



**Irish Heart
Foundation**

The National Stroke & Heart Charity

Action for Life

Physical literacy through PE and SPHE



Head



Heart



Hands

**SECOND
CLASS**

**THIRD
CLASS**

**FOURTH
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

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.

For more information and FREE resources, visit www.irishheart.ie/schools.



**Visit
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.



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.

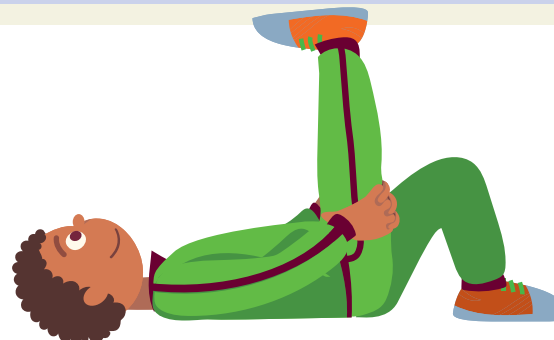
Warm Up Stretch: After warming up our bodies and muscles with light activity, we then do a Warm Up stretch. We do not stretch without first warming up because our muscles are a little bit like plasticine. When we take plasticine out of the packet or tub, it is cold and hard. We need to warm it up by 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.

- ➔ 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.**

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.



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.

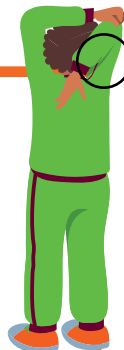
4 Chest and Shoulder Stretch

- 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.





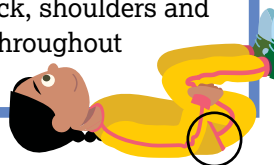
Cool Down Stretches

○ = 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

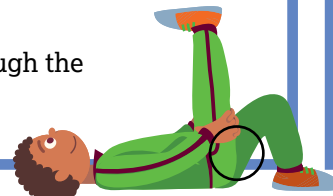
- Lie on back with knees bent and feet flat on floor.
- Place hands at back of thighs and pull knees gently towards chest.
- Keep upper back, shoulders and head on floor throughout the stretch.



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.

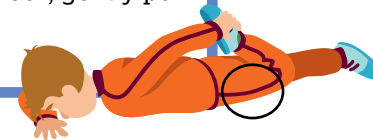
Repeat with opposite leg



3 Lying Quad Stretch

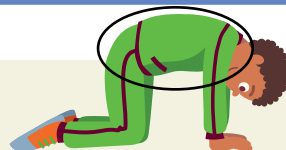
- Turn onto front of body to lie on stomach.
- Rest head on forearm.
- Bend one leg and hold foot with hand on same side.
- Keeping both hips on the floor, gently pull the heel towards the bum.

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.





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Learning Outcomes

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



Identify variations that can be made to movement skills to adapt the level of challenge.



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



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

SPHE

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

PE

Strand: Athletics
Strand Unit: Jumping



Equipment for Lesson:

Hula hoops, *PE Agreement* poster and *Muscles of the Body* card (from resource pack)

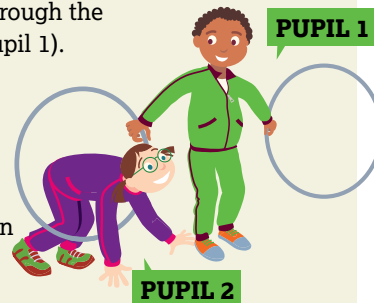
Action for Life

LESSON
1

WARM UP - Silly Goggles

Set-up: Put pupils into pairs; each pair gets two hoops. Instruct pairs to spread out across the playing area.

- ➡ Pupil 1 holds both hoops at their sides (as pictured) so that they look like spectacles or goggles. Pupil 2 stands behind pupil 1.
- ➡ On teacher's signal, pupil 2 moves through one hoop (moving from behind to in front of pupil 1) then moves through the other hoop (moving from in front of to behind pupil 1).
- ➡ When pupil 2 has completed the course, pupil 1 gives them the hoops. Pupil 2 then holds the hoops like goggles, as pictured, for pupil 1.
- ➡ Pupils can experiment with holding the hoops higher or at different angles to practise moving in different ways, or pretend the hoops are hot and can't be touched to make it more challenging.



MODIFICATION: Use extra large hoops for pupils who are wheelchair or mobility device users. For pupils with vision impairment, tie small bells around the hoop to allow the pupil to hear where the edge is.

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

MORE ACTION: Pupils could start the activity from different positions (e.g. from a seated position, from lying on their tummy, lying on their back). To increase challenge, set a start line from which pupils run to where their partner is holding the hoops, before moving through the hoops and swapping roles.



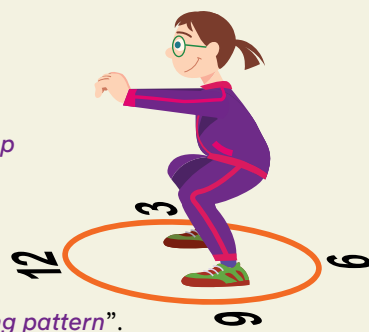
Use **WILF** (What I'm Looking For) to emphasise working together and encouraging one another. Ask a willing pair to demonstrate the task (**peer demonstration**). Demonstrate and reinforce encouraging language. "You're doing a great job", "I like how careful you are being", "keep trying", "don't give up" etc.

ACTIVITY 1 - Puddles

Set-up: Ask pupils to keep their hoop from previous activity, find a space of their own and place the hoop on the floor in front of them.

Teacher instructs pupils to:

- ➡ "Pretend hoops are puddles".
- ➡ "Jump in and out of your hoop".
- ➡ "Use high jumps and low jumps in and out of the hoop (forward and back)".
- ➡ "Make yourself into a curled shape in your hoop".
- ➡ "Hop and land on one foot in and out of hoop, hop and land on two feet into and out of the hoop".
- ➡ "Do three different jumps in a row to create a jumping pattern".
- ➡ "Create your own jump or movement, in or out of the hoop".



MODIFICATION: Offer alternative sequencing (shorter sequences or greater repetition) to pupils who require additional support. Make a larger circle on the floor using thin rope, masking tape or chalk to facilitate pupils who are wheelchair or mobility device users.



MORE ACTION: Clock Jumping

- ➡ Explain that the hoop is a clock face; designate where 12, 3, 6, and 9 are on the clock.
- ➡ Pupils jump forward, backwards or sideways to different numbers, jumping back to the centre after each number. Ensure that pupils jump to the outside of the hoop and not on the hoop itself.
- ➡ Call out different times to create a jumping pattern or sequence.



Use **rhyming cue** to prompt the 'right way' to take off and land when jumping. "Bend your knees, up you go, jump and land, two feet in a row". Rhyme can be helpful for remembering key aspects of specific movement skills. Try reciting the rhyme as a class in a **call and response** style to aid recall.

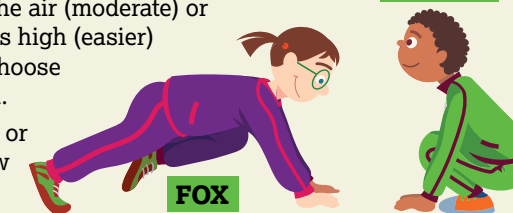
ACTIVITY 2 - Foxes and Rabbits

Set-up: Ask pupils to assist in clearing hoops from previous activity to create activity space.

