



Irish Heart
Foundation

Action for Life

Physical literacy through PE and SPHE

JUNIOR
INFANTS

SENIOR
INFANTS

FIRST
CLASS



Head



Heart



Hands



LESSON PLANS

PDST
Professional Development
Service for Teachers

An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí

HE

hi
Healthy
Ireland

Irish Heart Foundation Overview

The Irish Heart Foundation is the national charity dedicated to saving lives by eliminating premature death and avoidable disability from heart disease and stroke. We campaign and advocate to change the public policy environment, improve services for heart health and stroke and are the driving force behind national awareness campaigns such as the Act F.A.S.T. campaign on the signs of stroke.

The Irish Heart Foundation promotes health in communities, workplaces and schools across Ireland and gives vital patient support through a nurse support line, high-quality information materials, and support groups for stroke, heart failure, ICD, Long QT, SADS and cardiomyopathy.

We are a registered charity supported by donations from the public and rely on the goodwill and generosity of our supporters to fund life-saving and life-changing work in prevention, patient support, CPR and campaigning.

Every donation helps more people in Ireland to live longer, healthier lives.

About Irish Heart Foundation's work in schools

The Irish Heart Foundation supports teachers and schools across Ireland in their wellbeing mission to create healthy schools. Our core programmes are evidence-based and co-designed ensuring they meet the needs of schools and align to the curriculum. We advocate for policies that promote healthy school environments and prevent childhood obesity. 80% of premature heart disease and stroke is preventable through healthy lifestyles, which is why the Irish Heart Foundation is committed to promoting lifelong healthy habits from an early age.

The Irish Heart Foundation's dedicated Children and Young People team is available to support schools. For more information, visit www.irishheart.ie or contact schools@irishheart.ie.

Visit
irishheart.ie/schools
for the full
Action For Life
programme

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.

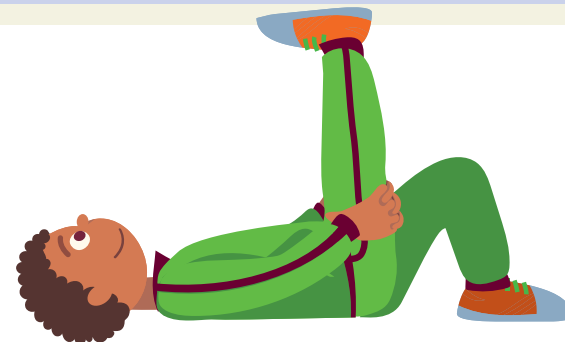
Warm Up Stretch: After warming up our bodies and muscles with light activity, we then do a Warm Up stretch. We do not stretch without first warming up because our muscles are a little bit like plasticine. When we take plasticine out of the packet or tub, it is cold and hard. We need to warm it up by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



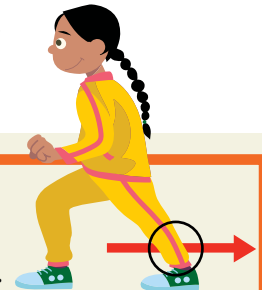
2 Hamstring Stretch

- 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.

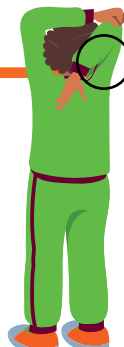
4 Chest and Shoulder Stretch

- 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.



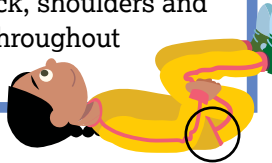
Cool Down Stretches

○ = 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

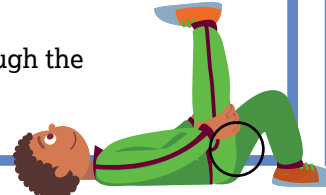
- Lie on back with knees bent and feet flat on floor.
- Place hands at back of thighs and pull knees gently towards chest.
- Keep upper back, shoulders and head on floor throughout the stretch.



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.

