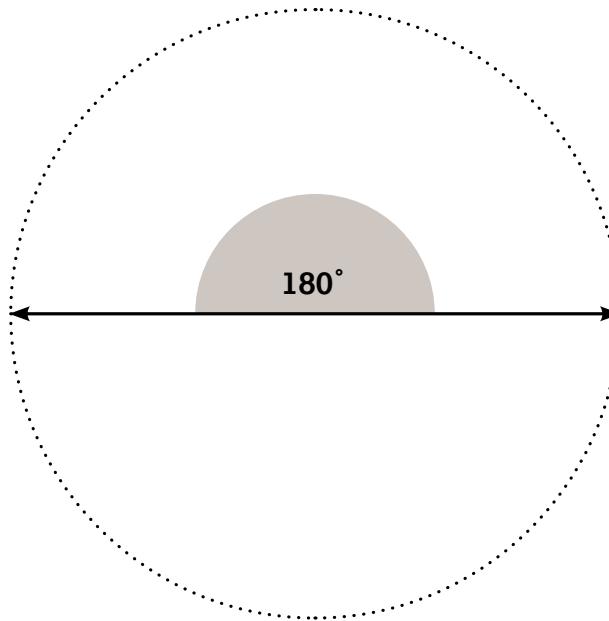
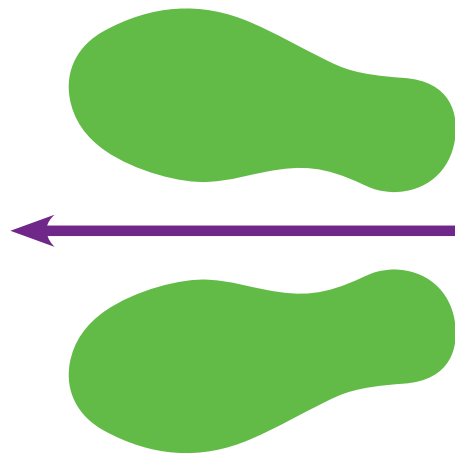




*Action for Life*

# Angle Card 180° (Half turn)

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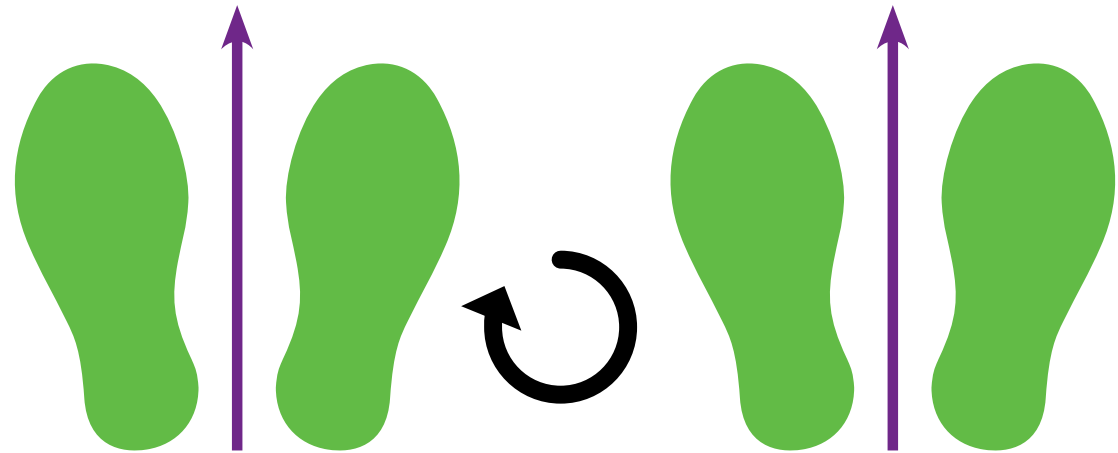
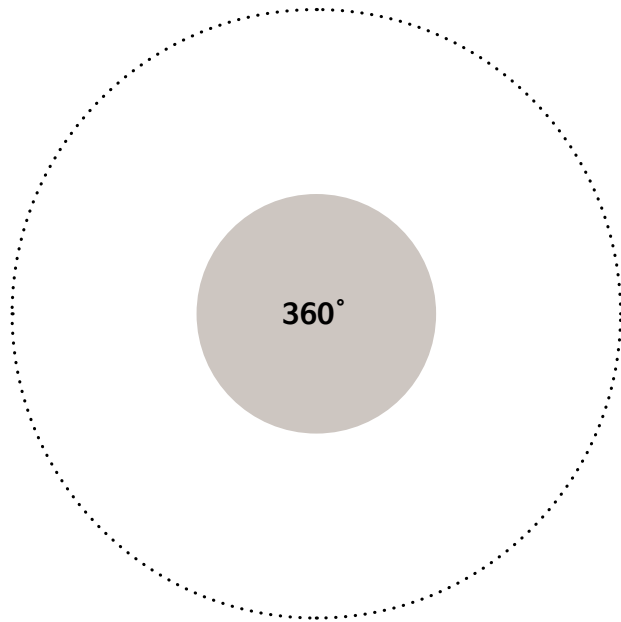




