



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



Irish Heart Foundation

Learning Outcomes

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



Demonstrate an understanding of following directions (forward, backwards, left, right).



Demonstrate persistence and resilience by making mistakes and trying again.



Practise moving in a variety of directions, shapes and speeds.

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: Walk/run to the opposite end of the square area.
There: Walk/run to an area that the teacher is pointing to.
Everywhere: 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 jumping jacks with arms only or spin in a circle. Use appropriate signalling methods for pupils with hearing impairment (large print cards with arrows or diagrams of designated destination).

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).

ACTIVITY 1 - Partner Ball Carry

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

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

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



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



TOP TIP

Use **WALT** (We Are Learning To) to emphasise following directions – forwards, backwards, left and right. Support activity using verbal and visual prompts (e.g. signs with directional words).



TOP TIP

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

SPHE

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



PE

Strand:
Outdoor and
Adventure Activities
Strand Unit:
Orienteering

Equipment for Lesson:

Cones, Foam balls, Blu tack,
Disc markers, *Home Cards*
(red), Blank sheets of paper,
Animal Cards (yellow) and
PE Agreement poster
(from resource pack)

Action for Life

LESSON 3

ACTIVITY 2 - Gone Travelling

Set-up: Disperse disc markers around playing area, with a yellow *Animal Card* face down on each one. Stick red *Home Cards* to the walls. Divide pupils into pairs and instruct each pair to stand at a disc marker.

- ➡ On instruction, pupils turn over their *Animal Card* at their disc marker.
- ➡ In their pairs, pupils run around the room, working together to find the *Home Card* on the wall that matches their animal.
- ➡ When pairs have found the correct location of their matching *Home Card*, they discuss how the animal moves (does it swim, fly or crawl?).
- ➡ Pairs travel back to their disc marker, moving in the style of the animal on their card (i.e. if their home is a web, they crawl like a spider).
- ➡ When pairs return to their disc markers, they must place the *Animal Card* back on the floor face down.
- ➡ Each pair then finds a new disc marker and repeats with a different animal.

MODIFICATION: Place cards on a raised surface to allow pupils who have difficulty reaching the ground to retrieve the card. Assist pupils struggling to identify the correct destinations by giving prompts.

MORE ACTION: Ask pairs to think of another animal not on the cards. Instruct pairs to run around the playing area and call “*groups of 4*” so that two pairs are together. Each pair tells the other what animal they chose, then moves in the style of the animal the other pair chose towards the *Home Cards*. Add blank sheets of paper to the wall to make new *Home Cards* if none match the chosen animal. Pupils can discuss where the chosen animal might live and draw the homes on the sheets.



TOP TIP

Allow each pair enough **time** to arrive at their destination and remind them that this is not a race. Provide additional **verbal cues**, privately, to pairs that require support.

COOL DOWN – Rabbit Rhyme

Set-up: Request all pupils to clear equipment from previous activity.

- ➡ Teacher instructs pupils to spread out around the room and crouch down like rabbits sleeping in a burrow.
- ➡ Teacher narrates:
“*In a hole beneath the ground, lives a rabbit without a sound, Slowly it wakes*, (begin to slowly stretch up)
A big breath it takes, (take a deep breath)
Stretches its paws, (stretch arms and legs)
And peers outdoors, (stretching forward and looking side to side) *Better not stay*, (crouch back down)
It jumps away” (bunny hop away like a rabbit).



STRETCH

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

Assessment of / for learning



Teacher- designed Task

In small groups, ask pupils to spread out along a line. Ask pupils to close their eyes and instruct them to take one step forward/backward, right or left. Note accuracy (See ‘Observation’ assessment)



Questioning

Debrief after Activity 1. Ask children about their teamwork; “*Who worked well with their partner?*”, “*How did you decide who would go forward, or backwards?*”, “*Did you talk together?*”, “*What made you a good team?*”.



Observation

Keep a checklist of pupils’ ability to follow directions. Note accuracy of Teacher-designed Task with a checklist.



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Learning Outcomes

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



List 3 different locomotor skills (i.e. skills where the body travels such as walking, running, hopping, skipping, jumping).



Ask each other relevant questions to seek clarification.



Move appropriately using a variety of locomotor skills to find an object.

WARM UP - Ship, Sea, Shore

Set-up: Using cones, create three long parallel lines. Ask pupils to line up along the middle line.

