Irish Primary PE Association

Cumann Corpoideachais Bunscoile na hÉireann

Out and About

IPPEA Conference

in

Carlingford Adventure Centre

1 March 2014

CONFERENCE PROCEEDINGS

Irish Primary PE Association
Cumann Corpoideachais Bunscoile na hÉireann

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IPPEA Executive Committee – 1st March 2014

Irish Primary PE Association
Cumann Corpoideachais Bunscoile na hÉireann

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Introduction

The Irish Primary Physical Education Association (IPPEA) 11th annual conference was held at Carlingford Adventure Centre, Co. Louth on Saturday March 1st 2014. The theme of this year's conference was ***'Out and About'***.

Outdoor and adventure activities (OAA) is a strand of the Irish Primary Physical Education Curriculum (1999). The strand units of the OAA activities PE programme include understanding and appreciating the environment, outdoor challenges, walking, cycling, camping, orienteering, and water-based activities.

The qualities that are proposed to be developed include the physical activity of walking and running, the adventure of exploring unfamiliar environments, the development of trust, co-operation, group problem solving and physical challenges to negotiate obstacles or to find the way. These are based on relationships-intrapersonal, interpersonal and the relationship with and to the environment.

Locations should progress from the school site, which is familiar to the children, to playgrounds, local parks and finally unfamiliar parks and forests. Introductory sessions in water-based activities at outdoor and adventure centres with the support of qualified instructors is recommended for older children.

Whichever options are chosen, an opportunity is presented for children to begin a programme which leads to a love of outdoor activities. It has been reported that physical activities which are particularly enjoyable and unforgettable can contribute to the lifelong physical activity habits of those who participate in them.

Literature has identified challenge, a sense of uncertainty and appropriate sequencing of activities as important teaching features of outdoor and adventure activities. Constraints identified to teaching outdoor and adventure activities have been timetabling, class size, and organisation of resources. Irish literature has reported that outdoor and activities are taught infrequently.

The IPPEA would like to encourage teachers to teach more outdoor and adventure activities. Our website has two short video clips about the outdoor and adventure strand and the importance of debriefing following activities to reflect on learning from the experiences http://irishprimarype.com/.

The conference *Out and About* provided teachers with:

1. An opportunity to experience and enjoy outdoor and adventure activities in an Outdoor and Adventure setting.

2. Resources to assist planning quality experiences for the children that you teach and encourage you to share the resources with other teachers in your school.

3. Experience in an outdoor and adventure setting to consider taking older children for taster experiences with more specialised equipment and instructors.

The conference offered opportunities to experience fun and active indoor orienteering skills progressing to outdoor photo orienteering to a challenging point to point orienteering event in a beautiful location in the hills with coastal views. The walking activity combined physical activity with following directions and identifying objects using clues or descriptors in a geographical and historic context. Teachers experienced indoor and outdoor challenges.

We hope that you will find this booklet a useful resource to assist you to teach quality physical education in the outdoors.

I would like to thank the IPPEA executive committee named below for organising the conference in a different, exciting and outdoor setting as well as delivering the workshops. We would like to take this opportunity to thank Carlingford Adventure Centre for offering us this fantastic facility to hold our conference. I would like to thank Ciara Elliott for the preparation of the Conference proceedings.

Yours in sport,

Susan Marron Chairperson IPPEA

Members of the Executive Committee (2013-2014)

Cliodhna Breen
Derek Brennan
Caitriona Cosgrave
Caoimhe Doherty
Ciara Elliott
Orla Howlin
Susan Macken
Aisling Mathews
Catriona Ni Chathasaigh
Déirdre Ni Chróinín
Fiona O'Riordan
Deirdre Hegarty
Ciara Blennerhasset
Ciara Delaney

Indoor Challenges for Rainy Days

Presenter's names: Caitríona Cosgrave, Suzy Macken

School or Organisation: Scoil Áine GNS, Raheny and Marino Institute of Education

Theme of workshop in the context of the conference title:

Challenge activities include trust or co-operative activities, group problem-solving exercises, and physical challenges such as those presented by rope courses and adventure play apparatus. This workshop will present challenges that can be done indoors on rainy days with minimal equipment. The challenges will be presented with a rationale for including them in a school Outdoor and Adventure Programme.

