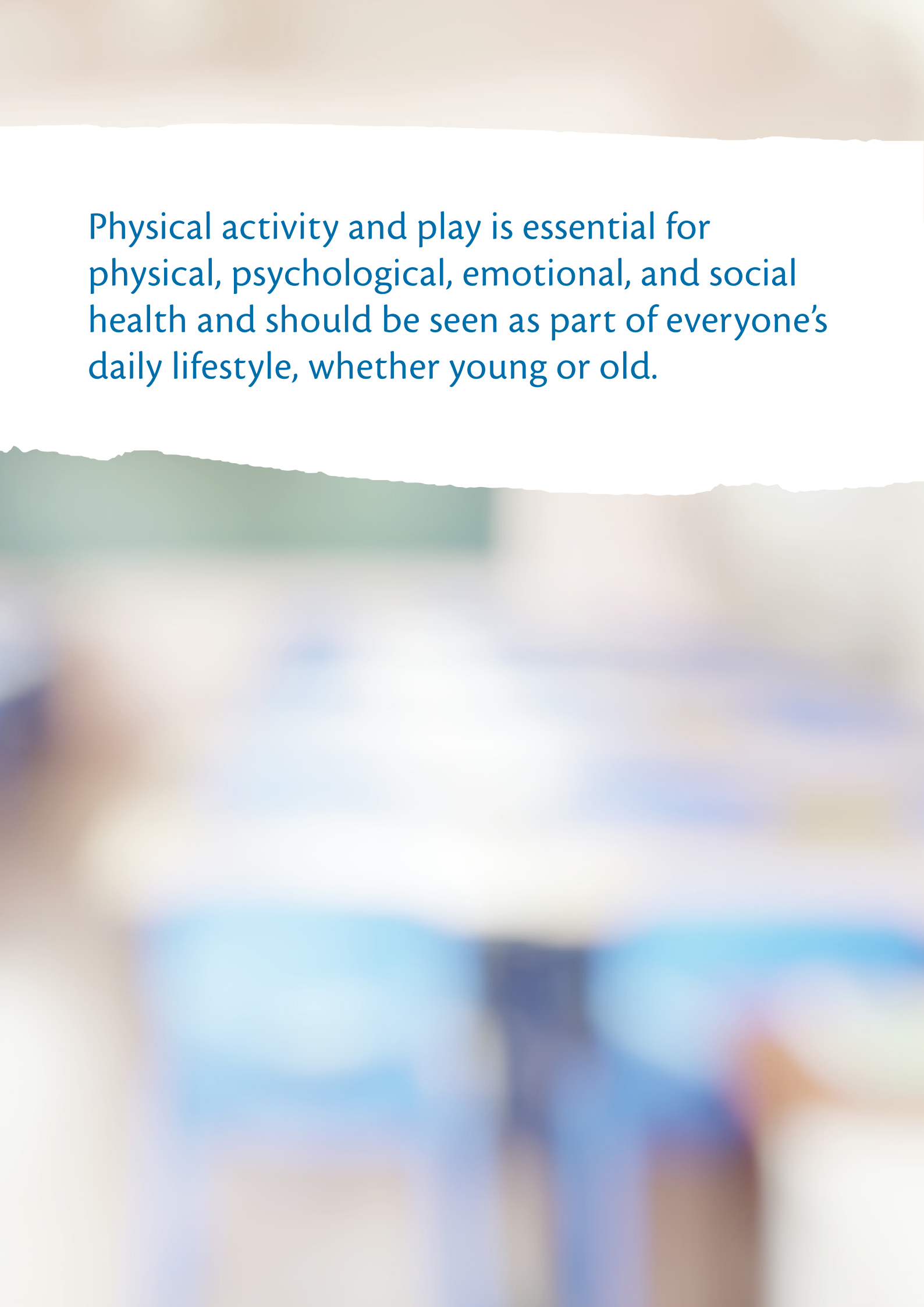




# Get Active In the Classroom!

## Classroom-based Physical Activity for Schools



Physical activity and play is essential for physical, psychological, emotional, and social health and should be seen as part of everyone's daily lifestyle, whether young or old.



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## Introduction

Schools are an important setting that can provide support to improve the health and wellbeing of children and young people. Research has shown that health and education are inextricably linked. The Health Promotion and Improvement Department, HSE, work through the Health Promoting School model to support a whole school approach to health and wellbeing. A Health Promoting School is defined by the World Health Organisation as “a school that constantly strengthens its capacity as a healthy setting for living, learning and working.” (WHO Expert Committee on Comprehensive School Health Education, 1997).

Being physically active is a core component of good health and well-being. Physical activity and play is essential for physical, psychological, emotional, and social health and should be seen as part of everyone's daily lifestyle, whether young or old. By encouraging children to take part in physical activity and active games we can help them develop good habits, which will prove invaluable throughout their lives.

The National Guidelines on Physical Activity for Ireland recommend that children and young people should be active for at least 60 minutes a day every day (Department of Health, 2009). The evidence is that four out of five children are not sufficiently active for health benefits (Department of Health, 2013). One of the preliminary key performance indicators for Healthy Ireland (Department of Health, 2013), is an increase in the proportion of the population undertaking regular physical activity across each life stage. To support this, the Healthy Ireland National Physical Activity plan (Department of Health, 2013) aims to increase the number of people taking regular exercise by 50,000 every year for the next ten years.

On average, children spend almost half of their day in the school environment so it is important that all opportunities to encourage and promote physical activity during that time are utilised.

Many schools are already taking positive action to promote physical activity and physical education. Walking to school, physical education and organising activities at lunchtime and after school can all contribute to a child's daily physical activity. Unfortunately this is not always easy. For example, bad weather and lack of indoor/outdoor space can restrict activities. Schoolyards are often empty on wet days leading to children losing the opportunity to be physically active.

In many schools there are no hall facilities and classrooms are small and unsuitable for using equipment. Physical activity however can still take place.

This resource “Get Active in the Classroom” was designed to help overcome these barriers. The resource consists of games and activities that children can do at their desks or in areas that require a small rearrangement of furniture. Very little or no equipment is required. Activities can be done at break times or at any time throughout the day; they are easy to follow and are a great way to get children active and re-focused on class work.

## Section 1:

# General Guidelines for Planning Activities



Before you start, consider the following:

- Player's age and gender
- Level of skill
- Experience
- Level of ability
- Children with special needs
- Equipment available
- Space available
- Number of players



## Ask yourself these questions when selecting a game/activity:

What are the rules of the game?

How much time is available to play the game?

What equipment will I use?

How many individuals will play?

How many individuals will be in each group/team?

How will I organise the individuals?

How will I manage the game? For example, what start/stop signals will I use? (whistle, hand signals, etc.)

Try to group players according to their physical size and age. Aim to keep waiting time to a minimum for players. Emphasise competition against self when competition seems natural.

## Use STEP to adapt games

**Space:** The playing space can be increased or decreased to make the game more difficult or easy. For example, in tag games it is harder to tag players in a larger space. (Indoor/outdoor)

**Task:** The task can be changed, for example, by changing the action to using two hands instead of one to catch/throw, using the non-dominant hand to bounce the ball.

**Equipment:** Changing its size, shape and texture can modify equipment. For example, using a softer or larger ball can help make a task easier or decreasing the size of the racquet face can make it harder.

**People:** The rules can be modified to make the game more inclusive for participants. For example, make teams smaller such as playing 5-a-side soccer instead of the traditional 11-a-side.



## Safety Tips

It is important to make play fun, enjoyable and as safe as possible to encourage continuous involvement, so your school should have some safety guidelines put in place. The following are some suggestions:

- Make sure space is big enough for the activities you wish to carry out. For example, design a seating plan that allows desks to be easily pushed to the sides of the room or grouped to create an open space.
- Make sure surfaces are suitable for the activities. For example, on tiled or slippery floors use small, non slip carpets or other non slip surfaces for activities. Ensure that floors are swept on a regular basis and are kept clean and dry.
- Ensure regular maintenance of equipment and take out of action immediately any piece of equipment that is faulty and report it to the principal/supervisor.
- Before beginning activities make sure they are explained clearly and that the rules are emphasised.
- With new activities begin at a low level and progress when necessary.
- Do not allow children to use equipment inappropriately. Use equipment only for its purpose. For example, using skipping ropes inappropriately can be dangerous.
- Be aware of what the children are doing and stop the activity immediately if there is any game going on that could cause an accident.
- Make sure children are dressed suitably for the activity, i.e. long loose clothing when on climbing equipment can be dangerous.
- If one area is very popular, then consider a “rota” system to give equal access and opportunity to all pupils.





# Ways to Adapt Activities for Children with Special Needs

Being physically active is as important for children with special needs as it is for any child. Almost all games or activities can be modified to allow children with special needs to participate. The following are some considerations for possible adaptations/modifications for inclusion of children with special needs in activities.

## What method of communication will you use?

- Consider how the child communicates (verbal, sign language, pointing to pictures).
- Verbal cues, demonstrations, physical assistance can be used (if permission is given).
- Also consider what starting/stopping signals (for example, hand, whistle, coloured cards) you will use.

## Can you vary the level of difficulty?

- Change the organisation of activity, the way the information is presented, duration, length of activities.

## What type of support does the child require?

- Moral
- Technical
- Physical assistance

## Can you vary the number of players?

- For example, vary the class format and size, play games such as two-on-two basketball.

## Can you vary the field of play?

- Make the area wider/narrower as needed; shorten distance for children with movement problems.





# Ways to adapt activities

Below are some suggestions on how to adapt activities for children with disabilities.

## Children with limited strength:

- Lower targets.
- Reduce weight/size of striking implements, balls.
- Reduce distance/playing field.
- Allow student to sit or lie down while playing.
- Use deflated balls or suspended balls.
- Decrease activity time/increase rest.
- Reduce speed of game/increase distance for students without disabilities.

## Children with limited balance:

- Lower centre of gravity.
- Keep as much of the body in contact with the surface as possible.
- Widen base of support.
- Increase width of beams to be walked.
- Extend arms for balance.
- Use carpeted rather than slick surfaces.
- Teach student how to fall safely.
- Provide a bar/chair to assist with stability.

