

Action for Life

Physical literacy through PE and SPHE

27th March 2025

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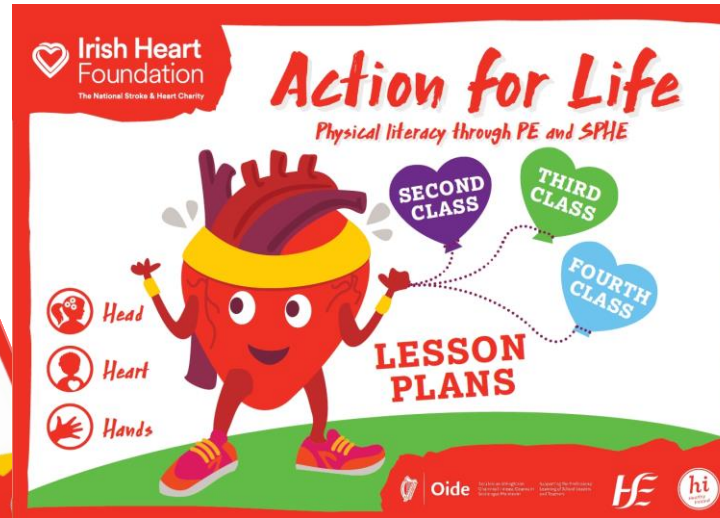
Note: Additional notes throughout these slides are in yellow boxes

Overview of session

7pm	Welcome and introduction
7:05-7:10	Physical activity and heart health
7:10-7:15	PE and SPHE in the new curriculum (Wellbeing)
7:15-7:20	Overview of Action For Life
7:20-7:50	Physical literacy and Top Tips
7:50-7:55	The PE Agreement
7:55 – 8:00	Assessment
8:00 – 8:20	The “Just Right” challenge and adapting using STEP
8:20 – 8:25	Other Wellbeing resources from IHF
8:25 - 8:30	Questions and Evaluation



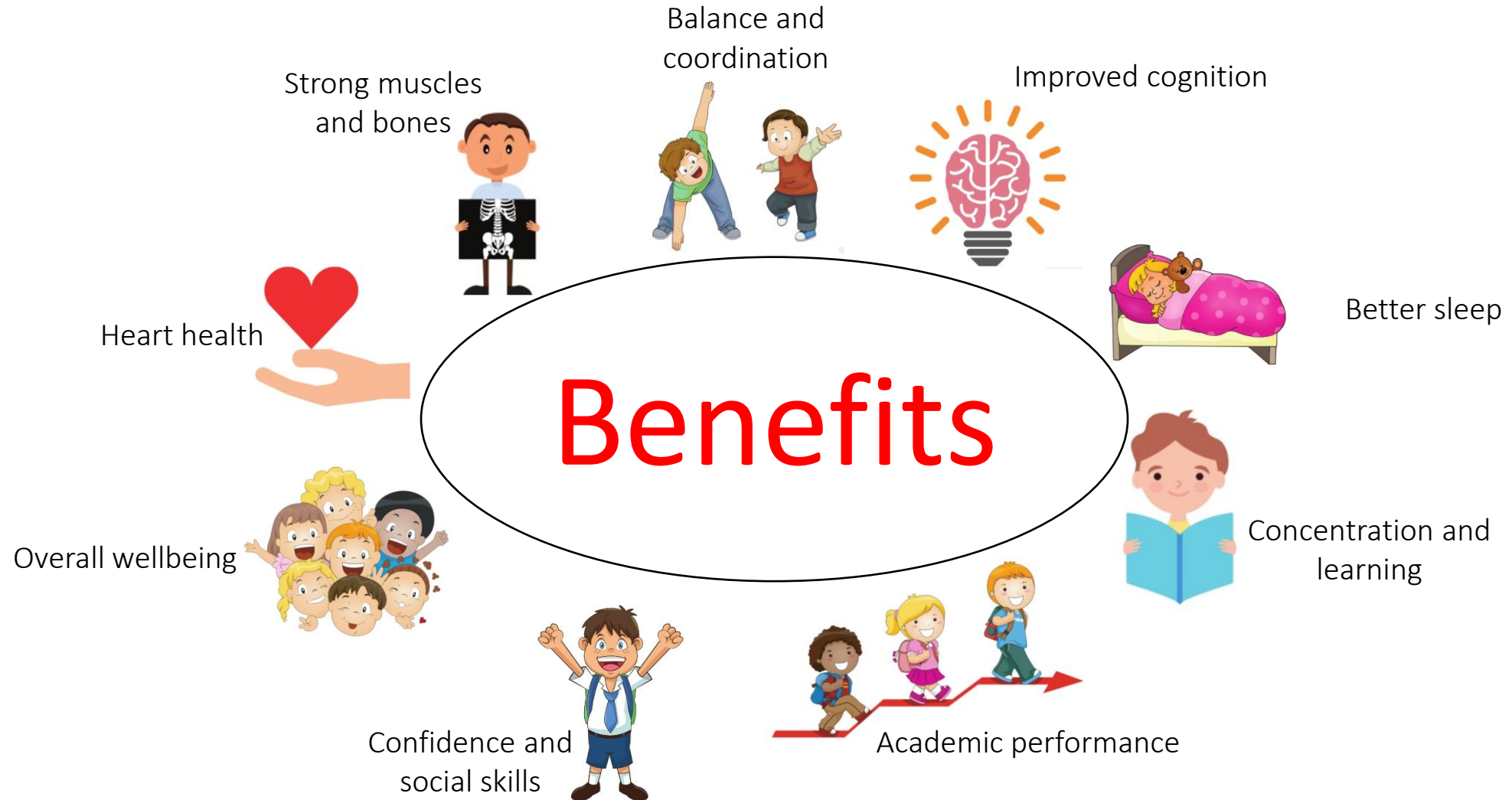
Irishheart.ie/actionforlife



- Free
- Print or use digitally



Physical Activity

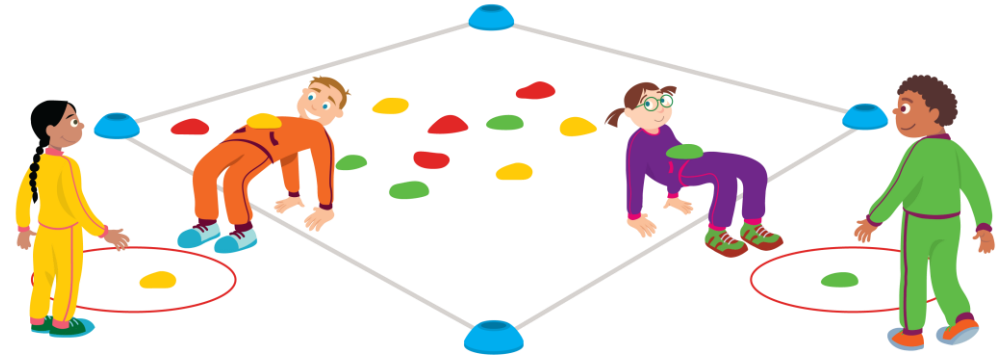


Physical activity and heart health

80% of heart disease is preventable



Physical activity major lifestyle
factor for heart disease.



PE and SPHE are opportunities to:

- Learn about the body.
- Understand health and wellbeing.
- Set foundations for healthy life.
- Build relationships, skills and confidence.

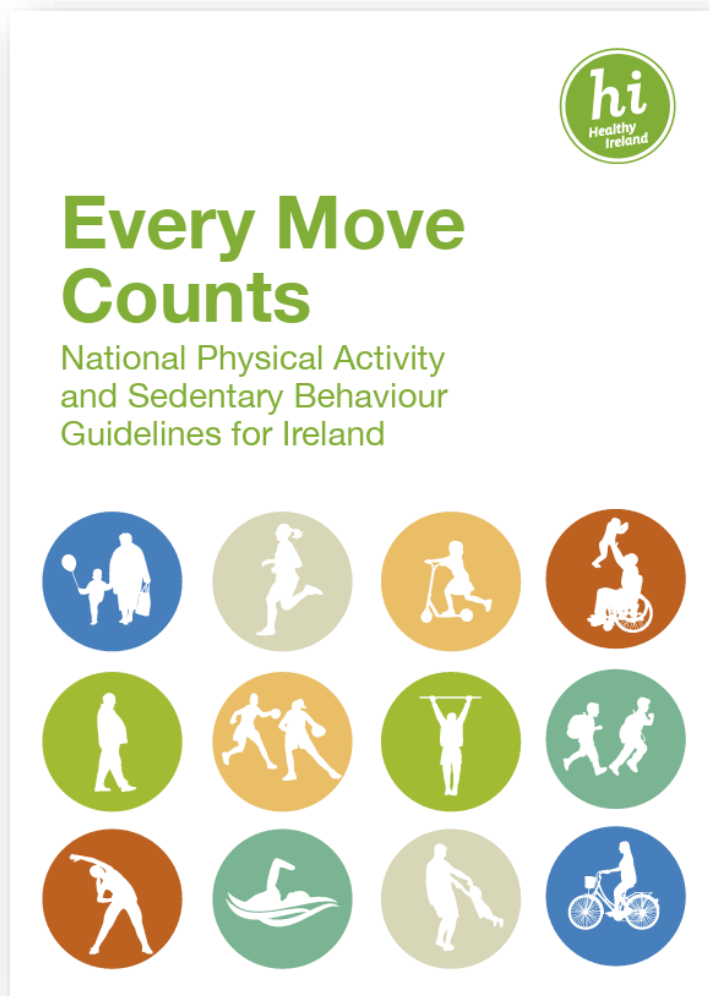
Lifelong Health

- Current and future health
- Solid foundations



- Things we do today impacts future.
- What role does movement play in children's lives and how do they feel about it?
- What messages are children receiving about being active?

How much physical activity?



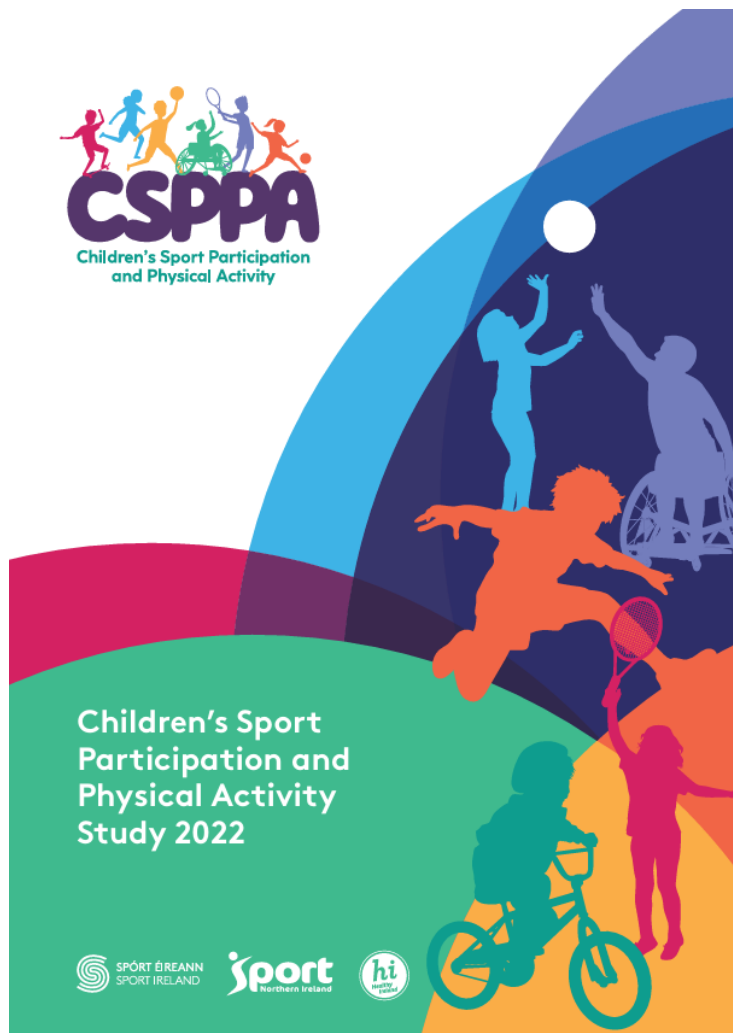
[\(HSE and Department of Health, 2024\)](#)



Children and adolescents need at least 60 minutes of **moderate-to-vigorous** physical activity every day. For children under 5, the 3 hours is at any intensity, not just moderate-to-vigorous.

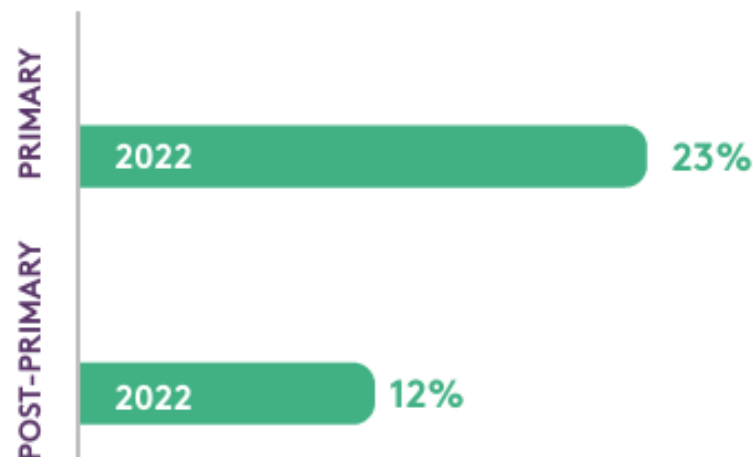


Children meeting the guidelines



([Woods et al., 2023](#))

PHYSICAL ACTIVITY





**Irish Heart
Foundation**

The National Stroke & Heart Charity



With health and behaviour change (like increasing physical activity) small sustainable steps are important. You don't need to try and transform your PE class or school wellbeing overnight or take on too much. Start small and build up from there. (E.G. brushing teeth; something you do twice a day without really having to think about, but had to learn this and be guided towards doing it over years before it became a habit)

The Primary Curriculum Framework

([Department of Education, 2023](#))

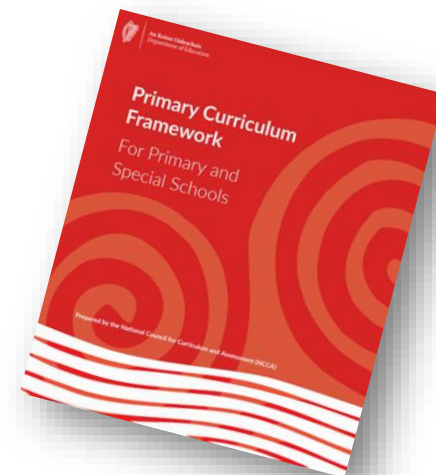


Figure 2: Key competencies

Key competency	Attributes
Being well	<ul style="list-style-type: none"> Showing awareness of how to make good choices in relation to wellbeing Participating with growing confidence and skill in physical activity Being self-aware and resilient Acting responsibly and showing care towards self and others Being spiritual and having a sense of purpose and meaning Being persistent and flexible in solving problems Being able to assess risk and respond