- ➡ All pupils spread out and practise the movements of both Foxes and Rabbits slowly before playing the game:
 - **Fox:** Begin in plank position on hands and toes, with straight arms and legs (4 points of contact), bring left knee to chest and back down, then right knee to chest and back down. Continue to alternate legs, increase the speed and use hands at the same time to crawl forward.
 - **Rabbit:** In the same position with 4 points of contact, bring both knees to the chest and jump feet forward, using the arms to push off the floor and move forward.
- ➡ Class is divided into 2 groups, one group of Rabbits and the other Foxes.
- ➡ Teacher explains rules of game: Foxes chase Rabbits. When caught, Rabbits stand up with arms and legs out wide (like a star) and can only be released by another Rabbit crawling through their legs.

Teacher asks a pupil to demonstrate variations for Fox [crawl with knees on the ground (easier), crawl with hips high in the air (moderate) or crawl with hips low (harder)] and for Rabbit [hips high (easier) or low (harder)]. Teacher encourages pupils to choose variation that challenges them at their own level.

MODIFICATION: Pupils who are wheelchair or mobility device users can use a soft ball to throw or a foam tube to assist with tagging or freeing.



MORE ACTION: Instead of having two groups, designate three pupils as Foxes and the rest of the class as Rabbits.



When demonstrating variations on a skill, provide specific details on what makes a skill easier and harder. For example, "Fox position is easier with a sunken back because it means we don't have to use the muscles in our tummy. When we use muscles that we don't use often it can feel challenging – BUT, the more often we use these muscles, the stronger they get and the easier it is to use them".

COOL DOWN - Mexican Wave Pass it On

Set-up: Divide pupils into groups of 4-5 and instruct each group to form a circle.

- ➡ Each team should have a leader (can be nominated by group or by teacher).
- ➡ The leader demonstrates a skill of their choice (e.g. jumping, kicking, chest passing, throwing).
- ➡ Starting to the leader's right, each pupil in turn demonstrates the skill or action around the circle.
- ➡ When all pupils around the circle have done this action, the leader introduces another skill.
- ➡ Once several skills have been completed, the leader can introduce new skills when a skill has gone halfway around the circle.

Teacher may need to give verbal cues, calling out skills to ensure all pupils are involved.

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

Assessment of / for learning



Questioning

Record the names of muscles pupils already know. Use it as a starting point to build on their knowledge. Use the *Muscles of the Body* card in the resource pack to discuss what muscles are used when walking like a fox.



Questioning

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



Self-assessment

Back in the classroom, ask pupils to draw pictures of the version of the Fox or Rabbit they used and label two of the muscles used.



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Learning Outcomes

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



Identify the correct pattern of movement, or the 'right way', to hop (through observation and verbal description).



Demonstrate consideration for themselves and others by not encroaching on others' personal space.



Demonstrate proficiency in at least one component of the skill of hopping.

WARM UP - Here, There and Everywhere

Set-up: Create large square playing area using cones.

Pupils line up at 'base' (back of the playing area) and respond to the following directions:

Here: Pupils walk/run to the opposite end of the square area.

There: Pupils walk/run to an area that the teacher is pointing to.

Everywhere: Pupils walk/run on the spot/ jumping jacks/bounce on the spot.

Teacher reinforces positional language throughout – front/back, forwards/backwards e.g. “*You’ve nearly reached the front*”, “*We are all lined up at the back*”, “*Are we ready to run to the front/back/everywhere?*”.

MODIFICATION: For pupils who are wheelchair users, complete half jacks with arms only or spin in a circle. Use appropriate signaling methods for pupils with vision or hearing impairment (large print cards with arrows or diagrams).



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

MORE ACTION: Change 'run' to any other locomotor skill (walk, hop, skip, slide, jump or gallop). Encourage pupils to walk both forwards and backwards (looking over their shoulder to avoid falling or bumping).



TOP TIP

Remind pupils of the **PE Agreement** and that you are looking for pupils who can be considerate of others. This means caring about yourself AND others during the activity. Task pupils with not touching off another player as they participate in this task. “*I’m going to look for pupils who are using their eyes to consider their own movements AND the movements of those around them. Try your best to give each other space*”. Praise pupils (privately, not in front of the class) who demonstrate an awareness of others.

ACTIVITY 1 - Fruit Bowl

Set-up: Use cones to create a large circle, ensuring there is at least one cone per pupil. Ask pupils to each stand at a cone of their choice facing into the circle.

➔ Teacher assigns each pupil a fruit (apple, orange or banana).

➔ When the teacher calls the name of a fruit, pupils assigned that fruit hop in the same direction around the circle one full rotation, until back at their cone. Teacher emphasises that it’s not a race; pupils should change hopping leg frequently and can put the other foot down as often as needed.

➔ When teacher calls ‘fruit bowl’ all pupils run a lap of the circle.

➔ Use this activity to focus on one specific skill per lesson. If hopping, pupils alternate the leg that they hop on and emphasise the components of a hop:
“*Take off and land on the same foot (taking off using the ball of the foot)*”.
“*Bend supporting leg and swing in rhythm with your jumping leg*”.

SAFETY! Ensure pupils know which direction to move in around the circle to ensure everyone is going the same way.

MORE ACTION: Vary the movement (run, hop, skip, jump, side step etc.), vary the direction (clockwise, counter-clockwise), teacher may call two fruits at the same time, or the same fruit twice in a row to increase the challenge. Add extra cones to the circle and instruct pupils to move through the circle to a free cone instead of a full lap (emphasise that pupils must be aware of others also moving through the circle and to give each other space).



TOP TIP

Show pupils the different parts of a hop using **visual cues** such as posters or videos (accessible online through the PDST *Move Well, Move Often* resource) and **physical demonstrations**. Hopping is a skill that requires both balance and strength; **discuss** what these terms mean and what other activities might require either or both of these.

SPHE

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



PE

Strand:
Athletics
Strand Unit:
Jumping (hopping)

Equipment for Lesson:

Cones, Hula hoops, Disc markers, Beanbags, PE Agreement poster (from resource pack)

Action for Life

LESSON
2

ACTIVITY 2 - ‘Hoop to Group’ Beanbag Relay

Set-up: Divide pupils into groups of 3-4. Arrange hoops and disc markers in a course as illustrated, with beanbags in hoop (one line per group).

➔ Each group lines up behind the start line.

➔ Pupils in each group take it in turns to move across the course, hopping across the disc markers and running through the space in the middle, before picking up a beanbag and hopping/running with it back to their group.

➔ Pupils high five the next person in the line to signal their turn.

➔ Continue until all of the beanbags have been moved from the hoop to a group.

➔ Pupils are encouraged to change the hopping leg frequently.

➔ Recognition should be given to the group who demonstrated good hopping technique and encouraged their teammates, as well as the group who completed the task the fastest.

MODIFICATION: Move the disc markers further apart or closer together to alter the challenge. For pupils who are wheelchair users, challenge them to move across the disc markers alternating hands, pushing one wheel at a time in a zigzag style and ensure beanbags are on an elevated surface (bench or table).

Start line

Cones

Hop

Disc markers

Run

Hop

Disc markers

Beanbags in hoop

MORE ACTION: Add more disc markers to increase the number of hops required. Change the run in the middle space to a different movement (e.g. crawl, walk backwards, shuffle on bum, crab walk etc.). Extend the course with more equipment and tasks to create an obstacle course.



TOP TIP

Before the relay, invite a pupil to **demonstrate** hopping across the course. Pause the activity at different times to focus on specific teaching points. Provide **feedback** to individuals **privately**. Hopping can be a strenuous activity so remind pupils to alternate their hopping foot and allow plenty of opportunities to rest.



Questioning

After Activity 2 ask pupils to identify the components of a proficient hop. “*What should you do first? What does the other leg do? What do our arms do?*”



Questioning

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



Teacher Observation

Use the PDST *Move Well Move Often* teacher checklist to assess the skill of hopping. Observe 3-5 pupils per lesson and gradually build up a class profile over several lessons.

