



Irish Heart
Foundation

Action for Life

Physical literacy through PE and SPHE



FIFTH
CLASS

SIXTH
CLASS

LESSON
PLANS



Head



Heart



Hands

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.

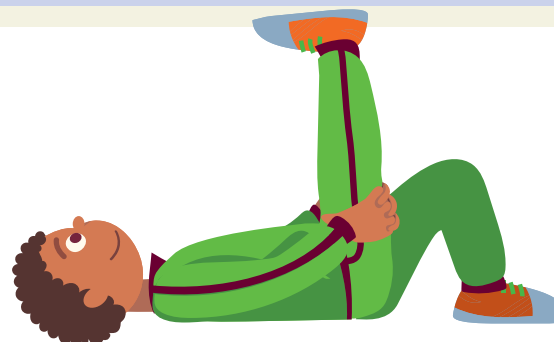
Warm Up Stretch: After warming up our bodies and muscles with light activity, we then do a Warm Up stretch. We do not stretch without first warming up because our muscles are a little bit like plasticine. When we take plasticine out of the packet or tub, it is cold and hard. We need to warm it up by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



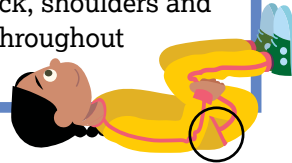
Cool Down Stretches

○ = 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

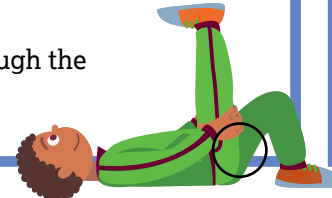
- Lie on back with knees bent and feet flat on floor.
- Place hands at back of thighs and pull knees gently towards chest.
- Keep upper back, shoulders and head on floor throughout the stretch.



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

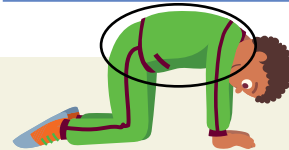
- Turn onto front of body to lie on stomach.
- Rest head on forearm.
- Bend one leg and hold foot with hand on same side.
- Keeping both hips on the floor, gently pull the heel towards the bum.

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



Use verbal cues and 'self talk' to support performance of movement patterns.

HEART



Demonstrate consideration for themselves and others when participating in physical activity.

HANDS



Create, practise and perform a movement sequence with a group.

WARM UP - Dance Tag

Set-up: Put on music and use cones to create a large square playing area.

- ➔ 2-3 pupils are chosen to play the part of the Chaser.
- ➔ The rest of the class move around the playing area, chased by the Chaser.
- ➔ When a pupil is caught they must stop and perform a dance move of their choice until they are set free.
- ➔ Pupils can only be set free when another pupil mirrors their dance for 3-5 seconds.

MODIFICATIONS: For pupils who are wheelchair or mobility device users, incorporate a foam tube or tethered ball to aid in catching other pupils. Designate a safe zone or 'den' where pupils cannot be caught to allow rest breaks. For pupils with vision impairment, pair all pupils and allow them to choose a 'buddy' to run with to guide speed and direction.



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

ACTIVITY 1 - Scatter Dance

Set-up: Using same playing area from Warm Up, ask pupils to spread out and find a space.

This dance routine will consist of 3 parts across Activity 1 and Activity 2. Part 1 will be led by the teacher and parts 2 and 3 will be led by the pupils in small groups.

Part 1: Teacher demonstrates a short dance routine, then breaks this into sections to practise each component.

- ➔ Reach left arm up, right arm up, left arm low, right arm low.
- ➔ Two hands up, two hands down (x2).
- ➔ Jump left, jump right (x2).
- ➔ Jumping jacks (x2).
- ➔ Bend at waist to touch the floor, clap thighs, clap hands twice over left shoulder.
- ➔ Bend at waist to touch the floor, clap thighs, clap hands twice over right shoulder.
- ➔ Jog in a circle to the left and return to starting position.

Part 2: Class reviews the following gymnastics moves from Lesson 5 to incorporate into the dance in Activity 2 (use *Movement Challenge* card to review movements).