## Children with limited co-ordination and accuracy:

- For catching and striking use larger, lighter, soft balls.
- Decrease distance ball is thrown and reduce speed.
- For throwing activities, use smaller balls.
- In striking and kicking use a stationary ball before trying a moving ball.
- Increase the surface of the striking implement, (decreasing as a sign of progression).
- Increase size of target, (decreasing as a sign of progression).
- In bowling-type games use lighter, less stable pins.
- Optimise safety.



## Some ideas for adaptations:

- Provide clear demonstrations for children to follow.
- Wheelchair users can move in different ways, for example, zigzag, both arms pushing, one arm at a time, and turning in a circle.
- Work with a buddy, one picking up, one putting in box, then change.
- Place object on higher level if floor pick up is too difficult, for example, chair or a box.
- Use flash cards for hearing-impaired children.
- Allow more space between markers.
- Use brighter markers or link some markers with a tactile trail for visually-impaired children.
- Bean bags or koosh balls may give some children more success in balancing.
- A slower moving ball or balloon/balloon ball gives more reaction time.
- Use a lighter throwing object, for example, koosh ball.
- Modify rules of the game.
- Ensure practices are inclusive and allow time for repetition.

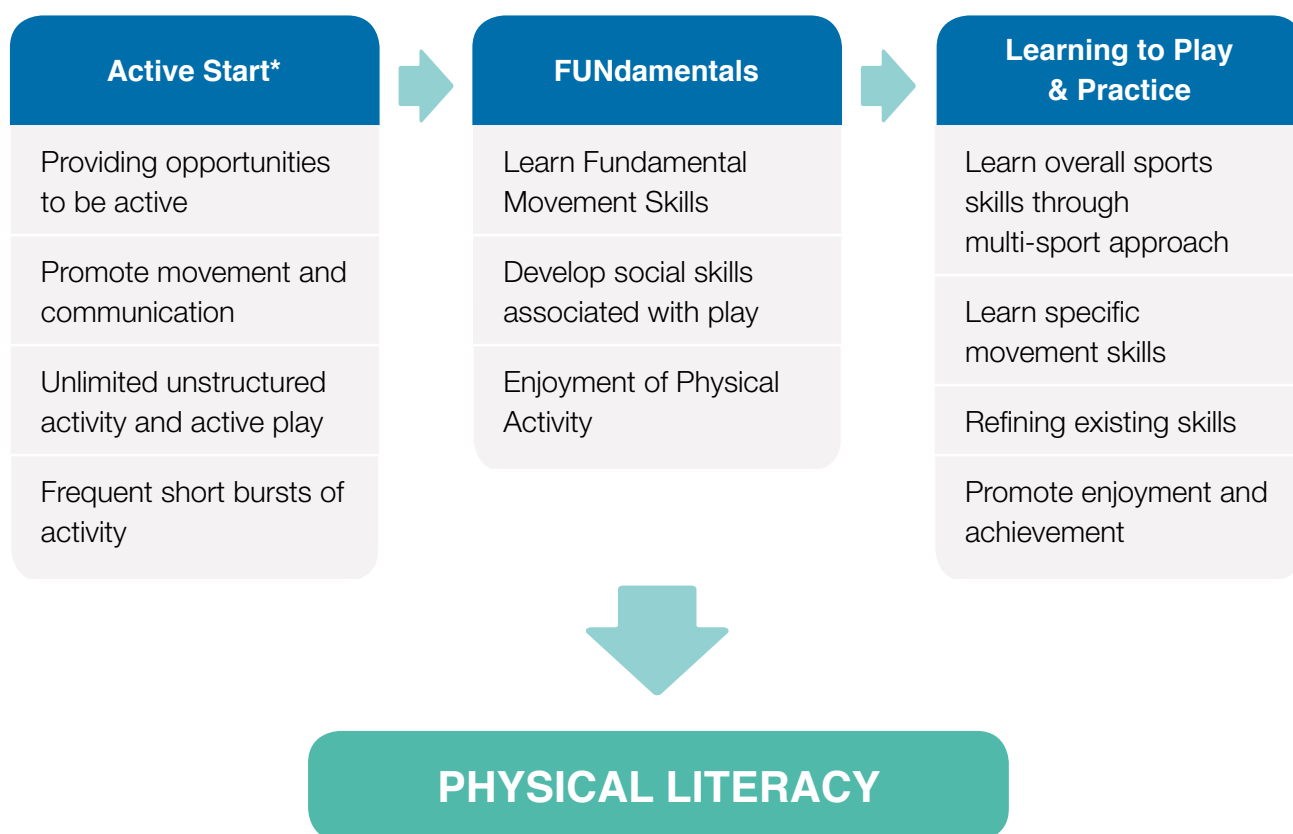




# Fundamental Movement Skills: Building Blocks for Lifelong Activity

Regular physical activity is an essential element of a healthy lifestyle – for both children and adults. We know that active children are far more likely to grow to become active adults than children who are not routinely active. In order for this to occur, children first need to be taught the fundamentals of movement and need to be supported to develop a positive attitude to physical activity in a fun environment.

A framework known as LISPA – Lifelong Involvement in Sport and Physical Activity – explains that an individual's involvement in activity progresses through a series of phases (Irish Sports Council, 2009). The first phases of these are vitally important, as they are the foundations for the development of physical literacy. Similar to learning numeracy and literacy in the classroom Physical Literacy is what gives a child the tools they need to take part in a range of everyday activities, games and sport. It is during the years 0-8 that they are most likely to occur. The important first phases are 1. Active Start, 2. FUNdamentals, and 3. Learn to Play & Practice.





## Fundamental Movement Skills (FMS)

Developing basic movement skills is as important for a child's health and ability to do everyday tasks now and as they get older, as it is for their performance in sport.

The sequence in which children learn these skills is similar. While there can be gender differences in some activities, for example boys tend to develop the overarm throwing skill quicker than girls, both girls and boys need to be given opportunities to develop all skills.

The first 8 years is the most critical time for a child to develop these skills.

FMS are generally grouped into 3 categories 1. Movement (Locomotor), 2. Body Control and 3. Object Control.

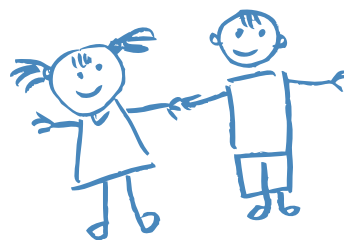
Movement skills	Body control skills	Object control skills
Walking	Balancing on one foot	Catching
Running	Walking on a line or a beam	Overhand throw
Jumping (for distance, for height, one leg to another)	Climbing	Underhand throw
Hopping	Rolling (forward roll, log roll)	Punt kicking (kicking ball from hands)
Leaping	Twisting	Striking with an implement
Skipping	Turning	Two handed striking
Swinging	Rotating	Hand dribbling (repeatedly bouncing a ball with one hand)
Side stepping	Landing	Foot dribbling
Dodging	Stopping	Kicking
Galloping	Bending	Chest passing
Climbing	Stretching	
Crawling		



## Considerations Incorporating Fundamental Movement Skills into Daily Activities

The best time for children to learn fundamental movement skill is in the first 8 years but the younger they are the more likely they are to reach a good level of competency.

- The number one focus of fundamental movement skill is always fun and enjoyment.
- Children do not pick up fundamental movement skill naturally as part of their normal growth and development.
- Children do not learn fundamental movement skill at the same rate.
- The sequence in which they learn fundamental movement skill is similar for most children.
- It takes between 240 and 600 minutes of instruction time to become proficient in one fundamental movement skill.
- A small number of skills should be focused on in any one year, for example, four per year.
- The focus of your teaching should be on one or two skills at a time.
- There can be gender differences in some activities, for example, boys tend to develop the overarm throwing skill quicker than girls.
- For object control development it is important that the objects are an appropriate size/weight. A stock of a variety of sized balls is essential and balloon games are a great, inexpensive way to develop object control also.





## Challenges and possible solutions to doing activities in the classroom

Challenges	Possible Solutions
<b>Too much furniture (desks, chairs)</b>	Have students participate in activities on the spot.
<b>Classroom too small</b>	Design a seating plan that allows desks to be easily pushed to the sides of the room or grouped to create an open space.
<b>Too many students</b>	Allocate specific areas in which students can be active.
<b>Floor surface a problem (for example, slippery, tiled)</b>	Use small, non-slip carpets or other non-slip surfaces for activities. Ensure that floors are swept on a regular basis and are kept clean and dry.
<b>Possibility of damage to lights, windows, computers</b>	Choose activities that require no equipment or use appropriate equipment (for example, indoor flying discs, foam balls, paper). Have students participate only in activities that are appropriate for the classroom.
<b>No appropriate equipment in the room</b>	Plan activities that require little or no equipment. Assemble an equipment box for use in the classroom that can be shared by a group of classrooms. Or make a list of equipment and store it nearby so that classes can access it quickly.
<b>Too noisy</b>	<p>Play music to help students focus on the activity.</p> <p>If other classes may be affected by the noise that may result from daily physical activity, inform teachers of those classes when your daily physical activity is scheduled (they may wish to do the same).</p>
<b>Poor air circulation</b>	Plan activities to take place before lunch or at the end of the day so that the classroom can be aired before being used again. Open windows during activities.



## Wake up and Shake up!

Mornings are a great time to do a little physical activity to help get children energised and awake for the day. Movements can be done on the spot at the children's desks and only take ten minutes or less. If children are getting tired or losing concentration throughout the day doing a little physical activity will help them refocus.

## Bizzy Break

Bizzy Break is a series of activities for the classroom, designed to get pupils moving on the spot. Children participate in the activity from their desks using the available space and the activities focus on strength, flexibility and aerobic fitness.

The break, which takes no longer than ten minutes, is guided by a large poster for the classroom, teacher's notes and a specifically commissioned Bizzy Break music CD.

This activity can contribute to the recommended one hour of physical activity for children daily, and can be used as a warm-up or cool-down for other physical activity sessions.

