



## Purpose

The children need to acquire a practical knowledge and understanding of warming up and cooling down in order to prepare the body safely and effectively for exercise and to recover afterwards.

(Teacher Guidelines page 20)

## An effective warm up should:

- Increase body temperature heart rate and blood flow.
- Increase elasticity or muscular tissue.
- Increase mental alertness.
- Pay special attention to particular muscle groups where necessary.

Move up a level

## Good Practice Guidelines

- Tagging is to touch lightly.
- Under no circumstances should pulling, dragging or tripping be allowed.

PSSI Homepage

## Reference

- See also Physical Education Teacher Guidelines page 106/107 for a list of suitable games.

## Sections

- 1 Infants to Second Class.
- 2 Third Class to Sixth Class.
- 3 Stretching, Strengthening and Conditioning Exercises.

## Symbol

- The symbol 🍌 denotes particularly suitable for infants.
- Star ★ denotes beanbags.



## ORGANISATION

The children occupy a space on the **ship's deck** (playground).

Initially, the teacher calls the commands. As the children become familiar with the activities, a child can be chosen as the caller.

Everyone else stands in a circle.

The children are organised into pairs.

The pairs number themselves **1** and **2**. Divide the yard into two by placing saucers/domes across the middle.

All the **Number 1s** go to one end of the playing space and all the **Number 2s** go to the opposite end.

## INDOOR GAMES

## 1 Shipwreck

The teacher calls out a command which the children must perform immediately, e. g.

- *Stern* The children run to the back area of the boat.
- *Bow* The children run to the front area of the boat.
- *Starboard* The children run to the right hand side of the deck.
- *Port* The children run to the left hand side of the deck.
- *Captain's coming* The children stand to attention and salute.
- *Hit the deck* The children lie down on the deck (only suitable for indoors).
- *Steer the ship* The children steer the ship.
- *Scrub the deck* The children scrub the deck on their knees (indoors only).

2 The bean game 

The caller calls out different kinds of beans and the children perform the actions:

- *String Bean* Stand tall and thin.
- *Broad Bean* Stand in a star shape.
- *Jumping Bean* Jump up and down.
- *Kidney Bean* Cross your legs and say: *Oooh*.
- *Jelly Bean* Wobble like jelly.
- *Baked Bean* Hold your nose and say: *Phew*
- *French Bean* Say: *Ooo la la*
- If the caller says *Runner Bean*, everyone runs. The caller chases everyone. Whoever is tagged becomes the next caller.

## 3 Whistle game

On the teachers command, both groups run to the right in their own section of the yard.

When the whistle blows once partners must find each other and stand back to back on one leg for a count of four. Then the groups return to their **own end** of yard and run again.

When the whistle blows twice partners find each other, one partner kneels down on one knee and the other partner sits on it.

When the whistle blows three times the partners find each other. One partner stretches up to be as tall as possible while the other crouches down to be as low as possible.

## TEACHING POINTS

- For younger children practice four of the commands.

- **Variation:**  
All of the children run around the playground. The teacher blows the whistle and calls out a command, for example *jumping bean*. The children have to stop and perform the action. Continue.

## ORGANISATION

The children are in groups of three or four. Each child in turn acts as leader.

Nominate one child to be the wolf or the teacher can be the wolf.

Mark out six dens (safe areas) around the side of the playground.

Mark out one area as the wolf's lair.

Two lines of children stand three metres apart facing each other.

A base line is marked 20 metres behind each line of children.

## INDOOR GAMES

4 **Busy bee** 

Allow the children to skip/run around the hall.

When the teacher calls *elbows* each child must find a partner or a group of four and touch elbows. Continue the game calling different body parts each time.

5 **Call the number** 

Allow the children to run/skip around the hall. The teacher calls a number, e.g. *four*.

The children must form groups of four. Continue the game calling different numbers each time.