CO-OPERATIVE ACTIVITIES

CO-OPERATIVE ANIMAL WALKS (no equipment required)

- **Duck walk:** In pairs. Stand back to back, both bend down. Partner A reaches under legs with right hand and joins hands with partner B's left. In this position they walk around the playing area.
- **Centipede shuffle:** groups of 3+…on all fours they grab the ankles of the person in front and try to travel by lifting each side of the body simultaneously (elephant walk style)
- **Snake:** Lie in pairs on their stomachs, head to foot. Partner to rear grabs ankles they slither across mat to link up with another pair and so on to try move around as a long snake.
- **Elephant patrol:** groups of 3+ …stand with backs bent 90 degrees and stretch one hand between legs, linking to the opposite hand of the person behind, heads up and walk!
- **Skin the snake:** 3-4 linked as above – person at the rear slides on their back through the legs to the front without letting go of the hands…can be reversed then front to back…

ACTIVITIES USING SCHOOL BASED EQUIPMENT

BALL/BALOON BASED ACTIVITIES

- **Pair balance**: place ball/balloon (ball best for younger children) between you and your partner and trap between various body parts, e.g. shoulder to shoulder; back to back; head to head; knees to knees. For infants, see if they can keep it balanced for a count of 5/10 without dropping. For older children, see if they can travel (walk, skip, run) while keeping it balanced and without bumping into anyone else.
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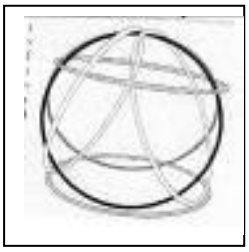
- **Group balance:** balance balls between body parts in a group (4-6). Children should experiment with this and see if standing in a line/circle is best. Stomach to back works well.
- **Keepy ups**: in a group of 4-6 make a circle. Throw in a ball/balloon (balloon easier for younger children as it floats) and try and keep it up in the air using hands. Work together and keep moving! Progression: 1. try holding hands and using other body parts to keep it up. 2. Add in more than one balloon. 3. Try moving /race to a cone and back again
- **Ball/balloon relay**: children make a line beside one another. Ball or balloon starts at one end of the line and has to be passed along the line to the end without any member touching it with their hands. When it gets to the end, first person runs to the end and start again from next person-have a race with older children. Pass with elbows/knees etc
- **Lap Ball** All the players sit on the floor in a circle with their legs extended in front of them, so that everybody's feet are in the centre. The players' hands support their bodies by being placed behind the bodies on the floor. Heels are not to be lifted and hands must stay behind the back, although they can move. The object of the game is to keep the ball off the ground, while passing it quickly from lap to lap. If it gets stuck around the ankles, the group must think of some way of getting it moving again (Try two balls in opposite directions simultaneously)
- **Pattern ball-** tap ball around circle in pattern according to alphabetical order of children's first names. Children discuss beforehand. Progression: pattern according to surname or month of birthday but try doing non-verbally
- **Planetary transport/Perimeter Ball** ***http://www.youtube.com/watch?v=pCPEV3_auKQ***

  Lie on the ground one beside the other. Ball starts at the end of a group in that person's feet (ball cannot touch the ground or be held in hands). Find a way of passing the ball to the top of the line. The end person then runs to the front and this keeps going as a race if you wish to a designated cone. Younger children could use knees or elbows from a seated position.

MAT/HOOP BASED ACTIVITIES

- **Swamp thing:** In groups of 5 pupils are standing on a mat, they must try to get from one side of the gym to the other without touching the ground. They should figure out to use the mat like a caterpillar wheel.
- **Matchbox** 3 groups work on each mat competing against each other. Split the group into groups of 6. The group must not step on the gym mat or anywhere beyond the leading edge of the mat. Each group takes it in turns to reach out for the box or other small object. No one can touch the mats. No one can go down the side of the mats. Start with the box less than 1 metre from the leading edge of the mat. Each time a group reaches the box make a chalk mark and the next group can try and reach the box. After each successful lift of the box move it 3-5cm further away. Groups must work as a team to succeed.
- **Hula Hut** (6 same-sized hula hoops)Each group gets 6 hula hoops and is shown how to build a hula hut. They must place one on the ground (foundation). Place two

hoops on the inside edge of this base hoop, but on opposite sides of each other. Lean them together at 45 degree angles. Place two more hoops on the opposite sides and lean them over the first pair. The 6th hoop (roof) is put on top, over the others to hold them in place. The challenge is for each child to get through the structure from one side to the other without knocking it down. Each should try to find a unique route. All the team mates can assist by holding the hut or pupil. Variation: How many pupils can fit in the hut at once? Can we get out without breaking it???



