Irish Primary PE Association
Cumann Corpoideachais Bunscoile na hÉireann

2022

Annual Conference

Marino Institute of Education

22/10/2022

Workshop Notes

Irish Primary PE Association
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Céad Míle Fáilte

We are delighted to welcome you all to Dublin for the 19th annual Irish Primary Physical Education Association (IPPEA) Conference. The IPPEA has been in existence since 2002. It is an association of primary teachers and other education professionals who have a common interest in primary physical education. The association is led by a voluntary management committee who are passionate about promoting and advocating for high quality PE in our primary schools. Every year we coordinate various events and initiatives towards this aim, such as European School Sports Day, PEXpo, CPD workshops, projects with 3rd level institutions, summer courses and of course our annual conference.

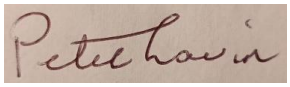
Each year our conference has a central theme. This year the theme is "Practical and Playful Voices in PE". The voice of the child is central to all education and Physical Education is no different in this regard. We hope you can keep this theme in mind as you experience each workshop throughout the day.

We have an exciting line up of presenters with a huge depth and variety of expertise to provide participants with 9 different practical workshops to choose from. Games, Gymnastics, Athletics, Outdoor and Adventure Activities and Dance will all be explored along with a focus on topics such as inclusive practice, self-assessment, valuing the student voice, promotion of physical activity initiatives, creativity and the development of social and fundamental movement skills. We hope these workshops are thought-provoking and support you along your own personal journey towards the provision of meaningful and high quality PE in your own settings.

We would like to take this opportunity to thank the extraordinary committee who have made this fantastic conference a reality. Each of the committee members gives up their time voluntarily over the course of the year to ensure the effective running of the IPPEA. It remains a great honour and a pleasure for us to work alongside you all.

Thank you for your support of primary physical education.
Jason Byrne & Peter Lavin

J Byrne



Chairpersons, Irish Primary Physical Education Association

IPPEA Executive Committee 2022 -2023

Liam Clohessy	Catríona Cosgrave	Jason Byrne	Peter Lavin
Susan Marron	Ciara Delaney	Edel Murphy	Niamh Dunney
Helena O'Sullivan	Niamh Boylan	Seán Stafford	Missy Parker

Workshop information

My Bag of Tricks for Making Dances Ciarán Gray	The workshop gives participants a hands (and feet) on experience of some of the simple activities Ciarán uses again and again to help children create dances. We will use as many as possible in the hour and try to combine them into one dance piece, with hopefully a laugh or two along the way.
Practical and playful ideas for The Daily Mile Jack Scannell Ard Rí Community National School	This workshop focuses on providing teachers with practical and playful ideas for The Daily Mile to promote enjoyable and engaging experiences for all children when running the initiative with their class. Central to the workshop is the incorporation of the child's voice into The Daily Mile.
Move Well, Move Often – an inclusive approach to Physical Literacy Catherine Knight and Ciara Delaney PDST PE Team	This resource has been developed to support schools in adopting an inclusive approach to Physical Education and the development of Fundamental Movement Skills. This workshop will explore strategies and modifications that ensure meaningful inclusion of children of all abilities.
Listening and Responding to Children's Voices Ciara Jennings, Missy Parker, , Missy Parker, Déirdre Ní Chróinín VOICE PE Team	Listening and responding to children's voices in physical education empowers children to make decisions that influence what and how they learn. Participants will engage in teacher-tested practical activities illustrating how to promote a) voice, b) choice, c) self-direction, and 4) co-construction of activities. VOICE-PE is an Irish Research Council funded collaboration with IPPEA.
'Órdóga suas nó síosAssessment for learning and FMS' Feargal Ó Laighin Marino Institute of Education	This bilingual session explores children's fundamental movement skills (FMS) and the importance of developing these skills at a young age. Assessment for learning (AfL), as a teaching and learning approach in developing children's FMS, will be investigated with particular emphasis on féinmheasúnú agus piarmheasúnú. Bígí linn!

Workshop information

Student Voice and Meaningful PE Grace Cardif Kilmore National School, Wexford, & Mary Immaculate College, Limerick	Within this practical workshop, participants will partake in a range of activities using strategies to make PE more democratic (voice and choice) and to personalise PE (goal setting and reflection). The strategies shared are ones which Grace has used successfully with her own class and will be useful for all age groups.
Tug of War Old Tradition, New Life Con and Niamh Hayes Tug of War Ireland	Breathing new life into the old and traditional challenge, the Tug of War workshop demonstrates the many advantages that the sport has to offer. With a special focus on it being an all-inclusive sport for all abilities, the facilitators demonstrate the sport in a novel, fun way that engages children and people of all ages.
Frisbee Fun and Frolics Lauren O' Murray Cellbridge Community School	This workshop will focus on activities suitable within the Games Strand of the Primary PE Curriculum. Frisbee examples will be demonstrated, however, many of these activities will be transferable to other invasion games. As well as decision making and teamwork, this strand allows for development of Fundamental Movement Skills such as running, catching and dodging.
Oodles of Noodles For Everyone Claire Heffernan St. Michael's School, Holy Angels, Glenmaroon, Chapelizod & St. Vincent's Special School, Navan rd, Dublin	Our Oodles of Noodles For Everyone is a practical workshop with lots of different PE and Physical Activities and games that can be done using pool noodles across all of the PE curriculum strands. Pool noodles provide a huge range of creative and unique activities that can used to develop FMS and can also be easily adapted to allow for differentiation for all students. Pool noodles are a practical, playful and fun way to add a different dimension to your PE lessons and physical activities.

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My Bag of Tricks For Making Dances

Presenter's name(s): Ciarán Gray

Online Resources

https://sites.google.com/view/ciarandance/ciaran-gray-dance
https://sites.google.com/view/ciarandance/dance-resources

Dance making is about the converting of ideas into symbols, which are then conveyed by the body. Creative dances are made by answering basic questions:- What am I doing? Where am I doing it? How am I doing it? When am I doing it? With/in relation to whom?

What am I doing? – Running, leaping, crawling (locomotor), turning, jumping, making shapes, swinging, swaying, gesturing. These are the physical elements of dance.

Where am I doing it? – Where in the space? On what level – high, medium, on floor? Near or far from others? In relation to others or in opposition?

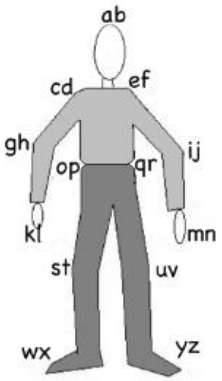
How am I doing it? - Smoothly, sharply, energetically etc. or all of the above at different times.

When am I doing? – How fast or slow is it? Is it rhythmical? Is it changing tempo?

With/in relation to whom? – Is my movement a solo, a duet or trio etc? Do I move in and out of different groupings? Do we move in unison or canon?

With the above criteria in mind here are some of my favourite and most successful activities. I hope to cover all or most of them in my workshop.

ALPHABOD



The Alphabod sheet is a chart of the body with letters of the alphabet assigned to different parts. The dancer uses the chart to find out which body parts they must use to spell out words. Please note that the shape of the letters are much less important than the quality, size and speed of the movement used in drawing them. This is a simple device to bypass the problem of dancers not knowing what movement to do. Once the letter has been drawn using the appropriate body part eg. M using the left elbow, then it can be extended by questions/instructions such as : Can you draw it much bigger than that? Could you draw it in a different direction, behind you maybe or on the ceiling? Could you draw it 3 times each one in a different direction OR Big, Bigger & Huge OR Slow, Quick & Quicker? Could you do it smoothly and finish with a sharp, pointy movement? OR Could you do it using sharp, jerky movements and finish smoothly?

NOTE: Right and Left sides of the body are not important and so are not designated on the chart. It is important, however, that both sides of the body are used in this activity. [You could write an R and L on the sheet if you wanted to]

ALPHABOD ACTIVITIES

1. That's My Name: see Dance Resources page on website for instructions

2. Around The Room: see Dance Resources page on website for instructions

3. Points of the Compass - Pair Work

Dancers are each given a word eg. NORTH /SOUTH or EAST/WEST

Dancer 1 - NORTH - N = LEFT HAND O = RIGHT HIP R = LEFT HIP T = RIGHT KNEE H = RIGHT ELBOW

Dancer 2 - SOUTH - S = RIGHT KNEE O = RIGHT HIP U = LEFT KNEE T = RIGHT KNEE H = RIGHT ELBOW

They make and learn their sequence, then do them in relation to each other eg. Side by side, facing each other or back to back. They might do all their letters at the same time as each other or they might alternate ie. NS - OO - R - U - TT - HH. Since the second letter [O] and last 2 letters [TH] are the same they might agree to do the same movement spelling O & TH together.

Meanwhile, other pairs might be doing East/West.

Maybe, the pairs could split up and make new pairings eg. North/East or South/West

DANCE BOARD GAME

How To Use The Game

• Dancers are divided into groups of 4 or 5.

• Each group is given a dance board and a counter which is placed on the START HERE box.

• Each dancer is designated a letter - A, B, C, D or E.

• The teacher rolls one or two dice.

• Dancer A gets to decide where the counter moves eg. A score of 3, 5 on the dice means that the counter can move 3 boxes in one direction and then 5 in another (or 5 and then 3). The group then has to satisfy the instruction given in the box.

TASK 1

• The teacher might play the chosen accompaniment in advance or while they are working.

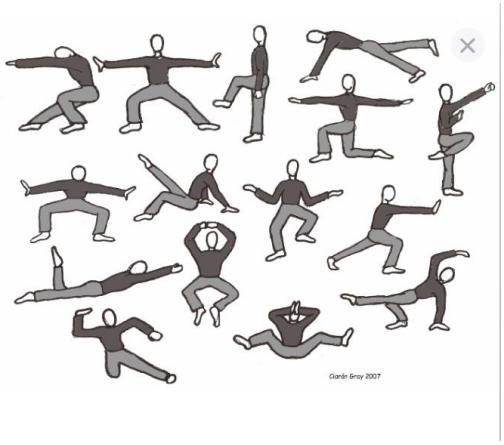
• When everyone has had some time to work on their TASK the teacher will call them together and get them to perform their work simultaneously with the music.

