Literacy & Numeracy in your PE!

Exploring literacy & numeracy links in Physical Education
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IPPEA Executive Committee - 6 July 2012
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The Irish Primary Physical Education Association (IPPEA) (http://www.irishprimarype.com/) is the subject association for primary teachers interested in promoting physical activity in Irish primary schools. The association aims to support teachers in the delivery of physical education and school-based physical activity opportunities for young people.

The 9th Annual Conference of the IPPEA "A, B, C, 1, 2, 3…Literacy & Numeracy in your PE! Exploring literacy & numeracy links in Physical Education" was held at Coláiste Mhúire Marino, Dublin, on Saturday March 3rd 2012. The theme of the conference was exploring literacy and numeracy links in Physical Education.

I am delighted to report that over 90 primary teachers from many different parts of the country travelled to the event on a Saturday. Their feedback has been overwhelmingly positive and has provided much impetus and encouragement to the current executive committee to starting planning for next year's conference. On behalf of the IPPEA I would like to thank the presenters of the workshops, many of whom delivered the workshops in a voluntary capacity. On a personal note, I would like to thank my fellow IPPEA executive committee members (named below) for their dedication and commitment in organising the conference. I would especially like to thank Ciara Elliott for the preparation of the Conference proceedings and to Deirdre Ní Chróinín for advice. We hope that these ideas will be useful to you in your planning and teaching of physical education in the coming year.

Yours in sport,
Susan Marron – Chairperson IPPEA

Members of the Executive Committee

Cliodhna Breen – Professional Development Service for teachers (PDST)
Derek Brennan
Caitriona Cosgrave – Coláiste Mhuire Marino
Caoimhe Doherty
Ciara Elliott – St. Patrick's JNS, Corduff
Orla Howlin – Scoil Carmel, Firhouse
Susan Marron – St. Patrick's College Drumcondra
Aisling Mathews – St. Colmcille's JNS, Knocklyon
John Murphy
Catriona Ni Chathasaigh – Scoil Mobhi, Glasnevin
Orla Stanford
Introduction

The title of this year’s annual IPPEA conference was “A, B, C, 1, 2, 3…Literacy & Numeracy in your PE! Exploring literacy & numeracy links in Physical Education.” This theme was selected in response to the current emphasis on literacy and numeracy in our primary schools. The government published a strategy entitled Literacy and Numeracy for learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young people, 2011–2020. This strategy marks the beginning of a major national effort to improve literacy and numeracy standards among children and young people. The strategy includes a broad range of actions including: to improve the curriculum, to strengthen and extend the duration of initial teacher education and to enhance teaching skills through the provision of continuing professional development. Two immediate areas for action include improved professional development for teachers and increasing the time available for teaching literacy and numeracy.

‘Physical education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. Physical Education focuses on the body and on physical experience and is an integral part of our educational process, without which our education would be incomplete.’

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Integrating Mathematics and Physical Education

Presented by:

Five reasons to integrate in general

- A lot to "cover" in the primary school curriculum
- Life requires us to "join the dots"
- Children can go deeper into topics than if a topic occurs in one subject only
- Enthuses children and consequently encourages home-school communication
- Satisfying for the teacher

Levels of integration (Fogarty 1991)
Diagram taken from a paper by Kathy Lake, "Integrated Curriculum: A research study" (See “Further Reading” slide)

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fragmented</td>
<td>Separate and distinct disciplines</td>
</tr>
<tr>
<td>Connected</td>
<td>Topics within a discipline are connected</td>
</tr>
<tr>
<td>Nested</td>
<td>Social, thinking, and content skills are targeted within a subject area</td>
</tr>
<tr>
<td>Sequenced</td>
<td>Similar ideas are taught in concert, although subjects are separate</td>
</tr>
<tr>
<td>Shared</td>
<td>Team planning and/or teaching that involves two disciplines focuses on shared concepts, skills or attitudes</td>
</tr>
<tr>
<td>Webbed</td>
<td>Thematic teaching, using a theme as a base for instruction in many disciplines</td>
</tr>
<tr>
<td>Threaded</td>
<td>Thinking skills, social skills, multiple intelligences, and study skills are &quot;threaded&quot; throughout the disciplines</td>
</tr>
<tr>
<td>Integrated</td>
<td>Priorities that overlap multiple disciplines are examined for common skills, concepts, and attitudes</td>
</tr>
<tr>
<td>Immersed</td>
<td>Learner integrates by viewing all learning through the perspective of one area of interest</td>
</tr>
<tr>
<td>Networked</td>
<td>Learner directs the integration process through selection of a network of experts and resources</td>
</tr>
</tbody>
</table>
Mathematics and Physical Education