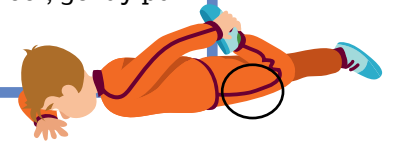
Repeat with opposite leg



3 Lying Quad Stretch

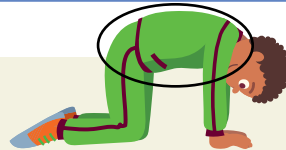
- Turn onto front of body to lie on stomach.
- Rest head on forearm.
- Bend one leg and hold foot with hand on same side.
- Keeping both hips on the floor, gently pull the heel towards the bum.

Repeat with opposite leg



4 Cat Stretch

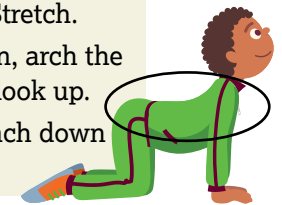
- Kneel with both hands on floor (knees below hips and hands below shoulders).
- Let out a deep breath, tuck chin towards chest and round the back – imagine that you are trying to move your belly button up to the sky.
- Do not hold this position as you will move slowly into Cow Stretch on next breath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





Irish Heart Foundation

Learning Outcomes

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



Recite the 'right way' to take off and land a jump (with rhyme).



Demonstrate care and consideration when interacting with others.

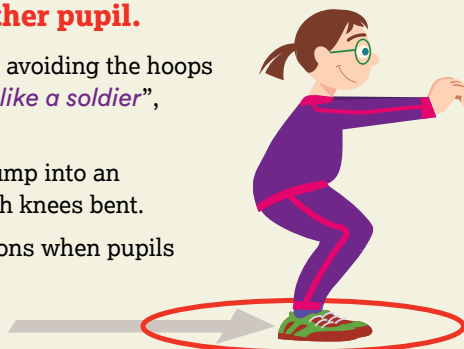


Experiment with various ways of jumping (for height or distance).

WARM UP - Hoop Jumps

Set-up: Disperse hula hoops (one per pupil) around playing area. Ask pupils to each find a space on the floor to stand, not inside a hoop and not too close to another pupil.

- ➡ Pupils walk around the playing area, avoiding the hoops (or "*jump like a kangaroo*", "*march like a soldier*", "*hop like a rabbit*" etc.).
- ➡ On the teacher's 'go' signal, pupils jump into an empty hoop and land on two feet with knees bent.
- ➡ Teacher can add additional instructions when pupils are walking around the playing area: "*walk heavily like an elephant*", "*run lightly like a bird*".



MODIFICATION: For pupils who are wheelchair or mobility device users, replace hoops with disc markers to move onto when signalled. Assign an upper body movement to perform when on the disc marker in place of the jump.

SAFETY! Emphasise that pupils must avoid jumping onto the edge of the hoop as this could result in slipping.

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

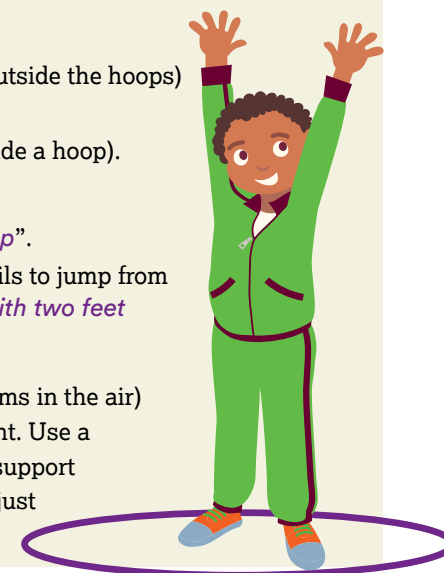
ACTIVITY 1 - Frogs and Lily Pads

Set-up: Adjust the hula hoops from the Warm Up to create different sized gaps between hoops. Play a musical backing track.

Hoops are lily pads and area outside of hoops is the pond.

- ➡ Pupils walk, run, skip, jump or hop around the pond (outside the hoops) to music.
- ➡ When the music stops, pupils jump onto a lily pad (inside a hoop).
- ➡ Teacher encourages "*big jumps*" and "*small jumps*".
- ➡ Teacher reminds pupils to "*only jump into an empty hoop*".
- ➡ Teacher brings hoops closer together and prompts pupils to jump from hoop to hoop freezing when music stops ("*taking off with two feet and landing with two feet*").

