

PRIMARY

# Physical Education

---

Guidelines for Teachers of Students with

**MILD**

---

General Learning Disabilities

---



# Contents

Rationale and introduction	3
School planning	7
Classroom planning	11
Approaches and methodologies	16
Exemplars	20

# Rationale and introduction

Physical education provides a unique and varied medium for learning. It extends the student physically, intellectually, emotionally, socially, aesthetically, and creatively. It promotes the overall development of each student as a whole person. Physical education fosters diversity of skill and learning; it fosters practical use of these skills in different situations, and it fosters individual as well as group creativity in the use of these skills. Physical education encourages individual as well as team development. It encompasses a broad range of human feelings, emotion, and experiences.

## Rationale

Physical education is important in the curriculum for students with mild general learning disabilities. Many of these students have problems with basic co-ordination, balance, left and right orientation, rhythm, and spatial and body awareness. These skills can be addressed and improved through physical education. As it is a practical subject, it is particularly suited to the learning styles of many students with mild general learning disabilities. Students who experience difficulties and frustration in academic areas of their school life can enjoy and acquire personal achievement and satisfaction in the physical education curriculum.

Physical education is a student-centered curriculum that challenges each student at his/her personal level. It is also a very sociable subject involving a high level of appreciation and acceptance of others. Physical education can enable students with mild general learning disabilities to acquire and enjoy many physical skills during their school life, and so widen the possibilities for recreation and socialization in their adult lives. It provides the student with an avenue to enjoy life and social interaction.

*Students who exhibit difficulties and frustration in academic areas of their school life can enjoy and acquire personal achievement and satisfaction in the physical education curriculum.*

## Introduction

The curriculum is divided into six strands:

- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and adventure activities
- Aquatics.

## Athletics

This strand explores and develops the student's natural ability to run, jump and throw. It provides the student with opportunities to experiment with these activities in formal and informal ways and helps increase their repertoire of experiences. It helps the student to acquire and develop the techniques of running, jumping, and throwing throughout the school programme. Running activities can challenge the student to develop technique, speed, and the ability to run over longer distances. Jumping activities can be devised to develop techniques for height and distance. Throwing activities can allow the student to experiment with throwing different objects of varying sizes and weights and throwing techniques are also developed to improve accuracy and distance.

## Dance

Dance is a means of expression and communication. Dance in education encourages the student to explore and appreciate movement and to become creative and expressive through performance. The process and exploration of movement is as important for the student as performance, as it develops aesthetic and artistic qualities in the student. Dance develops a heightened sense of body parts, poise, space, shape, speed, energy, strength, and form in relation to both oneself and others. Dance, in response to different stimuli and concepts, challenges the student intellectually, creatively, and aesthetically. Folk dancing provides the student with knowledge and experience of the dance of Irish and other cultures.

## Gymnastics

This strand explores movement and poise in response to specific tasks. It encourages the student to be creative, and to explore and to learn different ways of moving and staying still in response to various tasks. Students explore movement on the floor and on different pieces of equipment. Tasks requiring specific skills and techniques are set up to develop fitness, co-ordination, control and balance, strength, flexibility and body alignment. As the students progress through the programme, they are encouraged to have more control over their movements and exhibit more skill in the execution of their tasks.

## Games

Games foster the student's natural instinct for play. Skills acquired through games provide the student with different ways to play and to enjoy interacting with others through co-operative and/or competitive activities. Games develop the student's physical fitness, co-ordination (both general and specific), balance, speed, agility, anticipation, spatial awareness, and an appreciation of the ability of others in the game. They also develop other concepts such as a sense of function and responsibility within the team through adopting marking, defending, and attacking roles. They develop an awareness of teamwork, team spirit and determination. A wide variety of games, including invasion games, net games, striking and field games, target and shared court games, provide opportunities to develop specific skills and understanding. Initially, these skills are built up from individual and paired games to small group sided games, which maximize the student's participation and role within the group. A wide programme of games develops and challenges the physical, intellectual, and social dimensions of the student, and fosters enjoyment of interaction with others.

## Outdoor and adventure activities

These activities include walking, cycling, camping, orienteering, water-based activities, and outdoor challenge activities. They aim to develop appreciation and enjoyment of, as well as a healthy attitude to, the great outdoors. All of these activities are team-orientated and develop social skills. Some involve map-reading and problem-solving, coming to group decisions, developing leadership qualities, and taking calculated risks. Water-based activities may include novel opportunities to canoe or sail. These activities are mainly non-competitive and offer alternative ways to enjoy a healthy approach to recreation and outdoor activities.

## Aquatics

This strand is concerned with safety, competency, and confidence near, in, under or on the water. Personal hygiene and safety are emphasised throughout, and the strand explores many issues pertaining to water safety. Specific techniques, including stroke learning, are taught systematically. These specific skills develop independence and a sense of success. They improve the student's physical condition, improve self-discipline and confidence, and provide an opportunity to experience risk and challenge. Rotation, floatation,

turbulence, and movement in the water are explored. Games, activities and music can be used as a means of learning, disengaging, reinforcement, stimulation, creativity, and enjoyment. Schools are encouraged to access their local facilities to implement a comprehensive aquatic programme. Students are encouraged to enjoy the therapeutic, physical, psychological, and social benefits that aquatics has to offer within school and throughout their lives.

## Possible areas of difficulty for students with mild general learning disabilities

All students exhibit a wide range of abilities in this area. Some may be talented, some even gifted, while others show significant needs, and require guidance through a progressive and systematic approach to their participation and learning.

In planning for teaching this subject area, it is important to keep in mind key issues and learning difficulties that students may have.

### General fitness

There is a huge variation in the levels of fitness of students with mild learning disabilities, as there is with all students. In implementing a physical education curriculum, it is important to promote fitness and to encourage an awareness of the links between health, fitness, and well-being through an active programme.

### Listening and responding

Many students with mild general learning disabilities may experience difficulties with language, comprehension and concentration. They may have difficulty following instruction or expressing themselves orally, or remaining on task for significant periods. Instructions should be kept to a minimum at any one time and reinforced through verbal recall by a student or teacher, possibly with visual demonstration by another student. For those with concentration difficulties, activities need to be changed regularly when practising specific skills. In that way, the student's learning pace and style are acknowledged and their participation is potentially maximised.

### Co-ordination and balance

Some students with mild general learning disabilities may have an awkward gait resulting in a lack of confidence when engaged in physical activities. These factors will affect the teaching approach in all strands of the curriculum. Extra time and a large repertoire of activities will be necessary to reinforce techniques and to enhance confidence and competence at each stage in the progression of skills and concepts.

### Spatial and body awareness

Understanding and applying spatial and body awareness may present problems for students with mild general learning disabilities. They may not be aware of the potential of their physique in response to some tasks, and its relationship to others in confined spaces. Awareness of and respect for these concepts are essential to ensure personal safety and to maximise performance within the class. It requires a high degree of understanding and skill to use these concepts well in all the strands of the curriculum. From an early age, students should, through individual and small group activities, be made aware of these factors.

### Crossing the midline of the body

Many of these students find exercises that involve crossing over the midline of the body (right or left) demanding. Many skills in the physical education curriculum require a considerable degree of competency and ease with this activity. Exercises that involve this orientation will be necessary to gain confidence and competence in this movement. Activities that involve trunk rotation are a good introduction to this skill.

### Self-confidence and self-esteem

Many students with mild general learning disabilities are often aware of their problems and, over time, may develop a negative self-image. This may manifest itself in a number of different ways. Some may have behavioural problems, be immature, unco-operative, or irritable, and demand or attract the attention of other students or teacher more regularly. Others may appear withdrawn, anxious, or nervous, and may shy away from active participation. The task of the teacher is to manage and nurture student behaviour throughout the programme and to set realistic and achievable targets for such students. Through careful planning and skilled teaching, each student with a learning disability can enjoy and succeed in the physical education curriculum.

*Many students with a learning disability are often aware of their problems and, over time, may have difficulties with self-image.*

### **Social integration**

It is important to consider the short term and long term goals for the student with mild general learning disabilities. Many such students have difficulties forming friendships with other students. In implementing a balanced physical education programme, the teacher should foster a positive attitude towards socialisation through physical activity. The physical education programme is another way in which communication can be enjoyed. The teacher should consider the balance between co-operative/non-competitive activities and competitive activities within the programme, as well as teaching individual sports and team sports. It is important for students to learn to appreciate and

embrace diversity of ability and individual preference within a group. It is also important to create and encourage a positive environment and to provide students with opportunities to enjoy physical activity with others, so that they will, in the future, approach activity as a means of socialisation and integration in the community.

*In implementing a balanced physical education programme, the teacher should foster a positive attitude towards socialisation through physical activity.*

The aims of the physical education curriculum as outlined in the *Primary School Curriculum* are appropriate for students with mild general learning disabilities. In implementing the physical education programme, it is important to identify and address the specific needs of these students.

# School planning

**The *Teacher Guidelines, Physical Education* give detailed suggestions about curriculum and organisational planning for schools. These guidelines apply to all schools and all students, regardless of ability or learning disability. The guidelines stress the importance of planning for a comprehensive and balanced programme, and of meeting the needs of students within the scope/limitations of the school and the wider community.**

It is important that each school has a plan for the implementation of an agreed programme for physical education for all students in the school. In doing so, it will be necessary to assess the strengths and needs of staff members in relation to physical education and to assess the facilities of the school in relation to the programme, in order to make short-term as well as long-term plans for the future. Within this plan, it may be possible to share and develop the knowledge and talents within the school staff and the local community. The school plan should make provisions for an evolving physical education programme that can be continually assessed and developed to meet the needs of its students.

