Irish Heart Foundation

Irish Heart Foundation

Programmes supporting ASF

ACTIVE SCHOOL
MORE SCHOOLS, MORE ACTIVE, MORE OFTEN

Irishheart.ie/schools

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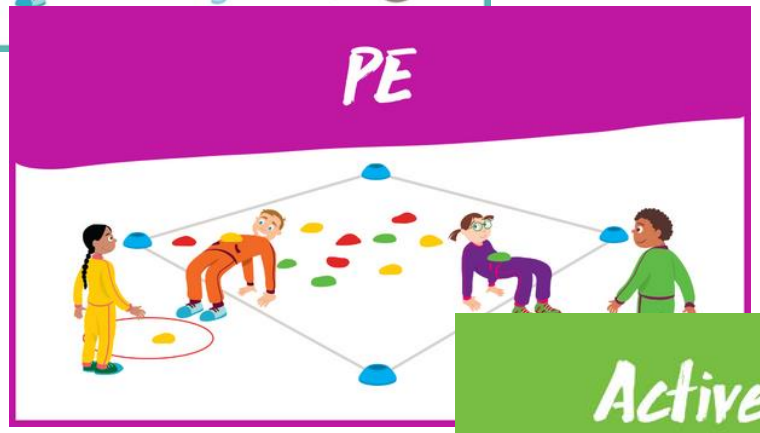
Overview of free resources

- Bizzy Breaks
- Interactive resources
- Bizzy @ Home (for active homework)
- Let's Get Active Challenge

Physical Activity ✓

Partnerships ✓



- Action For Life

Physical Education ✓

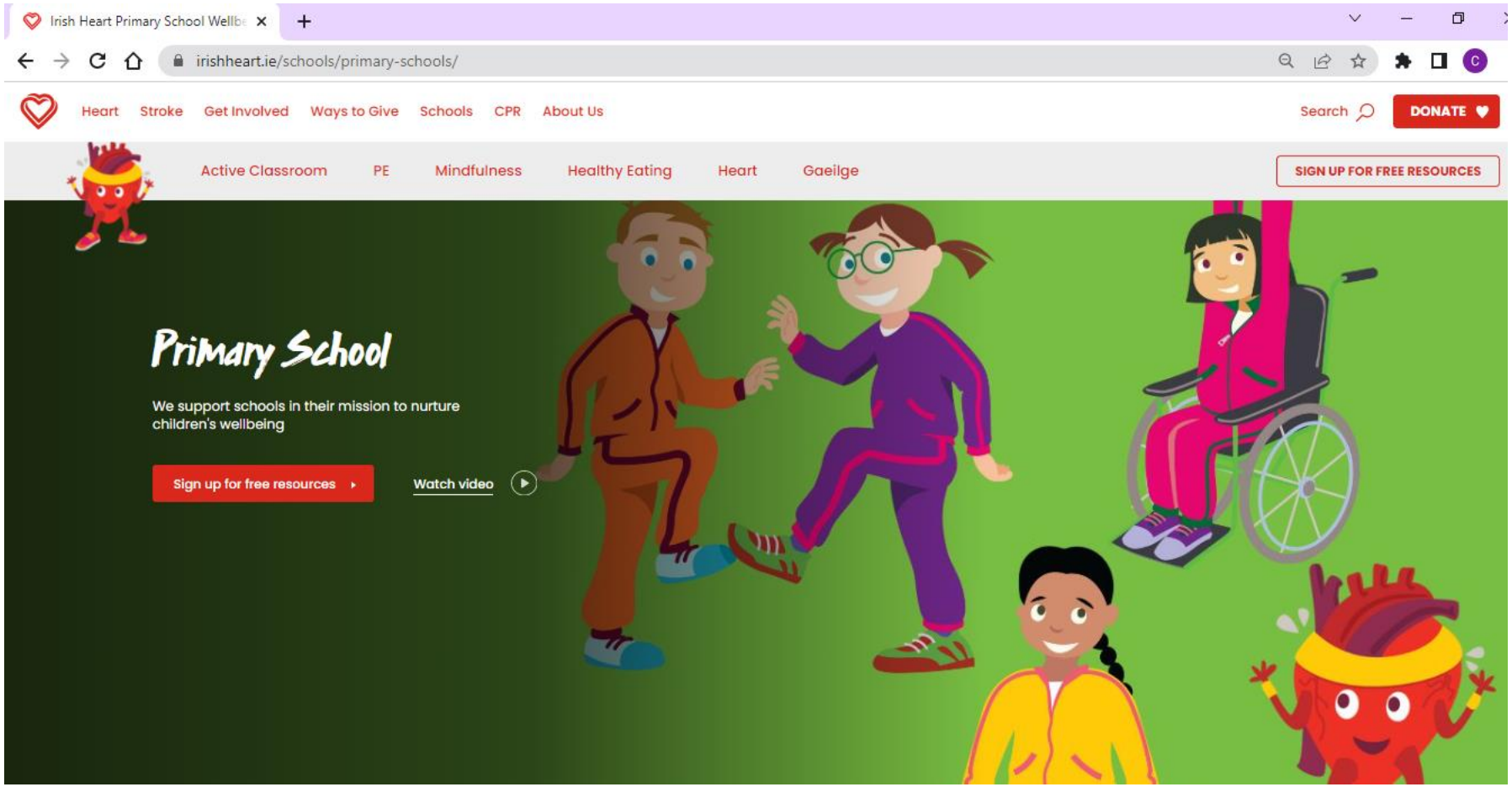
Active School Week ✓

- New content each year

Irish Heart Foundation

Website

[Click here for website]



Check out the website for all programmes and resources. Choose a section at the top from Active Classrooms, PE, Mindfulness etc, or scroll down the page for specific programmes.

