Irish Primary PE Association

Cumann Corpoideachais Bunscoile na hÉireann

# IPPEA CONFERENCE 2015

## THINKING AND MOVING OUTSIDE THE BOX

WWW.IRISHPRIMARYPE.COM

# Introduction

The Irish Primary Physical Education Association (IPPEA) 12th annual conference was held at The Hosdon Bay Hotel, Athlone on Saturday February 28th 2015. The theme of this year's conference was ***'Thinking and Moving Outside the Box'.***

Thank you to all for attending the conference. For the second year we have taken the conference out of the Colleges of Education environment.

The conference *Thinking and Moving Outside the Box* provided teachers with:

1. An opportunity to experience and enjoy a variety of activities including water play (Aquatics Strand), biking (Outdoor and Adventure Strand), and gymnastics on the grass.
2. Exposure to how to teach with limited and inexpensive resources to assist quality teaching experiences for the children that you teach. We encourage you to share the resources with other teachers in your school.
3. Experiences that can be provided to children to ensure a broad, balance and active physical education programme.
4. Opportunities to compare practices in physical education with other professionals.

We hope that you will find this booklet a useful resource to assist you to teach quality physical education with limited resources and to promote physical activity during the school day.

We would like to take this opportunity to launch the IPPEA position statement on Fitness Testing in Irish primary schools. We feel that this is an important document to guide primary teachers. It has been crafted since the IPPEA chairperson Susan Marron took part in a lively debate against Professor Niall Moyna at the PEPAYS conference in June 2013 on the Role of Fitness Testing in Schools. In the previous year (2012), the executive committee wrote an article for InTouch [Magazine], Mar (125) entitled The Fitness Debate. We hope that you will find the position statement useful (see page 22).

I would like to thank the IPPEA executive committee named below for organising the conference in another different, exciting and attractive setting. I would especially like to thank Fiona McGreevy and Ciara Delaney for the preparation of the Conference booklet. This booklet will be available in the Conference 2015 tab on our website:

http://www.irishprimarype.com/conferences/annual-conference-2015-thinking-moving-outside-the-box/

Yours in sport,

*Susan Marron* - Chairperson IPPEA

## Members of the Executive Committee (2014-2015)

| | |
|---|---|
| Susan Marron | Ciara Blennerhassett |
| Caitríona Cosgrave | Ciara Elliott |
| Caitríona Ní Chathasaigh | Ciara Delaney |
| Caoimhe Doherty | Grace Crowley |
| Derek Brennan | Liam Clohessy |
| Fiona McGreevy | Nicola Cosgrave |
| Deirdre Ní Chróinín | Orla Howlin |

# Physical Activity Breaks

**Presenter's name:** Caitríona Cosgrave

**School or Organisation:** Scoil Áine GNS, Dublin 5 and Irish Primary PE Association committee

**Theme of workshop:** There are a range of ways in which discretionary curriculum time or transitions between lessons can be used to enhance the PE curriculum and provide extra opportunities to 'think outside the box' in terms of physical activity during the school day. This workshop details some of the resources and activity ideas readily available for use in these situations and in the cases where indoor facilities for PE are not accessible.

**Resources from Irish Heart Foundation**

***Bizzy breaks:*** classroom poster, teacher booklet and CD with tracks. This is a 10 min physical activity break which could also be broken into sections

***Rainy Day activities:*** booklet containing a range of ideas for various class levels within confined space and linked closely to SPHE (healthy food). Examples:

***Chair aerobics:*** children seated with room to stretch legs out: mimic activities such as hiking; swimming; cycling; paddling canoe; rainbow etc. to music

***Hand jive:*** Standing at desks with partners. Teacher calls out one task at a time and partners complete that task. Tasks should be called out in the order provided:

1. High five right
2. High five left
3. Low five right
4. Low five left
5. High ten
6. Low ten
7. Backwards ten high
8. Backwards ten low
9. Tunnel ten (feet apart, back to back, reach between legs and hit low ten)
10. Sole of shoes right
11. Sole of shoes left
12. Elbow right
13. Elbow left
14. Both elbows

Partners repeat the tasks beginning with the first task each time. Have students repeat sequence as fast as they can with accuracy.

***Opposites:*** Children stand up behind their chair and teachers give a series of easy movements that the children have to do the opposite of.

- ★ Squat down (stand up tall)
- ★ Run quickly on the spot (run slowly)
- ★ Right hand in the air (left hand in air)
- ★ Raise left leg (raise right leg)
- ★ Crouch down low (jump up high)
- ★ Step to the right (step to the left)
- ★ Bend down (stretch up tall)
- ★ Hands in front (hands behind back)

***Heart Smart:*** Standing at desks. Teacher calls out a habit that strengthens or weakens the heart. If the habit strengthens the heart, students will respond by jumping up high and clapping hands. If the habit weakens the heart, students will respond by squatting down. Examples:

- ★ Riding a bike – jump
- ★ Eating 4 pepperoni pizzas – squat
- ★ Walking your dog – jump
- ★ Smoking cigarettes – squat
- ★ Never going outside to play and watching TV all the time – squat
- ★ Dancing with your friends – jump
- ★ Skating – jump
- ★ Never eating fruits/vegetables – squat
- ★ Riding a scooter – jump

**Activities using small equipment (tennis balls/balloons/deck of cards)**

***Balloon volleyball***: one balloon per group or pair, or a few balloons per group. Keep balloon(s) in the air as a group

***Topic toss:*** Pass balloon around using hands in clockwise/anti-clockwise direction whilst calling out topics (fruit/veg/countries/rivers etc.)