**Physical Education**

**Broad Objectives**

- Knowledge and understanding
  - Gather, record and interpret information on achievement
  - Be inventive, make decisions, solve problems and develop autonomy
  - Develop an understanding of the use of space, speed, direction and level

- Social and personal development
  - Interact and cooperate sensitively with others, regardless of cultural or social background

**Physical Education Strands**

- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and adventure activities
- Aquatics

**Mathematics Strands**

- Number
- Algebra
- Shape and Space
- Measures
- Data

**Olympic records maths activity**

- Problem from NRICH: [http://nrich.maths.org/public/](http://nrich.maths.org/public/)
- Look at the ten graphs showing how Olympic records have changed over time in ten athletic events.
- Can you deduce which event each graph represents?
- Can you determine what the units might be on the vertical axis for each graph
Aquatics

Swimming Calculations

- What is the length of our local swimming pool?
- If I swam the following number of lengths, how far would I have swum?

<table>
<thead>
<tr>
<th>Multiplying</th>
<th>1 length</th>
<th>2 lengths</th>
<th>3 lengths</th>
<th>10 lengths</th>
<th>50 lengths</th>
<th>½ length</th>
</tr>
</thead>
</table>

Say how you figured out each one.

If the pool is 25 metres long, how many lengths would I have to swim in order to swim

Dividing           50 metres | 100 metres | 250 metres | 500 metres | a kilometre | 5 metres |

Say how you figured out each one.

The numbers you choose here allow you to differentiate among learners in the class. Some children will do them all and more complicated ones. Others will just do some of these. Try to help each child do better than they think they can do.

Athletics

Estimate how long it would take you to run 100 metres.
- Ask a friend to time how long it takes you to run 100 metres.
- What is the difference between your estimate and the actual time?
- If you ran a kilometre at that speed, how long would it take you?
- Could you run a kilometre in that time? Justify your answer.

Games

Sort this P.E. Equipment...
Could be sorted by

Principles when setting a sorting task
  Sorting one set of objects in multiple ways is better than sorting multiple sets of objects in one way each
  Children must choose the criteria and categories for sorting
  It's good if there are some ambiguous categories that require discussion

Name these Objects

Other shapes

Clarifying link to place value and multiplying

<table>
<thead>
<tr>
<th>Goals</th>
<th>Points</th>
<th>Score in points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tens</th>
<th>Units</th>
<th>Value of number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
GAA score problem

Allows for differentiation

Some possible solutions to GAA score problem

Could be applied to rugby (try, conversion, penalty)

<table>
<thead>
<tr>
<th>Stadium</th>
<th>Seating Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nowlan Park, Kilkenny</td>
<td>24,000</td>
</tr>
<tr>
<td>Croker Park, Dublin</td>
<td>82,300</td>
</tr>
<tr>
<td>Páirc Uí Chucindh, Cork</td>
<td>43,500</td>
</tr>
<tr>
<td>Sample Stadium, Thurles</td>
<td>55,000</td>
</tr>
<tr>
<td>St. Tiernach’s Park, Clones</td>
<td>36,000</td>
</tr>
<tr>
<td>St. Jarlath’s Park, Tullamore</td>
<td>25,000</td>
</tr>
<tr>
<td>Michael Park, Castletipper</td>
<td>42,000</td>
</tr>
<tr>
<td>Gaelic Grounds, Limerick</td>
<td>50,000</td>
</tr>
</tbody>
</table>
(f) For the same game, if tickets cost €19 for adults and children were admitted free, how much money was collected on the gate?

Marking your opponent

In most Gaelic games each player tries to “mark” the corresponding player during a game. E.g. a full back marks a full forward. If every player marks their corresponding player, and if each player is wearing the correct jersey, what will be the sum of the numbers on each pair’s jerseys?

Shapes, lines and angles on the pitch

What shape is a Gaelic games pitch?

What word describes the line that is formed by the cross bar on the goal?

What words describes the line that is formed by one goal post?

How would you describe the relationship between the two goal posts?

How would you describe the relationship between the one goal post and the cross bar?

What angles can you recognise in the goal post?

Do the goal posts have line symmetry?

Does any other shape at a sports stadium have line symmetry?

Measuring in Gaelic Games

If the dimensions of a Gaelic games pitch are 137m long and 82 m wide, what is the area of the pitch?

What is the perimeter?

What are the dimensions of your school pitch? Is its area larger or smaller than the pitch described above?

A game consists of two halves of 35 minutes each and a 10-minute interval. If a game begins at 15:30, at what time should it end?

The centenary of the first public camogie match took place in 2004. In what year was the first camogie match played? In what century was that?

