

Junior Cycle Physical Education – Supporting relevant learning during this challenging time



This document is designed to support the JCT webinar of the same name (May 2020). Additionally, a [Padlet wall](#) used during the webinar to allow teachers the opportunity to share and reflect and is available [here...](#) Both the [Padlet wall](#) and this document are designed to provide a strong reference point for physical education teachers during and after the webinar. This document explores the following topics.

- Acknowledgements
- Advice and supports provided by the Department of Education and Skills in the context of the current school closures.
- Case Study 1 - Meánscoil Gharman, Inis Córthaidh, Contae Loch Garman
- Case Study 2 - Virginia College, Co. Cavan
- Case Study 3 - St. Colman's College, Fermoy, Co Cork
- Case Study 4 - Ballincollig Community School, Ballincollig, Co Cork
- Snapshot of Practice 1 – Ballinamore Community School, Ballinamore, Co. Leitrim
- Snapshot of Practice 2 – Coláiste Mhuire Co-Ed, Thurles, Co. Tipperary
- Learning ourcomes within the short course in physical education
- Further supports
 - Physical Education Association of Ireland (PEAI)
 - Active Schools Flag (ASF)
 - Scoilnet and the Professional Development Service for Teachers (PDST)
 - Local Sports Partnerships (LSPs)
 - National Governing Bodies (NGBs)
 - Special Olympics Ireland
- Self-Care for teachers

Acknowledgments

Sincere thanks to the many teachers who gave their time and expertise so willingly in contributing to the design of the webinar, and to this accompanying document, most notably the *case study* and *snapshot of practice* schools.

Thank you to the key stakeholders in the wider physical education community for contributing to this work, most notably the DES Inspectorate and the Physical Education Association of Ireland.

The wider teams within JCT, most notably the SPHE, CSPE, and Leadership teams, provided key insights, and sought very much to support schools as a collective during this challenging time through the various range of online supports.

Finally, and most importantly, thank you to the many teachers of physical education who continue to engage in elective online, and contribute so richly to the discussion during the event. You make this an event which is developed for you, and by you.

Ní neart gur chur le chéile.

Junior Cycle for Teachers Physical Education Team

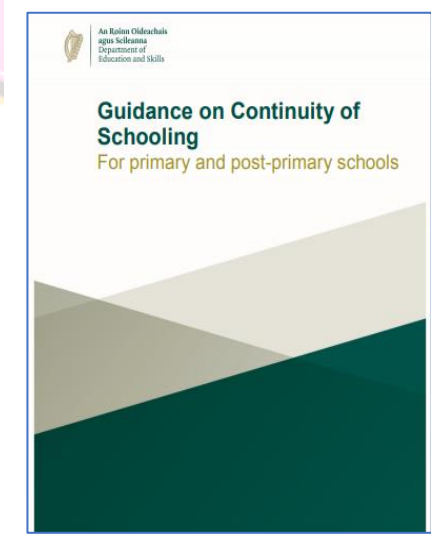
07 May 2020

Advice and supports provided by the Department of Education and Skills (DES) in the context of the current school closures.

All DES-issued advice and supports are available at <https://www.education.ie/en/covid-19/>

It includes a document entitled *Guidance on Continuity of Schooling – for primary and post-primary schools* which aims to ‘support schools to provide all of their students with an effective education programme, insofar as possible, in the current context’, and is framed under themes such as

- The role of schools in engaging with students
- Teachers and school leaders working together
- Keeping in touch with students – the importance of providing feedback and advice
- Helping students and teachers stay well
- Keeping in touch with parents and guardians
- Staying safe in the distance learning environment
- State examinations in the post-primary sector



Regarding ‘helping students and teachers stay well’, the guidelines refer to advice and resources, developed by the DES NEPS psychologists, to aid keeping children and young people well during Covid-19.

These are available [here...](#) and include

- Advice to young people while schools are closed
- Plan for the day
- Relaxation techniques (text)
- Relaxation techniques (podcast)
- Parents/Carers Wellbeing and Self Care
- A recent webinar entitled [Supporting Wellbeing in the School Community \(NEPS/JCT Webinar\)](#) provides further information on these supports
- [Teacher Wellbeing and self-care](#) (explored in more detail later in this document)



School A Meánscoil Gharman, Inis Córthaidh

How did you access student voice?

Student voice is continually accessed via a daily checklist, and three questions. The checklist looks at 10 things - ranging from sleep pattern and diet, to time spent reading and engaged in screen time. (see example of daily checklist below)

<u>Céadaoin</u>		
8 uair codladh		Ith 5 torthaí agus glasraí
Réidh don scoil ag 08:45		Ól 2 litre uisce
30 nóiméad aclaíocht*		30 nóiméad ag caint le daoine sa bhaile
30 nóiméad ag léamh leabhair*		Téigh amach ar feadh 1 uair
< 2 uair ar iPad, Phone, Teilifís Playstation, Xbox etc (<i>Nil obair scoile san áireamh</i>)		Labhair ar FaceTime nó Skype le cara in áit téasc ar SnapChat nó WhatsApp

*Féach ar an leathanach eile don aclaíocht.

1. Cad a bhí éasca dom?

2. Cad iad na rudaí ata ar eolas agam anois nach raibh ar maidin?

3. Cad a chaithfidh mé diriú isteach air?

The three questions (above) are used as part of established practice in our school, and they focus on reflection after any significant learning experience.

- What did I find easy?
- What do I know now that I did not know this morning?
- What do I need to work on?

