



120

Non-Contact Activities for Physical Education across the Primary School

Physical education, as an integral part of the curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the child.

Through physical education children can experience the joy of physical exertion and the satisfaction of achievement while developing skills and positive attitudes that enhance self-esteem. Physical education also provides opportunities to develop desirable personal and social attributes: the concept of fair play, the acceptance of success and failure, and the ability to cooperate in group situations. These opportunities contribute to the understanding and promotion of a healthy lifestyle.

This resource has been developed to support the teaching of Physical Education across the primary school. Activities are generic and can be used to support learning in any strand. The activities are designed to be **non-contact** in nature.

This resource will support you in facilitating the aims of the Physical Education curriculum:

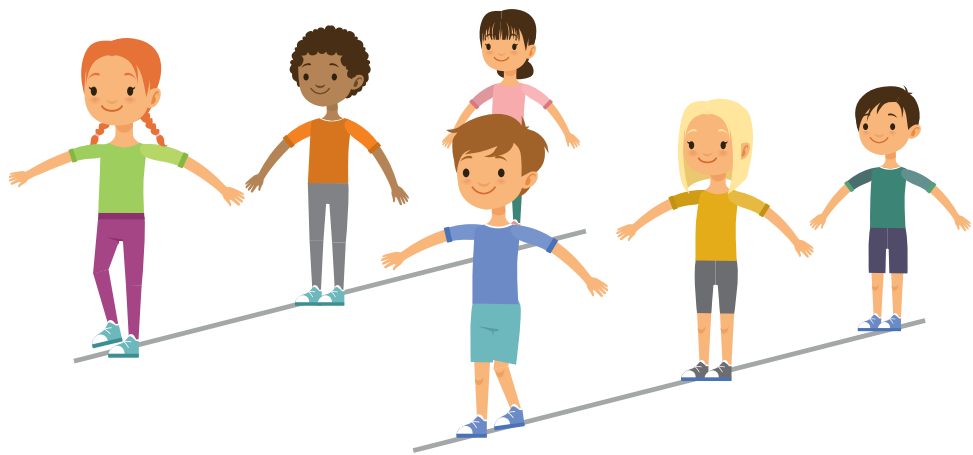
- to promote the physical, social, emotional and intellectual development of the child
- to develop positive personal qualities
- to help in the acquisition of an appropriate range of movement skills in a variety of contexts
- to promote understanding and knowledge of the various aspects of movement
- to develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- to promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

In addition to promoting healthy growth and development, studies show that positive movement experiences explored during physical education lessons enhance children's ability to concentrate and maintain focus, help to relieve stress and anxiety, and encourage a lifelong love of physical activity. Physical Education has the ability to ensure that children have fun at school and establish a sense of connection with their classmates.

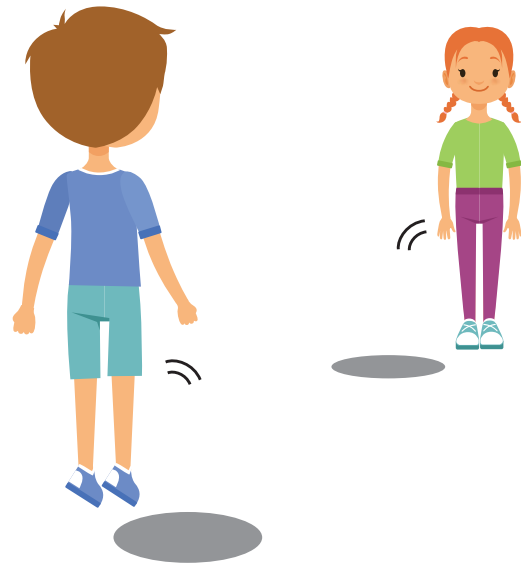
Further resources to support teaching and learning in Primary PE are available from www.pdst.ie. This resource is available to access and download from www.scoilnet.ie/pdst/120noncontactpe

INTRODUCTION	3	THIRD AND FOURTH CLASS	37
CONTENTS	5	1. Beanbag Run	38
WARM UP ACTIVITIES	7	2. Finger Count	38
JUNIOR AND SENIOR INFANTS	13	3. Line Run	39
1. Head, Shoulders, Knees and Toes	14	4. 1, 2, 3 Action	39
2. Vroom, Vroom!	14	5. Get In Order	40
3. Animal Kingdom	15	6. Mirror Reactions	40
4. High Wire	15	7. Memory Mats	41
5. Animal Relays	16	8. Card Suits	41
6. Sun, Moon, Earth	16	9. Star Challenge	42
7. Going to School	17	10. Move with Me	42
8. Twizzle	17	11. Stuck On You	43
9. Snappy Crocodiles	18	12. First to 50!	43
10. Feed the Monster	18	13. Along the Line	44
11. Tap the Bacon	19	14. Beat the Ball	44
12. Bus, Car, Bike	19	15. Dab relays	45
13. Speedy Rockets	20	16. Twist and Shout	45
14. Aeroplanes	20	17. Calculator	46
15. Animal Balance	21	18. 'Rock, Paper, Scissors' Relay	46
16. Body Balance	21	19. Body Code	47
17. Musical Statues	22	20. Milkshake Dance	47
18. Lion Safari	22	FIFTH AND SIXTH CLASS	49
19. The Remote Control	23	1. Non-Wet Get-Up, Get-Down	50
20. Sausages and Soldiers	23	2. Tennis Ball Bear Crawl	50
FIRST AND SECOND CLASS	25	3. No-Hands Limbo	51
1. Move with Me	26	4. Call the Ball	51
2. Musical Statues	26	5. Colour Triangle React	52
3. Animal Walks	27	6. Lives	52
4. Name Dance	27	7. Hoop Bounce	53
5. Move to the Music	28	8. Shoot to Score - 21	53
6. Memory Making	28	9. Rebound Ball	54
7. The Exercise Detective	29	10. Corn Hole	54
8. Group Balance	29	11. England, Ireland, Scotland, Wales	55
9. Invisible Pattern Ball	30	12. Beat on the Street	55
10. Rocket Launch	30	13. Around the Clock	56
11. 1,2,3,4,5 Action	31	14. Zone Ball	56
12. Run on the Spot	31	15. Over/Under Swoop	57
13. I See!	32	16. Bear Saw Balance	57
14. Simon Says!	32	17. Sheet Surfing	58
15. The Bean Game	33	18. Course	58
16. Beat My Score	33	19. Tennis Ball Challenge	59
17. Skipping Challenges	34	20. Tag Noodle	59
18. Up, Down, Stomp, Clap	34	COOL DOWN ACTIVITIES	61
19. Twizzle #2	35		
20. Temple Runner	35		

WARM UP ACTIVITIES

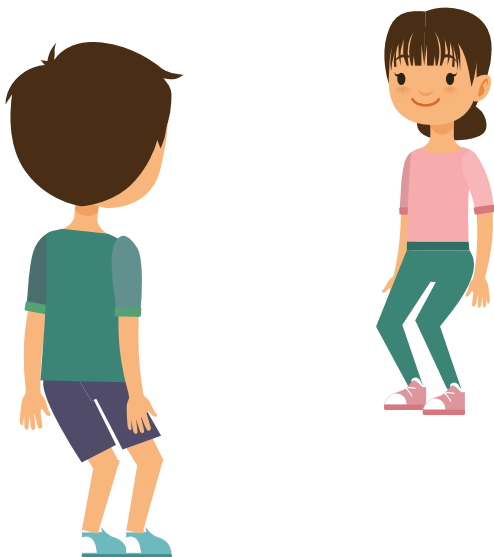


Warm-up	Description
1. Spot Jumps	Keeping feet together, jump either side of the spot marker. Alternatively use yard lines. Perform 10 Jumps. Repeat facing the opposite direction.
Equipment	Variations
Spot markers	<ul style="list-style-type: none"> • Jump on the marker before jumping to the other side. • Begin on the line/spot marker and jump to the north, return to the spot, jump to the east, return to the spot, etc.



Warm-up	Description
2. High Knees	Invite pupils to stand on a spot marker/at their cone. On a signal, pupils complete high knees until they hear another signal.
Equipment	Variations
Spot Markers/ Cones	<ul style="list-style-type: none"> • Perform 10 high knees and then pause for another count of 10. Repeat. • Count how many high knees achieved within a given time frame. Repeat and try to beat the record.

Warm-up	Description
3. Jumping Jacks	Invite pupils to complete jumping jacks at their spot marker/cone within a given time frame.
Equipment	Variations
Spot Markers/ Cones	<ul style="list-style-type: none"> • Begin with jumping the feet apart and back together. In time, add the arms. • Rotate to North, East, South and West after 5 jumping jacks at each compass point.



Warm-up	Description
4. Squats	Invite pupils to perform a number of squats at the spot marker/cone to the count of the teacher.
Equipment	Variations
Spot Markers/ Cones	<ul style="list-style-type: none"> • Stand with heels on a raised platform, i.e. a thick book and perform a squat. • Hold arms straight up in the air while performing the squats.

Warm-up	Description
5. Lunges	Invite pupils to lunge forwards/backwards from their spot.
Equipment	Variations
Spot Markers/ Cones	<ul style="list-style-type: none"> • Alternate leading foot. • Complete all lunges on same foot. • Try to keep knee as close to the ground as possible.



Warm-up	Description
6. Spot Sprints	Invite pupils to run on the spot for a given time frame. On a signal, pupils run as fast as they can until they hear the signal again.
Equipment	Variations
Spot Markers/ Cones	<ul style="list-style-type: none"> • Begin by walking and on the signal, jog on the spot. • Focus on high knees during the fast run.