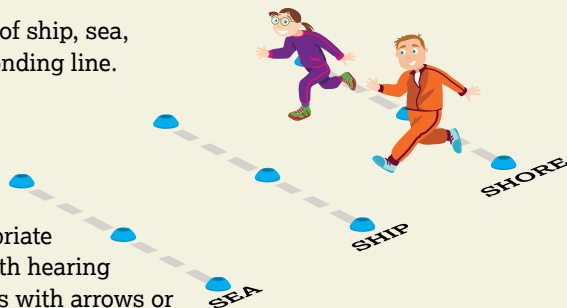
Pupils respond to the directions of ship, sea, shore by running to the corresponding line.

Ship: Middle line

Sea: Left line

Shore: Right line

MODIFICATION: Use appropriate signalling methods for pupils with hearing impairment (e.g. large print cards with arrows or diagrams of designated destination pupils must run to). For pupils with vision impairment, pair all pupils for this activity and use disc markers in place of cones.



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

MORE ACTION: Change 'run' to any other locomotor skill (walk, hop, skip, slide, jump, leap). Add extra movements for directions, e.g. **Ship:** Move to middle line and stretch out arms like a sail; **Sea:** Move to left line and make swimming motions with arms; **Shore:** Move to right line and crouch down to dig in the sand. Add additional directions and movements:

Hit the deck: Lay down on stomach.

Scrub the deck: Crouch down and make scrubbing action on floor.

Clear the deck: Lie on back with legs in the air.



Verbally introduce learning outcomes via **WALT** (We Are Learning To) "We are learning to use different locomotor skills. Locomotor skills include hopping, skipping, jumping, sliding and running".

ACTIVITY 1 - Buried Treasure

Set-up: Keep the middle 'Ship' line from the Warm Up and let pupils know that this is now our pirate ship. Disperse the rest of the cones around the room. Place a *Treasure Card* under each of the scattered cones on either side of the pirate ship line.

- ➡ Pupils are put into pairs (or choose a partner) and each pair gets a crayon and a *Treasure Checklist*.
- ➡ Pairs stand at the pirate ship line.
- ➡ Each pair must move from the pirate ship to find the treasure by walking to an unattended cone and checking underneath.
- ➡ When pupils find a piece of treasure on their checklist, they colour in the corresponding box, place the treasure back under the cone and move to the next unattended cone.
- ➡ When all 5 pieces of treasure have been uncovered, pupils return to the pirate ship.

MORE ACTION: Place multiples of the same piece of treasure under several cones. After all pupils have completed their checklist, play a matching game where pupils try to identify cones that hide the same pieces of treasure. Use directional language (e.g. The blue cone at the front, to the left, to the right etc.). Instead of colouring in the treasure checklist when they find a piece of treasure, pupils could be asked to keep a tally of how many pieces of each type of treasure are in the playing area.



Remind pupils of the **PE Agreement** and that you are looking for pupils to work together. Some younger children may not yet have sufficient oral language skills to work effectively with a peer. **Role play** or **model** the types of questions that pupils could ask each other to be successful in this task: "What treasure is on our list?", "How many pieces of treasure do we need to find?", "What treasure have we found?", "What treasure do we need to find?".

SPHE

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



PE

Strand:
Outdoor and
Adventure Activities
Strand Unit:
Orienteering

Equipment for Lesson:

Cones, Crayons, *Treasure Checklist*, *Treasure Cards* and *PE Agreement* poster (from resource pack)

Action for Life

LESSON

4

ACTIVITY 2 - Matching Treasure

Set-up: Keep cones and treasure setup from previous activity (treasure hidden under cones).

- ➡ Pupils walk (or skip, hop, or other locomotor skill) around the cones in the playing area.
- ➡ When teacher calls “*Dig for treasure!*”, pupils find an unattended cone and pick up the treasure hidden under the cone.
- ➡ When teacher calls “*Find your match!*”, pupils work together to find the classmate(s) with the same piece of treasure.
- ➡ Teacher calls ‘*Buried treasure!*’ and pupils hide their treasure under the nearest empty cone.

MORE ACTION: Pupils could be asked to match treasure based on colour (gold treasure group, silver treasure group) or first letter sound (goin/crown etc.). Ask pupils to identify which piece of treasure is found the most, least etc. Treasure could be replaced with letters or numbers with pupils asked to match with other vowels, odd numbers, even numbers etc.