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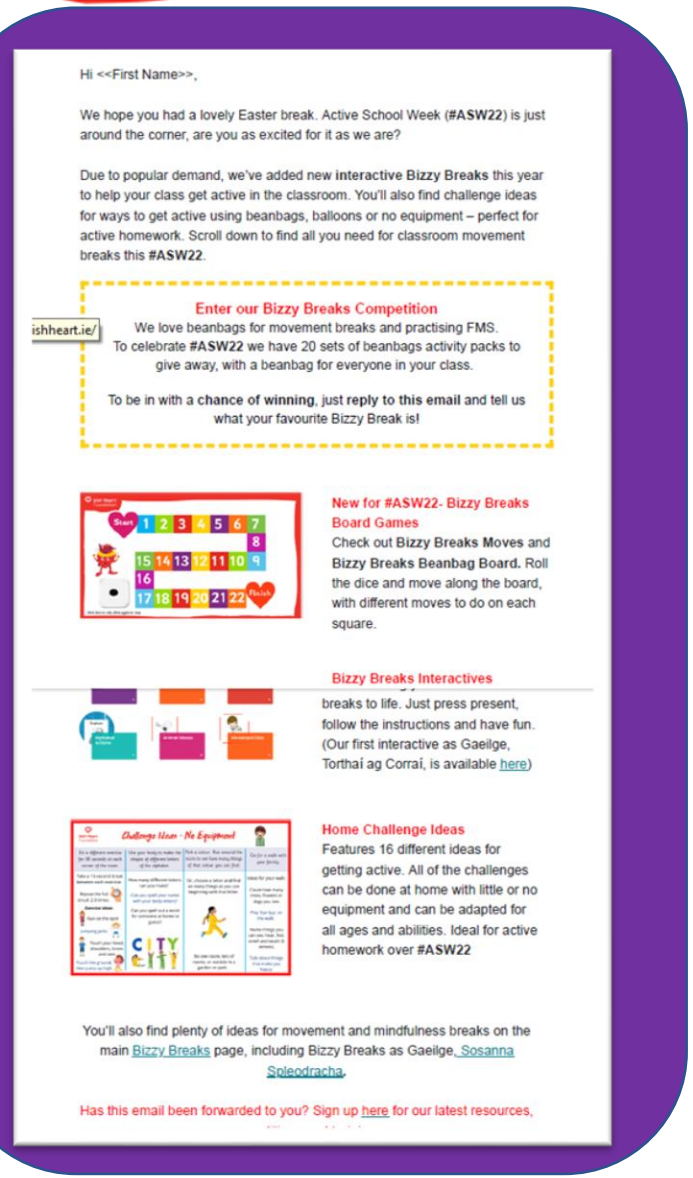
Email updates

[Click here to sign up]

- Highlights new content
- Bitesize
- Click and go
- Competitions

Share with your colleagues



Hi <<First Name>>,

We hope you had a lovely Easter break. Active School Week (**#ASW22**) is just around the corner, are you as excited for it as we are?

Due to popular demand, we've added new **interactive Bizzy Breaks** this year to help your class get active in the classroom. You'll also find challenge ideas for ways to get active using beanbags, balloons or no equipment – perfect for active homework. Scroll down to find all you need for classroom movement breaks this **#ASW22**.

Enter our Bizzy Breaks Competition

We love beanbags for movement breaks and practising FMS. To celebrate **#ASW22** we have 20 sets of beanbags activity packs to give away, with a beanbag for everyone in your class.

To be in with a **chance of winning**, just **reply to this email** and tell us what your favourite Bizzy Break is!

New for #ASW22- Bizzy Breaks Board Games

Check out **Bizzy Breaks Moves** and **Bizzy Breaks Beanbag Board.** Roll the dice and move along the board, with different moves to do on each square.

Bizzy Breaks Interactives

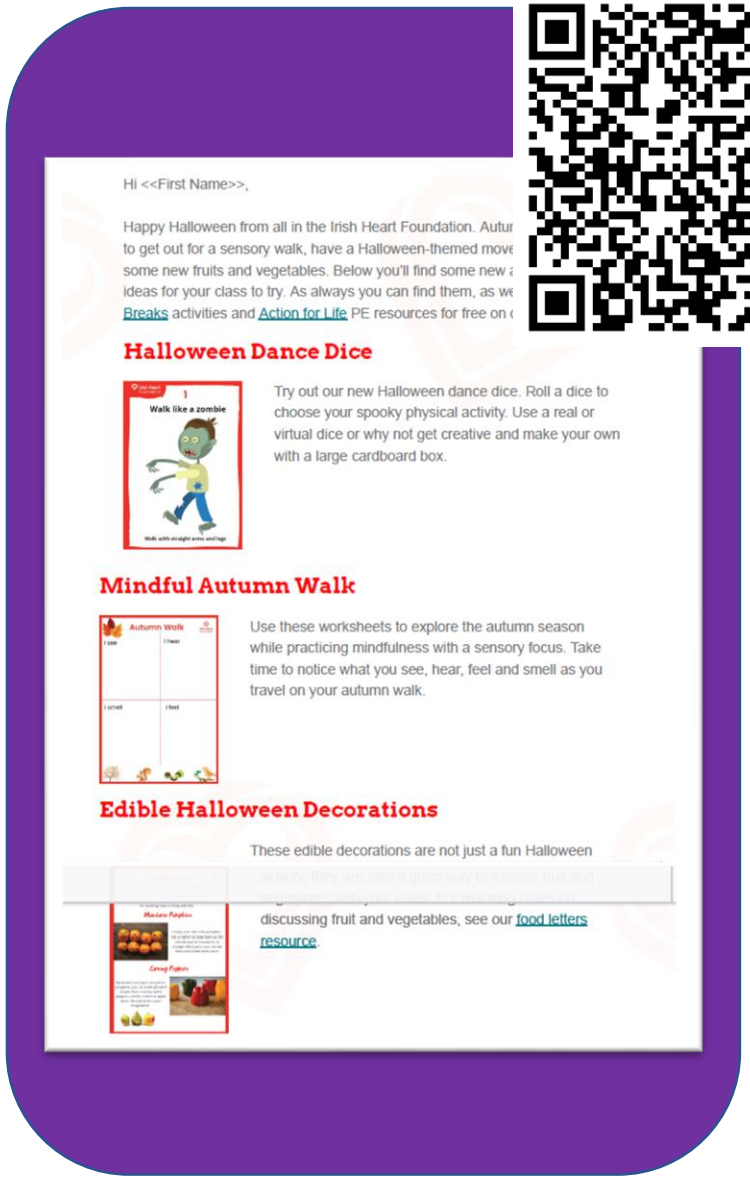
breaks to life. Just press present, follow the instructions and have fun. (Our first interactive as Gaeilge, Torthaí ag Corraí, is available here)

Home Challenge Ideas

Features 16 different ideas for getting active. All of the challenges can be done at home with little or no equipment and can be adapted for all ages and abilities. Ideal for active homework over **#ASW22**

You'll also find plenty of ideas for movement and mindfulness breaks on the main Bizzy Breaks page, including Bizzy Breaks as Gaeilge, Sosanna Spleodracha.