Table 1: Attributes of each key competency

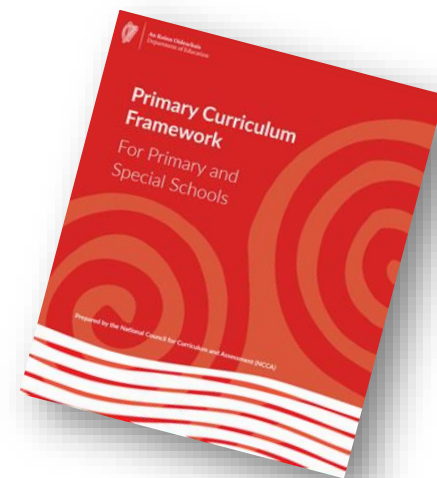
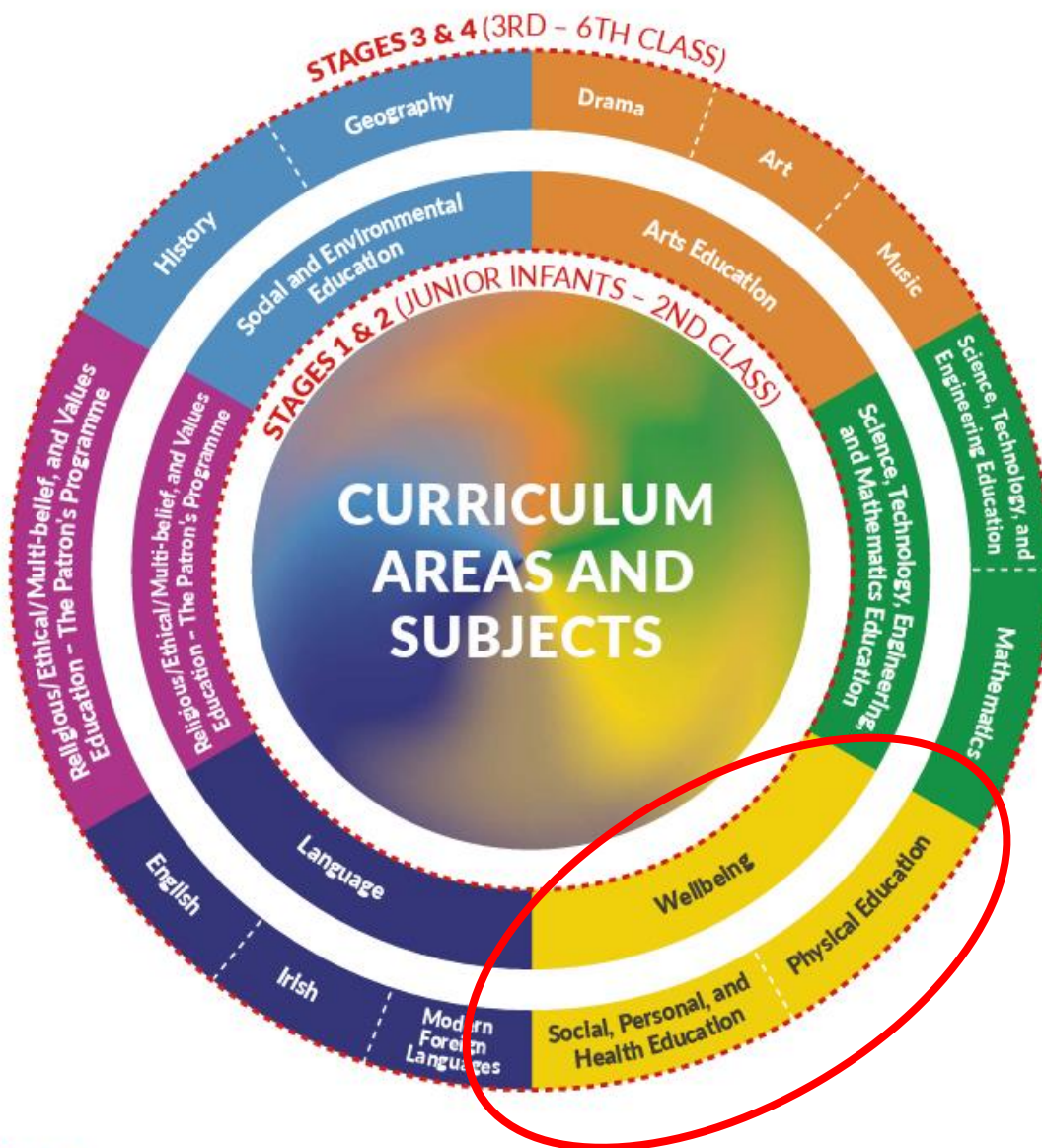
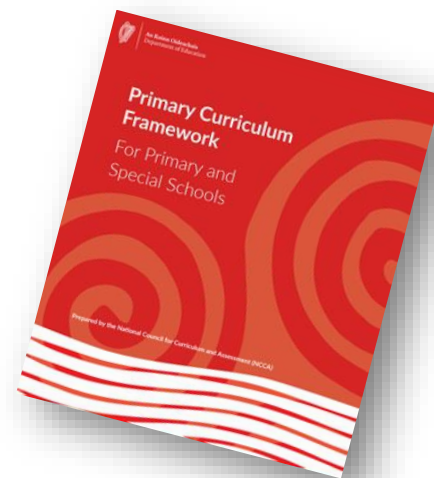


Figure 3: Curriculum areas and subjects

Suggested time allocations



Stage 1 (Junior and Senior Infants)

Weekly allocations		Monthly allocations (four weeks)	
Language <i>Language 1</i> <i>Language 2</i>	5 hours 45 minutes 3 hours 15 minutes 2 hours 30 minutes		23 hours
Mathematics	3 hours		12 hours
		Science, Technology, and Engineering Education	3 hours 20 minutes
Wellbeing	2 hours 30 minutes		10 hours
		Social and Environmental Education	6 hours
		Arts Education	9 hours
		Flexible Time	5 hours

Stage 2 (First and Second Class)

Weekly allocations		Monthly allocations (four weeks)	
Language <i>Language 1</i> <i>Language 2</i>	7 hours 45 minutes 4 hours 45 minutes 3 hours		31 hours
Mathematics	4 hours		16 hours
		Science, Technology, and Engineering Education	4 hours
Wellbeing	3 hours		12 hours
		Social and Environmental Education	9 hours
		Arts Education	9 hours
		Flexible Time	6 hours

Stages 3 and 4 (Third to Sixth Class)

Weekly allocations		Monthly allocations (four weeks)	
Language <i>Language 1</i> <i>Language 2</i> <i>Language 3</i>	7 hours 45 minutes 3 hours 45 minutes 3 hours 1 hour		31 hours
Mathematics	4 hours		16 hours
		Science, Technology, and Engineering Education	5 hours
Wellbeing	3 hours		12 hours
		Social and Environmental Education	8 hours
		Arts Education	8 hours
		Flexible Time	7 hours

Draft Wellbeing Specification ([NCCA, 2024](#))

Figure 2: The strands of the Wellbeing Curriculum



Table 3: The strand units of Wellbeing

Movement Education	Emotional and Relational Education	Health Education	Community and Belonging
Movement skills	Identity	Motivation for healthy living	Sense of belonging
Movement concepts	Emotional awareness and expression	Substance use	Family
Movement strategies	Relationships	Human development	Rights and fairness
Personal relevance	Resilience	Safety	Citizenship
	Decision-making	Media and digital wellbeing	



These are from the draft Wellbeing specification, so specific strands and strand units may change when the final spec is released later this year. However, from the draft we can see that the strands are much broader than the 1999 PE curriculum and how intertwined SPHE and PE will be in Wellbeing.



**Irish Heart
Foundation**
The National Stroke & Heart Charity

All Action For Life resources available free online



Irishheart.ie/actionforlife

Action for Life

Physical literacy through PE & SPHE



On the main web page, you will find a short explainer video on using Action For Life. This summarises the philosophy of Action For Life, core approach of head, heart, hands and how to use the lesson plans.

Scroll down to find the resources and choose the level for your class (Junior, Middle or Senior)



Welcome to the Action for Life Programme

Action for Life is a PE and SPHE programme for primary schools. The programme includes lesson plans with activities and resources to enhance your PE class. Find all the materials for your class below by clicking the circles.

Action for Life Lesson Plans, Resources & Activities

Junior Infants,
Senior Infants
& 1st class

Junior

2nd class,
3rd class
& 4th class

Middle

5th class
& 6th class

Senior

Action for Life Lesson Plans, Resources & Activities

Junior Infants,
Senior Infants
& 1st class

Junior

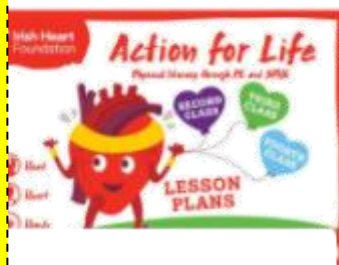
2nd class,
3rd class
& 4th class

Middle

5th class
& 6th class

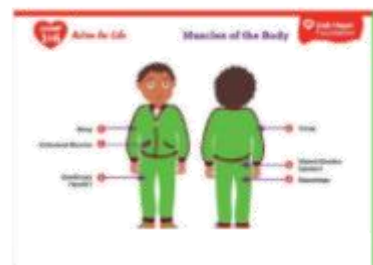
Senior

Two versions of lesson plans – one for screens and one for printing. The only difference is the layout of the pages, so choose the one that suits how you will be using it.



Lesson Plans –
Digital View

FOR VIEWING ON
SCREEN



Lesson Plans –
Printable

FOR PRINTING



PE Agreement

DEVELOP A PE
AGREEMENT WITH YOUR
CLASS



Warm up, Cool down
and Stretch

INFORMATION AND
STRETCHES

Resource Pack

At the back of each book of lesson plans is a printable resource pack.

Irish Heart Foundation **Treasure Cards** *Action for Life* **LESSON 3**

Photocopy, cut out and laminate for Lesson 3. Each pair will need one of each type of treasure.

Irish Heart Foundation **Clue Cards** *Action for Life* **LESSON 3**

CLUE 1
I'm a round coin. I shine a lot. At the end of the rainbow, I sit in a pot.

CLUE 2
If you are a queen, or a king instead, you must put this on your royal head.

CLUE 3
Up above the world so high, like a ____ in the sky. HINT: it sparkles like a star.

CLUE 4
Find me in a shell at the bottom of the sea, I'm shiny, smooth and round; what could I be?

CLUE 5
Will you marry me? Please say 'I do'. Put this on your finger, because I love you.

Photocopy, cut out and laminate for Lesson 3. Each pair will need a set of all 5 clues.

Irish Heart Foundation **Feelings Finder** *Action for Life*

1	2	3	4	5

Irish Heart Foundation **Task Card (Tightrope Walk)** *Action for Life* **LESSON 1**

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

Irish Heart Foundation **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 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.

Irish Heart Foundation **Muscles of the Body** *Action for Life* **LESSON 1&6**

Note: In this session we will not be looking at specific activities within the lesson plans. Feedback from teachers has been that the lessons are straightforward to follow, but it is the Head, Heart and Hands approach and philosophy of Action For Life that needed some background information.



Irish Heart Foundation

Learning Outcomes

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



Recall the minimum amount of moderate to vigorous physical activity required each day to keep their heart and body healthy (60 minutes).



Lead an activity with confidence and humour.



Complete an activity (e.g. collecting the correct piece of treasure while running/hopping/skipping) with speed but also care.

WARM UP - Ship, Sea, Shore

Set-up: Using cones, divide the playing area into three parallel lines.

- ➡ Pupils line up at middle line which is designated as the Ship.
- ➡ Side line to the left is designated as Sea.
- ➡ Side line to the right is designated as Shore.
- ➡ Pupils respond to the directions of "Ship", "Sea" or "Shore" by running to the corresponding line. Teacher selects a different pupil after every couple of times to call out the directions.



MODIFICATION:

Use appropriate signalling methods for pupils with hearing impairment (e.g. large print cards with arrows or diagrams of designated destination that pupils run to). Use disc markers instead of cones to accommodate pupils with vision impairment and pupils who use a wheelchair or mobility device.

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

MORE ACTION: Change run to any other locomotor skill (walk, hop, skip, slide or jump). Call the same destination twice in a row and/or point to one destination but call another to challenge processing skills.

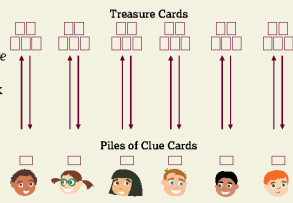


Offer pupils the **choice and responsibility** to call out Ship, Sea or Shore. Encourage pupils to really challenge the class (e.g. by calling the same destination twice in a row and/or pointing to one destination but saying another). Opportunities for choice and leadership boost confidence and enjoyment.

ACTIVITY 1 - Matching Treasure

Set-up: Set-up the course as demonstrated in illustration. Pupils should be in pairs.

- ➡ One pupil in each pair picks up a *Clue Card* and runs to the *Treasure Cards*.
- ➡ Pupils are tasked with finding the *Treasure Card* to match their clue, then returning the matching pair (treasure and clue) back to base.
- ➡ Each pair of pupils takes turns to select a *Clue Card*, run to find its matching *Treasure Card* and return to base with both cards.
- ➡ Repeat until all cards have been paired.
- ➡ As a class, read through the clues and identify the pieces of treasure they refer to.



MODIFICATION: For pupils who are wheelchair or mobility device users, place cards on an elevated surface such as a table. Complete the activity as pairs instead of taking turns to give pupils additional support with reading and interpreting the clues.

MORE ACTION: Designate a specific action for pupils to do when moving to the *Treasure Cards* (e.g. "Walk, pretending to be digging with a shovel for treasure each time you take a step", "Pretend you are swimming to a treasure chest at the bottom of the sea" etc).



It can be challenging to strike a balance between doing an activity quickly and doing an activity well. Highlight that "This is not a race. Travel with speed but the **MOST** important part of this task is to match the right piece of treasure with the right clue". Reward the pair who demonstrated a nice balance between speed and care. Emphasise to the class that being the first team to complete a task is not necessarily the same as being the "best" team.

SPHE

Strand: Myself
Strand Unit: Self-identity; Self-awareness

PE

Strand: Outdoor and Adventure Activities
Strand Unit: Orienteering



Equipment for Lesson:
Cones, *Clue cards*, *Treasure cards* and *Feelings Finder* (from resource pack)

Action for Life

LESSON
3

ACTIVITY 2 - Treasure Chest

Set-up: Randomly select 2-3 pupils to act as 'Treasure Hunters'. Give all other pupils a *Treasure Card* to hide in their hands.

- ➡ Treasure Hunters are tasked with finding gold.
- ➡ Treasure Hunters chase after pupils, who, when caught, reveal their piece of treasure to them.
- ➡ If the treasure is gold, they hand it to the Treasure Hunter and continue running around the playing area.
- ➡ After a number of minutes, teacher signals for pupils to freeze.
- ➡ Treasure Hunters show how many pieces of gold they collected to see who has the most. Any pupil who has a piece of gold treasure who was not caught by a Treasure Hunter should also be praised for demonstrating good evasion skills.
- ➡ Repeat with new treasure hunters and treasure redistributed.

After the activity, have pupils feel their heartbeat. Tell pupils that "If your heart is beating fast, this was moderate to vigorous physical activity".



MORE ACTION: Invite pupils to swap *Treasure Cards* whilst being chased to make it more challenging for the Treasure Hunters. Alternatively, give only half the pupils treasure cards; task pupils who do not have cards to pretend they are holding treasure cards to their chest. Can they trick the Treasure Hunters?



Ask pupils to be aware of how they feel when they are running and their heart is beating faster. Use this activity to highlight the amount of physical activity recommended for health. "Physical activity is any activity that uses the large muscles in our body and requires more energy than resting". "Physical activity keeps our hearts healthy and happy". "We should be physically active for at least 60 minutes every day". "The 60 minutes can be spread across the day with shorter amounts throughout the day".

COOL DOWN - Make 60 Minutes

Set-up: Divide pupils into groups of 4-5.

- ➡ Pupils are tasked with creating the number 60 (representing the recommended minutes of physical activity) as a group using their bodies.
- ➡ Pupils work as a team to arrange themselves on the floor in the shape of a 6 and a 0.
- ➡ Pupils can also try to make the number 60 as a full group.
- ➡ Teamwork and communication are encouraged for pupils to arrange themselves in the shape.

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

Assessment of / for learning



Questioning
What is physical activity? Ask pupils how many minutes we should be active for each day. As a group, list examples of activities that increase our heart rate. Discuss how our bodies feel when we are doing physical activity.



Self-assessment
Using the *Feelings Finder*, privately ask pupils who called out commands during the warm up to rate their confidence level. Ask pupils "What did you like about leading the activity?" "What did you find challenging?"



Teacher-designed Task
Use school camera (if school policies allow) during the cool down to photograph the group arrangements of the number 60, so that pupils can see what their arrangements looked like. Task pupils with making posters for the school to spread the message that healthy hearts, bodies and brains need at least 60 minutes of physical activity every day.

Lesson plan structure

Learning Outcomes



Irish Heart Foundation

Learning Outcomes

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



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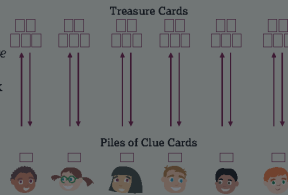


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Strand: Outdoor and Adventure Activities
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Action for Life

LESSON
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Lesson plan structure

Learning Outcomes

Curriculum Links



Irish Heart Foundation

Learning Outcomes

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

HEAD



Recall the minimum amount of moderate to vigorous physical activity required each day to keep their heart and body healthy (60 minutes).

HEART



Lead an activity with confidence and humour.

HANDS



Complete an activity (e.g. collecting the correct piece of treasure while running/hopping/skipping) with speed but also care.

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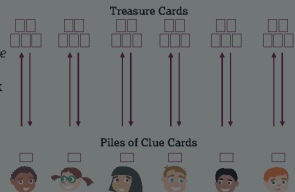
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- ➡ Teamwork and communication are encouraged for pupils to arrange themselves in the shape.

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

Assessment of / for learning



Questioning

What is physical activity? Ask pupils how many minutes we should be active for each day. As a group, list examples of activities that increase our heart rate. Discuss how our bodies feel when we are doing physical activity.



Self-assessment

Using the Feelings Finder, privately ask pupils who called out commands during the warm up to rate their confidence level. Ask pupils "What did you like about leading the activity?" "What did you find challenging?"



Teacher-designed Task

Use school camera (if school policies allow) during the cool down to photograph the group arrangements of the number 60, so that pupils can see what their arrangements looked like. Task pupils with making posters for the school to spread the message that healthy hearts, bodies and brains need at least 60 minutes of physical activity every day.

Lesson plan structure

(Any equipment in italics means that it's from the printable resource pack at the back of the book)

Learning Outcomes

Curriculum Links

Equipment



Irish Heart Foundation

Learning Outcomes

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



Recall the minimum amount of moderate to vigorous physical activity required each day to keep their heart and body healthy (60 minutes).