- ➔ Coffee Grinder.
- ➔ Push Turn.
- ➔ Push Stand.

MODIFICATIONS: Pupils can vary gymnastics movements to the level of challenge that they are comfortable with (as outlined in Lesson 5).

MORE ACTION: Alter the challenge by either reducing or increasing the number of Chasers. To increase the challenge, introduce specific dance criteria (e.g. pupils must use both arms and legs, movement must start low and go high etc.).



TOP TIP

Remind pupils of the **PE Agreement** and that you are looking for signs that everyone is included. This means considering yourself AND others during the activity. Tell the pupils that: *"I'm going to look out for players who are trying hard to set 'caught' players free. If anyone is left 'caught' for a long time, then we haven't been the best team that we can be"*. Praise pupils (privately) who work hard to free a number of pupils, making them a great team player.



TOP TIP

Learning a movement sequence can be supported with the **prompt** of a steady 'beat'. The 'beat' is the part of the music that we tend to clap along with or tap our foot to, which is like our pulse or the ticking of a clock. When using a musical backing track, start off with a slower piece of music that has a steady beat. Make sure you can count along to this music in sequences of 8 (e.g. *Macarena*). Count out loud to the beat (1,2,3,4,5,6,7,8; repeat). For proficient movers, increase the speed of the backing track (e.g. *Saturday Night*) still counting 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:
Exploration, Creation
and Performance
of Dance

Equipment for Lesson:

Cones, Music with a steady beat, *Movement Challenge* card and *PE Agreement* poster (from resource pack)

Action for Life

LESSON

7

Activity 2: Scatter Dance (continued)

Set-up: Divide pupils into groups of 3-5.

Part 2 (cont'd): In their groups, pupils choose a combination of the gymnastics movements from Part 2 (Activity 1) to create another section of the dance.

This can be fast or slow, depending on how the group choose to move to the beat (e.g. the Push Turn could be performed as quickly as possible a number of times or one beat could be dedicated to each part of the movement).

Part 3: Pupils work in their groups to create a final section of the routine.

- ➔ Teacher provides pupils some 'must haves' for guidance. (e.g. "Include knee lifts and spins" or "Finish with a balance" etc.).
- ➔ When pupils have decided on their final section, they will have three sections of a routine.
- ➔ Teacher gives pupils time to rehearse all sections, reviewing the first section all together if necessary.
- ➔ Pupils then perform their full dance, either as a class or taking turns performing in their groups.

MODIFICATION: For pupils who are struggling to choreograph the final section, remind them of movement sequences they already know (from Irish dancing, from dance videos/games or from pop music).

MORE ACTION: For pupils who present as self conscious, ask them to play a 'role' (e.g. dance like a specific animal). Pupils could also incorporate other movements that have been covered in the Action for Life programme (e.g. Tucked Roll, Inchworm, Stork Stand etc.). To increase the challenge, task pupils with choreographing a longer routine or a faster song.



TOP TIP

Encourage pupils to think and talk aloud when learning a movement sequence. This skill requires memory processes that are helped when we verbally prompt our bodies to perform certain actions and move in time with the music. Encourage pupils to **give names to each movement** (e.g. "Hands up high, now water the flowers"). Play an assortment of popular songs and as a class, count the beat out loud. Count the beat aloud together - "1,2,3,4,5,6,7,8!". Have pupils identify which was the fastest track, which was the slowest.

COOL DOWN - Musical Balance

Set-up: Play music with a steady beat (give pupils choice between 2-3 songs).

- ➔ Pupils travel clockwise around the playing area using a locomotor skill (running, jumping, skipping, hopping etc.) called out by teacher or a nominated pupil.
- ➔ When the music stops, teacher or nominated pupil calls out a number from 1-4 and pupils balance on that number of body parts.



STRETCH

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

Assessment of / for learning



Teacher-designed task

Watch the *Macarena* music video, or other video with a movement sequence. Ask pupils to come up with verbal cues that would guide the movement sequence seen in the video (e.g. hand out, hand out, turn, turn).