In planning for students with mild general learning disabilities, it may be useful to consider the following aims, in addition to those outlined in the *Primary School Curriculum*:

- to improve general fitness by making the programme as active as possible
- to accommodate the students' needs through planning for appropriate progression of skills
- to foster self-esteem and confidence by engaging the students in activities that are appropriate and achievable, with consistent emphasis on ability rather than disability
- to ensure the maximum participation of students by modifying activities to meet their specific needs
- to promote physical activity as a sociable and enjoyable pursuit through a balanced programme of co-operative and competitive activities
- to encourage individual interest in specific sports, and an interest in sports promoted in the media and/or local community.

Physical education can help students to develop a broad range of skills that can be applied in different areas of the curriculum and in different contexts. In planning a physical education programme for students with mild general learning disabilities, it is necessary to address the potential areas of difficulty that they may experience. These include

- physical co-ordination
- fine and gross motor skills
- behaviour and social integration
- balance
- spatial awareness
- left and right orientation
- language and communication
- concentration and sequencing skills
- self-confidence and self-esteem.

## Enabling access to the mainstream curriculum

The mainstream curriculum is broad and diverse and offers many different opportunities to address and improve the learning needs of students with mild general learning disabilities. In offering the students a broad curriculum, which includes all of the strands within the physical education programme, it is highly likely that the students will not only develop many skills but will also develop a preference of activity and/or skills that could become a lifetime interest.

In order to make this curriculum accessible, the following ideas may be considered when planning for inclusion of students with mild general learning disabilities:

- Skills, concepts and activities will need to be redefined and broken down into progressive stages to meet the varying abilities of these students.
- Learning expectations should be reasonable in meeting the balance between familiar and unfamiliar skills and activities.
- Realistic targets should be set, appropriate activities and equipment should be chosen, and sufficient time should be given to bridge the gap between applying familiar skills and learning and applying new skills and concepts.

- Positive reinforcement should be given frequently, the ability of the students should be emphasised, and appropriate activities should be provided in order to improve the self-esteem and confidence of these students.

## Planning teaching methods

Students with mild general learning disabilities benefit from a variety of teaching methods and organisational arrangements. (See section on Approaches and methodologies.). In developing a school policy in this area, the following should be considered:

- **safety of students** —For certain areas of the programme, the direct teaching method may be the most appropriate one, for example learning to jump and land safely.
- **the most effective learning styles of the students (looking, listening, analysing, doing)** —There may be one particular approach, or a combination of approaches, which assist in the students' learning.
- **the organisational possibilities in the lesson to accommodate for individual and group needs** — A combination of individual, paired, small group, and whole class groupings should be used.
- **the competence of the school's teaching staff in the various strands** —The possibility of support from other expert staff members and/or outside expertise should be considered.

## Planning for continuity, progression of subject content and student progress

As each student moves from year to year, a record of the progression of skills reached and activities experienced in each strand may be kept so that the next teacher can be aware of the student's development. He/she can then continue with a progression of skills and activities suited to his/her age and ability level. A profile of the student's progress can be then maintained throughout the entire physical education programme.



## Integration of resources

It is important that the school makes the best use of physical and human resources, both within the school and in the immediate community. In this way the students' learning opportunity is given the maximum support possible. Consideration should be given to the best possible use of indoor and outdoor space, and to the use of suitable equipment in the school. Optimum use should be made of any expertise or special interest among the teaching staff in any aspects of the physical education programme. There may be opportunities to use the expertise and facilities in the community, for example local coaches, a swimming pool, a running track, sports halls or pitches. It may be useful to list these contacts and resources in the community in the school plan. ICT, books, and videos can provide good visual examples of expert skill in practice. They can also provide information on all aspects of sport and sports personalities.

*ICT, books and videos can be great learning tools, providing good visual examples of expert skill and classic errors in practice.*

## Parental/guardian involvement

It is important that parents/guardians are informed of their child's progress and of any significant difficulties and strengths he/she may have in the physical education programme. The teacher may be in a position to notice and bring to the attention of the parents/guardians any particular physical needs that may require medical or specialised treatment.

It may also be desirable and appropriate to seek the support of parents/guardians in the efficient running of the school's sports day, outdoor educational trips, or a school's physical education display. Each school will need to plan how this collaboration may be actively maintained throughout the year.

## Organisational planning

### Safety issues

Planning for the safety of students while participating in the physical education programme is crucial. When planning for the safety of students with mild general learning disabilities consideration should be given to the following:

- **rules**—Students must be made aware of and adhere to the safety rules given by the teacher during physical education. Visual displays and verbal reinforcements of these rules may also be given.
- **transport of equipment**—Students need to be taught how to lift, transport and store equipment safely, and to co-operate in groups when doing so.
- **modifying equipment**—Larger, brighter, and lighter balls/bean bags and larger targets may be used in the games section to accommodate any co-ordination difficulties students may have.
- **behavioural issues**—Some students will require a lot of support and supervision during class activities. A classroom assistant can be an invaluable resource when one-to-one support is desirable.
- **physical support**—Some students may need physical support when practising certain skills, for example vaulting over a box in gymnastics.
- **spatial awareness**—Some students need more space than others or need to be allocated a specific area in which to practise. It may also be necessary to limit the number of pupils involved in an activity at any one time.
- **concentration**—Activities need to be changed regularly to engage the students fully in active learning and thus minimise the scope for accidents due to lack of concentration.
- **grouping**—Students can differ significantly in temperament, size, strength, and ability. It is important to consider these issues when forming groups for activities, especially competitive ones.

### Use of equipment

Strategies for the storage, maintenance, allocation, and purchasing of new equipment will need to be discussed and formulated in the school plan. Provision will need to be made for students with special needs in the physical education programme by modifying equipment, for example using larger targets and softer and larger balls in the games strand. A list of equipment suppliers, both national and international, may be kept in the school plan. A calendar outlining when the different strands are addressed and a timetable for the shared use of the physical education equipment may also be put in the school plan.

**Use of expertise/support staff within the school**

Maximum use should be made of the skills of staff members. It may also be possible to swap classes with other staff members for the planning and the teaching of some or all of the physical education strands.

Planning for this may require a certain amount of flexibility, as it can often entail personal preferences and needs among the teaching staff.

Special needs assistants are a valuable resource in the delivery of the physical education curriculum. They are assigned to an individual student whose condition requires one-to-one assistance. The special needs assistant will need to be informed of the implications of the condition of the student in the physical education class. He/she will also need to be advised about relevant strategies in the implementation of the programme in order to aid the student's progress.

**Use of support services**

In order to fully implement the physical education programme, it will be necessary, in most schools, to plan for the use of support services. There will be a need to contact and seek the expertise of pool staff and experts in other aquatic disciplines for the

implementation of the aquatic strand. There may be local amenities, sports centre, a running track, or local pitch, that could facilitate the school in the physical education programme. There may be local coaches who can come into schools and assist the teacher with part of the programme. Knowledge of the school's strengths and needs in regard to expertise and facilities, and knowledge of local support services available, will help in the planning for a broad and balanced physical education programme.

**Supply of support materials for cross-curricular work**

Physical education can be integrated with other subjects in the curriculum, including mathematics, languages, history, geography, SPHE, science, visual arts, and music. A supply of support materials may be provided to facilitate this integration. This may be added to periodically and made available as a resource for all teaching staff. Planning for the integration of physical education with other subjects will help reinforce learning, and enable the students to appreciate how physical activity is an integral part of all our lives.

# Classroom planning

The diversity of physical ability among students with mild general learning disabilities at primary level can be often wide-ranging, from the gifted student to the student who is physically challenged. This diversity will also challenge the teacher in helping the student to develop skills and achieve learning outcomes.

## Accessing the curriculum

In accessing the mainstream curriculum and developing skills in physical education, the teacher should refer regularly to the *Primary School Curriculum* and the school plan in order to ensure a balanced and broad approach to the subject. In order to implement the programme satisfactorily, the teacher will need knowledge and understanding of

- the strands, and the skills and concepts associated with them
- the stage of development of the students in each strand
- learning difficulties of the students
- strategies to assist the students in learning.

## Identifying the needs of students and planning targets

In addressing each strand, it is necessary to identify the skills and learning needs of the students in order to plan and set learning targets for the series of lessons. This may be done by observing the students' levels of skills in activities pertaining to the strand. Skills of co-ordination, fine and gross motor skills, balance, spatial awareness, language, social integration, and concentration can be assessed very quickly. Reasonable targets in relation to the skill to be acquired and the rate of progress to be achieved can be predicted and planned for.

## Differentiation

It is the task of the teacher to assess and plan for the learning needs of the different students within the class. In doing so, a knowledge of skill progression and the appropriateness of activities are important. Organisational and class management skills are also required when planning for physical activities. It may be necessary, if not desirable at times, to seek the ideas and advice of colleagues and other professionals when planning and making these preparations. Such advice and expertise is invaluable, and these ideas could be recorded and used as a teaching resource within the whole school.

## Assessing students' progress

The assessment of students' progress is of crucial importance in planning for the progression and continuity of skills development. The assessment section in physical education in the *Primary School Curriculum* (pages 68-74) outlines adequately strategies for assessing the development of skills in students with mild general learning disabilities.

## Progress reports

Progress reports, made by the previous teacher or teachers and kept with the school records, will be of great benefit. They may record the content and skills levels that have been covered. Discussion with the previous teacher may help to establish the student's areas of difficulty. This information, together with the teacher's own observation, will help to assess each student's strengths and needs in order to plan effectively the content and strategies for classroom teaching.

## Classroom assistants/ support staff

Consideration should be given to the optimum use of classroom assistants and/or any other ancillary staff in the classroom. This may help to:

- support an individual or small group in activities
- assist in the movement of equipment
- help in the organisation of the class
- assist an individual or small groups in the reinforcement of skills
- give necessary encouragement to an individual or a small group.

