



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





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





Irish Heart Foundation

Learning Outcomes

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

HEAD



Demonstrate

body awareness and identify if their heart is beating fast or slow.

HEART



Give and take

turns during an activity.

HANDS



Work with a partner to

perform simple movements (marching, running, skipping, side-stepping, hopping) following the teacher's directions.

WARM UP - Beating Hearts

Set-up: Provide pupils with blank stickers and colours and allow 1-2 minutes for pupils to design their own heart sticky labels.

- ➔ Teacher explains that the heart is on the left side of the body and assists pupils with identifying their left side to place their decorated sticker over their heart.
- ➔ Teacher demonstrates how to feel a heartbeat by putting hand to chest slightly to the left and explains that they will call this "heart check".
- ➔ Teacher instructs pupils to clap out what the beat of their heart sounds like (teacher demonstrates fast and/or slow rhythms).
- ➔ Teacher leads slow march on the spot and claps hands to the rhythm.
- ➔ Teacher increases speed of clapping as marching gets faster.
- ➔ Teacher calls out "heart check" and asks pupils do they notice anything unusual about their heart (beating, thumping, and pounding). Teacher reassures pupils that this is normal and that our hearts beat faster when we are active.



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

ACTIVITY 1 - Shoulder to Shoulder

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

- ➔ Teacher demonstrates performing different movements on the spot (marching, running, skipping, side-stepping, hopping).
- ➔ Teacher encourages pupils to come up with additional movements.
- ➔ Teacher then leads the group in moving around the play area clockwise, performing these movements in counts of 8 (i.e. "march 2,3,4,5,6,7,8"; "hop 2,3,4,5,6,7,8").
- ➔ Teacher plays music and nominates different pupils to choose a movement.

Teacher stops the music and calls out an instruction for pupils to find a partner and touch:

- ➔ Shoulder to shoulder.
- ➔ Back to back.
- ➔ Toe to toe.
- ➔ Elbow to elbow.
- ➔ Knee to knee.

MODIFICATION: Begin the activity in pairs allowing pupils with limited mobility to move with their partner.



MORE ACTION: Replace marching with a variety of locomotor skills, afford pupils the authority to call out 'heart check'.

MORE ACTION: Use different types of music, with different types of beats encouraging pupils to move in time with the beat. To increase the challenge, call out more than one body part at a time (e.g. hand to hand and toe to toe).



TOP TIP

Use a **visual prompt** (sticker) to help pupils identify where their heart is. **Demonstrate** an effective way to check heart beat (open palm over the sticker).



TOP TIP

Remind pupils of the **PE Agreement**, use **WILF** (What I'm Looking For) to emphasise important traits like working together and being kind to one another. Ask a willing pair to demonstrate the task (**peer demonstration**).

SPHE

Strand:
Myself and Others
Strand Unit:
Relating to Others



PE

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

**Equipment
for Lesson:**

Sticky labels,
Crayons/Colouring
pencils, Music,
PE Agreement poster
(from resource pack)

Action for Life



ACTIVITY 2 - Brushstrokes

Set-up: Ask pupils to spread out around the room and ensure they have their own space. Put on some slow gentle music.

- ➔ Teacher tells pupils that they are going to make imaginary paintings using parts of their body as the paintbrush.
- ➔ When the music plays, teacher calls out a body part to 'paint' with (elbow, foot, nose, knee, stomach etc.).
- ➔ Teacher can specify what type of picture to paint or allow pupils to come up with their own ideas.
- ➔ Pupils are encouraged to match the speed of their movement to the speed of the music.
- ➔ Every few minutes, teacher calls out a different body part to 'paint' with.
- ➔ Music of different speeds can be played to encourage faster or slower painting.

MORE ACTION: Suggest things to paint that need specific types of movement (e.g. a giraffe with a long neck, a swirly snail shell, a wriggly worm, the sea with zig-zag waves). Give further descriptions of the canvas to be painted – it could be huge or tiny, it could be above the pupils requiring them to lie down and paint (like Michelangelo painting the ceiling of the Sistine Chapel), or it could be on the floor.

TOP TIP

Emphasise that there is no 'right' or 'wrong' way to move in this activity. Pupils should be **encouraged** to visualise their painting and move fast or slow to the music. Allow enough **time** for pupils to explore moving in different ways for each body part; some positions may require more balance or flexibility than others.

COOL DOWN - Shadow Dancing

Set-up: Put pupils into pairs and ask each pair to face each other.

- ➔ One pupil in each group is assigned the role of the 'Mirror'.
- ➔ The Mirror has to mimic the movements of their partner.
- ➔ After mirroring several movements, the pair swap over.

Teacher can suggest the following movements, encouraging pupils to vary the speed and rhythm to make it more challenging to mirror the movements:

- Make a big smile.
- Lift shoulders to ears and lower them.
- Circle shoulders backwards.
- Move waist side to side.
- Raise both arms overhead.
- Stretch arms out like a bird's wings.
- Lift right/left knee.
- Shrink down low.
- Lift up high on to your toes.



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

Assessment of / for learning



Questioning

Ask pupils to discuss which body parts were harder/easier to match to other people (Activity 1) and to use to 'paint' with (Activity 2).



Self-assessment

Ask pupils to think about the activities in this lesson and consider the following questions: *Where did I get stuck? What did I do? What helped me? Who did I ask? What new thing did I learn?*



Task

Throughout the rest of the week, ask pupils every so often to identify where their heart is, with and without their heart sticker.



Irish Heart Foundation

Learning Outcomes

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

HEAD



List different types of movements and actions performed at the circus.