Questioning

Ask pupils to consider the benefits of working together as a team in a physical activity. Ask pupils to consider what would happen if a soccer/camogie player or dancer in a dance troupe 'did not think about their teammates'.



Teacher-designed task

Play an assortment of popular songs and, as a class, count the beat out loud. Task pupils with identifying the tracks which had the fastest beat and the slowest beat.



Irish Heart Foundation

Learning Outcomes

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

HEAD



Name 4-5 muscles in the body and understand that muscles help us to generate force.

HEART



Respond to music in a PE setting with confidence.

HANDS



Demonstrate focusing their gaze on a target/object before a physical response.

WARM UP - Hot Air

Set-up: Divide pupils into groups of 4-5 and give each pupil a balloon (not inflated).

- ➔ Teacher provides pupils with the following piece of information: *“Muscles helps us to generate the force needed to move our bodies; to walk, run, dance and move”.*
- ➔ Pupils takes turns to blow up their own balloon, then let it deflate.
- ➔ After each pupil has inflated their balloon, they should mimic how the balloon stretches outward, moving their bodies and hands out wide.
- ➔ Pupils allow the balloon to deflate slowly, or let go and allow it to fly away, with pupils mimicking this movement.

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

MORE ACTION: Encourage pupils to be creative in how they interpret the movement. Use balloons of different shapes and sizes. For pupils who are reluctant to come up with their own moves, start by encouraging the use of the Warm Up and Cool Down stretches, or movements from the *Bizzy Breaks* poster, that may look similar to the stretching and deflating of the balloon.



TOP TIP

Use **WALT (We Are Learning To)** identify some of the major muscles in the body. Use the *Muscles of the Body* card to locate *biceps, triceps, abdominal muscles, hamstrings, quadriceps* etc. When pupils are mimicking the movement of the balloon, provide them with **verbal prompts** that highlight the main muscles involved in the movement.

ACTIVITY 1 - Balloon Dance

Set-up: Ask pupils to spread out around the playing area and keep the balloon they used in the Warm Up.

- ➔ Pupils inflate and seal their balloons (with teacher assisting where necessary).
- ➔ Pupils are tasked with creating a dance incorporating their inflated balloons. It can be used as a prop, a partner, thrown in the air etc.
- ➔ Teacher encourages pupils to take inspiration from how the balloon moves and try to capture an emotion or story.
- ➔ Pupils can begin with feet ‘stuck in the mud’ and progress to full body movements.
- ➔ Teacher and pupils select different songs, fast and upbeat or slow and thoughtful, to contrast the different ways of moving.

MODIFICATION: If a class is reluctant to participate, position the pupils in a circle with each pupil facing out. Task pupils with focusing their gaze on the balloon and their attention on the music, not on each other.



MORE ACTION: Challenge pupils to incorporate specific movements into their dance (e.g. a tucked roll like in Lesson 5, a balance with 1, 2 or 3 points of contact) or to perform a full rotation before the balloon hits the floor.



TOP TIP

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 others might think. Offer pupils **choice** of how to position themselves in the playing area (e.g. visible to other pupils or, for less visibility, in a circle facing out).

SPHE

Strand: Myself and Others
Strand Unit: Relating to Others



PE

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

Equipment for Lesson:

Balloons, Music, *Muscles of the Body* and *Feelings Finder* cards, *PE Agreement* poster (from resource pack)

Action for Life

LESSON

8

Activity 2: Balloon Keep-Up

Set-up: Ask pupils to return to groups from Warm Up. Give each group one inflated balloon.

- ➔ Teacher instructs each group to hold hands in a circle.
- ➔ One member of the group throws the balloon into the air.
- ➔ All group members try to keep the balloon in the air using any body parts except for their hands.



COOL DOWN - Circle Pass

Set-up: Ask pupils to sit in a circle facing inwards.

- ➔ One pupil picks up a balloon with their feet and passes it to the pupil on their right.
- ➔ Players continue to pass the balloon around the circle, slowly and carefully to keep the balloon from bursting.