The responses to this inform the next steps for teachers and students in planning our learning throughout this period of school closures.

What did this tell you?

This feedback shows that most students exercise on most or all days, and that there are a wide variety of activities undertaken and interests followed. It also suggests that less active students engage with the 'checklist and questions' in a more meaningful way than more active students.

Continued overleaf...

What did this prompt you to do?

How did you do it?

This prompted me to ensure there was variety in tasks and choice therein to suit the needs of all. Also, I felt some additional challenge would be needed for those who are used to structured sport. Therefore, my actions included

- Providing student with a list of 15 physical activities and 15 non-PE activities (see below). There were to pick one from each list, set a goal and practice to see if they could improve in relation to that activity. This was added to the checklist.
- Organizing a 'keeping active' competition. Students earned points for physical activities ranging from walking to Zumba, gardening to cycling. This is a class competition where all points are calculated and averaged out. An overall winner will be determined in the next few weeks, based on the points accumulated.
- Requesting that third years use their school diary for a wellbeing reflection. This may support the eventual comment regarding learning in physical education on our school report.

A	B
<ul style="list-style-type: none"> • Brúigh aníos i nóiméad Push Up (1min) • Brúigh aníos le bualadh bos Push up with clap • Suígh i gcoinne balla Wall sit • Brúigh trícep i nóiméad Tricep dip (1min) • Plank >1 nóiméad Plank >1min • Léim >2m Jump >2m (social distance) • Léim fhada ó sheasamh Standing Long Jump • Rith ar feadh 12 nóiméad Run for 12mins • Rith YoYo (cón ag 5m,10m,15m,20m agus 25m) • Rith Bronco • Rothaíocht ar feadh 30 nóiméad Cycle for 30 mins • 10,000 céim gach lá 10,000 step. 	<ul style="list-style-type: none"> ○ Lámhchleasaíocht. Juggling ○ Lámhchleasaíocht iomána. Hurl juggling ○ Coiméad suas é (Peil) Keepie Uppies (Football) ○ Cóiméad suas é (leadóg) Keepie Uppies (tennis ball) ○ Cniotáil Knit ○ Fúail. Sew ○ BÁCÁIL. Bake ○ Garraíodóireacht. Gardening ○ Cleas draíochta le cárta nó eile A magic trick or card trick ○ Tarraing Draw ○ Péinteáil Paint ○ Scríobh filíocht nó scéal Write a story or poetry ○ Foghlaim uirlis ceoil nua Learn a musical instrument.

What was the impact?

75% of first years, 82% of second years and 78% of third years are actively engaging with PE. All of these are completing 30mins of exercise at least 5 days a week. I can link with management regarding those students who are not engaging to check for other challenges they may be having in accessing support from the school.

Continued overleaf...

How do you know?

How did students show evidence of their learning?

There is student-led evidence of learning, in the form of the diary checklist and questions, and their engagement (points accumulated) in the challenges.

Did you seek to involve parents at any stage in the process?

We had not given huge thought in advance regarding parents, but they have been sent a copy of checklist that their son/daughter can follow.

We have planned that the above evidence - diary checklist and questions, and their engagement (points accumulated) in the challenges - can be the basis on reporting for all three years.

Given the practical and physical nature of the challenges, it may be leading to many meaningful conversations within students' home, which is possible the most effective form of reporting in any case.

Your key learning?

Most students want to be active and engage with physical activity. For some it, it relates to supporting them, in time in their chosen competitive sports, but for the majority, their engagement is motivated by a want to maintain personal physical fitness.

Many need to be supported and given a structure to undertake meaningful activities. This was particularly the case for those whose existing physical activity structure was based on their engagement in structured sport (training sessions, games, social interaction, coaching). They found the lack of the usual structure most challenging.

Students need to be presented with a variety of ways to reach a goal. They really engage with options and enjoy being listened to, and having their opinions acted upon as much as possible.

School B Virginia College, Cavan

How did you access student voice?

We used a survey form sent via our school's online platform. It included questions around their current physical activity level during school closure, what they might be interested in exploring further, how they would like to be supported. We also asked student for any other suggestions.

What did this tell you?

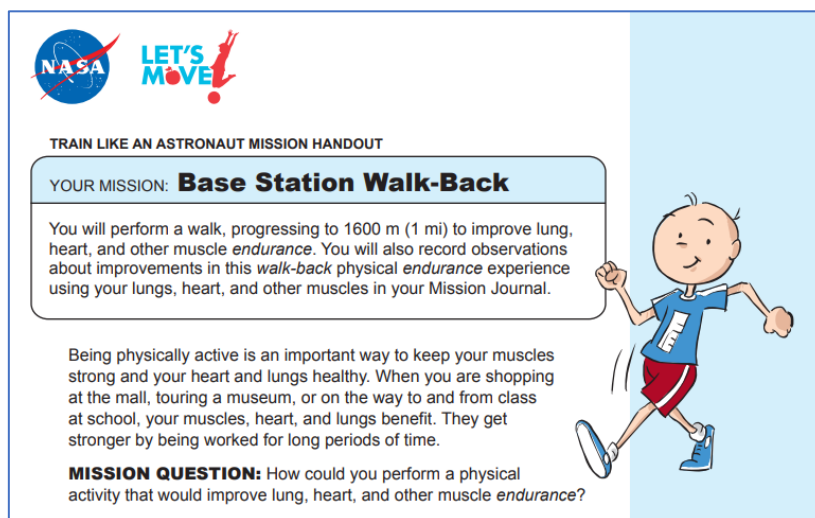
Their interest in personal physical fitness was to the fore as they requested links to videos, support regarding developing a training plan, and challenges that they could undertake. Needs varied greatly as some of the very active students requested supports in developing their flexibility, while those entry-level athletes wanted suggestions as to how to make their daily walks more interesting. A small number of students request support in maintaining positive mental health at this time.