Warm-up	Description
7. T-Balance	Invite pupils to place the beanbag on top of their head and perform a T-balance by balancing on one leg on the spot marker with arms stretched out to the side.
Equipment	Variations
Spot Markers Bean bags	<ul style="list-style-type: none"> • Perform balance without the beanbag. • Perform a different balance using the bean bag.



Warm-up	Description
8. Mirror Me	Invite pupils in pairs to stay on their spot or within their Hula Hoop. Pupil A, facing their partner, begins by performing different movements while pupil B mirrors these movements.
Equipment	Variations
Spot Markers/ Hula Hoops	<ul style="list-style-type: none"> • Begin with arm movements only. • Choose a sports activity and perform the movements to replicate the activity.

Warm-up	Description
9. Simon Says!	Play a game of Simon Says ensuring all pupils remain on their spot marker or within their Hula Hoop. Try a mixture of fast aerobic activities, such as high knees, jumping jacks, hopping on the spot and some activities that focus on keeping the body still and strong, such as balancing.
Equipment	Variations
Spot Markers/ Hula Hoops	<ul style="list-style-type: none"> The idea is to warm up pupils so choose actions that will get pupils using their muscles and moving on the spot. Pupils who make a mistake can perform 10 jumping jacks.



Warm-up	Description
10. Hokey Pokey	Perform the Hokey Pokey. Choosing a different body part for every verse, sing "You put your ____ in, you put your _____ out, you put your _____ in and you shake it all about. You do the Hokey Pokey and you turn yourself around, that's what it's all about."
Equipment	Variations
Spot Markers/ Hula Hoops	<ul style="list-style-type: none"> Perform the song slowly until pupils become familiar with the routine of the Hokey Pokey. Encourage pupils to say the body part using the Irish word.

Warm-up	Description
11. Just Dance!	Choose a song that requires the pupils to follow dance moves, such as Just Mario on YouTube or The Cha Cha Slide. Perform the dance from your spot or Hula Hoop.
Equipment	Variations
Spot Markers/ Hula Hoops	<ul style="list-style-type: none"> Invite pupils to freestyle at certain parts of the song. Allow pupils to create their own moves with a partner using the mirroring activity.



Warm-up	Description
12. Follow the Leader	Arrange all pupils in their hula hoops in a large whole class circle or smaller group circles. Place an extra empty Hula Hoop in the centre of the circle. Invite one pupil to stand in the centre circle and perform an action for 20 – 30 seconds. All other pupils are invited to copy this action. A pupil should return to their space before another pupil approaches the centre hoop.
Equipment	Variations
Spot Markers/ Hula Hoops	<ul style="list-style-type: none"> Play in small circles so that each pupil can have a chance to be the leader. Create different circles depending on ability levels in the class.

Warm-up	Description
13. The Bean Game	Invite pupils to remain at the spot marker and carry out the appropriate action based on the following commands: Jumping Bean – Jump on the spot Runner Bean – Run on the spot Broad Bean – Stretch arms and legs out as wide as you can Baked Bean – Lie on the spot marker in a star shape Jelly Bean – Wobble like jelly Chilli Bean – Shiver and shake Frozen Bean – Freeze on the spot Bean Sprouts – Stand as tall as possible
Equipment	Variations
Spot Markers/ Cones	<ul style="list-style-type: none"> Begin with 3 different commands so that pupils can become familiar with them before adding more. Arrange pupils in small groups. Choose one pupil to call out the commands.
Warm-up	Description
14. Video Recorder	Invite pupils to remain at their spot and respond to the various video controls using the following actions: Play – Walk on the Spot Rewind – Pretend to Walk backwards Fast Forward – Run as fast as you can on the spot Pause – Jump on the spot and freeze Stop – Stop Eject – Jump Up
Equipment	Variations
Spot Markers/ Hula Hoops	<ul style="list-style-type: none"> Choose commands appropriate to the ability levels in the classroom. Begin with 3 different commands so that pupils can become familiar with them before adding more. Invite pupils to choose an appropriate action for the controls and to identify new controls suitable for the activity.
Warm-up	Description
15. Switch	Create a circle using spot markers or Hula Hoops. Invite pupils to stand on their own spot marker. Place an extra spot marker in the centre of the circle. Invite a pupil to stand on this spot marker and to decide what warm up activity the rest of the class must perform. After 15 to 20 seconds, switch the pupil in the centre of the circle.
Equipment	Variations
Spot Markers/ Hula Hoops	<ul style="list-style-type: none"> Create smaller group circles so that all pupils get a chance to be in the middle of the circle. Guide pupils with their choice of warm up by using the words 'fast activity', 'slow activity', 'arms only', 'legs only'
Warm-up	Description
16. Shipwreck	Create an individual zone for each pupil or use a Hula Hoop. Invite pupils to respond to the following commands with the appropriate action: Stern: Jump to the back Bow: Jump to the frontk Starboard: Jump to the right Port: Jump to the leftk Captain's Coming: Stand to attention Hit the deck: Lie down on the deckk Steer the ship: Steer the ship
Equipment	Variations
Spot Markers/ Hula Hoops	<ul style="list-style-type: none"> Choose commands appropriate to the ability levels in the classroom. Begin with 3 different commands so thvat pupils can become familiar with them before adding more. Invite pupils to choose an appropriate action for the controls and to identify new controls suitable for the activity.

Warm-up	Description
17. Bunny Jumps	Invite pupils to crouch low and jump up in the air off two feet and to land on two feet. Repeat.
Equipment	Variations
Spot Markers/ Hula Hoops	<ul style="list-style-type: none"> Practice jumping and landing on two feet before attempting the bunny jump. Invite pupils to jump as high as possible and to land as softly as possible.

Warm-up	Description
18. The Walking Worm	Invite pupils to stand on their spot marker and while keeping the body as long and as straight as possible, walk the hands out on the ground until the body is in a flat plank position. Walk the hands back in and stand tall once again.
Equipment	Variations
Spot markers	<ul style="list-style-type: none"> Invite pupils to bend their knees while they walk their hands out until they become comfortable with the action. Invite pupils to get into the plank position with their feet on their spot marker. Invite them to keep their feet on the spot marker and to walk their hands to the right until they return to where they started.

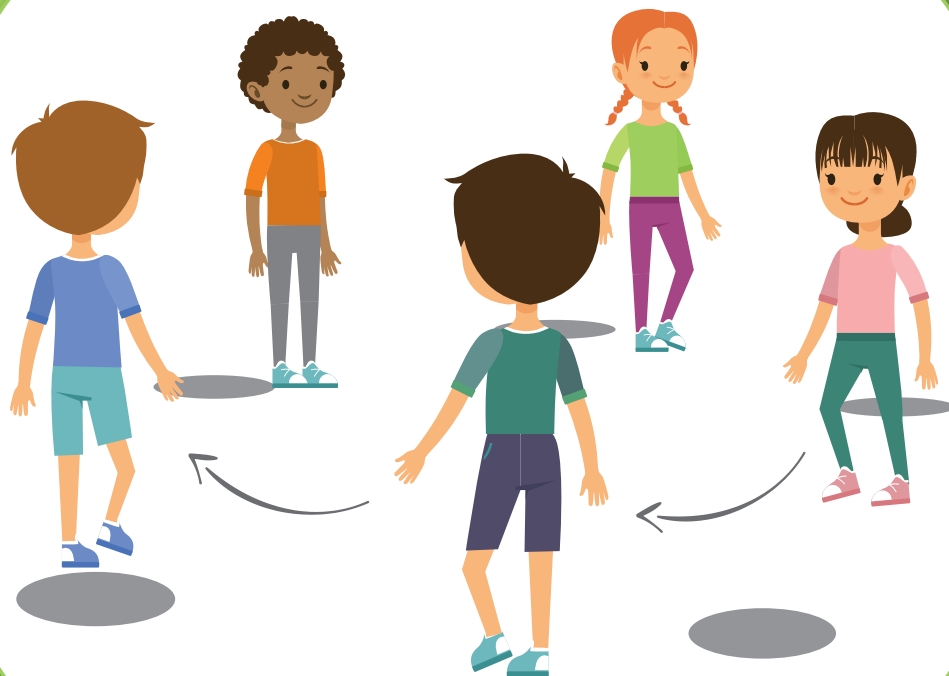


Warm-up	Description
19. Donkey Kicks	Invite pupils to place their hands and feet on the ground. Encourage pupils to press their hands, with fingers spread open, into the ground while they kick their feet up into the air.
Equipment	Variations
Spot markers	<ul style="list-style-type: none"> Begin with little kicks until comfortable with the action. Ensure shoulders are directly in line with the hands when kicking the feet up into the air.



Warm-up	Description
20. Invisible Skipping	Invite pupils to imagine they are skipping with a skipping rope.
Equipment	Variations
Spot markers	<ul style="list-style-type: none"> Invite pupils to begin with the leg action for skipping until comfortable with the action. Invite pupils to count how many jumps they can perform within 30 seconds.

JUNIOR AND SENIOR INFANTS



1. Head, Shoulders, Knees and Toes

Description

Invite pupils to stand on a spot marker and to tap each of the following body parts with their hands 8 times:

- feet
- knees
- hips
- shoulders.

Repeat the whole sequence again for four counts and then for two counts. Try to keep an even beat.