Schools can order this resource from the Irish Heart Foundation at a rate of €10 per set.

### Contact Details:

Irish Heart Foundation

50 Ringsend Road,

Dublin 4

Tel: 01-6685001

Web: [www.irishheart.ie](http://www.irishheart.ie)

Email: [emcmeel@irishheart.ie](mailto:emcmeel@irishheart.ie)



If you do not have a copy of the above resource but would like to introduce a morning activity the next page has some sample movements you can use. For more ideas and descriptions go to Section 5 – The Movement Bank.





# Sample Wake up and Shake up Routine

**Suggested class group:** Junior infants – Sixth class

**Equipment Needed:** CD player, any music cd with at least 120-130 bpm – (Optional)

**No. Participants:** Unlimited

**Preparation:** Place chairs and bags under desks.  
Move any objects that may be in the way. Stand at desks

**Activity Level:** Moderate

## Sample loosening up activities

- Body rub – using your hands, rub wrists and hands together, elbows, shoulders, tummies, thighs, knees, backs of legs, ankles.
- Shake wrists out and wave up and down.
- Elbow Curl (as if bringing a glass to your mouth).
- Shoulder shrugs and rotate shoulders (backwards and forwards).
- Look over left and right shoulders and look towards the ground.
- Trunk twists.
- Knee raises.
- Leg kicks.
- Leg curls.
- Gentle leg swings.
- Circle ankles (in both directions).

## Sample energising activities:

- Marching on the spot.
- Jogging on the spot.
- Jumping jacks or half jacks.
- Knee lifts.
- Leg curls.
- Hopping.
- Side stepping.



- Leg kicks (to either side, in front or behind)
- Swimming arm actions.
- Raising hands in the air, in front of body or out to side.
- Punching arm actions (to the side, in front, overhead).

## Stretches

### Full body stretch

Stand with feet apart. Stretch arms overhead and hold. Then spread arms out to a V-shape. Raise heels off the ground. Hold for 6–8 seconds.



### Cat pose stretch

Stand with feet apart and knees bent. Curl back over while dropping head down. Tighten tummy muscles and round back. Then relax and repeat. Hold for 6–8 seconds.



### Chest stretch

Stand with feet apart and hands together behind back. Hold. Squeeze shoulder blades together. Hold for 8 seconds. Then relax and repeat.



### Calf stretch

Stand with one leg in front and bend the knee. Keep other leg straight and push the heel back into the ground. Keep lower back straight. Hold for 8 seconds. Switch legs and repeat.



### Quadriceps stretch

Use wall or partner for balance if you need to. Stand on your left leg and grasp foot behind hip. Pull the foot upwards until you feel a slight tight sensation on the front of the right thigh. Hold for 8–10 seconds. Switch legs and repeat.



### Hamstring stretch

Put one leg a couple of inches in front of the other, bend the back leg and keep the front leg straight. Sit back towards rear leg. Place hands on the top of the bent thigh for balance or on hips. Feel stretch along back of straight thigh. Hold for 8–10 seconds. Repeat on the other side. May also raise toe for extra stretch.



Section 2:

# Classroom movement ideas





## As If

<b>Suggested class groups:</b>	Junior infants – First class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Depends on space; unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language, Imagination and Movement

### How to Play:

- The teacher calls out a sentence to the class. Children act out each sentence for 30 seconds:
  - Jog in place **as if** a big scary bear is chasing you.
  - Jump in place **as if** you are popcorn popping.
  - March in place and play the drums **as if** you are in a marching band.
  - Reach up **as if** you are catching bubbles in the air.
  - Swim **as if** you are in a giant pool of jelly.
  - Walk **as if** you are walking through a sticky toffee pudding.
  - Paint **as if** the paint brush is attached to your head.
  - Shake your body **as if** you are a wet dog.

Source: (North Carolina Department of Public Instruction, 2006)



## Over, Under, Around and Through

<b>Suggested class groups:</b>	Junior infants – Second class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Depends on space; unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks. Where space allows, this can be done in a line with the teacher/a leader at the front.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language, Imagination and Movement

### How to Play:

- Teacher/Leader decides on a pattern where students go over, under, around and through imaginary or real objects.
- Teacher/Leader leads the line of students around the room, following this pattern:
  - Example 1** – “Over a sea of sticky peanut butter, under a cherry tree, around an ice cream cone, and through a sea of Jelly.”
  - Example 2** – “Over a turtle, under a big dog, around the elephant and through a giraffe’s legs.”

<b>Over</b>	<b>Under</b>	<b>Around</b>	<b>Through</b>
<i>steep mountain</i>	<i>a big net</i>	<i>hard, round rock</i>	<i>deep, dark cave</i>
<i>Atlantic Ocean</i>	<i>underground</i>	<i>your desk</i>	<i>a creaky door</i>
<i>wiggly bridge</i>	<i>sand</i>	<i>chair</i>	<i>long tunnel</i>
<i>steep hill</i>	<i>a hairy dog</i>	<i>circle</i>	<i>window</i>
<i>thorny bush</i>	<i>water</i>	<i>dirty bin</i>	<i>haunted house</i>
<i>muddy puddle</i>	<i>limbo stick</i>	<i>the school</i>	<i>a swamp</i>
<i>a fairy house</i>	<i>spooky hole</i>	<i>a sleeping giant</i>	<i>swimming pool</i>
<i>camp fire</i>			

Source: (North Carolina Department of Public Instruction, 2006).



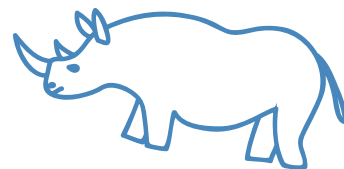
## It's a Zoo in Here

<b>Suggested class groups:</b>	Junior infants – First class
<b>Equipment needed:</b>	Flash cards with animal names and/or pictures (optional)
<b>Number of participants:</b>	Depends on space; unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language, Imagination, Living Things and Movement

### How to Play:

- The teacher selects a card or animal that you might find in a zoo such as a:
  - Monkey
  - Bear
  - Elephant
  - Giraffe
  - Snake
  - Tiger
  - Lion
  - Kangaroo
- Children must imitate the way the animal moves and sounds beside their desks or around the room for 30 seconds until the next animal is selected.

Source: (North Carolina Department of Public Instruction, 2006)





## Head, Shoulders, Knees, and Toes

<b>Suggested class group:</b>	Junior infants – First class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited, depends on space available
<b>Preparation:</b>	Place chairs and school bags under desks and remove objects that may be in the way. If doing in a circle may need to move some furniture
<b>Activity level:</b>	Low to moderate (if done standing up at a fast pace)
<b>Curriculum links:</b>	Oral language, Identifying body parts, Performing, Movement (balance and coordination)

### How to Play:

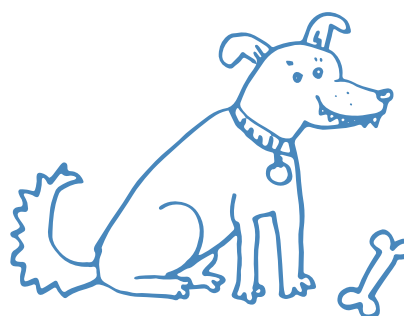
- Children can do this standing up or sitting down.
- Everyone sings the song “Head, shoulders, knees and toes” and does the actions while singing.
- Place both hands on parts of body as they are mentioned;

*Head, shoulders, knees and toes, knees and toes.*

*Head, shoulders, knees and toes, knees and toes.*

*And eyes, and ears, and mouth, and nose.*

*Head, shoulders, knees and toes, knees and toes.*







## Hokey Pokey

<b>Suggested class group:</b>	Junior infants – Second class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited, depends on space available
<b>Preparation:</b>	Place chairs and bags under tables; remove any objects which may be in the way. If doing in a circle may need to move some furniture
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language, Identifying body parts, Performing

### How to Play:

- Children stand up for this song.
- Everyone does the actions to match the words.

*You put your right hand in*

*You put your right hand out*

*In-Out, In-Out*

*and you shake it all about, you do the hokey pokey (wave your hands up & down like a Mexican wave)*

*and you turn around, that's what it's all about!*

*Oh hokey, hokey, pokey! (wave your hands up & down)*

*Oh hokey, hokey, pokey! (wave your hands up & down)*

*Oh hokey, hokey, pokey! (wave your hands up & down)*

*and that's what it's all about!*

- The body part is changed after each verse.
- 2. Left hand, 3. Right foot, 4. Left foot, 5. Head, 6. Whole self.

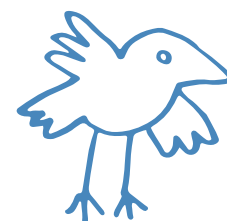


## Scarf/Streamers Dancing

<b>Suggested class group:</b>	Junior infants – Second class
<b>Equipment needed:</b>	Scarves, CD player, any music cd with at least 130 bpm, shakers (plastic bottles with rice/pasta).
<b>Number of participants:</b>	Unlimited, depends on space available.
<b>Preparation:</b>	Will need a clear area so may need to move furniture.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Performing, Dance and Movement

### How to Play:

- Give each child a scarf or a shaker.
- Choose some lively music.
- Invite the children to dance around the space waving the scarves/shaking the shakers as they go – the children can form a circle, dance in lines or move randomly around the space. Make sure to get them to change direction.





## Simon Says

<b>Suggested class group:</b>	Junior infants – Second class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited, depends on space
<b>Preparation:</b>	Place chairs and school bags under the desks to ensure each participant has enough space.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language and Movement

### How to Play:

- One child is nominated as the leader, “Simon” or “Simone”!!
- “Simon” calls out an action such as “Sit down” and all the children must do the action.

#### Some example actions:

- Sit down
  - Stand up
  - Wave both arms in the air
  - Shake one leg
  - Hop up and down
- When Simon calls out an action, he/she must use the phrase “Simon says..”, if Simon calls an action without using this phrase it’s an invalid action and anyone that does the action is out of the game. They can then help “Simon” catch others who do an invalid action.