What did this prompt you to do?

How did you do it?

Offer variety and choice to help meet their specific needs, but in the context of envisaged learning for physical education

We organized a fun first year inter-class competition where student would track the distance they walked or ran. As well as encouraging activity and fitness, we helped student be more aware of their physical activity and health patterns by keeping a learning log/diary for the week (sleep, emotions, diet, etc.). The competition element was based on the distance they walked or ran (i.e. 1 point awarded for each mile walked and 2 points for each mile ran). Detail of the weekly distance, as well as various reflections, were shared with the teacher each Friday. We are using some of the resources available from (NASA) range of *Mission X: Train Like an Astronaut* resources [here...](#) and their daily physical activity challenges with a focus on learning in health-related physical activity which are available [here...](#)



We organized a fun second year inter-class weekly wellbeing challenge where each day had a theme (e.g. motivation Monday/Mobility Monday, Time Trial Tuesday, Workout Wednesday etc.). Students were asked to share their work via our online platform

Continued overleaf...

What was the impact?

This is our first week of offering the structure, but anecdotal feedback suggests that this structure and topical challenges are supporting students in creating and maintaining a positive, healthy routine.

How do you know?

Some students have been sending in photos of their runs, quotes etc. daily. The importance of the social dimension was evident where a first-year student with a foot injury was unable to participate in the run but wanted to do her best for her class, nonetheless.

How did students show evidence of their learning?

Photos and a learning log/diary sent via our online platform.

Did you seek to involve parents at any stage in the process?

We provided the option – it is difficult to know the context in each case. Some of the challenges were family-oriented to include as many people if it suited the student's situation.

Your key learning?

We must be realistic, but purposeful. All students engage to different levels in school, so we can expect the same at home. Structure, routine, and clarity really supports student and the themed days helped aid a clear focus for second years. Clarity regarding when evidence of learning must be submitted also help provide a focus for students.

Providing choice and being mindful of varying circumstances is key - e.g. the task on Workout Wednesday was to create your own circuit for some, while for others it was to follow a simple online Zumba class.

Structure, routine, and clarity really support me and my physical education department also. Clarifying our approach together helped us focus and make our work more efficient.

School C St. Colman's College, Fermoy, Co Cork

How did you access student voice?

We are currently doing a lot of teaching through our online platform and we would normally start each class with a quick chat to see how the boys are getting on. One of the things that arose is that they are doing a lot of running at home to try and maintain fitness levels for their different sports.

What did this tell you?

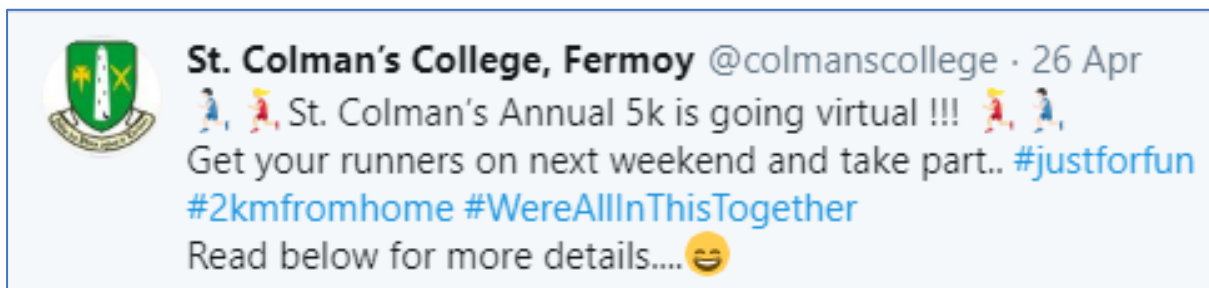
Simply that the boys are running more than they would normally in relation to maintaining their personal fitness rather than training specifically for their chosen sport/s.

What did this prompt you to do?

As a department, we decided that we would organise a virtual 5km run for the boys to enter. We always have a fundraising 5km run at this time of year in the school, and it forms a popular key culminating event to support learning in physical education. It could not happen as normal this year so we decided that this might fill the void, provide a learning focus, and allow the boys to burn off some excess energy!

How did you do it?

We set up a school club on Strava and created an event in the app. We created some simple rules on how the event should be run. The wider school community were notified using social media and a text from the school to all the parents. Students downloaded Strava, created an account and joined the school club. For additional impact and to build on their interests, we asked student to align themselves with their local GAA/soccer/rugby team via their Strava account.



What was the impact?

Sixty people, including parents and people outside of the school, undertook the 5km run. However, we did have 89 people join the school club on Strava but not everyone ran it.

How do you know?

The metrics/times for all runners should have popped up via Strava however during the weekend but it was not functioning properly at the time. We simply checked each of the students' pages to see if they had run. It was no big deal, but it just took a small bit longer than it should have.

Continued overleaf...

School D Ballincollig Community School, Ballincollig, Co Cork

How did you access student voice?

We did not consult specifically, but general feedback to the school management and the physical education department from students, parents and other teachers allowed voice to be heard, and acted upon quite early on. The physical education department took the lead on this, with support from our SPHE colleagues and class teachers

What did this tell you?