Invite pupils to choose three actions to complete for 8 counts. These could include jumping on the spot, wiggling hips, raising arms up and down. Repeat the sequence four times trying to keep an even beat.

Combine the two parts together to form a dance.

Equipment

- Spot Markers

Variations

- Count aloud to ensure all pupils perform the activity together.
- Invite pupils to create their own movements e.g. shrug shoulders, nod head, bend knees, tap toes.



2. Vroom, Vroom!

Description

Arrange pupils in lanes or zones to ensure pupils remain socially distant. Invite pupils to move around the space, change their method of travelling e.g. jogging, skipping, jumping etc. Invite pupils to imagine they are getting into a car, putting on their seat belt and fixing the mirror. Pupils drive their car around the playing area by jogging and then completing the corresponding actions to the commands:

- **Red light:** stop
- **Green light:** go
- **Speed bumps:** jump up and down
- **Reverse:** go backwards.

When pupils stop on 'red light,' ask them to point to where there are gaps in the space you are using. Encourage them to use all of the space as they move.

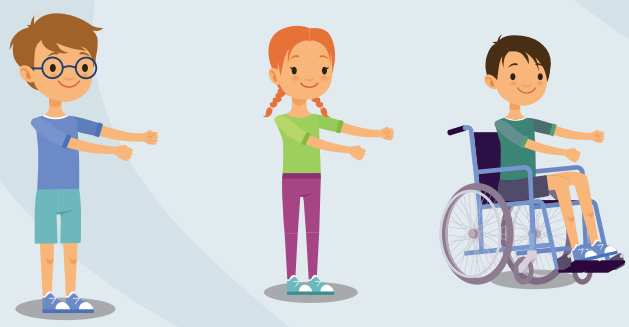
Encourage the pupils to stop and change direction when necessary to avoid bumping into others.

Equipment

- Spot Markers

Variations

- Begin this activity by walking until the pupils become familiar with the command:
- Make this harder by adding in gears:
 - > Gear 1: slow walking.
 - > Gear 2: fast walking.
 - > Gear 3: running.



3. Animal Kingdom

Description

Arrange pupils on spot markers in a circle. Invite one pupil to be the zoo keeper and to stand on a spot marker in the centre of the circle. The zookeeper must close their eyes and use their voice to instruct other pupils how to move around the circle on the spot markers (skip, run, walk, jog, side step, etc.).

The zoo keeper will then shout "FREEZE" and, keeping their eyes closed, point to someone and shout out an animal. The chosen pupil is then invited to make the sound of that animal. The zoo keeper has three chances to guess who made the sound. The player who made the animal sound swaps places with the zookeeper.

Equipment

- Spot Markers
- Blindfolds (optional)

Variations

- Invite the zoo keeper to point at a pupil who will then make an animal noise. The zoo keeper must guess the animal noise.
- Invite the zoo keeper to use more difficult movements.



4. High Wire

Description

Arrange pupils in a line 2m apart. Invite pupils to imagine they are in the circus on the high wire. (Use a yard line, draw a line with chalk or use tape if indoors.) Pupils must ensure their feet are on the high wire at all times and follow the leader's directions.

This can be done in groups using different lines or as a whole class on one line. Pupils must attempt to walk to the end of the line while paying close attention to the pupil in front of them. Invite any

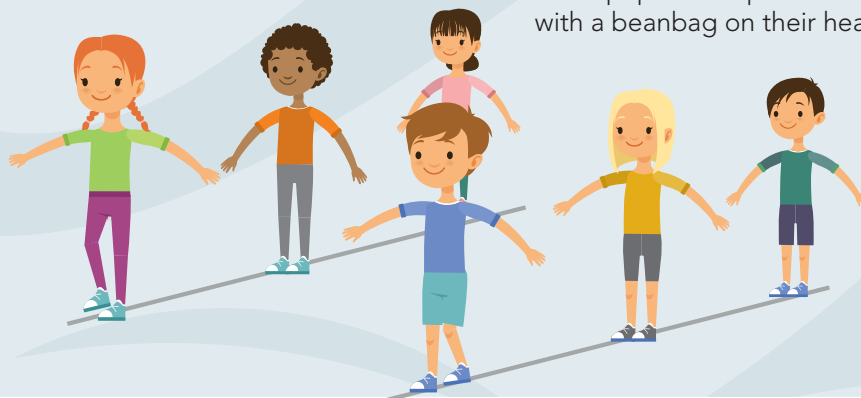
pupil who steps off the high wire to perform five star jumps before re-joining the line.

Equipment

- Spot Markers
- Tape/Chalk

Variations

- Begin by walking on the line with arms stretched out to the side for balance.
- Invite pupils to hop on one foot along the line with a beanbag on their head.



5. Animal Relays

Description

Arrange pupils on a spot marker each in groups of 3, one behind the other in relay formation. Set out a starting line and a finishing line using cones or tape/chalk.

Teacher calls out an animal e.g. shark, cheetah, snail and then says 'Go'. The first pupil in the line

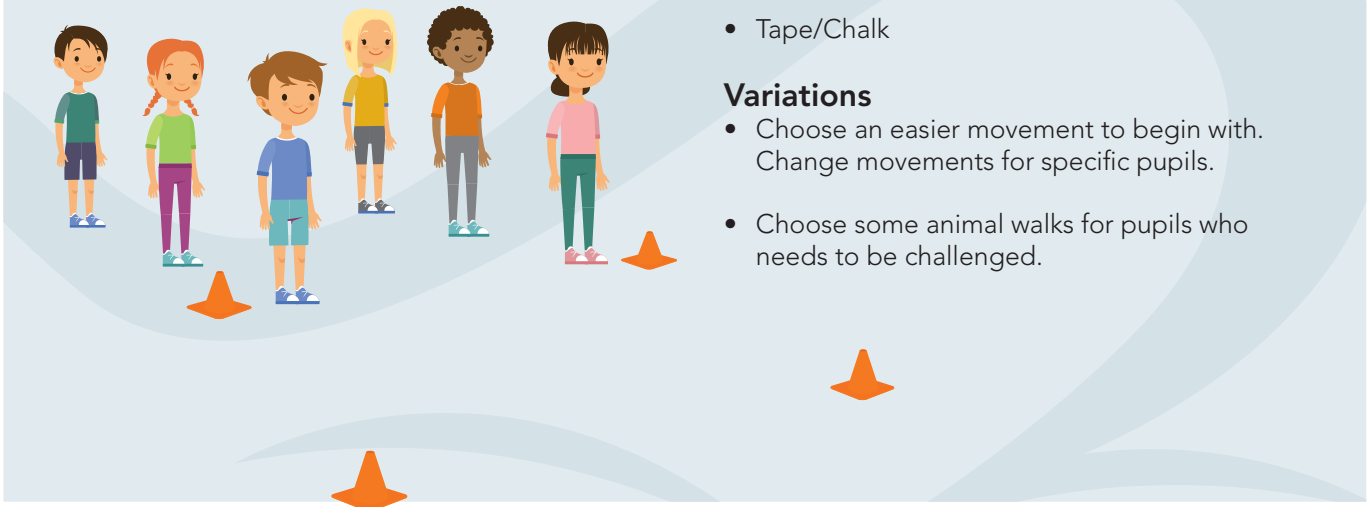
acts like the chosen animal while moving towards the finishing line and back to the start line also. Once the first pupil is back sitting at the end of the line, the next pupil can go. The first team to have all pupils sitting down, in their original places, wins!

Equipment

- Spot Markers
- Tape/Chalk

Variations

- Choose an easier movement to begin with. Change movements for specific pupils.
- Choose some animal walks for pupils who needs to be challenged.



6. Sun, Moon, Earth

Description

Set out multiple playing spaces with three cones in each- the sun, the moon, the earth. Arrange pupils in groups of 3, lined up one behind the other on spot markers. The teacher will then call out either the sun, the moon or the earth and the first pupil must react with the correct command:

RUN to the **SUN**

HOP to the **MOON**

WALK to the **EARTH**.

Once the pupil has correctly made it to the correct cone, they re-join their line.

Variations

- Choose the easier movement for pupils who need assistance.
- Challenge certain pupils by calling out ROADTRIP where they must move to every cone before re-joining their line.

Equipment

- Spot Markers
- Cones



7. Going to School

Description

Invite the pupils to sit on the floor spots in a circle. Tell the pupils that they are going to create a dance about coming to school.

- Before they leave the house they need to put their shoes and coat on, invite the pupils to act out putting on one shoe and tie one lace, then the other. Practise this using 4 counts for each shoe.
- Next invite the pupils to stand up and jump on their spot for 8 counts. Pupils then pretend to put on their coat, one arm in for 2 counts, the other arm in for 2 counts and then zip it up for 4 counts.
- Practise this a few times, then try with music. Finish the dance by skipping as the method of travel in one direction for 8 counts, then skipping the opposite direction for 8 counts.

Invite the pupils to perform the dance by putting all parts together:

1. Start seated putting on shoes (8 counts 4 for each shoe).
2. Jump on the spot (8 counts).
3. Putting on coat (8 counts in total)

4. Skip in one direction for 8 counts, skip in the other direction for 8 counts.
5. Skip forwards for 4 counts and back for 4 counts.
6. Wave to school friends on the left for 4 counts and on the right for 4 counts.

Repeat a few times with music.

Equipment

- Spot Markers
- Music

Variations

- Count out loud to help the pupils stay in time.
- Invite pupils to use their own methods of travelling.