# Angle Card 360° (Full turn)

*Action for Life*

LESSON  
**3**



Building



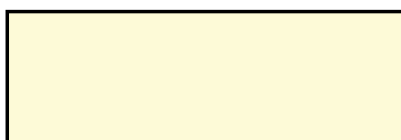
Field



Playground



Forest



Tree



Tree Stump



Bushes



Pond



Wild Animals



Steep slope



Stream



Footpath



Wall



Fence



Seat



Tree Swing

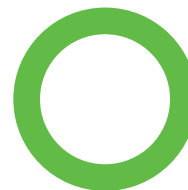
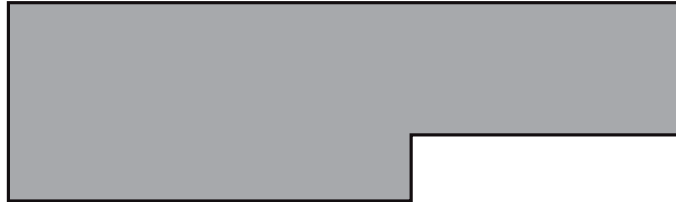




## Symbol Cards (1)

*Action for Life*

LESSON  
**3**

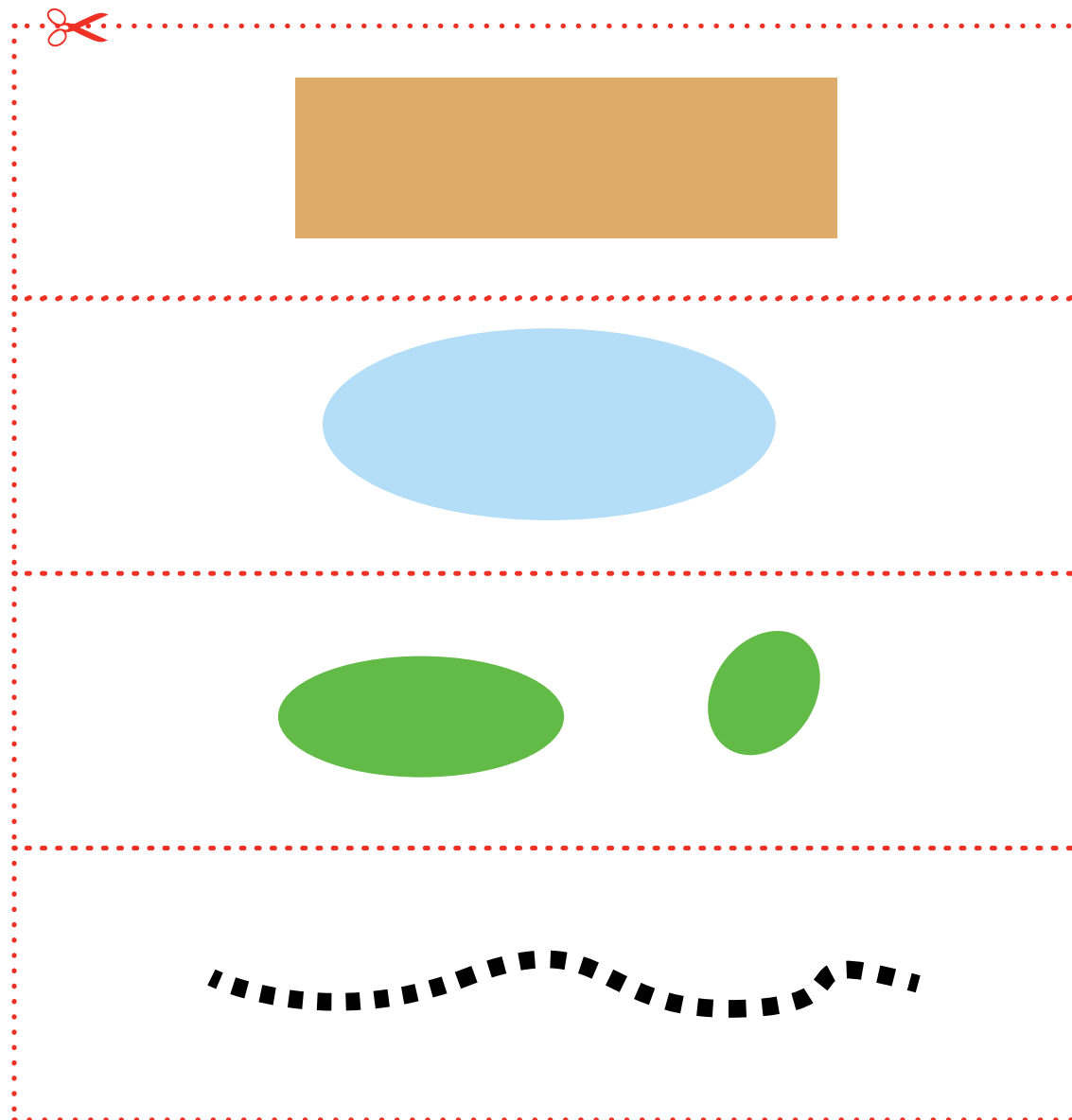


Photocopy, cut  
and laminate for  