The first hurling All-Ireland was played in 1887. One was held every year since then, except in 1888. How many all-Ireland hurling finals have been played to date?

An Sliotar

Hold a sliotar.

Estimate what it weighs in grams.

Check your estimate.

The rules specify that it should weigh between 100g and 300g. Does the sliotar you’re holding meet the requirements of the rules?

Name a sports ball that is heavier than or lighter than this?
Data

What fraction of the finals have been won by Cork? What is this as a percentage?

What fraction of counties in the Republic have never won an all-Ireland hurling final? What is this as a percentage?

Given the above statistics, which of the following words: likely, unlikely, possible, impossible, even chance, best describe the chances of the following teams winning this year’s all-Ireland hurling final?

- Cork IT ’B’
- IT Carlow ‘C’
- IT Tralee ’B’
- LIT-Tipperary
- IT Carlow - Wexford
- St Patrick’s College, Carlow

League Tables

<table>
<thead>
<tr>
<th>DIVISION TWO GROUP C</th>
<th>PLD</th>
<th>W</th>
<th>D</th>
<th>L</th>
<th>GF</th>
<th>GA</th>
<th>GD</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cork IT ’B’</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>19</td>
<td>7</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>IT Carlow ‘C’</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>26</td>
<td>12</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>IT Tralee ’B’</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>25</td>
<td>14</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>LIT-Tipperary</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>13</td>
<td>13</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>IT Carlow - Wexford</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>20</td>
<td>-10</td>
<td>4</td>
</tr>
<tr>
<td>St Patrick’s College, Carlow</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>35</td>
<td>-27</td>
<td>0</td>
</tr>
</tbody>
</table>

For slides

Further Reading

- About maths and games: http://sport.maths.org/content/http://nrich.maths.org/thismonth/all/2011/06
Images in presentation taken from the following sites
“Thoughts in my head” – Literacy and PE

Presented by: ____________________________

Language and physical education

_The teacher uses language in the physical education lesson to_ respond by

the child is encouraged to

National Strategy

What about Physical Education as a stimulus for literacy teaching?

PE as a stimulus for writing

_before_  _after_
Narrative

I wonder what we were doing in math. Was it maybe it’s squared maybe it’s Dodge Ball. I don’t know. But wait is it’s bowling wait if I don’t like it ok let’s pretend wait if it’s baseball football or running, or wait if it’s cat and mouse or chess. I wonder if it’s a new game like Bench Ball & Rounders like that game. Maybe it might be a course of running and jumping or maybe skipping. I don’t really like skipping but I do like baseball. Why if we play baseball I love baseball.

Semantic Mapping

Before P.E.

- happy
- can’t wait
- exciting
- sick

After P.E.

- sick
- happy
- playing with friends
- cheerful
- to be doing it
- like going to cheer with friends

I fell cold, tired and thirsty after P.E. After basket ball it just is fall thirsty and hungry. I really hate eating.
Report Writing

Olympic Handball

Olympic Handball is very quick and silent. On each team there are nine players, there is one referee, one goalie and the manager of the team can call time out at any time he wants. I love playing with the school team. I like practicing and playing with the team. You use a mini tennis ball in Handball.

You have to think fast in Handball at all times. I play in defense a lot because I am tall. I love Handball as it is one of the best games I know.

Gaelic Football

Gaelic Football is so much fun when I play with some good mates. You collect a Solo at one end, you can be held for a while when you tap it back out and then you take the ball and go. When you play it for a while it gets really tiring. When you play it, you have to be quick at thinking. You have to be fast enough to pass. You get 3 points and if you get a point that could be a go goal and 2 points (1:2). To warm up we play Side Step, Sean Tense, handball and running.

Dialogue

After P.E.

Sophie is happy after PE. She feels great. She is happy and wants to go home. She then goes to the toilet. She then says: Yes, more energy we get the more healthier we are.
Vocabulary!

Before PE I feel exited that I'm again
be playing with my friends,
frisk, frolic, frisky

Before PE

Before PE

Before PE

Before PE

Before PE

Before PE

Before PE

Before PE

Before PE

Poetry

Before
Excited
Free, fantastic
On top of the world
Best
Entertained
Prepared, pleasure
Eagerness

Content

P.E. : After

Exhausted
Sweaty
Upset
Happy
Winning

I feel happy and time I want to be happy and win.

When I go to P.E.

I feel happy and strong

I love P.E. because you lose weight and you look better.
I like P.E. because we will play football today. I like P.E. because you can do whatever you want.
John ran down the hall.

John frantically dashed down the hall.

John walked down the hall. He was extremely tired and he couldn’t stand up.

My sister fell asleep in the car.