Lead an activity with confidence and humour.

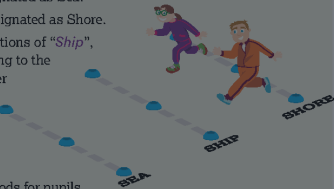


Complete an activity (e.g. collecting the correct piece of treasure while running/hopping/skipping) with speed but also care.

WARM UP - Ship, Sea, Shore

Set-up: Using cones, divide the playing area into three parallel lines.

- ➡ Pupils line up at middle line which is designated as the Ship.
- ➡ Side line to the left is designated as Sea.
- ➡ Side line to the right is designated as Shore.
- ➡ Pupils respond to the directions of "Ship", "Sea" or "Shore" by running to the corresponding line. Teacher selects a different pupil after every couple of times to call out the directions.



MODIFICATION:

Use appropriate signalling methods for pupils with hearing impairment (e.g. large print cards with arrows or diagrams of designated destination that pupils run to). Use disc markers instead of cones to accommodate pupils with vision impairment and pupils who use a wheelchair or mobility device.

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

MORE ACTION: Change run to any other locomotor skill (walk, hop, skip, slide or jump). Call the same destination twice in a row and/or point to one destination but call another to challenge processing skills.

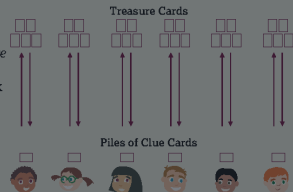


Offer pupils the choice and responsibility to call out Ship, Sea or Shore. Encourage pupils to really challenge the class (e.g. by calling the same destination twice in a row and/or pointing to one destination but saying another). Opportunities for choice and leadership boost confidence and enjoyment.

ACTIVITY 1 - Matching Treasure

Set-up: Set-up the course as demonstrated in illustration. Pupils should be in pairs.

- ➡ One pupil in each pair picks up a *Clue Card* and runs to the *Treasure Cards*.
- ➡ Pupils are tasked with finding the *Treasure Card* to match their clue, then returning the matching pair (treasure and clue) back to base.
- ➡ Each pair of pupils takes turns to select a *Clue Card*, run to find its matching *Treasure Card* and return to base with both cards.
- ➡ Repeat until all cards have been paired.
- ➡ As a class, read through the clues and identify the pieces of treasure they refer to.



MODIFICATION: For pupils who are wheelchair or mobility device users, place cards on an elevated surface such as a table. Complete the activity as pairs instead of taking turns to give pupils additional support with reading and interpreting the clues.

MORE ACTION: Designate a specific action for pupils to do when moving to the *Treasure Cards* (e.g. "Walk, pretending to be digging with a shovel for treasure each time you take a step", "Pretend you are swimming to a treasure chest at the bottom of the sea" etc).



It can be challenging to strike a balance between doing an activity quickly and doing an activity well. Highlight that "This is not a race. Travel with speed but the MOST important part of this task is to match the right piece of treasure with the right clue". Reward the pair who demonstrated a nice balance between speed and care. Emphasise to the class that being the first team to complete a task is not necessarily the same as being the "best" team.

SPHE

Strand: Myself
Strand Unit: Self-identity; Self-awareness



PE

Strand: Outdoor and Adventure Activities
Strand Unit: Orienteering

ACTIVITY 2 - Treasure Chest

Set-up: Randomly select 2-3 pupils to act as 'Treasure Hunters'. Give all other pupils a *Treasure Card* to hide in their hands.

- ➡ Treasure Hunters are tasked with finding gold.
- ➡ Treasure Hunters chase after pupils, who, when caught, reveal their piece of treasure to them.
- ➡ If the treasure is gold, they hand it to the Treasure Hunter and continue running around the playing area.
- ➡ After a number of minutes, teacher signals for pupils to freeze.
- ➡ Treasure Hunters show how many pieces of gold they collected to see who has the most. Any pupil who has a piece of gold treasure who was not caught by a Treasure Hunter should also be praised for demonstrating good evasion skills.
- ➡ Repeat with new treasure hunters and treasure redistributed.

After the activity, have pupils feel their heartbeat. Tell pupils that "If your heart is beating fast, this was moderate to vigorous physical activity".



MORE ACTION: Invite pupils to swap *Treasure Cards* whilst being chased to make it more challenging for the Treasure Hunters. Alternatively, give only half the pupils treasure cards; task pupils who do not have cards to pretend they are holding treasure cards to their chest. Can they trick the Treasure Hunters?



Ask pupils to be aware of how they feel when they are running and their heart is beating faster. Use this activity to highlight the amount of physical activity recommended for health. "Physical activity is any activity that uses the large muscles in our body and requires more energy than resting". "Physical activity keeps our hearts healthy and happy". "We should be physically active for at least 60 minutes every day". "The 60 minutes can be spread across the day with shorter amounts throughout the day".

Equipment for Lesson:
Cones, *Clue cards*, *Treasure cards* and *Feelings Finder* (from resource pack)

Action for Life

LESSON
3

COOL DOWN - Make 60 Minutes

Set-up: Divide pupils into groups of 4-5.

- ➡ Pupils are tasked with creating the number 60 (representing the recommended minutes of physical activity) as a group using their bodies.
- ➡ Pupils work as a team to arrange themselves on the floor in the shape of a 6 and a 0.
- ➡ Pupils can also try to make the number 60 as a full group.
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STRETCH
at the end of the lesson
(see Cool Down stretches)

Assessment of / for learning



Questioning
What is physical activity? Ask pupils how many minutes we should be active for each day. As a group, list examples of activities that increase our heart rate. Discuss how our bodies feel when we are doing physical activity.



Self-assessment
Using the *Feelings Finder*, privately ask pupils who called out commands during the warm up to rate their confidence level. Ask pupils "What did you like about leading the activity?" "What did you find challenging?"



Teacher-designed Task
Use school camera (if school policies allow) during the cool down to photograph the group arrangements of the number 60, so that pupils can see what their arrangements looked like. Task pupils with making posters for the school to spread the message that healthy hearts, bodies and brains need at least 60 minutes of physical activity every day.



Irish Heart Foundation

Learning Outcomes

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

HEAD



Recall the minimum amount of moderate to vigorous physical activity required each day to keep their heart and body healthy (60 minutes).

HEART



Lead an activity with confidence and humour.

HANDS



Complete an activity (e.g. collecting the correct piece of treasure while running/hopping/skipping) with speed but also care.

WARM UP - Ship, Sea, Shore

Set-up: Using cones, divide the playing area into three parallel lines.

- ➡ Pupils line up at middle line which is designated as the Ship.
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MODIFICATION:

Use appropriate signalling methods for pupils with hearing impairment (e.g. large print cards with arrows or diagrams of designated destination that pupils run to). Use disc markers instead of cones to accommodate pupils with vision impairment and pupils who use a wheelchair or mobility device.

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

MORE ACTION: Change run to any other locomotor skill (walk, hop, skip, slide or jump). Call the same destination twice in a row and/or point to one destination but call another to challenge processing skills.



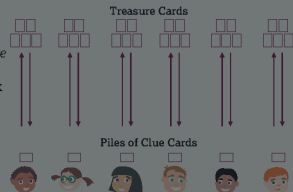
TOP TIP

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- ➡ Repeat until all cards have been paired.
- ➡ As a class, read through the clues and identify the pieces of treasure they refer to.



MODIFICATION: For pupils who are wheelchair or mobility device users, place cards on an elevated surface such as a table. Complete the activity as pairs instead of taking turns to give pupils additional support with reading and interpreting the clues.

MORE ACTION: Designate a specific action for pupils to do when moving to the *Treasure Cards* (e.g. "Walk, pretending to be digging with a shovel for treasure each time you take a step", "Pretend you are swimming to a treasure chest at the bottom of the sea" etc).



TOP TIP

It can be challenging to strike a balance between doing an activity quickly and doing an activity well. Highlight that "This is not a race. Travel with speed but the MOST important part of this task is to match the right piece of treasure with the right clue". Reward the pair who demonstrated a nice balance between speed and care. Emphasise to the class that being the first team to complete a task is not necessarily the same as being the "best" team.

SPHE

Strand: Myself
Strand Unit: Self-identity; Self-awareness



PE

Strand: Outdoor and Adventure Activities
Strand Unit: Orienteering

ACTIVITY 2 - Treasure Chest

Set-up: Randomly select 2-3 pupils to act as 'Treasure Hunters'. Give all other pupils a *Treasure Card* to hide in their hands.

- ➡ Treasure Hunters are tasked with finding gold.
- ➡ Treasure Hunters chase after pupils, who, when caught, reveal their piece of treasure to them.
- ➡ If the treasure is gold, they hand it to the Treasure Hunter and continue running around the playing area.
- ➡ After a number of minutes, teacher signals for pupils to freeze.
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- ➡ Repeat with new treasure hunters and treasure redistributed.

After the activity, have pupils feel their heartbeat. Tell pupils that "If your heart is beating fast, this was moderate to vigorous physical activity".



MORE ACTION: Invite pupils to swap *Treasure Cards* whilst being chased to make it more challenging for the Treasure Hunters. Alternatively, give only half the pupils treasure cards; task pupils who do not have cards to pretend they are holding treasure cards to their chest. Can they trick the Treasure Hunters?



TOP TIP

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Equipment for Lesson:

Cones, *Clue cards*, *Treasure cards* and *Feelings Finder* (from resource pack)

Action for Life

LESSON
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- ➡ Teamwork and communication are encouraged for pupils to arrange themselves in the shape.

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

Assessment of / for learning



Questioning

What is physical activity? Ask pupils how many minutes we should be active for each day. As a group, list examples of activities that increase our heart rate. Discuss how our bodies feel when we are doing physical activity.



Self-assessment

Using the *Feelings Finder*, privately ask pupils who called out commands during the warm up to rate their confidence level. Ask pupils "What did you like about leading the activity?" "What did you find challenging?"



Teacher-designed Task

Use school camera (if school policies allow) during the cool down to photograph the group arrangements of the number 60, so that pupils can see what their arrangements looked like. Task pupils with making posters for the school to spread the message that healthy hearts, bodies and brains need at least 60 minutes of physical activity every day.

Lesson plan structure

Learning Outcomes

Curriculum Links

Equipment



Learning Outcomes

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

HEAD



Recall the minimum amount of moderate to vigorous physical activity required each day to keep their heart and body healthy (60 minutes).

HEART



Lead an activity with confidence and humour.

HANDS



Complete an activity (e.g. collecting the correct piece of treasure while running/hopping/skipping) with speed but also care.

SPHE

Strand: Myself
Strand Unit: Self-identity; Self-awareness

PE

Strand: Outdoor and Adventure Activities
Strand Unit: Orienteering

Equipment for Lesson:
Cones, Clue cards, Treasure cards and Feelings Finder (from resource pack)

Action for Life

LESSON
3

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Set-up: Using cones, divide the playing area into three parallel lines.

- ➡ Pupils line up at middle line which is designated as the Ship.
- ➡ Side line to the left is designated as Sea.
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- ➡ Pupils respond to the directions of "Ship", "Sea" or "Shore", according to the corresponding line. Teacher selects a different pupil after every couple of times to call out the directions.

MODIFICATION:

Use appropriate signalling methods for pupils with hearing impairment (e.g. large print cards with arrows or diagrams of designated destination that pupils run to). Use disc markers instead of cones to accommodate pupils with vision impairment and pupils who use a wheelchair or mobility device.

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

MORE ACTION: Change run to any other locomotor skill (walk, hop, skip, slide or jump). Call the same destination twice in a row and/or point to one destination but call another to challenge processing skills.



TOP TIP Offer pupils the choice and responsibility to call out Ship, Sea or Shore. Encourage pupils to really challenge the class (e.g. by calling the same destination twice in a row and/or pointing to one destination but saying another). Opportunities for choice and leadership boost confidence and enjoyment.

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MODIFICATION: For pupils who are wheelchair or mobility device users, place cards on an elevated surface such as a table. Complete the activity as pairs instead of taking turns to give pupils additional support with reading and interpreting the clues.

MORE ACTION: Designate a specific action for pupils to do when moving to the Treasure Cards (e.g. "Walk, pretending to be digging with a shovel for treasure each time you take a step", "Pretend you are swimming to a treasure chest at the bottom of the sea" etc).



TOP TIP It can be challenging to strike a balance between doing an activity quickly and doing an activity well. Highlight that "This is not a race. Travel with speed but the MOST important part of this task is to match the right piece of treasure with the right clue". Reward the pair who demonstrated a nice balance between speed and care. Emphasise to the class that being the first team to complete a task is not necessarily the same as being the "best" team.

ACTIVITY 2 - Treasure Chest

Set-up: Randomly select 2-3 pupils to act as "Treasure Hunters". Give all other pupils a Treasure Card to hide in their hands.

- ➡ Treasure Hunters are tasked with finding gold.
- ➡ Treasure Hunters make their pupils who, when caught, reveal their piece of treasure to them. The treasure is gold, they have to be the Treasure Hunter and continue running around the playing area.
- ➡ After a number of minutes, teacher signals for pupils to freeze.
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After the activity, have pupils feel their heartbeat. Tell pupils that "If your heart is beating fast, this was moderate to vigorous physical activity".



MORE ACTION: Invite pupils to swap Treasure Cards whilst being chased to make it more challenging for the Treasure Hunters. Alternatively, give only half the pupils treasure cards; task pupils who do not have cards to pretend they are holding treasure cards to their chest. Can they trick the Treasure Hunters?



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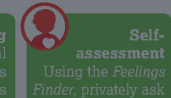
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STRETCH
at the end of the lesson
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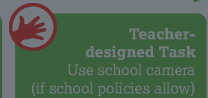
Assessment of / for learning



Questioning
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Teacher-designed Task
Use school camera (if school policies allow) during the cool down to photograph the group arrangements of the number 60, so that pupils can see what their arrangements looked like. Task pupils with making posters for the school to spread the message that healthy hearts, bodies and brains need at least 60 minutes of physical activity every day.

Each lesson has a warm up, two main activities and a cool down



Irish Heart Foundation

Learning Outcomes

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

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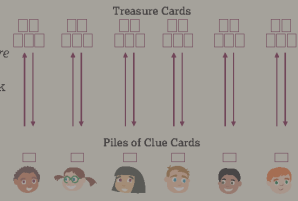
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TOP TIP

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SPHE

Strand: Myself
Strand Unit: Self-identity; Self-awareness



PE

Strand: Outdoor and Adventure Activities
Strand Unit: Orienteering

ACTIVITY 2 - Treasure Chest

Set-up: Randomly select 2-3 pupils to act as 'Treasure Hunters'. Give all other pupils a *Treasure Card* to hide in their hands.

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Action for Life

LESSON
3

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

Assessment of / for learning



Questioning

What is physical activity? Ask pupils how many minutes we should be active for each day. As a group, list examples of activities that increase our heart rate. Discuss how our bodies feel when we are doing physical activity.



Self-assessment

Using the *Feelings Finder*, privately ask pupils who called out commands during the warm up to rate their confidence level. Ask pupils "What did you like about leading the activity?" "What did you find challenging?"



Teacher-designed Task

Use school camera (if school policies allow) during the cool down to photograph the group arrangements of the number 60, so that pupils can see what their arrangements looked like. Task pupils with making posters for the school to spread the message that healthy hearts, bodies and brains need at least 60 minutes of physical activity every day.

The **Modifications** section suggests ways to adapt the activity for specific needs and **More Action** contains ideas for ways to extend or progress the activity.

Also see the slides below on the STEP framework for adapting and differentiating any activity.

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at the end of the lesson
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Assessment of / for learning



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Using the *Feelings Finder*, privately ask pupils who called out commands during the warm up to rate their confidence level. Ask pupils *"What did you like about leading the activity?"* *"What did you find challenging?"*



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The Assessment section contains suggestions for three different ways to assess learning in the lesson.



Think about....

**What do you think makes a
“dream” pupil in PE?**

(Share your answers in the chat)

Physical Literacy



All-Island Physical Literacy Consensus Statement

([Sport Ireland and Northern Ireland, 2022](#))

Definition: Physical literacy is the **motivation, confidence, physical competence, knowledge** and **understanding** that enables a person to value and participate in physical activity throughout life.



**Irish Heart
Foundation**

The National Stroke & Heart Charity



“Throughout life” is really important here. Building solid foundations so that children can be active and healthy into teens and adulthood. People’s bodies, circumstances and opportunities change over time; if high physical literacy are more likely to continue to find ways to be active and have the tools to be healthy.

We don’t tend to describe people as being “physically literate”, as physical literacy is a journey, not a destination. It changes throughout someone’s life.



Physical Literacy and Health



- Key to a lifelong interest in physical activity
- Gateway to a healthy life
- Opportunities to try different things
- Understanding of body, value wellbeing, take care of self



**Irish Heart
Foundation**

The National Stroke & Heart Charity




Physical Competence

Fundamental Movement Skills

- one aspect of physical competence
- “building blocks” of physical activity



FMS are like the building blocks of physical activity, as once these skills are mastered they can be combined and used in more complex ways.