## Deciding on suitable methods of teaching and learning

These students benefit from a variety of teaching methods and also have different learning styles. (See section on Approaches and methodologies). Experiencing a variety of teaching methods will optimise learning and can enable students to direct and assist each other in the learning process. In planning for classroom teaching, one must consider which aspects of the curriculum are best taught by one or more teaching methods. In some cases, for safety reasons, the direct teaching approach may be the most appropriate, for example when teaching students to dive. When teaching gymnastics, a guided-discovery approach, a didactic approach, or a mixture of both could be used, depending on the skill to be acquired and the abilities of the students. In some situations, peer tutoring can enhance the students' learning. Class arrangements can contribute to an active learning process; individual, paired, small group, and whole class settings can be used. Knowledge and understanding of the students and of the skills to be addressed in the strands will help to determine which teaching methods are used, which learning styles need to be accommodated, and which organisational possibilities are employed.

## Cross-curricular connections in physical education

English	Mathematics	History
Oral language Comprehension Poetry/movement Creative writing	Measurement Shape Graphs/league tables Symmetry Ratio Estimation Record-keeping	Olympic games Evolution of sport Sports training Gender in sport World records New sports
Geography	Science	Gaeilge
Traditional sports Prominent countries in sport Olympic games World cup Maps Orienteering	Performance, skills and techniques Natural ability and training Injury, rehabilitation, adjustment Diet, training, rest Anatomy and physiology	Oral language Comprehension Poetry/music Creative writing
Visual arts	Music	SPHE
Visual interpretation Illustration through drawing, sketching, painting, collage, etc. Photography in media	Dance Warm-ups Rhythm, tempo, mood Swimming Aqua aerobics	Diet, hygiene, exercise Co-operative and competitive activities Individual strengths and needs Social behaviour

## Practical solutions for classroom teaching

### The teacher needs to consider

- the suitable period of the week and the time of day
- the duration of lessons
- the strand and topic for tuition (Refer to the Primary School Curriculum, school plan, and year plan for the PE curriculum.)
- the suitability of outdoor/indoor facilities.

### ■ safety priorities

- clear, adequate space
- clarity of and adherence to rules
- safe equipment placed in safe positions
- safe techniques to transport equipment
- suitable clothing (shin guards, runners, tracksuit, helmets, etc)
- suitable warm-up activity
- suitable cool-down activity
- first aid kit and relevant procedures.

### ■ equipment

- what and how many pieces are needed
- what modified equipment is necessary and for whom
- how the equipment is to be used (for example, individually, in pairs, in small groups, in larger groups, as part of the lesson, used simultaneously as a class or in rotation).

### ■ skills

- what skills are to be acquired and at what levels are they to be achieved. (Refer to school records, previous teacher, and personal observations.)
- which students need to practise particular modified skills and concepts
- which students need particular support with the acquisition of these skills
- how this support can best be given (by the teacher, by the classroom assistant, by paired tutoring, or in small groups)
- how these skills will be acquired (type of drills exercises/activities)
- how much time will be given to each skill in the lesson.

### ■ organisation of groups according to

- similar ability
- mixed ability
- themes explored or skills taught.

### ■ use of space for

- warming up
- particular individuals or groups
- particular themes and skills.

### ■ the allocation of time

- warm up
- theme and skill activities/exercises
- individual work
- group work
- creativity
- cool down.

### ■ the use of classroom assistants/support personnel to

- assist in organising the equipment
- assist in organising group work
- support particular student or students
- reinforce particular skills
- give encouragement.

**■ appropriate strategies and techniques**

- including an appropriate vigorous warm up
- engaging the students throughout the lesson in a moderate level of physical activity
- giving clear goals and giving clear instruction to students
- providing a variety of skills and concepts to practise
- deciding on an appropriate level of skill for each individual
- including individual support where required
- including a variety of activities, which are designed to hold the attention of the student or students
- encouraging each student to achieve his/her realistic level of performance
- providing constructive feedback to the students
- providing opportunities for creativity and diversity
- promoting the enjoyment of physical exercise through an appropriate range of co-operative and/or competitive activities
- including a suitable cooling down exercise.

**■ evaluation of the lesson**

- what part or parts of the lesson went well and why
- what part or parts of the lesson were not successful and why
- how the next lesson could be improved
- what needs to be taught and reinforced in the next lesson
- how this can best be organised.

# Approaches and methodologies

**The *Primary School Curriculum* refers to the benefits of a broad range of approaches and methodologies for the successful teaching of the physical education programme.**

A variety of approaches is recommended to teach the strands and accommodate the diverse learning needs of the students in each class, including

- a didactic approach
- guided discovery approaches
- integrated approaches.

In addition to the approaches listed above, students with mild general learning disabilities, in some situations, can respond well to:

- role modelling (looking and learning from good demonstrations)
- peer tutoring (supported learning by another suitable student).

The student can, from time to time, be the recipient or the giver in such activities. Students with mild general learning disabilities also learn by

- looking
- listening
- recalling
- analysing
- doing.

Tasks and activities may need to be changed regularly to accommodate differences in concentration and attention span. The main teaching section of each lesson could be punctuated with a variety of different activities that involve learning skills or exploring different themes. In this way, students' participation can be maximised.



Class arrangements can greatly assist active learning. In many situations, small groups picked for specific activities benefit the learning needs of these students, for example:

- individual activity
- paired activity
- small group activity.

They assist the teacher to:

- target the specific skills and themes that need to be practised and explored
- group students according to their abilities and learning objectives
- maximise the use of available space
- optimise active learning
- support individual as well as group learning
- evaluate progress.

As well as teaching skills and improving knowledge and acquisition in various aspects of movement, it is important to promote self-esteem and a positive attitude towards full participation in a wide range of physical activities. The teacher needs to ensure that a balance is maintained between co-operative and competitive activities in order to facilitate the learning and enjoyment of physical activities for these students.

## Address potential areas of difficulty for students with mild general learning disabilities

▲ Potential area of difficulty	= Implications for learning
Fitness levels	It may prove necessary to set targets to improve fitness.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Include active warm-ups and drills for skills practice.</li> <li>■ Vary activities in the lesson to include the use of gross motor skills; have regular short periods of exercise daily. Do cooling down exercises. Consult with parents/guardians.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Listening and responding	The students may have difficulty with short-term memory and concentration span.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Keep instruction clear and simple. Students repeat instructions.</li> <li>■ Give a demonstration of the task; do a verbal analysis of the task; student performs the task; the teacher affirms the task.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Co-ordination and balance	The student may have difficulties in fine and gross motor skills in all strand areas.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Teach a suitable gait for the skill, for example throwing and catching a ball, jumping and landing, balancing.</li> <li>■ Give good visual demonstrations.</li> <li>■ Reaffirm good examples and practices.</li> <li>■ Use additional equipment to suit the needs of the student, for example softer balls, larger targets.</li> <li>■ Provide physical support for students in performing a skill, for example jumping.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Spatial and body awareness	There may be safety issues for students engaging in movement exercises.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Provide suitable group arrangements, for example restricting the area of movement, planning for the student to engage in follow the leader, using copying and contrasting exercises.</li> <li>■ Use specific body parts in exercises, for example make a shape with the upper part of the body.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Left-right orientation	It may be necessary to include regular exercises with these movements.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Include warm-up exercises/stretchers in which students mirror the actions of peers or teacher, for example 'O'Grady says', or 'Follow the leader'.</li> <li>■ Include exercises with equipment using both sides of the body.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Behaviour	This will necessitate the smooth progression of lesson structure with clear instructions.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Establish a routine format for the class, and the expectation of desired behaviour.</li> <li>■ Ensure that the student is suitably placed in the class for optimum learning.</li> <li>■ Check that the student is attending through reinforcing and questioning.</li> <li>■ Involve students in demonstrations where possible.</li> <li>■ Encourage the students and assign tasks that give opportunities for success.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Social integration	Keep appropriate balance between co-operative and competitive activities. Foster enjoyment of activities with others. Encourage the individual student's interest in particular aspects of the strands.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Group students appropriately.</li> <li>■ Use co-operative and fun activities regularly.</li> <li>■ Give encouragement and acknowledge good effort.</li> <li>■ Set skill development levels commensurate with students' ability levels.</li> <li>■ Set reasonable targets for co-operative activities (individual and group).</li> </ul>	

## Exemplar 1: Physical Education

**Strand:** Athletics

**Strand unit:** Running

**Level:** Junior infants

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>• explore awkward ways of running</li> <li>• identify and practise good running techniques</li> <li>• demonstrate a baton change-over in pairs, while (a) stationary (b) moving.</li> </ul>	<ul style="list-style-type: none"> <li>• Batons or beanbags.</li> </ul>	<p>The students should be enabled to identify specific parts of the body, for example head, arms, hands, seat/bottom, feet, balls of the feet, either by naming them or pointing to the appropriate one when asked. Specific references can be made to these parts of the body during the warm up and stretching exercises. With the aid of demonstrations, students may identify when the balls of the feet are used.</p>

### Warm up activities

See page 58-60

**20**

## METHODOLOGY

### Running

Students are asked to demonstrate/copy specifically awkward ways of running. The teacher will demonstrate each example, identifying the parts of the body to be exaggerated.

Shuttle runs (10-30m x 4)

In groups of five or six, or appropriate pairs:

- knees up to hit the hand
- feet up to hit seat/bottom
- hands kept down
- body kept swaying.

### Differentiation

A student may be paired with another student to reinforce a particular posture.

Use closed questions where appropriate (for example, 'Did it feel strange/funny to hit your hands with your knees? Did it slow you down?') Some students may respond well to, 'Show me a funny/strange run').

### Activity

Students are asked to practise/copy good techniques of running.

The teacher will demonstrate specific good techniques, identifying particular parts of the body.

Shuttle runs (10-30m x 4)

In groups of five or six, or appropriate pairs:

- main weight on ball of feet
- keep the head still
- lean slightly forward
- suitable arm action.

## Exemplar 1: Physical Education

### Differentiation

A student may be paired with another student to reinforce a particular posture.

A drill may need to be reinforced more than once.