Has this email been forwarded to you? Sign up here for our latest resources,



Hi <<First Name>>,

Happy Halloween from all in the Irish Heart Foundation. Autu to get out for a sensory walk, have a Halloween-themed move some new fruits and vegetables. Below you'll find some new ideas for your class to try. As always you can find them, as we Breaks activities and Action for Life PE resources for free on

Halloween Dance Dice

Try out our new Halloween dance dice. Roll a dice to choose your spooky physical activity. Use a real or virtual dice or why not get creative and make your own with a large cardboard box.

Mindful Autumn Walk

Use these worksheets to explore the autumn season while practicing mindfulness with a sensory focus. Take time to notice what you see, hear, feel and smell as you travel on your autumn walk.

Edible Halloween Decorations

These edible decorations are not just a fun Halloween

discussing fruit and vegetables, see our food letters resource.

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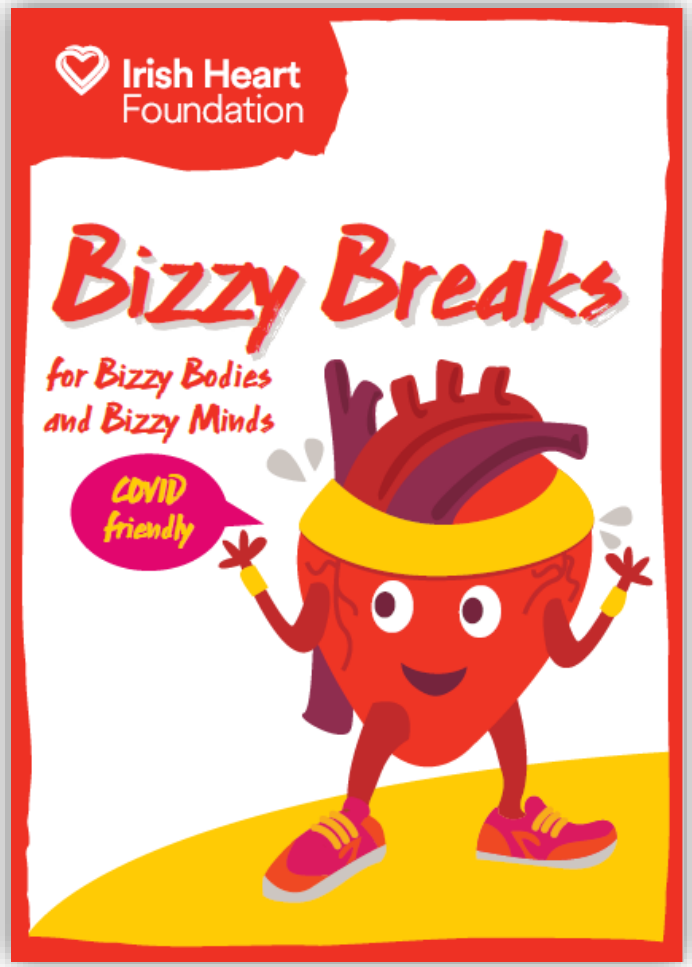
[Click here for Bizzy Breaks]

Bizzy Breaks



- Activities for movement throughout the day
- Quick and easy, no prep
- Can be done at desk
- Uses things already in the classroom
- Fun and enjoyable
- Curriculum linked

Irish Heart Foundation

Bizzy Breaks

[Click here for Bizzy Breaks]

Bizzy Breaks Booklet

Bizzy Breaks Poster

Mindfulness

Bizzy Breaks Additional Resources

Bizzy Breaks Interactive Resources

Bizzy as Gaeilge

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Book of activities

[Click here for booklet]

- Activities for Junior, Middle and Senior classes
- Fun and enjoyable
- Adaptable
- Pupil voice
- No preparation needed
- Curriculum linked