Lesson 3



One set = 16 *Symbol Cards* and  
16 *Picture Cards*.

Use a full set, or a fraction of a  
set for each pair, depending on  
time available and appropriate  
level of challenge.



One set = 16 *Symbol Cards* and  
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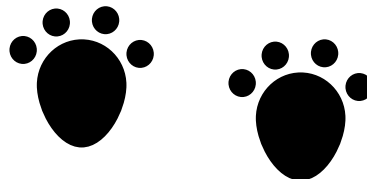




## Symbol Cards (3)

*Action for Life*

LESSON  
**3**



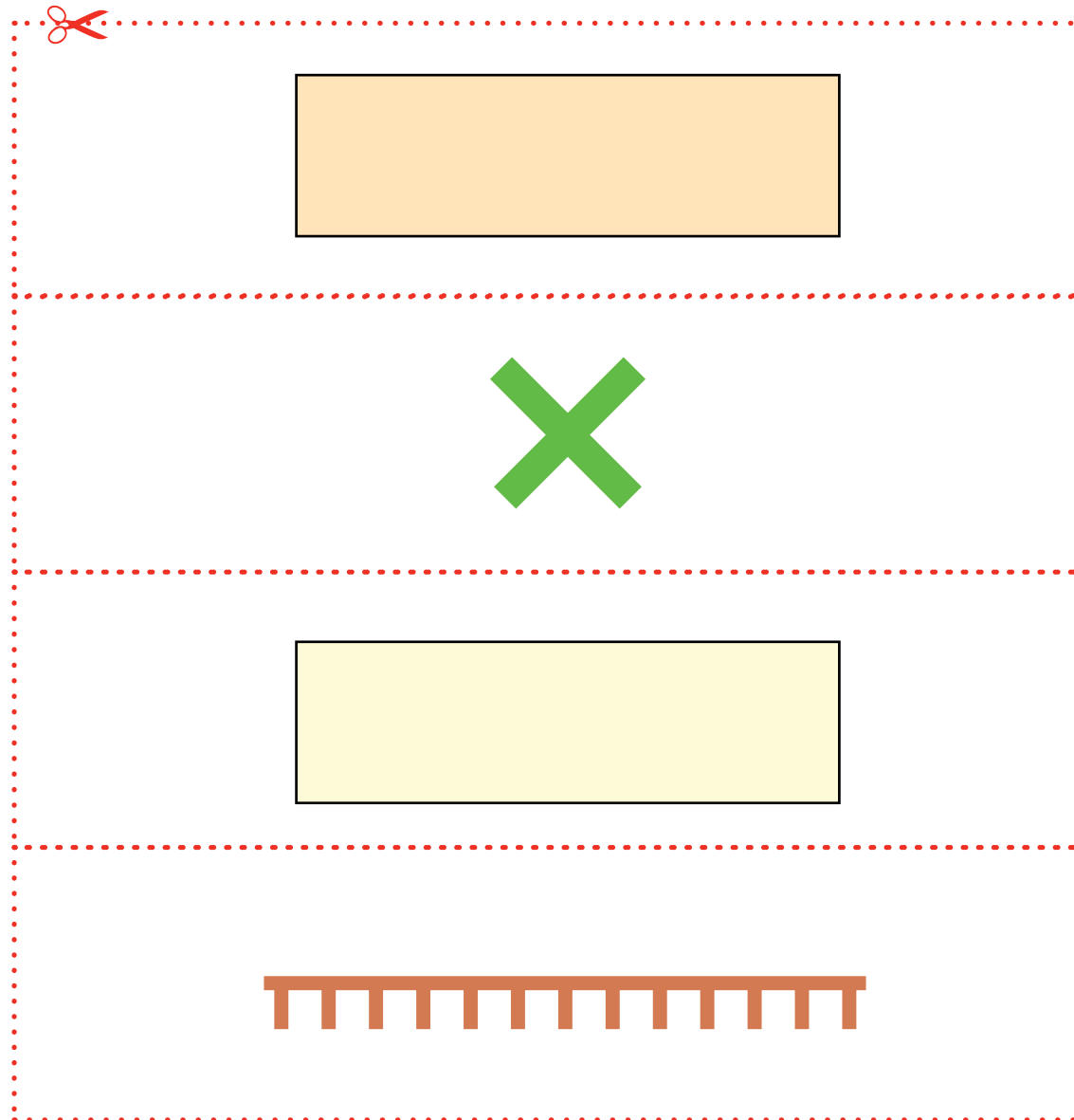
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Lesson 3