I kept a fast grip on the bar throughout the ride.

My watch was running fast.

When people fast they usually don’t eat.

Semantic gradient in context

I sprinted down the hall in PE.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>(S)</td>
<td>pick</td>
<td>pick</td>
</tr>
<tr>
<td>(O)</td>
<td>pick</td>
<td></td>
</tr>
<tr>
<td>(O)</td>
<td>pick</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(O)</td>
<td>score</td>
<td>score</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>round</td>
<td>round</td>
</tr>
<tr>
<td>(O)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(O)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **pick**
  - (S)
  - (O)
  - (O)
  - (O)

- **score**
  - (O)
  - (O)

- **round**
  - (A)

- **round.**
  - (O)
  - (O)

- **round**
What do you think about P.E?

Before P.E I feel excited because it's the longest time spent outside a classroom apart from trips. I hope we do soccer our next game. Right now I feel happy that I'm going outside for more fun. Hopefully we go to the circle. Some of my classmates rain P.E.

After P.E I feel tired after playing soccer.

Before P.E you're usually happy but it depends on what mood you're in like if you're tired you just want to get it over with. So if I gave you a week to notice any different but in general, I would be happy.
LISTENING AND SPEAKING

1. Warm up

PRESENTED BY:

Theme:

LISTENING AND SPEAKING

1. Warm up

PRESENTED BY:

Theme:

LISTENING AND SPEAKING

1. Warm up

PRESENTED BY:

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LISTENING AND SPEAKING

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1. Warm up

PRESENTED BY:

Theme:

LISTENING AND SPEAKING

1. Warm up

PRESENTED BY:

Theme:

LISTENING AND SPEAKING

1. Warm up

PRESENTED BY:

Theme:
2. Cluichí trí Ghaeilge

Fearas:

Céim 1:
Imreoirí: ‘A cheannaire, cas timpeall’

Céim 2:
‘Caith an liathróid’

Céim 3:
‘A cheannaire, cas timpeall’

Céim 4:
‘An bhfuil an liathróid ag ...?’
‘Tá sí agam. Nil sí agam’

3. Invasion Games

Game 1: Knock the cone
Game 2: Four goal game

Sample Action Words

Some Key Questions
**Group Task**

*Set-up:*

*Review:*

---

**READING AND WRITING**

__________

*Simple*

*Complex*

__________

---

PE → Classroom
Classroom → PE
Presented by:

Theme:

**FLYING DISCS TECHNIQUE**

Trajectories of tilted discs

*Red*  
*Blue*  
*Green*

---

**Inside-out (i-o) throws**  
*green*  
*inside-out*

**Outside-in (o-i) throws**  
*blue*  
*bender*

outside-  
-in
Backhand

This is probably the most commonly learned throw, and also one of the most powerful.

- **Grip:**
  - Fingers are curled under the disc’s rim, and the thumb is placed on top of the disc to hold it in place. The index finger may either be on the edge of the disc (to help aim), or four fingers may be tucked underneath the rim (to aid power).

- **Throw:**
  - The thrower draws the throwing arm across the body to build velocity for the disc. During this movement, the arm straightens out. As the arm becomes straight, the wrist is flicked, to impart spin.

---

Forehand

This throw is also known as the flick, two-finger, or the side-arm. Focused in the wrist, this throw takes little time to execute. Along with the backhand, it is one of the two most common throws used in Ultimate.

- **Grip:**
  - The middle finger is extended and laid along the rim of the disc. The index finger is placed against the middle finger for power, or pressed on the bottom of the disc pointing towards the center for stability. The thumb is pressed against the top of the disc. The wrist is cocked back, and the arm is extended out from the body.

- **Throw:**
  - A snap of the wrist imparts spin as the disc releases off the middle finger, as well as some forward velocity. Extension of the lower arm provides additional power, as does shoulder and upper body rotation.

---

Guide to Disc Golf

http://www.youtube.com/watch?v=FFQ8S1LcioQ

Throwing Basics:

http://www.youtube.com/watch?v=Sgn6Os4YSW0&feature=related
FRISBEE GOLF/DISC GOLF/ FROLF

Rules of Play
### Disqualification and Suspension

**A.** A player shall be disqualified by the director for meeting any of the necessary conditions of disqualification as set forth in the rules, or for any of the following:

1. **Unsportsmanlike conduct,** such as; **loud cursing,** throwing things in anger (other than discs in play), or overt rudeness to anyone present.
2. **Willful and overt destruction or abuse of plant life,** course hardware, or any other property considered part of the disc golf course or the park.