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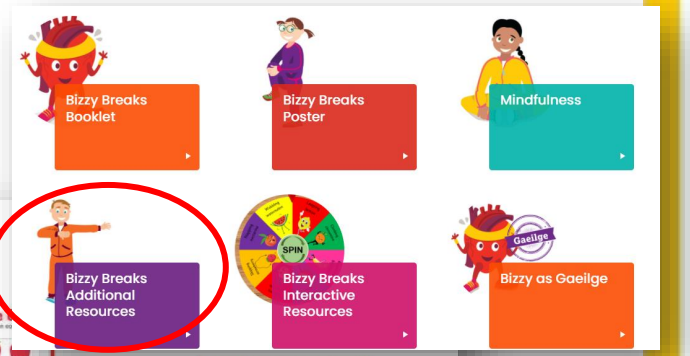
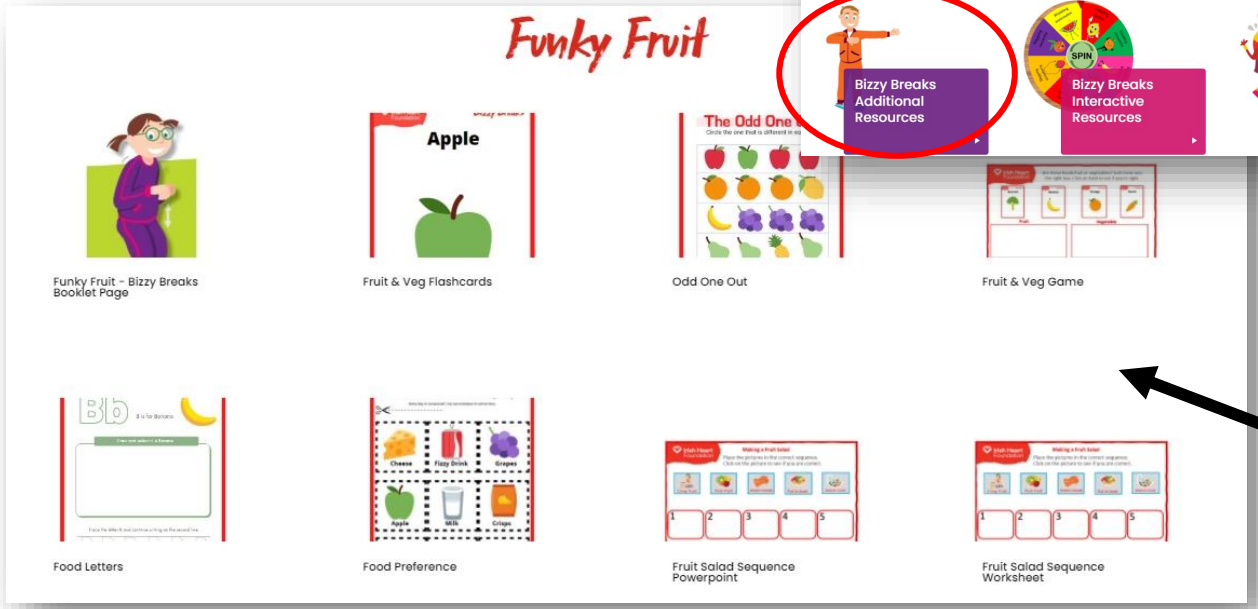
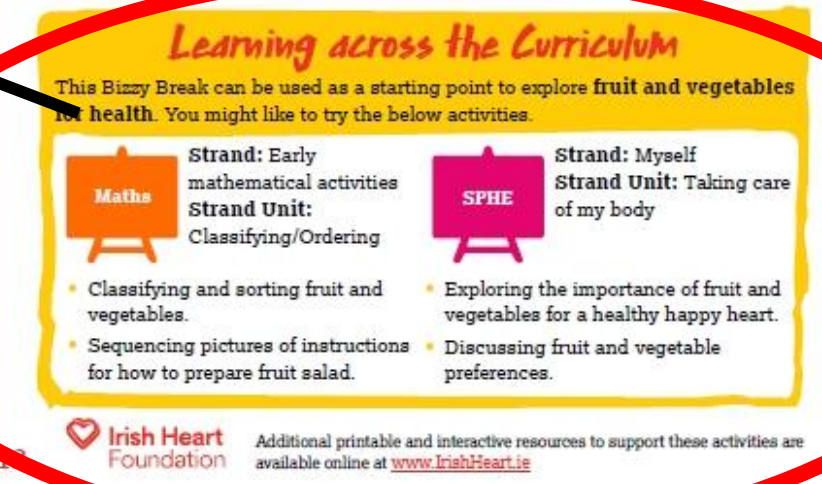
Curriculum links and additional resources







[Click here for additional resources]

Irish Heart Foundation

[Click here for interactive Bizzy Breaks]

Interactives for whiteboard (PPT)

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Bizzy Breaks Poster

[Click here for poster]

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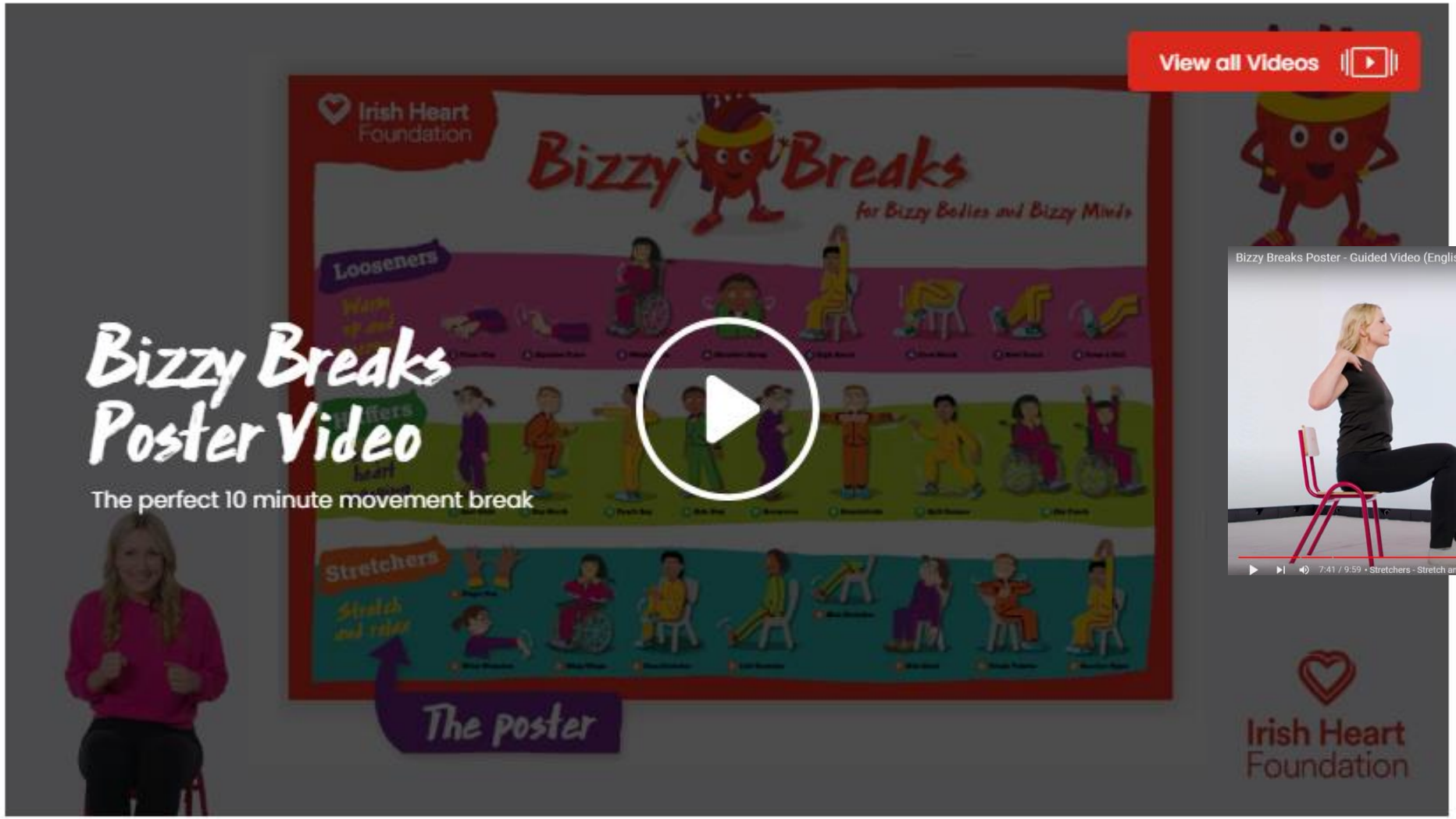
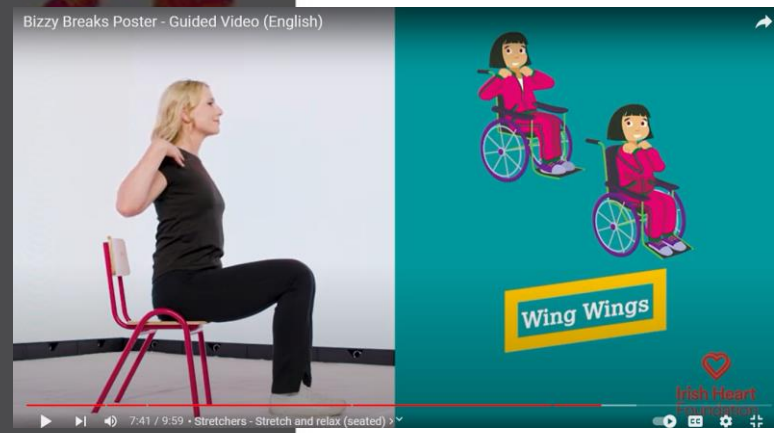
Poster Video