## Beans

<b>Suggested class group:</b>	Junior infants – Second class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Depends on space; unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language, Imagination, Recall and Movement.

### How to Play:

- Children stand in a space large enough to allow them to extend their arms and legs.
- The teacher calls out different types of beans and all children do the corresponding action as follows:

<b>Bean Type</b>	<b>Action</b>
<i>Runner bean</i>	Run on the spot
<i>Jelly bean</i>	Shake and wobble your body
<i>Hot bean</i>	Hop from one foot to the other
<i>Jumping bean</i>	Jump up and down
<i>Broad bean</i>	Stretch out arms & legs as wide as possible
<i>Beans on toast</i>	Curl up in a ball near the floor
<i>Frozen bean</i>	Freeze on the spot
<i>Human being!</i>	March on the spot
<i>Long bean</i>	Stretch up tall with arms overhead

### Adaptations:

- Allow players to develop new beans and actions.



## Farm Yard

<b>Suggested class group:</b>	Junior infants – Second class
<b>Equipment needed:</b>	Paper and Pen or animal picture cards
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks. Furniture can be moved to give children more space to move around
<b>Activity level:</b>	Low to moderate
<b>Curriculum links:</b>	Oral language, Imagination, Living things

### How to Play:

- The teacher has a box with the names/pictures of different animals in it, for example, sheep, dog, duck, etc. There must be more than one of each animal.
- Each child picks a piece of paper or picture card from the box.
- When the teacher says go, each child must move around the space and try to find their partners, for example, all dogs come together etc.
- They can only find their partners by making the sounds and doing the actions of that animal, e.g. for a dog they must bark and move around on hands and knees.

### Adaptation:

- Change the theme from farm animals to the zoo and get participants to be like animals in the zoo, e.g. a monkey, giraffe, etc.



## Red light, Green light

<b>Suggested class group:</b>	Junior infants – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Depends on space; unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language and Movement

### How to Play:

- All children stand behind their desks facing the leader.
- When the leader shouts “green” or holds up a green object, they all run on the spot.
- When the leader shouts “red” or holds up a red object, they must freeze on the spot.
- If the leader sees anybody moving, they have to go squat or sit down and miss two turns.
- Alternate the leader regularly to keep children interested.

### Adaptations:

- An amber light can be introduced; when the leader calls “amber” the players can move in slow motion.
- Different movement forms can be introduced such as hopping, skipping, jumping jacks.



## Shark Attack

<b>Suggested class group:</b>	Junior infants – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Depends on space; more than 10
<b>Preparation:</b>	Will need a clear area so may need to move furniture.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language and Numbers

### How to Play:

- All children pretend to be fish and swim and move around the space.
- When the teacher calls out a number, for example “3”, all children/fish have to get into groups of that number.
- Any children who do not manage to get into/fit into a group become sharks.
- All children go back to swimming until the teacher calls a number again, this time as the children try to get into their groups they will be chased by the sharks. If the sharks catch a fish, that fish becomes a shark.

### Adaptations:

- Call out a sum, for example, “2+3”, children have to go into a group the same size as the answer.
- Get children to swim using different strokes; front crawl, back crawl, breaststroke and butterfly.

*Source: Game recommended by Katrina Ladden, St. Michael's National School, Bere Island, Cork.*





## Wiggles

<b>Suggested class group:</b>	Junior infants – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor that may be in the way. Stand behind desks.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language, identifying body parts.

### How to Play:

- Standing behind their chairs, get children to jog on the spot.
- Teacher gives children different actions to complete.
  - They begin by wiggling their fingers.
  - Then fingers and wrists
  - Then fingers, wrists, and forearms
  - Then fingers, wrists, forearms, and elbows
  - Then fingers, wrists, forearms, elbows and shoulders
  - Then fingers, wrists, forearms, elbows, shoulders and rib cage.
  - Then fingers, wrists, forearms, elbows, shoulders, rib cage, and hips
  - Then fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees
  - Then fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees and head
- This can be started at the toes and work up the body.
- Can be also done as a cool-down by leaving out the jogging on the spot.

*Source: (North Carolina Department of Public Instruction, 2006)*



## I Like Being Active

<b>Suggested class group:</b>	Second – sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	May need to move furniture for this game if playing in a circle. Can be played standing at desks.
<b>Activity level:</b>	Moderate – ensure children do all the actions.
<b>Curriculum links:</b>	Oral Language and Recall

### How to Play:

- Get children to stand in a circle or at their desks, and march on the spot.
- The idea is for the children to make up a crazy list of all the sporting/physical activities they can think of with actions to match. This list has to be memorised by the whole group.
- The game begins by one child saying, “I like being active and I like playing..”, “football” for example. That child must then do an action of playing football, for example, kicking the ball.
- The sequence continues with each child adding an activity and matching action to the list.
- As well as adding an activity they must also remember the sequence of activities and actions said before them. For example, “I like playing football, I like playing golf, I like swimming, etc.” All children do the actions.
- The child does not necessarily have to like the activity they pick.
- This list continues all the way around the circle until all children have added to it.
- The last child will have to try to remember all the activities and their actions.

### Adaptations:

- If you have a big group you can divide them into two groups.

*Source: (North Carolina Department of Public Instruction, 2006).*



## Stop and Spell

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks with partner
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language, Writing and Movement

### How to Play:

- Get children to pair off.
- The teacher calls out different activities for the pairs to do, for example,
  - Jump
  - Jog
  - Jumping jacks
  - Hopping
  - Skipping
  - Marching
  - Knee lifts
  - Leg curls.
- Children do the activity until the teacher calls out a word.
- Children stop doing the activity and in their pairs they have to work together to get the correct spelling for that word.
- After approx. 10 seconds the teacher calls out a new activity for the children to do.
- The teacher then calls a new word and the children stop and in their pairs again work together to spell the word. This continues until all the words on the list are used.
- At the end the teacher writes the spellings on the board and children check their spelling to see how many they got correct.

### Adaptations:

- This game can be changed to “Stop and Solve” by replacing spellings with math problems.

*Source: (North Carolina Department of Public Instruction, 2006).*



## Follow my call

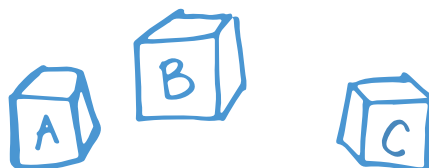
<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Depends on space; unlimited
<b>Preparation:</b>	Place chairs, schoolbags and any other objects in the way under the desk. Stand behind desk.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language and Movement

### How to Play:

- On commands from the teacher/leader the rest of the group must perform certain actions.
- These actions can be performed on the spot.
- Sample commands and actions may include:
  - Clap = Clap hands
  - Turn = Turn around on the spot
  - Jump = Jump from two feet and clap hands overhead.
  - Touch = Touch ground with right hand
  - Touch = Touch ground with left hand
  - Touch = Touch ground with both hands bending at the knee
  - Skip = Skip on the spot
  - Jog = Jog on the spot
  - Hop = Hop on one leg
  - Hop = Hop/jump from two feet.

### Adaptations:

- If there is enough space, movements can be done while moving around the room.





## Activator

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited, depends on space available.
<b>Preparation:</b>	May need to rearrange furniture to do in circle, if unable to move furniture, it can be done in rows.
<b>Activity level:</b>	Moderate – call out commands quickly to ensure children keep moving.
<b>Curriculum links:</b>	Oral language and Recall

### How to Play:

- Each child is sitting on a chair.
- The leader calls out different commands for the children to do.

#### Commands:

- Hup:** Stand up (saying “Ooh”) and sit down (saying “Aah”).
- Hup left:** Stand up and move one place to the left (therefore everyone has moved a space to the left).
- Hup Right:** All the children stand up and move to the right.
- Foot stomp:** Children stomp their feet until next call.
- Seat slap:** Children stand up, tap their seat, and sit back down.
- Wheelie:** Children stand up, walk a full circle around their chair and sit back down.

#### If in a Circle you can also add:

- Higgledy, Piggledy:** All children move to a different chair.
- Partner change:** All children pick a partner in the circle and when partner change is called, they change places with that person.

Source: (Age and Opportunity, 2016).



## Pass It Around

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	Bucket/bag full of a variety of small equipment (beanbags, balls, plastic bottles, scarves, cushions, etc.)
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	May need to move some furniture in order to form a circle but could also be played sitting in rows.
<b>Activity level:</b>	Moderate – ensure equipment is passed on quickly and all the rules are followed
<b>Curriculum links:</b>	Oral language

### How to Play:

- The teacher begins by passing equipment around the circle.
- The equipment is passed from child to child.
- A child can only have one piece of equipment at a time so he/she must move them along as fast as possible.
- Keep passing the equipment until all pieces have been passed around the circle.
- Now make up rules such as:
  - red beanbags must be passed to the left
  - balls must be passed to the right
  - sit on cushions before you pass them on
  - toss green beanbags in the air and shout “yahoo!” and pass on
  - stand up and wave scarves/ribbons in the air before passing on
  - shake plastic bottle (filled with rice/pasta) and pass on
  - pass blue beanbags around your legs and pass on.
- This game is also very useful for tidying up equipment at the end of a session; the child at the end of the line puts the equipment in the bag.

Source: (Age and Opportunity, 2016).



## Heart Smart

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Taking Care of my body, Living Things.

### How to Play:

- Teach children about the heart:
  - **Its location in the body** – Left side of chest
  - **What size it is** – Size of fist
  - **What is its purpose** – To deliver blood to the body
  - **What makes the heart stronger** – Activity such as jumping, swimming, jogging, etc. (students will act out these movements)
  - **What makes the heart weaker?** Inactivity, smoking, unhealthy eating.
- The teacher calls out the different habits that strengthen or weaken the heart.
- For habits that strengthen the heart the students must jump for 15 seconds.
- If it's a habit that weakens the heart the students must squat (or fall down) down for 5 seconds.
- Sample activities would be:
 

<ul style="list-style-type: none"> <li>• Cycling – students jump</li> <li>• Eating fast food – squat down</li> <li>• Going for a walk – jump</li> <li>• Watching TV all the time – squat down</li> <li>• Smoking – squat down</li> <li>• Dancing – jump</li> <li>• Swimming – jump</li> </ul>	<ul style="list-style-type: none"> <li>• Playing on the computer for a long time – squat down</li> <li>• Going up the stairs – jump</li> <li>• Taking the lift – squat down</li> <li>• Eating fruit and vegetables – jump</li> <li>• Eating lots of sweets and crisps – squat</li> </ul>
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Source: (North Carolina Department of Public Instruction, 2006).