The meet the varying needs of our students, three themes emerged –

- a) maintaining overall fitness,
- b) engaging in physical skills challenges, and
- c) maintaining mental health.

We needed a provide broad range of activities/challenges under these themes to help meet the needs of all.

It told us that student value choice, and that student have the best ideas regarding what they enjoy and what motivates them. Our approach could allow student to share their ideas for the benefit of all.

What did this prompt you to do? How did you do it?

We set up a system whereby we asked students for suggestions under the three themes above. We then collated these and presented to students so as they could form the basis of their choice of steps to support their engagement in physical activity/self-care over the following week.

Further student ideas, and feedback informed the subsequent weeks set of choices

We used email to communicate the list of potential activities/resources, as well as a learning log each week. We asked student to complete and return the log to their physical education teacher weekly.

RECORD EACH OF THE CHALLENGE SCORES AND REFLECTIONS EACH DAY IN YOUR PE LOG BOOK

Wk 1 Sports Challenge Pick one or make your own	Wk1 Physical Fitness Challenge Pick one or make your own	Wk1 Mental Fitness Challenge Pick one or make your own																										
<p>Try to do as many as you can without dropping or stopping in 30 Seconds. Hurling & Camogie: Hitting a ball off a wall, every second side, for 30 seconds Basketball: V shaped dribble the basketball from right to left, ball must land in the middle, how many can you do in 30 Seconds? Gaelic Football: Kick the ball out of your hand and catch, change sides each time, how many can you do in 30 seconds without dropping it? Soccer: keep ups, keep the ball up off the floor using only your feet. How many can you do in 30 Seconds? Golf: (Chipping) in your garden, set up an area with a bucket being the target, set up 10 feet away, how many can you get into the bucket in 30 seconds? Rugby: How many claps can you do while launching the ball into the air and catching it again? Ultimate Frisbee: How many times can you throw the disc into the air and catch it without it touching the floor? 30 Seconds!! Juggle: Keep three objects in the air while moving for as long as you can! Most importantly find one that works for you!!</p>	<p>SPELL YOUR NAME AND DO THE WORKOUT!</p> <table border="0"> <tr> <td>A: 15 PUSHUPS</td> <td>N: 10 PUSHUPS</td> </tr> <tr> <td>B: 50 JUMPING JACKS</td> <td>O: 20 LUNGES (TOTAL)</td> </tr> <tr> <td>C: 20 CRUNCHES</td> <td>P: 10 TRICEP DIPS</td> </tr> <tr> <td>D: 10 BURPEES</td> <td>Q: 20 JUMPING JACKS</td> </tr> <tr> <td>E: 60-SECOND WALL SIT</td> <td>R: 60-SECOND PLANK</td> </tr> <tr> <td>F: 20 ARM CIRCLES</td> <td>S: 30 BICYCLE CRUNCHES</td> </tr> <tr> <td>G: 20 SQUATS</td> <td>T: 60-SECOND WALL SIT</td> </tr> <tr> <td>H: 30 JUMPING JACKS</td> <td>U: 40 HIGH KNEES</td> </tr> <tr> <td>I: 60-SECOND PLANK</td> <td>V: 30 SQUATS</td> </tr> <tr> <td>J: 20 MOUNTAIN CLIMBERS</td> <td>W: 15 TRICEP DIPS</td> </tr> <tr> <td>K: 40 CRUNCHES</td> <td>X: 10 MOUNTAIN CLIMBERS</td> </tr> <tr> <td>L: 12 BURPEES</td> <td>Y: 12 JUMPING LUNGES</td> </tr> <tr> <td>M: 15 JUMP SQUATS</td> <td>Z: 30 CRUNCHES</td> </tr> </table> <p>or</p> <p>Follow the body coach TV on YouTube. Joe Wicks gives great home workouts and Meal ideas too!! Follow the link or search the body coach on YouTube https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYO</p> <p>or</p> <p>Free Online Yoga Classes on YouTube or from the Himalaya Yoga Valley Cork & Ballincollig https://yogacorkireland.com/join-us-for-live-online-classes/ Most importantly find one that works for you!!</p>	A: 15 PUSHUPS	N: 10 PUSHUPS	B: 50 JUMPING JACKS	O: 20 LUNGES (TOTAL)	C: 20 CRUNCHES	P: 10 TRICEP DIPS	D: 10 BURPEES	Q: 20 JUMPING JACKS	E: 60-SECOND WALL SIT	R: 60-SECOND PLANK	F: 20 ARM CIRCLES	S: 30 BICYCLE CRUNCHES	G: 20 SQUATS	T: 60-SECOND WALL SIT	H: 30 JUMPING JACKS	U: 40 HIGH KNEES	I: 60-SECOND PLANK	V: 30 SQUATS	J: 20 MOUNTAIN CLIMBERS	W: 15 TRICEP DIPS	K: 40 CRUNCHES	X: 10 MOUNTAIN CLIMBERS	L: 12 BURPEES	Y: 12 JUMPING LUNGES	M: 15 JUMP SQUATS	Z: 30 CRUNCHES	<p>Listen to: Take time to just have a time out from everything! Including scrolling, snapping and searching on your phone, just find a quiet place and listen to your own music (preferably with earphones) Close your eyes and relax!!</p> <p>Wellfest Podcast – by searching Wellfest on Apple Podcasts, Spotify or through following the link in their Bio on Instagram. “WellFest”</p> <p>An App- DstressMe - CBT Tools to manage stress.</p> <p>Website: Spunout.ie has excellent links for your mental health during this time!</p> <p>Keep a Gratitude journal Gratitude : Personal Growth and Affirmations Journal Download the free app for IOS and Android through your relevant Play store. (or just find an old notebook or copy and fill in these questions each day) Most importantly find one that works for you!!</p>
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Any other Ideas please email them on so they can be included in next week!!!
 Ballincollig Community School PE Dept. COVID Challenge #BCSPECHALLENGE

What was the impact?