[Click here for video](#)





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[Click here for Sosanna Spleodracha (Bizzy as Gaeilge)]

Also available as Gaeilge

(includes series of 10 videos)

Irish Heart Foundation

[Click here for Sosanna Spleodracha (Bizzy as Gaeilge)]

Irish Heart Foundation

[Click here for 10 Mindful Movements]

Mindfulness through Movement

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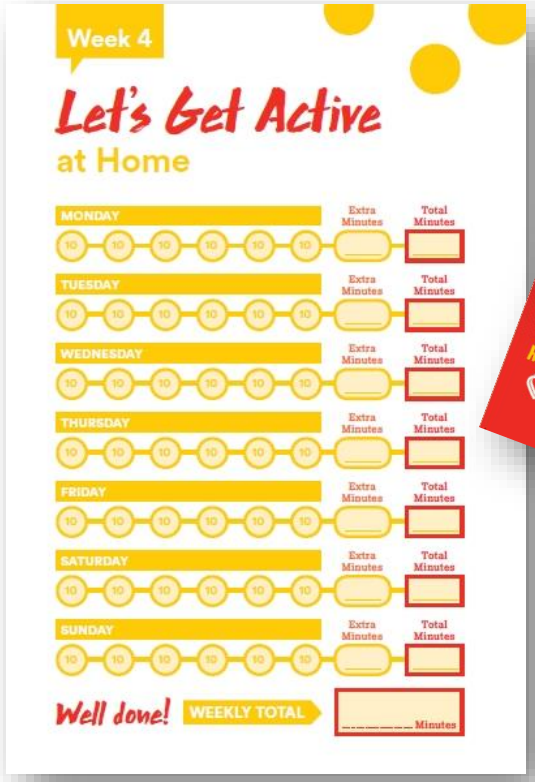
Let's Get Active Award

- FREE programme
- 4-week challenge to get 60+ minutes of physical activity per day.
- All pupils get a booklet with tracker and ideas.
- Stickers and certificates.



New version available from November (perfect for Active Break Every Day Challenge 2022)

Contact schools@irishheart.ie to order

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[Click here for Bizzy Breaks for Active School Week]

Active School Week

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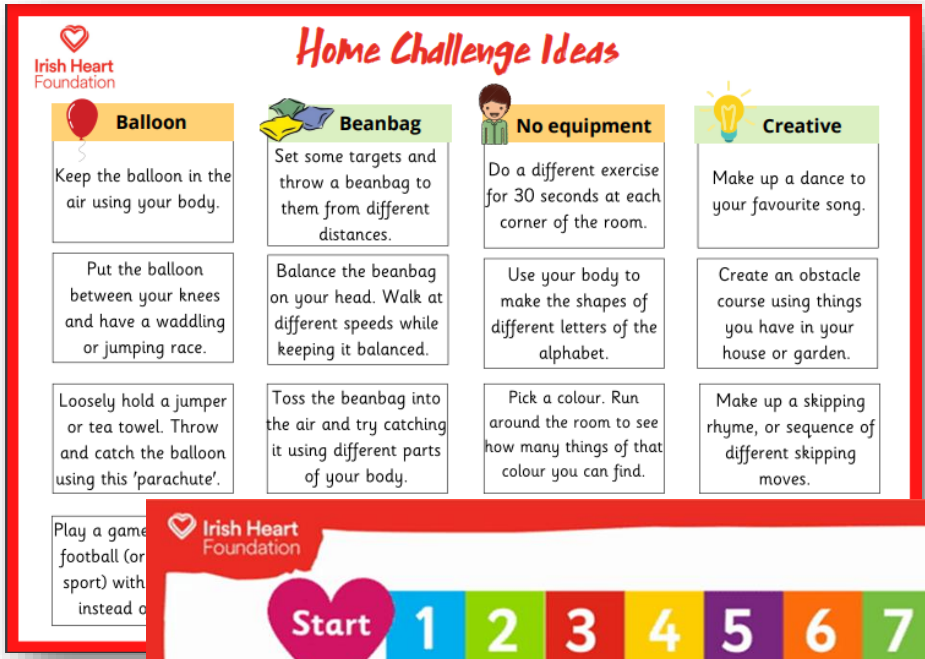
Active School Week



[Click here for Bizzy Breaks for Active School Week]

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[Click here for Action For Life]

Physical Education

- Lesson plans for Junior, Middle and Senior classes.
- Printable resource pack.
- Easy to follow

Click here for Action For Life

Irish Heart Foundation

Learning Outcomes

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

HEAD — **Recall** the minimum amount of moderate to vigorous physical activity required each day to keep their heart and body healthy (60 minutes).

HEART — **Lead** an activity with confidence and humour.

HANDS — **Complete** an activity (e.g. collecting the correct piece of treasure while running/hopping/skipping) with speed but also care.