8. Twizzle

Description

Invite each pupil to stand on a spot marker in a circle and perform the following commands:

- **Go** - walk clockwise to the next spot marker.
- **Stop** - freeze
- **Turn** - complete a half turn (180 degrees) and freeze
- **Twizzle** - do a full turn (360 degrees) and freeze.

If a pupil makes a mistake invite them to do five jumping jacks and re-join the game.

Practise the commands before playing the game.

Equipment

- Spot Markers

Variations

- Begin by walking in circle using the commands Go and Stop until pupils become familiar with the commands.
- Introduce more complex movements such as side stepping or hopping.



9. Snappy Crocodiles

Description

Arrange the pupils in pairs with one spot marker each and one cone per pair. The pupils stand on their marker opposite their partner with the cone in the space between them. On their spot, pupils complete the following actions on the teacher's command but if 'snap' is called at any time, the pupils race to tap the cone with their foot:



- Jumping
- Star jumps
- Hopping
- Balancing

Equipment

- Spot Markers
- Cones

Variations

- Begin by using less commands until pupils become familiar with the activity.
- Introduce points for every time a cone is picked up and ask pupils to keep score.

10. Feed the Monster

Description

Arrange pupils in pairs with one beanbag each and one cone per pair. Turn the cone upside down so that it resembles a bowl. Invite pupils to stand either side of the cone. The cone represents a monster and the beanbags represent monster food. Pupils take it in turns to attempt to throw the food into the monster's mouth. If they are successful, they take a step back. If they are not, they stay where they are and wait for their next turn.

Equipment

- Beanbags
- Cones



Variations

- Use a hula hoop instead of cone.
- Pupils must get three beanbags into the cone before taking a step back.

11. Tap the Bacon

Description

This activity is similar to snatch the bacon but it has been adapted so that there is no touching of the ball/beanbag.

Arrange the pupils on individual spot markers in two lines or more depending on class size.

Assign each pupil a number and ask them to remember their number. When pupils hear their



number been called, they run towards the bacon (chalk or tape), tap it with their foot, and run back to their spot marker. The first pupil to run back and sit down gets a point for their team. The team with the most points wins!

Equipment

- Tape/Chalk
- Spot Markers

Variations

- Begin by walking this activity until pupils become familiar with the toe tapping approach. Check for understanding: Get the pupils to show their number with their fingers. Have pupils say their number and point to the pupil who has their same number.
- Use more complex movements for various pupils who need to be challenged, e.g. hop to the bacon.

12. Bus, Car, Bike

Description

Arrange pupils sitting on spot markers in a circle. Assign bus, car or bike to each of the pupils. Use chalk/tape to show pupils the direction of travel (clockwise).

When the teacher calls either bus, car or bike, all pupils with the matching name stand up and run clockwise all the way around the circle back to their cone.

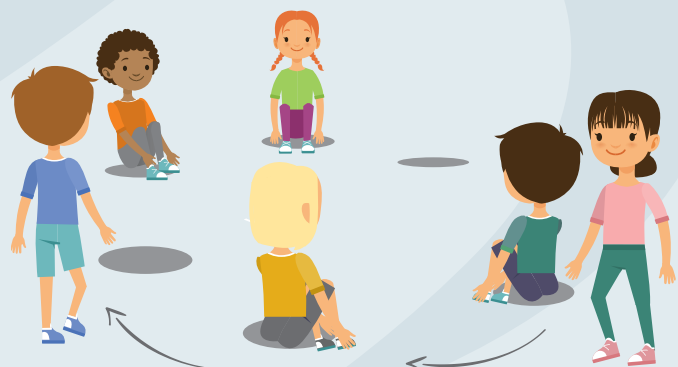
Extension: Ask the pupils to recognise what colour spot they are sitting at. Repeat the game, this time the teacher may say 'red bikes' and 'blue cars'. After a few turns, place a cone in the middle of the circle. This time, once pupils have travelled around the circle and back to their cone, they race to toe tap the centre cone. This pupil may call the next command.

Equipment

- Tape/Chalk
- Spot Markers

Variations

- Begin by walking this activity until pupils become familiar with the direction they must travel.
- Invite pupils to change the direction they are travelling once they hear a call of 'change direction'



13. Speedy Rockets

Description

Arrange the pupils in one line at a starting line. Invite the pupils to imagine they are in a rocketship in a race to space. Mark the end of the playing area to represent the finish line.

The teacher, standing at the finish line, begins the game by throwing the ball in the air. While the ball is in the air the pupils/rocket ships are allowed to move forwards.

When the teacher catches the ball, the pupils must freeze. If a pupil moves once the ball has been caught, invite these pupils to go back to the start line.

The winner is the first pupil to reach the finish line/space.

Equipment

- Balls of various sizes



Variations

- Use a large ball so the pupils can clearly see the object as it travels in the air.
- Vary the height at which the ball is thrown, so that the pupils must react quicker or slower.

14. Aeroplanes

Description

Arrange spot markers, one per pupil, in a large circle in the playing area. Invite each pupil to stand on a spot marker. Use chalk/tape to show pupils the direction of travel (clockwise). Invite pupils to begin by crouching down on their spot, when the teacher says 'get ready for take off', pupils begin to move in the direction of travel, flying around the teaching space. Invite pupils to explore travelling high and low with their arms spread out like aeroplane wings. Use the

command 'get ready for landing' for pupils to land their plane on the next spot marker. Repeat a few times.

Place some beanbags (suitcases) at each spot marker and some hula hoops (countries) in a larger circle, outside of the spot markers. When pupils have landed their planes, invite them to throw the lost luggage (beanbags) to the country (hoop).

Equipment

- Cone, beanbag
- Hula hoop
- Chalk/tape

Variations

- Begin by walking this activity until pupils become familiar with the direction they must travel and the different commands.
- Challenge pupils by increasing the distance between their spot marker and the hula hoop.



15. Animal Balance

Description

Arrange one spot marker per pupil in the playing area. Invite each pupil to sit on a spot marker.

Invite pupils to copy the animal balance for 5 seconds based on the following commands:

- **Flamingo:** balance on one foot. Hold your arms out to help you balance. Invite pupils to hop onto the spot marker and once they have landed, perform the balance on one foot.
- **Crocodile:** balance on one foot and two hands. Stretch the free leg long and straight. Invite pupils to imagine the free foot is a crocodile's head looking out of the water.
- **Turtle:** balance on your shell as you balance only on your back. Make this harder by asking the pupils to make interesting shapes with their legs in the air.
- **Otter:** balance on one knee with your trail leg as your long tail behind you. Make this easier by asking the pupils to balance on one knee with the other foot on the floor.

Equipment

- Spot Markers

Variations

- Use a large ball so the pupils can clearly see the object as it travels in the air.
- Vary the height at which the ball is thrown, so that the pupils must react quicker or slower.



16. Body Balance

Description

Arrange one spot marker per pupil in the playing area. Invite each pupil to sit on a spot marker.

Guide them through the sequence of body balances using the following commands:

- Sit on the ground with legs outstretched.
- Raise hips to balance on hands and feet.
- Raise each leg, in turn, off the ground.
- Return hips to the ground and gently roll over so that the tummy is facing downwards.
- Raise hips again to balance on hands and feet.
- If you feel comfortable, try to raise each leg, in turn, off the ground.
- Lower your body back down to the ground, and roll back over.
- Return to a seated position.

Pupils repeat the sequence from start to finish at their own pace.

Equipment

- Spot Markers

Variations

- Take a break between each balance.
- Invite pupils to spell out their name or count to 10 while they hold the balance.



17. Musical Statues

Description

Arrange pupils in small groups within their own playing space. Invite pupils to find their own space within this playing area. Invite pupils to move around the area using a locomotor skill such as walking, running, hopping, skipping, jumping etc. when the music is played.



Invite pupils to be extra careful and to dodge around other pupils if they encounter them. When the music stops, invite pupils to perform a balance for a count of five. Restart the music and alter the locomotor skill to repeat the activity

Equipment

- Music

Variations

- Increase the size of the playing space and decrease the number of pupils within this space.
- Use spot markers to help pupils to safely move around within the playing space.
- Use more complex movements and balance to challenge pupils.

18. Lion Safari

Description

Arrange pupils sitting on spot markers in a large circle. Randomly arrange beanbags, cones and hoops inside the circle. Invite pupils to imagine that they are going on a lion safari, and to move around the space inside the circle following the instructions below when they encounter an object in the space:

- Jump over the rocks (beanbags)
- Dodge around the trees (cones)
- Balance on a lily pad (hoops)

The teacher could also include the following commands:

- **Shhh!** - creep quietly on tippie toes, the lion is coming our way!
- **Roarrrr!** - The lion sees us, run back to the parachute!
- **Duck!** – crouch down and hide from the lion.

Equipment

- Cones
- Hoops
- Bean bags

Variations

- Set up multiple playing spaces for small groups of pupils. Begin by adding beanbags to the playing space and inviting pupils to jump over these beanbags (rocks). Gradually add more equipment and commands as pupils become familiar with the activity.
- Invite pupils to come up with more complex actions using the equipment provided.



19. The Remote Control

Description

Invite pupils to find a space in the playing area. Pupils must respond to the different instructions from the remote control (the teacher) by performing the corresponding action.

- **play** - walk around the space
- **pause** - freeze on the spot and hold a balance
- **rewind** - walk backwards carefully
- **fast forward** - walk forwards as fast as possible
- **slow motion** - walk as slowly as possible
- **record** - make funny faces at classmates
- **volume up** - jump up
- **volume down** - crouch down
- **change channel** - new type of movement (hop, skip, side step, etc).