Move Well, Move Often
Developing the physically literate child through the lens of Fundamental Movement Skills

FMS & Activities

Motivation & Confidence

Teaching Tips


Planning

Assessment

Beyond the Classroom

Seminar Material

Videos



Download the Resource



Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion	Manipulative Skills Control of objects using various body parts
<ul style="list-style-type: none"> • Walking • Running • Hopping • Skipping • Jumping for height • Jumping for distance • Dodging • Side stepping 	<ul style="list-style-type: none"> • Balancing • Landing 	<ul style="list-style-type: none"> • Catching • Throwing • Kicking • Striking with the hand • Striking with an implement

Move Well Move Often is fantastic resource and Action For Life was designed with Oide (PDST at the time) to be used in conjunction with it.

Links between Action For Life and Move Well Move Often

<https://irishheart.ie/publications/pdst-move-well-move-often-links/>

PDST Move Well Move Often - FMS and activity links

Action for Life
Physical literacy through PE and SPHE

Junior book
JUNIOR INFANTS SENIOR INFANTS FIRST CLASS

✓ Focus on teaching **one** FMS in a lesson and introduce no more than **two teaching points** in a lesson.
✓ Other FMS can be incorporated within a lesson, but the teaching focus should be on a single FMS.
✓ Information and resources for specific FMS can be found on scotland.ie/pdst/physlit, or by clicking on the links below.

You might like to substitute or add the following activities from Move Well Move Often (Book 1):

Main strand unit and FMS focus for Lessons 1 and 2 is jumping.

- Videos for the FMS of jumping.
- Jumping [information](#).
- Jumping [assessments](#) (teacher, self or peer).

Alternatively...

- [Walking](#), [side stepping](#) or [other locomotor skills](#) could be incorporated within the activities in either of these lessons.
- Jumping could be replaced with [hopping](#) in Lesson 2.

Running, walking or any other locomotor skill can be chosen as the FMS focus for Lessons 3, 4 or 5.

- Videos for the FMS of running.
- Running [information](#).
- Running [assessments](#) (teacher, self or peer).

Alternatively...

- Videos for the FMS of walking.
- Walking [information](#).
- Walking [assessments](#) (teacher, self or peer).

Alternatively...

[Other locomotor skills](#) could be chosen as the focus of these lessons.

Running or balance could be chosen as the main FMS focus of Lessons 6, 7 or 8.

- Videos for the FMS of running.
- Running [information](#).
- Running [assessments](#) (teacher, self or peer).

LESSON 1 Island Jumping (Book 1, p. 73)
Jumping Spots (Book 1, p. 74)

LESSON 2 Discover Jump (Book 1, p. 72)
Lion Safari (Book 1, p. 76)

LESSON 3 The Remote Control (Book 1, p. 12)
Train Station (Book 1, p. 15)

LESSON 4 Rollercoaster Madness (Book 1, p. 16)

LESSON 5 Spot Balance (Book 1, p. 119)
Mirror Tag (Book 1, p. 117)

LESSON 6 Copy Me Balancing (Book 1, p. 116)
Follow the Leader (Book 1, p. 118)
Walk the Line (Book 1, p. 114)

LESSON 7 Safari Adventure (Book 1, p. 13)

PDST Move Well Move Often - FMS and activity links

Action for Life
Physical literacy through PE and SPHE

Middle book
SECOND CLASS THIRD CLASS FOURTH CLASS

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You might like to substitute or add the following activities from Move Well Move Often (Book 2):

- Videos for the FMS of jumping.
- Jumping [information](#).
- Jumping [assessments](#) (teacher, self or peer).

LESSON 1 Shark Infested Waters (Book 2, p. 73)
Cross the Pond (Book 2, p. 75)
Where's North? (Book 2, p. 76)

- Videos for the FMS of hopping.
- Hopping [information](#).
- Hopping [assessments](#) (teacher, self or peer).

LESSON 2 Hop Hoops and Count (Book 2, p. 38)
Hopscotch (Book 2, p. 39)
The Hop Hoop (Book 2, p. 42)

LESSON 3 Fruit Basket (Book 2, p. 25)
The Queen's Jewels (Book 2, p. 27)
Gathering Beanbags (Book 2, p. 45)

LESSON 4 Speed Up/Slow Down (Book 2, p. 14)
I Spy (Book 2, p. 16)
Switch, Change, Rotate (Book 2, p. 17)

LESSON 5 Corner Relay (Book 2, p. 26)
Musical Statues (Book 2, p. 114)
Flip Flop (Book 2, p. 120)

LESSON 6 Mirror Mirror (Book 2, p. 115)
Beanbag Balance (Book 2, p. 116)
Stuck on You (Book 2, p. 118)

LESSON 7 Speed Up/Slow Down (Book 2, p. 14)
Coordinated Skinning (Book 2, p. 54)

Running, walking or any other locomotor skill can be incorporated within the activities in Lesson 3. Choose your FMS focus to align with your school plan.

Walking is the main FMS focus for Lesson 4.

Jumping, running or any other locomotor skill could be the main FMS focus for Lesson 5.

Running or balancing could be the main FMS focus for Lesson 6.

Also see [PDST Primary Gymnastics page](#) for videos and more information on the [packed roll](#).

Walking or balancing could be the main FMS focus for Lesson 7.

PDST Move Well Move Often - FMS and activity links

Action for Life
Physical literacy through PE and SPHE

Senior book
FIFTH CLASS SIXTH CLASS

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You might like to substitute or add the following activities from Move Well Move Often (Book 3):

Main strand unit for Lessons 1 is jumping.

- Videos for FMS of jumping.
- Jumping [information](#).
- Jumping [assessments](#) (teacher, self or peer).

LESSON 1 Clockwise - Anti Clockwise (Book 3, p. 95)
Card Suits (Book 3, p. 95)
Human Ladders (Book 3, p. 68)

Main strand units for Lesson 2 are jumping and running. Balancing could be explored through the Warm Up activity. Other locomotor skills could also be incorporated within the lesson.

- [Side stepping](#) or [jumping](#) could be the main FMS focus of this lesson through the warm up.
- [Other locomotor skills](#) can be incorporated throughout the lesson.

LESSON 2 High Jump Low Jump (Book 3, p. 67)
High Tide (Book 3, p. 64)
Stamina Run (Book 3, p. 19)

LESSON 3 Suit Shuffle (Book 3, p. 17)
Land Around the Compass (Book 3, p. 125)
High Tide (Book 3, p. 64)

LESSON 4 Find Someone Who (Book 3, p. 45)
Shifting Gears (Book 3, p. 15)
Group and Balance (Book 3, p. 107)

LESSON 5 Stamina Run (Book 3, p. 19)
Beanbag Slide (Book 3, p. 108)
Timber Tag (Book 3, p. 110)

LESSON 6 Crab Race (Book 3, p. 106)
Crab and Bear (Book 3, p. 111)
Step and Sync (Book 3, p. 97)

LESSON 7 Timber Tag (Book 3, p. 110)
Group and Balance (Book 3, p. 107)

Running or balancing could be the main FMS focus for this lesson.

Also see [PDST Primary Gymnastics page](#) for videos and more information on the [packed roll](#).

Balancing could be the main FMS focus for this lesson.

Running or balancing could be the main FMS focus for this lesson.

These documents show the links between Action For Life and Move Well Move Often. A specific FMS is named in each lesson, but you can choose a different one to suit your school plans. There are also suggested activities from MWMO that could be incorporated into Action For Life lessons.



**Irish Heart
Foundation**

The National Stroke & Heart Charity





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Confidence



I can do this

Motivation



Intrinsic motivation (internal)

Things that come from within – we do something because it feels good, sense of satisfaction, enjoyment, social aspect.

Not necessarily one good and the other bad. But problem with extrinsic motivation is that once it's not there anymore, won't choose to do it.

As educators, we want to develop children's intrinsic motivation to learn. May need to use positive extrinsic motivators to help to develop the intrinsic. Balance of both.



Extrinsic motivation (external)

Things that come from outside us – we do something to gain a reward or avoid a consequence. Examples include incentives or prizes, praise, or punishment.



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Knowledge and Understanding

Know how to stay healthy, how to take care of body.

Health

Self

Understand what capable of. What you enjoy and what motivates you.

Body

Understand how body works. Know how to use body. How, when, why to move.

Access

How to look for and find opportunities to be active; joining a club, accessing facilities etc.

Games &
sports

Concepts like rules, tactics, strategies, working as team, training.

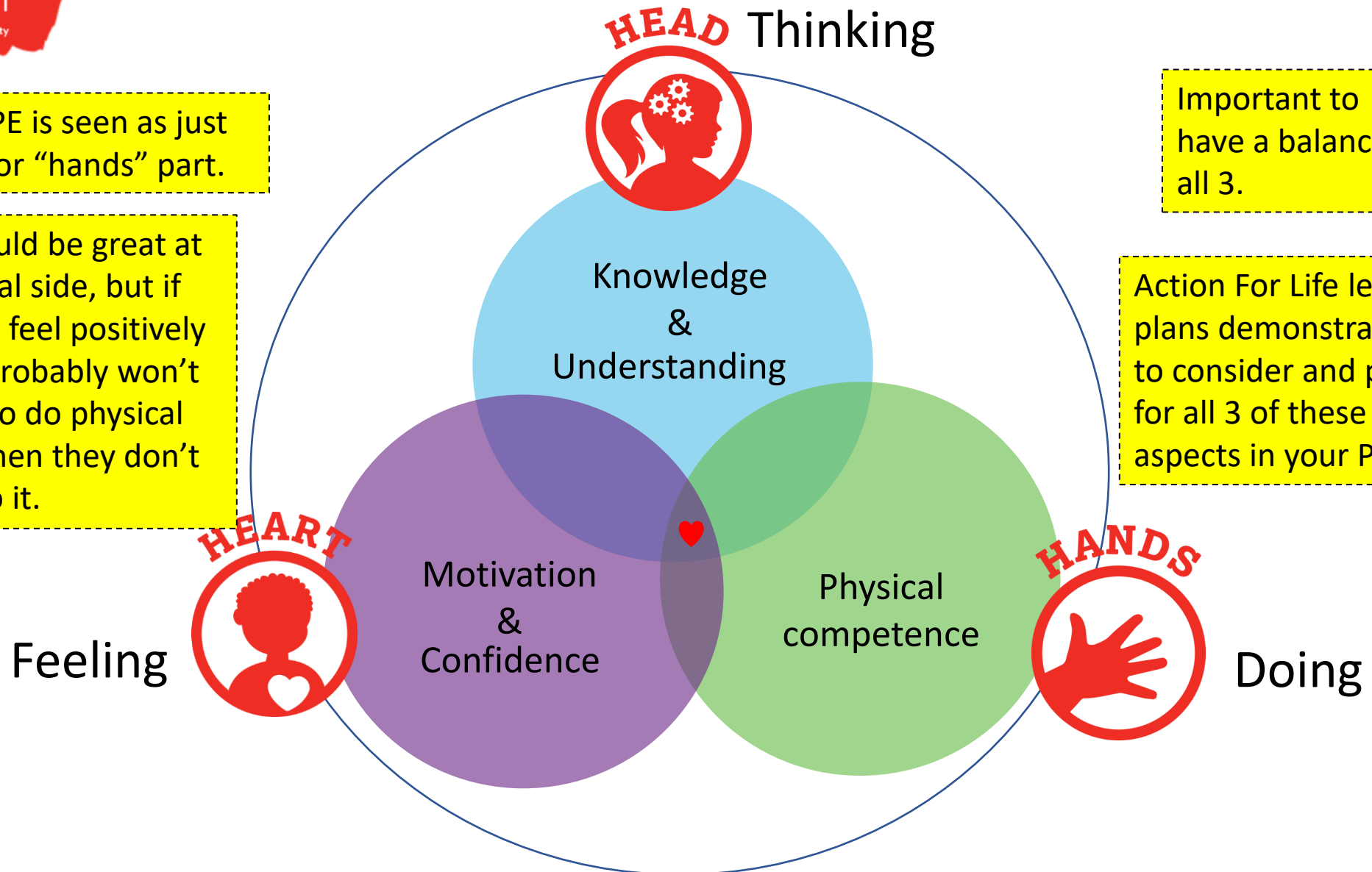


Sometimes PE is seen as just the “doing” or “hands” part.

A pupil could be great at the physical side, but if they don’t feel positively about it, probably won’t continue to do physical activity when they don’t have to do it.

Important to have a balance of all 3.

Action For Life lesson plans demonstrate how to consider and provide for all 3 of these aspects in your PE class.



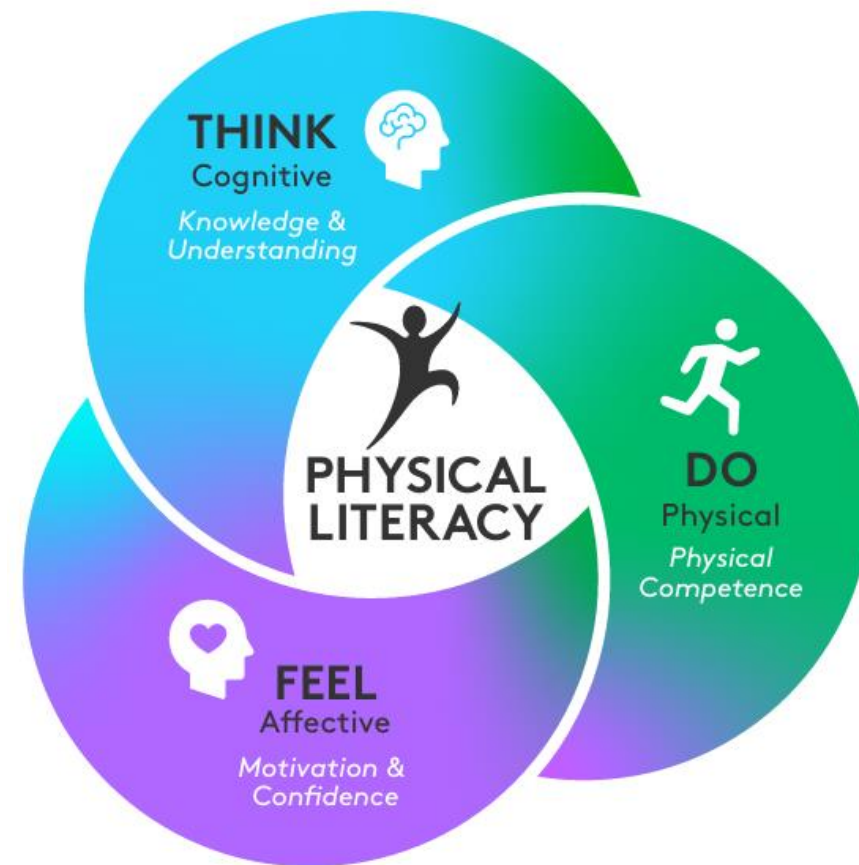
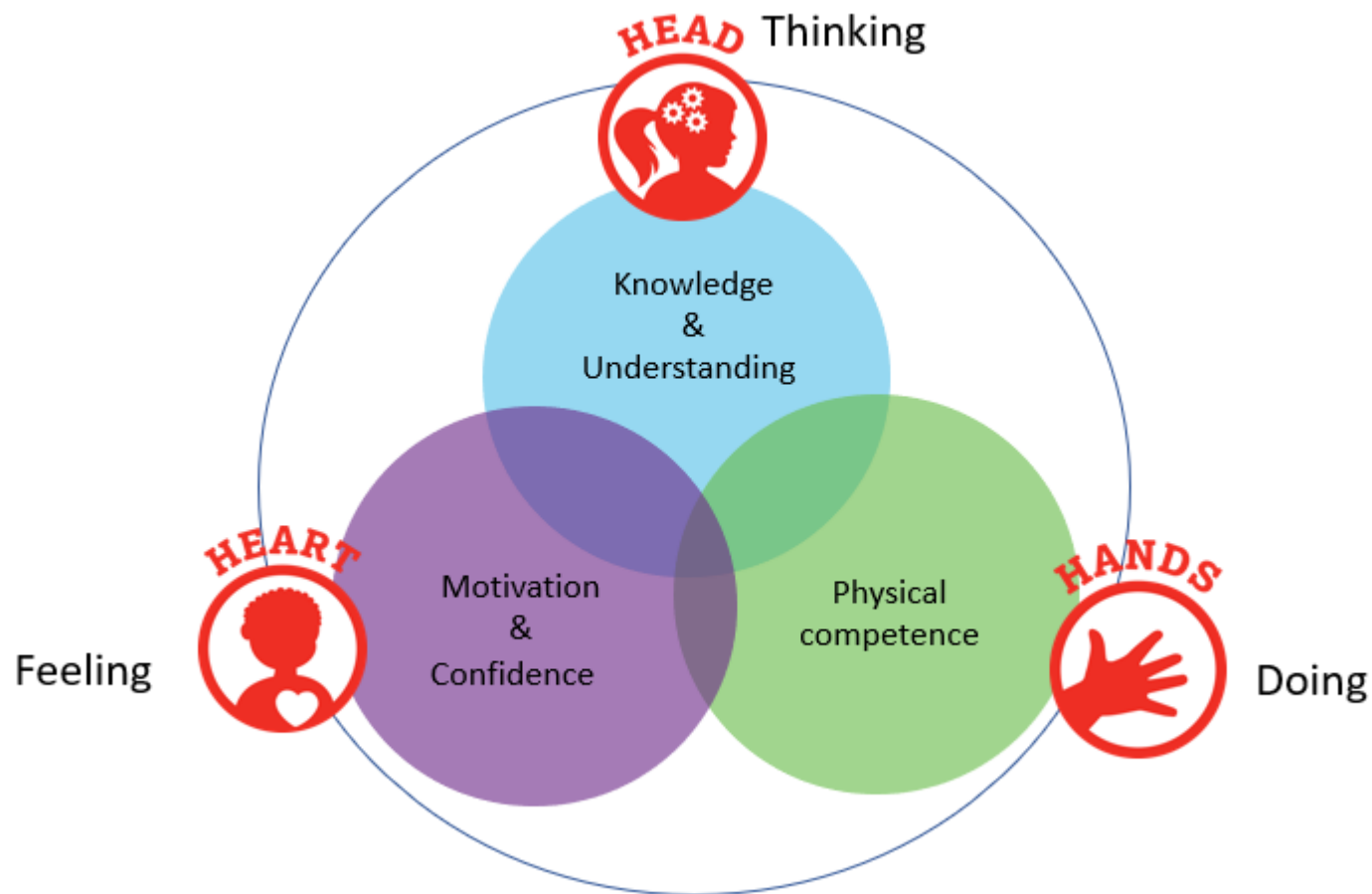


**Irish Heart
Foundation**

The National Stroke & Heart Charity

All-Island Physical Literacy Consensus Statement

Definition: Physical literacy is the **motivation**, **confidence**, **physical competence**, **knowledge** and **understanding** that enables a person to value and participate in physical activity throughout life.