Strand: Myself
Strand Unit: Self-identity; Self-awareness

PE
Strand: Outdoor and Adventure Activities
Strand Unit: Orienteering

Equipment for Lesson:
Cones, *Clue cards*, *Treasure cards* and *Feelings Finder* (from resource pack)

Action for Life
LESSON 3

WARM UP - Ship, Sea, Shore

Set-up: Using cones, divide the playing area into three parallel lines.

- Pupils line up at middle line which is designated as the Ship.
- Side line to the left is designated as Sea.
- Side line to the right is designated as Shore.
- Pupils respond to the directions of "*Ship*", "*Sea*" or "*Shore*" by running to the corresponding line. Teacher selects a different pupil after every couple of times to call out the directions.

MODIFICATION:
Use appropriate signalling methods for pupils with hearing impairment (e.g. large print cards with arrows or diagrams of designated destination that pupils run to). Use disc markers instead of cones to accommodate pupils with vision impairment and pupils who use a wheelchair or mobility device.

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

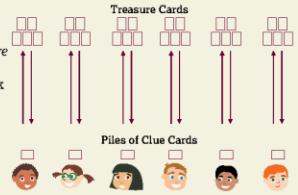
MORE ACTION: Change run to any other locomotor skill (walk, hop, skip, slide or jump). Call the same destination twice in a row and/or point to one destination but call another to challenge processing skills.

TOP TIP
Offer pupils the **choice** and **responsibility** to call out Ship, Sea or Shore. Encourage pupils to really challenge the class (e.g. by calling the same destination twice in a row and/or pointing to one destination but saying another). Opportunities for choice and leadership boost confidence and enjoyment.

ACTIVITY 1 - Matching Treasure

Set-up: Set-up the course as demonstrated in illustration. Pupils should be in pairs.

- One pupil in each pair picks up a *Clue Card* and runs to the *Treasure Cards*.
- Pupils are tasked with finding the *Treasure Card* to match their clue, then returning the matching pair (treasure and clue) back to base.
- Each pair of pupils takes turns to select a Clue Card, run to find its matching Treasure Card and return to base with both cards.
- Repeat until all cards have been paired.
- As a class, read through the clues and identify the pieces of treasure they refer to.



MODIFICATION: For pupils who are wheelchair or mobility device users, place cards on an elevated surface such as a table. Complete the activity as pairs instead of taking turns to give pupils additional support with reading and interpreting the clues.

MORE ACTION: Designate a specific action for pupils to do when moving to the *Treasure Cards* (e.g. "*Walk, pretending to be digging with a shovel for treasure each time you take a step*", "*Pretend you are swimming to a treasure chest at the bottom of the sea*" etc).

TOP TIP
It can be challenging to strike a balance between doing an activity quickly and doing an activity well. Highlight that "*This is not a race. Travel with speed but the MOST important part of this task is to match the right piece of treasure with the right clue*". Reward the pair who demonstrated a nice balance between speed and care. Emphasise to the class that being the first team to complete a task is not necessarily the same as being the 'best' team.

ACTIVITY 2 - Treasure Chest

Set-up: Randomly select 2-3 pupils to act as 'Treasure Hunters'. Give all other pupils a Treasure Card to hide in their hands.

- Treasure Hunters are tasked with finding gold.
- Treasure Hunters chase after pupils, who, when caught, reveal their piece of treasure to them.
- If the treasure is gold, they hand it to the Treasure Hunter and continue running around the playing area.
- After a number of minutes, teacher signals for pupils to freeze.
- Treasure Hunters show how many pieces of gold they collected to see who has the most. Any pupil who has a piece of gold treasure who was not caught by a Treasure Hunter should also be praised for demonstrating good evasion skills.
- Repeat with new treasure hunters and treasure redistributed.

After the activity, have pupils feel their heartbeat. Tell pupils that "*If your heart is beating fast, this was moderate to vigorous physical activity*".

MORE ACTION: Invite pupils to swap *Treasure Cards* whilst being chased to make it more challenging for the Treasure Hunters. Alternatively, give only half the pupils treasure cards; task pupils who do not have cards to pretend they are holding treasure cards to their chest. Can they trick the Treasure Hunters?

TOP TIP
Ask pupils to be aware of how they feel when they are running and their heart is beating faster. Use this activity to highlight the amount of physical activity recommended for health. "*Physical activity is any activity that uses the large muscles in our body and requires more energy than resting*". "*Physical activity keeps our hearts healthy and happy*". "*We should be physically active for at least 60 minutes every day*". "*The 60 minutes can be spread across the day with with shorter amounts throughout the day*".

COOL DOWN - Make 60 Minutes

Set-up: Divide pupils into groups of 4-5.

- Pupils are tasked with creating the number 60 (representing the recommended minutes of physical activity) as a group using their bodies.
- Pupils work as a team to arrange themselves on the floor in the shape of a 6 and a 0.
- Pupils can also try to make the number 60 as a full group.
- Teamwork and communication are encouraged for pupils to arrange themselves in the shape.

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

Assessment of / for learning

Questioning
What is physical activity? Ask pupils how many minutes we should be active for each day. As a group, list examples of activities that increase our heart rate. Discuss how our bodies feel when we are doing physical activity.

Self-assessment
Using the *Feelings Finder*, privately ask pupils who called out commands during the warm up to rate their confidence level. Ask pupils "*What did you like about leading the activity?*" "*What did you find challenging?*"

Teacher-designed Task
Use school camera (if school policies allow) during the cool down to photograph the group arrangements of the number 60, so that pupils can see what their arrangements looked like. Task pupils with making posters for the school to spread the message that healthy hearts, bodies and brains need at least 60 minutes of physical activity every day.

Lesson plans include modifications and progressions for differentiation, Top Tips (useful ideas and techniques) and assessment strategies.