Equipment

- None

Variations

- Begin by using a small number of commands until the pupils become familiar with this activity.
- Arrange the pupils in small groups within their own playing space. Invite one pupil in each group to be in charge of the remote control. After a designated time, swap roles and repeat the activity until each pupil has had a turn to be the remote control.



20. Sausages and Soldiers

Description

Invite the pupils to march around the playing area, avoiding all other pupils, until the teacher says 'Sausages and Soldiers'. The teacher hides the cards behind their back. The pupils stop, decide which one to be and perform the

appropriate action:

- a soldier stands to attention and salutes with their hand to their head
- a sausage lies down.

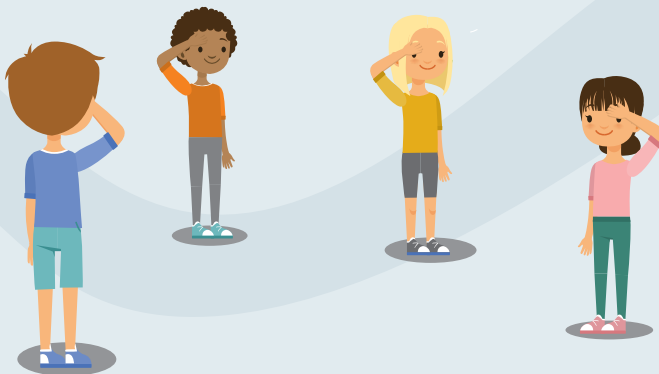
Once all the pupils have taken their positions the teacher shows one card. All pupils not performing this action are out. The winners are the last two players left in.

Equipment

- One laminated picture of a sausage and a soldier.

Variations

- Invite pupils to choose the actions for sausage and soldier.
- Introduce more complex movements, such as, side stepping or hopping as the method of travel within the playing space.



FIRST AND SECOND CLASS



1. Move with Me

Description

Arrange pupils on their own spot marker in a large circle. Place an additional spot marker in the centre of the circle. The first pupil moves to the centre of the circle and performs a movement of their choice. All pupils join in the movement.



The pupil in the centre returns to their spot marker on the outside of the circle and chooses the next pupil to take their place in the centre. All pupils will get a chance to lead.

Equipment

- Spot Markers

Variations

- Challenge the pupils to remember the movements of 3 pupils in a row, and to recreate their movements as a continuous sequence.
- Invite the pupil in the centre to create a sequence of 3 movements, e.g. squat, lunge, jumping jack and invite all pupils to copy and repeat this sequence several times.

2. Musical Statues

Description

Arrange pupils on their own spot marker in a large circle. Invite pupils to dance, hop, or skip around their designated spot marker while the music is playing and to freeze into a statue when the music stops. The pupils are requested to remain like a statue until the music restarts again. Randomly stop and start the music.



Equipment

- Spot Markers
- Music

Variations

- Vary the speed of the music, the length of the music and the length of the 'freeze' pause.
- Change the method of travel to a more complex movement, such as, hop.

3. Animal Walks

Description

Arrange pupils on their own spot marker within the playing space. Supply a second spot marker for each individual pupil to travel to, creating the animals trail. Invite pupils to move along their animal trail using the following animal walks:

- **Giraffe** – Start by stretching very tall. Walk with high legs and giant strides.
- **Elephant** – Start in the standing position and bend over with your hands held together. Keeping your back straight and parallel with the floor, hang your hands under your shoulders and swing them back and forth as you walk with straight legs across the floor.
- **Zebra** – Move forward with one leg in front of the other. Change leading leg and repeat.
- **Kangaroo** – Starting in the standing position, put both feet together and squat down. Jump as high as you can using only your feet, and no hands.

Equipment

- Spot Markers

Variations

- **Mirror the animals:**
Working with a partner, pupils try to mirror the action of their partner. Slow, conscious, deliberate movements are emphasised.
- Invite pupils to explore and identify new animal walks. Teach another pupil your new animal walk.



4. Name Dance

Description

Arrange pupils on their own spot marker in a large circle. Invite each pupil to say their name, and to perform a movement of their choice as they say their name. After each pupil has said their name and completed their movement, the whole group repeats the name and completes the movement. Continue this process until everyone has had an opportunity to say their name and perform their movement.

Equipment

- Spot Markers

Variations

- Arrange pupils in smaller groups in multiple playing spaces.
- Integrate any subject area e.g. Counties of Ireland, Number facts, Gaeilge foclóir & frasaí.



5. Move to the Music

Description

Arrange pupils on their own spot marker in a large circle. Play the music and invite the pupils to listen to the beat of the music. Teacher calls the following actions and pupils complete the action for a count of 16 beats, then change to the next movement:

1. Clap hands,
2. Tap knees,
3. Tap shoulders,
4. Punch the air with both hands,
5. March on the spot and swing arms,
6. Skip around their spot marker.

Equipment

- Spot Markers

Variations

- Repeat the first two actions several times until pupils become familiar with them.
- Challenge small groups of pupils to create their own sequence to perform for the class.



6. Memory Making

Description

Arrange pupils on their own spot marker in a large circle. The teacher begins by saying "I have been on many different adventures recently, but I forgot to bring my camera! I need you to help me to recreate some of my favourite moments so I can have some photos. I am going to describe some of my memories, and I need you to try and recreate them, using only your body and your imagination", e.g, one day I went for a swim in the sea.

Equipment

- Spot Markers

Variations

- Invite pupils to take turns being the leader.
- To make the activity easier the memories may consist of using arms and legs only.
- To make the activity more difficult pupils could be challenged to move their entire body.



7. The Exercise Detective

Description

Arrange pupils on their own spot marker in a large circle. Invite one pupil to act as the 'Exercise Detective' and must cover his/her eyes or look away briefly. Silently invite an additional pupil to act the role of 'the leader' who leads the pupils through a series of exercises on their spot marker. The 'Exercise Detective' will be given a spot marker in the centre of the circle and must guess who the 'Leader' is.



Equipment

- Spot Markers

Variations

- Create multiple playing circles.
- Include a time limit with different pupils being assigned to the roles every 2 minutes.
- Limit the number of guesses the exercise detective may make.

8. Group Balance

Description

Arrange pupils on their own spot marker in a large circle. Invite all pupils to perform the T-balance on their strong leg. Whilst balancing as a group, one at a time the pupils will each say their own name. Continue this process until everyone has had an opportunity to say their name and perform the collective balance. Repeat the activity, with pupils balancing on their other leg and calling out their surnames.



Equipment

- Spot Markers

Variations

- Create smaller circles if some pupils are struggling with this activity.
- Introduce different types of balances and integration across other curricular areas: towns & cities, farm

9. Invisible Pattern Ball

Description

Arrange pupils on their own spot marker in a large circle. Invite one pupil to begin by throwing an 'invisible' ball to another pupil until each pupil in the circle has received the 'invisible' ball once. Invite the pupils to call the name of the pupil receiving the 'invisible' ball to avoid any confusion. Once each pupil has received and passes the 'invisible' ball,



invite them to place their hands behind their back as no one in the group should be passed the 'invisible' ball more than once. Once the 'invisible' ball has been returned to the pupil who began the pattern, invite the pupils to repeat the exact same pattern again.

Equipment

- Spot Markers

Variations

- Create smaller circles to limit the number of passes within the group.
- Invite the pupils to repeat the sequence 3 times continuously.
- Once familiar with the sequence, challenge the pupils to complete the sequence without calling names.
- Invite the pupils to challenge themselves by attempting to repeat the pattern in reverse order.

10. Rocket Launch

Description

Arrange pupils on their own spot marker in multiple circles. Invite one pupil in each group to take the role of the group captain. Invite this pupil to count how many people, in total, are in the group (10). Standing in the circle, the captain sits on their spot and calls out the starting number (10), which is the exact number of people in the group. Anyone in the group can sit on their spot and call the next number (9) and so on to number one. However if two pupils sit on their spot at the same time the countdown has to begin again. When the number one is reached, all pupils raise their arms and collectively shout "we have lift off". Invite the group captain to choose another pupil to take the role of the new group captain.

Equipment

- Spot Markers

Variations

- Arrange pupils in smaller groups of 5 pupils.
- Invite pupils to perform the T-balance while they are standing in the circle.



11. 1,2,3,4,5 Action

Description

Arrange pupils in pairs on their own spot marker facing each other within the playing space. Give each pupil a letter A or B. 'A' starts by saying the number 1. 'B' follows by saying the number 2, then 'A' says 3 etc. Continue until the pupils are familiar with the 5 number pattern – 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2, 3, etc.

Invite the pupils to replace the number 1 with a jump, so instead of saying number 1 the pupil jumps as high as they can with their feet together. The numbers 2, 3, 4 & 5 are spoken as before.

Once the pupils are comfortable with this pattern (jump, 2, 3, 4, 5) invite them to also replace the number 2 with an action of their choice. Challenge the pupils to replace all the numbers in the pattern, with actions of their choosing.

Equipment

- Spot Markers

Variations

- Begin this activity by inviting pupils to create actions up to the number 3.
- Invite the pupils to repeat the activity one group at a time, to allow each group the opportunity to perform their created sequence for their classmates.



12. Run on the Spot

Description

Arrange pupils on their own spot marker in a large circle. The emphasis of this game is on short bursts of vigorous activity. Invite one pupil to act as the caller who chooses the activity that all pupils should perform. These activities should only last about 15 seconds.



