



Irish Heart
Foundation

Action for Life

Physical literacy through PE and SPHE



Head



Heart



Hands



FIFTH
CLASS

SIXTH
CLASS

LESSON
PLANS

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.

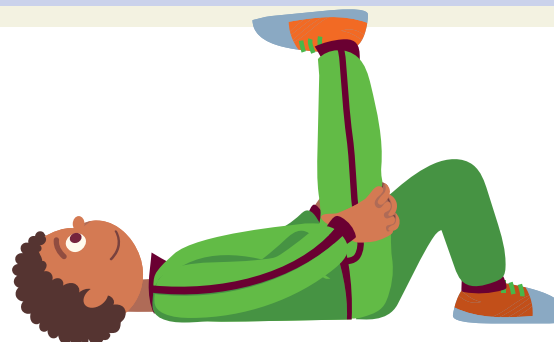
Warm Up Stretch: After warming up our bodies and muscles with light activity, we then do a Warm Up stretch. We do not stretch without first warming up because our muscles are a little bit like plasticine. When we take plasticine out of the packet or tub, it is cold and hard. We need to warm it up by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

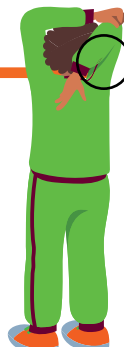
4 Chest and Shoulder Stretch

- 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.



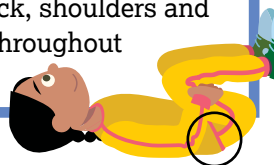
Cool Down Stretches

○ = 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

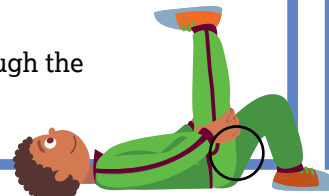
- Lie on back with knees bent and feet flat on floor.
- Place hands at back of thighs and pull knees gently towards chest.
- Keep upper back, shoulders and head on floor throughout the stretch.



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.

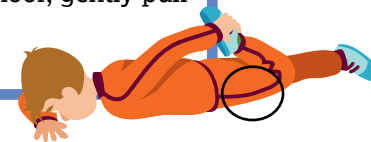
Repeat with opposite leg



3 Lying Quad Stretch

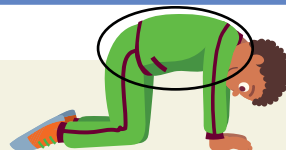
- Turn onto front of body to lie on stomach.
- Rest head on forearm.
- Bend one leg and hold foot with hand on same side.
- Keeping both hips on the floor, gently pull the heel towards the bum.

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



Label
components of a proficient jump.

HEART



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

HANDS

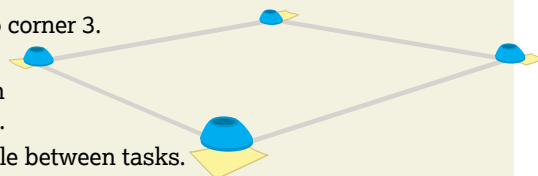


Experiment with various ways of jumping (for height, distance, taking off from one foot and landing on two feet etc.).

WARM UP - Four Corners

Set-up: Create a large square, using cones to mark 4 corners. Place a printed *Task Card* at each of the corners. Divide class into 4 groups. Assign each group a starting corner and ensure all pupils know which direction they will be moving around the square.

- ➔ Pupils read the *Task Card* in their first corner (corner 1) and perform this activity along the edge of the square to travel to the next corner (corner 2).
- ➔ From corner 2, pupils jog one lap around the outside of the square and return to corner 2. Teacher emphasises that it is not a race; pupils need to look out for their teammates and ensure they give each other space and time to jog at their own pace.
- ➔ Pupils read new *Task Card* at corner 2 and perform this activity while moving to the next corner (corner 3).
- ➔ Side step one full lap and return to corner 3.
- ➔ Read *Task Card* at corner 3, perform this task to corner 4, then jog a lap of the square to corner 4.
- ➔ Continue, jogging around the circle between tasks.



MODIFICATION: Place the *Task Cards* at a suitable height (raised bench or table) for pupils who are unable to reach the floor.

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

ACTIVITY 1 - Frog Jump

Set-up: Arrange the hoops as illustrated with 4 beanbags in each end hoop. Put pupils into pairs and request each pair to stand in an empty hoop.