---

*Disc golf - All you need to know about the game you want to play - Michael Steven Gregory - Trellis Publishing*
Incorporating Fundamental Movement Skills into your session

Presented by:

Theme:

WARM UP

15+ stages

1. First Gear – walk slowly in and out of each other.

2. Athletic stance awareness – when the teacher adopts an athletic stance with hands up, stop and copy as quickly as possible. This helps develop awareness. Athletic stance = Broad base, knees bent, shoulders back.

3. Second Gear – as stages 1 and 2 but break into a faster walk. Head up position is essential for both safety and technique. Heel touches the ground first.


5. Good Morning – whilst in 2nd gear, make eye contact with someone coming in the opposite direction and say “Good Morning” (or afternoon). Be careful to stay aware of others so you don’t bump into them.

6. Third Gear – at jogging speed go in and out of each other. Lower centre of gravity to stop quickly. ‘Sit on the toilet!’

7. Hi Five – as stage 6 but now high five with your right hand with people coming in the opposite direction. Verbalise “Hi” before or on contact.

8. Fourth Gear Prep – hop on one leg, then the other. Coordinate a step in between. Speed up the hop and step travelling until you are skipping.

9. Fourth Gear – skip with high elbows and knees. Drive up opposite knee and elbow to achieve maximum flight after each step.

10. Fifth Gear – dodge in and out of each other, twisting and turning where safe. Explore and combine side-steps, swerves, gallops, lunges and pivots to find the best pathways through the traffic.
11. **Baby Five** – Whilst in fifth gear make low fives with your left hand with your fingers pointing down. Keep centre of gravity level, staying low. Verbalise "baby" before or on contact.

12. **Switching Gears** – When the teacher/coach calls out a gear, switch smoothly to the new gear showing control and awareness of others.

13. **Hi-baby** – Alternate between giving a high-five and a baby-five. You have to find someone coming the opposite way who is giving the same 'high' or 'baby' signal as you. 'Five' with as many people as possible.

14. **Hi-baby Counting** – Now it is a competition or a personal challenge. How many can you do in 20 seconds? Count out loud after each Hi or Baby-five. You can’t five the same person twice in succession.

15. **Having a ball with Hi-baby** – Balance a ball in opposite hand as you Hi-baby. Now try: Rolling the ball, bouncing the ball, dribbling ball with feet, swapping the ball at the same time.

16. **Hi-baby Set-up**

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**Hi-baby Set-up**

<table>
<thead>
<tr>
<th>Physical</th>
<th>Social</th>
</tr>
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<tbody>
<tr>
<td>Static balance – ready position (Stage 2); Coordination – footwork patterns (Stages 6, 8 and 10); Coordination – ball skills (Stage 15); Agility – starting, stopping, changing direction &amp; speed (Stage 10 onwards); Agility – reaction and response (Stage 7 and 10 onwards)</td>
<td>Make eye contact (Stage 5); Cooperate with others (Stages 5, 7 and 11); Play Fairly (Stages 13 &amp; 14); Acknowledge winning and losing (Stage 14); Involve others (Stages 5, 7 &amp; 11); Work effectively with others in competition (Stage 14)</td>
</tr>
</tbody>
</table>

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**Fusion warm-ups** are designed to warm the mind and body together. Unlike many traditional warm-ups, they aim to switch on all five abilities – Physical, Personal, Social, Cognitive, Creative – and all the connections between them. They aim to better prepare children, players and athletes for the activity to follow and are also seen as a vital opportunity to accelerate learning and development in the five abilities. **Fusion warm-ups** are essentially open and inclusive yet personalised and progressive journeys.
Whole game situation – Hoop Ball (similar to bench ball but using a hoop instead of bench)
Skill Break up
Outdoor and Adventure Ideas for Junior Classes

Presented by:

Theme:

SNAKE WALK

Equipment

Instructions:
SCAVENGER HUNT

Resources:

Instructions:
- Depending on your location, it may be necessary to plant some items in the hunt area to suit your needs. This can be made suitable for any class level.
- Before the children start, it is advisable to walk the boundaries so that they know where they are allowed to go. It is also good practice to discuss environmental rules of not picking anything growing, not leaving anything extra, etc.
- This scavenger hunt requires children to collect different numbers of things. A clear plastic polypocket is good for collecting things.

NUMBER BINGO

Equipment:

Instructions:
- Children scatter the cones all around the area and put numbers underneath the cones. One number should be placed underneath each cone. Children are then partnered up and given a clipboard, pencil, and bingo sheet.
- The children must solve their sums and then collect one card for each answer on their bingo card. The aim is to collect 6 number cards corresponding to the correct answers to the sums on your bingo card.
WORD HUNT

Equipment:

Instructions:

This can be played indoors or outdoors and is suitable for any age group from senior infants to sixth class. The words can be rhyming, thematic, reading scheme, verbs, Gaeilge etc.

