### Sample teaching and learning activities

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<th>Junior Certificate subjects</th>
<th>Topics</th>
<th>PULs</th>
<th>Elements</th>
<th>Learning outcomes</th>
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<tbody>
<tr>
<td>Physical Education</td>
<td>Health benefits of physical activity</td>
<td>Personal care</td>
<td>Developing a healthy lifestyle</td>
<td>Identify three personal benefits of regular exercise. (social benefits)</td>
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#### Keywords

Physical, mental, social, exercise, heart, lungs, confidence, stress, fitness, mood, muscles, bones, weight, teamwork, cooperation.

#### Pre-learning

Students should have covered the basic benefits of exercise in previous lessons.

The key words should also be familiar to the student.

A class discussion on the students own personal exercise routine and level of activity outside of school would be beneficial prior to this lesson as it allows the teacher the chance to positively reinforce healthy lifestyles in the classroom.

#### Resources

- Hoola Hoops, Walking Planks
  - (1) [Explanation of games](#)
  - (2) [Worksheet Quiz](#)
  - (3) [Benefits of exercise worksheet](#)
  - (4) [Physical education log](#)
  - (5) [Cut and paste ‘Making sense of Health’ activity](#)

#### Brief overview of the lesson

The general aim of the lesson is to highlight the social benefits for a person who exercises within a team sport. Through the use of co-operative games, students will be encouraged to communicate with and work with their teammates.

This lesson will also aim to expand the students understanding of healthy benefits beyond just the physical ones and to see exercise as a way of meeting friends and learning to cooperate and interact positively with others.
**Introduction**

This lesson is a combination of a theory and practical lesson over seen by two teachers. The class participates in a warm-up activity before the games begin. These warm-up activities include a teamwork element – The class play 'Chains' a game where if you catch another person they must hold hands with you. The chain must stay intact and can only move as fast as the slowest person.

This activity introduces students to the idea of cooperating with each other. Good communication within the ‘chain’ will prevent students from pulling in different directions.

**Main activity**

The class are now warmed up and they are split into three teams.

Each team competes against each other in a game called ‘Hoop Chains’, see ‘Explanation of Games’ Sheet (1)

Leading on from Hoops Chains, the students play a team game called ‘Hoop Transport’. The final game is a ‘plank race’. Here students work in pairs to complete an activity in competition with other teams.

The students have now finished the practical lesson and return to class for the theory lesson. The teacher talks the class through a short PowerPoint presentation explaining each benefit of exercise and explaining words such as ‘fitness’ in preparation for the next activity worksheet.

The class is now given a worksheet quiz (2) on the benefits of exercise with seven questions which cover the three basic benefits of exercise – physical, social, and mental (psychological). The teacher goes through each question and discusses the possible answers with different students.

Each student fills in his/her own worksheet on the benefits of exercise (3) with the help of staff. All students complete their logbook entry for the lesson (4).

**Closure**

A cool down will be a gentle jog and stretches.

Class will finish up with a cutting and pasting exercise from a ‘Making sense of Health’ worksheet (5). The students must match six benefits of exercise with six different activities by cutting and pasting them into the correct places.

Students are selected to tell the class where they placed their definitions and we will briefly discuss the reasons for each answer.
<table>
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<tr>
<th><strong>Follow up Lessons/Activities</strong></th>
<th>The students will continue to refer back to these benefits in their PE log book after each PE lesson connecting how the particular activity is connected with the specific benefits. Students will examine these three benefits from a range of perspective using different worksheets and concrete examples from their practical classes and their own extracurricular activities for the remainder of the year.</th>
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<tr>
<td><strong>Gathering evidence of learning</strong></td>
<td>Logbook entries. Photos will be taken during the practical classes and video footage will also be taken. These together with worksheets, activity logs and evidence of discussion (spider diagrams) will be used to create a portfolio of work.</td>
</tr>
<tr>
<td><strong>Reflection on using PLUs in the classroom</strong></td>
<td>As the class teacher I take responsibility for organising the theoretical side of the PE classes but it is essential that there is good communication with the PE teacher and even if possible I can join in on the practical sessions so that I can refer back to it while teaching the PLU elements of the lesson. The PLUs are excellent planning tools because you can see areas in each subject that have common outcomes and so reinforce the learning in different settings.</td>
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