- ➔ One pupil from each pair jumps like a frog (squatting down low with knees wide, touching floor with hands between knees and jumping) to the end hoop.
- ➔ The pupil collects a beanbag and runs back to their base hoop, placing the beanbag in the hoop and high fiving their partner to signal their turn.
- ➔ This is repeated until all of the beanbags are returned to the start hoop.
- ➔ The first team to bring all beanbags back to their base wins.
- ➔ Teacher could also award a victory to the pair or group that encouraged each other or demonstrated improved technique.



MODIFICATION: For pupils who are wheelchair users, instead of frog jumping, partners take turns moving in front of each other and handing a ball overhead from back partner to front partner. Pupils could also move to end hoop together, pick up the beanbag and move back to start hoop throwing and catching the beanbag.

MORE ACTION: Place 2 *Task Cards* at each corner; pupils must move from corner 1 to corner 2 using one of the movements, back to corner 1 using the other movement, then run the full perimeter of the square to corner 2 and repeat for all corners.

MORE ACTION: Instead of just carrying beanbags, ask pupils to throw and catch their beanbag while walking carefully back to their hoop. Pupils could also be tasked with returning to the start hoop while balancing the beanbag on their head.



TOP TIP

Use *Task Cards* to provide effective **visual demonstration** of tasks. Use additional verbal cues to support these tasks, e.g. “*step, together, step, together*” (for side stepping), “*opposite hand to opposite knee*” (for high knees).



TOP TIP

Remind pupils of the **PE Agreement** and that you are looking for pupils who are encouraging one another. You might offer pupils the **choice** to find a partner, then combine pairs to form a group.

SPHE

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



PE

Strand:
Athletics
Strand Unit:
Jumping

Equipment for Lesson:

Cones, Hula hoops (or disc markers), Beanbags, Agility ladders (or short ropes), *Task Cards* and *PE Agreement* poster (from resource pack)

Action for Life

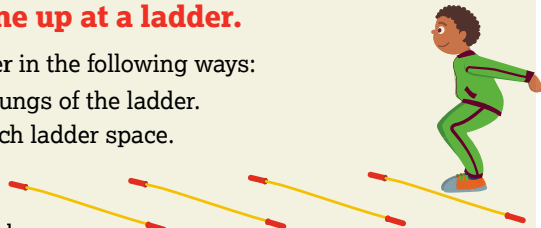
LESSON 1

ACTIVITY 2 - Agility Ladder Challenge

Set-up: Spread out agility ladders (or several short ropes in ladder formations) within the area. Combine pairs from previous activity into groups of 4 and ask each group to line up at a ladder.

Pupils are tasked with moving through the ladder in the following ways:

- ➡ **Jumping for Distance:** Across one or two rungs of the ladder.
- ➡ **Kangaroo Jump:** Jump with both feet in each ladder space.
- ➡ **Right (or Left) Leg Hop:** Hop and land on the right (or left) foot through the ladder.
- ➡ **Hip Hop:** Hop on right foot into the first ladder space, hop on the left into the next space, change foot each time.
- ➡ **Side step:** Facing sideways move leading foot into a space, the second foot follows into the same space.
- ➡ **Hopscotch:** Hop on right leg into the first ladder space, land with both feet parallel in the second space, hop with left leg into the third space, repeat this hop/jump pattern to the end of the ladder.
- ➡ **Quick Step:** “In, in” (right foot, left foot into first space), “out, out” (right foot, left foot to outside edge of next space with feet wide). Move quickly on the balls of the feet as fast as possible without touching the edges of the space.



MODIFICATION: For pupils who are wheelchair or mobility device users, introduce different ways of moving alongside the ladder (forward up, reverse back, whilst dribbling or throwing and catching a ball while moving along the line with assistance from a partner). Use verbal cues to signal when to jump for pupils with vision impairment and large print cards indicating type of jump for pupils with hearing impairment.

MORE ACTION: Have pupils make up their own patterns and show or teach this to the other groups. Over time this can turn into a station activity.



TOP TIP

Emphasise effective use of arms to generate force when jumping. **Show** pupils the jump **video** from *Move Well, Move Often* (PDST resource), noting all the components involved in jumping ‘the right way’.

COOL DOWN - Mexican Wave Pass it On

Set-up: Combine groups of 4 from previous activity into groups of 8. Each group of 8 forms a circle.