Stickers with a number and word are placed on cones. These and extra blank cones are positioned randomly around the space. In a confined area or with order children they can be concealed as an extra challenge.

Children work in pairs. They must remain with their partner at all times.

They place their blank grid on a clipboard and they search the cones. When they find a word they must write it next to the corresponding number.

Early finishers can use the words for an alternative exercise, e.g. matching the rhyming words or composing a story on a theme.
JUNIOR/SENIOR INFANT CLASSES

Number game

Objectives:
The child should be enabled to take short walks within the grounds of the school.
Count number of objects in a set (1-5)
Identify a set of a particular number.

Prerequisites:
Children should be able to identify sets with 1-5 objects.

Equipment:
Cones, colored set images, recording sheet, crayons, clipboards.

Preparation:
Teacher puts one colored image under each spot/cone.

Activity:
Each child is given a recording sheet which has 5 sets on it. First the child must count each object in the sets on their recording sheet and assign a number to each set. Then the child must walk from cone to cone looking for a colored set that is identical to the sets on their sheet. When a child finds an identical set, s/he goes to the crayon zone to color the set on their record sheet exactly as the set found. The objective is to find and color each set on the recording sheet.

Differentiation:
For children who have difficulty remembering the colors of the set, they could be given a small bag of crayons to bring with them and color at each cone.

Rules:
The children must remember to leave the colored set images under the cones.

Rhyming word game

Objectives:
The child should be enabled to take short walks within the grounds of the school.
To reinforce rhyming words.

Prerequisites:
Children should be very familiar with rhyming words.

Equipment:
Cones, rhyming word images/words (3-4 for each family).

Preparation:
Teacher puts one image from each rhyming family under spot/cone.

Activity:
Each child is given an image. The child must walk from cone to cone looking for the cone that has a picture that rhymes with their picture. 2-3 children should be arriving at each cone.

Extension:
Have a simple task written at each cone that the child needs to complete while awaiting the other children to arrive at their cone. E.g. Jump 5 times.

See Appendix 1.5

See Appendix 1.6
Nursery Rhyme Stations

Objectives:
The child should be enabled to undertake adventure trails.
To reinforce the nursery rhymes explored in the classroom.

Prerequisites:
Children should be very familiar with the Nursery Rhymes explored at each station.

Mary Had a Little Lamb:
Cotton balls are scattered over the assigned area of the floor and students must run to pick up one cotton ball at a time using their clothespin to pinch/grasp it with and take it to the pail to see how much they can collect.

Equipment:
Cotton Balls, buckets, large tweezers

Jack & Jill Station:
Each student will skip a designated distance to the "well" and retrieve a bit of water (beanbag) and then skip back - seeing how many beanbags they can get before time to rotate stations.

Humpty Dumpty Station:
Students must balance on the "wall" (balance beams) like Humpty, but not fall as he did! Skipping ropes on the ground could be used to spread out children.

Further development:
As a child walks the line, s/he can balance a beanbag on his/her hand or head.

Equipment:
Balance board, balance stepping stones

Jack Be Nimble Station:
Students must practice using 2-feet to 2-feet jumping/landing over each "candlestick" (line) in the station.

Equipment: Skipping rope

Hickory Dickory Dock:
Cones set up in square formation with flat hoop in the middle. Children run around square while singing the song. On the words ‘The clock struck one’ the children must jump into the hoop/s in centre of square before continuing to run around the perimeter again.

Equipment: 4 cones, hoop

The Grand Old Duke of York:
Children sing song while marching in a line between targets. On the words UP the children jump and on the words DOWN the children touch the ground.

Equipment: Cones

Baa Baa Black Sheep:
The children run one at a time to a cone to collect a beanbag and return to starting place to place beanbag in sack. The objective of the game is to try and work together to fill the sack.

Equipment: Cone, sack, beanbags
2 Little Dickie Birds Station: Pupils slide along bench.

Hey Diddle Diddle Station: Jump over spot and walk to cone balancing egg on spoon.

Adapted from http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10187

FIRST/SECOND CLASSES

Shape game

_______

_______

_______

_______

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See Appendix 1.7
Outdoor and Adventure Ideas for Senior Classes

Presented by:

Theme:

ORIENTEERING

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<th>Course A</th>
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Course A

This is a regular point-to-point orienteering activity. Children use a map of the site and a control card.

Controls: Maths questions involving topics relevant to class level and experience

Course B

This is a variation on regular point-to-point orienteering. Students are provided with a map of the school site marked with a number of control points. Instead of finding a control hanging at the point they answer the question on control card.