- **Ring pass:** The group must pass a quoit or rubber ring by foot to partner's foot without it touching the ground. Once passed, that player moves to end of line to receive it again in turn. Hint: Sender needs to raise foot higher than receiver's who keeps heel on ground with their toe pointing up.
- **Superglue undo:** Children need to form a circle with each child holding a quoit in their right hand. Each child must cross their right arm over their left arm. Using their left hand each child must now take hold of the quoit available on their right-hand side. Children must work together to uncross their arms whilst maintaining a firm grip on the quoits.

ACTIVITIES USING HOME-MADE EQUIPMENT

- **Gutterball**: each child has a piece of guttering, 40 cm in length. Children in groups of 4-6 form a line one beside the other. The child at the end is given a tennis ball and has to pass the ball to the next child and so on. When they have passed the ball, they run to the top of the line. Rules: you cannot touch the ball, the ball cannot stop. First team to get the ball into the end cone/bucket wins. If ball drops, team have to start again. Variations: try sitting/standing in a circle. Add in another ball(s).
- **Bull ring:** each group of 4-6 has a 'bull ring' (metal curtain ring with 4 long pieces of string attached (doubled up). Starting with tennis ball, group must place ball in the ring and then balance it/travel with it. Progression: use a larger ball; have a zig zag line of cones set out to weave around. See can children swap places and keep ball balanced
- **Rope races:** using a piece of rope (long enough for 4-6 children to hold with two hands) children run out to a hoop with balls/balloons inside. Without letting go of the rope, collect a balloon in whatever way your team decides and bring back. Keep going until all ball/balloons are collected
- **The electric fence:** In groups of 10, 2 children hold some rope at approx 1.2 m high. The others have to figure how to get the team across the fence without touching it. Discuss safety issues, must be performed on mats or soft landing. Children need to

plan ahead- how will the last person get across? Who would be best to leave as the last person? Rotate roles so the children who were holding the ropes have a turn.

BLINDFOLD AND TRUST ACTVITIES *(sleeping masks best here, one between two-ensure infants practice with them on in classroom beforehand)*

- **Feel a tree in pairs:** One student in each pair is blind folded if the child is comfortable with this arrangement. Their partner guides them to a tree. The blindfolded person has to explore the tree, feel it, and get to know it. Then they are led back to the starting point. The blindfold is removed and this student is asked to find their tree! Then the pair swaps over. Make sure that the area where you plan on doing the activity is relatively flat.
- **Blind Trail:** Tie a long rope between trees. In pairs one person is blind folded and the partner guides the blinded folded person along the course of the rope. The blinded folder person grips the rope while their partner communicates the route to follow and explains the obstacles to negotiate. Reverse roles.
- **Dodgem cars (2nd-6th)** One member of each pair is blindfolded. They are guided around play area by means of pressure exerted on the shoulders by their partner who is standing behind them. For older children, try and come up with a non-verbal system of communication for directions around the area (i.e. touch right shoulder to turn right etc).No talking allowed, increase difficulty by restricting the space.
- **Blindfolds Robot Wars** Players work in pairs, a controller who is sighted and a robot who is blindfolded. The robot is in the marked zone and scores points by picking up paper balls and then throwing them outside the zone. The controller directs their robot verbally as to where to find the paper balls and then which direction to throw them in.3 minutes per round works well
- **Blindfold drawing** Basic **-** a leader calls out an object to be drawn, group members each have to draw that item while wearing blindfolds**.** Complex **-** The leader is given a complex shape drawn with straight lines. They must communicate this shape to a drawer who is wearing a blindfold and get them to recreate the shape.
- **Blindfold 'what is it'** Get the group sitting on the floor. Blindfold them. Give a box of items to the group leader and ask them to describe one at a time until all objects are identified by the group. The leader may not say the name of the object.
- **Circle of Silence.** Group to stand in an inward facing circle with an arms length between each person. One person is given an object that if jarred will make a noise, a large tin with a few marbles in it works really well. The tin must be passed from one person to the next as quietly as they can. One of the group wears a blindfold and asked to stand in the middle of the circle. Their aim is to listen out for the noise of the tin and marbles. If they hear it they should point to where the noise comes from. Whoever made the noise takes the place of the person in the middle of the group.
- **Egg and Spoon Race with Blindfolds!** On grass, lay out a start and finish line with rope or tape. Contestants work in pairs, the person with the egg and spoon wearing the blindfold. The sighted person guides them down the course. Soft obstacles can make the game a bit harder-