TOP TIP

Allow pupils enough **time** to find their matching treasure, remind them that this is not a race. Provide **additional cues** for pupils who struggle to find their match – “*hold your treasure on your forehead*”, “*Say your treasure out loud*” etc.

COOL DOWN - Waves of the Sea

Set-up: Pupils clear equipment from previous activity.

- ➡ Pupils walk around the playing area pretending to be waves in a big sea.
- ➡ Pupils are instructed to begin by walking slowly, being careful not to touch other waves in the sea (other pupils).

Teacher gives the following directions:

- ➡ **Tall waves** (stretch high while walking).
- ➡ **Small waves** (crouch down low and walk on hunkers).
- ➡ **Gentle waves** (walk upright swaying upper body from side to side).
- ➡ **Crashing waves** (jump and stamp on the spot).
- ➡ **Calm sea** (freeze and smile).

STRETCH

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

Assessment of / for learning



Questioning

After the Warm Up, ask pupils to list all the ways that they moved from the ship, to the sea and to the shore. Count all of the ways together as a group. Invite willing pupils to name 3 locomotor (travel) skills.



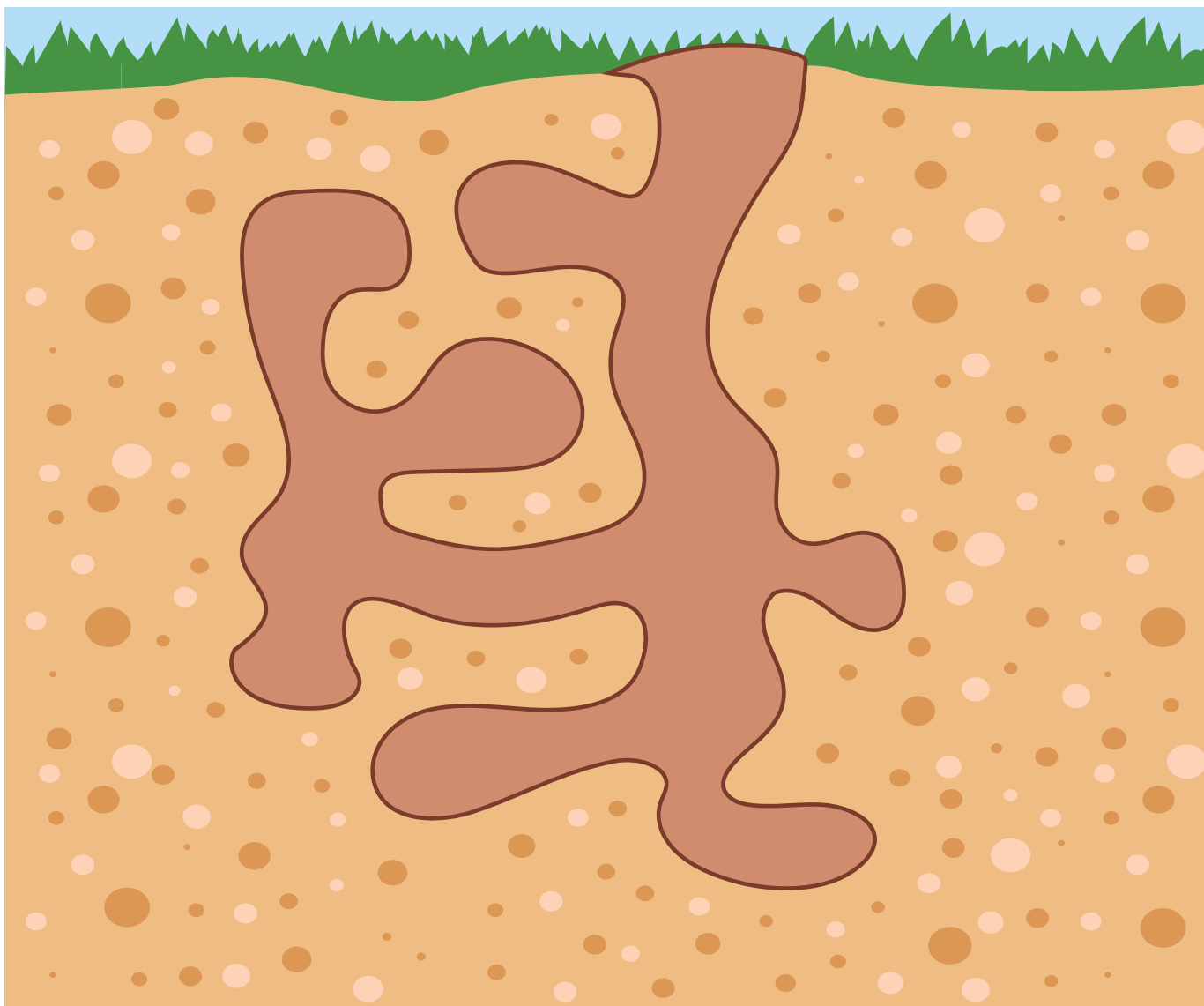
Questioning

Discuss with pupils why Activity 1 was easier to do working in pairs. List all of the ways they worked together: “*One held the checklist, one held the crayon*”, “*One remembered the missing treasure, one lifted the cone*”.



Observation

Identify pupils who struggled/ excelled at finding their matching treasure. Record these observations.





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Home Card - Cave

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LESSON
3





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Home Card – Water



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Home Card – Nest

Action for Life

LESSON
3



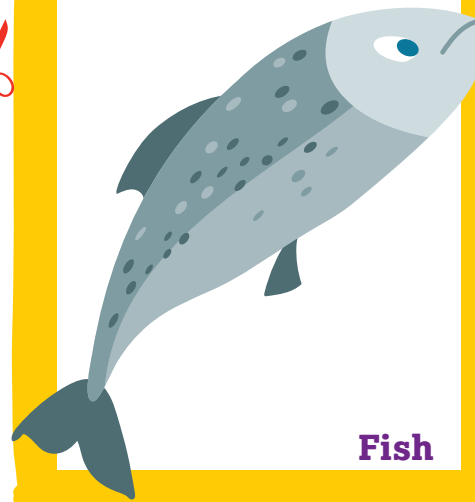




Animal Cards



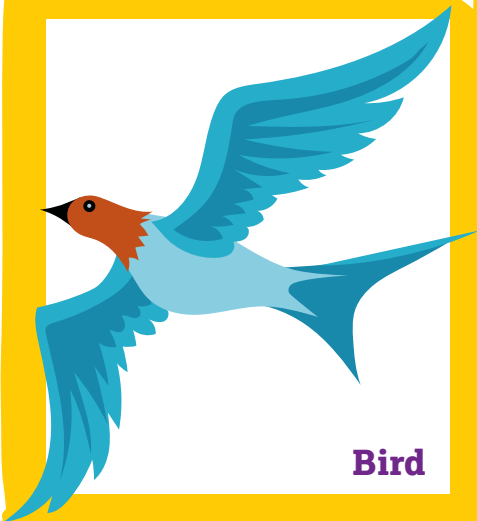
Cut out and laminate
(at least 1 card per pupil)
for Lesson 3.