***Co-operative pass***: pass balloon around using elbows/knees only around the group

***Spelling ball***: tossing the ball around circle/group and ask someone how to spell something

***Hit the Deck****:* Standing at desks, Teacher places deck of cards in front of the class. Have one student select a card and students will do the corresponding activity for each suit. Would be helpful to write corresponding activities on the board for each suit:

Heart: touch elbow to knee or crunches for 20 seconds
Diamond: jog in place or march in place for 20 seconds
Club: climb the ladder
Spade: jumping jacks or ski jumps for 20 seconds

**Go Noodle www.gonoodle.com**

A wide collection of free online video clips. Just sign up, enter your class level and choose a character and dance type. This programme tracks your amount of physical activity through the clips.

**Just Dance (you tube dance based breaks)**

Wide range of dances available-see below (theses have been screened for suitability!). Literally just upload onto interactive whiteboard and dance!

**Infants-2nd**

1. Despicable me (from the movie) https://www.youtube.com/watch?v=sF571ijdtzY&list=RD86OfJDlVv_8&index=36
2. Gummy Bear (annoying but kids loved it!) https://www.youtube.com/watch?v=5hn61z3FlMQ
3. This is Hallowe'en (for younger children) https://www.youtube.com/watch?v=JNY0JmffsTM&list=RD86OfJDlVv_8&index=31
4. Let it Go (from Frozen: slow, relaxing) https://www.youtube.com/watch?v=KmC_Mz2diDA
5. Aladdin (from the Disney movie) https://www.youtube.com/watch?v=Y6nFNSlFqWw&index=27&list=RD86OfJDlVv_8
6. Who let the dogs out (younger children) https://www.youtube.com/watch?v=Yfu6kQJJIac
7. Super Mario (younger children ) https://www.youtube.com/watch?v=39L-M5nhx6Y
8. The Hamster Dance (annoying tune but younger children enjoy!) https://www.youtube.com/watch?v=ZHZN3CDCXcs
9. ABC (Jackson Five-nice for younger children) https://www.youtube.com/watch?v=BnpWLcd1iGU
10. I like to Move it (from Madagascar movie) https://www.youtube.com/watch?v=7wlKFjMj93I

**3rd/4th/5th/6th**

11. Happy (Pharrell Williams: fast moves) https://www.youtube.com/watch?v=G74_o_43_RQ
12. Roar (Katy Perry: suited for older children) https://www.youtube.com/watch?v=ViwsljT16no
13. Pump up the Jam (90's disco classic) https://www.youtube.com/watch?v=LUdcWgOZRg0&list=RD86OfJDlVv_8&index=31
14. You can't touch this (M.C. Hammer) https://www.youtube.com/watch?v=6iP68CFvvpc&index=21&list=RD86OfJDlVv_8
15. One Way or another (One direction version) https://www.youtube.com/watch?v=ukdFudCQKUc&index=30&list=RD86OfJDlVv_8
16. Eye of the tiger (classic rock tune!) https://www.youtube.com/watch?v=fqUmLhHfImM&index=38&list=RD86OfJDlVv_8
17. Wake me up (like a line dancing type song) https://www.youtube.com/watch?v=7Fdut5SWOk8&index=30&list=RD86OfJDlVv_8
18. Good Feeling (Flo rider) https://www.youtube.com/watch?v=CJayD81A2fA&index=8&list=RD86OfJDlVv_8
19. Whaca Whaca (Shakira: African song for world cup) https://www.youtube.com/watch?v=2Q-9M86zg8w&index=29&list=RD86OfJDlVv_8
20. The final countdown (classic tune! Rock style) https://www.youtube.com/watch?v=4JFmQNuG7AY&index=6&list=RD86OfJDlVv_8
21. Walk like an Egyptian (The Bangles) https://www.youtube.com/watch?v=fqGDNqxq2Bc&index=11&list=PLtYKzmku_jmGxLLaHITUOS8JD0tEDwv1u
22. Party Rock (recent tune) https://www.youtube.com/watch?v=L71PHP2E2kA
23. Gangnam style (Asian version BUT still has 'sexy lady' in chorus) https://www.youtube.com/watch?v=Rjq2_Mg3pSA
24. That Power (Justin Bieber and Wil.I.Am) https://www.youtube.com/watch?v=rs9HC3slop4
25. Kung Foo Fighting (old tune!) https://www.youtube.com/watch?v=6DLPSU3PTNA
26. Ghostbusters (Hallowe'en theme) https://www.youtube.com/watch?v=XMIpphEXHs8

## Literacy and numeracy brain breaks

***ABC/123 for you and me:*** in 2's face a partner. First child challenges other with a mental maths problem/simple sum or the spelling of a word while the other does jumping jacks/ski jumps/runs on spot etc. until they have called out the answer. Swap over.

***Frozen Vocabulary*** Standing at desks. Begin by having students do an activity standing at their desks: Jumping/Twisting/Jogging/Jumping jacks/Hopping/Knee lifts/Play air guitar. Students continue activity until teacher calls out a vocabulary word at which point the students freeze. Teacher calls on volunteer to use the vocabulary word properly in a sentence. Resume activity or begin a new activity when a student uses the vocabulary word properly in a sentence.

**Variations:**

Students can define vocabulary word.
Students can spell the word.
Students can name a synonym or antonym.