## Secret Wizard

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Will need a clear area so may need to move furniture.
<b>Activity level:</b>	Low to moderate (see adaptations)
<b>Curriculum links:</b>	Imagination

### How to Play:

- Children stand in a circle facing inwards with their eyes closed.
- One child is selected as the leader who walks around the outside of the circle and picks a “wizard” by tapping another child on the shoulder.
- The wizard must not tell anyone that they are the wizard as the wizard has a secret power to cast sleeping spells on anyone they wink at.
- When the leader says “go”, all the children open their eyes and move around the room. If the wizard winks at a child, a sleeping spell has been cast and 2 to 3 steps later (not straight away) they must fall/crouch down and pretend to sleep, players must ensure they fall down in a safe manner and in a safe space.
- Children who are not under the sleeping spell may try to guess who the wizard is, but if their guess is wrong they must fall asleep too.
- When the wizard is guessed the “sleepers” wake up and the game can be restarted by selecting a new “wizard”.
- A second wizard may be picked, particularly if the game is being played with a large group.
- To increase the activity level, get the children to move around the room by e.g. hopping (from two feet or on one leg) or skipping or stop them every now and then and get them to jog on the spot or do jumping jacks.

*Source: Game provided by (Culloty, 2016)*



## Name game

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	Soft Ball or beanbag
<b>Number of participants:</b>	Depends on space; unlimited
<b>Preparation:</b>	May need to move furniture in order to form a circle.
<b>Activity level:</b>	Low to moderate
<b>Curriculum links:</b>	Oral language, Recall

### How to Play:

- Children stand in a circle and march/jog on the spot.
- Children are invited to throw a soft ball/bean bag around the circle randomly.
- On catching the ball, the child must shout out his/her own name clearly.
- The ball is then passed on again, with the receiver calling out his/her own name and so on until each child has had a number of turns.
- Children are marching on the spot, hopping or stepping side to side as they play.

### Adaptations:

- A second ball may be introduced.
- To develop the game further the child that throws the ball must call out the receiving child's name.
- Once again this continues until each child has had a number of turns.
- The children can change their names to a body part, a healthy food or activity, cartoon characters, sports stars etc. No two children can use the same name, whoever throws the ball to you must try to remember your made-up name.



## Mirror, Mirror

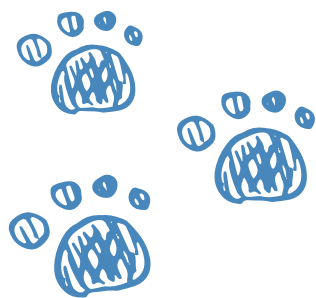
<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks with partner
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Movement

### How to Play:

- Divide group into pairs (A & B) facing each other.
- The aim of the game is not to outwit your partner but to create a mirror image of each other.
- 'A' is invited to do an active movement, for example, move their fingers as if playing the piano, move their arms as if swimming the front crawl, jump up and down.
- 'B' copies his/her movement creating a mirror image.
- Repeat the exercise reversing the roles.

### Adaptation:

- A variation of the game would be to invite the *mirror* to do the exact opposite to what their partner is doing.





## Pick Up

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	Paper
<b>Number of participants:</b>	Depends on space; unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language, Movement, Identify body parts.

### How to Play:

- Each child is asked to ball up a large piece of paper and place it on the floor.
- The teacher then calls out instructions on how to pick up the paper, i.e. what parts of their bodies they must use to pick up the ball of paper. For example:
  - Elbow and elbow
  - Foot and foot
  - Knee and knee
  - Forearm and elbow
  - Foot and elbow
  - Knee and elbow
  - Forehead and back of hand
  - Toe and finger
- Children can place the paper ball back on their desks or move it to other parts of the room.

### Adaptations:

- Could also be done as a team relay activity. For example, for teams of four the teacher writes up a list of 4 actions on the board and numbers them 1-4. Each team member has a number between 1 and 4, when the teacher says “go” the team must go in order to pick up their paper, using the action assigned to their number. For example:

*Number 1 – Knee and Knee; Number 2 – Foot and Knee; Number 3 – Elbow and Elbow; Number 4 – Elbow and Knee.*

*The winners are the first team to get all their balls of paper to a designated area/ desk – only 1 team member goes at a time.*



## Heart Rate

<b>Suggested class group:</b>	Fourth – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Depends on space; unlimited
<b>Preparation:</b>	Place chairs, schoolbags and any other objects in the way under the desk. Stand behind desk.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Measures, Living Things
<b>Note:</b>	Learning how to take your pulse can be done as a homework task in preparation for this game, Appendix 2 – How to Check your Pulse can be given to children to assist them.

### How to Play:

- Teacher helps children to find their pulse either at the neck (carotid artery) or wrist (radial artery) using their middle and index fingers as follows:
- Children stand still and count their pulse rate for 1 minute and then record it, this is their resting heart rate.
- Teacher then selects an activity, for example jumping jacks, and children do this exercise for 1 minute and then take their pulse again and record it.
- Teacher selects another activity such as hopping; children do the activity for 1 minute, stop and then take their pulse and record it.
- Teacher can repeat this a number of times using a variety of activities from marching to jumping, each child can then plot a graph of their pulse rate.
- Discuss how different activities affect heart rate.



## A Journey through Kerry

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language, Human environments and Movement

### How to Play:

- County Kerry is used as an example in this game; the activities and places can be changed depending on the county.
- The teacher leads the class through a virtual trip of county Kerry.
- As the children travel through Kerry they act out different activities as they go, for example:
  - Climb Carrauntuohill
  - Kayak/Canoe in Kenmare Bay
  - Walk the Kerry Way
  - Rock climb in the Gap of Dunloe, Killarney
  - Cycle the Ring of Kerry
  - Sail in the Dingle Peninsula
  - Surf in Ballybunion beach
  - Swim in Inch Beach
  - Jog around An Ríocht athletics track, Castleisland
  - Kick a point in Fitzgerald stadium, Killarney
  - Horse ride in Killarney National Park
  - Play golf in Waterville Golf course
  - Dance in Siamsa Tíre, Tralee
- There may be many more activities the children can do on the virtual tour of the county.
- Get children to move according to the activities for 30 seconds.
- Use a map of the county to show the children where the different locations are.

*Source: (North Carolina Department of Public Instruction, 2006).*



## All those who!

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	Chairs
<b>Number of participants:</b>	Depends on space; unlimited
<b>Preparation:</b>	None
<b>Activity level:</b>	Low to moderate
<b>Curriculum links:</b>	Oral language and Movement

### How to Play:

- Children move their chairs a little bit back from their desks.
- The teacher or a child from the class can be the **caller**.
- The **caller** then calls “All those who...”, for example, “have blue eyes stand and run on the spot!”
- Anyone, to whom this command applies, stands up and runs on the spot.
- After a few seconds the **caller** calls “stop” and everyone sits back down.
- The **caller** then repeats the steps with another command, see below for some examples.

*All those who – like playing football, stand and run on the spot*

*All those who – ate breakfast this morning, stand and do jumping jacks*

*All those who – have their homework done, stand and hop up & down*

*All those who – have brown hair, stand and march on the spot*

*All those who – have long hair, stand and hop on one leg*



## Jumping Jack Math

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	Pen and Paper
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Place chairs, schoolbags and any other objects in the way under the desk. Stand behind desk.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Number and Movement

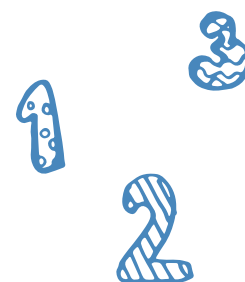
### How to Play:

- Teacher calls out an addition, subtraction, multiplication or division problem.
- Students must mentally work out the problem and then quickly do the corresponding number of jumping jacks or other specified movements:

#### Movement variations could include the following:

- Bunny Hops
  - Knee lifts
  - Squats
  - March/jog in place
  - Grapevine steps
  - Side step over & back
  - Leg curls
  - Bicep curls with math book!
- Should teachers wish to verify answers, children could write them down before doing the actions.

Source: (North Carolina Department of Public Instruction, 2006)







## My Bonnie Lies Over the Ocean

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited, depends on space available.
<b>Preparation:</b>	If sitting in a circle you may need to move furniture.
<b>Activity level:</b>	Moderate – once children are familiar with the activity, pick up the pace.
<b>Curriculum links:</b>	Oral language and Performing

### How to Play:

- Children sit at their desks or in a circle.
- Everyone sings the song 'My Bonnie Lies over the Ocean'.
- On any word beginning with the letter 'B' the children must stand up or sit down.

*My Bonnie (stand up) lies over the ocean,  
My Bonnie (sit down) lies over the sea,  
My Bonnie (stand up) lies over the ocean,  
Oh bring (sit down) back (stand up) my Bonnie (sit down) to me.*

*Bring (stand up) back (sit down), oh bring (stand up) back, (sit down)  
Bring (stand up) back (sit down) my Bonnie (stand up) to me, to me.  
Bring (sit down) back (stand up), oh bring (sit down) back (stand up)  
Bring (sit down) back (stand up) my Bonnie (sit down) to me.*

### Other Version:

- Same idea of standing or sitting for the letter 'B' still applies but the lyrics change.