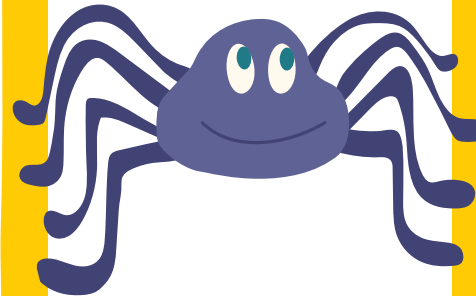
Fish



Bear



Bird

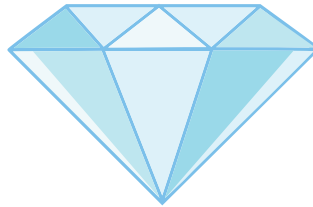


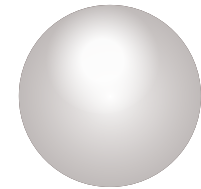
Spider



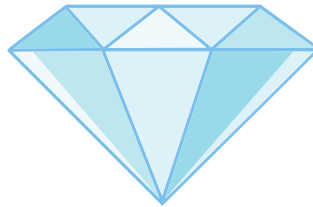
Worm

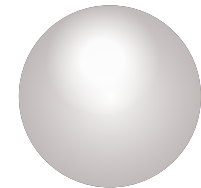

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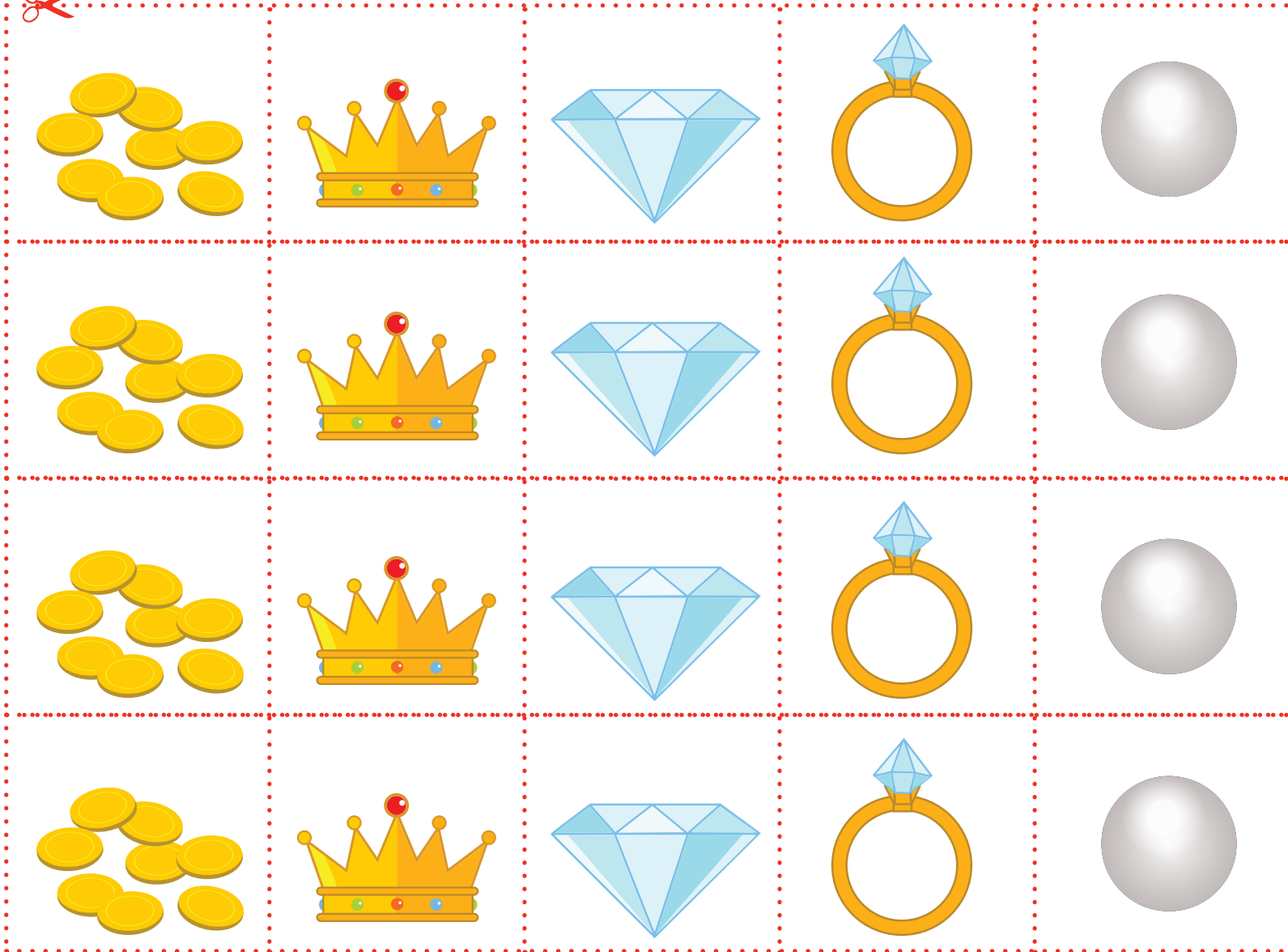

Photocopy (one per pair of pupils) and cut into strips for Lesson 4



Give one strip to each pair for keeping track of the treasure they find.



Treasure Cards



Cut out and laminate
(at least 1 card per pupil)
for Lesson 4.





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....



Our Class PE Agreement



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





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