• Then it is time to roll the dice again and person B decides where the counter moves, starting from the last position reached. This TASK will need to be connected to the first TASK

• Again the teacher will play the music from the beginning and groups can make sure that their TASKS suit the music and that one connects smoothly to the next.
• Repeat the process until each dancer has had a turn of moving the counter. Thus you end up with a dance phrase with 4 or 5 TASKS/elements. A to D or E
[More detailed instructions are on the Dance Resources page on the website.]

THROWING SHAPES

Shape sheet working in pairs.



Shape 1: separate shapes but in relation to each other. Group of 4/5. Each dancer chooses a different shape. Show them and then find a way to connect them in one shape.
Shape 2: Whole group chooses one shape from the sheet. All do it and find a way to combine in one group shape.
Dancers find a movement that seems to come naturally in this position and perform that movement
Shape 3: Divide group in two. (2+2 or 3+2). Choose 2 shapes from the sheet.
'Half' group does one shape and the other half does the other – combine them in relation to each other

FANTASTIC FOUR - See sheet on resources webpage.
Dancers move around the space [walking/skipping/hopping etc]. When the teacher calls ONE they perform movement 1. eg. Spin around and point to a corner of the room without using a finger or hand. Repeat a few times. Then when the teacher calls TWO they do movement 2 eg. Drop to a crouch and spin to a standing pose. This can be repeated until they have three or four moves which the teacher randomly calls. Then the dancers put the three or four moves in sequence in whatever order they choose eg. THREE-ONE-TWO-FOUR. They might do this as a solo activity or as a pair/trio.

IN TOUCH WITH THE FLOOR

This is a good ice breaker or warm up game. Teacher calls out a number and dancers get into groups. The teacher then calls out body parts the group is allowed to have touching the floor. There are no right answers but meeting the criteria can be lively.

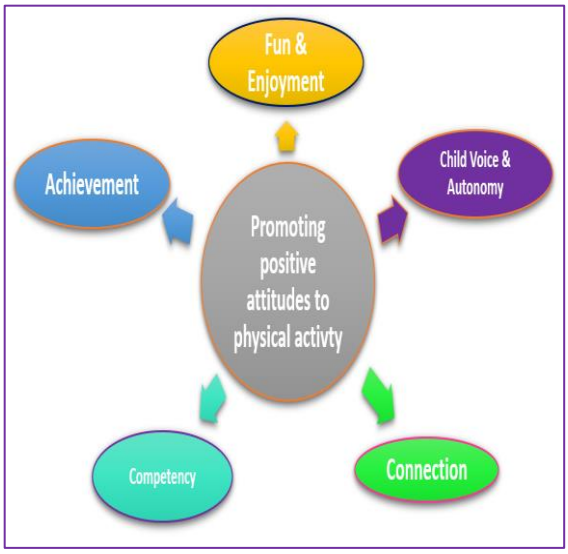
Groups of …	
TWO	THREE

• 2 hands/1 knee/1 foot • 1 foot/2 hands • 2 feet/4 hands • 1 bottom/4 hands	• 2 hands/1 foot/1 bottom • 1 bottom/2 feet/4 hands • 2 knees/2 shoulders/2 feet/1 elbow • 6 hands/3 feet/
FOUR • 3 feet/4 hands/2 knees • 2 bottoms/2 feet/2 elbows • 4 feet/4 hands • 2 knees/	FIVE • 3 bottoms/2 hands/2 feet • 3 feet/10 hands/4 knees • 4 feet/4 elbows/1 bottom •

Practical and playful ideas for The Daily Mile

Presenter: Jack Scannell

School: Ard Rí Community National School, Navan, Co. Meath.



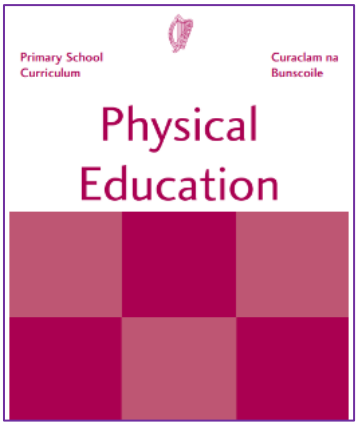
AIM OF THE WORKSHOP

This workshop aims to provide participants with ideas on how to promote more enjoyable and engaging experiences for all children when running The Daily Mile with their class. The workshop also has the broader aim of the creation of positive attitudes towards physical activity amongst children. Participants will learn how to incorporate manageable and practical additional activities into The Daily Mile run. These additional activities will be underpinned by what it is that motivates children to engage in physical activity, i.e. fun and enjoyment, connection, autonomy, achievement and competence.

PHYSICAL ACTIVTY AND THE DAILY MILE

Only 17% of Irish primary school children are reaching the recommended target of 60 minutes of physical activity each day. Schools are increasingly seen as key sites for physical activity initiatives, to address rising obesity levels, high levels of physical inactivity and sedentary behaviour. The Daily Mile is one such physical activity initiative, which involves children walking, jogging or running for approximately 15 minutes during the school day. Children are encouraged to jog/run at their own pace as much as possible.

PHYSICAL ACTIVTY AND THE PRIMARY PE CURRICULUM



There is little doubt that The Daily Mile can improve children's overall physical health. Although, in my own experience of implementing The Daily Mile with classes, some children can find it monotonous after a period of time. The novelty can wear off and motivation can wane, especially for those who do not have a strong motivation for physical activity. Some do still thrive on the challenge however. We, as teachers, play a crucial role in enabling all children to develop positive attitudes towards physical activity, preparing them for an active lifestyle, as outlined in the Primary PE Curriculum.

"Maybe add something to it?"

Let's go The Extra Mile for our pupils and help them to have more positive attitudes towards physical activity!

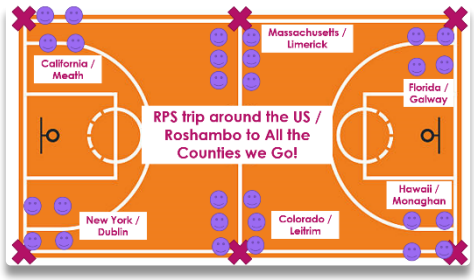
PRACTICAL AND PLAYFUL IDEAS FOR THE DAILY MILE

Below are eight ideas for additional activities that can be incorporated into The Daily Mile in a practical and playful way. Resources are needed for some of the activities but are kept to a minimum. The activities included incorporate the following important elements:

1. Fun & Enjoyment
2. Connection & Cooperation
3. Child Voice & Autonomy
4. Mastery-Oriented Achievement
5. Skill Practice: Locomotor Movements
6. Skill Practice: Manipulative Movements

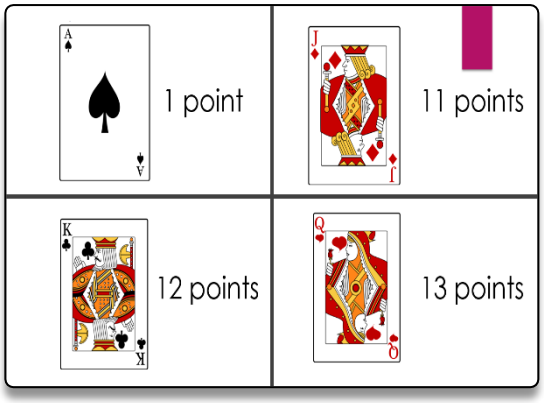
These elements will aim to promote increased enjoyment and engagement with The Daily Mile.

1. **RPS Trip Around the US / Roshambo To All The Counties We Go** (No equipment needed)



How to play: Groups are positioned in states / counties at bases around The Daily Mile perimeter and organised in pairs. Pairs play rock, paper, scissors against one another. Winner moves to next state/county in a given direction. Loser remains in state/county. The aim is to make their way back to original state/county. See how many times they can make it around the country!

2. **Lap of Fortune** (Equipment: One bucket per station, a deck of playing cards without jokers per station)

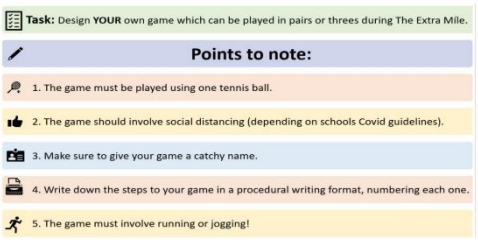


How to play: Groups of are positioned at bases around The Daily Mile perimeter. Four buckets, each filled with a deck of cards, are placed at each base around the perimeter. On the whistle, children run in a given direction around the perimeter. Once the children have completed one lap (from their designated base) of the perimeter, they can then collect a card from the bucket at their base as they pass it. They must continue to run around the perimeter in the same direction and can collect another card from the bucket when they reach it again. **They cannot take a card from another base if only their own.** The number on the card they receive represents the amount of points they have earned for their team! Once all cards have been taken, groups count up their points to see who has the highest total!

3. **Cone Flip and Zip!** (Equipment: 16-24 cones – 4-6 sets of different colours)

How to play: Groups are positioned at bases around The Daily Mile perimeter. Each group is designated a certain colour e.g. orange. There are 4-6 cones different coloured cones placed at each base. Children take it in turns to run to the first base and flip the cone of their base colour e.g. orange. If the cone lands the right-way-up, the runner can progress to the next base and try to flip the next cone. They can continue around the perimeter as long as they flip and land their cone each time. If their cone doesn't land, they must return to their base, high-five the next child and allow them to try the cone flip!

4. **"It's Your Call" No Equipment at All or "It's Your Call" Tennis Ball Activities**



The beauty of "It's Your Call" No Equipment at All or Tennis Ball Activities is that the child has a voice in its design. The only resource needed for these activities is the humble tennis ball (if even) – making life a lot easier for the teacher.