HEART



Practise giving and taking turns during an activity.

HANDS



Respond to a narrative using appropriate movement and actions (e.g. gallop like a horse, walk slowly backwards, move like a tiger, freeze).

WARM UP - Changing Leaders

Set-up: Instruct pupils to stand at one end of the playing area and divide pupils into groups of 4.

- ➔ Each group nominates a leader and lines up behind them.
- ➔ When the music starts, pupils imitate the leader's movements. This can be on the spot or travelling.
- ➔ When the music stops and teacher calls, "*change*", the last pupil in the line jogs to the front and becomes the new line leader.
- ➔ Each leader performs a new movement for the line to imitate.
- ➔ Teacher can provide verbal prompts to assist leaders looking for inspiration (snake, deep-sea diver etc.).

MODIFICATION: Use coloured signal e.g. green ball/ racket/flag to assist pupils with hearing impairment to know when to 'change'. For pupils with vision impairment, leader describes movement (e.g. "*Wave your arms and stamp your feet.*").

STRETCH

before moving to Activity 1 (see Warm Up stretches)

MORE ACTION: To extend the activity, perform as a whole class line, or two class lines. Begin or conclude this activity with well known 'line dances' such as *The Macarena, Saturday Night or Baby Shark*.

ACTIVITY 1 - Surf's Up

Set-up: Create one large circle of disc markers with sufficient space for all pupils to stand around the edge.

- ➔ Teacher instructs pupils to jog around the circle. Teachers calls "*dive*" and pupils pretend to 'dive' with their arms into the sea (centre of the circle).
- ➔ Pupils are encouraged to "*crouch down and wait for the waves to come in*", then to "*jump over the waves*" (teacher counts down "*3,2,1, JUMP!*").
- ➔ Pupils use arms to 'swim', following teacher instructions – "*swim forwards*" and "*swim backwards*".
- ➔ When teacher calls "*surf's up*", pupils run to a disc marker and lie on their front, pretending to swim out to the waves (kicking legs, using arms).
- ➔ When teacher calls "*surf time*", pupils hop on top of their imaginary board, balance with knees bent and feet apart.
- ➔ Teacher calls "*dive*" to begin the sequence again.



MORE ACTION: Provide additional instructions when pupils are on their imaginary surfboard:
"*Lean to the right, lean to the left*".
"*Surf on one leg then on the other*".
"*Get really low – bend the knees*".
Later, the activity can be repeated using beach or surfing themed music, choose a willing pupil to lead the class with prompts.



TOP TIP

Remind pupils of the **PE Agreement**, use **WILF** (What I'm Looking For) to emphasise key traits like working together and being kind to one another.



TOP TIP

Using **stories** to create movement is a really useful way to improve movement skills. Research shows that when we make reference to body parts ("*bend your knees, extend your arms*" etc.) some pupils get confused and overwhelmed. By **prompting** pupils to 'ride a surfboard' you can signal a specific movement while making the task clear and fun.

SPHE

Strand:
Myself and Others
Strand Unit:
Relating to Others



PE

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

Equipment for Lesson:

Disc markers, Music, Mats,
PE Agreement poster
and *Feelings Finder*
(from resource pack)

Action for Life

LESSON

6

ACTIVITY 2 - Circus Acts

Set-up: Ask pupils to remain in a circle from previous activity (pupils can spread out beyond the disc markers to give more space).

Teacher instructs pupils to perform the following movements, while moving clockwise:

- ➔ **Horses:** Gallop around the circus ring.
- ➔ **Stilt walkers:** Walk with legs straight like you are on stilts.
- ➔ **Monkeys:** Swing like a monkey.
- ➔ **Tigers:** Prowl like a tiger on hands and knees.
- ➔ **Jugglers:** Pretend to juggle lots of balls.
- ➔ **Tightrope walkers:** Walk around the circle heel-to-toe with arms out for balance.

MODIFICATION: Use visuals (e.g. cards with pictures) or clear demonstrations for the circus acts to assist pupils with hearing impairment to know what action to complete.



MORE ACTION: Add musical accompaniment (e.g. 'Join the Circus') to boost energy and confidence. To extend the activity, task a group of pupils to act out a specific circus act (with or without music). Ask the rest of the pupils to guess the act. Demonstrate how to extend the act with extra movements (e.g. a tightrope walker might first climb a ladder, then check the rope, then walk the rope).



TOP TIP

Provide effective **demonstrations** of the horse galloping, monkey climbing, tiger prowling, tight rope walker etc. Use **visual prompts** (flash cards and video) if possible. Invite willing pupils to **demonstrate** and **positively reinforce** their efforts.

COOL DOWN - Sound System

Set-up: Ask pupils to spread out around the playing area. **Demonstrate** which direction to move in (clockwise or anti-clockwise).

Teacher calls out different directions.

- ➔ **Fast forward:** Run.
- ➔ **Rewind:** Walk backwards slowly.
- ➔ **Pause:** Jump on the spot.
- ➔ **Stop:** Freeze.

SAFETY! Emphasise that pupils need to look back over their shoulder and move slowly when walking backwards to ensure they don't bump into other pupils.

STRETCH

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

Assessment of / for learning



Questioning

Ask pupils to identify different movements you might see or do at the circus (or at the zoo, seaside etc.). Record them as a group, with words, drawings or photos. Emphasise that everyone moves differently and that's normal.



Questioning

Ask pupils to rate their enjoyment level during today's PE class using the *Feelings Finder*.



Observation

Record each pupil's ability to follow movement prompts, noting any pupils that are finding particular movements or directions challenging.

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....



1	2	3	4	5
				



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