Assessment of / for learning



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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)

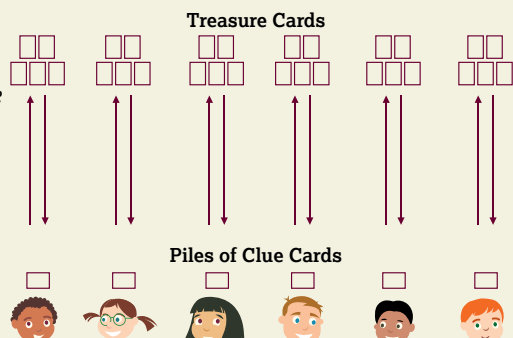
MORE ACTION: Change run to any other locomotor skill (walk, hop, skip, slide or jump). Call the same destination twice in a row and/or point to one destination but call another to challenge processing skills.

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.

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).



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

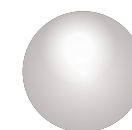
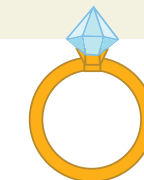


ACTIVITY 2 - Treasure Chest

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.
- ➡ 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?



TOP TIP

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.
- ➡ 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.



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Learning Outcomes

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



Identify at least one way to maintain a calm (mindful) body (e.g. pay attention to surrounding sounds).



Role play in the PE context with courage and confidence.



Participate in a variety of activities at different paces, and walk at an appropriate pace to support being mindful.

SPHE

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

PE

Strand: Outdoor and Adventure Activities
Strand Unit: Walking Activities



Equipment for Lesson:

Outdoor space, Clipboards, Pens, Paper, *PE Agreement* poster and *Feelings Finder* (from resource pack)

Action for Life

LESSON
4

WARM UP - Pop

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

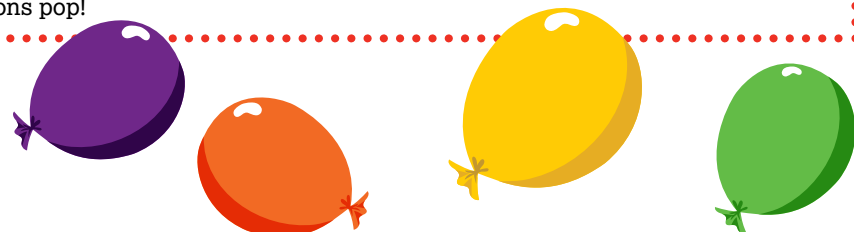
Teacher instructs pupils to:

- ➡ “Imagine you are a balloon floating around the room”.
- ➡ “Stretch your arms up high and move around the room on tiptoes, swaying gently as you move”.
- ➡ “When ‘POP’ is called, run and find a perfect spot away from others”.
- ➡ “Sit down in your perfect spot with legs straight and hands on thighs”.

Repeat a number of times, varying the end position (e.g. curl up small like a stone, sit cross-legged with hands on thighs, kneel down with arms stretched wide).

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

MORE ACTION: Pretend a wind is blowing and the balloons are being blown rapidly all around the room. Add musical accompaniment; when music stops, balloons pop!



ACTIVITY 1 - Mindful Walk

Set-up: This activity requires an outdoor space for walking. Place pupils in pairs and provide each pair with a clipboard, paper and pen/pencil.

Let the class know they are going on a mindful walk and explain what a ‘mindful walk’ is. “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”.

- ➡ Teacher asks each pair to write the word M.I.N.D.F.U.L on their page.
- ➡ Pupils are tasked with being ‘mindful’ on the class walk, to “focus on the sounds and sights” around them.
- ➡ Instruct pupils to walk at a steady pace – not too fast, not too slow.
- ➡ Pupils record sounds and sights that begin with M, begin with I, begin with N and so on, using their clipboard, until they have found words beginning with each letter of the word ‘MINDFUL’.
- ➡ If available use your local/school *Slí na Sláinte* (or a designated outdoor trail).



MORE ACTION: Instead of giving the pupils clipboards and pens, use one clipboard for the class and stop every couple of minutes prompting, “I hear with my little ear...something that sounds like ...”, or “I spy, with my little eye, something beginning with ...”. Write down the sights and sounds noted by the pupils. Why not try the mindfulness activities outlined in the *Bizzy Breaks* booklet (available free online at irishheart.ie/schools) before or after this lesson.



TOP TIP The pace of a walk is crucial to facilitate a mindful experience. It is important to walk at a speed that allows the walker to notice the physical experience of walking and their breath. Tell the pupils to “Take it step by step, not too slow and not too fast”.

ACTIVITY 2 - Mindful Walk (Follow-Up)

Set-up: Upon return from the mindful walk, instruct pupils to sit in a circle.

- ➡ Pupils list and discuss some of the sights and sounds experienced.
- ➡ Check in to compare sights/sounds identified by the pupils that begin with the letters M, I, N, D, F, U and L.
- ➡ Identify sights and sounds that were common or unique.

Sleepy Stars

Set-up: Ask pupils to find a space in the playing area to lie flat on their back and stretch out like a star.

- ➡ Teacher tells pupils to “Close your eyes and take nice slow breaths in and out”.
- ➡ Teacher explains to the class: “When you feel a tap on your foot, I want you to open your eyes, then VERY quietly stand up and sneak to the back of the room (or other designated area) without touching off another star”.
- ➡ Teacher taps a pupil’s foot to ‘wake them up’, leaving pupils who maintain a still body and keep their eyes closed until last.
- ➡ When there is one pupil left, teacher prompts the class to whisper “Wake up sleepy star” together.
- ➡ The last star is praised for keeping a still body, as should other pupils for being calm and quiet when they awoke.



MORE ACTION: After repeating the activity a number of times, entrust a pupil to act as teacher and ‘wake up’ the sleepy stars.



Let pupils know that it is not only important to have an active body, but to know how to relax and have a calm body. This allows us to store up our energy to use when we need it and keeps our hearts healthy and happy. Provide verbal cues to help pupils keep their body calm whilst lying in the ‘sleepy star’ position. “Notice your belly rising and falling as you breathe in and out.” Tell pupils that having a ‘calm body and mind’ takes practice.

COOL DOWN - Goodbye Stars

Set-up: Ask pupils to find a space in the playing area and crouch down with hands on floor.

Teacher recites rhyme and leads pupils in the accompanying actions (**in bold**).

Goodbye to all the stars now the sun begins to rise,

(Wave and make a ‘rising’ action with the arms)

You’re fading oh so fast, I can’t believe my eyes, (Sprint around the circle).

Wait shooting star, before you go away, (Stop and touch the ground)

Catch your friend the moon, as you both fall from night to day. (Find a partner and hold a balance position together (e.g. back to back, leaning against each other, standing on one foot with arms on each others’ shoulders etc.)

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

Assessment of / for learning



Questioning

Ask pupils when it might be useful to be able to calm our bodies (e.g. when we are tired, upset, angry). Discuss some of the things we can use to help us relax in these situations.



Self-assessment

Ask pupils to use the *Feelings Finder* to rate how they felt, as balloons in the Warm Up and as sleepy stars in Activity 2. Was there a difference? Discuss whether having eyes closed made a difference.



Questioning

Discuss the difference between a walk with your friends and a mindful walk; identify aspects that are the same and aspects that are different.



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Learning Outcomes

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



Demonstrate an understanding of how to vary a crawling skill to adapt the level of challenge.



Perform a basic movement in front of a group, with confidence.



Perform a Commando Crawl and Spider Crawl ('part skill' or 'whole skill').