Use closed questions as appropriate (for example *'Did you feel yourself go faster or slower?'* or *'Did you feel more comfortable?'*)

Students practise shuttle runs (10-30m x 4) in suitable pairs and in groups of four, with emphasis on teaching points above.

### Relay

- Students observe a demonstration of a baton change-over in pairs that are in a stationary position.
- In appropriate pairs, students practise this technique.
- Students observe a demonstration while a pair is moving.

### Differentiation

- Suitable matching of pairs will assist co-operative work.
- It may be helpful to use words like *'look and give'* or *'look and take'*.
- Making out a starting point, a middle/meeting point, and a finishing point may be helpful.
- Students should exchange roles of giver and receiver.

21

### Jogging

- Students are reminded of good running techniques through individual demonstrations.
- Students jog, (30-90 seconds) in suitable groups (non-competitively), in shuttle runs

### Concluding activity

#### 'Keep the bag full'

A team of four students scatters balls/beanbags around an area. They must then run to particular places and back. Meanwhile, the class tries to fill the bag by running to it with the balls/beanbags. Whichever group completes the task first is the winner. This activity may be repeated with different groups.

Cool down and stretch.

### Linkage/integration

- SPHE

## Exemplar 2: Physical Education

**Strand:** Athletics

**Strand unit:** Running, throwing

**Level:** Middle

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>demonstrate and practise good running technique</li> <li>practise reaction sprints, acceleration, and finishing techniques</li> <li>demonstrate underarm and overarm throwing techniques</li> <li>demonstrate the use of the leading foot as part of the throwing technique.</li> </ul>	<ul style="list-style-type: none"> <li>Batons or beanbags.</li> <li>A variety of balls.</li> <li>Foam javelins.</li> </ul>	<p>Discussion will arise around the difference between a jog and a sprint after the students have experienced both during the lesson. The focus is on making the students aware of the change in the movement of the body and the effort made. Vocabulary such as the fast, pumping, energy of sprinting could contrast with the steady, relaxed pace of jogging.</p>

### Warm up activities

See page 58-60

22

### METHODOLOGY

#### Jogging

Students recall jogging techniques with the assistance of visual demonstrations from a number of students.

#### Differentiation

- Teacher may draw one technique to the attention of the student with each demonstration, and emphasise one or two words to summarise the movement.
- Students may recall the parts of the body on which to focus by naming them.

#### Activity

Students jog (non competitively) distances for between 30 seconds and 2 minutes in suitable groups, using shuttle runs.

#### Differentiation

Students may be appropriately paired, giving one person the responsibility of setting a steady pace over a suitable distance.

## Exemplar 2: Physical Education

### Sprinting

Students recall sprinting techniques with the assistance of visual demonstrations from a number of students.

### Differentiation

- Paired tutoring/support from classroom teacher will assist smoother transition in the baton change.
- Indicators will need to be placed at appropriate positions to remind students when to slow down for the baton change.
- Some students may need verbal reminders to prepare their hands for the change.
- A second or third visual demonstration may assist teams to coordinate their technique.

### Throwing

Students recall the over arm throw after suitable demonstration by teacher/student. Attention is drawn to the leading foot which is 'planted' before the throw. Students are asked to practise the technique without a ball/javelin at first.

In suitable pairs, student throw a variety of beanbags or foam javelins for:

- distance—partner marks the landing spot
- accuracy—using suitable target sizes to match the ability of the thrower.

### Differentiation

- Paired tutoring may take place, where appropriate, to reinforce good technique.
- Students showing difficulty may need physical support by teacher.
- Inaccurate throwing usually indicates poor '*planting*' (leading foot) technique. Large targets are easier for inaccurate throwers.
- Emphasise and encourage good technique and personal improvement.

### Concluding activity

#### 'Hit the target'

A group of four students try to hit running students with beanbags, which are taken from a container. Throwers are obliged to throw from a set position until all of the beanbags have been thrown. Other students are encouraged to make as many runs as possible across an area. Throwers may be changed when the container is empty.

Cool down and stretch.

### Linkage/integration

- SPHE

## Exemplar 3: Physical Education

**Strand:** Athletics

**Strand unit:** Running, throwing

**Level:** Senior

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>demonstrate sprinting technique</li> <li>demonstrate jogging technique</li> <li>demonstrate jogging technique with changes in speed</li> <li>take part in a parlauf (circle) relay</li> <li>demonstrate a javelin throw with an approach run.</li> </ul>	<ul style="list-style-type: none"> <li>Batons.</li> <li>A variety of suitable balls or foam javelins.</li> </ul>	<p>The focus of the language in this lesson is on acceleration—sprinting, jogging faster, improving/quickenning the changeover technique in the relay, and a fast approach and acceleration through the throws. The students are encouraged to focus on the effect of acceleration on the body, for example an increase in strength, power, energy and outcome (speed, faster heart beat, and eventual fatigue).</p>

### Warm up activities

See page 58-60

24

### METHODOLOGY

#### Jogging

Students observe jogging technique and then students/teacher recall the actions of the arms, legs, head and main body (torso). These actions may be observed again, for reinforcement, as they watch another demonstration.

Teams of suitable fours jog, non-competitively, distances of 600m, using shuttle starts. Each group is timed.

#### Differentiation

- One person (in some cases the least fit or slowest) dictates the pace. The teacher indicates to each group a suitable place and distance at which to increase the speed. Groups are instructed to keep together during the run.
- Each team compares its first and second time. The group and class discuss the effect the acceleration had on the body, arms, legs, speed and heart beat and the onset of fatigue. Here the use of closed questions may be appropriate for some students.
- Students observe a sprinting demonstration from a student. The inclusion of focused questions will direct the students' attention to key sprinting techniques, i.e.
  - fast leg action
  - fast arm action
  - keeping the head still
  - acceleration and finishing techniques.
- Students practise shuttle sprints in suitable groups of four (40-70m) x 4. Students are given one teaching point for each run.
- At the end of this drill, students are asked to focus again on the effect of the sprint on parts of the body, heart beat, and fatigue.



## Exemplar 3: Physical Education

### Relay

Students revise the baton change over in a parlauf (circle) relay with the aid of demonstrations.

### Differentiation

Use questions in order to draw the students' attention to the:

- position of runners
- change over of baton
- when new runner sets off
- acceleration technique.

### Activity

Students practise the parlauf relay in suitable teams, where each student runs 40-50m.

### Differentiation

- Markers are set out along the route to indicate the position of the change over and the beginning of the next run.
- Paired tutoring may assist some students during the exercise.
- Demonstrations may be given by teams showing improved technique.

25

### Throwing

Students observe a demonstration and revise the javelin throw with a three-step approach.

Attention is drawn to the use of legs, hips and arms during the throw.

Students revise the three step approach and throw without a ball/javelin.

Students practise same technique in pairs using balls/foam javelin and markers.

### Differentiation

- Paired tutoring may enhance the learning of good technique. The partner marks the landing place.
- Key words, such as legs, hip, and arms may help the student to concentrate on technique.
- Physical support may be given by the teacher/classroom assistant to gain correct technique.

### Concluding activity

A team of six throwers race a six-person relay team around a track by throwing a ball to each other from set positions around the track. The team which first completes two circuits wins.

Cool down and stretch.

### Linkage/integration

- SPHE – demonstrate high, middle, and low parts of the body.

## Exemplar 4: Physical Education

**Strand:** Dance

**Level:** Junior

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>take part in stretching exercises by following the actions of the teacher</li> <li>show, through movement, the difference between high and low and rolling</li> </ul>	<ul style="list-style-type: none"> <li>Imaginary ball.</li> <li>A variety of real balls.</li> <li>Music, for example <i>'Dance of the Sugar Plum Fairy'</i>.</li> </ul>	<p>The focus is on identifying different parts of the body by naming them and using them in different ways, for example stretching exercises, moving parts of the body high and low. Class may discuss the different sizes of balls—big, heavy, light, small, and ways in which they can move—bounce high, bounce low, roll. For that purpose the teacher may use a ball or balls to demonstrate the variety of ways in which they can move.</p> <p>For students who have limited vocabulary, closed questions may assist them in identifying size and movement.</p>

### Warm up activity

The teacher leads the students through simple mobility exercises e.g. running on tip-toes around the room. In a circle or in front of the class, the teacher demonstrates a stretching exercise, mobilising the main parts of the body, for example head, arms, torso, hips, legs, feet. Music, for example *'Dance of the Sugar Plum Fairy'*, can assist in the timing of each exercise. The teacher/classroom assistant may support the students by verbal encouragement and by demonstration at close proximity.

## Exemplar 4: Physical Education

### METHODOLOGY

#### Activities

Class may discuss the different things a ball can do. Individual students may use the real balls for demonstration purposes. Vocabulary above may be used. These properties may be explored individually.

#### Activity 1

- Take your (imaginary) ball, throw it high, watch it as it comes down, and catch it.
- Take your ball, throw it high, jump/sit/turn around, and catch it.

#### Differentiation

- For some students, it will be helpful to use a real ball, provided it is suitably soft and easy to control and to catch.
- Students may watch others do the task and observe the variety of movement.

#### Activity 2

Students are asked to bounce the ball (real or imaginary) off different parts of the body systematically, for example high, middle and low parts of the body. The teacher can assist by naming particular parts of the body.

- Students are asked to mix the different levels—balancing it on the head, bouncing to on the ground, or from the knee to knee/head/hand.

#### Differentiation

- Students who are using a real ball may find difficulty with control and can demonstrate to the class how the body has to adjust to try to gain control.
- Students may watch other students perform their actions.

#### Activity 3

- Using (imaginary or real) balls, students are asked to bounce the ball around the room
  - making very high bounces
  - making very low bounces
  - jumping high to catch it
  - changing hands to bounce the ball
  - changing direction while bouncing the ball.