***Down with digits:*** Display numbers 0-10 on flipchart with a corresponding locomotor or non-locomotor activity beside it. Teacher or child calls out a sum and rest of class or group does the action relating to the answer. Could also be done for food groups in SPHE

| Locomotor Skills |
|---|
| walk |
| skip |
| jog |
| hop |
| march |
| step touch |
| slide |

| Non-locomotor Skills |
|---|
| jumping jacks |
| boxing |
| soccer kick |
| knee lifts |
| jump twist |
| kicks |
| squats |

## Clapping games (🖱 www.funclapping.com for video examples)

- ★ A Sailor Went To Sea
- ★ Pease Porridge hot
- ★ Double double
- ★ Lemonade, crunchy ice
- ★ Down by the river
- ★ Eenie Meanie Sassaleeny

## Activities using pencils/paper

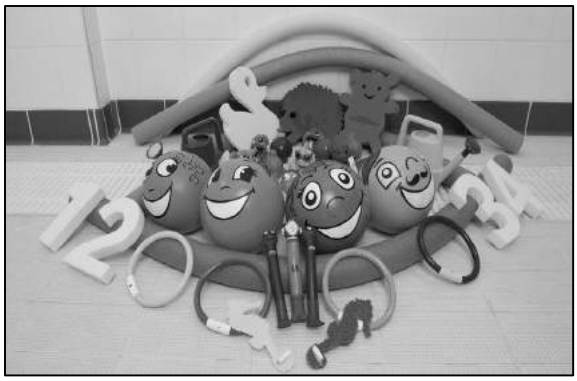
***Pencil Jumps***: For a quick movement break in between lessons have each student place a pencil on the floor. Jump over the pencil a designated number of times. Forwards and backwards and side to side

***Stop and scribble:*** When revising material in any subject, have the students stand up and run in place by their desks. On the teacher's signal, student stops running in place, listens to question and writes down the answer on paper.

# Water-play in the Pool

**Presenter's name:** Maura Coulter

**Organisation:** St Patrick's College, Drumcondra



The strand units of the Aquatics curriculum include:

- ★ Hygiene
- ★ Water safety
- ★ Entry to and exit from the water
- ★ Buoyancy and propulsion
- ★ Stroke development
- ★ Water-based ball games
- ★ Understanding and appreciation of aquatics

The aquatics curriculum recognises that there is more to swimming than learning to swim strokes and competing in swimming competitions. The emphasis is on acquiring a set of fundamental skills, attitudes and understanding before becoming competent in traditional strokes.

Play in the water assists the child in learning and is the preferred path for helping the child experience the beneficial aspects of water. Many of the strand units in the curriculum contain sample games which can be used to introduce, reinforce or develop the skills to be taught. Games can augment learning by serving as a means of practice, feedback and reinforcement.

**Equipment:**
Whistle; Streams; Egg Flips; Woggles; Paddles; Hula-hoops; Loopies; Basketball Ring; Hungry Sharks; Sinking rings and batons; Light Balls/volleyballs

**Before Entry to the Water:**

- Pre Shower
- Identify shallow end and the deep end
- Identify and locate life-saving equipment and the lifeguard
- Awareness of the Rules of Pool
- Stand/Sit at side of pool until instructed to enter.
- Water entries: Entry via the steps, by sitting, turning and slipping into the water or entry by stepping in from the poolside.

**Warm Up Activities**:

- Travelling in the Water
- Propulsion
- Walking in the water making patterns, changing directions, negotiating people and streamers Running in the water as above
- Crows and Cranes
- Simon Says

**Stroke Development:**

- How to hold a float facing forwards, kick with legs only-front crawl.
- How to hold a float by hugging and lying on your back, kick with legs- back crawl. (Highlight regaining standing position with the float)
- Explore arms and legs to travel in the water- practising sculling in prone and supine position.

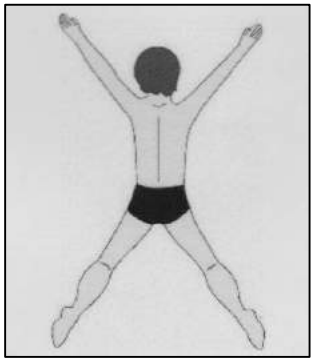
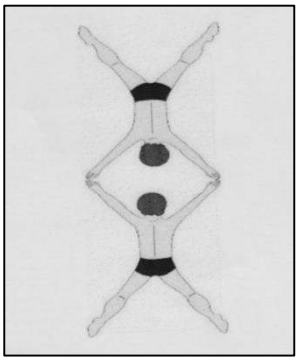
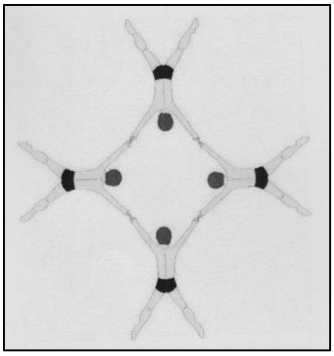
**Water-based ball games**:

- Over Under with ball
- Tunnel Ball
- Throwing and catching Loopies
- Life-saving Front Crawl using balls
- Water Polo

**Development Water confidence**

- Face in the water activities:
- Sitting at the side of the pool and splashing with legs
- Chin Ball walking using arms to balance
- Chin ball walking hands behind the back
- Egg Flips (or table tennis balls) blowing the egg flips to turn over to another colour
- Blowing bubbles
- Jumping in the water
- Woggles rest on the surface of the water. Go under water to come out the other side of the woggle.
- Ball rests on the surface of the water. Child goes underneath the ball to head the ball upwards.
- In 2's how many fingers does your partner show you underneath the water or what colour is shown on the egg flip?