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

MORE ACTION: Task groups with carrying out the activity seated, on their hunkers, in a circle facing out (but still holding hands) etc. To increase challenge, add extra criteria, such as every pupil in each group must touch the balloon, or no pupil should touch the balloon twice in a row. Use a stopwatch to time how long a group can keep the balloon in the air without touching the ground.



Assessment of / for learning



Teacher-designed task
Provide pupils with a template of the body and task them with labelling the muscles they know (*Muscles of the Body* card in resource pack).



Questioning
Using the *Feelings Finder*, ask pupils to rate how they felt during Activity 1. Use self-assessment questions to foster ownership over learning: *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 pupils to consider which activities require a focused gaze on a target or object to achieve success. List these activities as a class, consider what part of the activity requires a focused gaze (e.g. the ball, the goal, the net).



TOP TIP

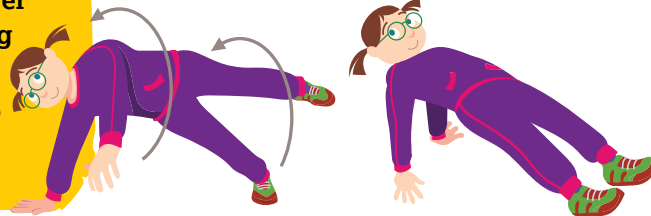
This activity focuses on hand-eye coordination and attention, both crucial for success in PE. **Discuss** with pupils the importance of a 'quiet eye' technique during this task. This involves focusing the eyes on the balloon for at least one second before touching it with the body. This technique can transfer to basketball (focus gaze on the front rim of the hoop for one second before shooting) and other sports where aim and accuracy are important.

TEACHING
NOTES

Push Turn

- 1 Start in a plank position on the floor, with arms straight and hands flat on the mat.
- 2 Keeping one hand on the floor, swing the other arm up and over while turning the body, landing in a Crab Walk position.
- 3 Swing the other arm around to return to a plank position.

MODIFICATION: Start on all fours, with knees bent, instead of plank position and keep lower legs on mat while using upper body to turn.



TEACHING
NOTES

Stork Stand

- 1 Stand facing forward with hands on hips.
- 2 Lift one leg and place the sole of this foot against the inside of the opposite leg (not against knee). Vary the challenge by bringing the foot further up the thigh (harder) or lower down the calf (easier).
- 3 Hold for as long as possible using hands for balance if necessary.
- 4 Repeat with opposite leg.



MODIFICATION: Bend elbow and lean on forearm instead of hand. Keep the other hand on the floor to help stabilise the body.

TEACHING
NOTES

Coffee Grinder

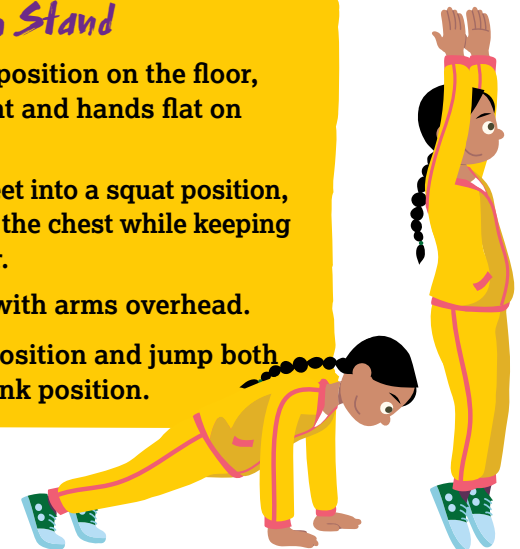
- 1 Start in a side position, leaning on the side of your feet with one arm straight underneath you and hand flat on the mat.
- 2 Stretch the other hand up to the sky.
- 3 Walk the feet slowly around to make a full circle.
- 4 Repeat on opposite side with other hand.



TEACHING
NOTES

Push Stand

- 1 Begin in a plank position on the floor, with arms straight and hands flat on the mat.
- 2 Jump with both feet into a squat position, bringing knees to the chest while keeping hands on the floor.
- 3 Jump to a stand with arms overhead.
- 4 Return to squat position and jump both feet back into plank position.