Sample control card:

<table>
<thead>
<tr>
<th>Question?</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many trees on the pitch side of this path?</td>
<td></td>
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<tr>
<td>2. What does the sign on the tree say here?</td>
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<tr>
<td>3. What colour is the door here?</td>
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<tr>
<td>4. How many trees on this grass space?</td>
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<tr>
<td>5. How many wheelchair parking bays here?</td>
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</tbody>
</table>
Course C

<table>
<thead>
<tr>
<th>Directions</th>
<th>Solution</th>
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Sample direction card:

1. Start at the main door of the building. Stand with your back to the door. Walk forward 25 paces. Turn right and walk another 25 paces. What furniture is on your right?

2. Begin between the two large pillars. Face west. Walk five steps forward and turn left. Continue to the 3rd lamp-post. What colour is the door on your left?

3. Commence at the “Yield right of way sign”. Walk east. Face the main door of the building. Turn 180 degrees. What colour is the sign in front of you?

4. Set off from the sign “St. Patrick’s Hall → Car Park ←”. Follow the nearest double yellow line until you come to the wheelchair parking. How many parking spots in this bay?

5. Travel north from this parking bay. At the end of the building turn and travel west for 40 steps. What is written over the door on your right?

6. (Create two more sets of directions and swap them with another pair to work out)
Course D

This is a development on Course C. The children carry a map in this activity and record each control symbol on the map—thus they not only develop the ability to follow directions but also to locate their position on a map.

1. Start outside main door of Nagle Rice building
   Face East and walk to the end of the building
   Turn 90 degrees to your right and follow the double yellow lines
   About halfway along the building you will find a control
   Record the control symbol on the map in the correct place.

2. Continue south to the end of the building.
   Turn to the east and follow the path for approximately 20 metres.
   Find the control and record it correctly on the map.

3. Return to the junction with the sign "St Patricks Hall →" and follow the path to the west.
   Under an arched window find the next control.
   Record it on the map.
PELMANISM

This game is a fun activity to enable integration to take place between PE, Maths, English, SPHE and Geography. The strands of Outdoor and Adventure and also Athletics are being taught primarily with this game.

Instructions

Time to play!!!!!
Stepping it Out with Pedometers in PE

Presented by:

Theme:

Learning Intentions:

What is physical activity?


What does regular physical activity mean? How much should we be doing per day? Per week?
What is a Pedometer?

How Does a Pedometer Work?

How Do I Wear It?

How to Test a Pedometer

Will My Pedometer Work if I Run?

What pedometers can't do
How many Steps are enough? For children and youth Tudor-Locke et al.2011

Summary

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2000 steps per 30 minutes
DOTS WARM UP

Organisation:

Movements:
**Stretch**
- Sit on dot
- Wide Shape
- Raise Arms
- Tucked Shape (tuck knees into chest in a sitting position)
- Tucked Shape facing floor
- Lunge across the mat

**Balance**
- 1 point
- 2 point
- 3 point

**Strength**
- Lie on dot. Legs in the air and backs flat against the floor. Bicycle kicks
- Sit Ups

---

Dots Organisation
RUNNING ACTIVITY

See Trocaire Just Children: a resource pack for exploring global justice in early childhood education page 19 no.3

COMPLETING A CONTROL CARD

See Trocaire Just Children: a resource pack for exploring global justice in early childhood education page 19 no.4

PEDOMETER SCAVENGER HUNT
MORE IDEAS TO MEASURE PHYSICAL FITNESS USING Pedometers

Activities

<table>
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<tr>
<th>Activity</th>
<th>Steps</th>
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Total number of steps

Discussion

Useful Websites and Books

To Purchase Pedometers
Yoga for children: Making PE flexible

Presented by: Ciara Delaney

Theme:

This workshop is aimed at primary school teachers. No yoga experience necessary. The workshop will be delivered by a primary school teacher who has used yoga as a physical education activity in her classroom and has seen the benefits first hand. The workshop will explore how yoga can enhance the physical education programme. The workshop will demonstrate how to successfully structure and present yoga to children through games, stories and child-friendly sequences.

Yoga is non-competitive exercise that builds strength, flexibility and coordination, develops physical fitness and encourages confidence and awareness. This playful and informative workshop will allow you to stretch, wiggle, twist and bend your way through a fantasy trip to the zoo.