Sample "It's Your Call" Tennis Ball Activity: Fetch (Equipment: tennis ball / cone or milk carton is optional)

How to play: Work in pairs with one person standing about 1 metre in front of the other. The child behind has a tennis ball in their hand. The child at the back will call fetch and – at the same – will throw the tennis ball, using the overhand technique, over their partner. Their partner must run and catch the ball (optional use of cone/carton to catch) and prevent the ball from bouncing more than once. Roles then swap around.

5. **Locomotor Laps or Spin'N'Move** (Equipment: IKEA or homemade spinning wheel)

How to play: Each child/pair chooses a locomotor movement to place on the wheel. Groups are positioned at bases around The Daily Mile perimeter. Position the spinning wheel at one point on the lap. As pairs pass by the wheel, they spin and try to incorporate that movement as much as possible into the remainder of the lap until they reach the wheel again.

6. **Roll and Go** (Equipment: 4 whiteboards, dice per pair)

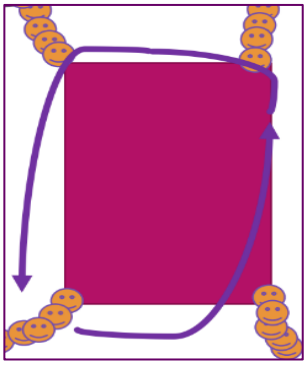
How to play: Groups are positioned at bases around The Daily Mile perimeter. Each group has a whiteboard and together they decide on a locomotor movement for each number on a dice (1-6) and write it on the board e.g. number 1 is skipping. Children work their way around in pairs. Each pair has a dice and when they reach a whiteboard, they roll and complete the locomotor movement matched to that number, as they move to the next base.

7. **The Locomotor Rollercoaster** (Equipment: Draft paper and pencil, coloured chalk)

This can be a teacher designed activity or a pupil-led activity, depending on the time and resources available. It could be a nice activity to implement alongside The Daily Mile during your school's Active School Week to spice things up!

How to organise: Children are shown some ideas of different locomotor movement pathways that could be designed on The Daily Mile perimeter. (Examples of pathways include 'walk the line'or 'hop scotch'). Ask pupils to work in groups to draft some of the above pathway designs or some of their own pathway designs before going out to the perimeter. When groups have designed their own pathway, they are then assigned a space around The Daily Mile perimeter, to recreate their own pathway. Once a space has been assigned, the group are provided with coloured chalk to recreate their pathways around The Daily Mile perimeter. When finished, children can then run their laps of The Daily Mile completing the locomotor activities as they go.

8. **Student Teams – Achievement Division (STAD)** (Equipment: 4-6 buckets, up to 8 counting cubes per person)



STAD is a Cooperative Learning strategy where pupils with different levels of ability work together in small teams/groups to accomplish a shared learning goal. How to play: Arrange children into groups of mixed ability at bases on The Daily Mile perimeter. Each group has a bucket at their base and children have up to 8 counting cubes each. Children run around the perimeter at the same time - for 90 seconds continuously. Child places a cube into their bucket when they have completed a lap. Record score and teacher can go around to each team to receive score quietly (avoid social comparison if this an issue in the class). Write score on a post it and place on wall. Add individual scores and team calculate their group total. Discussion as a team how the group score can be improved e.g. develop teamwork skills, work together to improve the skill of running.

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Cumann Corpoideachais Bunscoile na hÉireann

Move Well, Move Often - An Inclusive Approach to Physical Literacy Development

Presenter's name(s):
Catherine Knight and Ciara Delaney

School or Organisation:
Professional Development Service for Teachers (PDST) Primary PE Team

Detailed notes for workshop delegates and proceedings:

The PDST **Move Well, Move Often** resource has been designed to complement the teaching of the Physical Education (PE) Curriculum and aims to support the development of physical literacy through the lens of Fundamental Movement Skills (FMS). The physically literate pupil can be described as having the movement competence, motivation and confidence, and knowledge and understanding to continue to participate in physical activity throughout their lives. Research shows that being physically active later in life depends on feeling confident in an activity setting; and that confidence, as an adult, most often comes from having learned fundamental movement and sports skills as a child.

This new, supplementary resource is intended to be used in conjunction with the **Move Well, Move Often** resource. It highlights a range of approaches and methodologies that teachers can use to remove barriers to participation, to enable achievement of learning outcomes across the PE curriculum for all pupils. It aims to enable the teacher to create an environment and conditions in which each pupil can flourish according to their own capability.

The activity books included in Move Well, Move Often present a wide range of developmentally progressive activities for each fundamental movement skill. The class teacher can select the number of skills for development in any given year, in accordance

with the pupil's needs and aligned with the school plan. Variations for each activity are presented throughout these books to highlight further opportunities for differentiation. In this supplementary resource, a sample selection of 5 activities from each of the three Move Well, Move Often Activity Books are presented in Chapter 3 to highlight strategies for inclusion for pupils with physical disabilities, learning needs and pupils who are autistic, blind or vision impaired, or deaf or hard of hearing. Teachers can apply these strategies to all of the activities in the Move Well, Move Often resource where required.

The resource is available to download from https://www.scoilnet.ie/pdst/physlit/ and https://www.pdst.ie/Physical-Education-Main

The resources highlights strategies for inclusion based on the TREE model - an adaptation tool which can support teacher to adapt and modify activities to make them more inclusive and accessible for all ability levels:

Workshop Layout

The workshop will begin with an invitation for participants to explore their experiences to date in supporting pupils in their context with additional needs.

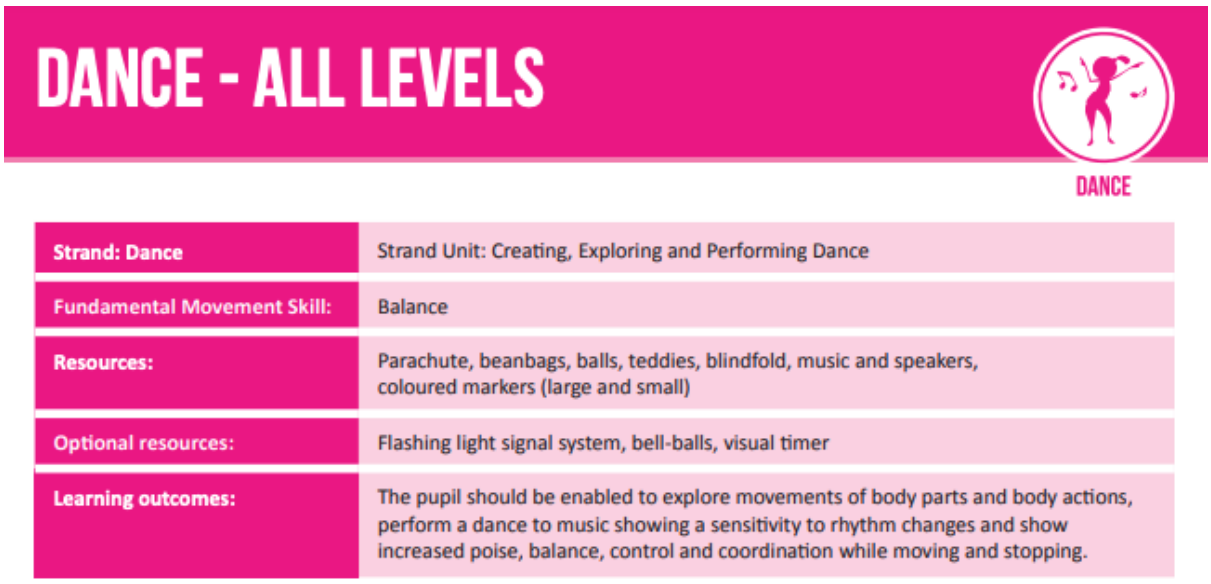
1) **Warm up games and activities suitable for all class levels and abilities**

2) **Reflection Activity**

3) **Activities from the Move Well, Move Often An Inclusive Approach to the Development of Physical Literacy resource**

Page	Activity	Fundamental Movement Skills
23	The Wind Blew	*Locomotor Skills*
27	Balloon Tennis	*Manipulative Skills*
31	Catching Frogs	*Locomotor Skills*
35	Group and Balance	*Stability Skills*
34	Card Suits	*Locomotor Skills*

4) **Using the strategies for inclusion in a unit of work on Dance**



5) **Cool down activities**

6) **Reflection, discussion and further resources**

VOICE-PE: Listening and Responding to Children's Voices

Presenter's name(s): Ciara Jennings, Missy Parker, Déirdre Ní Chróinín, Maura Coulter

School or Organisation: VOICE-PE team in association with the IPPEA

OVERVIEW

Listening and responding to children's voices is central to their feelings and ownership of their experiences and shaping them in ways that promote continued participation in physical education and activity. Using student voice strategies in physical education lessons can help gradually amplify children's voices through making choices, sharing their perspectives, and directing and taking responsibility for their learning. Here we share three sample strategies that we will explore in the workshop.

NOTE: VOICE-PE is a collaboration between a group of teachers and teacher educators and the Irish Primary Physical Education Association funded by an Irish Research Council New Foundation grant.

STRATEGY 1: Using CHOICE to find voice

Why?

Children like having choices about their participation. Making choices helps children figure out their preferences and gives them ownership of their learning. It is something they choose rather than the teacher telling them to do.

Possibilities for How?

- Introduce two warm-up ideas in the classroom. Let the children vote/ select in which the warm-up activity in which the whole class will participate.
- Introduce two warm-up ideas in the classroom. Both warm-up activities take place at the same time in adjacent spaces. Each child chooses in which activity they wish to participate, but once they make the choice they cannot switch.
- Before the lesson outline that children will decide an activity at the end of the lesson that reflects the content of the lesson. Towards the end of the lesson allocate some 'free time' for children to show their learning.

STRATEGY 2: Learning to direct play

Why?

Children like to feel in control of their participation. Helping them learn how to direct their own play is important so they have the skills they need when opportunities for self-direction arise.

Possibilities for How?

- Introduce a warm-up activity in the classroom (e.g. follow the leader/ pair chase/ ball passing/ moving to music) that involves pairs. In the classroom each pair agrees one change/ rule they will add to the activity. Pause mid-activity to allow the children to make another change if the activity is not working.
- Divide the class into small groups. Each group will participate in the same activity. After a few minutes of play challenge each group to make ONE change in how they are playing to make the activity better.
- Allocate 'free time' for children towards the end of the lesson. Use the same pairs as in the warm-up. Ask the children to devise a new activity to play based on the activity they played in the lesson.