6 **Traffic lights** 

The children respond to the colour called:

- *Green* Run/Skip
- *Yellow* Jump
- *Red* Stop

7 **Copy cat**

The leader leads the group around the hall and the children must copy the actions of the leader.

8 **What's the time Mr. Wolf?** 

The wolf moves around the hall followed by the children who say: *what's the time Mr. Wolf?*

The wolf answers, e.g. *6 O'Clock*.

The children continue to ask the question and the wolf replies.

However when the wolf replies: *Dinnertime*, the children all run to the dens situated around the hall.

The wolf tries to tag as many as possible. If a child is tagged it goes to the wolf's lair.

Allow as many children as possible to have a turn as the wolf.

9 **Crusts and crumbs**

One team are the crusts and the others the crumbs.

The teacher calls either *crusts* or *crumbs*.

If *crusts* is called all crusts run to their base line, crumbs chase them and tag them.

Any crusts caught become crumbs and join that line.

## TEACHING POINTS

- It is fun to play this game with music. The children can move to the rhythm of the music. Then stop the music and call out a body part.

- Encourage the children to use different pathways, directions and speed as they run.

- The aim of the activity is to keep all of the children active. The children who have been caught continue to participate.

- **Good Practice Guidelines:**  
Only the child directly opposite should be tagged.

## ORGANISATION

The children stand in a circle around the teacher who is the shopkeeper.

As the children become familiar with the activity, a child can be chosen as the shopkeeper.

Choose two children and give them a yellow beanbag each (sun).

Choose two children and give them a blue beanbag each (snowballs).

Choose four children as foxes, the rest are rabbits. The rabbits hang a braid from the waistband of their tracksuit – like a tail.

Place a mat (stable) in each corner of the hall. Choose four children as jockeys – one standing in each stable. The other children (horses) move freely around the hall.

The teacher nominates the area for the ship and the area for shore and chooses two or three chasers.

## INDOOR GAMES

10 Magic shoes 

The children call out: *What have you got in your shop to-day?*

The shopkeeper replies: e. g. *scissors*.

The children perform the appropriate action: e. g. Jumping feet apart and together.

The game continues like this until the shopkeeper answers: *Magic Shoes*.

At this the children sit down cross legged or run to the four corners of the hall while the shopkeeper tries to tag as many as possible.

Allow as many children as possible to have a turn as the shopkeeper.

11 Sun and snowballs 

The sun and the snowballs have to run and chase all the other children.

If you are tagged with a blue beanbag you have to freeze.

You can only be released by being tagged with a yellow beanbag.

## 12 Foxes and rabbits

On the call *go* the foxes chase the rabbits and collect as many tails as possible as the teacher counts to 20. Then the foxes count all the tails. The game continues by choosing four more foxes.

## 13 Jockeys and wild horses

On the call *go* the jockeys chase the wild horses. Once tagged the wild horse is lead by the jockey to sit down in that jockey's stable. When all the children are tagged, the jockey with the most wild horses in his/her stable is the winner.

## 14 Fish gobbler

While the children are moving from ship to shore the teacher may call any of the following commands:

## (a) Fish gobbler!

The children lie down on the tummy – both arms outstretched touching two others.

## (b) Crab!

The children find partner, stand back to back and clasp hands underneath the legs.

## (c) Fisherman all!

The children find a partner. One partner kneels down on one knee and the other partner sits on it. While the children attempt to assume these positions, the chasers try to tag as many as possible.

## TEACHING POINTS

- The children who have been caught continue to participate.

- Do not allow the children to pull or drag each other.

- Limit the time to a slow count of 20.

- This game should only be played indoors or on a dry, grassy area.
- The children who are tagged become chasers.
- Alternate the chasers from among the tagged children.

## ORGANISATION

The children are arranged in a circle with an arm's length between them.

All the children are then named in order around the circle as **Lúlú, Mící, Rírá**.

The children are divided into groups of eight or ten and form circles holding hands.