(Sport Ireland and Northern Ireland, 2022)

Action For Life lesson plans have Head, Heart and Hands dotted throughout, in the Learning Objectives, Top Tips and Assessment.



Irish Heart Foundation

Learning Outcomes

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



Recall the minimum amount of moderate to vigorous physical activity required each day to keep their heart and body healthy (60 minutes).



Lead an activity with confidence and humour.



Complete an activity (e.g. collecting the correct piece of treasure while running/hopping/skipping) with speed but also care.

WARM UP - Ship, Sea, Shore

Set-up: Using cones, divide the playing area into three parallel lines.

- ➡ Pupils line up at middle line which is designated as the Ship.
- ➡ Side line to the left is designated as Sea.
- ➡ Side line to the right is designated as Shore.
- ➡ Pupils respond to the directions of "Ship", "Sea" or "Shore" by running to the corresponding line. Teacher selects a different pupil after every couple of times to call out the directions.

MODIFICATION:

Use appropriate signalling methods for pupils with hearing impairment (e.g. large print cards with arrows or diagrams of designated destination that pupils run to). Use disc markers instead of cones to accommodate pupils with vision impairment and pupils who use a wheelchair or mobility device.

STRETCH

before moving to Activity 1 (see Warm Up stretches)

MORE ACTION: Change run to any other locomotor skill (walk, hop, skip, slide or jump). Call the same destination twice in a row and/or point to one destination but call another to challenge processing skills.



Offer pupils the choice and responsibility to call out Ship, Sea or Shore. Encourage pupils to really challenge the class (e.g. by calling the same destination twice in a row and/or pointing to one destination but saying another). Opportunities for choice and leadership boost confidence and enjoyment.

ACTIVITY 1 - Matching Treasure

Set-up: Set-up the course as demonstrated in illustration. Pupils should be in pairs.

- ➡ One pupil in each pair picks up a *Clue Card* and runs to the *Treasure Cards*.
- ➡ Pupils are tasked with finding the *Treasure Card* to match their clue, then returning the matching pair (treasure and clue) back to base.
- ➡ Each pair of pupils takes turns to select a *Clue Card*, run to find its matching *Treasure Card* and return to base with both cards.
- ➡ Repeat until all cards have been paired.
- ➡ As a class, read through the clues and identify the pieces of treasure they refer to.

MODIFICATION: For pupils who are wheelchair or mobility device users, place cards on an elevated surface such as a table. Complete the activity as pairs instead of taking turns to give pupils additional support with reading and interpreting the clues.

MORE ACTION: Designate a specific action for pupils to do when moving to the *Treasure Cards* (e.g. "Walk, pretending to be digging with a shovel for treasure each time you take a step", "Pretend you are swimming to a treasure chest at the bottom of the sea" etc).



It can be challenging to strike a balance between doing an activity quickly and doing an activity well. Highlight that "This is not a race. Travel with speed but the MOST important part of this task is to match the right piece of treasure with the right clue". Reward the pair who demonstrated a nice balance between speed and care. Emphasise to the class that being the first team to complete a task is not necessarily the same as being the "best" team.

SPHE

Strand: Myself
Strand Unit: Self-identity; Self-awareness



PE

Strand: Outdoor and Adventure Activities
Strand Unit: Orienteering

Equipment for Lesson: Cones, *Clue cards*, *Treasure cards* and *Feelings Finder* (from resource pack)

Action for Life

LESSON
3

ACTIVITY 2 - Treasure Chest

Set-up: Randomly select 2-3 pupils to act as 'Treasure Hunters'. Give all other pupils a *Treasure Card* to hide in their hands.

- ➡ Treasure Hunters are tasked with finding gold.
- ➡ Treasure Hunters chase after pupils, who, when caught, reveal their piece of treasure to them.
- ➡ If the treasure is gold, they hand it to the Treasure Hunter and continue running around the playing area.
- ➡ After a number of minutes, teacher signals for pupils to freeze.
- ➡ Treasure Hunters show how many pieces of gold they collected to see who has the most. Any pupil who has a piece of gold treasure who was not caught by a Treasure Hunter should also be praised for demonstrating good evasion skills.
- ➡ Repeat with new treasure hunters and treasure redistributed.

After the activity, have pupils feel their heartbeat. Tell pupils that "If your heart is beating fast, this was moderate to vigorous physical activity".



MORE ACTION: Invite pupils to swap *Treasure Cards* whilst being chased to make it more challenging for the Treasure Hunters. Alternatively, give only half the pupils treasure cards; task pupils who do not have cards to pretend they are holding treasure cards to their chest. Can they trick the Treasure Hunters?



Ask pupils to be aware of how they feel when they are running and their heart is beating faster. Use this activity to highlight the amount of physical activity recommended for health. "Physical activity is any activity that uses the large muscles in our body and requires more energy than resting". "Physical activity keeps our hearts healthy and happy". "We should be physically active for at least 60 minutes every day". "The 60 minutes can be spread across the day with shorter amounts throughout the day".

COOL DOWN - Make 60 Minutes

Set-up: Divide pupils into groups of 4-5.

- ➡ Pupils are tasked with creating the number 60 (representing the recommended minutes of physical activity) as a group using their bodies.
- ➡ Pupils work as a team to arrange themselves on the floor in the shape of a 6 and a 0.
- ➡ Pupils can also try to make the number 60 as a full group.
- ➡ Teamwork and communication are encouraged for pupils to arrange themselves in the shape.

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

Assessment of / for learning



Questioning
What is physical activity? Ask pupils how many minutes we should be active for each day. As a group, list examples of activities that increase our heart rate. Discuss how our bodies feel when we are doing physical activity.



Self-assessment
Using the *Feelings Finder*, privately ask pupils who called out commands during the warm up to rate their confidence level. Ask pupils "What did you like about leading the activity?" "What did you find challenging?"



Teacher-designed Task
Use school camera (if school policies allow) during the cool down to photograph the group arrangements of the number 60, so that pupils can see what their arrangements looked like. Task pupils with making posters for the school to spread the message that healthy hearts, bodies and brains need at least 60 minutes of physical activity every day.

Action For Life lesson plans have Head, Heart and Hands dotted throughout, in the Learning Objectives, Top Tips and Assessment.

Learning Outcomes

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



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- Pupils respond to the directions of "Ship", "Sea" or "Shore" by running to the corresponding line. Teacher selects a different pupil after every couple of times to call out the directions.



MODIFICATION:

Use appropriate signalling methods for pupils with hearing impairment (e.g. large print cards with arrows or diagrams of designated destination that pupils run to). Use disc markers instead of cones to accommodate pupils with vision impairment and pupils who use a wheelchair or mobility device.

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

MORE ACTION: Change run to any other locomotor skill (walk, hop, skip, slide or jump). Call the same destination twice in a row and/or point to one destination but call another to challenge processing skills.

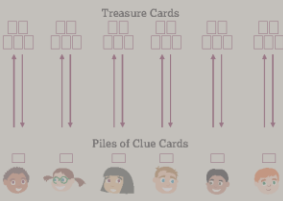


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MORE ACTION: Designate a specific action for pupils to do when moving to the *Treasure Cards* (e.g. "Walk, pretending to be digging with a shovel for treasure each time you take a step", "Pretend you are swimming to a treasure chest at the bottom of the sea" etc).



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SPHE

Strand: Myself
Strand Unit: Self-identity; Self-awareness

PE

Strand: Outdoor and Adventure Activities
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After the activity, have pupils feel their heartbeat. Tell pupils that "If your heart is beating fast, this was moderate to vigorous physical activity".



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Equipment for Lesson:
Cones, Clue cards, Treasure cards and Feelings Finder (from resource pack)

Action for Life

LESSON
3

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Questioning
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Thinking

Following directions.

Describing or drawing a movement.

Using verbal cues and self-talk to learn dances or movement sequences.

Naming different muscles of the body.

Identifying variations that can be made to movements to find the right level of challenge.

Listing skills or components of skills.

Identifying where specific muscles are located.

Recalling national guidelines for physical activity.

Listing activities that increase heart rate.



Feeling

Giving and taking turns.

Attempting new challenges with courage.

Sense of fairness/fair play

Being brave and attempting new things.

Making mistakes and trying again.

Consideration for self and others.

Showing confidence to lead an activity.

Persistence and resilience.

Supporting and encouraging other pupils.

Communicating appropriately.

Showing respect.



Doing

Participating in activities.

Practising moving in different ways, speeds, shapes and directions.

Completing an activity with both speed and care.

Responding through movement to stories or music.

Coordinating movements with a partner.

Taking the pulse at wrist or neck.

Experimenting with different ways of jumping or running.

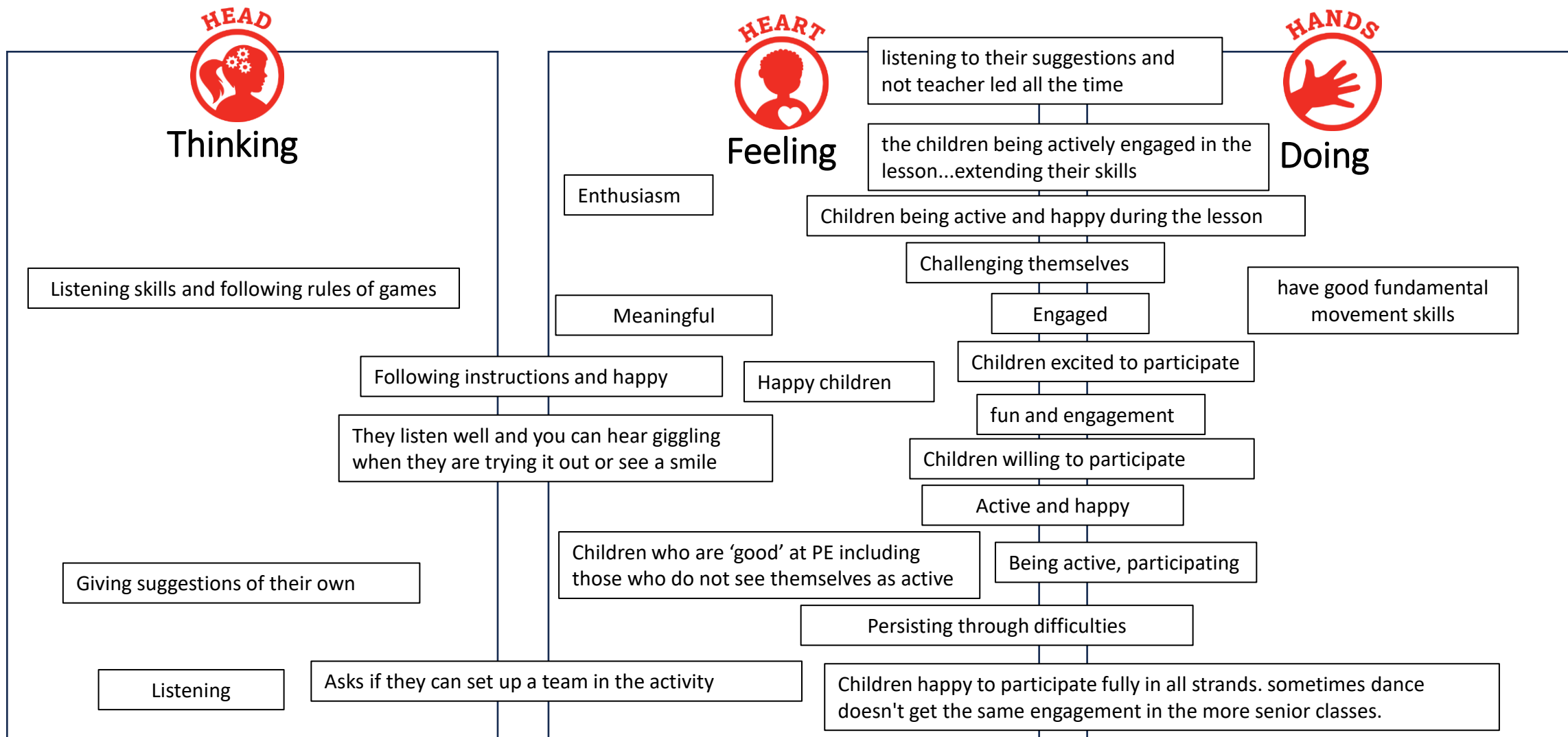
Creating and performing a movement sequence with a group.

Demonstrating proficiency in components of FMS.

What do you think makes a “dream” pupil in PE?

Your responses

PE might often be seen as predominantly “doing”, but so much of the experience is around feeling and thinking. Below are your responses to the question above broadly categorised into the 3 different domains. Many overlap more than one and some could be considered all 3.



Top Tips

Learning Outcomes

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Action for Life

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Set-up: Divide pupils into groups of 4-5.

- ➡ Pupils are tasked with creating the number 60 (representing the recommended minutes of physical activity) as a group using their bodies.
- ➡ Pupils work as a team to arrange themselves on the floor in the shape of a 6 and a 0.
- ➡ Pupils can also try to make the number 60 as a full group.
- ➡ Teamwork and communication are encouraged for pupils to arrange themselves in the shape.

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

Assessment of / for learning



Questioning
What is physical activity? Ask pupils how many minutes we should be active for each day. As a group, list examples of activities that increase our heart rate. Discuss how our bodies feel when we are doing physical activity.



Self-assessment
Using the *Feelings Finder*, privately ask pupils who called out commands during the warm up to rate their confidence level. Ask pupils "What did you like about leading the activity?" "What did you find challenging?"



Teacher-designed Task
Use school camera (if school policies allow) during the cool down to photograph the group arrangements of the number 60, so that pupils can see what their arrangements looked like. Task pupils with making posters for the school to spread the message that healthy hearts, bodies and brains need at least 60 minutes of physical activity every day.

Top Tips are like little bits of glitter you can sprinkle into any PE lesson, ensuring to consider head, heart and hands in each lesson. They are based on best practice, research and prevailing theories, simplified into ideas, key info and tricks. Most of the Top Tips can be used for any PE lesson.

5 Guided discussion and questioning



4 WALT & WILF

WALT
We
Are
Learning
To

WILF
What
I'm
Looking
For

5 Top Tips for

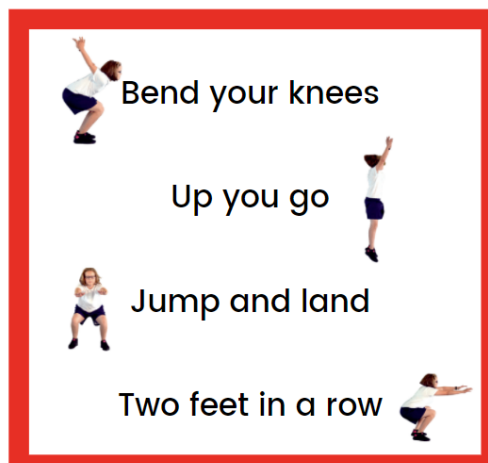


More information and practical application of these tips are woven throughout the lesson plans in the Top Tips sections.