STRATEGY 3: Identifying and Responding to children's preferences

Why?

Understanding what is important to children in their participation is key to designing impactful experiences. Through strategies 1 and 2 children are practicing making judgements about their preferences. These strategies will provide an insight on children's individual and collective preferences that will help you to respond.

Possibilities for How?

- Write and Draw: This is a classroom-based activity. Prompt the children by asking them to think about the features of PE they like/ dislike. For example, they may prefer practicing alone/ with a team. They may have a favourite type of activity. They may like playing in a specific space. They may like/dislike when activities are competitive. Ask each child to draw a picture that represents the features they like. Then ask them to write a short explanation of their picture.
- Top 3: This is another classroom-based activity. Divide the class into small groups/ tables. The group is given 10 statements about PE participation. Each group is then tasked to identify the 'top 3' most important statements for their PE participation.

How to play: provide the 10 statements to each group. Assign roles:

- A reader: reads each statement aloud
- A leader: manages group discussion of each idea in turn

- A reporter: records the number of each idea that is important to the group
- A referee: makes sure everyone gets a fair chance to contribute

Once the group has discussed each statement they must identify and rank the top 3 most important statements. Where needed, the leader can organise a vote using 'hands up'. Make sure the children know to come to you if they cannot agree. Each group sticks their 'top 3' onto a page and includes a short written explanation of their choices.

- 'Show and tell': Ask children to bring in an artefact to talk about a physical activity they enjoy. This could be a photo/ gear/ a medal or certificate/ a (small) piece of equipment. Give each child a turn to share about the activity they enjoy. Lead a discussion of how PE might better connect to the children's out-of-school physical activity lives.

Final thoughts. The use of voice is a learning process for both children and teachers.

Start Small – start with little choices (voices) and then slowly scaffold the extension of voice.

Start Smart – start with strategies you know will work

Don't Stop – once you start to provide children with voice taking it away sends mixed and confusing messages.

For more ideas visit: https://www.scoilnet.ie/pdst/physlit/motivation/autonomy/

'Ordóga Suas nó Síos' – Assessment for Learning and FMS

Feargal Ó Laighin (Marino Institute of Education)

WALT: develop an understanding & awareness of the importance of developing FMS in children; utilise assessment for learning as a teaching and learning approach

FUNDAMENTAL MOVEMENT SKILLS (FMS) / SCILEANNA BUNGHLUAISEACHTA

Rationale

"*Ireland to be the most obese nation in Europe by 2030*" (World Health Organisation, 2018)
According to the latest findings from children's obesity surveillance unit (CSOI, 2020) in Ireland - *1 in 5 children in Ireland are overweight or obese.*
In identifying ways to counteract this, we look to children's diets and levels of physical activity (PA). Research shows that the most effective measure to combat the childhood obesity epidemic, apart from optimal nutrition, is through increasing children's levels of PA (WHO, 2017)

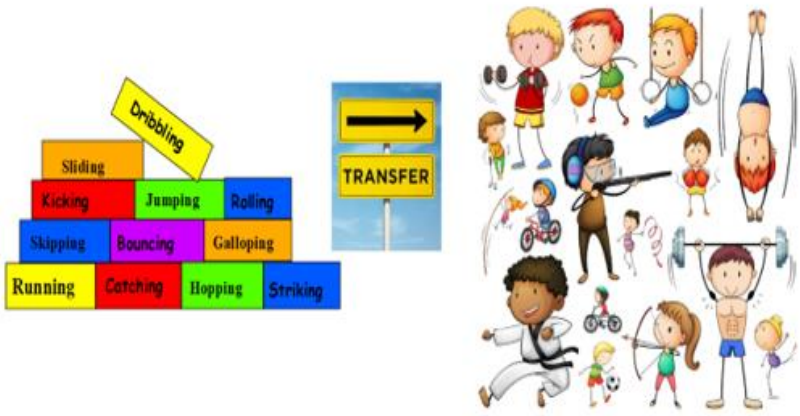
Physical Activity and Physical Literacy

60 mins moderate-vigorous physical activity (MVPA) recommended per day (5-17 year olds).
Only four in five children were reported to perform at least one hour of active/vigorous physical activity outside of school hours on weekdays (CSOI, 2020). This proportion increased to over 9 in 10 children on weekends.
Extremely disappointing findings considering the significant health benefits (hearts, bodies and minds) associated with a physically active lifestyle (WHO, 2022).
Lots of initiatives to promote PA in Ireland (BE Active, National PA Plan, Run a Mile etc.), results show they're not working. True worldwide – UK, USA, Canada, Australia and NZ.
What motivates children to want to be active?

Physical Literacy 	***"Physical Literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life"*** **The International Physical Literacy Association, May 2014**

In children, physical literacy (physical competence) relates to motor skill development. For a child to develop their motor skills, they must first master the fundamental movement skills (FMS).

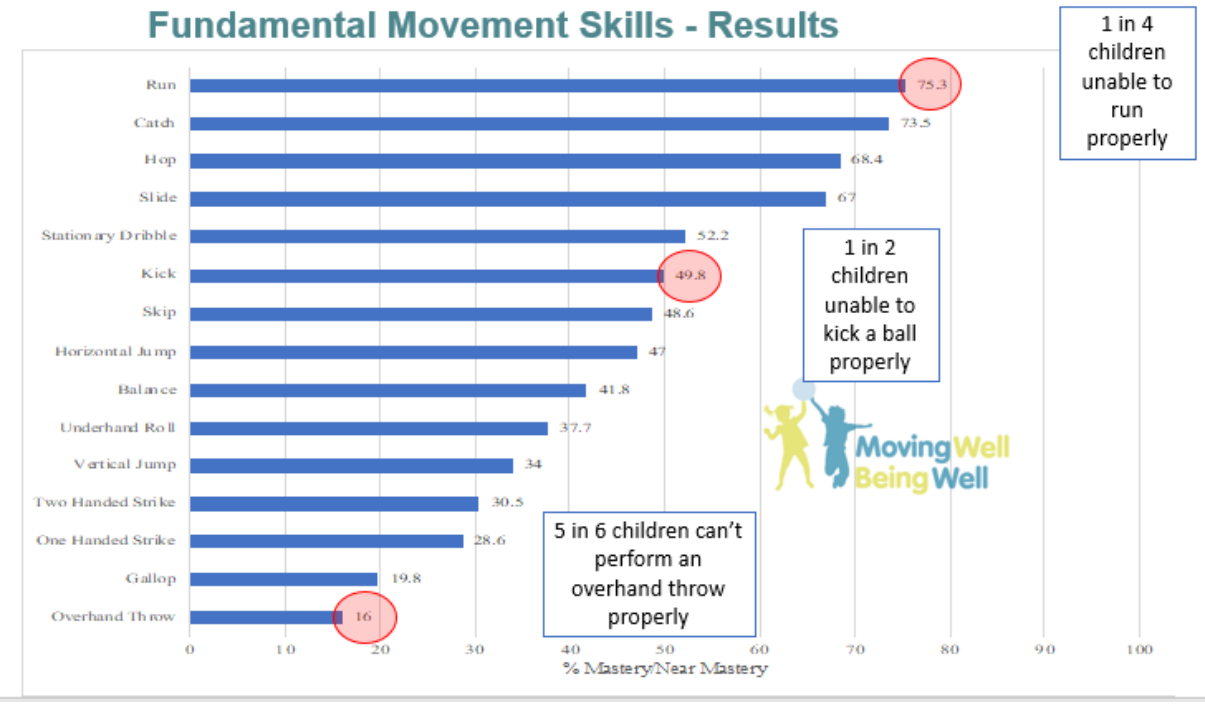
Fundamental Movement Skills

Fundamental Movement Skills (FMS) The foundational movements needed to progress to the more specialised and complex skills used in play, games and specific sports. (The 'ABCs' of Movement)	

Locomotor Skills Transporting the body in any direction from one point to another	**Stability Skills** Balancing the body in stillness and in motion	**Manipulative Skills** Control of objects using various body parts
• Walking • Running • Hopping • Skipping • Jumping for height • Jumping for distance • Dodging • Side stepping	• Balancing • Landing	• Catching • Throwing • Kicking • Striking with the hand • Striking with an implement

Scileanna Gluaisluaile Ag iompar an choirp i dtreo ar bith ó phointe amháin go pointe eile	**Scileanna Cobhsaíochta** Ag cothromú an choirp tráth socrachta agus tráth gluaiseachta	**Scileanna Láimhsithe** Ag fáil smachta ar rudaí le baill choirp éagsúla
• Siúl • Rith • Preabadh • Scipeáil • Léim i gcomhair airde • Léim i gcomhair faid • Seachaint • Sleaschéimeanna	• Cothromú • Tuirlingt	• Gabháil • Caitheamh • Ciceáil • Bualadh leis an lámh • Bualadh le huirlis

(PDST, 2017)

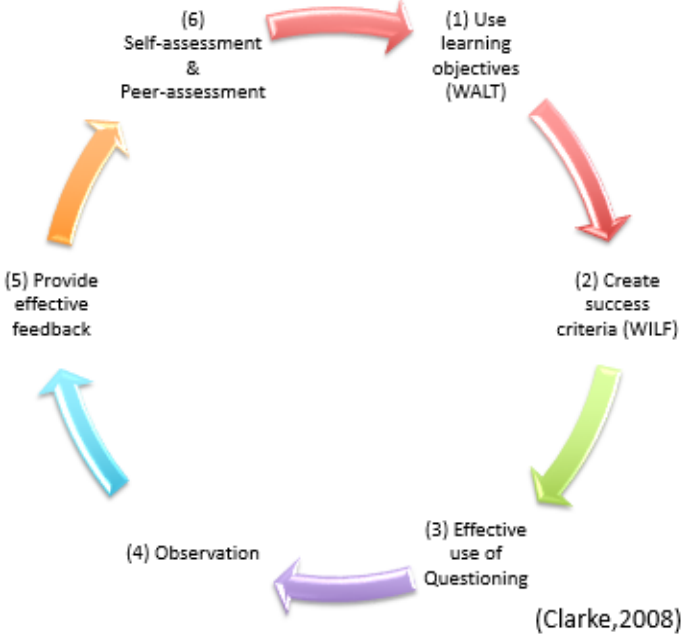


(Moving Well - Being Well, 2020)

ASSESSMENT FOR LEARNING (AFL) / MEASÚNÚ CHUN FOGHLAMA (MCF)

Assessment **f**or **l**earning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance (Cambridge Assessment International Education).