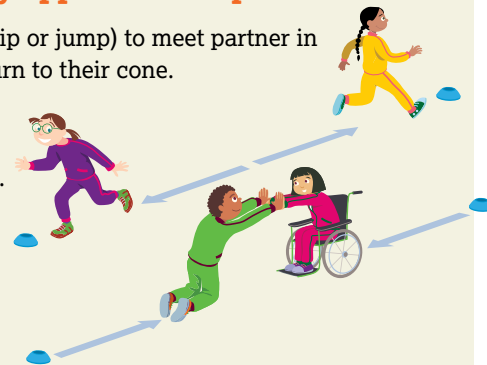
WARM UP - Meet in the Middle

Set-up: Create two parallel lines of cones at opposite ends of the playing area. Put pupils into pairs and instruct each pair to stand at opposite lines facing each other. Ask pupils to adjust cones to ensure they are directly opposite their partner.

On teacher's signal, pupils run (or hop, skip or jump) to meet partner in the middle, perform a given task, then return to their cone.

Tasks:

- ➡ High five to the right then to the left.
- ➡ Jump and clap hands overhead twice.
- ➡ Jump and turn 360° (full turn).
- ➡ Jump and give partner a high ten.
- ➡ Lift right elbow turn right and left for a 90° (quarter turn) turn.
- ➡ Create a move.



MODIFICATION: Adjust the distance between partners to reduce length required to travel to meet partner.

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

MORE ACTION: Increase challenge by removing verbal prompts. Can pupils sequence tasks, with no teacher prompt, without forgetting any?



Emphasise the link between Gymnastics and Maths. **Prompt** pupils to recount how many degrees are in a right angle, a straight angle, a full revolution etc. Provide pupils with the knowledge and understanding that we **use our bodies** to create shapes and angles all of the time. Watch a video of Olympic champion, Sanne Wevers, AKA 'Spindarella', perform a beam routine. **Pause** to count the revolutions in her spins and name the angles and shapes she makes with her body.

ACTIVITY 1 - Movement Challenge 1

Set-up: Keep the cones set up at the edge of the playing area for Activity 2. Ask pupils to assist with taking mats from storage and spreading them out around the playing area. Depending on number of mats available, ask pupils to stand on mats individually or in pairs.

- ➡ Teacher leads pupils in performing a series of movements. Movement Challenge 1 resource card illustrates each movement and includes teaching notes.
- ➡ If in pairs, pupils take turns to perform each movement on the mat.

- 1) Commando Crawl
- 2) Spider Crawl
- 3) Inchworm
- 4) Push Turn



MODIFICATION: Demonstrate variations for each move. For example, a Commando Crawl can be made easier by using feet as well as elbows, a Spider Crawl can use deep knee bend and an Inchworm may not require a fully extended body. A pupil who uses a wheelchair may wish to transfer to the floor for this activity. Allow flexibility in how a movement is performed, encouraging the pupil to use their body, or their body and the chair to perform their movements.

MORE ACTION: Incorporate the movements into games. For example, play musical statues; perform a movement while the music plays and freeze in position when the music stops.



Provide a **variety of demonstrations** of different crawls. Pupils of all capabilities can act as models if initial focus is on one or two important components of a movement in isolation.

SPHE

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

PE

Strand:
Gymnastics
Strand Unit:
Movement



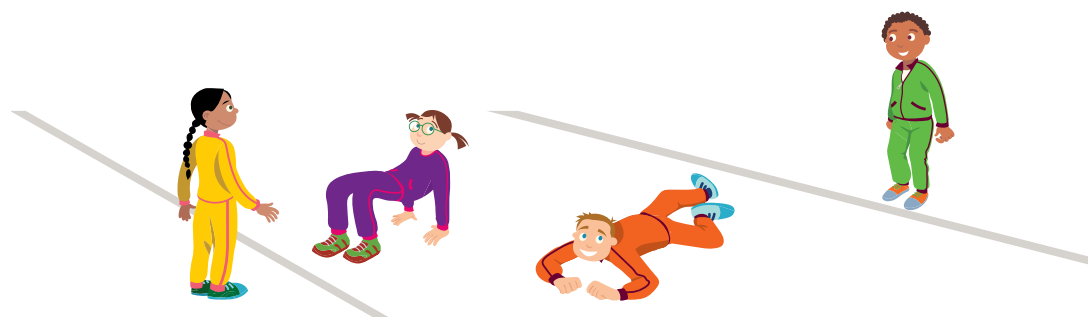
ACTIVITY 2 - Team Travel

Set-up: Move one line of cones from the Warm Up closer to the other to reduce the distance between the two lines. Divide pupils into teams of 4-6.

- ➡ In their teams, pupils line up on one side of the area.
- ➡ Teacher instructs pupils to travel to the other side performing a particular movement (Commando Crawl, Spider Crawl, Inchworm, Crab Walk).
- ➡ When one team member reaches the far side, the next team member takes their turn.
- ➡ Continue until all team members have completed the movements.
- ➡ Stagger each team's starting times, to remove competitive component.



MORE ACTION: Play again allowing pupils to choose which movement they want to use to travel to the other side, or assign each group a specific move.



It is often useful to group pupils together with a **mix of abilities**. This provides appropriate 'in group' models. However, we know that pupils typically feel more confident working with peers they have chosen themselves. A useful way to deliberately group your pupils while still providing them with choice, is to allow them to find their own partner, then **combine** self-assigned pairs, thus forming groups with a mix of abilities.

Equipment for Lesson:

Cones, Mats, Movement Challenge 1 card and Feelings Finder (from resource pack)

Action for Life

LESSON
5

COOL DOWN - Bean Bonanza

Set-up: Instruct pupils to find space in the playing area.

Teacher calls out different types of beans to prompt the following actions:

- ➡ **Runner Beans:** Jog on the spot.
- ➡ **Jumping Beans:** Jump on the spot.
- ➡ **Broad Beans:** Make a wide shape.
- ➡ **Chilli Beans:** Pupils pretend they are cold and shake all over.
- ➡ **String Beans:** Make a tall thin shape.
- ➡ **Kidney Beans:** Make a kidney shape, stretching up with arms and bending gently to the side.
- ➡ **Beans on toast:** Stretch out on the floor with arms and legs wide.

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

Assessment of / for learning



Questioning

Discuss what movements we can do to turn 360/180/90 degrees. Consider games (such as Ring a Rosie) and sports and physical activities where angles can be observed (gymnastics, snowboarding, ice skating, dancing etc.).



Self-assessment

Ask pupils to identify people in their lives that make them feel confident and more able to carry out a task without fear. Work together to list the things these people do to make us feel safe and confident. Use *Feelings Finder* to help pupils to indicate how confident they felt during Activity 2.



Self-assessment

Use the school camera (if school policies allow) to video pupils performing the movements from Activity 1. Play these videos for the specific pupils individually and ask them to highlight the parts of the crawl that they did well (flat body, tight arms etc.). Ask them to highlight one part of the skill they could improve.



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Learning Outcomes

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



Identify where their abdominal and tricep muscles are.



Practise playing/interacting with different peers in PE and on the playground.



Perform the 'parts' of a pencil roll (straight body, pointed feet, chin tucked).

WARM UP - Pleased to 'Meat' You

Set-up: Teacher asks pupils to spread out around the playing area.

- ➡ Pupils run around the playing area.
- ➡ Teacher calls out a food that is a fruit, vegetable or meat (e.g. *"juicy apple"* *"mashed potato"* *"pork chop"* etc.).
- ➡ Pupils find the nearest classmate to them and pair up to perform the movement for the food type named.



Fruit: Pairs make a high bridge with hands (*"fruits often grow high on trees"*).