#### Differentiation

Each idea is explored separately. Students may observe examples taken from those with imaginary and real balls. Attention can be drawn to the effect of the real ball on the person's reactions.

## Exemplar 4: Physical Education

### Concluding activity

Students, with the teacher, create appropriate movements to each line of the poem, *'Rain Dance'*. Students practise and perform it together in a circle.

*Rain, rain, pouring down*  
*Rain, rain, spin me around*  
*I jump,*  
*I splash,*  
*I jump, I jump, I splash.*

### Relaxation

Students are encouraged to lie on the floor and listen to peaceful music. They are encouraged to focus on individual parts of the body and let them relax.

### Linkage/integration

- Oral language
- Music
- SPHE

## Exemplar 5: Physical Education

**Strand:** Dance

**Level:** Middle

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>demonstrate contrasting movements (subtle and gross) with upper parts of the body, for example torso and arms</li> <li>interpret a poem through movement</li> <li>create a sequence of movement with a beginning, a middle and an end.</li> </ul>	<ul style="list-style-type: none"> <li>Poem.</li> <li>Music.</li> <li>Trees blowing in the wind.</li> </ul>	<p>The language development focuses on the students' awareness of the movement of trees in wind, both subtle and obvious movements. Discussion can focus on small fluttering movements (for example, leaves) and larger waving movements (for example, branches). It may help to have prepared the students for this in an earlier lesson, during an SESE class, by observing a tree moving in the wind in the school grounds in the local area, or on a video. Discussion will then be based on how to represent the body moving in the wind. For students who have difficulty expressing themselves, the teacher can demonstrate by moving particular parts of the body.</p>

### Warm up activities

See page 58-60

## Exemplar 5: Physical Education

### METHODOLOGY

#### Activities

Students are led by teacher through stretching and mobility exercises of large parts of the body, such as head, arms, torso, legs. They are encouraged to suggest or show different actions for large parts of the body in the warm up. Teacher leads the class through mobility exercise for small parts of the body, such as fingers, elbows, chin, ankles, toes.

#### Activity 1

A poem such as *'The Tree Dance'* may be used for stretching exercises. Arrange the students in a circle.

*From a little seed I grow,*

*I reach towards the sky.*

*I sway, I sway,*

*A beautiful tree am I.*

Discussion about each line will stimulate a variety of movement, for example how to make oneself small, how to move to show growth, what will move first, what will sway, what will stay steady, etc.

#### Differentiation

Use questions to evoke different postures:

- How can you make yourself smaller?
- What other parts of the body can be low?
- What other parts of the body will grow and how will they grow?
- How can you sway?
- How do you show that you are beautiful?

Using the poem, *'The Tree Dance'*, above as a starting point, students will discuss the diversity of wind—from a gentle breeze to a gale. This exploration is done initially through discussion, looking for small signs of wind in small parts of the body to larger movements in larger parts of the body (See Language development.) Students will establish which large and small parts of the body to use to represent large and small movements.

#### Activity 2

Students are led through a story of the wind. It starts the day as a gentle puff of wind, which grows into a little breeze. The breeze grows and grows, pushing the branches this way and that way. Now it is a gale. The trunk and the roots have to be strong to hold the tree in place as the branches sway wildly in the wind. Soon the wind's anger is over and it is calming down. The worst is over. The strong wind has calmed to a gentle breeze. It is tired now and wants a rest.

Students represent this story through movement.

## Exemplar 5: Physical Education

### Differentiation

Each line may be explored individually.

- The teacher may give verbal suggestions about which parts of the body to move to represent subtle or steady movements.
- Students may explore pathways of the upper body: when in the gale, for example, making movements in unison or at random at swift speeds.
- For some, paired work or support from the classroom assistant will help them think of different movements.
- Students will need to experiment with contrasting movements of the body, for example keeping the lower part of the body steady by making a wide base while the upper body is moving vigorously. The whole class could explore this movement together, experimenting with wide bases and narrow bases to experience the effects on the body. Some students may be asked to give example of these to the class.
- Having explored the different lines in the story, for example the beginning, the middle and the end, the story is told again line by line as the students link the sequences of movements.

### Concluding activity

Students lie on the floor, listen to peaceful music, and relax individual parts of the body.

31

### Linkage/integration

- Oral language
- Music
- Poetry
- SPHE
- SESE

## Exemplar 6: Physical Education

**Strand:** Dance

**Level:** Senior

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>• take part in stretching exercises in time to music</li> <li>• discuss/show different shapes the body can make</li> <li>• explore, through movement, particular shapes the body can make, for example long, curved, wide, twisted</li> <li>• work in pairs to produce a sequence of movement in time to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Music.               <ul style="list-style-type: none"> <li>(a) Four Tops—Track 3 (Motown).</li> <li>(b) Moulin Rouge—Track 12 (Universal Music Company).</li> </ul> </li> </ul>	<p>Discussion is focused on body shape, parts of the body, and different levels. Students may suggest/show shapes that come under categories such as long, curved, wide, twisted. Students may suggest when these shapes occur (for example, long—when standing up, twisted—when sitting cross-legged etc). During the lesson, students will use linking movements when changing from shape to shape. Discussion will focus on levels or heights in movements. Students themselves will probably suggest low, medium, or high levels. These suggestions will be the focus point for exploration of movement and dance.</p>

### Warm up activities

See page 58-60



## Exemplar 6: Physical Education

### METHODOLOGY

#### Activities

Students are led through stretching and mobility exercises to music (a). Students follow the exercises in time to the music and stretches are held for full bars (4 beats or 8 beats). Exercises are explained and students are supported through the desired or correct postures. It will be better to place some students close to demonstrations.

#### Activity 1

A mobile routine can be established with the students with music. This could be done in a circle. For example, take four steps into the middle (four beats), then walk on the spot (four beats). Walk back (four beats), then walk on the spot (four beats).

Other movements with the head, arm, and legs may be added gradually during subsequent lessons, as students grow in confidence and competence.

#### Differentiation

- Some students will need a lot of practice/support to keep in time to the music.
- Paired tutoring/modelling may be effective.

33

#### Activity 2: Body shapes

Students discuss the different shapes the body can make, for example, long, curved, wide, twisted. They experiment with each of these shapes separately.

#### Differentiation

- The teacher/classroom assistant may need to support individual students.
- Paired tutoring may assist some students.
- Demonstrations of the different shapes may be seen from several students.

#### Activity 3

Taking two shapes, students move from one shape to another. This task will evoke discussion about levels, parts of the body, and actions when moving from shape to shape. (See Language development.)

Students will be guided through the movements by teacher counting them in to music (b),

Move two, three, four

Shape two, three, four

Move two, three, four

Shape two, three, four

#### Differentiation

- Paired tutoring will support some students in this task.
- The teacher/classroom assistant may offer suggestions/directions to students.
- Demonstrations may be given by different students or pairs of students.

## Exemplar 6: Physical Education

### Activity 4: Partner work

In suitable pairs, students discuss and create a phase of movement based on choosing a shape from each of the four categories. Students are given the option of working in unison or using contrasting shapes.

A clear framework should be given to assist the students to time their moves, for example move two, three, four, shape two, three, four, repeated four times.

### Differentiation

- It may be sufficient to confine some students to two shapes.
- It will be easier for students to plan the shapes first and then create the moves between the shapes.
- Students should be suitably paired.
- Students may require suggestions/support from staff.
- Students will need adequate rehearsal time to consolidate their sequence.
- Suitable matching of pairs will assist co-operative work.
- It may be helpful to use words like *'look and give'* or *'look and take'*.
- Making out a starting point, a middle/meeting point, and a finishing point may be helpful.
- Students should exchange roles of giver and receiver.

### Activity 5: Jogging

- Students are reminded of good running techniques through individual demonstrations.
- Students jog, (30-90 seconds) in suitable groups (non-competitively), in shuttle runs.

### Concluding activity

Students lie on the floor and relax parts of the body while listening to peaceful music.

### Linkage/integration

- Oral language
- Music
- SPHE

## Exemplar 7: Physical Education

**Strand:** Games

**Strand unit:** Sending, receiving, and travelling

**Level:** Junior

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>• catch with two hands a beanbag or ball that has been thrown to himself/herself</li> <li>• increase the number of consecutive catches thrown to himself/herself</li> <li>• pass a beanbag/ball by hand along the ground to another student</li> <li>• trap with the hands a beanbag/ball that has been passed by another student</li> <li>• throw a beanbag/ball at an appropriate height to a partner who is at close range</li> <li>• catch with both hands a beanbag/ball that has been thrown by a partner at close range</li> <li>• take part in a group drill that includes catching, throwing, and then running.</li> </ul>	<ul style="list-style-type: none"> <li>• Beanbags.</li> <li>• Balls of different sizes, including big balls and lighter balls to accommodate co-ordination.</li> </ul>	<p>The language development focuses the students on describing and developing good techniques for throwing, catching, and trapping the ball/beanbag. The use of prepositions will be frequent in this lesson, for example <i>'Keep your eyes on the ball as it comes'</i>, <i>'Spread your fingers around the ball'</i>, <i>'Relax your hands into your body as you catch'</i>, <i>'Get your body behind the ball as you trap/catch it'</i>, <i>'Follow the throw with your arm'</i>.</p>

### Warm up activities

See page 58-60

## Exemplar 7: Physical Education

### METHODOLOGY

#### Throwing and catching

A demonstration is given of a student/teacher throwing and catching a beanbag/ball.

A description is given. Throw the ball up, watch it, get your hands ready, spread the fingers out to catch it, relax your hands as you catch.

Each student selects a beanbag or ball to practise throwing and catching to himself/herself.

Students try to increase the number of consecutive catches they make, using the same or another beanbag/ball.