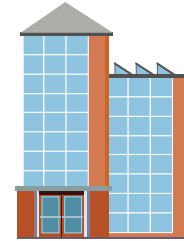


## Word Cards (1)

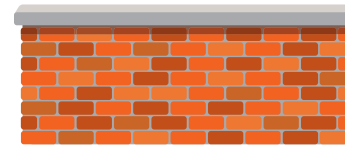
*Action for Life*

LESSON  
**3**

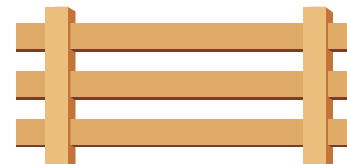
  
**Building**



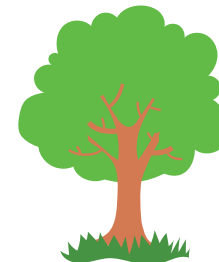
**Wall**



**Fence**



**Tree**



Photocopy, cut  
and laminate for  
Lesson 3



One set = 16 *Symbol Cards* and  
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Use a full set, or a fraction of a  
set for each pair, depending on  
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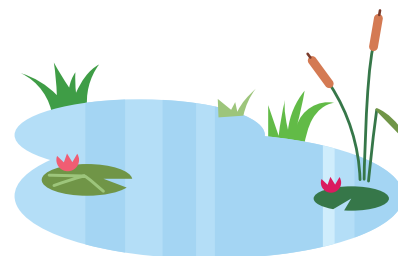
Field



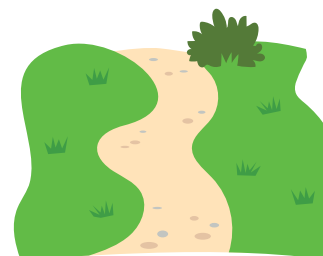
Bushes



Pond



Footpath



Photocopy, cut  
and laminate for  
Lesson 3



One set = 16 *Symbol Cards* and  
16 *Picture Cards*.

Use a full set, or a fraction of a  
set for each pair, depending on  
time available and appropriate  
level of challenge.