- ➡ In each circle, one pupil is nominated to lead. This leader demonstrates a movement or skill (e.g. jumping, kicking, chest passing, throwing).
- ➡ Going clockwise, each pupil in turn demonstrates the skill/action around the circle.
- ➡ When it goes full circle a new leader (the next pupil anti-clockwise) introduces another skill.
- ➡ Once all pupils in the circle have had a chance to be leader, repeat but this time faster and the leader can introduce a new movement when a skill has gone halfway around the circle.

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

Assessment of / for learning



Questioning

Challenge pupils to demonstrate and describe the components of a jump. Ask pupils to outline the **first** part of the skill (bend knees with arms behind), **middle** part of the skill (arms extended forcefully upwards above the head) and **last** part of the skill (land with feet together, arms forcefully forward).



Questioning

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



Observation

At the beginning and end of the year, teachers could evaluate pupils' fundamental movement skills using teacher or peer Observation Checklists from the PDST's *Move Well, Move Often* resource.



Irish Heart Foundation

Learning Outcomes

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

HEAD



Identify four locomotor skills.

HEART



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

HANDS



Take their own pulse at the wrist or neck.

WARM UP - Nose and Toes Tag

Set-up: Nominate or invite 3 pupils to be taggers.

- ➔ On the teacher's 'go' signal, all pupils run around the playing area with taggers trying to catch them.
- ➔ Once tagged, pupils balance on one foot until a classmate who has not been caught frees them by tapping their shoulder.
- ➔ After a few minutes, 3 different pupils take over as taggers.
- ➔ This time, instead of balancing on one foot, pupils who are caught by a tagger sit on the floor and hold the toes of their left foot with right hand, pass left arm under left knee, touch their nose and try to hold their balance in this position.
- ➔ Any pupils who have not been caught can release their classmates by tapping them on the shoulder.



MODIFICATION: Use appropriate signalling methods for pupils with vision or hearing impairment.

STRETCH

before moving to Activity 1 (see Warm Up stretches)

ACTIVITY 1 - Quicksand

Set-up: Divide pupils into groups of 4 and direct groups to stand at one end of playing area. Place one cone at each group as a base cone and ask one pupil from each group to place another cone on the opposite side of the playing area.

Starting at their base cone, each group estimates how many jumps it will take them to reach the end cone. Groups reach the cone by doing the following:

- ➔ The first team member performs a horizontal jump (jump for distance), remains at that spot.
- ➔ The second team member does a horizontal jump from where the first pupil is standing.
- ➔ The third team member jumps from where the second team member lands, and so on.
- ➔ The activity continues until the end cone is reached. Teams record the number of jumps it took to reach the cone. Teacher encourages pupils to think about and discuss how they could decrease the number of jumps and what they could do to jump further.

SAFETY! When indoors, always start with a stationary start as running can produce too much momentum, causing pupils to fall forward on landing.

MORE ACTION: Change 'run' to any other locomotor skills (walk, hop, skip, side step or jump). Change the direction in which pupils run by using Here, There and Everywhere instructions. (**Here** – run to the opposite end of the playing area, **There** – run to an area the teacher is pointing to or **Everywhere** – run on the spot/ jumping jacks/bounce on the spot).

MORE ACTION: Challenge groups to reach the cone in less or more jumps. Use different locomotor skills (e.g. hopping, side stepping).



TOP TIP

Verbally outline learning outcomes using **WALT** (We Are Learning To) – “We are learning to develop balance and locomotor skills” emphasising the importance of balance, which is part of everything we do (walk, run, jump etc.).



TOP TIP

Remind pupils of the **PE Agreement**, that we work together, encourage one another and are kind to each other. Stagger distance between cones for each group so that there is no group comparison. **Positively reinforce** groups that encourage one another. Provide **verbal cues** to pupils of all skill level, reminding the class that there is always room for improvement.

SPHE

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



PE

Strand:
Athletics
Strand Unit:
Running, Jumping

Equipment for Lesson:

Cones, Basketballs, Skipping
ropes, Stopwatch, Pencils,
*Taking your Pulse**, *Pulse Record
Sheet* and *PE Agreement poster*
(from resource pack)

**Prior to this lesson, it is recommended that teacher introduces
taking the pulse as a classroom activity using resource pack.*

Action for Life

LESSON 2

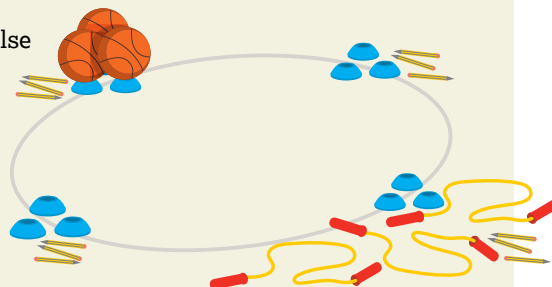
ACTIVITY 2 - Circuit Challenge

Set-up: Place cones (1 per pupil) in 4 different locations in the playing area to create stations. Place skipping ropes at one station, basketballs on cones at another and pencils at each station. Give each pupil a *Pulse Record Sheet*. Divide pupils into 4 groups with a group at each station.