#### Differentiation

- It may be sufficient to confine some students to two shapes.
- It will be easier for students to plan the shapes first and then create the moves between the shapes.
- Students should be suitably paired.
- Students may require suggestions/support from staff.
- Students will need adequate rehearsal time to consolidate their sequence.
- Suitable matching of pairs will assist co-operative work.
- It may be helpful to use words like *'look and give'* or *'look and take'*.
- Making out a starting point, a middle/meeting point, and a finishing point may be helpful.
- Students should exchange roles of giver and receiver.

## Exemplar 7: Physical Education

### Pair work

Students observe two students rolling a ball or beanbag on the ground to each other and trapping it with two hands.

Students listen to the instructions: *'Keep your eye on the ball as it comes. Get your body and hands behind the ball. Spread your fingers out to trap the ball.'*

In suitable pairs, students roll a beanbag or ball to each other along the ground and trap it with two hands.

### Differentiation

Some students may begin this exercise kneeling on the ground, so that there will be less movement involved in trapping the ball or beanbag. Gradually, as skill increases, they may move to a standing position.

### Activity: Throwing in pairs

Students observe two students, two metres apart, throw underarm to each other. Each student catches the ball/beanbag and throws it back. Instructions are given orally as the two students demonstrate the drill: *'Take a step and throw. Watch the ball. Move behind it. Prepare the fingers around the ball. Relax the hands.'*

Students throw and catch a ball/beanbag with a partner, at an appropriate height, and try to increase the number of consecutive catches they make.

### Small group activity

Two suitable pairs stand opposite each other at stations two metres apart. A student in one pair throws the ball/beanbag to his/her partner and runs to the opposite station. The new thrower, who has caught the ball/beanbag, throws to his/her opposite number in the other pair and runs to that, and so on.

The drill is explained through demonstration and explanation and the use of closed questions. The other students take part in the above drill, involving throwing, catching and running.

Students are encouraged to increase the number of consecutive catches they can make.

37

### Concluding activity

#### 'Piggy in the Middle'

In suitable groups of three, and in a specific area, a middle person tries to intercept passes from the other two. If an interception has not been made after five passes, another person goes into the middle. Each person takes a turn in the middle.

Games should be taught through demonstration and explanation.

### Differentiation

- There are a lot of instructions/ideas to take in. As students practise this game individually, focus on giving instructions one at a time.
- Modelling the drill at close range for individual students will help them focus on particular skills.
- Physically showing the shape of the hands and fingers at the catch phase may assist some students.
- Paired tutoring may help to focus on body position.
- Several demonstrations given by different students will help to reinforce teaching points.
- Acknowledge any improvements.

### Linkage/integration

- Oral language
- SPHE

## Exemplar 8: Physical Education

**Strand:** Games

**Strand unit:** Sending, receiving, and travelling

**Level:** Middle

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>• demonstrate a chest pass and a shoulder pass in a stationary position</li> <li>• receive a chest pass and a shoulder pass in a stationary position</li> <li>• throw a chest pass and a shoulder pass to a moving person</li> <li>• receive a chest pass and a shoulder pass on the move</li> <li>• attempt to intercept passes between three stationary opponents, 3 versus 1</li> <li>• take part in a modified small-sided game, 3 versus 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Balls of different sizes (including bigger, lighter balls to accommodate co-ordination).</li> <li>• Cones.</li> </ul>	<p>The students should be able to identify and name the two passes (chest and shoulder passes). They should be able to describe, when asked, which are high passes and which come at medium height, or which are faster or slower. Later during the small-sided games, discussion could focus on the most appropriate pass, for example when the opponent is marking the player from behind/in front.</p>

### Warm up activities

See page 58-60

## Exemplar 8: Physical Education

### METHODOLOGY

#### **Chest pass and catch**

A demonstration is given of a chest pass and catch by a pair of students who are in stationary positions (later a shoulder pass). Teaching points are given about the pass and the catch.

In pairs, students practise the chest pass and catch while in a stationary position (later a shoulder pass).

#### **Moving into space**

Each pair is then given a station and a third station is kept free, in a triangular formation two metres apart. The thrower passes to the empty station at an appropriate pace for the catcher to receive.

Each throw and catch is demonstrated and discussed separately.

Students practise the above drill in suitable pairs.

#### **Marking the ball (3 versus 1)**

Three students remain at set stations and try to pass the ball around the triangle. The three students are restricted to their station and to a particular type of pass. A fourth student in the middle tries to intercept the passes. If the ball has not been intercepted after five passes, the middle person is changed. Each person takes his/her turn as the marker.

The drill is demonstrated and discussed. Students practise the drill in suitably matched groups.

#### **Modified Game (3 versus 1, suitably matched)**

Three students endeavour to score by making five (or another number) of consecutive passes in a restricted area. Each of the students is allowed to move about the area to get into space after he/she has passed. A fourth student marks, and can score by intercepting or touching any pass. The marker is changed after five (or another number) of passes. The type of pass may be restricted.

A demonstration and explanation is given. Discussion could follow about different passes. (See oral language.)

In suitable groups, students take part in the above game.

### Differentiation

- Ask questions about the pass, the catch, and the marking.
- Pair tutoring may be appropriate for some students.
- Some students may need physical reinforcement on an individual basis, for example show the hands around the ball, show the leading foot before the throw.
- Confine the lesson or part of the lesson to one type of throw/pass.
- Some students may need to see more demonstrations than others.
- Keep instruction simple, one point at a time.
- Keep teams evenly matched.
- Modify the game by changing the number of consecutive passes to be made, or by making the area used bigger or smaller.
- Encourage personal improvement in consecutive passes/catches.

### Concluding activity

Cool down and stretch.

### Linkage/integration

- Oral language
- SPHE

Exemplar 9: **Physical Education****Strand:** Games**Strand unit:** Sending, receiving, and travelling**Level:** Senior

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>• practise throwing and catching skills in a stationary position</li> <li>• dribble and pass the ball while moving</li> <li>• practise throwing and catching the ball while being marked</li> <li>• experience defensive positions by marking an opponent or a ball</li> <li>• take part in modified games.</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of different balls (including bigger and softer balls to accommodate coordination).</li> <li>• Cones/flags.</li> </ul>	<p>Discussion will arise about defending and attacking roles. Students will discuss and demonstrate ways to lose an opponent and receive a pass, for example <i>‘Can you dodge to lose the defender?’ ‘Can you get in front of the defender to receive a pass?’</i> Students will discuss and demonstrate ways of marking an opponent and a pass. <i>‘Can you stay with/in front of/beside/close to/behind your opponent?’</i>. Each group may decide on the rules of the game (for example, fouling, scoring).</p>

**Warm up activities**

See page 58-60



## Exemplar 9: Physical Education

### METHODOLOGY

#### Throwing and catching (in a stationary position)

##### 'Pepperpot' (with four students)

One student stands opposite three students, two metres away. He/she throws (chest pass/bounce pass/shoulder pass) and receives the ball to and from each student in turn. After thirty seconds (to be decided) the front student is changed, until all of the students practise throwing and catching at a fast pace.

The drill is demonstrated and explained.

Students practise the drill overleaf in suitable groups.

##### Dribbling and passing the ball while moving

In suitable groups of four, two opposite two, one student dribbles and passes the ball to his/her opposite number and continues to run to the end of the opposing line. The student who has caught the ball runs forward, dribbling the ball, and passes it to the next member on the line. He/she runs on to the end of the line, and so on.

The drill is demonstrated and explained.

##### Throwing and catching a ball in a restricted area while being marked (2 versus 1, suitably matched)

One defender tries to intercept a pass from two opponents who are allowed to move after they have made a pass. Passes may be restricted to a certain type(s). Emphasis is on marking the ball and the opponent. For the attacking pair, the emphasis is on getting free from the opponent to receive a pass. If five (or other) consecutive passes have been made, the pair have scored. The role of defender is rotated between the three. The drill is demonstrated and explained. Students practise the above drill in suitable groups.

##### Throwing and catching a ball in a restricted area while being marked (2 versus 2, suitably matched)

The emphasis is on one-to-one marking when defending and on getting free to receive a ball when not in possession. The team has scored when three consecutive passes have been made. Passes may be restricted to specific type(s). Discussion may arise about attacking and defending roles. (See Language development.) The drill is demonstrated and explained. Students practise the above drill in suitable groups.

##### Modified game: 'End Line Ball' (3 versus 3, suitably matched)

The emphasis is on one-to-one marking, dodging, and running into space to receive a ball. Each team scores by dribbling the ball over the opponents' end line. Passes may be restricted to specific types. Penalties for fouling are discussed. (See Language development.) Class observes a demonstration of the game.

### Differentiation

- Adapt the lesson to include fewer drills/games.
- Use closed questions where appropriate.
- Restrict the type of passes to be used in the lesson/drills.
- Emphasise co-operative play for non-competitive exercises.
- Use paired tutoring (where appropriate) in co-operative drills.
- Select suitable groups for competitive exercises.
- Reinforce teaching points with suitable demonstrations.
- Keep instructions simple, one at a time.
- Keep the rules of the games simple.
- Modify, or allow groups to modify, the game where appropriate. (See language development.)

## Exemplar 9: Physical Education

### Concluding activity

Cool down and stretch.

### Linkage/integration

- Oral language
- SPHE

## Exemplar 10: Physical Education

**Strand:** Gymnastics

**Level:** Junior

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>• move equipment safely</li> <li>• observe the safety rules of the lesson</li> <li>• experience different ways of travelling using equipment at floor level and above floor level</li> <li>• practise prerequisite skills for the forward roll</li> <li>• balance, while walking along a bench, with/without assistance</li> <li>• practise different jumping combinations, using hoops.</li> </ul>	<ul style="list-style-type: none"> <li>• Mats.</li> <li>• Benches.</li> <li>• Hoops.</li> <li>• Safety mat.</li> </ul>	<p>The students should be enabled to name the different pieces of equipment or point to the appropriate one when asked. They will need to become aware of the safety rules of the lesson, particularly when using the equipment. Keep the rules simple: for example, <i>'Take your turn to use the equipment'</i>, <i>'Do not use it until the person in front has left it'</i>, <i>'At the signal stand behind the equipment you are using'</i>. Use closed questions where appropriate.</p> <p>Students will need to become familiar with new names and their meanings through demonstration in gym class, for example log rolls (long rolls), walks. Students can count the number of rolls, hops/jumps, steps they make along the equipment.</p>

### Warm up activities

See page 58-60

## Exemplar 10: Physical Education

### METHODOLOGY

Set out the pieces of equipment in stations around the hall so that they are clearly visible, for example mats, benches, jumping areas. During the lesson, each student spends a set time at the activity at each station. At a signal, they reform into their groups and move to the next station. At another signal, they begin the next exercise.