**Buoyancy**

| ❶ | ❷ | ❸ |
|---|---|---|
| Float in a stretched shape, like a star, prone and supine | With a partner hold hands and float | In 4s hold hands and on a count of 3 everyone float like a star, face down. |
|  |  |  |

- Ask the children questions such as:
    - ★ What parts of your body sink and why?
    - ★ What happens if you lift your head up?
    - ★ Why is it so easy to float like this?
    - ★ Would it be easier on your back? If so, why?

- Push off the side of the pool and glide
- Mushroom Float and regain standing position.
- Turn through 360˚ horizontally or vertically.
- Combine shapes e.g. star, mushroom and one foot balance

**Demonstrate Swimming Strokes**

- Front Crawl Back Crawl
- Breast Stroke
- Butterfly
- Life Saving Front Crawl
- Life Saving Side Stroke
- Life Saving Back Crawl

**Water Safety-Rescues:**
Observe rescue objects and the location of them at the poolside.

**Reach Rescue**
Using a woggle or a kick board, lie flat on the side of the pool. Talk calmly to the child in difficulty in the water instructing him/her to hold the woggle. Pull in slowly remaining lying down. Hold arm as child approaches, secure child at the poolside and then help the child out of the water.

Throw Rescue Standing at the side of the pool. Throw a floatable object as accurately as possible to the child in difficulty. Explain to the child to move the palms of their hands forwards and backwards in the water and do the bicycle kick in the water. Explain calmly to the child that you will throw an object to them, which they will hold onto. Kick with the kegs to swim to the poolside. As child approaches the poolside the rescuer lies down flat and when the child is secure at the poolside you can now help the child out of the water.

**Treading Water Relays:**

- Decide on distance and depth
- Teams of 5 Swim using woggles e.g. horses, loopies, balls.
- Group Activities/Stations 5 per team alternation of activities

**Co-Operative Games and Water Enjoyment**

- Pass the Hula-hoop
- Using Streams: Swim underneath the water between the 4 streams
- Using Sinking Objects: Swim/surface dive to the bottom of the pool to collect sinking objects. Competition: Which team can collect the most objects? Conclusion: *10 minutes Free Play to experiment with the aquatics equipment

**Additional Information**
Irish Water Safety has developed a course that incorporates all aspects of the Aquatics Strand – called PAWS (Primary Aquatics Water Safety).

This programme was specially tailored for primary school pupils and is exclusive to schools. Schools now have the opportunity to be part of Irish Water Safety's fastest growing programme. Teachers have the ability to certify their pupils with nationally recognised awards from our programme that is recommended by the Department of Education and Science.

Teachers can take their class through the first three awards without going near water - Land PAWS 1, 2 and 3. These awards consist of theory of water safety - safe swimming, safety on the farm, safety on open water etc. The awards become more detailed as the pupils progress (Land PAWS 2 and 3) - simulated rescues on land, e.g. throwing a rescue rope into a designated area

**Available resources at** www.iws.ie

**Activity Resource Book**
Captain Birdseye Primary School Activity Resource Booklet

**PowerPoint Presentations**
Safe Boating
Water Safety at Home
Inland Waterways
Pool Safety
Safe Swimming
Water Safety at the Farm

**Posters**
Pool Safety
14 steps to safe and enjoyable boating
14 Steps to Safe and Enjoyable Swimming
Water Safety on the Farm
Water Safety at Home

**Presentations – as Gaeilge**
Water Safety at Home
Water Safety on the Farm
14 Steps to Safe Swimming
14 Steps to Safe and Enjoyable Boating

**Leaflets – as Gaeilge**
14 Steps to Safe and Enjoyable Boating
14 Steps to Safe and Enjoyable Swimming

**Posters – as Gaeilge**
Pool Safety
14 Steps to Safe Swimming

**Further resources**
Some fun games for children on this site – be selective though as some are exclusion games.

http://www.swimmingpool.com/games-safety/pool-games

This site has lots of information on swim games and includes video clips of the activities to help explain them.

http://www.nhs.uk/change4life/Pages/swim-for-life.aspx

# Introduction to Yoga for Children

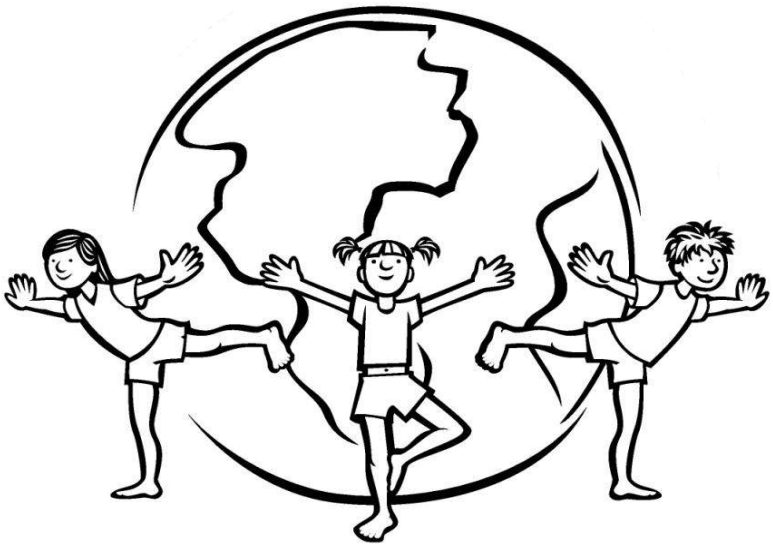
**Presenter's name:** Ciara Delaney

**Organisation:** PDST and Irish Primary PE Association Committee

In the context of a broad and balanced physical education programme, yoga allows children an opportunity to acquire an appropriate range of movement skills and to develop an appreciation of movement in a non-competitive, non-impact setting. Yoga is an individual practice, as opposed to a game or competition, which can be adapted to suit any age group. By introducing and maintaining the element of fun, and infusing the class with story, music, creative imagery and opportunities for self-expression, success and imagination, yoga could promote positive attitudes towards physical activity and help children to stay alert, relaxed and receptive throughout the day.