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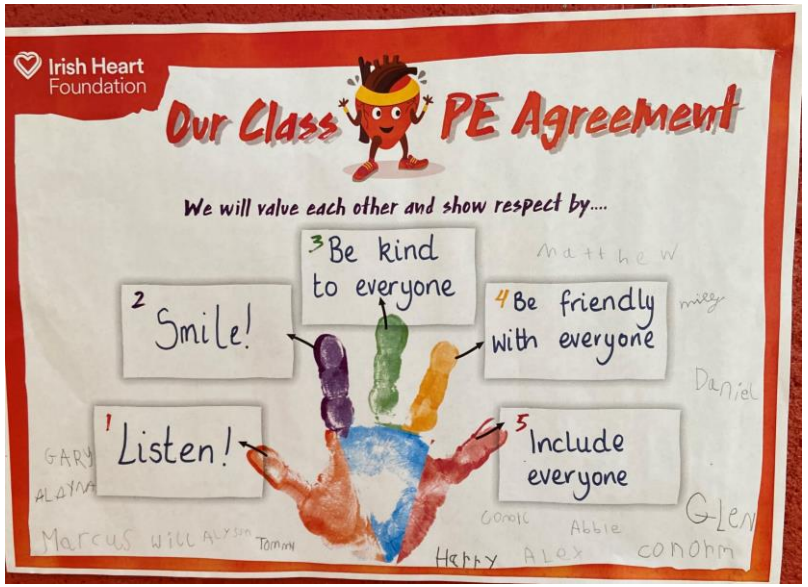
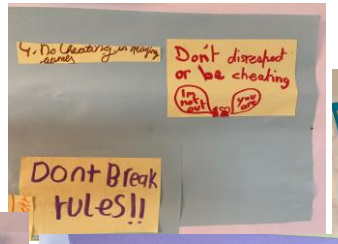
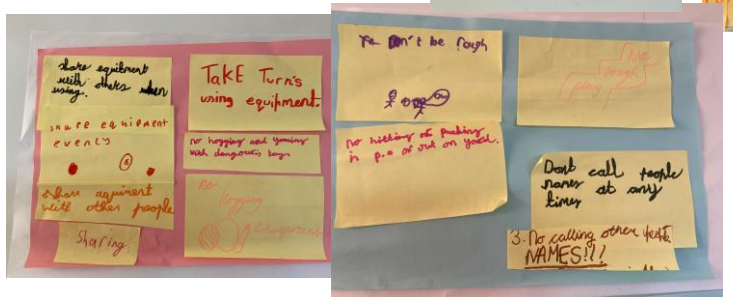
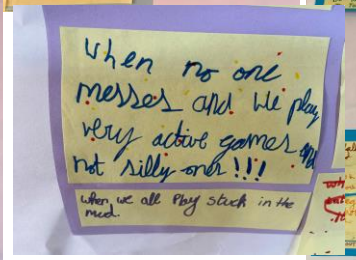
[Click here for Action For Life]

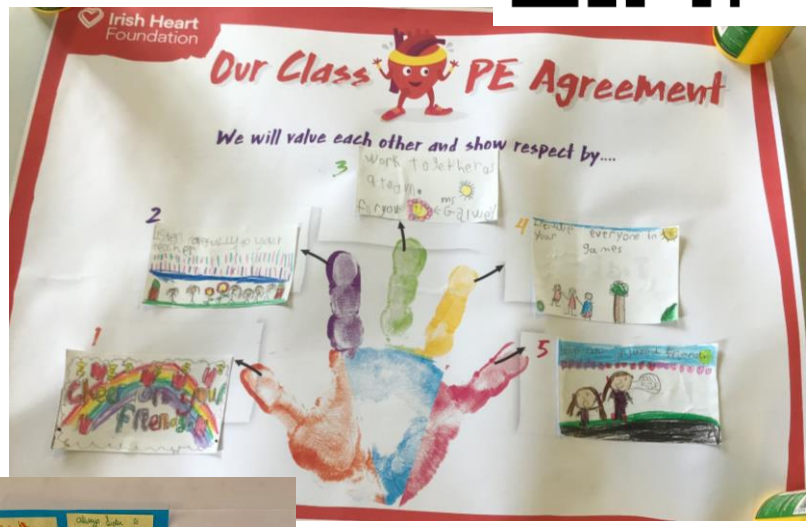
Pupil voice
(Class PE Agreement)











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Click here for programme links

Links with Move Well Move Often

PDST *Move Well Move Often* - FMS and activity links

Action for Life – Physical literacy through PE and SPHE

Junior book – Junior Infants, Senior Infants, First Class

- ✓ Focus on teaching **one** FMS in a lesson and introduce no more than **two teaching points** in a lesson.
- ✓ Other FMS can be incorporated within a lesson, but the teaching focus should be on a single FMS.
- ✓ Information and resources for specific FMS can be found on scoilnet.ie/pdst/physlit, or by clicking on the links below.

You might like to substitute or add the following activities from *Move Well Move Often* (Book 1):

Main strand unit and FMS focus for Lessons 1 and 2 is jumping

- Videos for the FMS of jumping.
- Jumping information.
- Jumping assessments (teacher, self or peer).

Alternatively...

- Walking, side stepping or other locomotor skills could be incorporated within the activities in either of these lessons.
- Jumping could be replaced with hopping in Lesson 2.

Lesson 1
Island Jumping (Book 1, p. 73)
Jumping Spots (Book 1, p. 74)

Lesson 2
Discover Jump (Book 1, p. 72)
Lion Safari, (Book 1, p. 76)

Running, walking or any other locomotor skill can be chosen as the FMS focus for Lessons 3, 4 or 5.

- Videos for the FMS of running.
- Running information.
- Running assessments (teacher, self or peer).

- Videos for the FMS of walking.
- Walking information.
- Walking assessments (teacher, self or peer).

Alternatively...
Other locomotor skills could be chosen as the focus of these lessons.

Lesson 3
The Remote Control (Book 1, p. 12)
Train Station (Book 1, p. 15)

Lesson 4
Rollercoaster Madness (Book 1, p. 16)

Lesson 5
Spot Balance (Book 1, p. 115)
Mirror Tag (Book 1, p. 117)

Running or balance could be chosen as the main FMS focus of Lessons 6 , 7 or 8.

- Videos for the FMS of running.
- Running information.
- Running assessments (teacher, self or peer).

- Videos for the FMS of balancing.
- Balancing information.
- Balancing assessments (teacher, self or peer).