*My Body lies over the sofa,  
My Body sees too much TV,  
My Body it needs to be healthy,  
please bring back my body to me!*

*Bring back, oh bring back,  
Bring back my Body to me, to me!  
Bring back, oh bring back  
Bring back my Body to me.*



## 12 Days of Fitness

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language, Recall and Movement

### How to Play:

- The song to use for this is based on “The 12 days of Christmas” but changed to “fitness” and “teacher” instead.
- The children will act out the activities in each line of the song.
- Writing the song on the board may make it easier for children to sing along to it.
- “On the first day of fitness my teacher gave to me”
  - 12 jumping jacks
  - 11 raise the roofs (arms overhead, palms to the ceiling and push up & down)
  - 10 knee lifts
  - 9 side bends
  - 8 jogs on the spot
  - 7 punches in the air
  - 6 kicks to the front
  - 5 hula hoops (imaginary hula hoops)
  - 4 jump ropes (imaginary ropes)
  - 3 muscle poses
  - 2 scissors (feet apart, then cross in front, feet apart, then cross in back)
  - 1 stork stand (balance on one foot).
- Depending on how much time you have you could do all the activities straight through or repeated like the original song.

*Source: (North Carolina Department of Public Instruction, 2006).*



## Line Up

<b>Suggested class group:</b>	Second – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Depends on space; unlimited
<b>Preparation:</b>	Not a lot of space is required for this game but may need to move some furniture.
<b>Activity level:</b>	Low
<b>Curriculum links:</b>	Myself, Oral language, Number and Living Things

### How to Play:

- The children are invited to arrange themselves as fast as possible in a straight line according to the alphabetical order of their first or last names.

#### Adaptations:

- Use other criteria such as birthday day/month, ascending/descending height, shoe size, etc.
- To make it more challenging, tell the children that they cannot talk while lining up, they will have to find other ways to communicate.



## Where in Ireland?

<b>Suggested class group:</b>	Fourth – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor that may be in the way. Stand behind desks.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Human Environments

### How to Play:

- Teacher writes the four provinces of Ireland on the board with corresponding physical activities, for example:
  - Munster – jog on the spot
  - Leinster – jumping jacks
  - Connaught – twist from side to side
  - Ulster – knee lifts
- Teachers can choose from a variety of questions depending on the age of the children. For example, for older children the teacher could select towns, mountain ranges or rivers. The following example uses counties.
  - In what province is Kerry?
  - In what province is Dublin?
  - In what province is Galway?
  - In what province is Waterford?
  - In what province is Down?
  - In what province is Mayo?
  - In what province is Offaly?
  - In what province is Tyrone?

*Source: Game provided by (Culloty, 2016)*



## True or False

<b>Suggested class group:</b>	Third – Sixth class
<b>Equipment needed:</b>	Chairs
<b>Number of participants:</b>	Unlimited, depends on space available
<b>Preparation:</b>	Tidy away school bags under the table. Children stand at their chairs and where possible should have an arm-length room between them and the child next to them.
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	SPHE – Taking care of my body

### How to Play:

- The teacher calls out a series of statements that are either true or false. For true statements, children run on the spot for 15 seconds, for false statements, they can sit on their chairs or squat down,
  - Exercise makes your heart stronger. (True)
  - White bread is better for you than wholegrain bread. (False)
  - Drinking milk is good for your bones. (True)
  - Playing outside with your friends is a fun way to exercise. (True)
  - Spending a lot of time watching TV and playing computer games is good for you. (False)
  - All children should do at least 60 minutes activity every day. (True)
  - You should never eat sweets or crisps. (False)
  - You should eat at least 5 portions of fruit and vegetables every day. (True)

### Adaptation:

- Statements can be changed to suit other subject areas.
- Movements can be varied.



## Memory Lane

<b>Suggested class group:</b>	Third – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks with partner
<b>Activity level:</b>	Moderate
<b>Curriculum links:</b>	Oral language and Recall

### How to Play:

- Get children to find a partner or put into pairs.
- Teacher calls out a task for partners to complete.
- The teacher should stick to the following order (or something similar);
  - High five right
  - High five left
  - Low five right
  - Low five left
  - High ten
  - Low ten
  - Backwards ten high
  - Backwards ten low
  - Tunnel ten (feet apart, back to back, reach between legs and hit a low ten)
  - Sole of shoe right
  - Sole of shoe left
  - Elbow right
  - Elbow left
  - Both elbows.
- Partners repeat tasks beginning with the first task each time.
- Get children to repeat the sequence as fast and accurately as possible.

*Source: (North Carolina Department of Public Instruction, 2006).*



## Zip – Zap – ‘Boing’

<b>Suggested class group:</b>	Third – Sixth class
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Depends on space; 10 plus
<b>Preparation:</b>	Place chairs and bags under desks, remove any other objects from the floor. Stand behind desks
<b>Activity level:</b>	Low
<b>Curriculum links:</b>	Energy and Forces

### How to Play:

- Children stand up and form a circle/square around the room.
- One child starts by turning to their right and saying “Zip”, they have their 2 hands joined together and pass on their electricity to the next person who then passes it on in the same way – this should all be done quickly.
- At any stage a person can say “Boing” to change the flow of the ‘electricity’. When the flow is changed to the left, the child passing on the electricity must say “Zap”. This continues again at speed until someone says “Boing” again changing the flow back to the right and “Zip” and so on.
- Each child can only say “Boing” once. Put hands up and shake when saying “Boing”.

### Adaptations:

- Different movement forms can be introduced such as hopping, skipping, jumping jacks, etc.

*Game recommended by Margo O’ Dowd St Josephs NS, Castlemaine, Co. Kerry*

Section 3:

# Line Dancing







## Developing Simple Line Dances

<b>Suggested class group:</b>	Second – Sixth class
<b>Space:</b>	A large classroom or small hall
<b>Curriculum Links:</b>	Dance

### Instructions:

- Place everyone facing forward in even lines.
- Pick simple movements that can be done to the count of 1-2-3-4 such as:
  - Walking forwards
  - Walking backwards
  - Walking at an angle of 45 degrees
  - Stepping sideways
  - Pivot on one foot (take quarter turns with other foot)
  - Walking in a circle (for eight beats)
  - Knee taps (lift left knee and tap with right hand)
  - Bunny jump (try quarter turns)
  - Forward kicks (with either leg)
  - Grapevine (step to side, step behind, step to side, step together).

### Embellish them slightly, for example:

- Walk forwards for four beats and clap on fourth (1-2-3-clap)
- Walk backwards for four beats and clap on fourth (back-2-3-clap)
- Side step for four beats, raise hands and shout “hey” on fourth (right-2-3-hey!)
- Kick for three beats, turn on fourth (kick-2-3-turn)
- Walk on heels, with arms in lapels.



# Line Dancing Routines

## Side Stepping

- Step right – 1, 2, 3, 4 (Step, together x 4 or count it out to 8)
- Step left – 1, 2, 3, 4 (Step, together x 4)
- Step right leg back, left leg back, right leg back and left leg back (back for 4)
- Kick right leg out 1, 2, 3 and turn towards left shoulder on the 4<sup>th</sup> beat
- Start again at (first point) and repeat.

Once the children have mastered turning to the left, try turning to the right, i.e. following the right shoulder around.

## Clockwork

- Step right – 1, 2, 3, 4 (step, together x4)
- Step left – 1, 2, 3, 4 (step, together x4)
- Step forward – left, right, left, kick out with right leg
- Step back – left, right, left, together
- Then do the clock – using right foot, step out in front to 12 O' clock and back, step out to 3 O' clock and back, step back to 6 O' clock and back and then with left foot step out to 9 O' clock and back
- Start again from (first point).



## The Grapevine

- Step right grapevine – step right, step left behind, step together
- Step left grapevine – step left, step right behind, step together
- Sliding to the right (hands on hips) – slide right foot, close, slide right foot close (2 steps)
- To left (hands on hips) – slide left foot, close, slide left foot, close (2 steps)
- Lifting left knee – slap with right hand – 1 and 2
  - Lifting right knee – slap with left hand – 3 and 4
  - Lifting left knee – slap with right hand – 1 and 2
  - Jump to turn, following left shoulder – 3 and 4
- Repeat from (First point).

## Slide 'n Turn

- Step to right and open arms out wide, step together close arms (hug) 1, 2, step left open arms out wide, step together close arms (hug) 3, 4.
- Step left and open arms out wide, step together close (hug) 1, 2, step right and open arms out wide, step together close arms (hug) 3,4.
- Arms on hips – right foot slide out diagonally 1, 2, then slide diagonally to the left 3,4 – slide right foot diagonally 1, 2 and slide left foot diagonally 3, 4.
- Then circle 8 steps around and (1/4) turn to face new direction.
- Repeat from A (first point).

Source: *(Age and Opportunity, 2016)*.



## Line Dancing Music and Dance ideas

- **Electric Slide** – A popular line dance done to the song of the same name by Marcia Griffiths. This dance can also be performed to the Bee Gees song Stayin' Alive.
- **Achey Breaky Heart** – This line dance comes from the song by Billy Ray Cyrus.
- **Chicken Dance** – A classic line dance, very easy to learn and can be performed by all ages. There are many versions of the song, but the tune is always the same.
- **Macarena** – Add some Spanish flavor with this line dance from the 90s. The original version of this song was performed by Los del Rio.
- **Todo, Todo, Todo** – This line dance is sung by Mexican singer Daniela Romo.
- **Jump On It** – Add a little hip-hop with this song by the Sugarhill Gang.
- **Cotton Eye Joe** – A fast-paced line dance that kids love to do. Song is by a band called Rednex.
- **Cha Cha Slide** – This line dance is by DJ Casper. The song tells you how to do the dance.
- **Hoedown Throwdown** – This song by Miley Cyrus should be very popular with children. This song was made for line dancing; Miley talks you through it.
- **Cupid Shuffle** – A more recent line dance by rapper Cupid, this song also tells you how to do it.



Section 4:

# Rhythm and Clapping Activities





## Pass it on

<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited, depends on space available
<b>Preparation:</b>	May need to move some furniture if sitting in circle, can also be played in rows
<b>Curriculum links:</b>	Performing

### How to Play:

- Get children to sit in circle.
- Nominate one child to start the rhythm (clap hands twice).
- The next child picks up this rhythm and passes it on to the next child.
- This continues until the rhythm has been passed on to everyone in the circle and gets back to the child who started it.
- The leader then adds a rhythm to the first one (for example, clap hands twice, stomp feet twice).
- The same thing happens as the first time, the sequence is picked up and passed on.