Give a demonstration of the activity at each station. Intersperse new activities with familiar activities.

#### Station 1: MAT

Demonstrate a log roll along a row of mats. Tell a story about the long log that rolled down a gentle hill. Emphasise keeping the body long, with arms stretched above the head, or across the chest.

#### Station 2: BENCH

Tell a story about crossing the river by a narrow bridge. The river is fast and deep in places, so it is important to take each step carefully. Demonstrate a step up on to the bench, a walk (with assistance available) along the top of the bench with arms out-stretched for balance, and a step down on to a mat. Concentrate on posture and body alignment.

#### Station 3: HOOPS

Arrange a pattern of hoops/chalk marks along the floor (like hopscotch) for a demonstration of jumping patterns, using combinations of one foot to one foot, one foot to two feet, two feet to two feet. Treat the exercise like a game of hopscotch.

Place the students into suitable groups at different stations. The teacher/classroom assistant should oversee the activity requiring most supervision, for example hoops.

### Differentiation

- Use closed questions where appropriate, for example *'Do you get on the equipment when someone is on it?'*
- Adapt the lesson to have fewer stations/activities.
- Spread the activity/content over a number of lessons, repeating and reinforcing activities so that skills and confidence improve.
- At the change of each station, recall the activity for the next group through demonstration.
- Use partner work for support when walking along the bench. If a student is uncomfortable above floor level allow him/her to walk along a marked line on the floor.
- When using hoops, keep the combination of jumps/hops simple and short, as this is a strenuous and demanding exercise. Start simply and build up to longer sequences with more combination jumps/hops.
- This should be demonstrated regularly in order to reinforce the skill.

### Concluding activity

Put away equipment, using safety procedures.

Cool down and stretch.

### Linkage/integration

- Oral language
- SPHE
- Numbers

## Exemplar 11: Physical Education

**Strand:** Gymnastics

**Level:** Middle

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>• transport the equipment using safety procedures</li> <li>• follow the safety rules of the lesson</li> <li>• practise safe techniques in jumping</li> <li>• demonstrate a variety of jumps on the mats</li> <li>• become familiar with the effects of the springboard.</li> </ul>	<ul style="list-style-type: none"> <li>• Mats.</li> <li>• Safety mat.</li> <li>• Springboard.</li> </ul>	<p>The students should be enabled to identify a variety of jumps (for example, straight jump, tuck jump, straddle/star jump, <math>\frac{1}{4}</math> turn, <math>\frac{1}{2}</math> turn) that take place in the lesson, and follow the instructions given in the class.</p>

### Warm up activities

See page 58-60

## Exemplar 11: Physical Education

### METHODOLOGY

#### Mats

Place the gym mats together around the hall so that all students can use them together for jumping exercises. Tell the students about the importance of landing safely after a jump, for example keeping the back straight, bending the knees when landing, keeping the feet slightly apart, using the arms for balance. Use demonstrations for reinforcement.

Introduce and practise a variety of different jumps from a standing position on the mats.

Use demonstrations before each jump.

Emphasise balance and control when landing, for example:

- straight jump (rugby lineout)
- tuck jump
- straddle/star jump
- $\frac{1}{2}$  turns (keeping the body narrow with arms across the chest, telling the students to jump and face a particular place)
- $\frac{1}{4}$  turns (keeping the body narrow).

Using the safety mat, introduce a preparation run before each jump. Use a demonstration before each type of jump.

Allow the students to take their turn to practise each jump using the safety mat when landing, for example:

- straight jump
- tuck jump
- straddle/star jump.

#### Springboard

Introduce the use of the springboard by giving a demonstration of a preparation of its use: run, a take off, and landing on the safety mat. Reinforce safe landing techniques.

Show students what part of the springboard to use.

Draw a chalked circle/cross on the springy part of the springboard.

Allow each student to stand on the chalked area, then bounce three times on the chalk marks before jumping (straight jump) onto a safety mat. Show demonstrations and reinforce landing techniques.

#### Differentiation

- Use closed questions where appropriate, for example 'Is this a star jump?'
- Ask students regularly to identify the jumps seen.
- Use demonstrations regularly to reinforce technique.
- Adapt the lesson to include fewer types of jumps.
- Some students may not be ready for a preparation run before the jump on to the safety mat. If this is the case, let them jump on to the safety mat from a standing position.
- Some students may need physical support and reassurance when bouncing on and off the springboard.
- Some students may master the technique quickly and be ready for the standard one foot to two feet take off from the spring board.
- Marking the position on the springboard may assist the students' jumping technique.

## Exemplar 11: Physical Education

### Concluding activity

Put away equipment, using safety procedures.

Cool down and stretch.

### Linkage/integration

- Mathematics: shapes/symmetry
- SPHE

## Exemplar 12: Physical Education

**Strand:** Gymnastics**Level:** Senior

### The student should be enabled to:

- follow safety procedures for moving and using the equipment
- demonstrate a roll, or a sequence of rolls (either a long or a forward roll)
- show a variety of balances using four points of the body
- create a linking movement between a roll and a balance.

### Resources

- Mats.
- Safety mat.
- Box/bench.

### Warm up activities

See page 58-60



## Exemplar 12: Physical Education

### METHODOLOGY

#### Rolling

Set out the gym mats in rows to accommodate groups of students. Ask the students about ways of protecting oneself when one is falling, for example putting out one's hands and arms to cushion the fall and to protect the head and the body. Some students may come up with the idea of rolling. Use a demonstration for reinforcement. Draw the students' attention to other examples of rolls used when players fall in sport, for example football players, rugby players, etc.

#### Development

Introduce the students to the simple long/log roll.

Teach them to keep the arms either outstretched above the head or across the chest. Demonstrate/ask a student to show the class.

- Students practise the long/log roll down the mats, varying the speed of the roll.

Introduce the students to the forward roll. Demonstrate/ask a student to show the class.

- Students practise the forward roll on the mats.

#### Differentiation

- Where difficulty or hesitation are apparent, students can practise rocking back and forth on the back with the body tucked (pull the knees to the chest), varying the speed.
- Use an incline (a pillow-effect with rolled mats or a covered springboard) as well as physical support to assist those who have not mastered the initial stages of the forward roll.
- Alternatively, some students may find it easier to roll over the shoulder rather than the head.
- Vary the entrance into the roll, for example one foot in front of the other, feet together.
- Vary the exit from the forward roll, for example one foot in front of the other and roll or stand up, feet together and roll or stand up, straddle the legs and roll again.
- Place a marker on the mat and begin the roll beyond it.
- Use some of the variations above and spread the content over two or more lessons.
- Demonstrations of different examples.

## Exemplar 12: Physical Education

### Balance

Encourage the students to explore ways of balancing on four points of the body.

Discuss:

- height of the balance (low and high)
- width of the balance (wide and narrow)
- prone position (facing down )
- supine position (facing up).

Demonstrate/ask a competent student to demonstrate the variety of positions.

Students practise different variations of the balance.

### Linking movements

Students are asked to select one type of roll and one type of balance that they have practised, and link one into the other through movement. Demonstrate/ask a competent student to demonstrate the variety of positions.

Students explore linking movements between a roll and a balance.

Discuss possible linking movements relating to shapes or direction. Students experiment with linking movements.

Students demonstrate their sequence to the class in groups.

### Differentiation

Use closed questions to facilitate discussion.

Some students will need support in deciding on the linking movement.

### Concluding activity

Students store away the mats.

Cool down and stretch.

### Linkage/integration

- Mathematics: shapes
- SPHE

Exemplar 13: **Physical Education****Strand:** Outdoor and adventure activities**Strand unit:** Orienteering**Level:** Junior

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>• take part in a group walk around the school grounds</li> <li>• identify dominant features in the school grounds</li> <li>• walk or run to and from specific features in the school grounds from a common starting point</li> <li>• record the features visited in pictorial form on paper.</li> </ul>	<ul style="list-style-type: none"> <li>• School grounds.</li> <li>• Numbers.</li> </ul>	<p>Language is based on identifying, by pointing or naming, some of the main features in the school grounds, for example school gate, goal posts, main door, electricity pole, big tree. Discussion can take place about these features as they are visited. For example, <i>'Who uses the goal posts at break time? When do you go through the school gates? What other people come through the school gates? What is beside/behind/in front of the big tree?'</i></p>

**Warm up activities**

Jog, run, hop or skip to specific locations and back. Stretch specific parts of the body, for example arms, shoulders, legs.

## Exemplar 13: Physical Education

### METHODOLOGY

#### School grounds

Ask the students to name important or popular places in the school grounds. Ask them to give reasons for their answers. As a class, they decide on a list of the most important ones. Try to include features from different parts of the school grounds.

From a main/familiar starting point, ask the students to point out each feature on the list. (It may be necessary to have a second starting point for features at the back of the school).

Point to the:

- school gate
- goal posts
- big tree
- electricity pole.

#### Class activity

Undertake a walk with the class to each place on the list.

Examine each place in detail for:

- colour
- size
- what is beside/in front/behind it
- where it is in relation to the starting point
- where it is in relation to another place on the list.

#### Group activity

Students are placed in suitable groups. Each group is given a different location to visit. It places a specific number at its location. Each group then returns to a common starting point. At the second destination, each group picks up the number that it finds at the location and returns it to the common starting point.