- **Animal attack** Class is split into two groups: A's and B's, each person with a partner. All A's are given the name of an animal (cat, dog, cow, horse, pig etc). Each animal practices their animal sound, and is then blindfolded by their partner, who then quietly moves them to a different place in the room. Each set of animals must then find the others in their group only by identifying them by their animal sounds. Pupils rely on their sense of hearing alone for this activity. If a child is moving towards a door/wall, their partner must run out and turn them around. When all 'animals' have been located, B's have a turn.
- **NSEW-** Divide children into pairs. One child wears the blindfold and faces either a set direction known to them or have North, South, East and West marked so that they can identify before placing the blindfold on which way they are facing. Their partner gives verbal directions (5-10) and on the command STOP the blindfolded child must state which direction they are now facing (N, S, E or W).
- **Obstacle Course** – place ropes, hoops, cones, agility hurdles, spot markers etc around the area being used. One child is blindfolded while the other child selects a route to take them around and over/through/around the obstacles placed along that route. All obstacles must be used and the blindfolded child must be taken to the finish line

  The obstacle course can be done on a small scale with the whole class observing and listening to the instructions – this links in very well to the English Curriculum where various Literacy skills are promoted and developed. The children can carry out peer assessments based on things they have observed and advise how situations where misunderstandings occurred could be avoided. This then feeds directly back into their own learning when they split into pairs to complete their own obstacle courses.

Walking with a purpose and a twist!

Presenter's name(s): Catriona Ní Chathasaigh

School or Organisation: Scoil Mobhi, Glasnevin, Dublin 9

Theme of workshop in the context of the conference title: Walking

Theme of Walk: The history of Carlingford

Devised by Carlingford Adventure Centre, the walk is similar to the board game Cluedo. It is based on a fictional story in which the participants are challenged to use geography skills to engage with the history of the town in a fun and enjoyable way while being physically active.

Walk Title (and twist!): The Carlingford Adventure Centre Murder Mystery

Task: Solve the murder mystery

Resources: Folders 1 and 2, team sheets, pencils

Safety Considerations: Footpaths, traffic etc, time of departure and return of participants to be recorded

Organization: Participants leaving in pairs at one minute intervals with alternative folders

Assessment: Teacher observation of attitude, competence and fitness level of the child, teacher assessment of appropriateness of task towards giving the child a sense of enjoyment and achievement

Orienteering

Presenter's names and School or Organisation:
Derek Brennan
Caoimhe Doherty
Susan Marron, St. Patrick's College, Drumcondra, Dublin 9
Ciara Blennerhassett

This workshop has some fun and active preliminary orienteering activities to teach children some of the skills and the knowledge that underpin more advanced and challenging orienteering activities. The physical activity of running and walking is promoted in orienteering activities.

INDOOR FUN AND ACTIVE PRELIMINARY ORIENTEERING ACTIVITIES

See http://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf for some fun and active developmental activities designed to enable the teaching of basic orienteering skills and associated physical skills in an exciting manner.

FUNNY FACES

Learning Outcomes

- Using equipment and a map key to create a Funny Face
- Undertake a journey individually while working as part of a team

Location: School Hall or school playground
Equipment: hula hoops, cones, bean bags, quoits, maps.
Resource: Activity 1 Tri-O www.britishorienteering.org.uk

MATCHING SYMBOLS

Learning outcomes

- Using simple symbols cards to familiarise children with symbols on maps
- To match symbol cards with word cards
- To undertake a short journey individually
- To work as part of a group to complete task

Location: School hall or school playground
Equipment: Activity 3 Tri-O resource, map keys, symbols cards, word cards, cones/spots.
Resource: Activity 3 Matching Symbols Tri-O www.britishorienteering.org.uk

COUNTING CONES

Learning Outcomes

- To practice the basic skills of map reading
- To practice following a simple map
- To recognise and identify start and finish symbols
- Work in pairs/groups to complete challenge

Location: School hall or school yard.