Learning intentions:

- To perform a variety of yoga based activities for PE lessons
- To provide opportunities to develop coordination, balance, flexibility and strength in children through yoga based activities
- To provide opportunities to enhance literacy and numeracy through yoga based activities
- To provide opportunities to engage the imagination and creativity of the child through story-time yoga
- To have fun

Resources used during workshop:

- Images from Yoga Planet Yoga Pretzels Card Decks T Guber and L. Kalish from Amazon.com
- Yoga Games for Children D. Bersma and M. Visscher [www.amazon.com](http://www.amazon.com)
- The Yoga Zoo Adventure H. Purperhart [www.amazon.com](http://www.amazon.com)
- Create a yoga practice for kids Y. Calhoun and M. Calhoun [www.amazon.com](http://www.amazon.com)
Gymnastics

Presented by:

Theme

ACTIVITIES IN P.E. CURRICULUM WITH REFERENCES TO RELEVANT LESSONS ON PSSI CD/WEBSITE

Movement – Feet (How)

Movement – Small body parts
Movement –
Symmetry/Asymmetry

Sequences (With whom)

Station activities

Understanding and appreciation

Variations in speed effort (How)

Variations in pathways, directions (Where)

Variations in level
Creative Dance

Presented by:

Theme:

Warm up

Explore

Create

Perform

Appreciate

Further details and resources can be found on website - www.homepage.eircom.net/~dance
STEPPING IT OUT WITH PEDOMETERS

GYMNASTICS
• Stand in front of XXX
• shape.
• Walk almost to the edge of the space and put the footprint down.
• Turn left (away from XXX) and walk three steps and put the tennis racket down.
• Walk straight across from the racket towards the centre (turn left) and put the cone in line with the skipping rope.
• Walk forward 3 more steps and put the hoop to your left.
• Turn to face XXX and walk forward 3 steps. Turn right and walk two more steps. Put the beanbag down.
• Stand in line with XXX with your back to XXX and walk to the other end of the space. Put the hand down to your right.
• Now you are ready. Well done!
<table>
<thead>
<tr>
<th>Names:</th>
<th>Find:</th>
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<tbody>
<tr>
<td>1 leaf</td>
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<tr>
<td>2 pegs</td>
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<tr>
<td>3 pebbles</td>
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<td>4 crayons</td>
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<td>5 twigs</td>
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<td>6 gras</td>
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<p>| grass                          |                        |</p>
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<td>5</td>
<td><img src="image6.png" alt="Image" /></td>
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<tr>
<td></td>
<td>1 bird</td>
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<tr>
<td>2</td>
<td>twigs</td>
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<td>leaves</td>
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<td>4</td>
<td>grass</td>
</tr>
<tr>
<td>5</td>
<td>pebbles</td>
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Appendix 1.

<p>| Names: | 15 - 12 = 4 + 2 + 2 = 20 - 15 = 12 - 5 = 5 + 4 - 8 = 11 - 11 = |
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| 4+4+4= | 5+ | 10- | 11-8= | 21-19= | 12- | 5+3-5= | 2+2+2= | 12+3+3|= | 14- | 11-10= | 62 |</p>
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<td><strong>Irish Primary PE Association</strong></td>
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<td><img src="image2" alt="Cat" /></td>
<td><img src="image3" alt="Bat" /></td>
<td><img src="image4" alt="Rug" /></td>
<td><img src="image5" alt="Snake" /></td>
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<tr>
<td>Basketball players</td>
<td>Key</td>
<td>Tree</td>
<td>Bee</td>
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<td>Water jug</td>
<td>Green cup</td>
<td>Electrical plug</td>
<td>Teddy bears</td>
</tr>
<tr>
<td>Exercise</td>
<td>Image</td>
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<tr>
<td>5 jumping-jacks</td>
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<tr>
<td>4 jumps</td>
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<tr>
<td>3 hops</td>
<td><img src="image3.png" alt="Image" /></td>
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<tr>
<td>Balance on 2 feet</td>
<td><img src="image4.png" alt="Image" /></td>
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<tr>
<td>Balance on 1 foot</td>
<td><img src="image5.png" alt="Image" /></td>
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</table>
BROWN BEAR, YELLOW BEE
I'm a brown bear and you're a yellow bee. Run around the circle and try to catch me.

GREEN TORTOISE, PINK HARE
Race me to the finish-line square.

BLACK CROW, WHITE MOUSE
Bee chases bear around the circle, then bear chases bee around the circle. Runner gets head start. Each player tries to toss 10 diamond-shaped pattern blocks into a basket.

BLUE FISH, ORANGE SNAKE
And our rectangle lake.

TAN DOG, RED HEN
Herd me into my triangle-shaped pen.

Slowly jog around while pretending to swim. Blow bubbles and move arms. Hold hands and jog around a triangle made of cones.
<table>
<thead>
<tr>
<th>Chessboard</th>
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<tr>
<td>Tile</td>
<td>Chest</td>
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<td>Chocolate</td>
<td>Tissues</td>
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