### Adaptations:

- You can add in actions to change the way the rhythm is being passed, for example, “press the brakes” and the rhythm stops and goes back the way it came.



## Keep the beat

<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Can be done in rows that children are already sitting in. If doing in a circle you may need to move some furniture
<b>Curriculum links:</b>	Performing

### How to Play:

- Everyone is sitting in a circle/in a row.
- One child starts the rhythm.
- Everyone in the group joins in copying what the leader is doing. When the leader changes the beat everyone else must do the same and keep up.

### Adaptations:

- If doing this in rows the leader should sit at the top of the class for a better view.
- To make this more challenging you can control the beat and give the children 5 seconds after you change to get in beat.
- If the children have not got the new beat after the 5 seconds then they must sit on their hands.
- Those who have to sit on their hands can help the leader catch the others who are not in beat.



## Pair Claps

<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Can be done in rows that children are already sitting in
<b>Curriculum links:</b>	Oral language and Performing

### How to Play:

- Divide the group into pairs facing each other.
- Each pair follow the routine called out by the teacher, for example:
  - clap your own hands twice
  - clap partner's hands once
  - clap your own hands twice
  - clap partner's hands twice
  - clap your hands once
  - clap partner's left hand
  - clap your own hands once
  - clap partner's right hand
  - tap your own shoulder
  - clap partner's hands
  - clap opposite hands, etc.
- Get pupils to make up their own routine and show the class.





## Hot cross buns

<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Can be done in rows that children are already sitting in
<b>Curriculum links:</b>	Oral language and Performing

### How to Play:

- Divide group into pairs facing each other.
- Teach them the rhyme Hot Cross Buns first:

*Hot cross buns,  
Hot cross buns,  
One a penny,  
Two a penny,  
Hot cross buns.*

- Then teach the actions to go with the rhyme:

*Hot cross buns, (clap hands together with partner 3 times)  
Hot cross buns, (cross hands and tap your shoulders 3 times)  
One a penny, (clap right hands together)  
Two a penny, (clap left hands together)  
Hot cross buns. (Cross hands and tap your shoulders 3 times).*





## Miss Mary Mack

<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Can be done in rows that children are already sitting in
<b>Curriculum links:</b>	Oral language and Performing

### How to Play:

- Divide group into pairs facing each other.

- First teach them the rhyme;

*Miss Mary Mack, Mack, Mack*  
*all dressed in black, black, black*  
*with silver buttons, buttons, buttons*  
*all down her back, back, back*  
*She asked her mother, mother, mother*  
*for fifty cents, cents, cents*  
*to see an elephant, elephant, elephant*  
*jump over the fence, fence, fence*  
*he jumped so high, high, high*  
*he reached the sky, sky, sky*  
*and didn't come back, back, back*  
*'til the fourth of July, ly, ly*

- Then teach the actions to go with the rhyme;

<i>Miss</i>	(Clap your own hands together)
<i>Ma-</i>	(Clap partner's right hand with your right hand)
<i>Ry</i>	(Clap your own hands together)
<i>Mack, Mack, Mack</i>	(Clap partner's hand 3 times in a row)
<i>All</i>	(Clap your own hands together)
<i>Dressed</i>	(Clap partner's left hand with your left hand)
<i>In</i>	(Clap your own hands together)
<i>Black, black, black</i>	(Clap partner's hand 3 times in a row)
<i>With</i>	(Clap your own hands together)
<i>Sil-</i>	(Clap partner's right hand with your right hand)
<i>Ver</i>	(Clap your own hands together)
<i>Buttons, buttons, buttons</i>	(Clap partner's hand 3 times in a row) Etc.



## Double, Double This

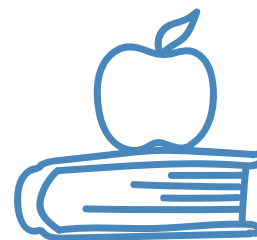
<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Can be done in rows that children are already sitting in
<b>Curriculum links:</b>	Oral language and Performing

### How to Play:

- Divide group into pairs facing each other.
- Firstly teach them the rhyme;  
*Double, double this, this*  
*Double, double that, that*  
*Double this*  
*Double that*  
*Double, Double this and that.*
- The clapping routine is as follows (routines may vary amongst people)
  - For “double” clap your own hands together
  - For “this” turn palms towards yourself and tap backs of hands with the backs of partner’s hands
  - For “that” clap palms of hand with partner.

#### For example:

*Clap, clap, back of hand, back of hand,*  
*Clap, clap, palms, palms,*  
*Clap, back of hand,*  
*Clap, palms,*  
*Clap, Clap back of hand, palms.*





## High Low Jack a Lo

<b>Equipment needed:</b>	None
<b>Number of participants:</b>	Unlimited
<b>Preparation:</b>	Can be done in rows that children are already sitting in
<b>Curriculum links:</b>	Oral language and Performing

### How to Play:

- Divide groups into pairs facing each other.
- Teach children the rhyme first.  
*My name is high low, jack a lo*  
*Jack a lo, High Low*  
*High Low, Jack a lo, Jack a lo, Hi*
- For the clapping actions, partners begin with palms together like as if praying fingers facing out.
- For “My name is” (Keep hands as if praying, fingers facing out and brush past partner’s hands three times).
- Hands now parted with left hand held straight out touching the back of partner’s left hand.
- The right hand is the hand that is always moving.
- Right hands then meet like a “high 5” action.
- High for hi, low for low and at the centre for jack.
- For the last high try to tap the other person on the forehead before they tap you.

For example: Brush past partner’s hands three times

*High, low, centre, low*  
*Centre, low, high, low*  
*High, low, centre, low*  
*Centre, low, try tap forehead of partner.*

For more clapping games visit [www.cocojams.com](http://www.cocojams.com)

## Section 5:

# The Movement Bank



The Movement Bank provides ideas on how to vary and add to the activities you do with your class. All the movements can be done as outlined, formed into a routine or added into the games and activities in this resource.



# Leg Movements

- **Activity Level:** Moderate to Vigorous
- **Walk:** Walk randomly around the space, walk tall, walk small, walk taking giant steps or walk taking baby steps.
- **March:** March on the Spot or around a space – march like a soldier!
- **Jog:** Jog on the spot or around the space where possible.
- **Gallop:** Get children to imagine they are galloping on a horse.
- **Hop:** Hop on one leg, hop from two feet, bunny hop.
- **Squats:** Get children to stand with legs shoulder-width apart and then pretend they are going to sit on an imaginary chair.
- **Side step:**
  - Step right foot out to the side and bring left foot out to touch it.
  - Repeat taking left foot to the side and bring right foot to touch it.
  - (Step-touch, step-touch) keep repeating until everyone has it.
  - This step can be changed to a double side step.
  - Instead of taking one step to the side you take two.
  - To the right: step-touch, step-touch. To the left: step-touch, step-touch.
  - This step can also be done to the front and back.
  - Right leg step-forward, left leg touch. Left back step-back, right leg touch.
- **Grapevine:**
  - Step right grapevine – step right, step left behind, step together.
  - Step left grapevine – step left, step right behind, step together.
  - A clap could be added to each side when the step is correct.
- **Leg Curl:**
  - This step involves bringing your heel towards your bum.
  - Take a step to the right, curl left heel towards bum.
  - Take a step left, curl right heel towards bum.
  - These curls can be alternated or for a variation, you can do four on one leg and four on the other.



### ○ **Knee lifts :**

- Lift your knee in front of the body towards your waist.
- Aim for a 90-degree angle at the knee when lifting it.
- Like the leg curls the knee lifts can be alternated or, for example, four can be done on one leg and repeated on the other leg.
- When repeating on one leg (for example, doing four in a row), the routine goes step with right leg, lift left, step down on left and touch with right.
- You could also do side step, grapevine, etc. and add knee lift or leg curl at the end.

### ○ **V-Step:**

- Start with feet together.
- Imagine as though you are making a 'V' shape with your feet.
- If starting on the right, step forward and out on right foot, step forward and out on left foot, step back to centre with right foot, back to centre with left foot.
- You can alternate legs, start with right foot and do as above but when you bring left foot back to centre you tap instead, and then start with left foot.

### ○ **Box Step:**

- This is like the 'V' step but start with feet shoulder-width apart.
- Leading with the right, step forward and out on right leg and out and forward on left leg.
- Step back and out on right and back and out on left.
- Imagine you are trying to step into the corners of a box.
- This step is a wide stance all the time.
- If you want to alternate legs the last step back is changed to a tap and you then lead with that leg.

### ○ **Kicks:**

- This is a very simple move.
- Get the children to keep one leg flat on the floor and kick out to the side with other leg.
- Keep leg straight when kicking, do not kick too high (about knee high).
- The move goes, kick to the side, tap, etc.
- Change legs and kick the other side,
- These kicks can also be done to the front, back and across.



# Arm Movements

## Low intensity arm movements:

- **Bicep curl** – This movement can be done using one or two arms at a time. (bending elbows as if lifting a glass)
- **Claps** – Claps can be added at the end of a step, sometimes with a hop/jump.
- **Swinging arms by side** – This arm movement is just like a walking arm action. The swings can be small or big depending on the intensity.

## Medium intensity arm movements:

- **Lateral Raise** – This movement can be done with one arm (half-fly) or both arms at the same time, arms are raised out to the side to shoulder level.
- **Frontal Raise** – Arm movement can be done using one arm or both arms together. Arm is brought in front of the body and lifted straight out up to shoulder height and lowered back down again. Knuckles are facing forward.
- **Up right Row** – Start with hands in front of waist. Pull up like as if pulling a piece of string with two hands from the ground. Bring hands up until elbows are in line with shoulders.
- **Swimming Actions** – Breaststroke, front crawl and back crawl.