Equipment

- Spot Markers

Variations

- Begin this activity as a whole group where the teacher acts as the caller before arranging pupils in multiple circles.
- Invite pupils to introduce a variety of movements such as fast jogging, high knees, heel flicks, swinging arms, jumping, star jumps, skipping on the spot, clapping hands and crazy dancing.

13. I See!

Description

Arrange pupils on their own spot marker in a large circle. Teacher stands on a spot marker in the centre of the circle. The teacher begins by saying "I see." The pupils answer in chorus by saying "What do you see?" The teacher responds with a sentence indicating what the pupils are invited to do, for example, "I see all

pupils doing 5 star jumps". Pupils respond to this command and complete the instruction. Repeat, with a different activity each time.

Equipment

- Spot Markers

Variations

- As a variation, the pupils could each take turns as the leader, choosing a different exercise each time. If this is too difficult, teacher could provide a list/pictures of suitable exercises from which the pupils could choose.



14. Simon Says!

Description

Arrange pupils on their own spot marker in a large circle. Invite one pupil to play the role of Simon, and to stand on a spot marker in the centre of the circle. Simon instructs the pupils as to what they must do. However, the pupils must only obey the commands that begin with the words "Simon Says."

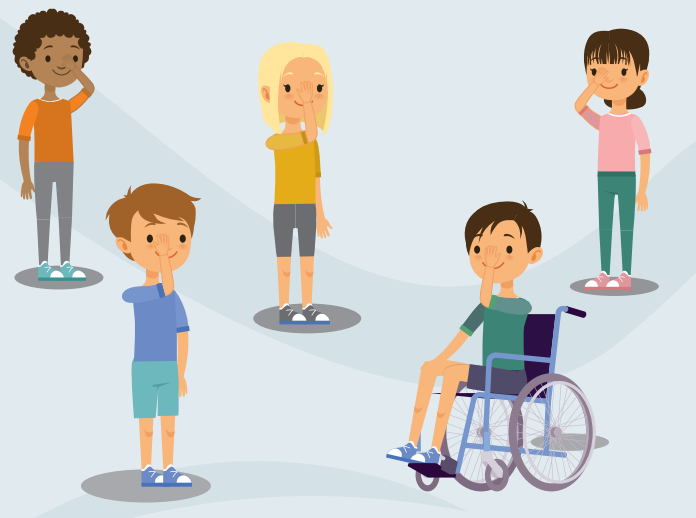
Variations

- Rotate the role of Simon regularly.
- Create multiple playing circles based on pupil ability.
- To challenge the pupils increase the speed of the instructions given.

If Simon was to say, "Simon says touch your nose," then pupils must touch their nose. But, if Simon was to say, "jump," without first saying "Simon says," pupils must not jump.

Equipment

- Spot Markers



15. The Bean Game

Description

Arrange pupils on their own spot marker in a large circle. Invite the pupils to walk around their designated spot marker. On the various commands listed below, they should carry out the appropriate action:

jumping bean – jump around their spot marker,

broad bean – walk around their spot marker taking large strides,

jelly bean – wobble like jelly,

frozen bean – stand still,

chilli bean – shiver and shake,

full of beans – dance around their spot marker full of energy.

Equipment

- Spot Markers

Variations

- Invite pupils to come up with their own commands and actions.
- Arrange pupils in small groups and allow each pupil in each group to call out the commands.



16. Beat My Score

Description

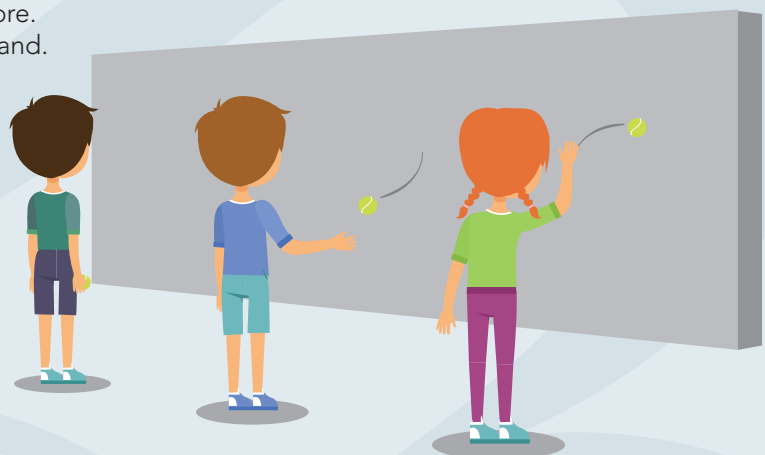
Arrange pupils on their own spot marker opposite a suitable wall. Each pupil is given their own tennis ball to use. Invite pupils to throw the ball with one hand against the wall, and to catch it as it bounces back with two hands. Practise this skill to allow the pupils to become familiar with it. Set a time limit of 1 minute and invite the pupils to count how many catches they can make in this time. Challenge the pupils to repeat the activity once more, and this time to beat their previous score. Repeat this activity throwing with the other hand.

Equipment

- Tennis balls
- Wall
- Spot markers

Variations

- Count the number of throws rather than the number of catches.
- Allow a little extra time on the repeat activity, 1 minute and 15 seconds for example, to make it easier for pupils to beat their score.



17. Skipping Challenges

Description

Arrange pupils on their own spot marker. Each pupil is given their own skipping rope to use. Invite pupils to practise the skill of skipping to allow the pupils to become more familiar with it. Remind the pupils to land on the balls of their feet and to keep their knees bent. Challenge the pupils to count how many consecutive skips they can do. Challenge the pupils to skip 5 times using their right foot only and then 5 times using their left foot only.

Equipment

- Skipping Ropes
- Spot Markers

Variations

- Invite pupils to skip without a rope to practise the movement, or skip with the rope on the ground to build up their confidence.
- Invite pupils to challenge themselves by skipping with high knees, one foot and then the other, double unders, skipping backwards etc.



18. Up, Down, Stomp, Clap

Description

Arrange pupils on their own spot marker in a large circle. Teacher explains the simple commands:

- **Up** - raise your arms up
- **Down** - put your arms down
- **Stomp** - stomp your feet once
- **Clap** - clap once.



Teacher assumes the role of leader and invites the pupils to practise the instructions. When the pupils have become familiar with the instructions begin the activity. Invite one pupil to act as the leader calling out a series of commands for pupils to follow.

Round 1: All instructions remain as is.

Round 2: 'Up' and 'Down' become opposites.

Equipment

- Spot Markers

Variations

- Challenge pupils by including 'Stomp and Clap' as opposites.
- Practice round 1 of them game several times until pu-pils become familiar with

19. Twizzle #2

Description

Arrange pupils on their own spot marker in a large circle. Use chalk or tape to draw the direction of travel (clockwise). Invite the pupils to listen carefully to the commands and to be quick with their responses. Invite pupils to turn to their left so the pupils are all moving clockwise. The commands may include:

- **Go** – run slowly in the direction you are facing around the spot markers
- **Stop** – Jump onto the next spot and freeze
- **Shape** – Jump up into the air, make a shape and land on the spot
- **Butterfly** – Jump onto the spot but land as quietly as a butterfly
- **Turn** - do a half turn (180 degrees) and freeze.
- **Twizzle** - do a full jump (360 degrees) and freeze.

Practice the commands to allow the pupils become familiar with them, before starting the activity.

Equipment

- Spot Markers
- Chalk/Tape

Variations

- Challenge pupils by changing the method of travel to side step, hop, jump, etc. Introduce a balance command where pupils are invited to perform the T-balance on the spot.
- Create multiple playing circles based on ability levels with the class.
- Invite pupils to identify new commands.



20. Temple Runner

Description

Arrange pupils on their own spot marker in a large circle. Teacher assumes the role of leader and sets the scene. "You will have to dodge magical monsters to get to the temple's hidden treasure". Teacher calls out the following commands:

Run - Move your feet as quickly as you can (as if you were running away from monsters guarding the temple).

Stop - Stop moving your feet.



Reach up - Reach your arms up to collect coins.

Lean - Lean your body to one side to stay on the temple path.

Equipment

- Spot markers

Variations

- Model the actions and repeats the instructions to ensure pupil understanding.
- Invite pupils to take turns as leader.
- Invite pupils to create their own storyline to include the addition of more complex movements.

THIRD AND FOURTH CLASS



1. Beanbag Run

Description

Scatter the numbered bean bags or numbered cones around a large playing area. Invite pupils to find a space within the area.

On a signal the pupils run around the area. As they pass the beanbags or cones the pupil adds together the numbers on the beanbags or cones.

The pupils run for a certain time and the teacher blows the whistle to conclude the game. Pupils record their score in their PE journal.

Equipment

- Numbered bean bags or Numbered cones

Variations

- Use a variety of travel methods like skip, side step or hop.
- Make all cones or beanbags worth 2, 5 or 10 to make it easier to add.
- Challenge pupils by making some beanbags or cones worth negative numbers.
- Create multiple playing spaces to ensure pupils remain socially distant from each other.



2. Finger Count

Description

Arrange pupils in pairs. Invite each pupil to face each other from two metres apart and to side step around the playing area mirroring each other's movement as they go.

After traveling around the playing area for a certain distance the teacher blows the whistle or gives a command. Both pupils put their hand behind their back, holding up a certain number of fingers. Both pupils bring forward their hand at the same time. The aim is to count the number of fingers on both hands and call out the total number. The pupil who calls out the correct number first wins.