Vegetable: Pairs make a low bridge by sitting on the ground and placing the soles of their feet together (*"vegetables often grow low to the ground"*).

Meat: Shake hands and say *"Pleased, to meat you"*.



- ➡ When teacher gives the signal, pupils return to running around the area.
- ➡ Pupils find a new person to pair up with each time.

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

MORE ACTION: Begin by calling out several fruits providing pupils with an opportunity to practise finding a partner and making a high bridge. Then call out several vegetables, several fruits and several meats, before alternating between the three. To increase the challenge, call out a combination of foods, e.g. *"Beef stew and carrots"* for a combination of shaking hands and a low bridge. Task pupils with the responsibility of calling out foods for the group.



TOP TIP

Emphasise to pupils that *"PE is a great place to partner up with classmates you don't always have a chance to play with"*. Stipulate that pupils cannot have the same partner twice in a row, or need to find a new partner each time (depending on size of class). **Positively reinforce** (privately) pupils who sought out different partners.

ACTIVITY 1 - Movement Challenge 2

Set-up: Ask pupils to assist with taking mats from storage and spreading them out around the playing area. Ask pupils to each stand on a mat, or pair pupils up to share mats.

- ➡ Teacher leads pupils in performing a series of movements, emphasising the movement names and components:
- ➡ If in pairs, pupils take turns to perform each movement on the mat.

- 1) Pencil Roll
- 2) Coffee Grinder
- 3) Tucked Rock

MODIFICATION: Adapt movements by focusing on individual elements of the movement (e.g. for a seated Pencil Roll, focus on the upper body; straighten the arms upwards and slowly rotate the arms, moving through the full range of motion of the shoulders. A pupil who uses a wheelchair could perform the Coffee Grinder by turning in a circle).



MORE ACTION: Movements can be incorporated into 'Here, There, Everywhere' (from Lesson 2), using a selection of the actions from Movement Challenge 1 and Movement Challenge 2 for the 'Everywhere' direction.



TOP TIP

Some skills in gymnastics can appear easy on paper but present as complex in action. When pupils find a movement quite challenging, focus in on the **skill in parts** and then later, progress to **whole skill** (e.g. for a pencil roll – making a straight shape with the body standing up, pointing the toes while sitting down). These **preliminary movements** allow the pupil to practise and gain confidence in parts of the skill, as they build up the skill and motivation to attempt a full roll.

SPHE

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



PE

Strand:
Gymnastics
Strand Unit:
Movement

Equipment for Lesson:

Hula hoops, Beanbags, Cones, Mats, *Movement Challenge 2* and *Muscles of the Body* cards (from resource pack)

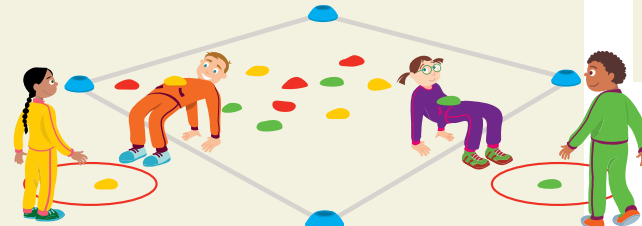
Action for Life

LESSON
6

ACTIVITY 2 - Hungry Crabs

Set-up: Ask pupils to help stack the mats from Activity 1. Divide pupils into groups of 3-4. Create squares using cones, with a hula hoop outside each edge. Scatter beanbags within each square and ask groups to stand beside a hoop. Tell pupils that beanbags are 'crab food'.

- ➡ Pupils travel by crab walking (or crawling, if preferred) inside the boundaries, to collect a beanbag, placing it on their stomach, returning it to the team's hula hoop.
- ➡ Once the beanbag enters the team's hoop, the next team member goes off in search of 'crab food'.
- ➡ Each team is trying to collect the most beanbags before they are all gone.



MODIFICATION: Place beanbags on a raised surface to allow a pupil who cannot reach the ground to retrieve the beanbag. Demonstrate variations of the crab (easier – low back arch, bum close to the floor; harder – straight back, bum high off the floor). The activity requires upper body strength which should be built up over a number of weeks rather than in one lesson. In the early stages, consider adapting the crab walk to a 'kangaroo jump' or a 'horse gallop', which are more focused on the lower body.

MORE ACTION: Challenge pupils to use a different method of travelling around playing area and carry beanbags on their head, arm, leg, etc.



TOP TIP

Use the *Muscles of the Body* card in the resource pack to make reference to the muscles being used in this activity. *"Straighten your back to feel your abdominal muscles working"*, *"The more we use our triceps the stronger they get"*. PE provides an excellent opportunity to build vocabulary and increase knowledge and understanding of how the body works.

COOL DOWN - Move and Balance

Set-up: Ask pupils to clear the equipment from previous activity and find space to stand in the playing area.

Teacher instructs pupils to travel (walk, jog, run, hop, side step, jump) at different speeds, levels and directions around the designated play area. When teacher calls 'Freeze', pupils balance on nominated body parts (e.g. *"Balance on your feet and hands"*, *"Balance on your knees and elbows"*, *"Balance on one foot and with one arm above your head"*).

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

Assessment of / for learning



Questioning

Following Activity 2, discuss why the Crab Walk is harder than crawling. See the *Muscles of the Body* card in the resource pack to explore the muscles we use when walking like crabs.



Teacher-designed Task

Task pupils with playing/talking with someone in the playground from their own or a different class that they don't usually get to play/talk with. You could organise these groupings and an activity for them to play together in the classroom prior to break time, where necessary.



Self-assessment

Following the movements practiced in Activity 1, ask pupils to consider: *Where did I get stuck? What did I do? What helped me best? Who did I ask? What new thing did I learn?*



Irish Heart Foundation

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Learning Outcomes

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

HEAD



List 3-5 enjoyable physical activities that increase heart rate.

HEART



Respond to music through movement in a PE setting with confidence.

HANDS



Perform a range of steps and movements to rhythmic and melodic phrases.

SPHE

Strand: Myself and Others
Strand Unit: Relating to Others

PE

Strand: Dance
Strand Unit: Performance of Dance

Equipment for Lesson:

Music, Hula hoops, Dance Card 1, PE Agreement poster and Feelings Finder (from resource pack)

Action for Life

LESSON

7

WARM UP - Knee Lift Pattern

Set-up: Ask pupils to find space within the playing area and put on music.

- ➡ Teacher instructs pupils to stand with feet hip distance apart then to perform the following action: “*Bend both knees (like sitting onto a chair), straighten both knees, Bend both knees, straighten both knees*””. Repeat 4 times.
- ➡ Teacher adds a new move Lift and Clap (lift leg in front and clap underneath) first for the left leg.
- ➡ Teacher then calls out the movement pattern: “*Bend both knees, straighten both knees* (x4), *lift and clap left leg, lift and clap right leg* (x2)”.
- ➡ Teacher adds additional moves to the sequence as desired (e.g. “*Shake out hands, make circles with arms, lift and lower shoulders, circle your hips, twist side to side*”).



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

MORE ACTION: Try music of different speeds. Play a game of ‘Balancing Statues’ by pausing the music on the ‘clap’ to result in a balance position.

TOP TIP Remind pupils of the **PE Agreement** and that PE is a place where we can try new things without having to worry what other people think of us. Offer pupils **choice** over the way they are positioned in the playing area so they can be visible to other pupils, or more private (in a circle facing out).

ACTIVITY 1 - Hoop Dance

Set-up: Disperse hoops around the playing area, ensuring one hoop for every child.