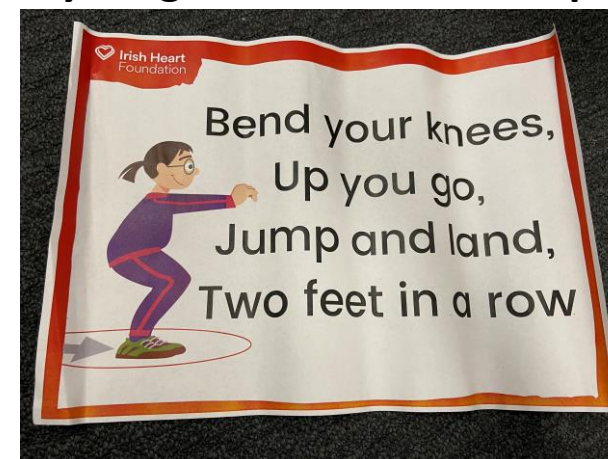
1 Video demonstrations



3 Visual prompts



2 Rhyming cues or call and response



5 Top Tips for

5 Responsibility



4 Providing choice



3 Private feedback



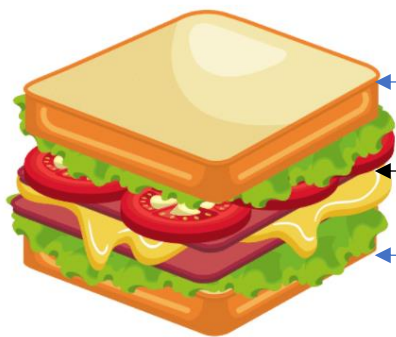
1 PE Agreement



2 Modelling encouraging language and positive reinforcement



5 Effective feedback



Something positive

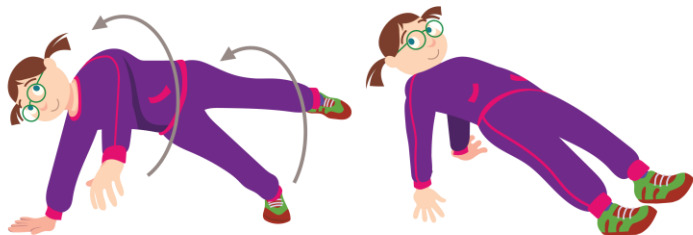
Feedback

Something positive

5 Top Tips for



4 Whole-part-whole practice



3 Opportunities for repeat practice
(PE, classroom, yard, home)



1 Variety of peer demonstrations

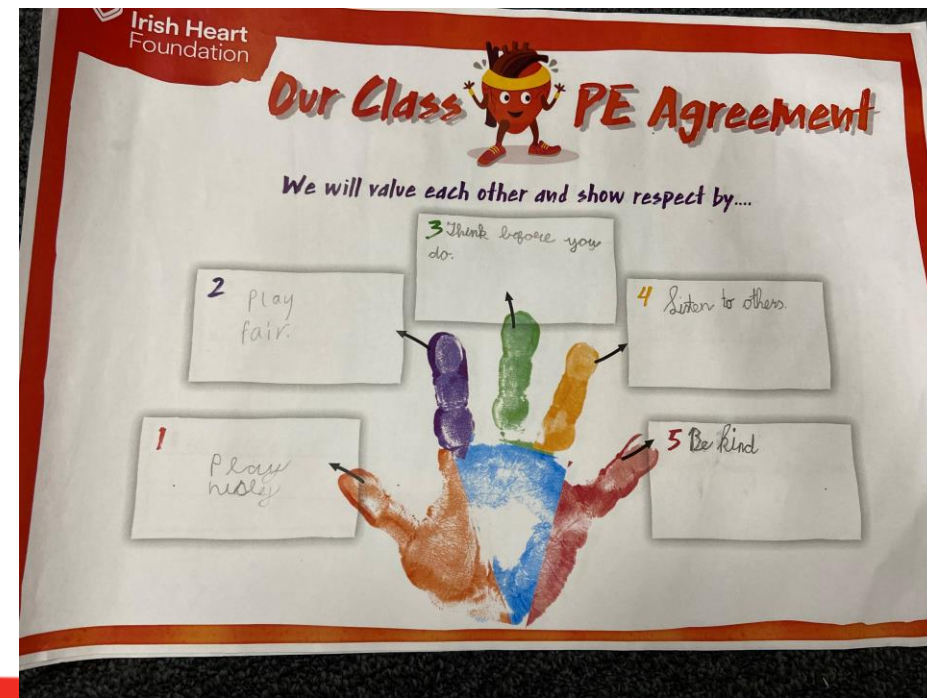
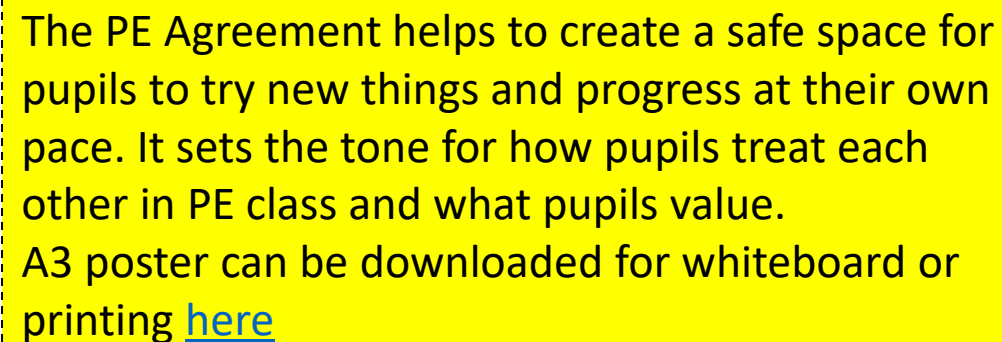


2 Use verbal cues



Step, together.
Step, together.

Click here for [Move Well Move](#)
[Often external cues resource](#)



Our Class PE Agreement



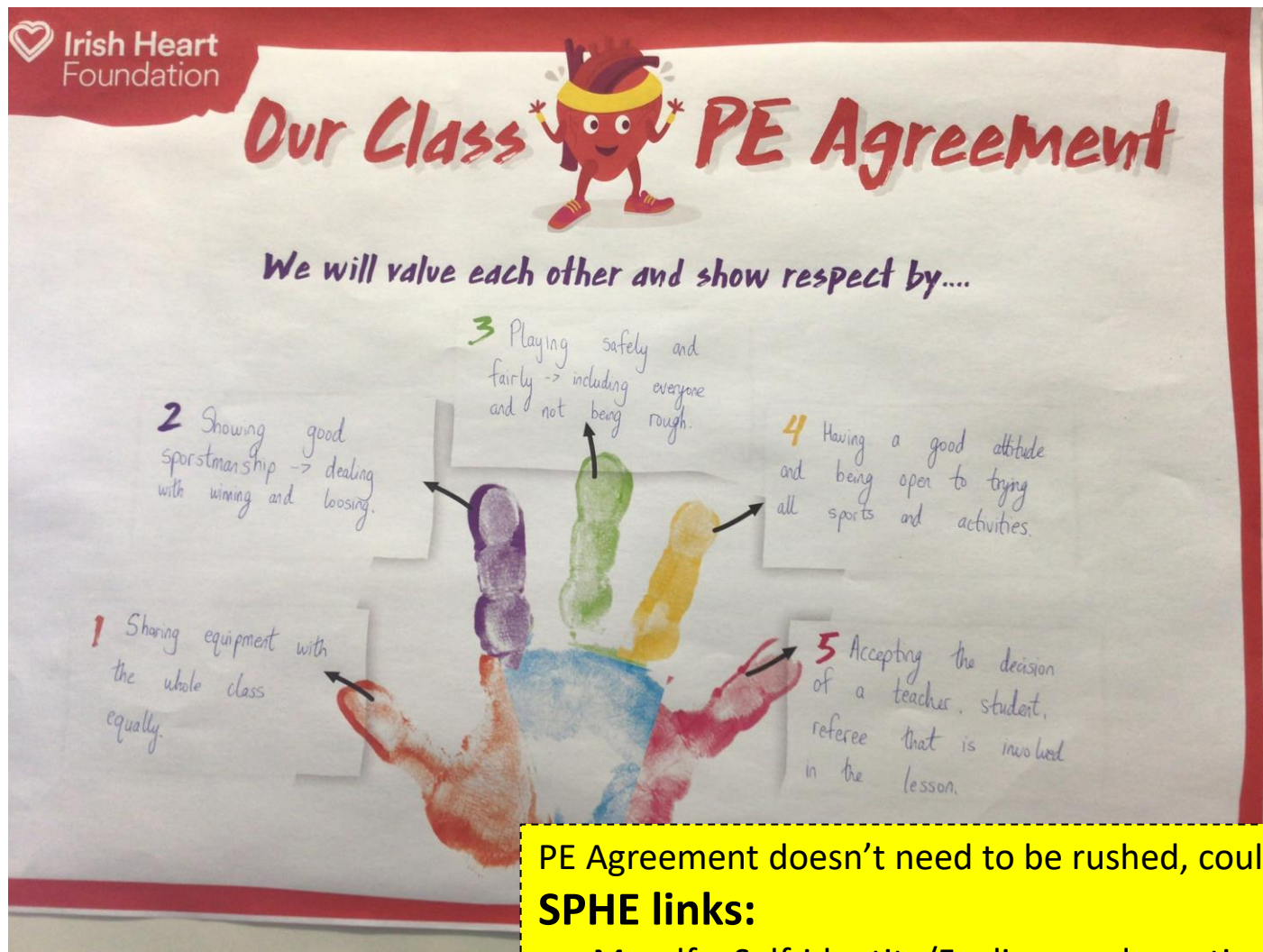
We will value each other and show respect by....



The suggested process for creating the Agreement is on page 1 of the Action For Life booklets.

It can be in words, pictures, collage.. Whatever your class decides, this is THEIR PE Agreement and should reflect them.

PE Agreement can change through the year



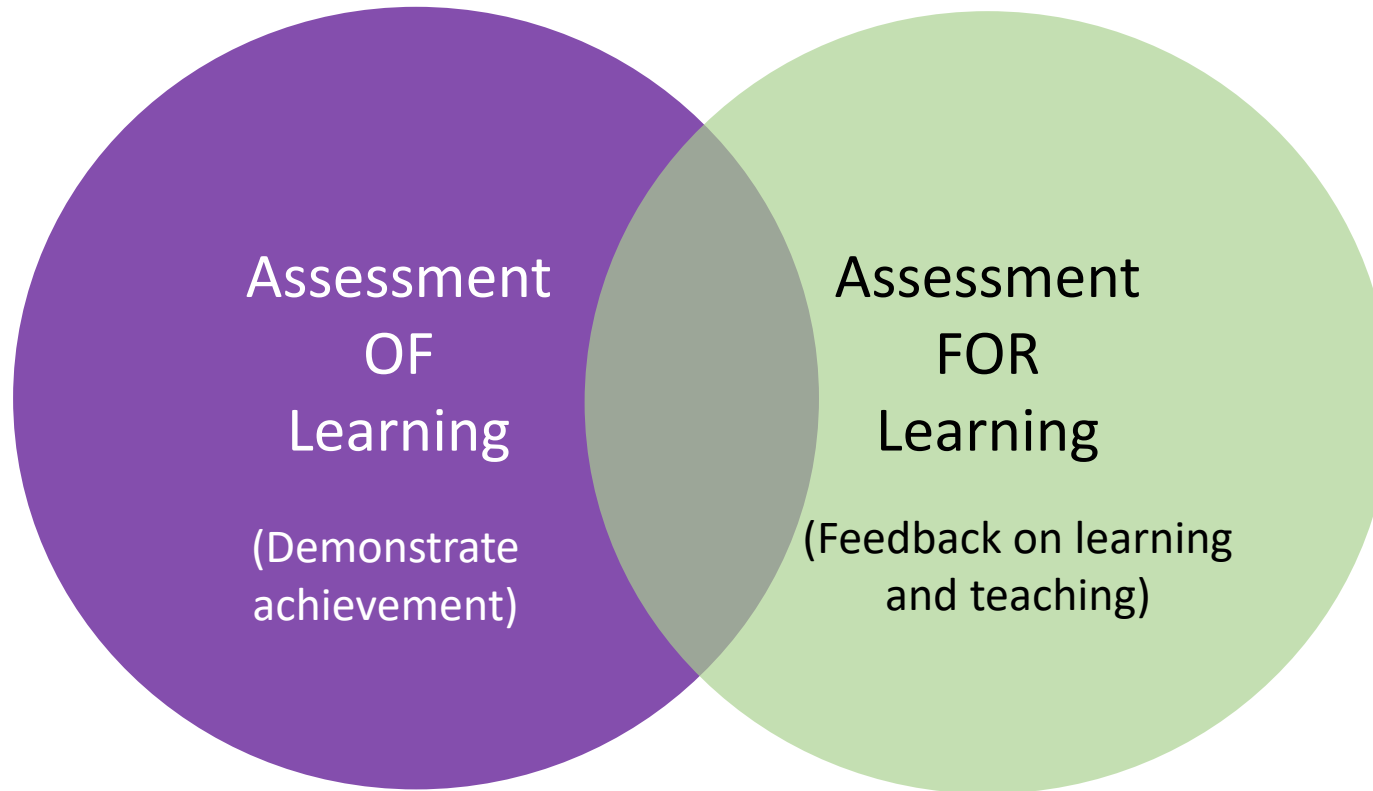
PE Agreement doesn't need to be rushed, could complete over several days with lots of discussion.

SPHE links:

- Myself – Self-identity/Feelings and emotions/Decision making
- Myself and Others – My Friend and other people/Relating to Others
- Developing citizenship – My school community



Assessment



The assessments for learning included in Action For Life are also really valuable for parent-teacher meetings and inspectors. They are not about pupils' performance, but give insight into what and how pupils are learning and how they feel about it.

Assessment





Feelings Finder

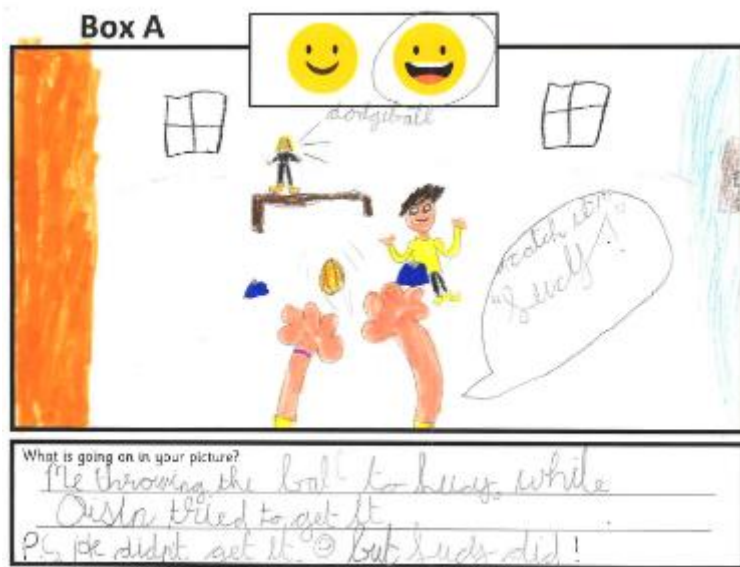
Action for Life



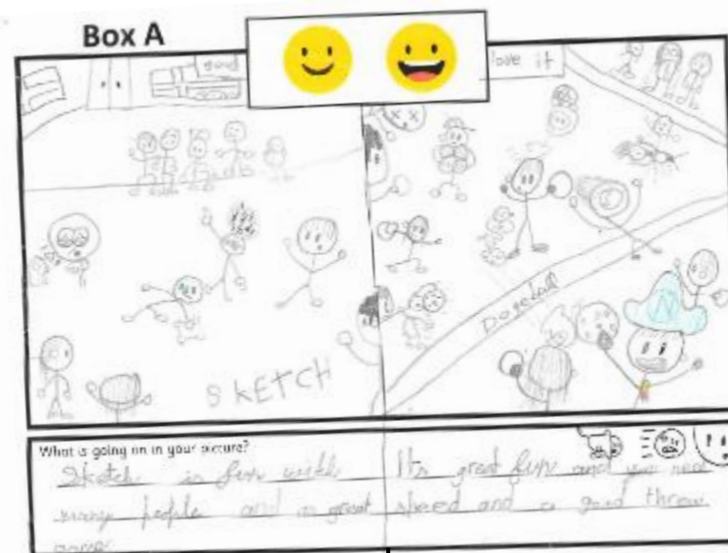
Feelings Finder is included in the printable resource pack.
Prompt for discussion and talking about why did or did not
feel confident, or feel good about an activity.



Prompt: What is a great PE class?

