



Irish Heart
Foundation

Action for Life

Physical literacy through PE and SPHE



Head



Heart



Hands

SECOND
CLASS

THIRD
CLASS

FOURTH
CLASS

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.

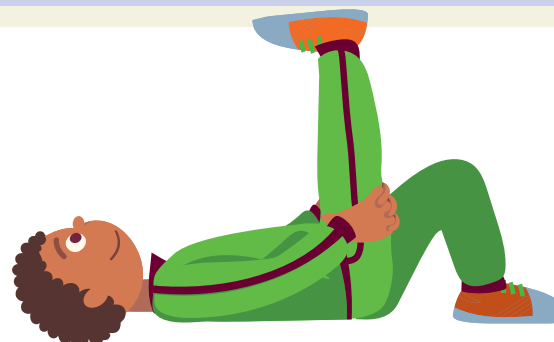
Warm Up Stretch: After warming up our bodies and muscles with light activity, we then do a Warm Up stretch. We do not stretch without first warming up because our muscles are a little bit like plasticine. When we take plasticine out of the packet or tub, it is cold and hard. We need to warm it up by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

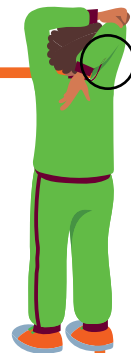
4 Chest and Shoulder Stretch

- 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.



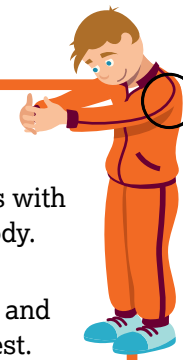
5 Tricep Stretch

- 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.



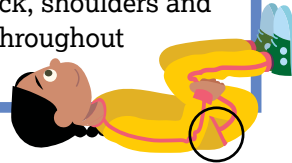
Cool Down Stretches

○ = 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

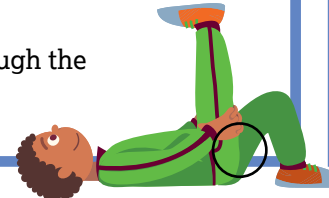
- Lie on back with knees bent and feet flat on floor.
- Place hands at back of thighs and pull knees gently towards chest.
- Keep upper back, shoulders and head on floor throughout the stretch.



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

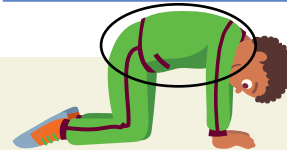
- Turn onto front of body to lie on stomach.
- Rest head on forearm.
- Bend one leg and hold foot with hand on same side.
- Keeping both hips on the floor, gently pull the heel towards the bum.

Repeat with opposite leg



4 Cat Stretch

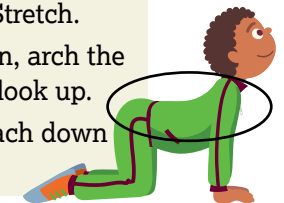
- Kneel with both hands on floor (knees below hips and hands below shoulders).
- Let out a deep breath, tuck chin towards chest and round the back – imagine that you are trying to move your belly button up to the sky.
- Do not hold this position as you will move slowly into Cow Stretch on next breath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

HEAD



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

HEART



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

HANDS

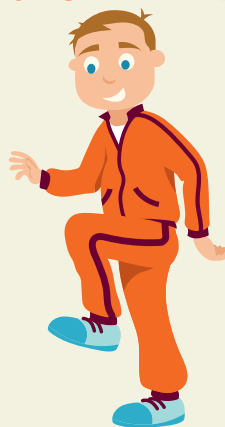


Perform a range of steps and movements to rhythmic and melodic phrases.

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.

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

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).



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!*”.

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



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.



Irish Heart Foundation

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.

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)

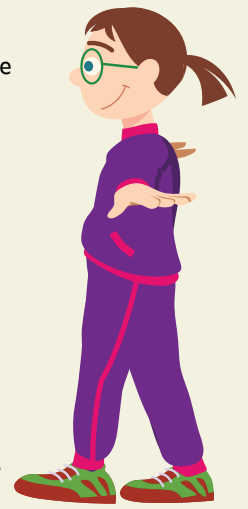
MORE ACTION: The activity can be made longer by continuing the story (e.g. "The robber lands in a river below and starts to swim".) Encourage pupils to take turns adding a line each for the rest of the class to act out.

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 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.



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.

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



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.



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.

Dance Card 1

Walking on Sunshine

Action for Life

LESSON
7

Intro

< DRUMS >

March on the spot

< INSTRUMENTAL >

Sway body left and right with arms
in the air

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)

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

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

 = lyrics  = actions

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



| | | | | |
|--|--|---|--|--|
| 1 | 2 | 3 | 4 | 5 |
|  |  |  |  |  |

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....





Irish Heart
Foundation

My Notes

Action for Life



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