MODIFICATION: Use a visual signal (such as putting arms in the air) as well as stopping music for pupils with hearing impairment. Use a 'buddy system' to partner a pupil who may need additional support (if taking this approach ensure all pupils have partners, not just those who require additional support).



MORE ACTION: Add additional commands when in the hoop: "*stand on one leg*", "*keep one foot/heel inside the hoop*", "*put the other foot/toe outside the hoop*", "*lift shoulders up and down*".

MORE ACTION: Invite pupils to tip-toe, skip or hop from one hoop to another. To extend the activity, instruct pupils to hula hoop around their waist when the music stops. The pupil who keeps the hoop up for the longest time is tasked with being the DJ; they press 'play' and 'pause' on the music until another DJ emerges.



TOP TIP

Demonstrate taking off and landing on two feet when jumping. If you notice a pupil who is not landing on two feet, provide a verbal cue, e.g. "*this time try to land on two feet*".



TOP TIP

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*". Pupils recite rhyme as a class in a 'call and response' style to aid memory of the skill components.

SPHE

Strand:
Myself and Others
Strand Unit:
Relating to Others



PE

Strand:
Athletics
Strand Unit:
Jumping

Equipment for Lesson:

Hula hoops, Music,
PE Agreement poster
(from resource pack)

Action for Life

LESSON 1

ACTIVITY 2 - Stone, Bridge, Tree

Set-up: Ask pupils to clear hoops from playing area. Divide pupils into groups of 6 and instruct groups to spread out around the playing area.

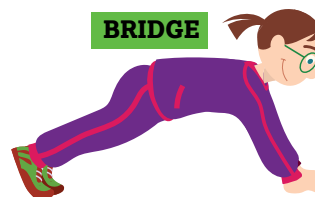
- ➔ Teacher demonstrates, or selects pupils to demonstrate, the 3 actions for the class.
- ➔ In each group, 3 pupils are chosen to be a stone, a bridge and a tree, positioned 3m apart.
- ➔ Remaining pupils in the group line up to perform the drill: “*Jump the stone; Crawl under the bridge; Run around the tree*”.
- ➔ Pupils take turns completing the drill one at a time, with pupils tagging the next teammate (with a high five) when finished.
- ➔ Pupils swap roles once all teammates have completed the sequence.
- ➔ Teacher can also instruct pupils to skip to the stone, hop to the bridge and run to the tree etc.

MODIFICATION: Use appropriate signalling methods for pupils with hearing or vision impairment (e.g. large print cards with names of movement or diagrams, or clear verbal cues). Change instructions for each movement to suit abilities of pupils (e.g. “*Climb the tree*” (with upper body), “*Skim the stone*” (with arms) , “*Go under the bridge*” (two pupils standing facing each other holding hands up to make a bridge).

TREE



BRIDGE



STONE



MORE ACTION: Include a storytelling component, for example:

“*In a forest far away there was a big tree that swayed in the wind, a little bridge with a curvy arch and a stone that was tiny like a pebble. All the rabbits in the forest loved to jump over the stone, crawl under the bridge and run around the swaying tree. But they had to do it quickly and get back to their burrow before the fox spotted them*”.

Activity can also be done as a full class with 2-3 each of stones, bridges and trees scattered around a large circle (ensure all pupils are moving around the circle in the same direction).



**TOP
TIP**

Remind pupils of the **PE Agreement**. Tell them you are looking for pupils to encourage one another. Tell pupils there are various ways to make the bridge (noted in **Modification** above). Guide pupils to attempt these different **variations**. Provide a **choice** of the bridge that makes them feel most comfortable.

COOL DOWN - Swaying Trees

Set-up: Disperse hoops around playing area and play slow gentle music to accompany this Cool Down.

- ➔ Pupils walk calmly around playing area avoiding hoops.
- ➔ When teacher makes a “*whooooo*” sound, pupils step into a hoop (one per pupil) and “*sway like a tree in a gentle wind*”.
- ➔ When teacher makes a “*whishhhhh*” sound, pupils step into a hoop and “*crouch down low like a small stone at the bottom of a river*”.
- ➔ When teacher utters “*whooooo*” followed by “*whishhhhh*”, two pupils step into a hoop together, one pupil imitates the tree and one pupil imitates the pebble.
- ➔ Pupils return to walking around playing area until they receive a new cue from the teacher.