Equipment: cones/spots, laminated maps, recording sheet.

Resource: Activity 6 Counting Cones Tri-O www.britishorienteering.org.uk

OUTDOOR PHOTO ORIENTEERING

How to find your way to features identified by photographs, finding the symbols at the features and recording them on a control card.

Overall Learning Outcomes:

- Undertake a journey in pairs (groups) by walking or running following a route
- Recognise and find familiar features from photographs
- Record symbols on a control card

STAR PHOTO ORIENTEERING

Learning Outcomes:

- Record symbols on a control card
- Orientate a map
- Stay with a partner

Location: Park at seafront

Equipment:

Photographs of objects (In advance take photographs of e.g.10 permanent objects on the school site)

Boxes weighted to store photos

Controls

Control card per pair

Pencil per pair

Master Card showing solutions

Organisation

In 2's

Take a photograph from one box.

Study the photograph carefully. Bring the photograph with you to find the location in reality.

A black and white rectangle card (orienteering marker) hanging on a string will be found at the exact location. Check the number on your photograph to that on the orienteering marker. There should be a symbol. Using your pencil draw the symbol on your control card beside the correct number. Return to base. Check your answer on the Masters card. Return the photograph to the box. Now continue with a new photograph.

Progression to Point to Point Photo Orienteering without a map

Can you find 3 controls (point to point) without returning to base.

Web Resource

See: PSSI Third and Forth Class Lesson 3

http://www.ppds.ie/pcsparchive/pe/pssi/pdf/out/out_c_3.pdf

POINT TO POINT ORIENTEERING

In advance of the next Task map reading and a map walk should be undertaken with the children. Give each child a map of the area you are in and a pencil. Mark the start with a TRIANGLE.

Discuss the legend (key).Show the children how to orientate the map using an identifiable feature Walk the class to the first control. Show the children how to mark the exact spot on the map with the control number.

Learning Outcomes:

- Undertake point to point (cross country) orienteering – visiting all controls in order
- Mark and complete a control card
- Undertake vigorous physical activity through running and walking
- Follow a route on a map
- Stay with a partner

Location: Carlingford Hills Course A

Equipment

- Map per two
- Control Card per two
- Pencil per two
- a map and descriptors find 13 controls
- Master card

Organisation

Task 1:

All seek controls 1 2 & 3 together to ensure understanding.

Find each control (Orienteering markers are white and orange triangles making a square shape) with the help of a map and descriptors. Match the control number on the Descriptor to the letter found at the control. Write the corresponding letter on your control card to prove that you located the control.

Safety:

- Start in 2's and stay together ALWAYS.
- Max time 70 minutes walking
- Home base is the Adventure Centre
- Safety Return to base at 1pm LATEST.
- Equipment to have on standby: Water and First Aid Kit

Task 2:

Point to Point Orienteering

In 2's in 1 minute intervals you will set off with a partner to find the remainder of the controls

Order of departure and time of departure is on the sheet below

The control you should visit first is also indicated.

Web Resource

See: PSSI Fifth and Sixth Class Lesson 3

http://www.ppds.ie/pcsparchive/pe/pssi/pdf/out/out_d_3.pdf

POINT to POINT ORIENTEERING

Names	Depart Time	Return Time	Start Control	Penalties	Final Time
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					

On return:

- Check control card is correct with the master copy
- Calculate pairs total time for completing the course
- Have decided if penalty time is to be added to overall time for errors?
- If the event is a competition, arrange in order (from fastest and most correct control card)
- Debrief on the experience with the children

Further Web resources and Organisations:

View this short clip on **schools orienteering in Ireland** http://vimeo.com/75401229

Permanent Orienteering Courses

There are a number of Permanent Orienteering Courses around the country. These are courses which are set up by various organisations e.g. Coillte or Councils often with the assistance of local Orienteering Clubs http://www.orienteering.ie/about-us/permanent-orienteering-courses