Equipment

- None

Variations

- Use a variety of travel methods like skip, side step or hop.
- Increase the difficulty level by using two hands and/or by using subtraction.
- Invite pupils to multiply the two numbers.
- Switch partners after a few rounds.



3. Line Run

Description

Arrange pupils on individual spot markers in two lines on each side of the playing area. The first pupil in each line is number 1 and the second pupil in each line is number 2 and so on until each pupil has a number. The teacher then calls out a number. Those pupils with the corresponding number run to the end of the playing area and around a cone. The first pupil back to their spot wins a point for their team.

Equipment

- Spot Markers
- Cones

Variations

- Have shorter or longer distances.
- Match pupils based on ability.
- Challenge pupils by placing strong runners further away from the cone.



4. 1, 2, 3 Action

Description

Arrange pupils in pairs with a spot marker per pupil. Invite the pupils to stand on a spot marker facing their partner. Give each pupil a letter A or B. Invite 'A' to start by saying number 1. 'B' follows by saying number 2, and 'A' says number 3. Continue until the pupils are familiar with the pattern 1,2,3, 1,2,3.

Now invite the pupils to replace the number 1 with an action like a jump so instead of saying number 1 the pupils do the action. The numbers 2 and 3 are spoken as before. Once the pupils are comfortable with this, invite them to replace number 2 with an action of their choice. So the pattern is now action, action, 3. Continue by replacing number 3 with an action. Allow the activity to continue for a set amount of time.



Equipment

- None

Variations

- Increase or decrease the numbers to make the activity easier or harder.
- Both pupils can do the actions at the same time if they are struggling with the activity.

5. Get In Order

Description

Arrange the pupils in groups of 5 with a spot marker per pupil. Invite the each group to stand on their individual spot markers a few metres apart. Invite each group, on a signal, to arrange themselves in different orders like alphabetical order using both first name and surname, months they were born in, number of siblings etc.

Equipment

- Spot Markers
- Chalk

Variations

- Increase or decrease the number of pupils in the lines.
- Allow non-verbal communication.



6. Mirror Reactions

Description

Arrange pupils in pairs. Invite each pair to stand a few metres apart facing each other. Place a line of coloured spots, cones or beanbags between each pair of pupils. Teacher calls out a colour and pupils must react by running to tap the cone with their foot and then running back to their starting point. Invite pupils to work in threes where one person calls out the commands and then switch rolls.

Equipment

- Spot Markers
- Cones
- Beanbags

Variations

- Introduce a series of instructions like touch blue, yellow and red.
- Use different body parts like elbow yellow, knee red, foot green.



7. Memory Mats

Description

Arrange pupils in groups of four (A, B, C, D). Place nine spot markers in 3x3 rows in a grid for each group. Pupil A begins by listing a sequence of colours onto which pupil B must jump. Jumps can be performed forwards, backwards or sideways. Once pupil B has finished the sequence, pupil B then lists a sequence for pupil C and so on.



Equipment

- Spot Markers

Variations

- Perform a variety of jumps e.g., one foot to two, two feet to one, etc.
- Increase or decrease the number of colours in the sequence.
- Limit the number of jumps in the sequence.

8. Card Suits

Description

Invite the pupils to stand on their own spot marker and to begin walking on the spot. Using an oversized deck of cards, assign an action to each suit in the deck, such as:

- **Diamonds** - lunges
- **Hearts** - Jump as high as possible
- **Spades** - Squats
- **Clubs** - Star jumps.

The teacher begins by turning over the cards one by one. The suit on the card indicates the action the pupils must perform, while the number indicates the repetitions e.g., 10 of diamonds means 10 lunges. Picture cards can represent 10 also. Jokers can represent a jog around the playing area.

Equipment

- Deck of cards
- Spot markers

Variations

- Only use two suits until pupils become familiar with the actions.
- Picture cards can represent a new activity to make it more difficult.
- Invite pupils to identify new actions for each suit, including new actions for picture cards and the joker.



9. Star Challenge

Description

Arrange pupils in groups of 4. Mark out a star or square with four or five spot markers. Space each marker a few metres apart. Invite pupils to take it in turns to run from one of the markers to the different points of the shape in an allocated time. Pupils try to get to as many points as they can in the time. Invite remaining pupils to be counters or timers while one pupil is running.

Equipment

- Spot Markers



Variations

- Use a variety of travel methods, such as, hop, run, side step, etc.
- Increase or decrease the time.
- Introduce the out and back approach where each pupil begins at a spot marker and runs out to each point of the shape and returning to the starting spot, before moving on to the next point.

10. Move with Me

Description

Invite pupils to stand on a spot marker in a large circle. Invite a pupil to move to the centre of the circle to perform any movement or action of their choice. All pupils join in the movements for 8 repetitions. Then the pupil in the middle moves back to their spot in the circle and another pupil takes their space in the centre. This activity continues until all pupils have been leaders. Once everyone has had a turn leading the pupils try to add the actions together to create a sequence of movements.

Equipment

- Spot Markers



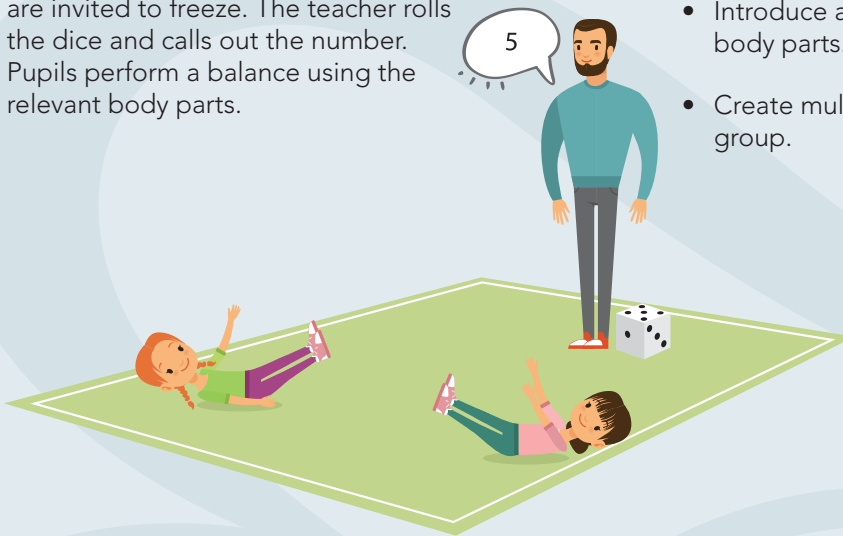
Variations

- Perform the actions to music.
- Create multiple playing circles.

11. Stuck On You

Description

Invite the pupils to find a space in the playing area. Introduce a dice and invite the pupils to allocate a body part to each number. Suggested body parts may be right/left foot, bottom, tummy, back, etc. Pupils travel around the playing area keeping a safe distance apart. On a signal pupils are invited to freeze. The teacher rolls the dice and calls out the number. Pupils perform a balance using the relevant body parts.



Equipment

- Dice

Variations

- Change the method of travel each time the pupils move around.
- Introduce a second dice and allocate further body parts.
- Create multiple playing groups with a dice per group.

12. First to 50!

Description

Invite the pupils to stand on their own spot. Arrange pupils in groups of 4 to 8 and give each group a dice, and a pen and paper. Invite each group to assign an exercise to each number on the dice, such as, 1= 1 burpee, 2= 2 press ups, 3= 3 sit ups, 4= 4 lunges, 5= 5 squats and 6= 6 star jumps. Pupils may need to write down what each number represents to remind themselves. Invite a pupil in each group to roll the dice.



The remaining pupils in the group complete the relevant exercise. Then roll the dice again and add the number to your previous roll so that you keep a running total. Continue until your group reaches 50.

Equipment

- A Dice per group
- Pen and Paper per group

Variations

- Increase or decrease the target number to make it easier/harder.
- Make it harder by subtracting 5 when you roll a 5.
- Make it easier by doubling 6 when you roll a 6.

13. Along the Line

Description

Arrange pupils in groups of 4. Set out 4 spot markers in a straight line at 5 metre intervals. Invite each pupil to stand on a spot marker. The ball begins with the pupil at the first marker and is kicked to the pupil at the second marker, who in turn kicks it to the third marker. When the ball reaches the fourth marker that pupil must dribble the ball back to the first cone and repeat the process. Whilst the ball is being dribbled back each pupil moves forward to the next marker.

Equipment

- Spot Markers
- Footballs

Variations

- Vary the distances between markers.
- Vary the kicking foot each time.
- Groups can compete against the clock or other groups



14. Beat the Ball

Description

Arrange pupils in groups of 5. Arrange the spot markers into two squares, one inner square and one outer square. 4 pupils stand at a spot marker in the inner square, keeping a safe distance apart, while one pupil stands at a spot marker on the outer square. The pupils in the inner square pass the ball around the square. The pupil on the outer square runs around to the different points of the square and tries to get back to their starting point before the ball is passed around the inner square. Swap the pupils around after each turn.

Equipment

- Spot Markers
- One ball per group of 5

Variations

- Increase or decrease the number of pupils in the inner shape.
- Increase the number of laps the outer runner has to run.