(NCCA Guidelines, 2008)



(Clarke,2008)

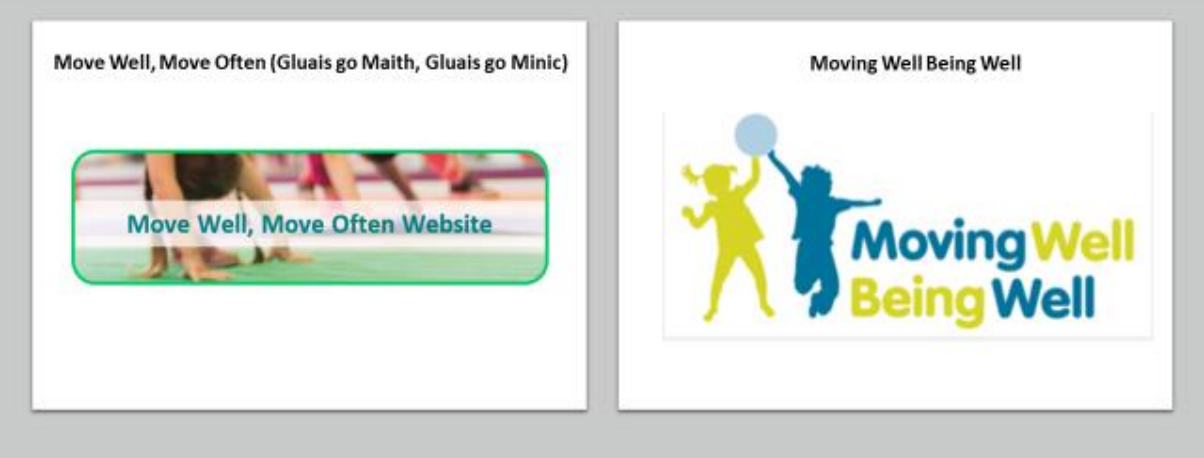
WALT/TAFF – We Are Learning To/Táimid Ag Foghlaim Faoi (lesson objective/intention) e.g. WALT: throw an object using the overhand throw

WILF/TAL – What I'm Looking For/Táim Ag Lorg (success criteria – student/teacher derivived) e.g. WILF: eyes focused on the target throughout, stand side on etc.

WALT: skip (without a skipping rope)	**TAFF:** scipeáil (gan rópa scipeála)
WILF: 	**TAL:**
Self-asessment & Peer-assessment: Move Well Move Often	**Féinmheasúnú & Piarmheasúnú:** Gluais Go Maith Gluais Go Minic

WALT: overhand throw	**TAFF:** caitheamh os cionn láimhe
WILF:	**TAL:**
Self-asessment & Peer-assessment: MWMO	**Féinmheasúnú & Piarmheasúnú:** GgMGgM

FMS Resources



https://www.pdst.ie/physlit

https://learning.gaa.ie/movingwellbeingwell

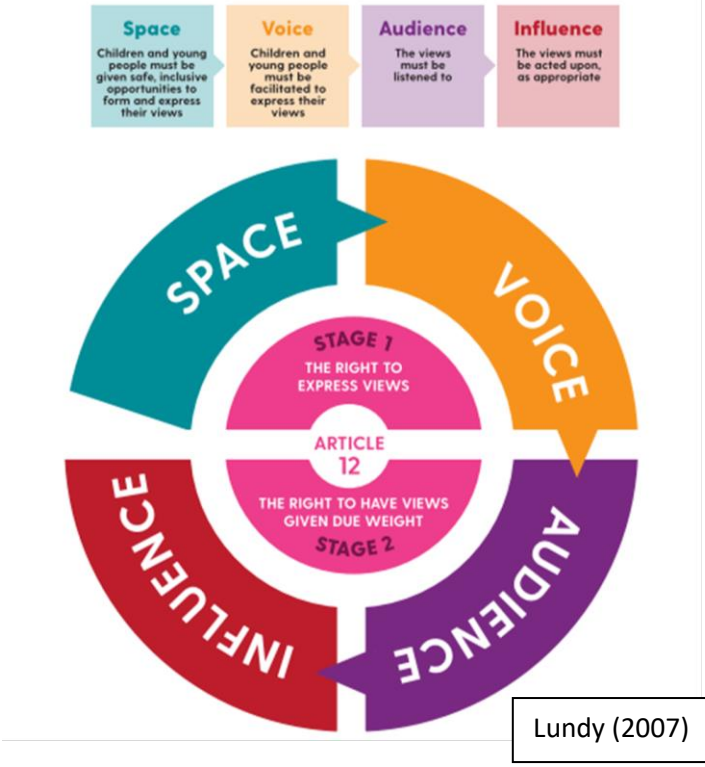
STUDENT VOICE AND MEANINGFUL PE

Presenter's name(s): Grace Cardiff

School/Organisation: Kilmore National School, Wexford, & Mary Immaculate College, Limerick

DEMOCRATIC APPROACH – VOICE & CHOICE

- Positive classroom environment – essential for children to feel comfortable in sharing/critiquing
- Need for the development of shared vocabulary for communicating in and reflecting on PE lessons.



Lundy (2007)

Begin by offering straightforward choices:

- Choose suitable warm-up from the warm-up bank
- Choose partner/groups
- Choose indoor/outdoor space
- Choose order of activities
- Choose length of activities

Further development of choice & voice:

- Alter rules/adding rules to games
- Setting personal goals and using their own approach to particular task/activity
- Creating a group game based on a specific skill
- Planning lessons together, around a specified goal/skill

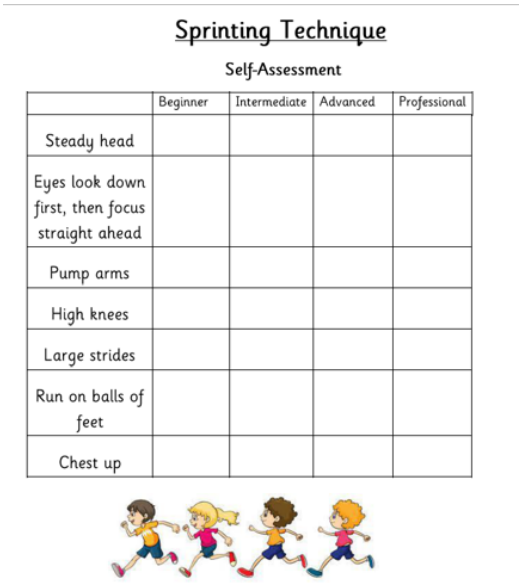
REFLECTIVE APPROACH

Reflection in-action

- Occurs throughout the PE lesson
  - Suitability of the warm-up
  - Rules of games
  - Groupings
  - Challenge level
  - Achievement of learning goal
  - Use of skill checklists

Reflection on-action

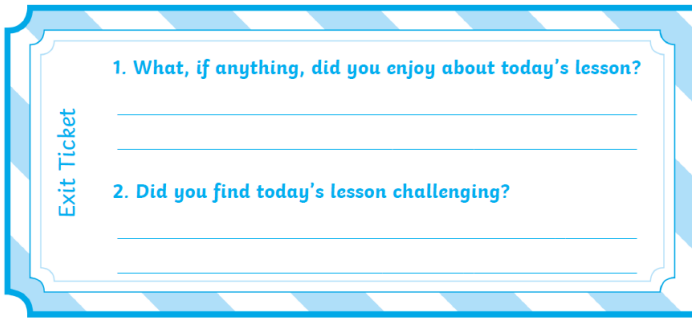
- Can occur during the cool-down, at the end of the lesson, and/or on the way back to the classroom
- Reflection options:
  - Whole group discussion
  - Walking debate
  - Think-Pair-Share
  - Exit Tickets
  - Pros & Cons list
  - Writing/Drawing



Sprinting Technique

Self-Assessment

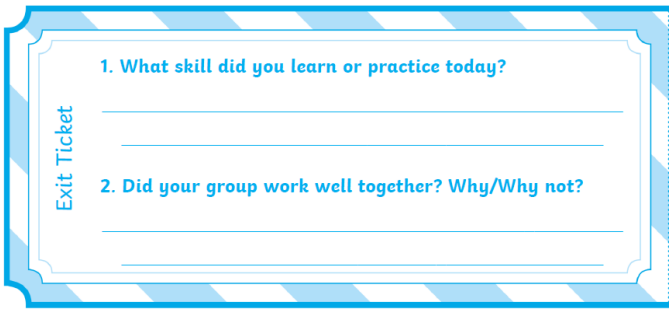
	Beginner	Intermediate	Advanced	Professional
Steady head				
Eyes look down first, then focus straight ahead				
Pump arms				
High knees				
Large strides				
Run on balls of feet				
Chest up				



Exit Ticket

1. What, if anything, did you enjoy about today's lesson?

2. Did you find today's lesson challenging?



Exit Ticket

1. What skill did you learn or practice today?

2. Did your group work well together? Why/Why not?

MEANINGFUL PE

The aim of Meaningful PE is to prioritise and nurture meaningful experiences for all pupils in PE. Through a Meaningful PE approach, students are enabled to see the value in PE and realise how PE has a positive effect on the quality of their lives.

- **Challenge:** Helping students find their just-right level of challenge
- **Motor Competence:** Focusing on specific skill development in each lesson
- **Fun:** Boring things can always be practiced in a fun way!
- **Social Interaction:** Increasing positive social interaction by varying groups
- **Personally Relevant Learning:** Help students see the connections between what they are learning/practicing in PE with other areas of their lives.