- Pupils find a hoop and march to the beat of the music inside their hoop. Teacher demonstrates the following movement and dance sequence with instructions:
- ➡ Step outside hoop and march to the beat of the music.
 - ➡ Put one foot in, one foot out, march in a circle around the hoop clockwise.
 - ➡ Put other foot in, other foot out, march in a circle around the hoop anti-clockwise.
 - ➡ Jump inside the hoop, jump out to the right.
 - ➡ Jump inside the hoop, jump out to the left.
 - ➡ March and step in the hoop, then out of the hoop.
 - ➡ Side step to the right, side step to the left.
 - ➡ March around the outside of the hoop clockwise.
 - ➡ March around the outside of the hoop anti-clockwise.
 - ➡ March with high knees, march into the hoop, and out of the hoop.
 - ➡ Jumping jacks, jump into the hoop, 2 jumping jacks in the hoop, and jump out of the hoop.
 - ➡ Change hoops, jump or hop to another hoop and start again.

Teacher can introduce additional arm movements as pupils gain confidence with the steps.

MORE ACTION: Play a different piece of music with a moderate beat and task pupils with creating a movement sequence in small groups. Offer groups the choice of presenting the sequence to the class, emphasising that it is not the performance of the dance moves that matter but the working as a team and coming up with movement ideas.



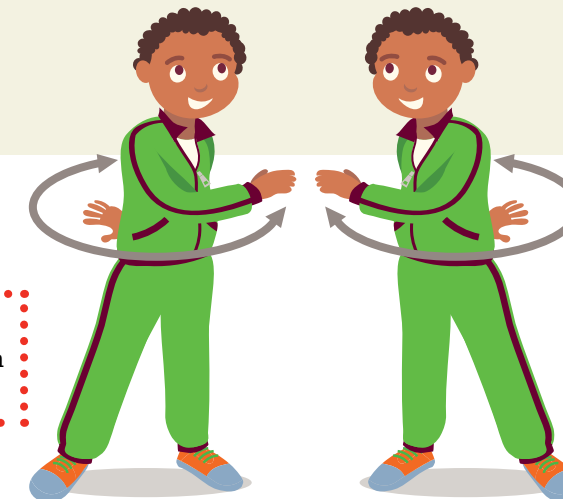
TOP TIP

Encourage pupils to ‘think and talk’ when learning a movement sequence. Learning a movement sequence requires memory processes that are helped when we verbally prompt our bodies to perform certain actions (e.g. lift and clap) and move in time with the music. Encourage pupils to “*call out the actions*” and “*count the beat out loud – 1,2,3,4,5,6,7,8!*”.

ACTIVITY 2 - Walking on Sunshine

Set-up: Ask pupils to spread out around the playing area. Prepare music for playing ‘Walking on Sunshine’.

- ➡ Teacher guides pupils through the dance sequence on *Dance Card 1*.
- ➡ Teacher begins the sequence without the music, demonstrating and breaking down each section in parts.
- ➡ When pupils are confident with a section, practise it with music a number of times before moving on to the next section.
- ➡ Practise each new section without music, then with music, then from the beginning incorporating all sections.



MORE ACTION: Challenge pupils to improvise their own movements and perform a group sequence for the chorus.



TOP TIP

Discuss with pupils how dancing can be a great way to be physically active. “*Notice how you might get out of breath or a little bit tired, but you still keep going because you’re having fun!*”. Emphasise that remembering a dance routine can be challenging, but breaking it into smaller parts helps us to learn as we practise, then build on, each part. **Call out** each move and **signal** change to each section during practice to aid with remembering.

COOL DOWN - Balance Act

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

Pupils begin to walk around the circle in the same direction.

Teacher instructs pupils to:

- ➡ Walk tall with arms up high.
- ➡ Walk small, with knees bent and body hunched.
- ➡ Take big steps with long strides.
- ➡ Take small steps with short strides.
- ➡ Pretend to walk along a tightrope.
- ➡ Alternate between walking and then balancing along an imaginary tightrope when instructed.

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

Assessment of / for learning



Questioning

Ask pupils to think of an activity they enjoy that gets their heart rate up. List these activities on the board in the classroom afterwards. Identify if there are any related clubs in the community that pupils could join. Perhaps they would like to join together?



Questioning

Using the *Feelings Finder*, ask pupils to rate how confident they were during Activity 1.



Teacher-designed Task

Play an assortment of popular songs and, as a class, count the beat out loud. You could find the same song, played at different speeds (acoustic covers are often available on YouTube). Task pupils with identifying the track that had the fastest beat and the slowest beat.



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Learning Outcomes

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

HEAD



Describe
and demonstrate
moving like
a mime.

HEART



Respond
to music in a
PE setting with
confidence.

HANDS



Respond
through movement
to words, stories
and music.

SPHE

Strand:
Myself and Others
Strand Unit:
Relating to Others

PE

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

Equipment for Lesson:

Music, *Dance Card 2*,
PE Agreement poster
and *Feelings Finder*
(from resource pack)

Action for Life

LESSON
8

WARM UP - Mime Movements

Set-up: Instruct pupils to find space around the playing area.

Teacher instructs pupils to get 'into character' as a bank robber, then narrates the following story and models the following movements in an exaggerated miming style:

- ➡ *A bank robber has snuck into a bank in the middle of the night (walking on tiptoes with high knees).*
- ➡ *The robber goes looking for the safe, searching high and low (standing up high and squatting down low).*
- ➡ *At last he finds it and cracks the code (twisting movements with hands).*
- ➡ *The robber takes the money and stuffs it into a bag (pretending to grab and drop money into imaginary bag).*
- ➡ *The police are nearly here and the only escape route is out the window (big step and squeeze body through imaginary small square).*
- ➡ *He leans back against the wall and steps slowly to the right along the ledge (step right on heels, left foot slides to meet it, continue right for 4 steps).*
- ➡ *Uh-oh, the police are coming, he steps left this time (side step left x 4).*
- ➡ *Oh no they are coming from the left now (side step right x 3, faster this time).*
- ➡ *Quick step to the left (side step quickly left x 3).*
- ➡ *Better jump! (big jump forward).*

STRETCH

before moving to Activity 1
(see Warm Up stretches)

MORE ACTION: The activity can be made longer by continuing the story (e.g. "*The robber lands in a river below and starts to swim*"). Encourage pupils to take turns adding a line each for the rest of the class to act out.



TOP TIP

Use **visual demonstrations** and **videos** to provide pupils with knowledge and understanding of 'mime'. Emphasise that our bodies are capable of doing many things, including, telling stories and expressing emotions. Be sure to focus on the 'King of Mime', Marcel Marceau.

ACTIVITY 1 - Join the Circus

Set-up: Divide pupils into groups of 4-6.

Teacher prompts pupils to consider all of the different acts they might see at the circus (e.g. tight rope walkers, lion tamers, fire breathers, mime artists, clowns).

- ➡ In their groups, pupils practise miming different circus acts.
- ➡ Teacher moves around the playing area, asking pupils to describe a tight rope walker's posture, or a lion tamer's facial expression etc.
- ➡ Pupils work in groups to put on a circus show – using mime, movement and facial expressions.
- ➡ Members of each group can go one at a time, or perform simultaneously.
- ➡ Teacher plays music 'Join the Circus' from Barnum and gives the class an opportunity to put together their own circus show.
- ➡ Provide groups with an opportunity to perform their circus routines for the class.



MORE ACTION: Begin by modelling different circus acts for the whole class (e.g. tight rope walker, lion tamer etc). Call upon willing volunteers to demonstrate. Discuss the way these circus acts use their bodies (e.g. tight rope walker extends arms for balance and takes small deliberate steps). This activity can be extended by switching focus to Olympic Sports (swimming, cycling, fencing, archery etc.) inspired by the music '*Chariots of Fire*'.