## Word Cards (3)

*Action for Life*

LESSON  
**3**



**Stream**



**Tree Swing**



**Seat**



**Wild Animals**



Photocopy, cut  
and laminate for  
Lesson 3

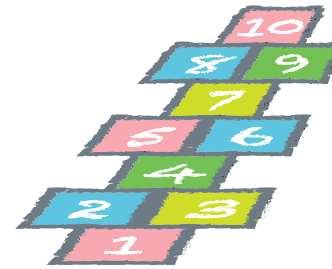


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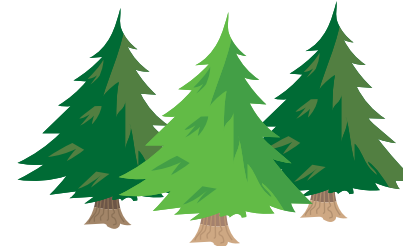
Playground



Tree stump



Forest



Steep slope



Photocopy, cut  
and laminate for  
Lesson 3



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## Feelings Finder

*Action for Life*

**LESSON  
3&8**

**1**

**2**

**3**

**4**

**5**

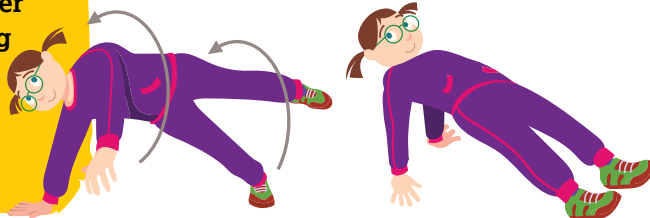


**TEACHING  
NOTES**

## Push Turn

- 1 Start in a plank position on the floor, with arms straight and hands flat on the mat.
- 2 Keeping one hand on the floor, swing the other arm up and over while turning the body, landing in a Crab Walk position.
- 3 Swing the other arm around to return to a plank position.

**MODIFICATION:** Start on all fours, with knees bent, instead of plank position and keep lower legs on mat while using upper body to turn.



**TEACHING  
NOTES**

## Stork Stand

- 1 Stand facing forward with hands on hips.
- 2 Lift one leg and place the sole of this foot against the inside of the opposite leg (not against knee). Vary the challenge by bringing the foot further up the thigh (harder) or lower down the calf (easier).
- 3 Hold for as long as possible using hands for balance if necessary.
- 4 Repeat with opposite leg.



**MODIFICATION:** Bend elbow and lean on forearm instead of hand. Keep the other hand on the floor to help stabilise the body.

**TEACHING  
NOTES**

## Coffee Grinder

- 1 Start in a side position, leaning on the side of your feet with one arm straight underneath you and hand flat on the mat.
- 2 Stretch the other hand up to the sky.
- 3 Walk the feet slowly around to make a full circle.
- 4 Repeat on opposite side with other hand.

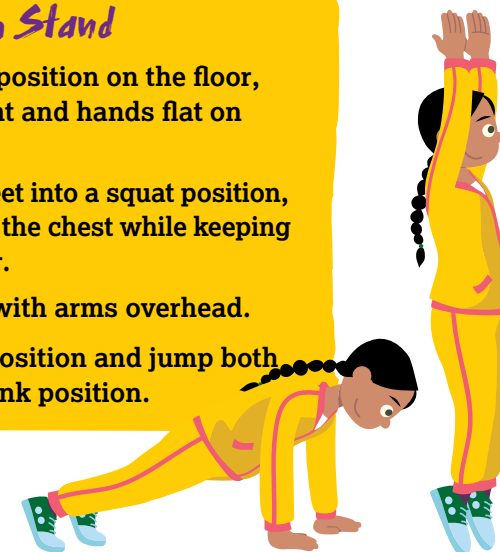


COFFEE GRINDER

**TEACHING  
NOTES**

## Push Stand

- 1 Begin in a plank position on the floor, with arms straight and hands flat on the mat.
- 2 Jump with both feet into a squat position, bringing knees to the chest while keeping hands on the floor.
- 3 Jump to a stand with arms overhead.
- 4 Return to squat position and jump both feet back into plank position.





# Sync and Switch

Action for Life

LESSON  
6

## TEACHING NOTES

### Side Step

- 1 Move sideways along the line.
- 2 Take a wide step to the side.
- 3 Then slide the other foot over to meet it.



## TEACHING NOTES

### Spider Crawl

- 1 Put hands and feet, but not knees, on the floor, keeping your hips high.
- 2 Walk forwards on your hands and feet, keeping your head up to look forward.
- 3 When you get really good at this, try it backwards.