## High intensity arm movements:

- **Arm-raises overhead** – This can be done with one arm at a time or with both arms.
- **Punch in front or overhead** – Children can do punching arms in front of the body, up over the head or out to the side.
- **Moving arms and legs together**
- **Jump rope (with an imaginary rope)**
- **Ski-Stride (jumping with two feet over and back along an imaginary line)**
- **Twist (from side to side)**
- **Jumping Jacks**
- **Scissors**





Sample of arm movements to use with leg movements:

Legs	Arms
Side step	Punching arms, swinging arms, bicep curls.
Grapevine	Breaststroke swimming arms, bicep curls, and claps.
Leg Curl	Bicep curls, frontal raises, lateral raises.
Knee lift	Elbow to opposite knee, lateral raises, frontal raises, up right row.
V-Step	Punching arms, lateral raises, frontal raises, up right row.
Box Step	Punching arms, frontal raises, lateral raises, raising hands in the air.
Kicks	Half fly, punching to the side, lateral raises, up right row (for front and back kicks).

Once children are familiar with the different movements divide them into pairs or small groups to make up their own routines. Each pair/group can then perform their routine and teach it to the other children in the class.





## Appendix 1:

# Active Sitting

## What is Active Sitting?

Active sitting allows or encourages the seated person to move. The concept is that flexibility and movement while sitting can be beneficial to the human body and make some seated tasks easier to perform. With active sitting, the upper body is free and self-supported and has to balance itself. Abdominal and back muscles are engaged, which strengthens core muscles, improves posture and reduces tensions. Feet and legs are also in motion, which stimulates circulation. Shoulders and chest are open, making it easy to breathe deeply and can help improve concentration.

### Steps to Introduce Active Sitting in the classroom:

1. Introduce exercise balls (Child size exercise/stability balls, 2-3 to begin with) to the whole class – outlining their purpose, i.e. they are not toys but can help us to sit up straight, have strong core muscles and help us to focus on our work.
2. Demonstrate how to sit correctly on the ball – feet flat on the ground at 10 o' clock and 2 o' clock, hips forward and sitting up straight. Allow each child the opportunity to sit on the balls.
3. Outline the rules for using the balls. For example, no throwing or dribbling the balls, no bouncing so high that bums leave the ball and no sitting unsafely (you may think of others).
4. Make a list of those who would like to use the balls and create a rota for use. For example, each child gets a day to 2 days on the ball.
5. Children who break the rules will have the ball taken off them and given to the next person on the list, consistent breaking of the rules = removal from the rota.
6. Children should be given the option to use normal chairs at any time.





## Appendix 2:

# How to check your pulse

Your heart is a pump which pumps blood out around your body through your arteries. You can feel the blood pumping where the arteries are close to your skin. These are your pulse points, and if you feel gently with your fingertips you can count how fast your heart is beating. The idea of aerobic exercise is to get your heart pumping faster, which will exercise and strengthen your heart. Learn how to take your pulse, and you will be able to see how well you are doing in your aerobic exercises.

You can find your pulse in several places. Here are two of the easiest places to find it.

### To find your pulse in your neck

- Put three fingers of your left hand onto your Adam's apple in your throat.
- (That's the bit that sticks out and goes up and down when you swallow.) Feel gently to the side of it, and you will find your pulse beating (you can feel it going up and down).



Or

### To find your pulse in your wrist

- Hold your hand in front of you.
- Stick your thumb up in the air and turn the palm towards you.
- With the first two fingers of your other hand, stroke from the top of your thumb down the side until your fingers reach your wrist.
- Let your fingers slide downwards onto the inside of your wrist, and gently feel for your pulse.
- When you have found a steady beat, count how many beats in 15 seconds (use a watch or clock with a second hand).
- Times your score by 4, and that will tell you your pulse rate per minute.
- To see how well you are exercising, you need to:
- Take your pulse before you start – this is your 'starting pulse'.
- Take your pulse after you have been doing high-level exercise. You should be aiming for over 150 beats a minute (if you are well). Aim to keep it at the higher rate for 15 minutes.
- Take your pulse when you have finished your cooling-down exercises. It should be the same as, or a bit lower, than your starting pulse.





# Useful Websites

**Go Noodle** short desk-side physical activities that help teachers manage their classroom and improve student performance. [www.gonoodle.com](http://www.gonoodle.com)

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**The Learning Station** has created a series of themed, educational lessons that invite active participation in a creative learning environment where children can explore, play, learn and grow. [www.learningstationmusic.com](http://www.learningstationmusic.com)

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**Change4life – School Zone**, as part of Public Health England's obesity campaign, change4life, the school zone has been developed as a resource for teachers to help children eat more healthily and be more physically active. The 10 minute Shake up resources are easy ideas for the classroom inspired by Disney stories to get children moving and active. [www.campaignresources.phe.gov.uk/schools/topics/being-active/overview](http://www.campaignresources.phe.gov.uk/schools/topics/being-active/overview)

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**Instant Recess®** uses culturally salient music and moves to encourage physical activity in 10-minute bouts throughout the school day. Materials for this program are available at: [www.journeyworks.com/Nutrition-Physical-Activity/products/206/](http://www.journeyworks.com/Nutrition-Physical-Activity/products/206/).

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**TAKE 10!** incorporates grade-specific activities linked to core curriculum objectives for mathematics, science, language arts, social studies, and character education in 10-minute segments. Nine materials for this program are available at: [www.take10.net](http://www.take10.net).

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**The Energizers program**, based on TAKE 10!, allows students to stand and move in 10-minute intervals during classroom instruction using grade-appropriate, teacher-led activities. 10 Materials for this program are available at: [www.ecu.edu/cs-hhp/exss/upload/Energizers\\_for\\_Grades\\_K\\_2.pdf](http://www.ecu.edu/cs-hhp/exss/upload/Energizers_for_Grades_K_2.pdf).

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**Activity Bursts in the Classroom for Fitness (ABC for Fitness)** encourages structured physical activity during the time teachers would ordinarily spend settling students down or getting students back on task. Activity bursts, spread throughout the day, include a warm-up, core strength or aerobic activity, and a cool-down. The length and number of activities varies. [www.davidkatzmd.com/abcforfitness.aspx](http://www.davidkatzmd.com/abcforfitness.aspx)

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**Get Ireland Active** a dedicated website for physical activity information, including the benefits of being active, how to get started, tips to stay motivated and a comprehensive resource section. You can use the site to search for physical facilities in your area. [www.getirelandactive.ie](http://www.getirelandactive.ie)

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**The Professional Development Service for Teachers (PDST)** The aim of the PDST is to provide high quality professional development and support that empowers teachers and schools to provide the best possible education for all pupils/students. [www.pdst.ie](http://www.pdst.ie)

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**The Irish Primary P.E. Association (IPPEA)** is an association dedicated to heightening awareness of PE issues in primary schools and it aims to promote physical activity in an educational context. [www.irishprimarype.com](http://www.irishprimarype.com)

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**The Irish Heart Foundation** is the national charity fighting stroke and heart disease. The website has a section dedicated to schools. [www.irishheart.ie](http://www.irishheart.ie)

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**The Active School Flag** was launched by the Department of Education in 2009. It is a non-competitive initiative which seeks to recognise schools (both primary and post primary) that provide quality PE, co-curricular physical activity and sports programmes for their students. [www.activeschoolflag.ie](http://www.activeschoolflag.ie)

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**Be Active After School Activity School Programme** is a HSE-supported after-school physical activity programme aimed at primary school teachers with parental support for the delivery in school. [www.beactiveasap.ie](http://www.beactiveasap.ie)

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**Sport Ireland** (formally the Irish Sports Council) aims to plan, lead and co-ordinate the sustainable development of competitive and recreational sport in Ireland. This website provides a link to your Local Sports Partnership. [www.sportireland.ie](http://www.sportireland.ie)

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**Healthy Ireland** is a Government-led initiative which aims to create an Irish society where everyone can enjoy physical and mental health, and where wellbeing is valued and supported at every level of society. [www.healthyireland.ie](http://www.healthyireland.ie)

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**CARA** is a national organisation which provides a collaborative and partnership platform throughout Ireland to impact on enhancing sport and physical activity opportunities for people with disabilities. [www.caraapacentre.ie](http://www.caraapacentre.ie)

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# Acknowledgements

This resource was developed by the Health Promotion Department, HSE South.

We would like to acknowledge the contribution of the following to the development of this resource:

Shirley O'Shea, Senior Health Promotion Officer, HSE South

Anne Culloty, Health Promotion Officer, HSE South

Clare Deasy, Health Promotion Officer, HSE South

Thank you to Matthew Mahar and his team at the Activity Promotion Laboratory East Carolina University for their permission to use and adapt a number of games from their "Energizers" Classroom-based physical activities resource. The team in partnership with North Carolina (NC) Department of Public Instruction, NC Healthy Schools and Be Active North Carolina developed the Energizers resource.

Research conducted by the team in relation to the Energizers resource published in the journal *Medicine and Science in Sports and Exercise* (2006, volume 38, number 12), demonstrated that:

- Energizers are easy to implement
- both teachers and students enjoy the Energizers activities
- use of Energizers activities improves on-task behaviour of students
- use of Energizers increases the amount of physical activity accumulated over the course of the school day.
- Visit [www.ecu.edu/cs-hhp/exss/apl.cfm](http://www.ecu.edu/cs-hhp/exss/apl.cfm) for more information and free downloadable resources.

We would also like to thank Age and Opportunities Go for Life programme for providing ideas for some of the activities in this resource, including the line dancing section.

## Schools:

Thank you to the following teachers and their schools for piloting this resource. All teachers provided excellent feedback with some also contributing additional activities.

Katrina Ladden, St. Michaels NS, Bereisland, Co. Cork

Nollaig Daly, Tullylease NS, Charleville, Co. Cork

Máire Ní Loinsigh, Aghatubrid NS, Caherciveen, Co. Kerry

Rosemary Moynihan, Fossa NS, Killarney, Co. Kerry

Margo O'Dowd, St. Joseph's NS, Castlemaine, Co. Kerry





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