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 other people might think. Some pupils may not want to perform in front of the class, and that's fine. Teacher can catch these pupils as they practise in small groups and positively reinforce their efforts privately.

ACTIVITY 2 - Under the Sea

Set-up: Ask pupils to find space around the playing area and put on the song 'Under the Sea'. Refer to *Dance Card 2* for dance sequence.

Teacher guides pupils through the following dance sequence.

- ➡ Teacher puts on music and leads pupils in clapping out the beat of the song and counting aloud as a group (use below as a guide).
- ➡ Teacher turns off music and leads pupils slowly through the dance sequence, counting the beat aloud.
- ➡ The sequence is built up gradually, introducing one piece at a time.
- ➡ Pupils do the moves while counting the beat.
- ➡ Once pupils are confident with the sequence for the verse, try it a few times with the music, then move on to the chorus without music.
- ➡ Finish by performing the complete dance sequence to music.



Clap on
the beat when
you see the

Count the beat in blocks of 8

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
*The sea-weed is al-ways green-er,
in some-body el-se's lake*

MORE ACTION: Pupils could improvise their own movements and add to the routine for other verses.



TOP TIP

Use the 'sandwich' approach for giving feedback; highlight something positive about the performance, followed by something to improve or work on, finishing with a second positive. Teacher could also make deliberate mistakes to emphasise that "*learning a movement sequence is not easy, and we will all make many mistakes along the way*".

COOL DOWN - Wind Down

Set-up: Ask pupils to spread out around the playing area and highlight the direction of movement for this activity (clockwise or anti-clockwise).

- ➡ Teacher calls "*Run*" and pupils run in the same direction around the playing area.
- ➡ Teacher calls "*Jog*" and pupils slow the run to a jog, followed by "*Fast walk*", "*Slow walk*", then "*Walk on the spot*".
- ➡ After walking on the spot, teacher demonstrates 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



Questioning

Brainstorm with the class all of the traits that make a good mime (facial expression, slow exaggerated body movements, hand gestures).



Self-assessment

Using the *Feelings Finder*, ask pupils to rate how they felt during Activity 1 (group) and Activity 2 (solo). Prompt pupils to discuss the following: *Where did I get stuck? What did I do? What helped me best? Who did I ask? What new thing did I learn?*

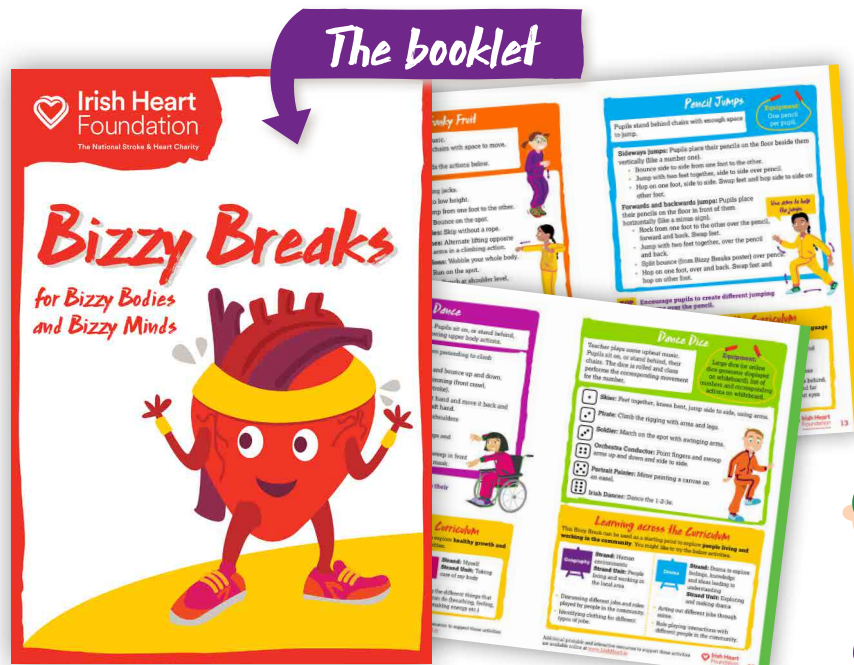


Questioning

Ask the pupils to remind you of some good tips that are helpful when learning a movement sequence. Write these tips down on a flip chart or whiteboard.

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



Visit www.irishheart.ie/schools for all the activities, videos, posters and additional classroom resources.



- ✓ 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.
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It's all FREE!



The poster

Resource Pack

- Treasure Cards
- Clue Cards
- Feelings Finder
- Movement Challenge 1
- Movement Challenge 2
- Muscles of the Body
- Dance Card 1 - Walking on Sunshine
- Dance Card 2 - Under The Sea




Treasure Cards





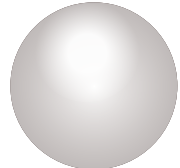




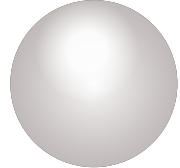




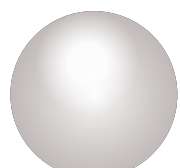




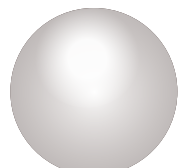
Action for Life



Action for Life


Clue Cards




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






CLUE 1

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




CLUE 3

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




CLUE 5

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



CLUE 2

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



CLUE 4

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

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



Feelings Finder

Action for Life

1	2	3	4	5
				

LESSON 5

Action for Life

Movement Challenge 1

TEACHING NOTES

Commando Crawl

- 1 Lie on your stomach with hips, knees and feet flat on the mat.
- 2 Crawl across the mat using your forearms and legs while keeping hips, knees and feet close to with the mat.



TEACHING NOTES

Spider Crawl

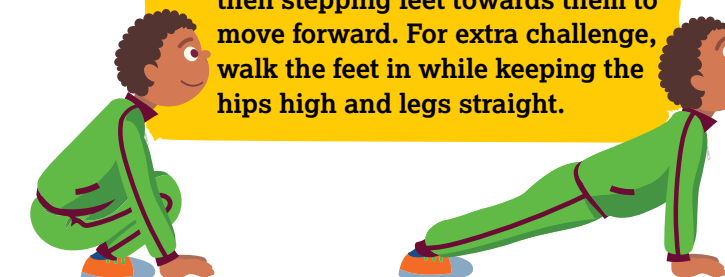
- 1 Put hands and feet, but not knees, on the floor, keeping your hips high.
- 2 Walk forwards on your hands and feet, keeping your head up to look forward.
- 3 When you get really good at this, try it backwards.



TEACHING NOTES

Inchworm

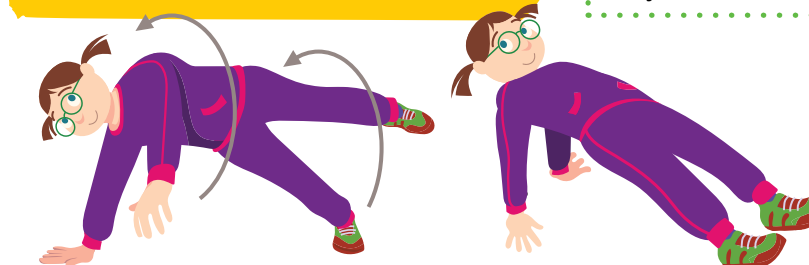
- 1 Fully bend knees and put hands on the mat.
- 2 Keeping your feet on the floor, walk the hands forward until your legs and back are straight.
- 3 Then, without moving your arms, take short steps with the feet until you are in the start position again.
- 4 Continue to walk the arms forward, then stepping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



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

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

Movement Challenge 2

Action for Life

LESSON
6

LESSON
1&6

Action for Life

Muscles of the Body

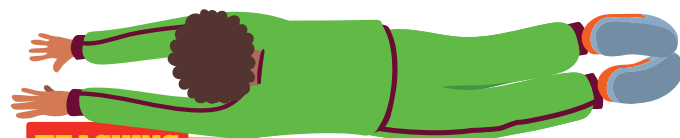


COFFEE GRINDER

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 slowly around to make a full circle. Then repeat with other hand.