Physically, yoga enhances the child's flexibility, strength, coordination, and body awareness. In addition, practicing the postures requires an attention to detail that helps develop focus and concentration. Taking a moment to breathe, relax, or stretch improves the child's sense of calmness, leaving students alert and ready to learn.

FLEXIBILITY ★ STRENGTH ★ COORDINATION ★ BALANCE
BODY AWARENESS ★ IMAGINATION ★ CONCENTRATION ★ CREATIVITY



**Workshop Activities**

- ★ **Circle of Friends Yoga Warm Up**
- ★ **Six Week Yoga Sequence**
- ★ **Storytime Yoga**
- ★ **Relaxing Yoga Breathing Techniques**
- ★ **Mindful Meditation for children**
- ★ **Yoga Games**
  - Shape Stop
  - Beetles and Butterflies
  - Down Dog Up Dog
  - Shape Detective

**Ciara Delaney ✉ ciarajdelaney@gmail.com**

# 6 week yoga sequence

| Week 1 | | | | | | |
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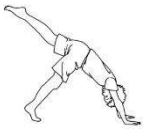
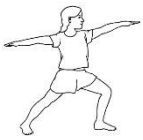
| | | | | |  | |
| | **Hero** | **Happy Cat** | **Angry Cat** | **Down Dog** | **Donkey** | **Sprinter** |

| Week 2 | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | **Plank** | **Up Dog** | **Lion** | **Frog** | **Chair** | **Gorilla** |

| Week 3 | | | | | | |
|---|---|---|---|---|---|---|
| | |  | | | | |
| | **Volcano** | **Warrior** | **Triangle** | **Dancer** | **Airplane** | **Tree** |

| Week 4 | | | | | | |
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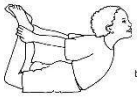
| | | |  | | | |
| | **Child** | **Swan** | **Bow** | **River** | **Rock** | **Bridge** |

| Week 5 | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | **Plough** | **Beetle** | **Boat** | **Baby** | **Butterfly** | **Savasana** |

## Partner Poses

| | | | | |
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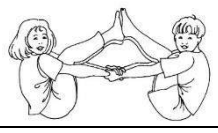
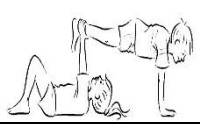
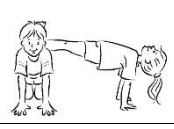
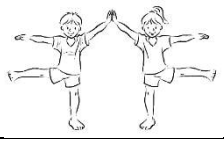
|  |  | |  |  |
| **Double Boat** | **Horizontal Pairs** | **Sinking** | **Bridge** | **Double Arabesque** |

*All images from **Create a Yoga Practice for Kids: Fun, Flexibility and Focus**, by Yael Calhoun and Matthew Calhoun and **PSSI lesson plans***

**Ciara Delaney ✉ ciarajdelaney@gmail.com**

# American Spikeball

**Presenter's name:** Liam Clohessy (✉ liam.clohessy@mic.ul.ie)

**School and Organisation:** IPPEA Committee member, Bunscoil Rinn an Chabhlaigh Cobh, Co.Cork, PhD candidate Mary Immaculate College Limerick

American Spikeball is a great alternative game for developing ball handling skills. It is also excellent for including all children within a class as no-one will be familiar with the game and have preconceptions about their abilities.

## HOW TO PLAY:

American Spikeball is played by two teams of two players. Opposing teams line up across from each other with the Spikeball net in the centre. The ball is put in play with a service, a hit by the server from behind the service boundary into the net to an opposing player. Once the ball is served players can move anywhere they want. The object of the game is to hit the ball into the net so that the opposing team cannot return it. A team is allowed up to three touches to return the ball. The rally continues until the ball is not returned properly.

## ADAPTATIONS:

**Equipment:** Official American Spikeball sets are currently not available for purchase from Irish retailers. They can be purchased online through websites such as www.spikeball.com or amazon. The game can be adapted for Irish primary schools so that it can be played in a whole class setting, without the official set/equipment. Hula hoops can be used instead of the taut net and placed on any hard surface. Using a variety of balls with a suitable bounce the game can played using the same rules with teams aiming to volley the ball onto the ground inside the hula hoop.

**Class level:** For older classes use a smaller ball to challenge the pupils. Tennis balls could be used where a class is becoming very proficient. For younger classes introduce the game by getting pupils to sit on the ground around hula hoop. Allow pupils to catch ball and use their two hands to throw the ball rather than volleying. Use two hula hoops to create a larger target area to aim for.

## TEACHING APPROACH/LESSON STRUCTURE:

| Traditional | Teaching Games for Understanding (TGFU) Model |
|---|---|
| **-Warm up** | **-Warm up** |
| **-Technical skill practice** | **-Purposeful game** |
| **-Drills** | **-Questioning pupils how can we do it better?** |
| **Game** | **Practice (technical skills/tactical)** |
| **Cool down** | **Back to the game to apply what we practised** |
| | **Cool down** |

A Teaching Games For Understanding approach is used in the lessons. This involves changing the traditional structure of your PE lessons so that games set realistic problems in practice for pupils and teachers to solve.