WORKSHOP GAMES

While the skill of underarm throwing was practiced during today's workshop, these games can be adapted to suit a variety of throwing & striking skills.

- Small Ball, Big Ball
    - Teams position themselves on opposite sides of a big ball (yoga ball/beach ball/soccer ball) placed in the centre of the playing space. The teams take turns to throw their small balls at the big ball, trying to hit it and push it further away. The team who gets the big ball to move across the other teams end line are the winners.
- Beanbag Boules
    - Begin by inviting one child to throw a target beanbag into the playing space. Teams must then take turns throwing their beanbags, aiming to get as close to the target beanbag as possible. The team who gets the most beanbags closest to the target earns a point. Several rounds can be played.
- Bonkers Baseball
    - Set up a rounders/baseball playing area with 4 bases. The "batting" team is given 3-5 pieces of equipment to throw anywhere in the area. The fielding team must retrieve all pieces of equipment and return them to home base before each of the batting team have completed home runs. Note: The fielding team cannot move while they are holding a piece of equipment and must use their underarm throw to pass equipment between teammates and back to home base.

Resources for Student Voice Pedagogies & Meaningful PE

- Our voices, our classroom website: https://www.ourvoicesourschools.ie/
- Online article: Student Voice: Including the Seldom Heard https://educationmatters.ie/student-voice-including-the-seldom-heard/
- Website/blog: Learning About Meaningful PE https://meaningfulpe.wordpress.com/
- Textbook: *Meaningful Physical Education: An Approach for Teaching and Learning* (Fletcher, Ní Chróinín, Gleddie, & Beni, 2021)
- Twitter: Follow @meaningfulPE and @GraceC_Teaches

Tug of War IRELAND

Cumin tarraingt téidea héreann

BREATHING NEW LIFE INTO AN OLD TRADITION

Presented by Con & Niamh Hayes

Why Tug of War?

- ***Tug of war is a healthy team sport where the team ethic is more important than any one individual.***

- ***It allows young people to channel competitive instincts in a non-confrontational manner.***

- **Many students miss out on sporting involvement or achievement because they don't have the basic skills required for more popular sports such as hurling, football, rugby, tennis etc. There are many examples of such students finding that tug of war suits their aptitudes with a resulting increase in their self-esteem.**

- **Tug of war is not an expensive sport. It requires no costly equipment other than a rope which will probably last for many years. It may take place either outdoors on a grassy area or indoors in a sports hall.**

Pulling Technique

•Pullers should grip the rope with their bare hands. Pullers should aim to hold the rope around waist level through their centre of gravity.

• Pullers should aim to pull with a 40-45 degree body angle to the ground, pulling with the shoulders back and getting as much leverage as possible through using their body angle

• Pullers should aim to keep the upper body still whilst forcing short strong steps back using the strength in their legs (the strongest muscle in the body). This will reduce any strain on the lower back.

Contact Details for

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Tug of War IRELAND

Cumin tarraingt téidea héreann

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Links to the Curriculum

- **Physical activity**
- **Can be used as an activity on Sports Day**
- **Integrates well with Outdoor and Adventure Education**
- **Inclusive of all – children of all abilities can take part in this activity**
- **Can be used as part of station teaching**

Safety tips

- **Supervision is required at all times**
- **The Tug of War activity should take place on a level playing surface of grass**
- **Children should be reminded that they cannot let go of the rope when participating as this may**
- **lead to other children falling**
- **To ensure that everyone is safe doing the tug of war activity, make sure that there are an equal**
- **number of children on each side (ideally 5 children)**
- **When holding the rope, place the left hand in front of the right hand, keep your feet wide and**
- **lean back until your whole body is tilted at a 45 degree angle**
- **The rope should be fed through the hands to ensure that the body can be fully tilted backwards**
- **Children should be reminded that they should never pull the rope until the teacher asks t**

RULES OF ULTIMATE FRISBEE

1. **The Field** — a rectangular shape with end zones at each end.

2. **How to start the game** — each point begins with both teams lining up on the front of their respective end zone line. The defence throws ("pulls") the disc to the offense. A regulation game has seven players per team.

3. **Scoring** — each time the offense completes a pass in the defence's end zone, the offense scores a point. Play is initiated after each score.

4. **Movement of the Disc** — the disc may be advanced in any direction by completing a pass to a teammate. Players may not run with the disc. The person with the disc ("thrower") has ten seconds to throw the disc. The defender guarding the thrower ("marker") counts out the stall count. (In schools, I would also say 1m away or arm's length.)

5. **Change of possession** — When a pass in not completed (e.g. out of bounds, drop, block, interception); the defence immediately takes possession of the disc and becomes the offense.

6. **Substitutions** — Players not in the game may replace players in the game after a score and during an injury timeout.

7. **Non-contact** — No physical contact is allowed between players. Picks and screens are also prohibited. A foul occurs when contact is made.

8. **Fouls** — when a player initiates contact on another player a foul occurs. When a foul disrupts possession, the play resumes as if the possession was retained. If the player committing the foul disagrees with the foul call, the play is redone.

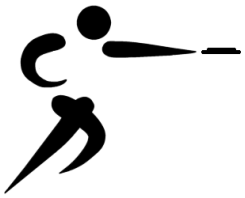
9. **Self-Refereeing** — Players are responsible for their own foul and line calls. Players resolve their own disputes.

10. **Spirit of the Game** — Ultimate stresses sportsmanship and fair play. Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules, and the basic joy of play.

Main Teaching Points:

- Teaching students the rules (see above)
- Skill of throwing the frisbee
    - **3 passes –** forehand, back hand, Hammer or overhead pass

      Backhand:
        - Hold the Frisbee as if you are shaking hands with it.
        - Curl fingers underneath (loose grip – not too tight)
        - Step across and slightly in front of your body.
        - Frisbee should be flat (as if you could hold a glass of water on it)
        - Flick wrist –finishing with your fingers pointing towards target, as Frisbee is released.



Forehand:

- Hold like a gun – two fingers along the side of the Frisbee, two inside.
- Thumb on two of Frisbee
- Step out away from your body
- Flick your wrist – spinning the disc

Hammer: ***Advanced group***

- Same as Forehand, but Frisbee is released over head by snapping wrist back.

- The skill of catching the frisbee.
    - **3 catches –** Crocodile/ pancake catch, two handed, one handed.

Crocodile/pancake catch

- Two hand clap together (vertically) to trap Frisbee between them. (Like crocodiles mouth)

Two Handed:

- Grip the Frisbee with two hands along the side.
- Pinching finger together

One Handed:

- Frisbee griped with one hand, along the side of the Frisbee.

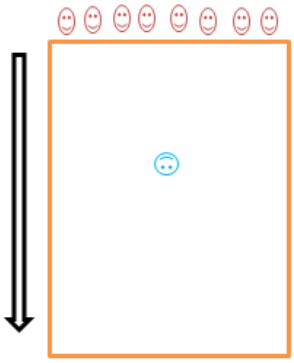
- Movement
    - With the Frisbee – pivoting
    - Movement into positions on the court.

Warm Up Ideas / Games:

1.

Name: Octopus Tag
Focus: Warm up + highlight importance of the pivot (helping to introduce the rule)

Space: Large Rectangle (size depends on space available / no. of students)
Equipment: Cones



How to play:

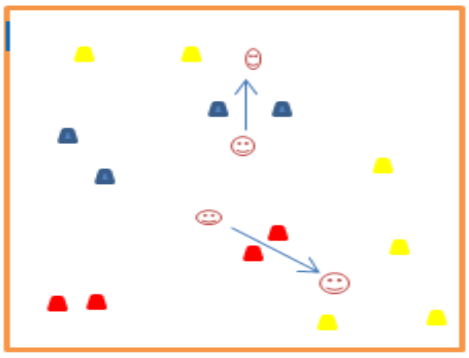
- Students line up at one end of the rectangle.
- One person is nominated to be the 'catcher' (they can always move anywhere in the area)
- On the 'catchers' command, the group have to make it to the opposite end without being caught /tagged.
- If students make it successfully to the other side, they wait for the command to cross again.
- If caught, the person must stand where they have been caught – they are now on but can only pivot to catch people running through.
- The game continues, with students running from end to end, until everyone if caught. Last person standing is the winner.
- The idea of the game is that it will eventually become very difficult to move through the space as people will be standing scattered around trying to catch them.

- ***Differentiation:***
  - Have more than one person as the 'catcher' inside the area.
  - Increase (to make harder) or decrease (to make easier) the size of the area

Name: Through the gates

Focus: Warm up + focus on throwing and catching

Space: Large Square / rectangle. Inside the square place a number of gates (two cones), varying in size. For example. Blue Gates (Large) Green Gates (Medium) Red (Small)
Equipment: Cones, Frisbees (one between two)



How to play:

- Students work in pairs – one Frisbee between two.
- Explain to the students that they must work in pairs to pass the Frisbees, through the gates to each other.
- They run to each gate, and then they must pass through.
- Large gates are easier to pass through as the smaller gates require more accuracy.
- After a practice, time the students for one minute and see how many SUCCESSFUL passes they can make in that time.
- Challenge the students to see if they can just go through the smaller gates.
  Repeat to see if they can improve their score.

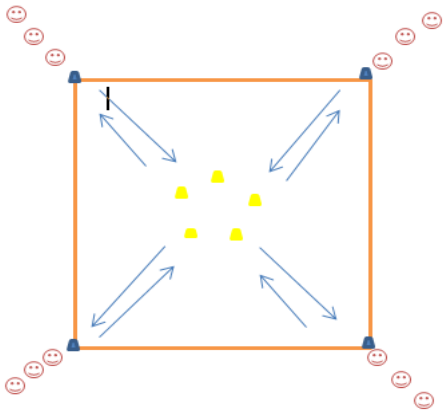
Differentiation:

- Start with a tennis ball / larger ball to introduce the concept of throwing and catching / movement in the area.
- Later introduce the Frisbee.