TEACHING NOTES

Pencil Roll

- 1 Lie flat on your stomach with arms reaching up and legs stretched out straight like a pencil.
- 2 Keeping your feet together and body long, tuck your chin down and roll to one side.
- 3 Keep rolling until you have turned the whole way around and are back on your stomach.

MODIFICATION:

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



TEACHING NOTES

Tucked Rock

- 1 On your back, curl up into a ball holding your knees close to your chest.
- 2 Roll gently to one side, until the outside of the top of your arm touches the mat.
- 3 As soon as your upper arm touches the mat, rock back towards the centre and to the other side.
- 4 Repeat, rocking slowly and gently to each side.

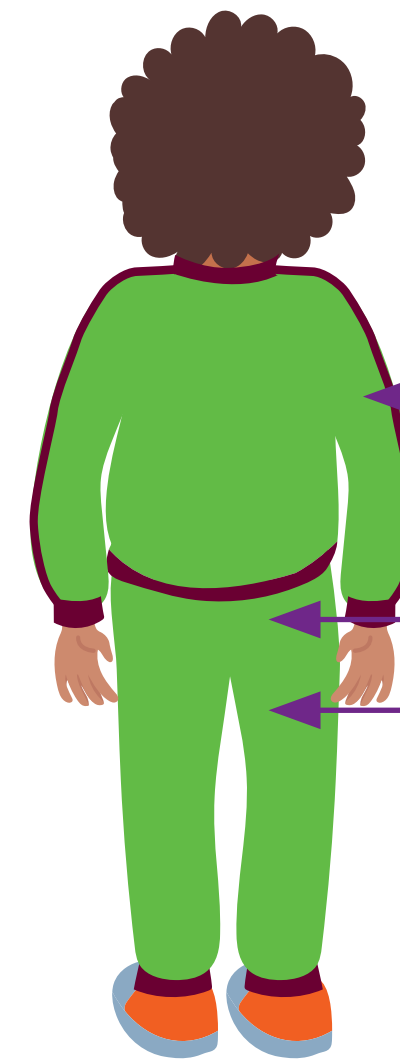
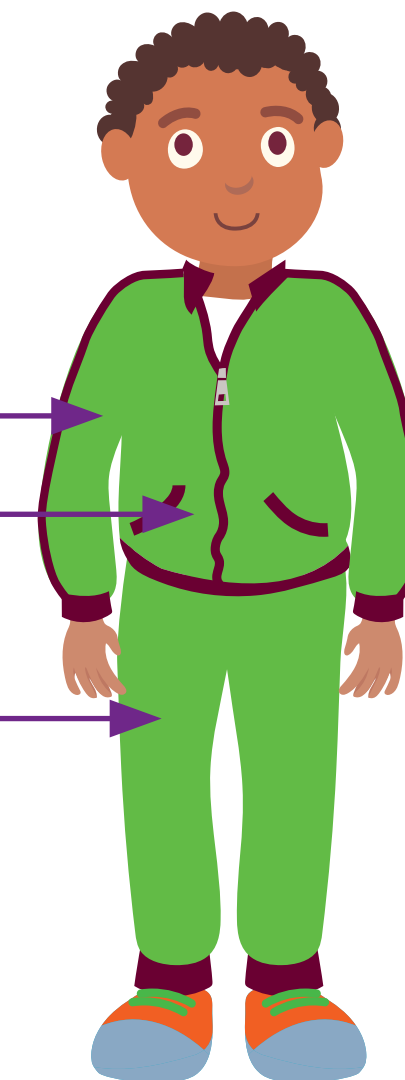
Bicep
Abdominal Muscles

Quadriceps
(‘quads’)

3

1

2



5 Tricep

6 Gluteal Muscles
(‘glutes’)

4 Hamstrings

Dance Card 1

Walking on Sunshine

Action for Life



Action for Life

Dance Card 2

Under The Sea

Intro

< DRUMS >

March on the spot

< INSTRUMENTAL >

Sway body left and right with arms
in the air

Chorus

I'm walking on sunshine

Walk around in a circle

(Whoa-oh!)

Raise arms up and out like a rainbow

And don't it feel good

Jump in place like skipping without a rope

= lyrics

= actions

Verses

I used to think Maybe you loved me now baby I'm sure

Twist from waist, to left then right (x4)

And I just can't wait till the day when you knock on my door

Touch left knee to right elbow, then right knee to left elbow (x4)

Now every time I go for the mailbox, gotta hold myself down

Slow jumping jacks x4 (1 jumping jack = arms out and in)

'Cause I just can't wait 'til you write me you're coming around

Reach down to touch floor, then stretch up high (x4)

Bridge

< INSTRUMENTAL >

Stretch arms up, then down to touch shoulders;

Stretch arms out to side, then in to touch shoulders

I'm walking on sunshine, Walking on sunshine,

Spin around to the left Spin around to the right

I feel alive, I feel the love...

Jog around in a circle until final chorus

Verse

The seaweed is always greener, in somebody else's lake.

Marching on the spot shake hands twice overhead shoulder level, stomach level and hip level

You dream about going up there, but that is a big mistake

Circle shoulders forward twice, backwards twice roly-poly arms forward and back

(Turn to side for next part)

Just look at the world around you, out here on the ocean floor

Marching on the spot shake hands twice overhead shoulder level, stomach level and hip level

Such wonderful things around you, what more is you looking for.

Circle shoulders forward twice, backwards twice roly-poly arms forward and back

Chorus

Under the sea, under the sea,

Hold nose and shimmy downwards with one arm raised, repeat with opposite hands

Darling it's better, down where it's wetter, take it from me

Push arms to side at waist twice (like hula dance), alternating sides

Up on the shore they work all day, In the hot sun they slave away

Crab position on floor - kick right leg, then left leg Flip over to facing floor - kick right leg, then left leg

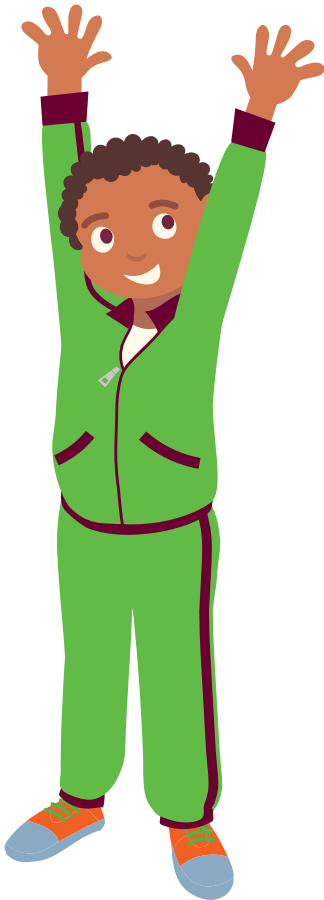
While we're devoting full time to floating Under the sea

Jumping jacks

Swimming arms

= lyrics

= actions



My Notes

Action for Life

My Notes

Action for Life



Irish Heart
Foundation

The National Stroke & Heart Charity

For more information on the suite of supports
for schools and training programmes for CPD,
contact schools@irishheart.ie