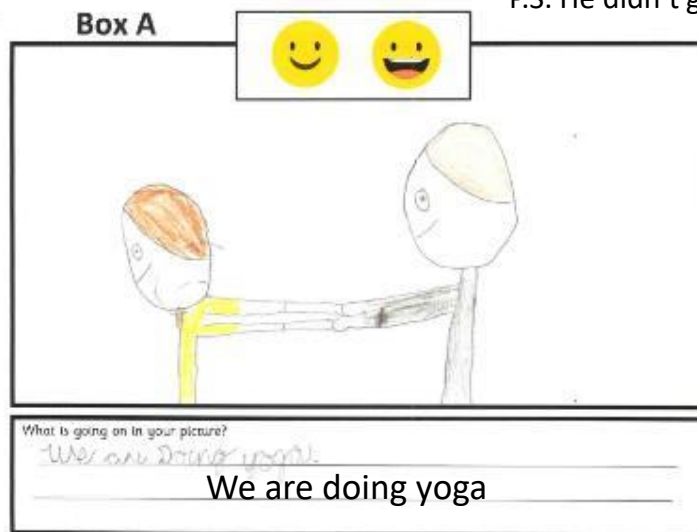


Me throwing the ball to Lucy while Oisin tried to get it.
P.S. He didn't get it but Lucy did!

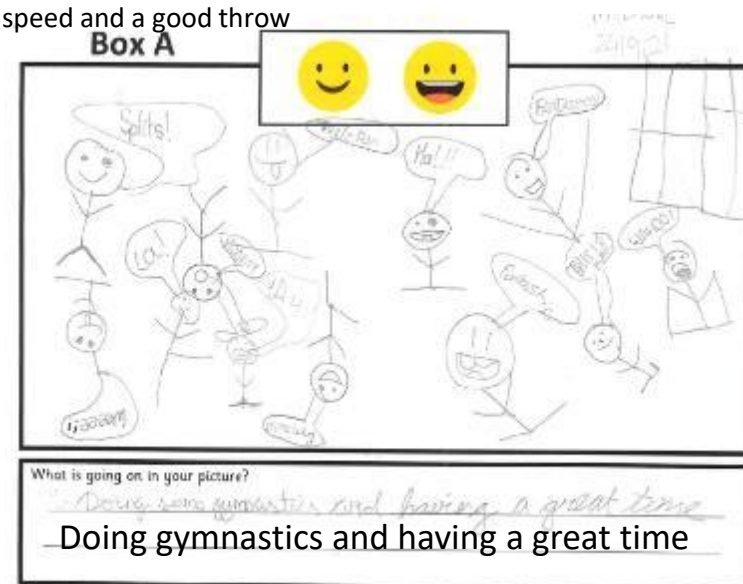


Sketch is fun with many people and a great game

It's great fun and you need speed and a good throw

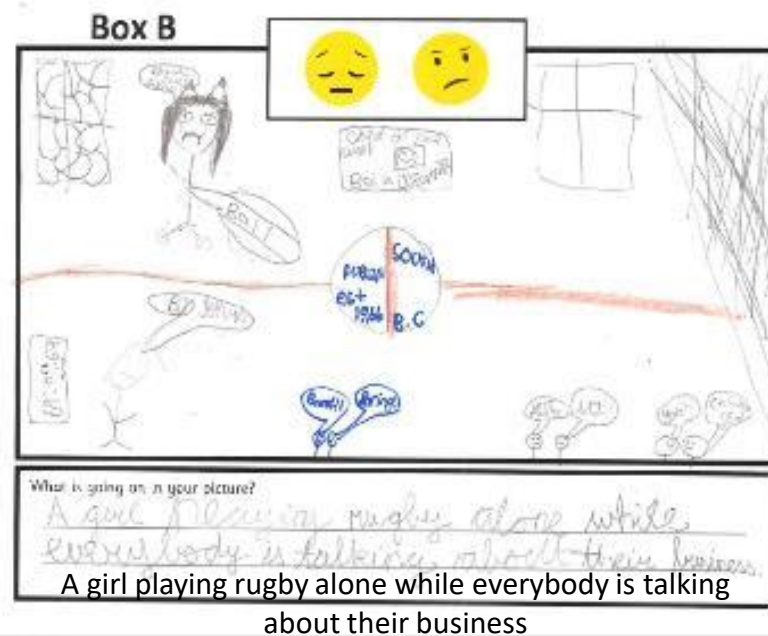
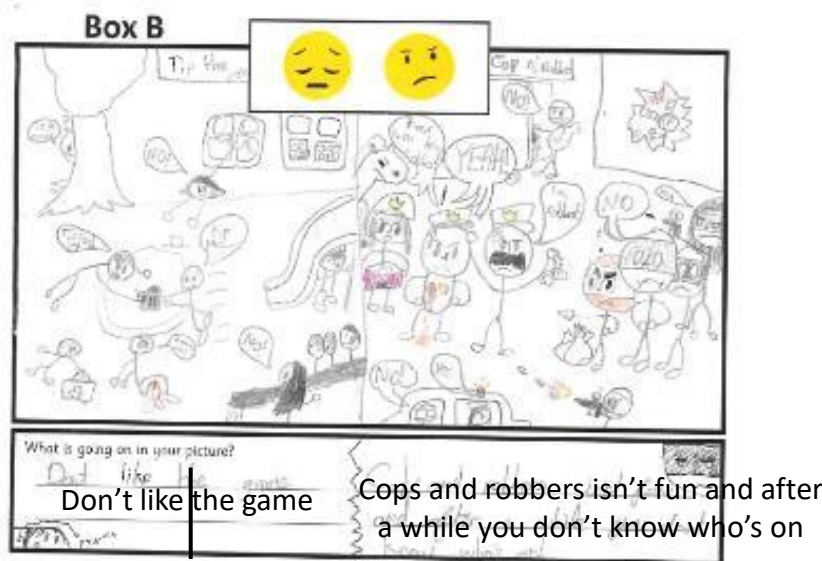
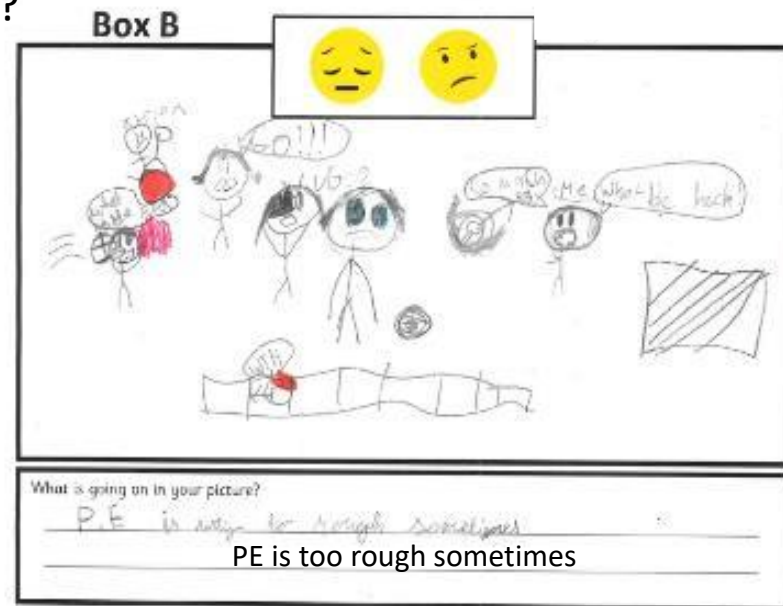
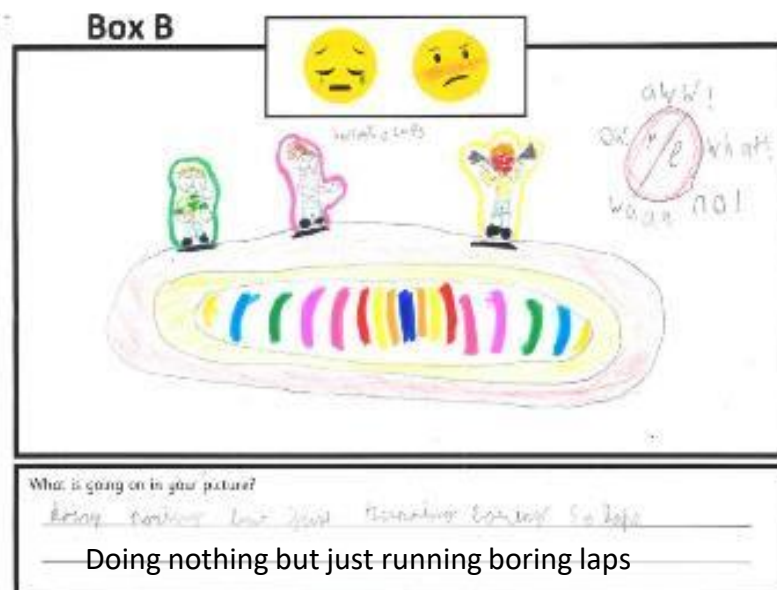


We are doing yoga



Doing gymnastics and having a great time

Prompt: What is a not so great PE class?





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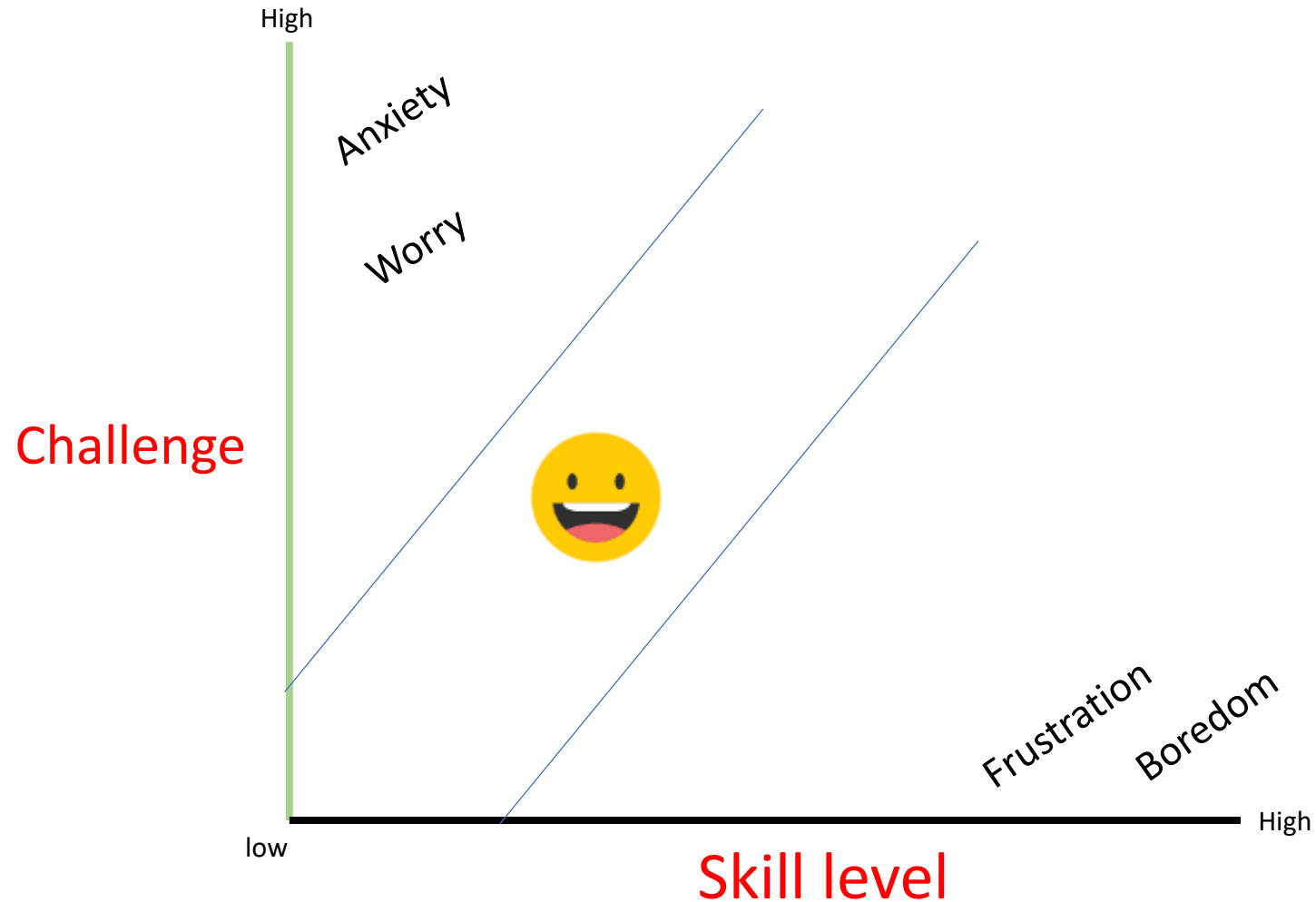
The National Stroke & Heart Charity

Finding the “just right” challenge



The “just right” challenge

Want the level of challenge to match (or be only slightly above) the current level of skill;
More than that is too difficult, less is boring. The level of challenge that is “just right” will be different for different pupils, so need to provide a variety of challenges/options.





Adapting and differentiating activities

STEP



Space

Task

Equipment

People

STEP helps you to break an activity down and consider what's involved, so you can put it back together in a way that is appropriate for your class.

Example 1

Partner Ball Carry (Junior book, p. 10)

Overview:

Pupils in pairs place a ball between their hips and walk from one cone to another.

ACTIVITY 1 - Partner Ball Carry

Set-up: Put pupils into pairs and give each pair a foam ball. Ask pairs to each stand at a cone from the previous activity.

- ➡ Pupils stand side-by-side and place the ball between them at the side of their hips. Pupils aim to move as a coordinated pair, keeping the ball in place without touching it.
- ➡ Teacher delivers directional instructions such as: *"Walk carefully towards the front of the hall"*, *"Walk carefully towards the back of the hall"*, *"Walk towards the left side"* (indicate with gestures).
- ➡ Partners switch sides to use opposite side of the body. As pairs get more comfortable moving together while keeping the ball between them, the speed can be increased: *"Walk quickly towards the front of the hall"*.

MODIFICATION: Vary the size of the ball and body part used to suit a pupil's ability. A bigger ball may suit pupils having difficulty in completing the task. Swap partners halfway through the activity.



MORE ACTION: Call out different body parts for pairs to keep the ball between (back, elbows, knees, stomach etc.). Allow pupils to come up with new ways to hold a ball together with a new partner. Create groups of 6 to complete a relay in pairs with one ball per group. Challenge pairs to move to a cone and back to their group, keeping the ball between a specific body part. Pupils can use their hands to pass the ball to the next pair.



Allow enough time for pupils to practise keeping the ball between them. If a pair drops their ball, emphasise that everyone will drop the ball – this is normal and helps us learn. Remind children of the *PE Agreement*, use *WILF* (What I'm Looking For) emphasising traits like working together and being kind to one another. Highlight and encourage communication between the pair. Highlight things a pair does well e.g. moving slowly and together, talking aloud.



Space

- Where does the activity take place?
- Where is teacher in relation to pupils/ groups?

Where are pupils positioned?

Spread out or close together.

Marked positions (disc markers, arrows) or find own space.

Physical space setup:

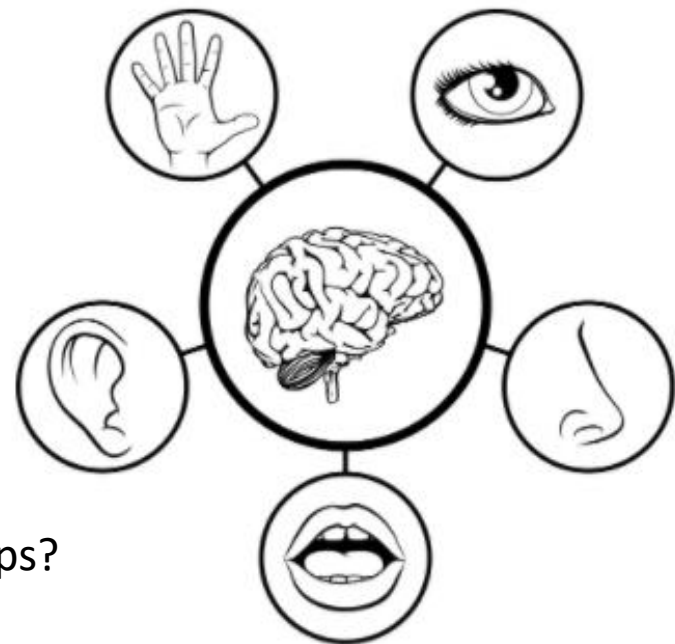
Boundaries (marked)

Zones

Is equipment close or far from start point?

Distance to goal or finish line

Changeable boundaries or size of space



Space

- Where does the activity take place?
- Where are pupils positioned?
- Where is movement happening?

ACTIVITY 1 - Partner Ball Carry

Set-up: Put pupils into pairs and give each pair a foam ball. Ask pairs to each stand at a cone from the previous activity.

- ➡ Pupils stand side-by-side and place the ball between them at the side of their hips. Pupils aim to move as a coordinated pair, keeping the ball in place without touching it.
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- ➡ Partners switch sides to use opposite side of the body. As pairs get more comfortable moving together while keeping the ball between them, the speed can be increased: *"Walk quickly towards the front of the hall"*.

MODIFICATION: Vary the size of the ball and body part used to suit a pupil's ability. A bigger ball may suit pupils having difficulty in completing the task. Swap partners halfway through the activity.