## SKILLS TO BE DEVELOPED:

**Two types of passes:**

**Below chest pass:** On your toes, knees bent, hands at waist level, palms facing outwards, fingers pointing away from your body

**Above chest pass:** On your toes, knees bent, hands at shoulder level, palms facing outwards, fingers pointing towards your head

Using your palm to strike the ball for both passes

**Activities:**

**Individual**

- Use below chest pass to juggle ball and keep up in the air
- Use above chest pass to juggle ball and keep in the air
- Alternate between hands and use a combination of the two types of passes.
- Stationary at first but build up to walking/jogging

**Paired**

- Using both passes to a partner
- Pass to yourself first and then to your partner
- Each partner doing a different type of pass
- After 10 successful passes lengthen the distance between partners
- Repeat activities above while circling around a net/hula hoop

**Group**

- Put the pupils into groups of four. All four work together to keep a passing rally going for as long as possible. Count how many they get
- Spikeball tennis: Mark out two squares facing each other. Each team of two must prevent the ball from touching the ground in their own square by juggling/passing the ball. Using an upward passing motion teams try to land the ball in the opposition's square
- Working together as a team of four, players try to keep a rally going for as long as possible by hitting the ball down onto net/hoop and returning

**Spiking the Ball**

- Body positioning: Standing side on with your striking hand furthest away from the net drawn backwards ready to strike
- Downward palm strike
- Body rotation during strike
- Follow through with your hand

Initially participants may spike the ball at shoulder height. Depending on the development of the pupils they can be encouraged to spike the ball at waist height for a more effective shot

**Activities**

- Spike the ball into the ground so that it bounces once and your partner catches it. Partner can pass to themselves before catching.
- Vary the distance between partners according to ability level.
- One partner passes and the other spikes. Pass to either side to develop use of both hands
- Spike the ball aiming for specific targets (wall marking/pins etc.)
- In teams of two, one team spikes the other team attempts to catch the ball.

For videos of activities and further ideas go onto YouTube and enter the search 'Spikeball's physical education curriculum'.

# Gymnastics on the Grass

**Presenter's name:** Aimi Baker ✉ aimi@gymnasticsireland.com

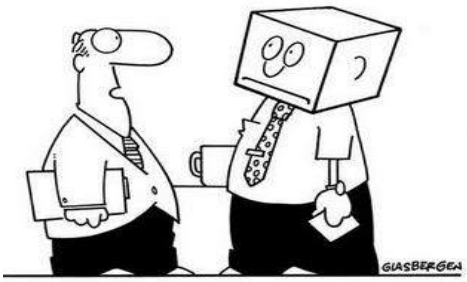
**School or Organisation:** Gymnastics Ireland (NGB)

**Theme of workshop:**
Research shows that children love to perform rolls and cartwheels on the grass at break time in fine weather which is a great method to promote physical activity. This workshop will explore how the grass can be used to safely do gymnastics in PE lessons. It will take place outdoors regardless of the weather - come prepared!

*'Gymnastics is a foundation sport for all other sports'*
Dr. Istvan Bali (Expert in Long Term Athlete Development)

**KEY WORKSHOP OBJECTIVES**

- Identify the fundamental movement skills (FMS) in gymnastics that can be applied to an outdoor school setting
- Highlight the key teaching points (KTPS's), including safety
- Discuss and highlight the benefits
- Identify how to link these gymnastics FMS with the sports specific skills in any sport i.e. making gymnastics relevant for all students. For example; the benefits of rolling in field based sports – how to fall safely!
- Share information and ideas with other each other – providing a forum for discussion
- Provide the opportunity for teachers to....
    - try out the identified gymnastic skills
    - adapt the skills for all levels (inclusion)
    - have fun, be challenged, develop confidence




*Thinking outside the box is difficult for some people...*
*... keep trying!*

**WHY GYMNASTICS?**

Apart from being one of the 6 strands on the curriculum, gymnastics is well appreciated as one of the key activities/ sports that provides the necessary building blocks for physical literacy. All relevant research shows that children who are more physically literate enjoy sport/ PE more, will move with more competence and confidence in a wide variety of physical activities in multiple environments and will participate for longer in some form of physical activity within their lifetime.

As a teacher, your role is not to provide the next Olga Korbut, or to provide the local gymnastics club with talented children. It is to provide the opportunity to all children, regardless of ability, with the opportunity to experience gymnastics skills.

**Experiencing gymnastic skills has a wide variety of benefit for children which include;**

- Enhances understanding of how the body works and moves
- Aids the learning of general motor skills
- Challenges movement in all three axis of rotation: longitudinal, medial and transverse
- Encourages the development of both right and left side of body
- Develops key areas in physical development such as: core strength, flexibility, poster, strength and endurance
- It is, generally a non contact sport – not all children enjoy running around with sticks/ balls
- It can highlight talents in children who may not otherwise shine in other sporting activities
- Encourages thinking, and problem solving (using task cards, working in groups)
- Builds confidence and self assurance
- Can be easily adapted for cross curricular activities and learning

**FUNDAMENTAL MOVEMENT SKILLS (FMS)**

These are the movement patterns that involve different body parts and are the foundation movements to more specialised skills used in games, sports, dance, outdoor education etc. A fundamental movement skill is learned without a specific sport in mind, and it is tired, practised and attempted in as many ways, and different environments as possible (both indoor and outdoor).

FMS should form a substantial part of all class plans for gymnastics (and ideally all other activities in PE). When using FMS starting point for all plans, it allows for greater inclusion as skills are taught in movement categories rather than skills alone.