Hugely positive response from students and staff in terms of engagement, submitting ideas, and maintaining their log. It also allowed for regular meaningful communication to be maintained. We celebrated student engagement by showcasing the work of student via our school social media.

How do you know?

How did students show evidence of their learning?

The learning log provided the evidence - by returning the logs each week, students showed what they undertook relevant to each theme. The progress they made as they logged their weekly record, and how they responded to teacher feedback on their work.

Evidence for some involved contributing to student physical education showcases on our school social media. Sending these short video clips of their work was also really strong evidence that the structure provided challenge and affirmation to those strong students in PE.

Did you seek to involve parents at any stage in the process?

No, not specifically, but students were encouraged to include parents in their activities for added motivation and fun at home.

What was your key learning?

The learning log, used to record physical challenges and general reflections, is working very well. The conversation between management, physical education teachers, SPHE teachers and the pastoral care team in the school has been powerful currently. It has led us to consider how to frame Wellbeing-related learning through a thematic approach both now, and in more normal times in the future.

RECORD EACH OF THE CHALLENGE SCORES AND REFLECTIONS EACH DAY IN YOUR PE LOG BOOK

Easter → Summer Block (6weeks)																								
Wk1 Sports Challenge Try out as many as you can or make your own version	Wk1 Physical Fitness Challenge Pick one or make your own	Wk1 Mental Fitness Challenge Pick one or make your own																						
<p>Hurling & Camogie: 100 Strike Challenge!! https://camogie.ie/wp-content/uploads/2020/03/100-Strike-Camogie-Challenge.pdf</p> <p>Basketball: Greenshoots Skills Challenge!! https://www.youtube.com/watch?v=4D6eTEvB2ZY</p> <p>Gaelic Football: #5dayskillschallenge with Orlagh Farmer - https://twitter.com/li/status/1250388592763064320</p> <p>Soccer: Maradona 7 Soccer Challenge!! https://www.youtube.com/watch?v=cRrPYyDiM</p> <p>Rugby: Home Exercise Skills https://www.youtube.com/watch?v=SP0LzY2fP-A&list=PLvRRLf2epTt5LA3S4dz7mbzirMm8c3dk3&index=2&t=0s</p> <p>Rowing: ROWKYO Challenge!! https://www.rowingireland.ie/stay-active-with-rowing-ireland-2/?fbclid=IwAR0F6eSskXnEv7VcuQOhg3FmsW15VcV69zBvS1jIvz1_eISPG-egQn7Vdbs</p> <p>Athletics: Long Jump Challenge!! https://www.athleticsireland.ie/news/social-distancing-long-jump-challenge</p> <p>Tug of War: At Home Family Challenge!! https://www.youtube.com/watch?v=jvVt-M9BXcw</p> <p>Boxing: Katie Taylor's Home Circuits! https://www.corksports.ie/index.cfm/page/katie-taylor-s-home-boxing-circuits</p>	<p>10 Exercises 3 Sets 30s Work 15s Rest</p> <table border="1"> <thead> <tr> <th>Exercise</th> <th>Progressions</th> </tr> </thead> <tbody> <tr> <td>1. Jack Jumps</td> <td>1. Tuck Jumps</td> </tr> <tr> <td>2. Squats</td> <td>2. Squat Jumps</td> </tr> <tr> <td>3. Tricep Dips</td> <td>3. Raised Tricep Dips</td> </tr> <tr> <td>4. Glute Bridge</td> <td>4. Single Leg Bridge</td> </tr> <tr> <td>5. Press Ups</td> <td>5. Staggered Press Ups</td> </tr> <tr> <td>6. Lunges</td> <td>6. Lunge Jumps</td> </tr> <tr> <td>7. Mountain Climbers</td> <td>7. Sprints</td> </tr> <tr> <td>8. Good Mornings</td> <td>8. Single Leg RDL</td> </tr> <tr> <td>9. Crunches</td> <td>9. Reverse Crunches</td> </tr> <tr> <td>10. Plank</td> <td>10. Shoulder Taps</td> </tr> </tbody> </table> <p>Try out the above home circuit for an all over body workout!! You can simply follow the first set of exercises on the left hand column or challenge yourself and try the right hand column. Follow the link to see how to complete these exercises correctly and safely: https://www.youtube.com/watch?v=OxBuisimfB4&feature=youtu.be OR Follow Himalaya Yoga Valley Cork on Instagram for free virtual online classes https://www.instagram.com/p/B-ksNtdpXfC/?igshid=7py6tnkdvz5a OR Try out this 10 minute AB burner workout as seen below on TikTok!!! https://www.tiktok.com/@jennifercottrr/video/6815971744298372358 Most importantly find one that works for you!!</p>	Exercise	Progressions	1. Jack Jumps	1. Tuck Jumps	2. Squats	2. Squat Jumps	3. Tricep Dips	3. Raised Tricep Dips	4. Glute Bridge	4. Single Leg Bridge	5. Press Ups	5. Staggered Press Ups	6. Lunges	6. Lunge Jumps	7. Mountain Climbers	7. Sprints	8. Good Mornings	8. Single Leg RDL	9. Crunches	9. Reverse Crunches	10. Plank	10. Shoulder Taps	<p>Listen to: Take time to just have a time out from everything! Find a quiet place, listen to your own music (preferably with earphones), and close your eyes and relax!!</p> <p>Coaching Podcasts & Matches: https://www.basketballireland.ie/news-detail/10061648/coaching-podcasts-to-get-you-through-the-break/ https://www.gaa.ie/gaa-now/archive/ https://www.munsterrugby.ie/videos/munster-view/</p> <p>Nutrition Guide: At times like these we can sometimes not make the healthiest of food choices, which in turn affect our mood and energy levels. This guide may help spark some motivation for when it comes to eating what kind of foods for each meal: https://www.corksports.ie/contentfiles/JamesGreen%20Shoots%20-%20Nutrition%20Guide.pdf</p> <p>Keep updated with your Gratitude journal: Stay engaged with your journal on the app you downloaded or writing down each day what you are grateful for.</p>
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Further snapshots of practice