## TEACHING NOTES

### Inchworm

- 1 Fully bend knees and put hands on the mat.
- 2 Keeping your feet on the floor, walk the hands forward until your legs and back are straight.
- 3 Then, without moving your arms, take short steps with the feet until you are in the start position again.
- 4 Continue to walk the arms forward, then stepping feet towards them to move forward. For extra challenge, walk the feet in while keeping the hips high and legs straight.



#### MODIFICATION:

Move on lower legs  
(like crawling on  
hands and knees)  
instead of feet.

# Muscles of the Body

Label the 6 muscles below

1

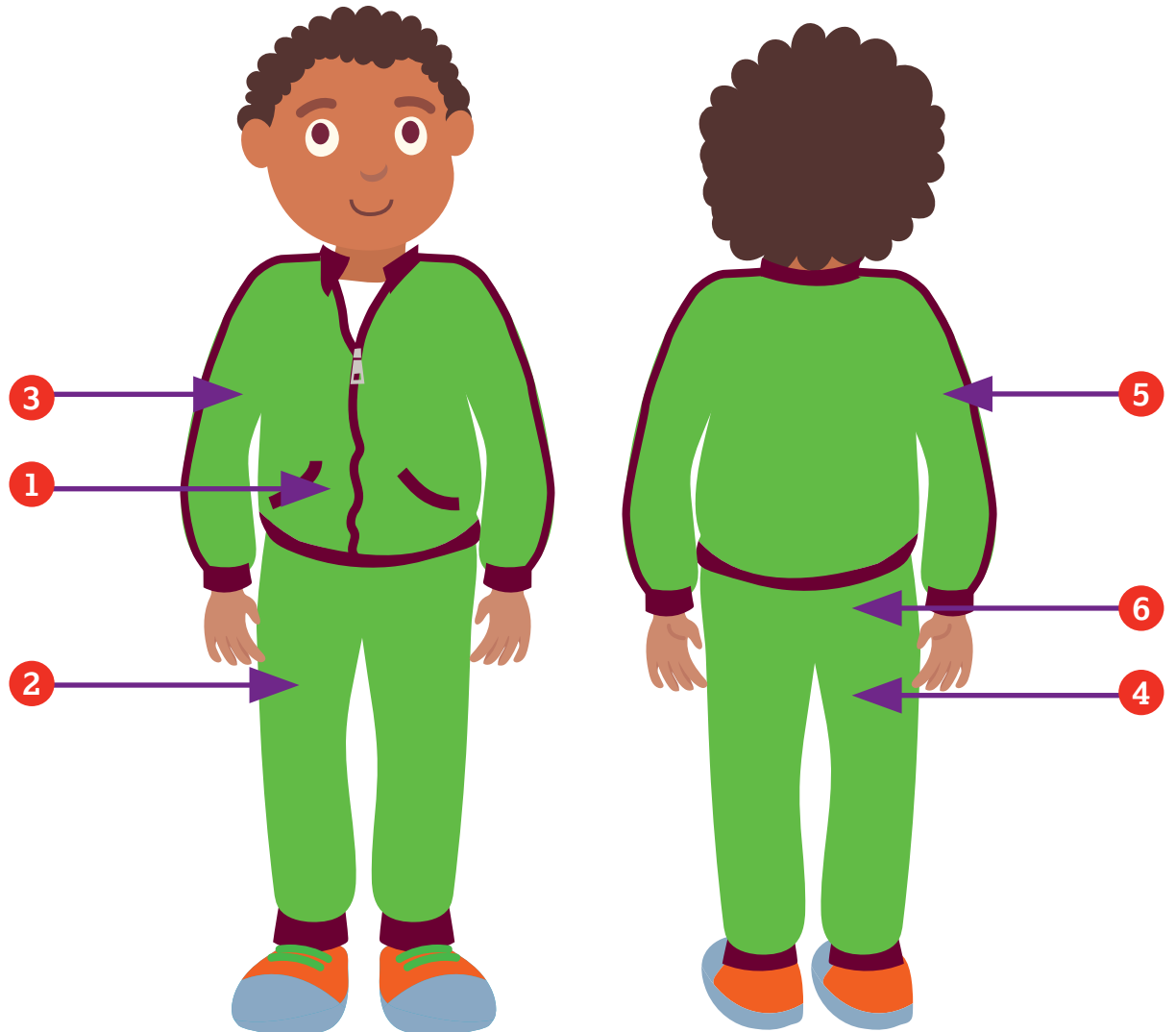
2

3

4

5

6





# Muscles of the Body

*Action for Life*

LESSON  
8

1 Abdominal Muscles

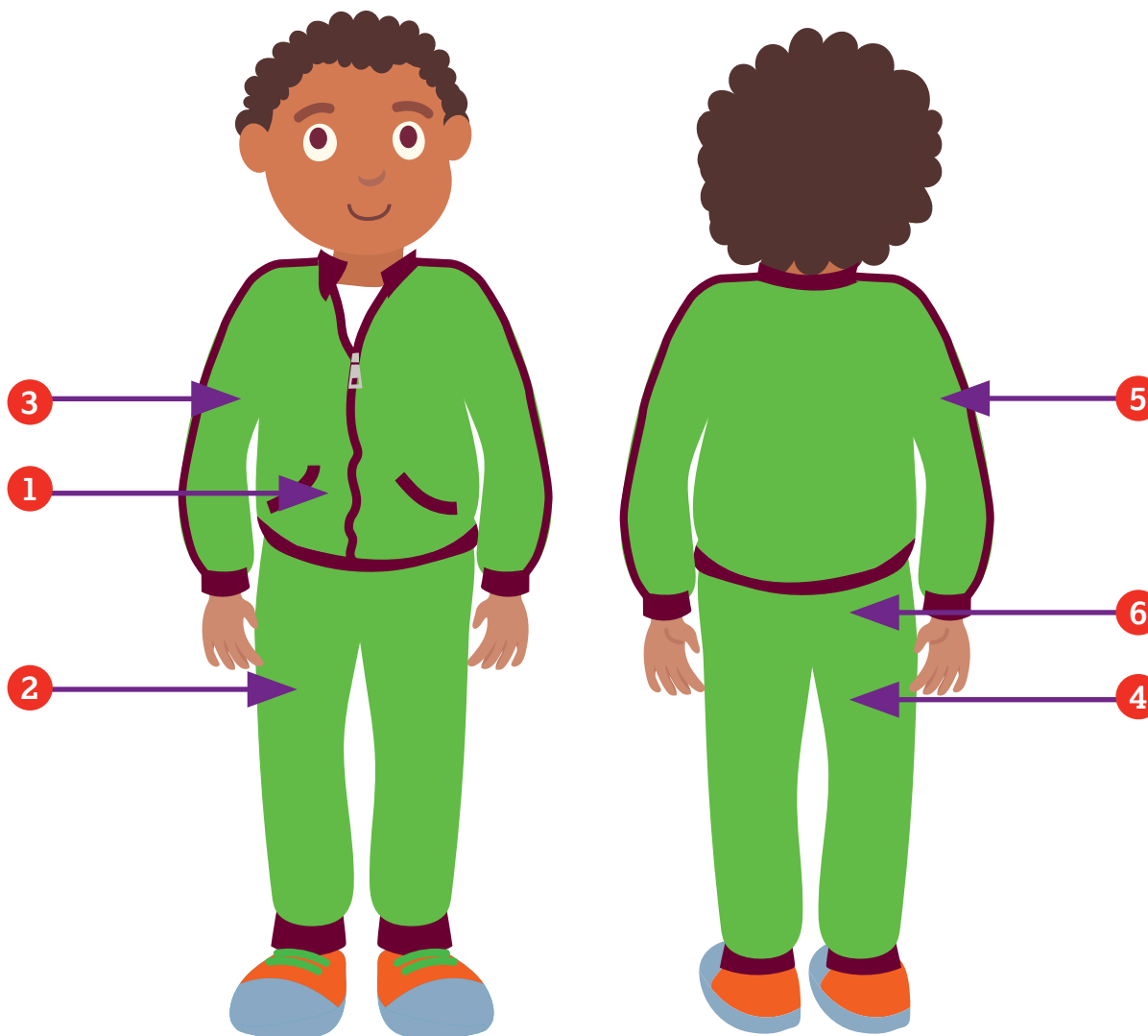
2 Quadriceps ('quads')

3 Bicep

4 Hamstrings

5 Tricep

6 Gluteal Muscles ('glutes')







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## My Notes

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for schools and training programmes for CPD,  
contact [schools@irishheart.ie](mailto:schools@irishheart.ie)