The children can stand or sit.

One child is chosen to be the post person.

Ten children form a circle.

The teacher nominates one child to be the cuckoo.

Divide the children into two groups.

Ask one group to hold hands and make a circle and to lift their arms to make arches or doors.

## PLAYGROUND GAMES – IN CIRCLES

**1 Lúlú, Mící, Rírá**

The teacher calls a name.

All the children with that name must run in a clockwise direction, around the outside of the circle and get back to their original places.

For variation call two names.

**2 Drop the letter**

The post person walks around the outside of the circle holding a piece of cloth (the letter) and everyone says:

*I sent a letter to my friend and on the way I dropped it,  
One of you has picked it up and put it in your pocket.*

The post person drops the letter behind one of the children in the circle and then says:

*It wasn't you ... it wasn't you ... it wasn't you, etc., and eventually,  
It was YOU!* indicating the child.

Then the post person runs clockwise around the circle.

The child with the letter must pick it up and run after the post person who has dropped it.

Both children are trying to reach the empty space first.

The child who arrives last is the post person for the next game.

Alternate the post person when necessary.

**3 Thieving cuckoo** (variation on Drop the letter)

The cuckoo runs around the circle once and tags one of the group on the shoulder.

The tagged child immediately runs after the cuckoo and tries to tag the cuckoo (who is running around the circle to get to the vacant space). If the cuckoo gets to the vacant place in the circle before being tagged, the chaser becomes the cuckoo and the game starts again.

**4 Shut the door**

The other children can run in and out through the arches until the teacher says *one, two close*.

All the arches are brought down.

Any child caught in the centre joins the circle.

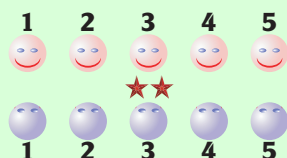
## TEACHING POINTS

- Demonstrate the clockwise direction.

- Remind the children they must not look behind them.

## ORGANISATION

Divide the children into four groups e.g. red, blue, green, yellow. (Corresponding to coloured beanbags). Have an even number of bags of each colour. The children all stand facing the wall.



Two groups of five line up facing each other about five metres apart. Each child is numbered and two beanbags are placed on the ground between the groups.

Divide the children into four groups and give each group a beanbag.

Each group forms a circle and has one child with the beanbag in the centre.



Two teams of five stand opposite each other. Give each child a number. Place a beanbag at each end.

Groups of six to eight children sit in a row with their hands on their knees. One child in each group is **on**.

## PLAYGROUND GAMES – WITH BEANBAGS

## 1 Scatter-a-bag

The teacher scatters the bags in all directions on the floor.

On the whistle the children run in to collect one correct coloured bag each time and bring it to a hoop placed in their corner.

The winning team is the first team with all the correct coloured bean bags in the hoop.

## 2 Dog and bone

When a number is called the child with that number has to run and grab the beanbag and then take it back to his/her place.

Whoever gets back to their place first with the beanbag is the winner and scores a point for their team. The beanbags should be replaced in the middle.

## 3 Catch

The game starts when the child with the beanbag throws it high in the air and calls the name of another child from the group.

The child whose name has been called runs to catch the beanbag. If that child catches the beanbag s/he becomes the new beanbag thrower.

## 4 Circle run

The teacher calls a number and the child with that number has to run a circle from his/her place around both beanbags and back to his/her place. The first child back scores a point for the team.

## 5 Black magic

The child who is **on** walks along and tips the hands of those sitting and says *black, black, black ... Magic*. The minute s/he says *Magic* s/he runs away.

Whoever the *Magic* has landed on shouts *Stop*. The child who was **on** has to stop.

The child on whom the *Magic* has landed stands up and takes as many ordinary steps as there are letters in their christian and surname.

If they can reach the person who was **on**, that child is now **on**. If not the original child is still **on**.