Relaxation Yoga for Children

Presenter's name(s): Ciara Delaney

School or Organisation: Attyrory N.S., Galway ✉ ciarajdelaney@gmail.com

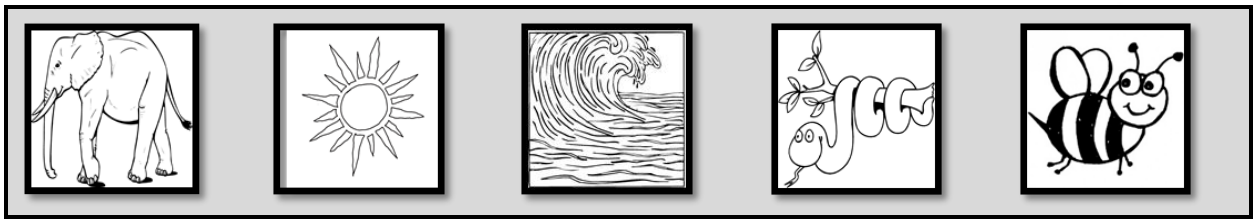
Theme of workshop in the context of the conference title: A yoga workshop that aims to promote relaxation and calm through movement. No yoga experience required! Activities are suitable for cool-down activities in PE lessons.

1) RELAXING YOGA SEQUENCE FOR CHILDREN

Lion's Roar	Angry Cat	Down Dog	Donkey Kick
Sprinter	Plank	Up Dog	Frog
Volcano Breath	Warrior	Triangle	Chair
Lotus	Sun Breath	Rock	Wave Breath

2) CALM KIDS BREATHING TECHNIQUES

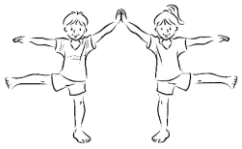
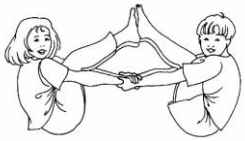
Becoming aware of your breath and learning to control it is an essential component of yoga that allows you to gain composure, develop correct posture, relax, and de-stress. Children can use the breath to deal with anxiety, anger and tension. They can be taught how to apply an awareness of breath to stressful situations such as dealing with exams, spelling and table tests, conflicts, being bullied, tension, headaches and anger, as well as for performing or presenting to their peers and parents.



3) YOGA COOL DOWN GAMES

Circle of Friends	Walk, stop, wiggle, sit	Shape detective	Yoga Bingo
★	★	★	
Shape Stop	Spot Lights	Down Dog Up Dog	Scarf Toss

4) YOGA PARTNER POSES

		
Sinking	**See-saw**	**Double Arabesque**
		
Double Boat	**Horizontal Pairs**	**Bridge Balance**

Some suggested outdoor locations for outdoor and adventure activities include:

Local parks, local playgrounds, and forests; More specialised locations include for example:
Zipet Forest Adventures at Lough Key in Roscommon and Tibradden Woods in Dublin
Zipit Forest Adventures offers up to 4 hours of tree-top, fun-filled, adventure challenge in a healthy, outdoor setting for adults and children from age 7. Climb poles and climbing walls, swing into cargo nets, balance on a rope bridge, hurtle down a zipwire, even ride a BMX across a treetop bridge!
Website: http://www.zipit.ie/welcome-to-zipit-forest-adventures/
Video Clip http://www.youtube.com/watch?v=KMFAD7FPha0&feature=player_embedded

Education Centres that offer programmes of O&AA include:

- Carlingford Adventure Centre where programmes can be tailor made to suit individual schools. http://www.carlingfordadventure.com/
- Ballinafad Education Centre (North Midlands Region)
- Connemara National Park Education Centre, Letterfrack, Co. Galway
- Glendalough Education Centre, Glendalough, Co. Wicklow
- Glenveagh National Park Education Centre, Co. Donegal
- Killarney National Park Education Centre, Killarney, Co. Kerry
- Knocksink Wood Education Centre, Enniskerry, Co. Wicklow
- Wexford Wildfowl Reserve Education Centre
- Wicklow Mountains National Park Education Centre

Suggested Resources

www.osi.ie
www.orienteering.ie
www.niorienteering.org.ie
www.scouts.ie
www.npws.ie (national parks and wildlife service)

The overall aim of **"Xcessible Outdoors"** is to heighten the awareness of the benefits of an active healthy lifestyle and participation opportunities for people with disabilities within the outdoor environment. The initiative is running in partnership with the Institute of Technology Tralee, Irish Sports Council, Local Sports Partnerships- Sports Inclusion Disability Programme, National Trails Office, Mountaineering Ireland and Outdoor Education Ireland.
HTTP://WWW.CARAAPACENTRE.IE/XCESSIBLE-INCLUSIVE-OUTDOORS-INITIATIVE/