Name: Robin Hood

Focus: Warm up or drill – movement / throwing and catching

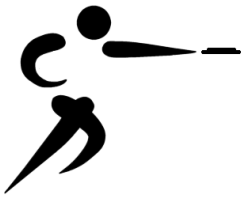
Space: Large square (four corners marked with cones) using cones, make a small circle in the centre of the square. Place Frisbees inside the circle.
Equipment: Cones, Frisbees



How to play:

- Four teams, lined up on one of the corners of the square.
- Students must run, one at a time, to collect a Frisbee from the centre.
- Game is finished when there are no Frisbees left in the centre.
- Team with the most amount of Frisbees win.

Differentiation:



- Younger classes run in pick up and run back with the Frisbee
- More able classes – the students have to successfully pass the Frisbee back to the next person.
- Add a defender who can block passes back to team mates.

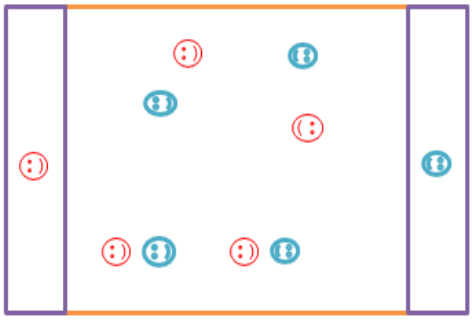
**A nice way to help the students with the rules – write the rules on sticky labels and stick them to the Frisbees. After the games ask them to have a look at some of the rules they have collected in their teams.*

Name: End Zone

Focus: Warm up, game play, passing and moving

Space: Large rectangle with two end zones – marked with cones at each end.
**When this game is used as warm up, I would set up 2 or more pitched, for small sided games.*
Equipment: Cones, tennis ball, Frisbee, bibs

How to play:



- Divide the students into two teams (or more depending on number of pitches)
- Each team should have bibs
- Students choose one student to stay in the end zone (to catch the ball)
- As a team the student must work together to pass the ball (Frisbee) to the person in the end zone.
- If successful the ball is then passed to the person on the opposition to start the game again.

Differentiation:

- Start using a tennis ball / or bigger. This will help the students understand the game.
- Once confident passing, introduce the Frisbee
- All other Ultimate Frisbee rules apply (non-contact, change of procession etc.)
- Younger classes - for the younger classes I would remove the end zones. To score the students simply have to make 3 or 5 passes without interception or dropping the ball.

Alternative Warm ups:

- Relay races
- Chasing games

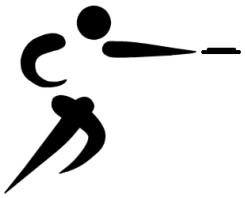
Drills / Activities:

Introduction:

After introducing the rules, the most important part is developing throwing and catching skills.

Throwing and catching:

- Introduce the teaching points / correct technique for backhand (to start) and demo technique for catching.



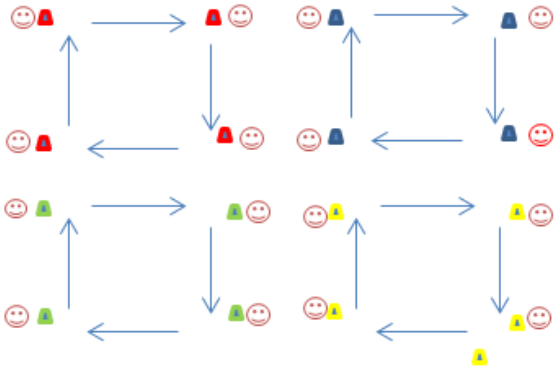
- To start students should work in pairs.
- Standing at a cone, passing the Frisbee back and forth.
  (this will be carnage to start, so use large area!! However students will very quickly pick up the technique)*

Differentiation:

- Increase and decrease the distance for different classes and abilities
- Progress the students, as and when you feel appropriate
- Introduce some competition – how many passes in one minute etc.
- Competition - for the more advanced groups, include rules such as, if they drop the frisbee they have to start again.
- Alternative competition – students make 5 passes and change places, then four and change places, 3 passes etc. first team sitting down WINS!

PROGRESSION 1:

See diagram for layout of area. This helps with the transition of the lesson/ Groups



- As students get more confidence (achieve more success), get them to work in a group of four
- One student standing on each corner of a square.
- They should now pass in a square to each other
- Highlight the importance of pivoting. First catching and then pivoting to make the pass.
- Again introduce competition – how many in one minute etc.

PROGRESSION 2:

- When confident passing from a standing position introduce movement.
- Get the four students to move inside the square they were passing in and now encourage them to pass and move.
- Alternatively you can number the students 1-4 etc. and the must pass in numerical order.
- Also getting the students to touch a cone after they have passed will encourage movement.

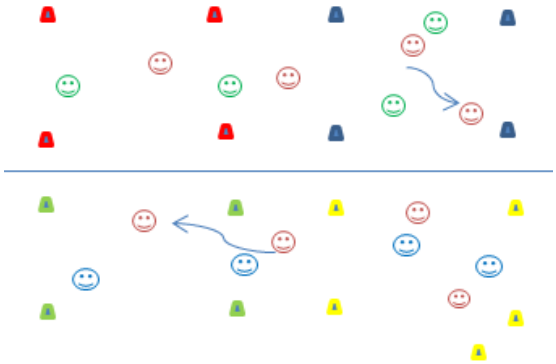
PROGRESSION 3:

- Add a defender or 'piggy in the middle' (with this progression you must highlight the non-contact rule)
- Give a bib to one of the students (the defender)
- The other students must pass the Frisbee without the defender getting it.
- IF the team make 3 successful passes, they score.
- After 1 or 2 minutes change the defender.

Differentiation:

- For younger / weaker groups have the students stand in a circle with the defender positioned in the middle.
- Increase or decrease the number of passes that = a score to make it easier /harder for groups.

PROGRESSION 4:



- Once the students are confident and achieving success while under pressure,
  increase the number of the defenders to have a 2 v 2 game.
  Or
- Bring together to teams and have a 4v4
- Refer to diagram to see transition of groups. Join two of the grids together for4v4 game.
- Also base this on progress of group.
- Continue to score by making 3 (or more) passes.

ALTERNATIVE DRILLS/ ACTIVITIES:

Name: Circle time

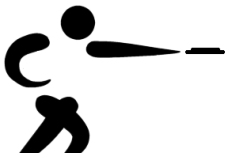
- As a class or in smaller groups, students stand in a circle
- Students must pass the ball/frisbee from one person to the next
- Once they have released the ball/frisbee they must leave there place and run around the circle and back to their position before the Frisbee comes back.

Name: Relay races

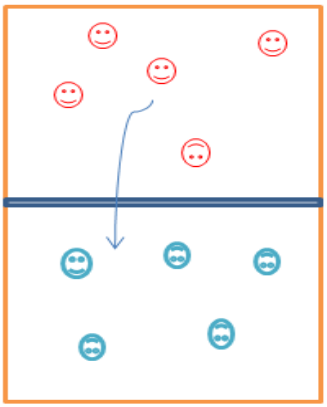
- Divide the class into equal teams
- All standing behind the a cone, a second cone should be place 20/30m away from each team
- Each team should have one Frisbee
- Explain to the students that they must, as a team get the frisbee to the opposite cone WITHOUT
  - The frisbee hitting the floor
  - Without moving while they have the frisbee in their hand
  - Every member must touch the Frisbee at some stage.
- Students must work as a team to complete the task.

FUN ALTERNATIVE GAMES

Name: Tennis / badminton Frisbee



Equipment: Badminton or tennis net (or some form of post), Frisbees, cones

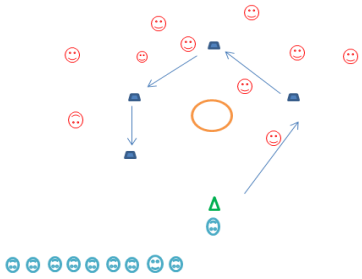


How to play:

- Divide the class into two teams
- Make out two areas (equal size) either side of the net / post or alternatively use tennis court or badminton markings.
- As a team they pass the Frisbee over the net.
- To score the frisbee must land in the opposition's area.

Name: Frisbee rounders

Equipment: rounders posts or cones, Frisbees,

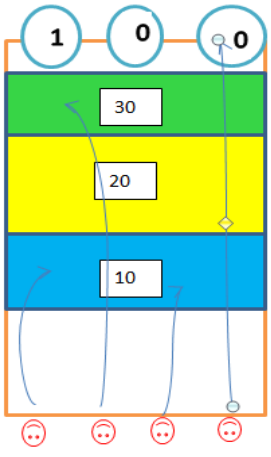


How to play:

- Mark out a normal rounders pitch
- Divide the class into two teams
- One batting / one fielding (in this case one throwing / one catching
- The difference in the game is this:
    - Each player will have two or three frisbees
    - To start they will throw the frisbee anywhere they like (in bounds).
    - The fielding team cannot move until the final Frisbee has been thrown.
    - Once thrown the fielding team must work together to get the two Frisbees back to the middle circle.
    - The 'thrower' must run to as many bases as possible, aiming to score a full rounder.
    - If both Frisbees are back in the middle circle the 'thrower' must stop at a base or they are out!
    - A player is knocked out if
        - The fielding team get all the Frisbees back to the middle square and they are not 'home' or at a base' or keep running.
        - The players frisbee is caught by one of the fielding team (without the fielding team moving to catch it).