Snapshot of Practice 1 – Ballinamore Community School, Ballinamore, Co. Leitrim

We have developed a categorised Padlet page entitled [PE on Stream during CoVid 19](#). It has been used to allow to offer choice to student. Students can browse, choose and keep active!

Challenges like a 5-week 5km run/walk event, and a virtual sports day are being used to support student learning.

Snapshot of Practice 2 – Coláiste Mhuire Co-Ed, Thurles, Co. Tipperary

The school have used the National Aeronautics and Space Administration's (NASA) range of *Mission X: Train Like an Astronaut* resources [here...](#) Student are set challenges which combine fundamental movement skills, muscular strength and flexibility, supported by the videos examples [here...](#) For example, student are asked to choose a number of exercises to undertake on three days per week, and use their school journal or the school online platform to log their experience and to undertake short reflections.

Daily *Mission X: Train Like an Astronaut* physical activity challenges with a focus on learning in health-related physical activity are available [here...](#)

Please add snapshot of practice in your school to the [Padlet wall](#)

Learning Outcomes within the Short Course in Physical Education

The below learning outcomes are listed on p.11-14 of the physical education Short Course specification available [here...](#)

Strand 1: Physical activity for health and wellbeing

- 1.1 set SMART improvement goals informed by their health related and/or performance-related fitness results and advised by norms for their age and sex
- 1.2 apply principles of training within a personalised physical activity programme (minimum duration of six weeks) designed to improve their health-related and/or performance-related fitness, documenting their progress
- 1.3 evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop
- 1.4 use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time
- 1.5 identify a range of strategies to support ongoing participation in health-related physical activity
- 1.6 lead physical activities that young people find enjoyable and can undertake to achieve the minimum physical activity recommendations for health

Strand 2: Games

Invasion games

Striking and fielding games

Divided court games

- 2.1 use a wide range of movement skills and strategies effectively to enhance their performance
- 2.2 take responsibility for improving their own performance based on personal strengths and developmental needs
- 2.3 modify activities to promote inclusion and enjoyment in a safe manner
- 2.4 demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down
- 2.5 respond, individually and as part of a team to different games' scenarios

Strand 3: Individual and team challenges

Orienteering and team challenges

- 3.1 use orienteering strategies and map-reading skills to complete a variety of orienteering events safely and confidently, showing respect for the environment
- 3.2 contribute to team challenges that require co-operation and problem-solving skills to achieve a common goal
- 3.3 reflect on their personal contribution and their team's effectiveness in completing a group challenge

Aquatics

- 3.4 perform competently and confidently in a range of swimming strokes
- 3.5 respond appropriately to a range of water safety scenarios
- 3.6 take responsibility for improving their own performance, based on personal strengths and developmental needs

Athletics

- 3.7 perform competently, confidently and safely in a range of athletics events
- 3.8 demonstrate activities to enhance performance in athletic events, including physical and mental preparation
- 3.9 take responsibility for improving their own performance, based on personal strengths and developmental needs

Strand 4: Dance and gymnastics

- 4.1 create a dance on their own or with others, incorporating a selected dance style and a variety of choreographic techniques and suitable props and music
- OR
- 4.2 create a sequence of movement or routine based on a gymnastic theme (on their own or with others), incorporating a variety of compositional techniques and gymnastics skills
- 4.3 refine their performance based on a critique of a video of their performance and/or feedback from others
- 4.4 perform the dance/gymnastics sequence of movement for an audience incorporating appropriate music and/or props
- 4.5 reflect on their experience of creating and participating in a performance

Further supports

Physical Education Association of Ireland (PEAI)



Virtual Call – May 2020

The PEAi executive released this online briefing – [the virtual call](#) – in early May 2020. It features updates in the following areas.

- Website Resources
- Virtual Sports Day Ideas
- Assessment and Reporting Ideas
- (1st, 2nd, TY, 5th Years)
- Brief information regarding LCPE & SCPE
 - Phase 1 Review
 - Phase 2 Update
 - Circular 0061/2019
- PETE / Recent relevant research

It is available to view [here...](#) and via the PEAi social media platforms (detail below).

The PEAi are meeting the needs of their membership through the following current initiatives.