## TEACHING POINTS

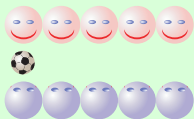
- Ask the children how they can make the task easier or more difficult and what kind of throws should not be acceptable.

## ORGANISATION

Divide the children into groups of six.  
Five children form a circle and one child stands in the middle with the ball.

The child who is **on** has a beanbag or sponge ball.  
The rest of the children spread out in front of the child who is **on**.

Arrange half of the children in a large circle around the playground. They are known as the **kickers**.  
The other half scatter inside the circle. They are known as the **trappers**.  
Give five or six foam or light plastic balls to the **kickers**. Place an empty box outside the circle.



Arrange five children in two lines facing each other two metres apart with one ball between the two lines.

## PLAYGROUND GAMES – WITH A BALL

## 1 Donkey

The child in the middle throws the ball to a child in the circle.  
If that child fails to catch the ball s/he gets the letter **D**.  
The child in the centre continues to throw the ball to each child in the circle.  
The next child who fails to catch the ball gets the letter **O**.  
The game continues until one child reaches the letter **Y** and then that child goes into the middle and the game starts again.

## 2 Queenie-I-O

The child who is **on** turns around and throws the ball backwards over his/her head.  
The rest of the children try to catch the ball and as they do they shout out *caught ball*.  
Everyone including the ball catcher puts their hands behind their backs.  
Everyone says: *Queenie-I-O, who has the ball, is she big or is she small*.  
The person who was **on** tries to guess who has the ball.  
If s/he is wrong whoever really has the ball is now **on**.

## 3 Kick dodgeball

The **kickers** aim to kick the ball across the circle to each other.  
The **trappers** aim to trap/stop the ball with their feet.  
If the **kickers** succeed in kicking the ball across the circle they get a point.  
Each time the **trappers** trap a ball they place it in the box.  
When the trappers have trapped all the balls the groups reverse rolls.  
With large groups divide the class in half and allow two games to continue simultaneously.

## 4 Zig zag toss

The first child in **Line 1** throws the ball to the first child in **Line 2**.  
The first child in **Line 2** throws to the second child in **Line 1** and so on until the ball gets to the end of both lines.  
This can be used as a relay race. When the last child gets the ball s/he runs to the front.  
The winning group is when the original **Numbers 1s** are first in the line again.

## TEACHING POINTS

## ORGANISATION

---

The pairs face one another.

---

The pairs stand one behind the other.  
**Number 2** holds the hips of **Number 1**.

---

The pairs stand side by side with feet and arms outstretched.  
 They number themselves **1** and **2**.

---

The pairs stand facing each other on a line (the line of tiles or floor markings).

---

The pairs crouch down on their hunkers, feet together facing each other.

## INDOOR GAMES – FOR PAIRS

Many of the games listed in the junior section are equally suitable for the senior classes.

---

**1 Chinese kneeboxing**

The pairs face one another and attempt to tip each other's knees.

By shuffling and moving sideways the children try to avoid being tipped on the knees, while at the same time trying to tip the opponents knees.

---

**2 Russian sprint**

**Number 1** attempts to run down the hall while being restrained by **Number 2**.

---

**3 Figure of 8 (on mats only)**

On a signal from the teacher, **Number 1** goes down on hands and knees and makes the figure of **8** in and out of the legs of the partner.

When finished she/he returns to the original position and **Number 2** does the same.

The first pair to return to standing is the winner.

---

**4 Crocodile pit**

The children clasp wrists and on a signal from the teacher pull each other trying to unbalance the other off the line into the **crocodile pit**.

---

**5 Crow hop**

The pairs hop towards each other with hands up and with the palms facing towards their opponent. Each tries to upset their opponent's balance by pushing one another's hands. If an opponent falls over or has to touch the floor one point is scored.

## TEACHING POINTS

- 
- At all times the children must face each other.
- 

- 
- Insist that the children wait for the signal.
- 

- 
- This activity should continue for a short period only.