For example:

If 'Rolling' is taught as part of a class plan, this allows some students to move quickly to the harder skill of the forward roll, while others are afforded the challenge of perhaps a side roll or teddy bear roll. The objective should not be that all students learn the forward roll, more that all students have had the opportunity to roll, in a variety of direction, alone and in groups, and incorporating challenges and games.

**Some basic FMS skills are tabulated below (table 1), all of which are involved in gymnastics. These skills will be covered in the workshop.**

**Table 1**

| Locomotor | Object Control | Body Control |
|---|---|---|
| Walk (on different body parts) | Throw | Jump |
| Run | catch | Land |
| Skip | swing | Fall |
| Jump/ leap | | Roll |
| Hop | | Twist/ turn/ twirl |
| Crawl | | Balance (static and dynamic) |
| Slide | | dodge |
| Chasse/ Gallop | | invert |

**In gymnastics specifically, FMS can be developed further into other categories such as:**

- **Shapes**: star, tuck, straight
- **Directions:** forward, backward, side
- **Levels:** up, down, high, low
- **Jumping:** onto, over, high, low, along
- **Pathways:** around, through, over, under, zigzag
- **Dynamics:** slow, fast, energetic
- **Relationships**: group (acrobatics), floor, grass/ ground, benches, hoops, etc.

**Relevant Resources:**

http://www.humankinetics.com/products/all-products/kidnastics
http://www.valsabinpublications.com/
http://pssi.pdst.ie/clickme.html
https://www.youtube.com/watch?v=kJmCK4PCQRw
www.gymnasticsIreland.com

*"Gymnastics provides a good foundation for the developing balance, coordination, spatial awareness and agility needed in other sports, including rugby"*

David Humphries MBE
Operations Director Ulster Rugby

# Moving with the Video Delay APP

**Presenter's name:** Susan Marron

**School or Organisation:** Irish Primary PE Association Chairperson and St. Patricks College, Drumcondra, Dublin

**Assessing Movement using Checklists**

Fundamental Movement skills:

- Object Control: Underarm Throw, Catching,
- Body Management: Forward Roll
- Locomotor: Jump for Distance

In pairs using checklists from reference below available online.

**Assessing Movement using Video Delay**

- Featured in the TOP 10 SPORTS apps in USA
- Continuously showing what just happened for quick visual feedback
- Video delay will allow you to see the same clip three times. You can set the time e.g. view after 15 seconds, 30 seconds and 50 seconds. The child can also observe and comment. Children love to see themselves move.
- The clip has disappeared after the set time
- Ideal for PE teachers and children
- No ethical permission required
- No recordings are stored

BaM Video Delay by Orange Qube $4.99
https://itunes.apple.com/us/app/bam-video-delay/id517673842?mt=8

**Tips for using an iPad in a PE lesson:**

- Start with the teacher using one iPad
- Assess one child performing one skill in a lesson, keep it simple
- Initially assess a static skill like a balance in gymnastics rather than a dynamic skill like running
- Be familiar with the criteria for performing the skill
- Record, playback and observe.
- Ideal possibilities for children to watch their performances e.g. gymnastics & dance

**Other useful APPS for PE lessons:**

- Balance It (gymnastic balance cards)
- Stop Watch (timing)
- Crank (station teaching count down)

**Reference**

Western Australian Minister for Education. (2004). The tools for learning, teaching and assessment Book 2. Retrieved 29 October, 2013, from http://det.wa.edu.au/stepsresources/detcms/education/stepsresources/fundamental-movement-skills/fundamental-movement-skills-book-2.en?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-13807616

# CycleSafe

**Presenter's names:** David Kennedy and Sarah McManus

**Organisation: Westmeath Sports Partnership**

**CycleSafe Programme:**
CycleSafe is a cycling education and training program for the primary schools in the Westmeath area. The program introduces children of 5th and 6th class to the use and maintenance of their bicycles, and the principles of safe cycling.

**Aims of the programme**

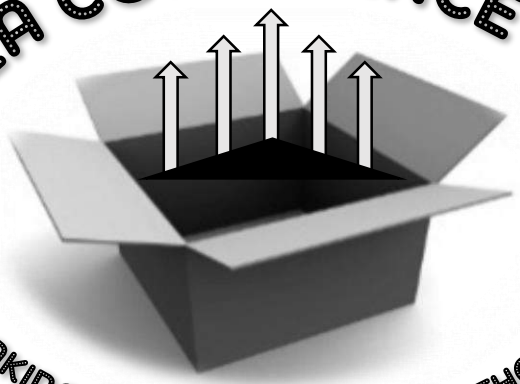
- To promote knowledge and understanding of the principles of safe cycling
- To encourage positive and responsible attitudes towards personal safety and that of other road users
- To teach standard rules of behaviour and knowledge when cycling
- To emphasize that safety on the road depends not only on cycling ability but also on readiness at all times to take avoiding action for other peoples mistakes
- To provide knowledge of where, when and how cycling accidents occur
- To give encouragement & confidence to students in their cycling ability

**Programme Format**

- Each group will consist of a maximum of 15 students.
- Bikes and helmets are provided but children are encouraged to bring their own
- There will be two accredited tutors with each group at all times
- The program is five hours in total and can be delivered over the course of four weeks with a number of groups per school ( 1hour In-Class Presentation & 4hours Practical delivery)
- The first three hours will be playground based with the last hour of the program being a group cycle along the cycle lanes in your schools vicinity.
- The cost for the program is €5 per child.
- Students will be evaluated by the CycleSafe tutors throughout the programme delivery. Only students who display the required level of cycling competence will be presented with a CycleSafe T shirt.