- Screencasts to aid teaching distance learning in Physical Education
- Re-developed the Resource Section of the Website for our members
- Specific engagement with Gaelcholáistí
- PEAi Conference 2020 in Carlow

Again, further detail can be accessed via the PEAi social media platforms (detail below).



info@peai.org



[@PEAI IRELAND](https://twitter.com/PEAI_Ireland)



[@peaireland](https://www.facebook.com/peaireland)



[@pealreland](https://www.instagram.com/pealreland)

Active Schools Flag - @activeflag

National 'Active School Week' takes place every April and is an enjoyable part of the school year for many children and young people in many schools. This year, because of school closures, it was not possible for this to go ahead in its normal format so schools/parents/guardians/carers were asked to encourage children and young people to participate in the 'Active Home Week' challenge instead.

#ActiveHomeWeek formed part of the government Covid-19 wellbeing campaign in late April/early May, aiming to:

- Reach out to parents to support the work that is taking place in their school
- Raise awareness about the fact that children and young people need, at least, 60 MINUTES of physical activity every day
- Support parents by providing them with ideas and a challenge format to encourage children and young people to build physical activity into their day
- Encourage young people to find NEW ways of being physically active that they ENJOY

The Challenge

To complete the challenge children and young people, have to find 4 different ways of being active each day making sure that this adds up to 60, or more, minutes of physical activity every day. They are encouraged to try something NEW, have FUN with a family activity and ENJOY the week!

@activeflag has gathered 'in one place' a wide range of physical activity ideas to make it easy for parents to find ideas and children and young people to find ways to complete the challenge. The Twitter feed includes some of the excellent ideas, challenges and resources being shared by local/national sports clubs, role models and agencies with activity suggestions to suit all ages, abilities, interests including indoor and outdoor options.

Active HOME Week
 27 April - 3 May

🕒 60 Minutes
 😄 Make it FUN!

Children and young people need at least 60 minutes of physical activity every day
 World Health Organization

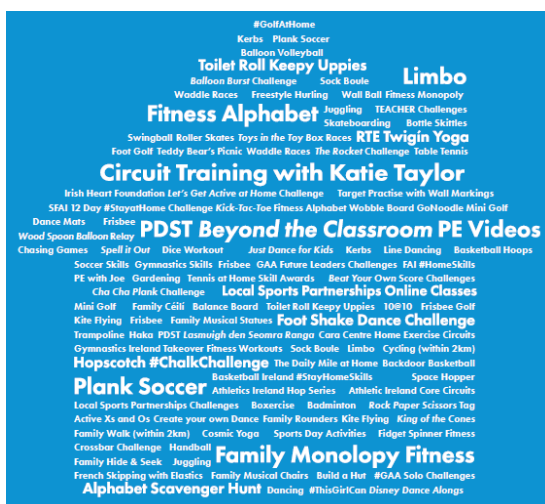
Please remember, at all times, to follow the government COVID-19 advice, if exercising outdoors, keep within 2 km from home, keeping 2 m distance from others.

Date	Activity 1	Activity 2	Activity 3	Activity 4	Total Time
Monday 27 April					
Tuesday 28 April					
Wednesday 29 April					
Thursday 30 April					
Friday 1 May					
Saturday 2 May					
Sunday 3 May					

I DID IT: I was active for 60 MINUTES every day

Pupil name _____ Class/Teacher _____

Active School Flag is a Department of Education and Skills initiative supported by Healthy Ireland.

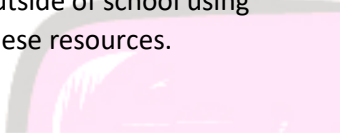


Many suggestions were collated into an IDEAS word cloud graphic which is hoped to also prove of benefit to parents and schools.

Further detail and all materials are available [here...](#)

Scoilnet and Professional Development Service for Teachers

'Beyond the Classroom' PE videos have been developed by PDST PE – Primary and are hosted on the Scoilnet platform [here...](#) They were designed in the context of primary school physical education and can be used by teachers to help engage parents in their child's physical literacy journey. Learning undertaken within physical education class can be consolidated and enhanced outside of school using these resources.



THROWING Caitheamh



THROWING SKILL VIDEO



GAEILGE



GAEILGE



GAEILGE



GAEILGE

RUNNING Rith



RUNNING SKILL VIDEO



GAEILGE



GAEILGE



GAEILGE



GAEILGE

BALANCING Cothromaíocht



BALANCING SKILL VIDEO



GAEILGE



GAEILGE



GAEILGE



GAEILGE

CATCHING Gabháil



CATCHING SKILL VIDEO



GAEILGE



GAEILGE



GAEILGE



GAEILGE

LANDING Tuirlingt



LANDING SKILL VIDEO



GAEILGE



GAEILGE



GAEILGE



GAEILGE

Local Sports Partnerships (LSPs)

Some incredible resources have been developed by the Local Sports Partnership (LSP) network. For example,

The Sligo Sports and Recreation Partnership have designed an online resource to capture some of the many innovative ideas developed for home exercise. It is entitled the 'Active Sligo from Home' Guide and is available [here...](#)



The Cork Sports Partnership have been working with their partner organisations to create and develop a resource to support people of all ages and abilities to keep active during this uncertain time. The 'Keep Cork Active' booklet is available [here...](#), while the online resource is available [here...](#)



A full list of Local Sports Partnerships are available [here...](#)

Detail of the *Sports Inclusion Development Officers* within the LSP network are available [here...](#)

National Governing Bodies (NGBs)

Some incredible resources have been developed by the various National Governing Bodies (NGBs).