STRETCH

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

Assessment of / for learning



Recitation

Form a circle before ending the PE lesson. Ask pupils to remind you of the ‘right way’ to take off and land when jumping. Ask pupils to recite rhyme as a group.



Questioning

Highlight some points from the *PE Agreement*, ask pupils to tell you times that they were helpful, worked as a team etc.



Observational Checklist

Use the PDST *Move Well Move Often* teacher checklist to assess the skill of jumping, observing 3-5 pupils per lesson.



Irish Heart Foundation

Learning Outcomes

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

HEAD



Discuss and describe how to jump high.

HEART



Practise being fair and equitable when working with others (in pairs).

HANDS



Participate in skipping activities with and/or without ropes.

WARM UP - Animal Park

Set-up: Pupils spread out around the playing area.

- ➡ Teacher prompts pupils to “*check your personal space*”.
- ➡ Teacher gives the following instructions (i) “*crouch down and make yourself as small as a snail*”, (ii) “*reach up high and make yourself as tall as a giraffe*”, (iii) “*stretch your arms out to make yourself as wide as an elephant*”, (iv) “*wag your tail like a happy puppy*.”
- ➡ Teacher prompts pupils to “*march on the spot with knees up and arms swinging*.”
- ➡ Teacher varies the pace and force of the march, e.g. “*as slow as a snail*”, “*as fast as a puppy*”, “*as heavy as an elephant*”, “*as light as a bird*.”
- ➡ Teacher adds “*Jump like a kangaroo*”, then alternates between marching in different ways and jumping.

MODIFICATION: Use appropriate signalling methods for pupils with hearing impairment (e.g. large print cards with pictures of different animals). For pupils with vision impairment, allow extra time to describe each movement and guide with verbal feedback.

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

MORE ACTION: March in a circle (ensuring all pupils are moving in the same direction). Call out “*Move like a __*” instructions like above, returning to marching after each movement. Encourage pupils to come up with their own suggestions for animals to move like.



TOP TIP

Use **rhyming cue** to support knowledge and understanding that there is a ‘right way’ to march: “*When soldiers march, they aim to please. So swing your arms and lift those knees*”. Use rhyming cue to prompt the ‘right way’ to jump: “*Bend your knees, up you go, jump and land, two feet in a row*”.

ACTIVITY 1 - Skipping Orientation

Set-up: Disperse skipping ropes (one per pupil) around the playing area.

Pupils go to a skipping rope and position it in a straight line (like the number one or the capital letter ‘I’) on the floor. Teacher demonstrates the following movements for pupils to practise along or beside the rope.

- ➡ Walking or jogging up and down the rope.
- ➡ Sidestepping up and down the length of the rope (facing the rope).
- ➡ Walking heel-to-toe forwards (pretend you are on a tight rope) and backwards, taking it nice and slowly.
- ➡ Jumping over the rope from one side to the other moving sideways down the length of the rope (facing the rope).
- ➡ Straddling the rope with hands and feet and ‘crawling’ up and down the length of the rope.
- ➡ Doing small quick jumps up the line in a zig-zag from one side of the line to the other (emphasise jumping on balls of feet to move quickly), progressing to double jumps on each side (this is particularly good practise for those learning to skip).
- ➡ Ask pupils to suggest rhymes as they jump down the length of the rope (this can help to find the rhythm required for skipping).



MODIFICATION: For pupils who are wheelchair or mobility device users, stick a line of masking/electrical tape to the floor (or draw with chalk) instead of rope and assign an upper body movement. For pupils with vision impairment, use brightly coloured ropes or partner all pupils.



MORE ACTION: Vary the force (speed and height) of skills; hopping quickly or slowly, jumping low to the ground or high off the ground.



TOP TIP

Use willing students to provide **peer demonstrations** of walking/jumping down the rope etc. Deliver **individual feedback privately on one skill**. Give **feedback** to a variety of pupils to **reinforce the message** that we can *all* make improvements.