Original activity	Modification ideas
Start and finish line (marked by cones).	<ul style="list-style-type: none"> • Shorter distance. • On the spot.
Same distance as warmup activity in the lesson plan.	<ul style="list-style-type: none"> • Longer distance. • Add an obstacle, pick something up, go around something. Over and back.

- How is the activity explained?

Task

Break down the movement
– just upper or just lower body.
(give alternative actions/movements and choice).



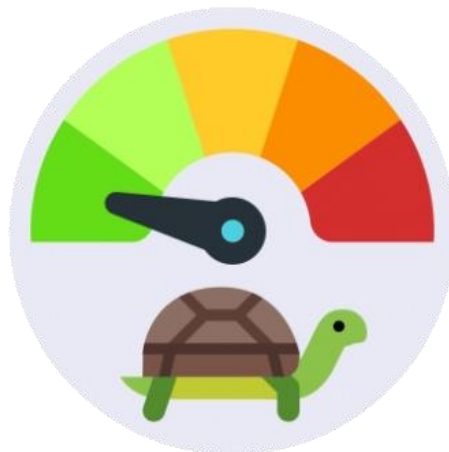
What is the goal of the activity?

What are pupils being asked to do?



Time:

- Duration of the activity
- Time limited?
- How long does it take to __ (try to beat own time in next round.)



- Speed of activity or movement

Rules:

- ☐ Ball must be passed x times before score goal.
- ☐ Everyone needs to have touched ball before scoring.
- ☐ 3 different teammates must touch the ball before scoring.
- ☐ Zones – only person in x zone can score.
- ☐ Allow bounces/travelling.

Task

- What is the goal of the activity?
- What are pupils being asked to do?
- What could be changed – time, rules, movements, how explained/introduced...

ACTIVITY 1 - Partner Ball Carry

Set-up: Put pupils into pairs and give each pair a foam ball. Ask pairs to each stand at a cone from the previous activity.

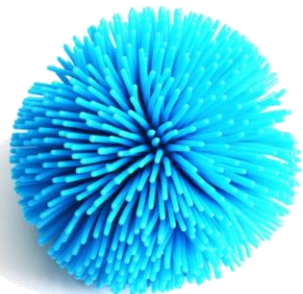
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- ➡ Partners switch sides to use opposite side of the body. As pairs get more comfortable moving together while keeping the ball between them, the speed can be increased: *"Walk quickly towards the front of the hall"*.

MODIFICATION: Vary the size of the ball and body part used to suit a pupil's ability. A bigger ball may suit pupils having difficulty in completing the task. Swap partners halfway through the activity.



Original activity	Modification ideas
Walk while keeping the ball between specific areas of the body.	<ul style="list-style-type: none"> • Focus on one thing: keeping ball between them on the spot. • Could add take a small step forward, then a small step back. • Walk while handing ball back and forth to each other. • Could add additional rules (e.g. If drop the ball go back to start). • Choose more challenging body parts. • Could turn it into a relay race. • Add obstacles (e.g. Go around cone, step over disc marker, bend down to pick up beanbag)

Sensory balls



Equipment

What sort of equipment is used or could be used?

Consider:

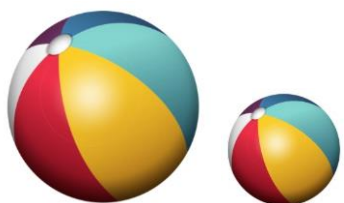
- Size (big or small)
- Weight (heavy or light)
- Sensory properties: Colour, shape, texture, sound...

Choice of equipment.

Opportunity to try different things and find right level of challenge.



Beanbags



Balloons

Equipment

What sort of equipment is used, or could be used?

ACTIVITY 1 - Partner Ball Carry

Set-up: Put pupils into pairs and give each pair a foam ball. Ask pairs to each stand at a cone from the previous activity.

- ➡ Pupils stand side-by-side and place the ball between them at the side of their hips. Pupils aim to move as a coordinated pair, keeping the ball in place without touching it.
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MODIFICATION: Vary the size of the ball and body part used to suit a pupil's ability. A bigger ball may suit pupils having difficulty in completing the task. Swap partners halfway through the activity.



Original activity	Modification ideas
Foam ball	<p>Larger or smaller ball. Heavier or lighter.</p> <p>Use piece of fabric or small towel, each hold on to one end.</p> <p>Piece of paper between flat palms hands.</p> <p>Standing inside hula hoop, one in front and one behind, both holding it up.</p>

People



Who else is involved?

- Teacher-led?
- Pupil-led?
- Individual
- Small groups or pairs? Who else is in the group or pair?
- Who gives the instructions or calls out movements?
- What role do pupils play within their groups?
- Could pupils help each other and give advice/feedback to teammates?



People

- Who else is involved?
- How are they arranged?

ACTIVITY 1 - Partner Ball Carry

Set-up: Put pupils into pairs and give each pair a foam ball. Ask pairs to each stand at a cone from the previous activity.

- ➡ Pupils stand side-by-side and place the ball between them at the side of their hips. Pupils aim to move as a coordinated pair, keeping the ball in place without touching it.
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MODIFICATION: Vary the size of the ball and body part used to suit a pupil's ability. A bigger ball may suit pupils having difficulty in completing the task. Swap partners halfway through the activity.



Original activity	Modification ideas
Two pupils, working together.	<p>Individual – hold ball between knees and waddle, or ball between elbows or wrists.</p> <p>Balance beanbag on head on the spot, or walking.</p>

Template and examples



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The **STEP** tool for adapting and differentiating physical activity

S.T.E.P	Think about...	Original activity:	Modifications
Space	Where does the activity take place? Where are pupils positioned? Where is movement happening?		
Time	What is the goal of the activity? What are pupils being asked to do? What could be changed? (time, rules, movements, how explained/introduced)		
Equipment	What sort of equipment is used or could be used?		
People	Who else is involved? How are they arranged/positioned?		

Action for Life



How do I get started with Action For Life?

We will send you:

- Links to all resources
- STEP handout
- STEP examples and template

Your tasks:

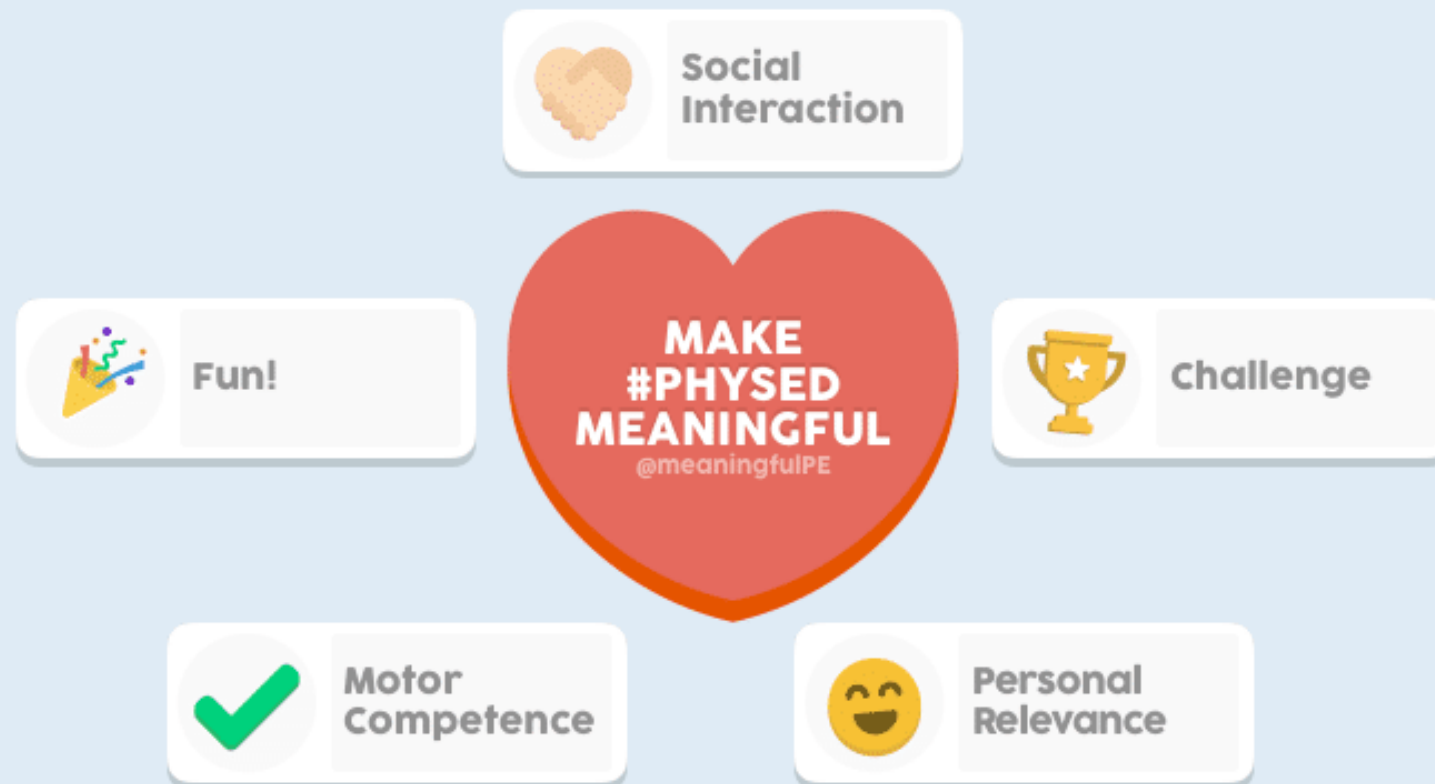
1. Download and look at lesson plans (print or digital).
2. Plan for your class's PE Agreement (instructions and printable poster in pack).
3. Print resources.
4. Let us know how you get on!

Meaningful PE

This is what children say makes PE meaningful for them.

Aside from Motor Competence, these things are not that different from what we want to try to provide in any other subjects.

Don't feel like you need to be a high level coach or an athlete to have a positive impact in PE. 😊



irishheart.ie/schools



Irishheart.ie/bizzybreaks

 **Irish Heart Foundation**
The National Stroke & Heart Charity

Bizzy Breaks
for Bizzy Bodies and Bizzy Minds

For the full Bizzy Breaks programme visit Irishheart.ie/schools



Looseners
Warm up and energise

- 1 Piano Play
- 2 Alphabet Trace
- 3 Weight Lifts
- 4 Shoulder Shrug
- 5 High Reach
- 6 Slow March
- 7 Heel Touch
- 8 Press & Pull

Huffers
Get your heart pumping

- 1 Spot Walk
- 2 Hup March
- 3 Punch Bag
- 4 Side Step
- 5 Bounceroo
- 6 Breaststroke
- 7 Split Bounce
- 8 Sky Punch

Stretchers
Stretch and relax

- 1 Finger Fan
- 2 Wrist Wrencher
- 3 Wing Wings
- 4 Bum Stretcher
- 5 Calf Stretcher
- 6 Chin Stretcher
- 7 Side Bend
- 8 Trunk Twister
- 9 Reacher Upper

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Bizzy Breaks
for Bizzy Bodies and Bizzy Minds



Pencil Jumps
Pupils stand behind chairs with enough space to jump.

Dance Dice
Teacher plays some upbeat music. Pupils sit on, or stand behind, their chairs. The dice is rolled and class performs the corresponding movement for the number.

Equipment: Large dice (or online dice generator displayed on whiteboard). List of numbers and corresponding actions on whiteboard.

Skier: Feet together, knees bent, jump side to side, using arms.

Pirate: Climb the rigging with arms and legs.

Soldier: March on the spot with swinging arms.

Orchestra Conductor: Point fingers and sweep arms up and down and side to side.

Portrait Painter: Mime painting a canvas on an easel.

Irish Dancer: Dance the 1-2-3s.

Learning across the Curriculum
This Bizzy Break can be used as a starting point to explore working in the community. You might like to try the following activities:

Geography: Strand: Human environments
Strand Unit: People living and working in the local area

Activities:

- Discussing different jobs and roles played by people in the community.
- Identifying clothing for different types of jobs.

Additional printable and interactive resources to activities are available online at www.Irishheart.ie/schools

Shuffle
Pupils stand at desks behind their chairs, ensuring there is space to move arms and legs without touching other pupils.

Equipment: Large deck of playing cards or online card generator displayed on whiteboard.

Teacher brings a deck of cards around the room and invites a pupil to select a card and generate a card on the whiteboard.

For each card, all pupils perform a movement, determined by the suit and the number on the card (e.g. 4 of clubs = 4 jumping jacks).

The picture cards a different action is performed for six seconds.

The card is then put to the bottom of the deck and the pupil to select the next card.

Equipment: Split Bounce (from Bizzy Breaks poster)

Jumping Jacks

Twists

Bounceroo (from Bizzy Breaks poster)

Jack Stretch up high for six seconds

Queen Shake whole body for six seconds

King March on the spot for six seconds

Ace Beat for six seconds

Joker Stand on one leg for six seconds

across the Curriculum
This Bizzy Break can be used as a starting point to explore chance and healthy living. You might like to try the following activities:

Strand: Myself
Strand Unit: Taking care of my body

Activities:

- Demonstrating how to take a pulse on the wrist or neck. Experiment with taking the pulse at rest and after different activities.
- Discussing the function of the heart and how to keep it healthy.

Free to support these activities visit Irishheart.ie/schools



35

Bizzy's Video Challenge




Junior Videos - Week 1




Short (2-5 minute)
movement break videos
for the classroom.
Available for junior, senior
and Gaeilge.






Infants - 2nd class


Bizzy's Video Challenge

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Week 1

Day	Activity	Done? 	Class reflection (Thoughts/ feelings on today's activity)
Monday	Funky Fruit 	<input type="checkbox"/>	
Tuesday	Dance Dice 	<input type="checkbox"/>	
Wednesday	Looseners 	<input type="checkbox"/>	
Thursday	Huffers 	<input type="checkbox"/>	
Friday		<input type="checkbox"/>	

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Bizzy's Video Challenge

Teacher Overview - Week 1

Infants - 2nd class

Day	Activity	Brief description	Cross - Curricular link (optional)
Monday	Funky Fruit	Spin a fruit-themed movement wheel and do the movement it lands on	English: Phonics: Funky fruit powerpoint (Or choose from a selection of lesson content for fruit, vegetables and food groups on our Healthy Eating page .)
Tuesday	Dance Dice	There are different movements for each number on the dice	Maths: Take turns rolling the dice, number recognition on dice and try our movement dice activity
Wednesday	Looseners	A variety of gentle movements for mobilising and warming up the body (all can be done from the classroom chair)	Science: (Myself) Identify different body parts using vocabulary and images and why stretching is important.
Thursday	Huffers	A range of higher intensity movements for a more active break	Science: (Heart & pulse) Pupils carry out a pulse experiment measuring their pulse before and after different activities.
Friday	Pupil Voice, Pupil Choice	An opportunity for children to vote to re-do their favourite activity of the week, or try something new!	English: (Speaking and listening) Children explain their choice and why they liked that activity

Let's Get Active



irishheart.ie/letsgetactive



Challenge Pack

4 week challenge to reach 60 minutes of physical activity every day. Ideal for 2nd – 6th class. All pupils receive a printed booklet with tracker and ideas, as well as certificate and stickers.

Email schools@irishheart.ie for more info (limited stock currently available to order)

 **Tracker**  **WEEK 1**

Day	Extra minutes	Total minutes
MONDAY	10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 = 100	
TUESDAY	10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 = 100	
WEDNESDAY	10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 = 100	
THURSDAY	10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 = 100	
FRIDAY	10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 = 100	
MY WEEKEND		
ROUGH WORK		
WEEKLY TOTAL		

Well done!

6 Irish Heart Foundation - Let's Get Active

DID YOU KNOW? Experts recommend being active for at least 60 minutes every day to stay healthy.

60 minutes doesn't have to be all in one go.


Break it down into smaller chunks of activity through the day.

Decorate the 60 below. Then, colour in the sections of the clock and write some ways to be active on the lines.

60

Let's be active for 60 minutes every day, try to find your favourite way.

10 minutes of	10 minutes of
5 minutes of	10 minutes of
10 minutes of	15 minutes of



2 Irish Heart Foundation - Let's Get Active

Active Ideas for Home

- Help with the gardening. Cutting the grass, planting, weeding or watering are all really active.
 - Bring a dog for a walk or play with a pet.
 - Create an obstacle course using things in your house or garden.
 - Balance walking across a line like a tightrope walker. Draw a chalk line on the ground or follow a crack, floorboard or tile.
 - Have fun on wheels – use a bike, scooter, rollerskates, rollerblades or skateboard.
 - Have a race with a friend or family member. It could be running, jumping, bouncing a ball, whatever you like!
 - Use an empty cardboard box to make a game or activity.
 - Practise the skills you're learning in PE. Can you come up with a game or challenge that uses that skill?
 - Try keepy-uppies with a pair of socks.
 - Put on your favourite song and dance like nobody's watching.
 - Make up a 'secret handshake' with a friend or sibling using different body movements.
 - Make up a dance routine to teach to your friends.
- 22 Irish Heart Foundation - Let's Get Active



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Questions? Feedback?

Stay in touch 😊



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Thank you