### Differentiation

Adapt the lesson to include fewer locations.

Spread the content over two lessons.

Use closed questions rather than open ones to make discussion easier. For example, *'Do you use the main door in the morning?'*, *'Do you go home through the school gates?'*

Ask the students to point to their destination before they set off in their groups.

Draw the features from the school grounds on the board and allow the students to copy them or draw their own.

### Concluding activity

Students record/draw a picture of the places they visited in the school grounds.

### Linkage/integration

- SESE
- SPHE

Exemplar 14: **Physical Education****Strand:** Outdoor and adventure activities**Strand unit:** Orienteering**Level:** Middle

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>• identify prominent features in the school grounds from a map, while out on the school grounds</li> <li>• in small groups, make a sequence of journeys to the features marked on the map, starting at a common base</li> <li>• record on the map a sign located at each feature</li> <li>• take part in a co-operative activity in pairs</li> <li>• record the sequence of the journeys on the map using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Map of school grounds.</li> <li>• Paper.</li> <li>• Colouring pencils.</li> </ul>	<p>Discussion will focus on the specific language of location, for example right and left, as well as different prepositions, such as in front of, between, beside, behind, etc. The main focus is on identifying and naming known object, which are on a map and locating them in the school grounds. The language of placement will also be in use. For example <i>'First we went to the big tree, then we went to the school gates, and then we went to the shed'</i>. Discussion will arise informally as well as formally as the students take part in the various activities.</p>

**Warm up activities**

From a common starting point, class will run to and return from various locations in the school grounds. Stretch arms, shoulders, hip, legs, and ankles.

## Exemplar 14: Physical Education

### METHODOLOGY

#### Class Work

In the classroom, circulate a map of the school grounds showing common prominent features. Ask the students to identify the features on the map while in the classroom. Discussion will arise about the suggestions given.

Bring the students outside to the school grounds to assist them in identifying the features on the map.

Walk/jog to each feature, and from each place locate the next destination on the map.

#### Group work

Having identified all of the features on the map, students will begin from a common starting point and in small groups, make a sequence of journeys to features marked on the map. Each group will record on a card the sign located at each destination. Each group is given a different sequence to follow. On completion, everyone returns to the common starting point.

#### Pair activity

From a common starting point, and in suitable pairs, one student leads another student around a course of his/her own choice to a number of locations. Both memorise their sequence.

### Differentiation

- Adapt the lesson to include fewer activities.
- Use closed questions to facilitate discussion.
- Use paired tutoring to assist in the identification of locations on the map, and from different destinations.
- In paired activity, narrow or broaden the number of locations to be visited according to ability.
- Some students will have difficulty in recording their journey on the map and will need support.

54

### Concluding activity

In the classroom, each pair will record the sequence of their journey on a fresh plan of the school grounds, using colours.

### Linkage/integration

- SESE

## Exemplar 15: Physical Education

**Strand:** Outdoor and adventure activities

**Strand unit:** Orienteering

**Level:** Senior

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none"> <li>• identify and locate particular prominent places in the school grounds from the map of the school grounds</li> <li>• transport equipment in small groups following safety procedures</li> <li>• select and arrange equipment to be used as an obstacle course</li> <li>• undertake an obstacle course in a co-operative way as a group.</li> </ul>	<ul style="list-style-type: none"> <li>• School grounds.</li> <li>• Map of school grounds.</li> <li>• Equipment to be used as obstacles, for example benches, gym mats, jumps (skipping ropes-long jump), hoops (stepping stones), table (tunnel).</li> </ul>	<p>Language is based around collaboration and decisions within the group about making and completing an obstacle course. Students will be given a choice of equipment to use as part of an obstacle course. Groups will be asked to decide what obstacles to use, how to use them, and what rules to keep when undertaking the obstacle course. Groups may inform the class, through explanation and/or demonstration, the procedure for the course.</p>

### Warm up activities

Jogging and running to specific areas of the school grounds, chasing games, stretching exercises. Following directions, for example turning to face north, south, east, west.

## Exemplar 15: Physical Education

### METHODOLOGY

#### Class work

Transport, following safety procedures, a variety of school equipment (see Resources) outside, for selection later for obstacle courses.

A common map of the school grounds is distributed to the students showing a variety of prominent features, some of which are numbered. The students are then placed into suitable groups and are asked to identify the various locations numbered on the map. The class discusses the groups' decisions and confirms the identification of the locations on the map outside in the school grounds.

#### Task 1

Each group is given a different destination on the map. When the location is established, each group runs to it, finds a number at the site, and returns it to base.

#### Task 2

Each group is then asked to create an obstacle course on the way to the same destination using a selection of school equipment. (See above.) Each group is given guidelines for the selection and placement of the obstacles under various headings:

- number of obstacles
- variety
- location.

When the task has been completed, each group undertakes a trial run through the obstacle course to get to its destination and returns to base. Group are encouraged to co-operate with each other in whatever way they can to complete the course.

Use time trials to check if the groups can improve their time over the course through co-operative activity.

#### Task 3

Each group must co-operate in transporting a teddy bear and a beaker of water to the group's destination, without letting either drop or touch the ground. Members are allowed to assist each other in whatever way necessary to complete the task, for example passing the beaker of water to someone as he/she crawls under the table or rolls on the mat.

Use time trials to check if the groups can improve their time over the course, through co-operative activity.

### Differentiation

Place the students into appropriate groups.

Increase or decrease the number of obstacles for each group, depending on ability.

Decrease the number of tasks during the lesson.

Spread the task over two or more lessons.

Give each group options in using the equipment, for example using any form of a roll when moving across the mat, or assisting other team members on any obstacle, such as walking across a bench.

Some groups may themselves wish to determine the activities for each obstacle.

Some students/groups may require more practice in negotiating the obstacles.

Allow different groups to explain and/or demonstrate their obstacle course to the class.



## Exemplar 15: Physical Education

### Concluding activity

Equipment is returned by the groups using correct safety procedures.

### Linkage/integration

- SPHE

## Warm-up activities

	Warm-up activities	Special considerations
<b>CHASING</b>	Four students chase the class.  Person remains still when caught. Change chasers.	→ Withdraw the chasers so that they can be seen and identified. → Give chasers coloured bands if required.
<b>RUNNING</b>	Students run to specific locations and return to individual space.	→ Recall specific places to touch and personal location.
<b>PAIRS</b>	Given a signal, A chases B. Given a signal B, chases A. A follows B, copying the actions (for example running, skipping, hopping). Given a signal, B follows A copying the actions.	→ Give visual examples of the exercise, noting that they wait for the signal to change over.
<b>GROUPS</b>	Run, dodging others, in the hall. When a number is called, form a group of that number. Then break into a run again when told and listen for the next number.	→ Ensure students see an example of the exercise.
<b>CIRCLES</b>	Form circles of four seated people. Each person is given a specific number. In turn, each number is given a specific place to run to/around before returning to the circle.	→ Reinforce the number of each person and look for recall of the number.
<b>MOVEMENT</b>	Hop, changing legs after several jumps. Skip, bound, gallop sideways changing the landing leg. Run on toes. Walk on heels, walk on sides of feet.	→ Pick out good examples for demonstrations.
<b>PAIRS</b>	Each person in each pair is given a name, e.g. cats and dogs. Each pair stands opposite each other (two metres apart) so that all pairs in the class are facing the same direction. As soon as one name is called out, the other person in the pair must chase him/her to try to catch him/her before a specific place is reached.	→ Give demonstrations and ensure understanding through the use of closed questions.

	Warm-up activities	Special considerations
<b>JOGGING</b>	Students jog around a specific area in suitable pairs. The pace is increased between specific markers (or at a signal), then students return to a jogging pace.	→ Pair the students according to compatible speed and fitness and keep the fastest and the fittest at the top of the line for safety.
<b>GROUPS</b>	Form relay-type groups, two opposite two at both ends of the yard/hall. After the first member has run to the opposite end, each subsequent member runs only at the signal. Activities may be changed, for example hopping, skipping, galloping, running backwards.	→ Give demonstrations before beginning the exercise.
<b>CHINESE WALL</b>	The catcher(s) stand(s) in the central area between two lines. Students try to cross this area without being caught. Once caught, they join the catcher(s) in the middle until eventually all the students are caught.	→ Explain with demonstration.
<b>LARGE CIRCLE</b>	Number the seated students one to four. When a number is called, students with that number run around the outside of the circle (one way) and return to their seated position.	→ Give demonstrations and reinforce safety aspects through closed questions.
<b>COFFEE GRINDER</b>	Students place one hand flat on the floor with the rest of the body extended out. They walk the legs around in a circle. After circling, lean on the other hand and repeat the action.	→ Give demonstrations. → As students become more competent, they begin to extend their bodies.
<b>WRING THE DISHCLOTH</b>	Partners face each other, join hands/wrists, and turn under the raised arm, ending up back- to-back. Continue in the same direction, raising the other pair of arms; without releasing hands/wrists turn back around facing each other.	→ This is easier learned through demonstration. → Pair students of similar height.
<b>PARTNER WORK</b>	Standing with arms linked back-to-back, pairs of students travel sideways trying to co-ordinate their leg movements.	→ Give demonstrations. → Pair students of similar height and compatible temperament.

## Mobility and stretching exercises

Exercise	Special considerations
Ensure that students have completed a warm-up before stretching.	
Stretch all main parts of the body, i.e. head, neck, shoulders, arms, wrists, chest, back, hip, legs, ankles, and in particular the main or specific parts of the body that will be used in the lesson.	<ul style="list-style-type: none"> <li>→ Be informed and advised about any student's physical or medical condition and choose appropriate activity for him/her.</li> <li>→ Give clear demonstrations of stretches to students.</li> </ul>
After a vigorous lesson, cool down with a jog or a gentle exercise followed by stretching.	