This Workshop will demonstrate the skills taught during the CycleSafe programme by bringing the teachers through some of the elements of training delivered during the programme and giving them a chance to experience the programme for themselves.

# IPPEA CONFERENCE 2015



## THINKING AND MOVING OUTSIDE THE BOX

**9:00am - 9:45am** Registration, Tea, coffee and pastries
**9:45am – 10:00am** Opening welcome from the IPPEA Chairperson and Executive Committee

| | | | | |
|---|---|---|---|---|
| ❶ 10:00am - 11:10am | ❶A **Water Play in the pool** *With Maura Coulter* Start 9:30 – 10:50 **POOL** | ❶B **Biking for Schools** *With CycleSafe* **CAR-PARK 1** | ❶C **Moving with Apps** *With Susan Marron* **LECARROW ROOM 1** | ❶D **Yoga** *With Ciara Delaney* **YOGA ROOM** |
| ❷ 11:20am - 12:30pm | ❷A **Biking for Schools** *With CycleSafe* **CAR-PARK 1** | ❷B **Gymnastics on the grass** *With Ami Baker* **GREEN AREA or LECARROW ROOM 2** | ❷C **American Spikeball** *With Liam Clohessy* **CAR-PARK 1 or LECARROW ROOM 1** | ❷D **Moving with Apps** *With Susan Marron* **YOGA ROOM** |

**12:30pm – 1:00pm** Lunch
**1:00pm - 1:30pm** A.G.M. ***All welcome!***

| | | | | |
|---|---|---|---|---|
| ❸ 1:40pm - 2:40pm | ❸A **Gymnastics on the grass** *With Ami Baker* **GREEN AREA or LECARROW ROOM 2** | ❸B **Golf for Schools** *Golf Confederation Ireland* **GOLF CLUB** | ❸C **American Spikeball** *With Liam Clohessy* **CAR-PARK 1 or LECARROW ROOM 1** | ❸D **Physical Activity Breaks** *With Caitríona Cosgrave* **YOGA ROOM or LECARROW ROOM 2** |
| ❹ 2:50pm - 3:50pm | ❹A **Physical Activity Breaks** *With Caitríona Cosgrave* **LECARROW ROOM 2** | ❹B **Golf for Schools** *Golf Confederation Ireland* **GOLF CLUB** | ❹C **Yoga** *With Ciara Delaney* **YOGA ROOM** | ❹D **American Spikeball** *With Liam Clohessy* **CAR-PARK 1 or LECARROW ROOM 1** |

Thank you for attending the IPPEA Conference 2015. We hope you enjoyed your experience!

WWW.IRISHPRIMARYPE.COM

Irish Primary PE Association
Cumann Corpoideachais Bunscoile na hÉireann

**The Irish Primary Physical Education Association**
**Position Statement on Fitness Testing in Irish Primary Schools**

Controversy surrounds the use of fitness testing of young children as a form of assessment in physical education lessons. Concerns have been expressed over the purpose, practice and outcomes of fitness testing in primary schools (Cale, 2004). For the purpose of this document fitness testing has been defined as measuring health-related physical fitness elements like physical activity, strength, flexibility and body composition. Inappropriate fitness testing raises a number of concerns around measurement techniques, adequate training for those conducting the assessment, development of negative perceptions of physical activity, privacy protection, effective parental information and providing professional referral systems. The IPPEA believes that inappropriate fitness testing and this method of data collection is not an educationally sound practice in physical education lessons. There is no consensus on criteria for minimum fitness standards in children. However, there is a virtual consensus that children should be involved in physical activity on a regular basis. Physical education teaching should encourage active participation, learning and enjoyment by all children, not just the highly skilled. It is likely that the children who are the least successful in sports are most likely to be physically inactive. In recognition of the importance of physical activity as a preventive measure for chronic disease, the IPPEA have developed a position statement emphasising that physical activity and movement have a pivotal role in physical education lessons and at break time.

**The IPPEA believes that**

- The use or misuse of commercially available fitness tests such as the beep test is not appropriate for primary school physical education lessons.
- Children should not be weighed by their class teacher or by the children themselves in physical education lessons.
- Children or teachers should not measure children's waist circumference in physical education lessons.

**The IPPEA presents the following recommendations to primary teachers of physical education:**

- Assess physical education lessons in accordance with the primary school curriculum assessment guidelines (Department of Education and Science, 1999).
- Provide at least 60 minutes of quality physical education (see link below) each week which promotes maximum opportunities for physical activity within a broad and balanced programme.
- Teach the value of physical activity through fun and regular physical activity and develop the skills and abilities necessary to pursue a lifetime of healthy physical activity regardless of body size.
- Increase the number of physical activity breaks provided each day in school.
- Integrate physical activity and health related content into other curriculum subject lessons including opportunities to integrate health related technology such as pedometers.
- Provide feedback to parents on individual children's skill attainments at parent teacher meetings and in school reports as well as general information in school newsletters.

**February 2015**

## References


- **Cale, L.** (2004). The appropriateness, validity and reliability of commonly used fitness tests as indicators of children's health status. In Cale, L. Harris, J. editors*, Exercise and young people: issues, implications and initiatives.*
- **Irish Primary PE Association,** (2010). *Quality Physical Education in Ireland*, http://www.irishprimarype.com/policy-documents/
- **Department of Education and Science.** (1999). *Primary School Curriculum: Physical Education.* Dublin: Government Stationary Office.