## ORGANISATION

Two children are nominated as chasers. They must hold hands as they chase the others.

Three or four children are nominated as leprechauns (chasers) and are given bibs. The other children are the shamrocks. Give a space marker to each shamrock.

The children are divided into groups of four – a pop star, two bodyguards and a fan. The body guards face each holding hands.

Choose one catcher/chaser for every ten children. The children have a bib or a braid tucked into their tracksuit (at the back).

Each child is given a tail to tuck into the back of his/her waistband, so that two thirds of it can be seen. The children are not allowed to hold onto their tails.

## CHASING GAMES – CLASS ACTIVITIES

**1 Chain tag**

When the chasers tag another child that child joins them.

The three (holding hands all of the time) chase.

When they succeed in tagging a fourth, the chain splits into two groups of two.

So the game continues until only two or three are left.

These are declared the winners.

The children must learn to cooperate and work as a unit when chasing.

**2 Shramrocks and leprechauns**

The leprechauns chase the shamrocks. When tagged, a shamrock must hand over the space marker.

To continue in the game a shamrock goes to the teacher for another space marker.

After a period, the teacher blows the whistle.

The leprechauns count the number of markers they have collected between them. If the number is greater than the number of children in the class the leprechauns win. If not the class wins.

**3 The pop star and the bodyguards**

The pop star stands at one side of them while the fan is on the other.

The fan is trying to tag the pop star.

By twisting dodging and weaving the bodyguards protect the star.

**4 Rat tail**

The chasers try to catch as many bibs/braids as possible in the allowed time (one minute).

The chasers count the number of bibs/braids they have collected between them.

Continue the game with different chasers.

**5 Tails (variation on rat tail)**

On a signal from the teacher each child tries to rob another's tail.

A child is eliminated when his tail is robbed and he must yield up to the robber all the tails he has gained before being caught.

While the robber is collecting the tails from a child who has been tagged, nobody may rob him.

The player with the most number of tails at the end is the winner.

## TEACHING POINTS

- Eliminate any child who deliberately drags another to the ground.
- Under no circumstances should the chain ever be longer than three.

- Do not allow any shamrock to be tagged while collecting a replacement place marker.

- Confine the groups to a specific area.

- Place a time limit on this activity, e.g. one minute, so that the eliminated children are not excluded for long periods. Then begin the game again.

## ORGANISATION

Choose two children to be a runner and a chaser. The rest of the children are divided into pairs. Each pair link elbows, keeping the outside elbow bent and the outside hand on the waist.

Four children are selected to be **attackers**. The rest of the children are in pairs. The pairs join hands and are called **bombers**.

Three children are nominated as chasers and are given bibs.

The children line up in teams of four with two hoops laid out in front of each team five metres apart.

A cone is placed opposite each team on the other side of the hall or yard.

## CHASING GAMES – CLASS ACTIVITIES

**6 Elbow Tag**

The chaser tries to tag the runner while the pairs keep moving around the area.

The runner can avoid being tagged by linking an elbow with the free elbow of any member of any pair.

When the runner links elbows and shouts *go* the other outside child of the pair must take off as the new runner, hotly pursued by the chaser.

If the runner is tagged, he becomes the new chaser, and vice versa.

**7 Airfield**

The children can move anywhere in the hall. If the **bombers** are tagged by an **attacker** they must stand and make an arch with their arms.

Only another **bomber** couple moving under the arch can free them.

**8 Sticky Tag**

They chase and when a child has been tipped that child must hold the spot tipped with a hand.

The chaser then must give them a count of five to get away.

On being tipped for the third time, a child is out.

When children have been caught out they can become chasers.

However only three may operate at any one time.

**9 Through the hoop relay**

One by one the children run to the first hoop, pass it over the body and step out. Then they sprint to the second hoop and do likewise, chase to the cone and sit down facing their own team.

When all four players have reached the cone and are sitting the relay is finished.