Muscles of the Body

Label the 6 muscles below

1

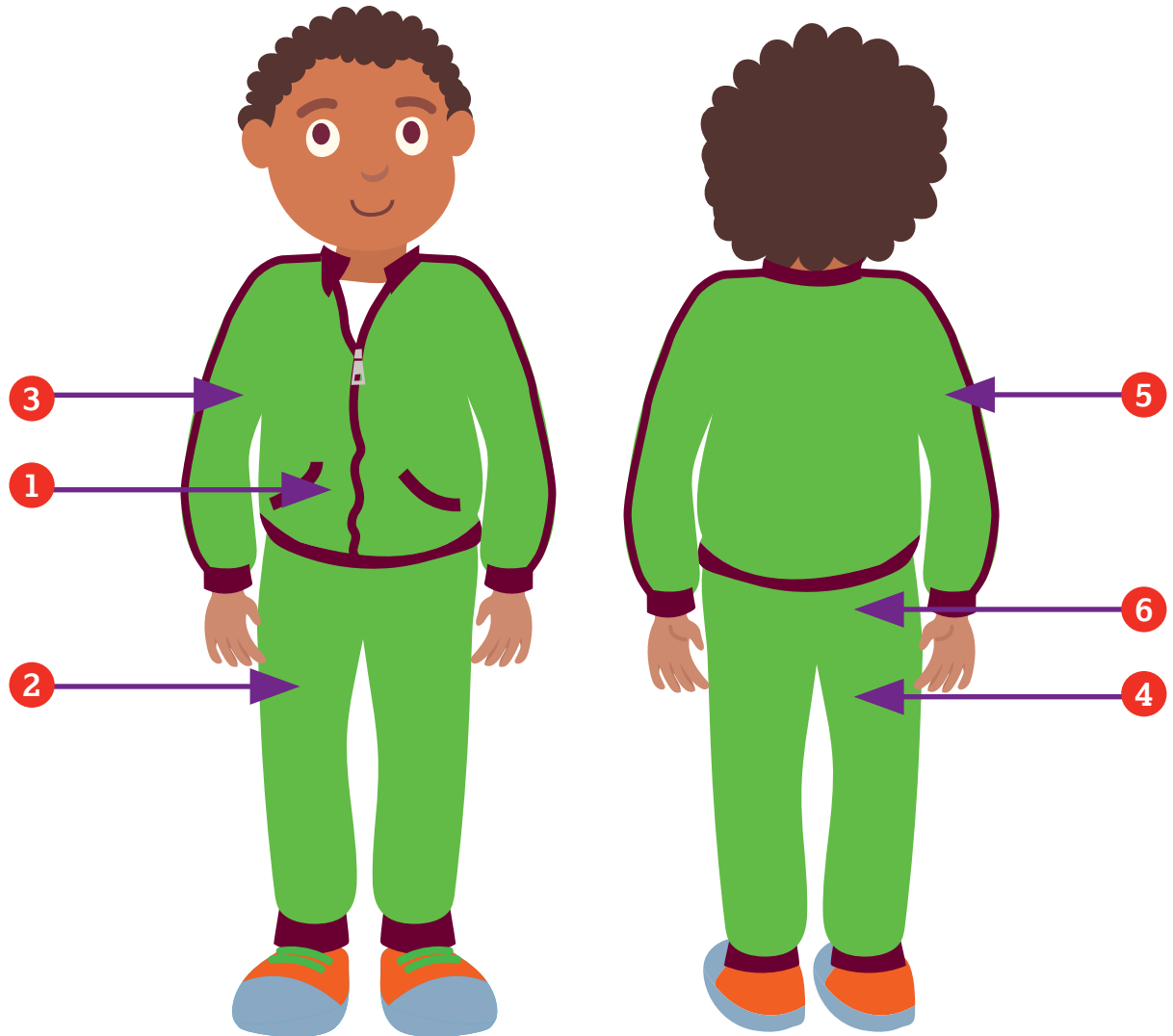
2

3

4

5

6



1 Abdominal Muscles

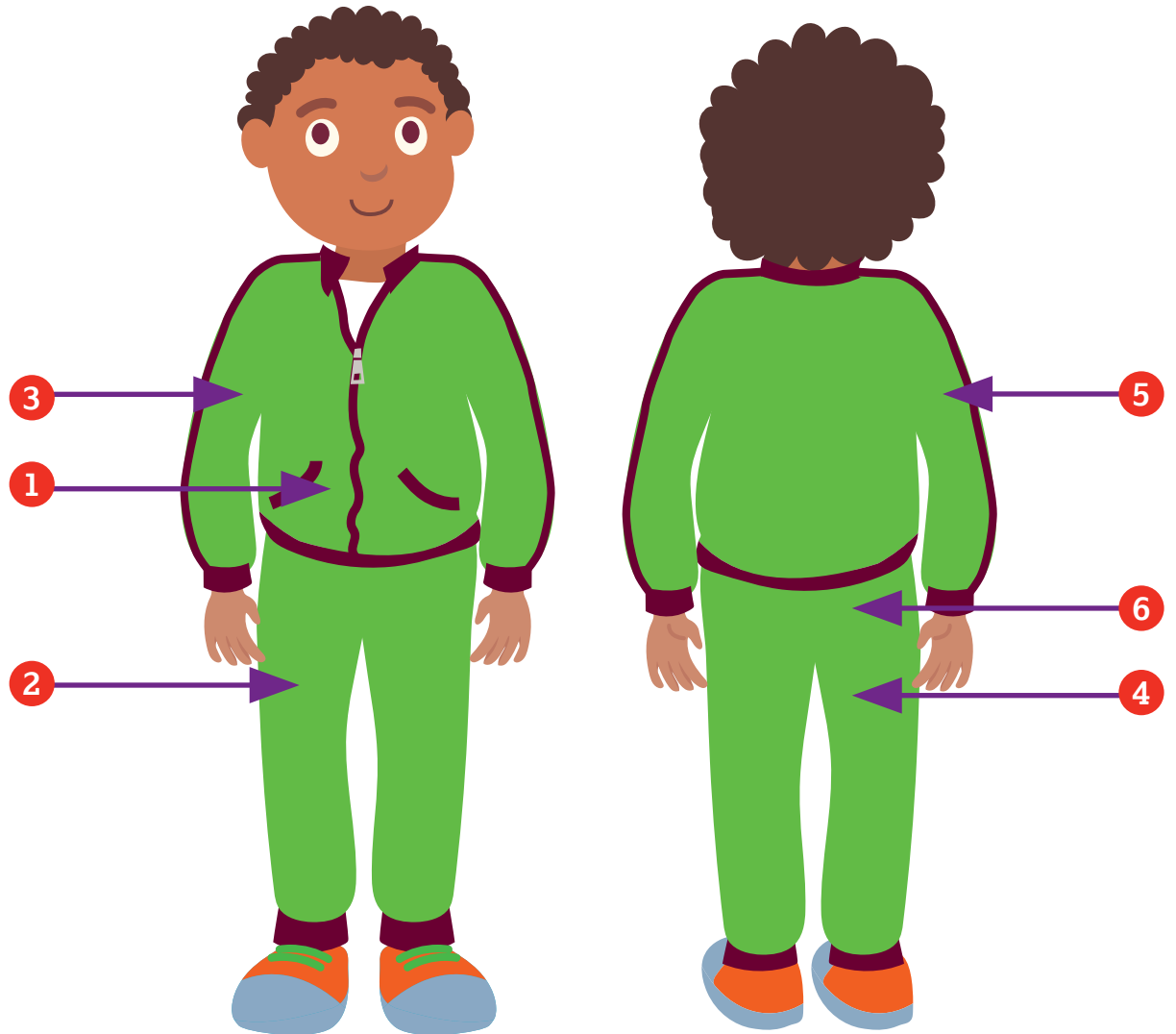
2 Quadriceps ('quads')

3 Bicep

4 Hamstrings

5 Tricep

6 Gluteal Muscles ('glutes')



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 be tacked 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....





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