Suggested circuits: (1) Skip on the spot (2) Walk around cones (3) Dribble basketball around cones (4) Run around cones.

- ➡ Before starting, teacher asks pupils to take their pulse, timing 30 seconds; pupils note their pulse on record sheets.
- ➡ Teacher keeps time and calls the start and end of each activity.
- ➡ Pupils complete the activity at their station for 30 seconds, then prepare to take their pulse again during 30 seconds of rest.
- ➡ Teacher ensures all pupils have found their pulse before timing 30 seconds. Pupils record their pulse on record sheets each time.
- ➡ Pupils move to next station and repeat.

MODIFICATION: For pupils with hearing impairment use large card signs to signal when to start and stop each activity or when to measure pulse.



COOL DOWN - Circle Pass

Set-up: Ask pupils to clear away all equipment except basketballs from previous activity and remain in the same groups. Instruct groups to find space in the playing area and sit down in a circle, with knees bent and a basketball in each circle.

- ➡ One pupil picks up the basketball using their feet and passes it to the pupil on their right.
- ➡ Pupils continue to pass the ball around the circle.
- ➡ Time how quickly the ball can travel around the circle without touching the ground.

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

Assessment of / for learning



Questioning

Use direct questioning after Warm Up to identify which locomotor skills the pupils used and which ones required the most 'balance'.



Questioning

Ask pupils to write down, or share aloud, something a peer did or said to them that made them feel supported or encouraged during PE.



Questioning

Following Activity 2, ask pupils to order the circuits by pulse speed e.g. "Which activity resulted in the slowest pulse?", "Which activity increased your pulse the most?".



MORE ACTION: Increase the number of stations in the circuit so that pupils can complete the circuit in smaller groups. Ask pupils to come up with activities that will cause a slow, moderate or fast pulse. In groups, ask pupils to order the circuits by pulse speed (i.e. which activity kept a slow pulse, which increased the pulse the most).



TOP TIP

Demonstrate how to take a pulse on the wrist and/or neck using *Taking your Pulse* card. Provide verbal cues and **private feedback** to pupils during task.



Task Card (Side Step)

Action for Life

LESSON
1

Action for Life



Move sideways
along the line taking
a wide step to the side and
sliding other foot over
to meet it.



Action for Life

Task Card (Spider Crawl)





Task Card (Tightrope Walk)

Action for Life

LESSON
1

Walk along the
line touching heel
to toe, using arms
for balance.





Action for Life

Task Card (High Knees)

Walk lifting the knees
high with every step and
touching opposite hand
to opposite knee.





Taking your Pulse

As your heart beats and pumps blood around your body, you can feel a throbbing (your pulse) where an artery (blood vessel carrying blood from the heart around the body) comes close to the surface of your skin.

Checking your pulse can tell you how fast your heart is beating; this is called your heart rate. The heart rate is measured in beats per minute, sometimes shortened to BPM.



Use the index
and middle finger
to feel the pulse,
not the thumb.

To find a pulse in your neck

- 1 Put two fingers of your left hand onto the side of the windpipe in your throat.
- 2 Push down gently and you will find your pulse which feels like a small 'thump' (you can feel it going up and down). It can be a bit tricky to find this pulse, so you may have to try moving your fingers around to find the right spot.



To find a pulse in your wrist

- 1 Hold your left hand in front of you with palm facing up.
- 2 Using the pointer and middle fingers of your right hand, slide from the base of your thumb (the squishy part of your palm) to where your hand meets your wrist.
- 3 You might need to move the fingers around until you find the right spot. When you have found the pulse, count how many times you feel it while the teacher times 30 seconds. Multiply your score by 2 and this will tell you your heart rate per minute.





Name _____ Date _____

[illegible]

Name _____ Date _____

[illegible]



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