For example,

The [Daily Mile initiative](#) is headed up by [Athletics Ireland](#). The Daily Mile is described as *'simple and free and gets children out ...[of their homes] for fifteen minutes every day to run or jog, at their own pace, ..., making them fitter, healthier, and more able to concentrate...'*

It provides an achievable task that can be challenging for all (choice to run, walk, jog). There can also be a social family element. Students can record their time, take a selfie photograph of their favourite location during the walk. It is also a great opportunity to look at the relationship between distance, speed, and time.

All materials relating to Daily Mile initiative from [Athletics Ireland](#) are available [here...](#)



In an effort to support participants and performers alike to [Keep Fit & Healthy During Covid-19](#), [Swim Ireland](#) are sharing a number of articles, links and programmes to help keep fit, healthy and moving. These include.

- Launch: Online Training Schedule
- When You Feel Positive Share That Energy
- Dr Cormac Powell Asks: Are You Sleeping Okay?
- Staying Fit and Healthy During Covid-19
- Ben Higson – See this as an Opportunity
- Immune Nutrition & Avoiding Infection



This provides a valuable resource for all student, but for particularly those who are excelling in physical education or their chosen sport/physical activity as aspects of the material are designed for high performance athletes. Asking student to view and respond to/reflect upon articles and information is a great way of gathering evidence of learning to support your conversation and feedback to students.

All materials relating to Keep Fit & Healthy During Covid-19 from [Swim Ireland](#) are available [here...](#)

Further detail regarding all National Governing Bodies (NGBs) is available [here...](#)
















Special Olympics Ireland

The *Together at Home Programme* has been designed to support Special Olympics athletes at home during these challenging times.

Full detail of the programme is available [here...](#)

 <p>Fitness Videos</p> <p>Join us for the Special Olympics School of Strength</p>	 <p>Health Promotion</p> <p>Tips for healthy eating from our Health Promotion Programme</p>	 <p>Strong Minds</p> <p>Tips for keeping a Strong Mind</p>	 <p>Young Athletes Programme</p> <p>Join in our Young Athletes Programme classes</p>
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The focus on routine and clarity within the *Together at Home Programme* is a hugely positive feature. For example, the weekly planner (below) is very visible on their website homepage [here...](#)

Special Olympics Ireland		#TogetheratHome				TOGETHER AT HOME	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
10am  School of Strength Intro & warm up	10am  School of Strength Ignite your endurance	10am  School of Strength Ignite your endurance	10am  School of Strength Ignite your endurance	10am  Special Olympics Young Athletes			
11am		11am  Strong Minds Live Tai Chi		 <p>Fun Friday with Special Olympics Ireland</p> <p>Wear your club gear and join us for a new fun challenge each week</p>			
12pm  Health Promotion	12pm  Health Promotion	12pm  Health Promotion	12pm  Health Promotion Live cooking session				
2pm  Strong Minds	2pm  Strong Minds		2pm  Strong Minds				
7pm		7pm  Live Club Training from ... Special Olympics Club					

Full detail of the programme is available [here...](#)

Self-Care for teachers

All DES-issued advice and supports are available at <https://www.education.ie/en/covid-19/>

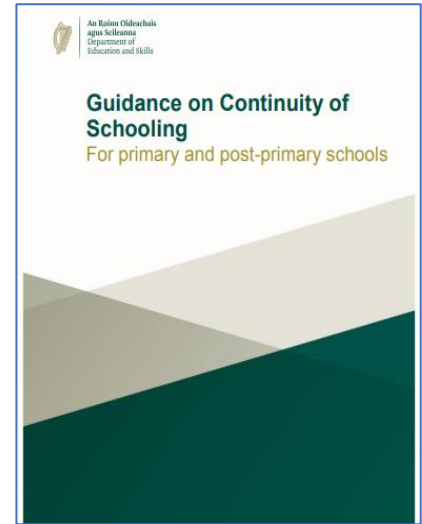
We made reference [in an earlier section](#) to a document entitled *Guidance on Continuity of Schooling – for primary and post-primary schools*. This document refers (p.7) to the wellbeing of teachers, and state that it

'is equally important [to that of their students] as they navigate a challenging situation while trying to support their students. Teachers should engage with their colleagues and school management to ensure collegiate support during this time. It is essential that teachers develop strategies and access support as necessary to safeguard their own wellbeing. In this regard, teachers' attention should be brought to the Department's Employee Assistance and Wellbeing Programme where relevant. Details are available at the following link: [DES – Employee Assistance and Wellbeing Programme](#)

Regarding 'helping students and teachers stay well', the guidelines refer to advice and resources, developed by the DES NEPS psychologists

These are available [here...](#), and include

- Relaxation techniques (text)
- Relaxation techniques (podcast)
- Parents/Carers Wellbeing and Self Care
- A recent webinar entitled [Supporting Wellbeing in the School Community \(NEPS/JCT Webinar\)](#) provides further information on these supports
- Teacher Wellbeing and self-care



Continued overleaf...

'[In This Together](#)' is a national campaign designed to support the entire population during the current challenging event. Everyone's lives and daily routines are affected by the measures that have been introduced to disrupt the spread of the virus and to keep us all safe.

In This Together



Lots of advice and tips are available on how to look after your mental wellbeing, stay active and stay connected. '[In This Together](#)' draws together a huge range of activities that can be pursued in your home or your locality, individually or with family members or with friends online. There are ideas and activities for people of all ages.



Full detail of the national campaign is available [here...](#)