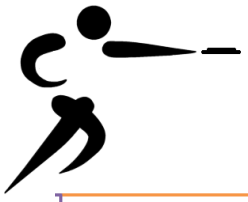
Name: Target Zone

Equipment: Cones, Frisbees, hula hoops

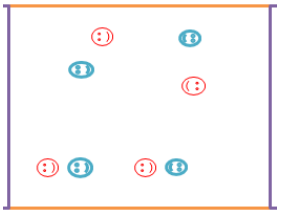


How to play:

- Divide in class into teams (2, 3, 4, 5 or whatever your preference)
- Mark out different target zones, each worth different amount of points.
- Each team will have 1 Frisbee
- Each person in the team will have one chance to throw the Frisbee; if they successfully get the frisbee into one of the zones they get the allocated points
- Each team adds up their points, team with the most wins.
    - *This game can be adapted to any space, use the backboads of basketball nets, hula hoops etc.*



LOWER ABILITY / YOUNGER GROUPS:



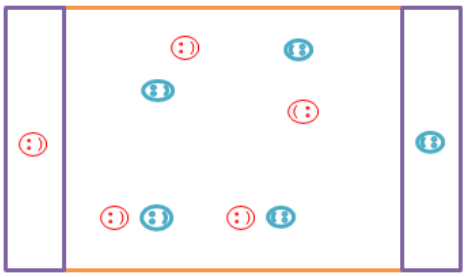
When introducing the game, I would start with NO ENDZONES just a large square / rectangle.

How to play:

- Students divided into two teams. (or more depending on size of the class, ideally no more than 5 per team)
- To score (like earlier drills) just make 3 successful passes. (Or more to make it harder)
- Follow all other rules for game including, non-contact, possession changes with interception or breaking a pass.

MIDDLE ABILITY:

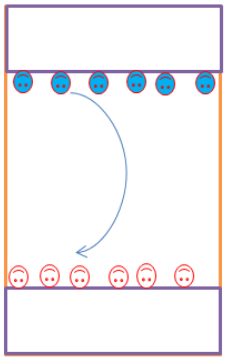
Introduce the end zones.

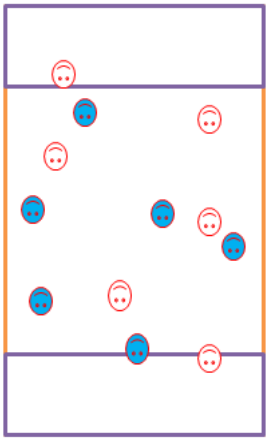


- Divide the students into two teams - each team must select one person to stand in the end zone.
- To score, the team must pass the Frisbee to the player in the end zone.
- The player in the end zone can move anywhere in the end zone. No one else is allowed in
- To start, the player in the end zone passes to the opposing team.
- All other rules apply

HIGHER ABILITY / OLDER GROUPS:

Introduce full ultimate Frisbee rules





- To start the game, both teams line up on opposite end lines. One team starts by passing the frisbee to the other team.
- Usually a 7 v 7 game.
- To score someone from the team must catch the Frisbee in their end zone.
- Frisbee is passed to opposing team to start again, after scoring.
- Highlight the concept of self-refereeing.

Oodles Of Noodles For Everyone

Pool noodles can provide lots of different, creative, unique, and fun activities that can used to develop FMS and in all of the PE stands. They can also be easily adapted to allow for differentiation for all students.
All activities should be done in conjunction with your schools PE Plans and Health and Safety Plans

POOL NOODLES ARE……..

Versatile, light, Easy to store and move, cheap, durable, flexible, creative and promote inclusion, adaptions and differentiation

By using either the TREE or STEP model, noodle activities and games can be easily adapted to include everyone

TREE MODEL

Teaching / coaching style
Rules & regulations
Equipment
Environment

STEP MODEL

Space
Task
Equipment
Environment

NOODLE TAG GAMES AND WARM UP ACTIVITIES

Noodles of different lengths can be used for differentiation.

- Traffic light tag. The chasers have one colour noodle. Once tagged by the chaser the student must freeze until tipped by the helper(s) noodles which is a different colour. Variations - Different actions can be done with the helper(s) noodle before re-joining the game eg jump/hop over noodle, run around noodle etc
- Cat and mouse tag – Pictures of cat/mouse drawn or stuck on the noodles for junior classes. Cats catch the runners and the mice frees them.
- Exercise tag – Yoga, Balances, Exercises, Upper body, Lower Body (with/without pictures) Different exercises written on the end of the noodles with a marker. Once caught the runner does the exercise on the noodle before re-joining the game.
- Star Wars tag – Each student has a noodle and a number of lives. If tagged by another student, they lose a life and must power up by placing their noodle on the targets displayed around the area.
  Variations - Exercises can be included on the target card to be completed before the player can re-join the game. Music can be used.
- The fastest noodle. Students stand in twos at either end of a noodle. Actions are called out e.g hand on knees, shoulders, jumping jacks, dance on spot etc until teacher blows whistle or calls “Go”. The first student to grab the noodle gets a point

OUTDOOR AND ADVENTURE

- Logger – Students work in 3's with one noodle. Two students turn the noodle up and over while the third student jumps over the noodle. They travel to a specific point and swap places until each student has had a go at being the jumper.
- X's and O's – Small noodles are marked with x's and o's. Students are split into teams. One person from each team races to place their noodle in a designated area. First team to get three in a row win. Teams must also try to prevent the other team from getting three in a row.
- Cross the river / stepping stones – Students work in groups with a noodle/noodles each helping one person to cross the river by only standing on the noodles.
- Noodle Balance Game – Students work in pairs with two noodles, holding the noodles at the end. They have to balance a hoop/ball/ball on the noodles and travel.
- Noodle and Hoop Challenge – In a circle, there is a noodle between each student. Students have to keep hold of the noodles and move the hula hoop/hoops around the circle without dropping it.
- Don't Drop The Noodle – Students work in teams to move the noodle, which has been shaped into a 0 and secured with tape, through the line of noodles without dropping it.
- Noodle orienteering – Small noodles can be marked with letters, symbols etc and used for control points for orienteering – Can be used to link in with other subject areas.

GYMNASTICS

- Noodles of different sizes and shapes can be used for props for gymnastics routines and sequences.
- Noodles can be also placed on different body parts to develop and improve balance and concentration. This can be further developed by completing different movements while balancing the noodles.
- Beam and balance work with noodles.

ATHLETICS

- Noodle Relays
- Noodle Obstacle courses
- Noodle Olympic torch – Students hold a medium size noodle (torch) and must balance a small noodle/noodles (flame) on their torch. They must travel a specific distance or complete an obstacle course without dropping their flame.
  Variation - Each student has their own noodle torch and must try to put out the other students flame by knocking their "flame" off their torch.
- Noodle soup – Using paper plates, students balance small noodles on their plate while travelling to a designated point. Noodles can be stacked on top of each other to make it harder. Students can also decide how many noodles they balance. If they are dropped, they must return to the start.
- Noodle towers – Students work in teams to collect different size noodles and make a tower with them
- Three legged noodles

- Noodle Derby – Design your own hobby horse with the noodles
- Noodle left and right – Students make a circle. Each student has a noodle. Call left or right. The student must let go of their noodle, move right/left and try and catch the other noodle before it drops.
- Noodle Javelin – Use noodles of different lengths for javelin skill development.

GAMES

- Noodle football /Fussball – Students line up in lines with noodles between them. Students try to score a goal in the opponent's goal. Students can only move side ways!!!!
- Noodle Balloon Tennis – Using tape make the noodles into the shape of a tennis racket.
- Air hockey and table cricket (on floor/on table) – Tape noodles to the floor to use as barrier for your hockey pitch. Using a ball/beanbag with/without cone to score a goal by pushing ball or beanbag through opponent's goal.
  Noodles can be split down the middle and attached to tables to create side barriers for same game in classroom – Good for a rainy day break!
- Unihoc/floorball – Noodles can be used as hockey sticks
- Noodle popcorn – Using the smallest noodles cut in half, students pop the noodle in the air, by squeezing the ends together and catch it.
  Variations - Can be done individual, in pairs, in teams. More challenges can include catch with one hand, clap before catching etc
- Noodle supermarket sweep! – Students complete as many laps using different FMS. Every time they complete a lap, they earn a small noodle. They can use these noodles to purchase a piece of PE equipment to use. Equipment and prices displayed so students know how many noodles they have to earn to purchase their equipment of choice.
- Noodle Gym – Students have a noodle each and use it to perform different resistant exercises eg bicep curls, shoulder press, squats etc. Can be done altogether or as a circuit.
- Noodle chair aerobics – As above but exercises can also be done sitting down for chair aerobics.

DANCE

- Musical Games – When the music stops, students have to freeze and balance their noodle a certain way/ perform a specific action with the noodles.
- Noodle Shapes / numbers When music stops, they have to bend their noodle in the shape of a letter / number/shape. Can be done individually, in pairs or in groups.
- Noodle Cardio Drumming – Students use medium/small size noodles as drum sticks. Drums can be upside down baskets/buckets/bins. You can use baskets/buckets/bins with balls for different sound. You can also just use benches, the floor, tables/back of chairs/the body as well.

AQUATICS

Noodles can be used for a wide range of activities in the pool from learning to swim and stroke development to aqua aerobics and water safety skills.
(Please note these activities should only be done by qualified personnel)

COOL DOWN

- Noodle Jenga – Stack the noodles on top of each other. Students take it in turns to move one noodle at a time without disturbing or moving any of the other noodles
- Noodle Tai Cai – Each student has their own noodle and performs tai chi movements using their noodles. A lovely way to cool down.
- Noodle knock out – Different coloured noodles are laid out around the area. Students move around using different FMS. On the signal, students stand at a noodle. Teacher picks out a small, coloured noodle. If students are standing at a big noodle that is the same colour as the small noodle picked by the teacher, they are out!

OTHER ACTIVITIES

Students can create their own games/activities with noodles.

Noodle Skipping
https://twitter.com/CoachGelardi/status/1487839892768010249

Super & Individual Noodle Challenges
https://www.youtube.com/watch?v=7Pa8fiaEsJQ

Noodle Obstacle Courses – Junior Classes
https://twitter.com/JeffVanWely/status/1458805785216143370

Dribbling Obstacle Courses
https://drive.google.com/file/d/1qIWyPUVw2Ln5FTqGRbyqyIR3gWQI-Ffd/view

Noodle bridge / steppingstone relay
https://drive.google.com/file/d/1HiRBX5tCC7KAWpwzk6pwjKgdchYKtAOr/view

BOOKS

Chris Cavert & Sam Sikes (1997) “50 Ways To Use Your Noodle”

Charmain Sutherland “No Gym? No Problem!”