Lesson 6
Copy Me Balancing (Book 1, p. 116)
Follow the Leader (Book 1, p. 118)
Walk the Line (Book 1, p. 114)

Lesson 7
Safari Adventure (Book 1, p. 13)
Body Balance (Book 1, p. 121)

Lesson 8
Copy Me Balancing (Book 1, p. 116)
Mirror Tag (Book 1, p. 117)

PDST Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

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PDST *Move Well Move Often* - FMS and activity links

Action for Life – Physical literacy through PE and SPHE

Middle book – Second Class, Third Class, Fourth Class

- ✓ Focus on teaching **one** FMS in a lesson and introduce no more than **two teaching points** in a lesson.
- ✓ Other FMS can be incorporated within a lesson, but the teaching focus should be on a single FMS.
- ✓ Information and resources for specific FMS can be found on scoilnet.ie/pdst/physlit, or by clicking on the links below.

You might like to substitute or add the following activities from *Move Well Move Often* (Book 2):

- Videos for the FMS of jumping.
- Jumping information.
- Jumping assessments (teacher, self or peer).

Lesson 1
Shark Infested Waters (Book 2, p. 73)
Cross the Pond (Book 2, p. 75)
Where's North? (Book 2, p. 76)

- Videos for the FMS of hopping.
- Hopping information.
- Hopping assessments (teacher, self or peer).

Lesson 2
Hop Hoops and Count (Book 2, p. 38)
Hopscotch (Book 2, p. 39)
The Hop Hoop (Book 2, p. 42)

Running, walking or other locomotor skills can be incorporated within the activities in Lesson 3. Choose your FMS focus to align with your school plan.

Lesson 3
Fruit Basket (Book 2, p. 25)
The Queen's Jewels (Book 2, p. 27)
Gathering Beanbags (Book 2, p. 45)

Walking is the main FMS focus for Lesson 4.

Lesson 4
Speed Up/Slow Down (Book 2, p. 14)
I Spy (Book 2, p. 16)
Switch, Change, Rotate (Book 2, p. 17)

Jumping, running or any other locomotor skill could be the main FMS focus for Lesson 5.

Lesson 5
Corner Relay (Book 2, p. 26)
Musical Statues (Book 2, p. 114)
Flip Flop (Book 2, p. 120)

Running or balancing could be the main FMS focus for Lesson 6.

Also see PDST Primary Gymnastics page for videos and more information on the pencil roll.

Lesson 6
Mirror Mirror (Book 2, p. 115)
Beanbag Balance (Book 2, p. 116)
Stuck on You (Book 2, p. 118)

Walking or balancing could be the main FMS focus for Lesson 7.

Lesson 7
Speed Up/Slow Down (Book 2, p. 14)
Coordinated Skipping (Book 2, p. 54)
Skipping Fitness Challenge (Book 2, p. 59)

Running or walking could be the main FMS focus for Lesson 8.

Lesson 8
Musical Statues (Book 2, p. 114)
Memory Mats (Book 2, p. 134)
Jumping Sequences (Book 2, p. 135)

PDST Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

Irish Heart Foundation

PDST *Move W* … activity links

Action … – Physical …

…nior book – …th Class, Sixth Class

- ✓ Focus on teaching **one** FMS i… more than **two teaching points** in a lesson.
- ✓ Other FMS can be incorporated within a lesson, but the teaching focus should be on a single FMS.
- ✓ Information and resources for specific FMS can be found on scoilnet.ie/pdst/physlit, or by clicking on the links below.

You might like to substitute or add the following activities from *Move Well Move Often* (Book 3):

Main strand unit for Lessons 1 is jumping.

- Videos for FMS of jumping.
- Jumping information.
- Jumping assessments (teacher, self or peer).

Lesson 1
Clockwise – Anti Clockwise (Book 3, p. 95)
Card Suits (Book 3, p. 65)
Human Ladders (Book 3, p. 68)

Main strand units for Lesson 2 are jumping and running.
Balancing could be explored through the Warm Up activity.
Other locomotor skills could also be incorporated within the lesson

Lesson 2
High Jump Low Jump (Book 3, p. 67)
High Tide (Book 3, p. 64)
Stamina Run (Book 3, p. 19)

Side stepping or jumping could be the main FMS focus of this lesson through the warm up.
Other locomotor skills can be incorporated throughout the lesson.

Lesson 3
Suit Shuffle (Book 3, p. 17)
Land Around the Compass (Book 3, p. 125)
High Tide (Book 3, p. 64)

Walking is the main FMS in this lesson.
Other locomotor skills can be incorporated throughout the lesson.

Lesson 4
Find Someone Who (Book 3, p. 45)
Shifting Gears (Book 3, p. 15)
Group and Balance (Book 3, p. 107)

Running or balancing could be the main FMS focus for this lesson.
Also see PDST Primary Gymnastics page for videos and more information on the tucked roll.

Lesson 5
Stamina Run (Book 3, p. 19)
Beanbag Slide (Book 3, p. 108)
Timber Tag (Book 3, p. 110)

Balancing could be the main FMS focus for this lesson.

Lesson 6
Crab Race (Book 3, p. 106)
Crab and Bear (Book 3, p. 111)
Step and Sync (Book 3, p. 97)

Running or balancing could be the main FMS focus for this lesson.

Lesson 7
Timber Tag (Book 3, p. 110)
Group and Balance (Book 3, p. 107)
Landing Circuit (Book 3, p. 120)

Balancing could be the main FMS focus for this lesson.

Lesson 8
Shape Detective (Book 3, p. 104)
Circle Pass Challenge (Book 3, p. 105)

PDST Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

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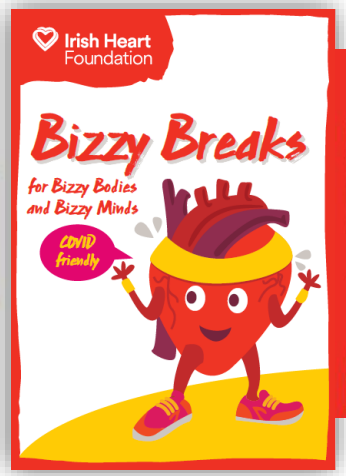
Summary

Physical Education ✓

Physical Activity ✓

Partnerships ✓

Active School Week ✓



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Next steps:

- Save this quick reference page to your desktop for direct links. Send to school staff and/or print and display in staff room.
- Sign up to receive updates - you'll be the first to hear when new content is released.

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Contact Schools@irishheart.ie for any support or queries.