SPHE

Strand:
Myself and Others
Strand Unit:
Relating to Others



PE

Strand:
Athletics
Strand Unit:
Jumping

Equipment for Lesson:

Skipping ropes,
Learning to Skip card
and *PE Agreement* poster
(from resource pack)

Action for Life

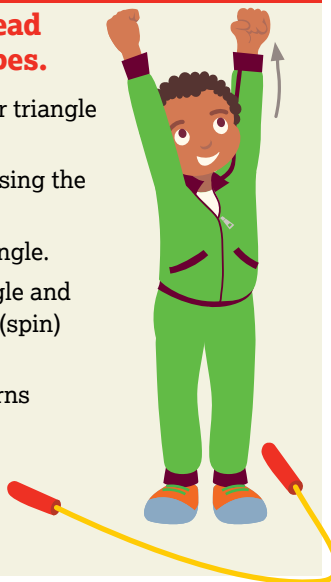
LESSON 2

ACTIVITY 2 - Skipping Moves

Set-up: Put pupils into pairs and request class to spread out around the room, each pair with two skipping ropes.

- ➔ Pupils work with their partner to create the shape of a square or triangle on the floor using their ropes.
- ➔ Taking turns, pupils jump in and out of the square or triangle using the verbal prompts "...your turn... my turn".
- ➔ Teacher instructs pupils to jog slowly around the square or triangle.
- ➔ One at a time, pupils are prompted to stand in the square/triangle and demonstrate a quarter turn jump, half turn jump, full turn jump (spin) in the centre.
- ➔ Teacher emphasises the importance of being fair and taking turns throughout.

MODIFICATION: Pupils who are wheelchair or mobility device users and their partners can use a longer length of rope, or ball of wool/twine to create the shape.



COOL DOWN - Capital Letters

Set-up: Ask pupils to work individually with a rope each.

- ➔ Together with the teacher, pupils 'air write' the letters L, V, U and O.
- ➔ Pupils arrange their skipping rope into a given capital letter e.g. L, V, U or O.
- ➔ Pupils are instructed to walk or jog around the capital letter shape.

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



Assessment of / for learning



Questioning

During/after Activity 1, ask pupils to describe and discuss what they have to do to jump high or low (big or small). Which body parts/movements help us to jump higher?



Self-assessment

During Activity 2, ask pupils to show you their favourite 'new moves'. Record why they like that move and how they came up with it. You could use school camera (if school policies allow) to photograph the move and add it to your assessment folder.



Observation

Use the PDST *Move Well Move* Often assessment tools (Teacher Checklist or Infant Self-assessment) to record observations on hopping.



MORE ACTION: Encourage pupils to practise skipping with the skipping rope (use *Learning to Skip* resource card for teaching points). For pupils who can already skip, try double bounce (basic skip), single bounce, side to side (ski jump) or backwards skip.



TOP TIP

Teacher should make reference to the **PE Agreement** and state that you are looking for excellent turn-taking skills. **Empower** pupils to use the language "your turn, my turn". Teacher provides pupils a **choice** to come up with their own movements in the square/triangle, once more emphasising turn-taking.



Learning to Skip

- 1 Practise initially with just arms, swinging the rope from the heels to the front of the toes and back again while standing, keeping feet flat on the ground.

Focus on:

- ➔ gripping handles of the skipping rope.
- ➔ making big arm circles.
- ➔ moving both arms at the same time.

- 2 When comfortable with arm movements, introduce feet. Step over the rope while walking or running, or try small jumps over the rope.

Focus on:

- ➔ getting used to the rhythm of the turning rope.
- ➔ understanding where the rope is without having to look.
- ➔ jumping at the right time when the rope gets close to the feet.



Games or activities that involve jumping rhythmically over a stationary rope or line with both feet at the same time, will help to develop the foundations of skipping.



Modifications for skipping

For pupils who are wheelchair users, use two short ropes or scarves. Hold one in each hand and rotate at sides.

Start with one hand and progress to moving both in a rhythmic motion at same time.





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.



Our Class PE Agreement



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



My Notes

Action for Life



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