The team with all players sitting down first are the winners.

## TEACHING POINTS

- Once the children understand the game introduce a second runner and chaser.

- Encourage the chasers to tag awkward places.

## ORGANISATION

The children form a circle of eight players.  
Two players are positioned in the middle.

The class are divided into groups of six.  
One group stands together whilst another group makes a large circle around them.

The children are divided into two teams.  
One team is the fielding team and the other the batting team.

The area has two cones one where the hitter stands and another 15m away to the side.

The children are divided into teams of six or ten.

The kicking team line up behind the kicker and the fielding team spread out around the playground.

The area has two cones one where the kicker stands and another 15m away to the side.

## PLAYGROUND GAMES – GAMES WITH A BALL

**1 Wandering Ball**

The ball (a small ball for older children) is thrown across the circle from player to player, while the two children in the middle try to intercept. If a centre child intercepts s/he changes places with the thrower.

**2 Dodge Ball (use sponge ball)**

The children in the outer circle use a **sponge** ball to hit the children in the centre of the circle **below** the knee. The children in the circle jump and dance to try to avoid being hit.

Whoever is hit joins the outer circle.

The winner is the last child within the circle.

**3 Line up**

The hitter strikes the ball (a light plastic ball) with the hand or a racket. Then the entire batting team runs to and around the other cone in single file and tries to get back to the hitters base.

Meanwhile a fielder catches the ball and all the fielding team line up behind the catcher.

They pass the ball quickly overhead back to the end of the line.

If the hitting team gets home before the ball is passed to the end of the line it is a **home run**.

If the batting team don't get home it is an **out**.

Play continues until there are three **outs** or three **home runs**.

**4 Norwegian Ball (American Ball)**

The kicker kicks the ball in any direction and then the whole team skips sideways to the cone and runs back. This is repeated three times.

The fielders must line up behind the child who caught the ball.

The children then pass the ball over each team mate's head down the line to the last person, who holds the ball and runs to the front of the line and the team sits down.

If the fielding team does not finish all of this before the kicking team have completed their three runs, the kicking team scores a point.

After everyone on the kicking team has kicked the other team become the kickers.

## TEACHING POINTS

## ORGANISATION

## STRENGTHENING AND CONDITIONING EXERCISES

## TEACHING POINTS

For a complete guide to suitable **stretches** teachers are recommended to consult the **Action for Life** books produced by the Health Promotion Unit and the Bizzy Breaks charts sent to all schools in 2004. These are still available for a fee from the Irish Heart Foundation.

**1 Bunny jumps**

Ask the children to stand, crouch low and jump two feet to two feet forward for five jumps.

**2 Wall Jumps**

Ask the children to:

- stretch up the inside arm as far as possible and to note the point the fingers reach;
- bend the knees and jump to try to touch a point above it.

**3 Back to back**

With knees bent, the pairs rise to standing and return to sitting.

**4 Half press-up**

Ask the children to:

- press the palms of the hands into the floor and straighten the arms and to keep the upper body as long and straight as possible;
- tighten the body for five seconds, holding this position, i.e. a half press-up position.

**5 Circle walk**

The children should keep the body as long and as straight as possible and walk the hands around in a circle keeping the palms of the hands flat on the floor.

**6 Bench Steps**

The children step up and down on the bench slowly, leading with the right foot for ten steps, then leading with the left.

**7 Skipping**

The children skip with individual ropes. Ask them to explore ways of skipping:

- on the spot;
- moving forward.

The children stand sideways to a wall.

The children sit in twos, back to back.

The children place hands and knees on the floor with the back facing the ceiling.

The children place hands and feet on the floor, with the back facing the ceiling.

The children stand to face the bench. Look straight ahead.

- Land with squashy legs, i.e. knees bent.

- Land on the balls of the feet, knees bent.

- The feet should swivel around on the toes while remaining in position.

- Hold in the muscles of the tummy.