15. Dab relays

Description

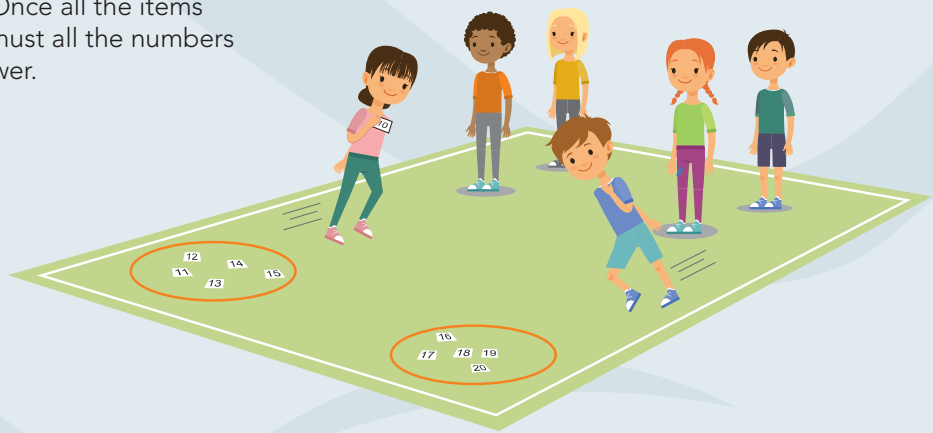
Arrange the pupils into groups of 5 or 6 giving each pupil a spot marker. Pupils in their groups place their spot markers in straight lines keeping a safe distance apart. Place numbers at the other end of the yard in a hula hoop per group. The first pupil in the line runs and collects one number. Whilst that pupil is running the other pupils in the line move forward to the next spot. When the first pupil returns he/she dabs for the next pupil to go. The first runner places the letter/number/jigsaw piece at the start of the line. Once all the items are collected the last runner must all the numbers together and call out the answer.

Equipment

- Spot Markers
- Numbers (printed, laminated and cut)
- One hula hoop per group

Variations

- Increase or decrease the distance of the run.
- Use a variety of methods of travel, i.e., hop, skip, jump, side step.
- Invite pupils to multiply all the numbers together.
- Invite all pupils to balance on their spot marker until the other pupil returns back to the group.



16. Twist and Shout

Description

Invite pupils to find a space in the playing area while the music is playing. When the song says 'Twist' pupils must jump and rotate in the air, land safely and continue moving around. When the song says 'Shout' all pupils must jump up as high as they can and shout as loud as they can.

Equipment

- Music 'Twist and Shout'

Variations

- Invite pupils to alter the type of jump.
- Jump for distance rather than height.
- Vary the locomotor skill used like hop, skip etc.



17. Calculator

Description

Arrange the class in two groups. Mark out a rectangular area (calculator) for each group big enough for 9 numbered spots or cones (1-9). Arrange the spot markers in a grid of 3 x 3 spots. Invite all pupils to stand behind a starting line. The first pupil from the group runs in and taps number 1 with their foot and runs back to the starting line and dabs for the next pupil to run in. This pupil runs in and taps number 1 with their foot. Once all pupils in the group have tapped number 1 the starting pupil runs in and taps 2 and so on. The game finishes when all pupils in the group have touched all numbers on the calculator.

Equipment

- Spot Markers
- Cones

Variations

- Increase or decrease the numbers on the calculator
- Increase or decrease the distance between markers.
- Invite the first pupil to run to one and the second pupil to run to two and so on to speed up the game.



18. 'Rock, Paper, Scissors' Relay

Description

Arrange the pupils into two. Invite one group to go to one end of the playing area and the other group to the other end keeping a safe distance apart. Place spot markers between the two groups. The first pupil in each line travels (hops, skips, jumps, jogs) along the line. When the first pupil gets to an allocated spot for their team they stop and play a game of 'Rock, Paper, Scissors' with the pupil from the other line. Both pupils stand at their allocated spot for the game so they are a safe distance apart. The pupil who wins the game continues onto the end of the line on the other side. The pupil who loses the game jogs around the perimeter of the playing area. The next pupil then goes until eventually there are only two pupils left. These two then play off to see who wins the game. The pupils who are running around the perimeter must keep a safe distance apart while doing it. If the game is played with four lines the two winners from each line play off against each other to see who the winner is.

Equipment

- Spot Markers

Variations

- Vary the method of travel during the game.
- Use whole body 'Rock, Paper, Scissors' movements instead:
 - **Rock** - crouched body position.
 - **Paper** - standing, arms stretched up.
 - **Scissors** - arms outstretched to the side position.



19. Body Code

Description

Arrange pupils into four or five groups. Invite the groups to go to one end of the playing area keeping a safe distance apart. Place 4 hoops or spot markers, spaced out evenly, for each team between each end of the playing area. The teacher demonstrates four different activities to perform in each hoop (star jumps, squats, burpees, vertical jumps). The pupils must remember the order of the activities and how many to do in each hoop (5 star jumps in hoop 1, 3 vertical jumps in hoop 2, etc). Once the pupil has finished all activities they must run to the end of the playing area around a cone and back home. If the pupil gets the order or number of activities wrong they must go back and restart. The first pupil home out of the four teams wins a point for their team.

Equipment

- Spot Markers
- Hoops
- Cones

Variations

- Increase or decrease the number of activities or the amount of each activity they have to do.
- Vary the travel instead of running.
- Use visual aids for pupils who need assistance.



20. Milkshake Dance

Description

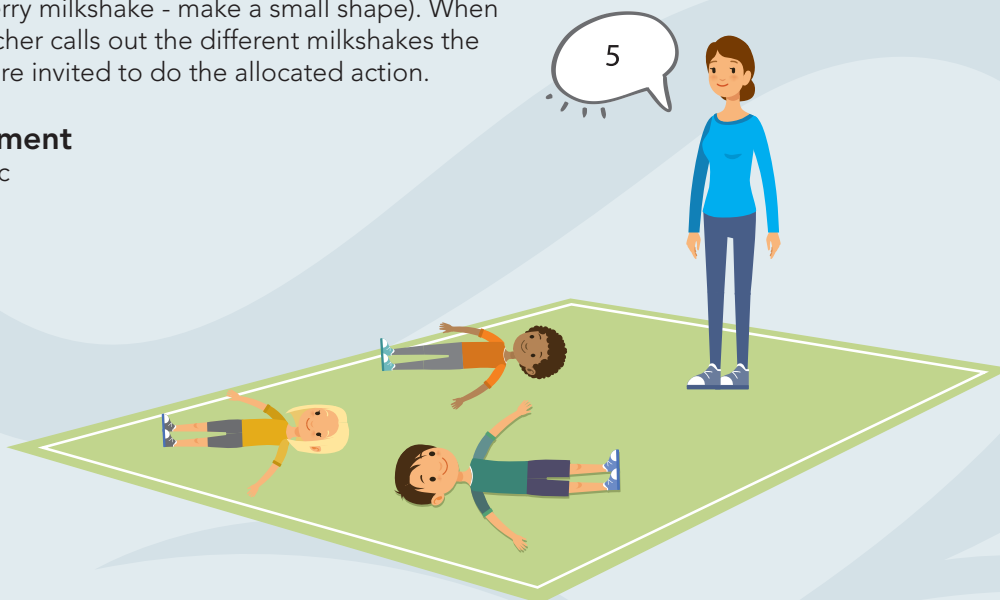
Invite pupils to move around the playing area in various different ways. The pupils as a class assign different activities to each milkshake (e.g. banana milkshake - lay on backs on the floor with arms outstretched, chocolate milkshake - jog on spot, strawberry milkshake - make a small shape). When the teacher calls out the different milkshakes the pupils are invited to do the allocated action.

Equipment

- Music

Variations

- Introduce the idea of doing a movement for 8 counts.
- Invite pupils to work in small groups and create their own movements for different milkshakes.



FIFTH AND SIXTH CLASS



1. Non-Wet Get-Up, Get-Down

Description

Invite pupils to fill a plastic cup to $\frac{3}{4}$ capacity with water. Invite pupils to lie on their backs and hold the cup with water perpendicular to the ground with their hand. Challenge pupils to get off the ground to standing and raise their arm over their head without spilling any water.

Finally, invite pupils to switch the cup to their other hand and lower themselves back to the ground, flat on their back without spilling any water.

Equipment

- Plastic cup – 1 per pupil
- Water



Variations

- If pupils are struggling, invite them to start from a modified position – e.g. on their knees.
- Invite pupils to carry out the task with less water in the cup – $\frac{1}{4}$ full making the task less difficult.
- Invite pupils to attempt the task with a cup in each hand.



2. Tennis Ball Bear Crawl

Description

Arrange pupils in 5 groups behind a start line of 5 spot markers or cones stretched across a basketball court, PE hall or yard. Invite pupils to assume a bear-crawl position (hands below shoulders, knees off the ground under hips, balls of feet and toes on the ground) behind the spot marker with the tennis ball balanced at the small of their back.

Invite the pupils to bear crawl around a marker opposite their marker and home while maintaining the tennis ball balanced in the small of their back. If the ball drops to the ground, the pupil must return to the starting position.

Equipment

- 1 tennis ball per pupil.
- Cones or spot markers

Variations

- Decrease the distance the pupils have to travel and/or switch the object to one with less movement, such as, a beanbag
- Increase the distance the pupils must travel and/or switch the object to a bigger sphere – football or basketball.
- Invite pupils to vary the direction they are travelling to sideways and backwards.



3. No-Hands Limbo

Description

Arrange the equipment with 2 chairs facing each other, 1m apart and the broomstick laid across the chairs creating a Limbo stand.

Invite pupils to use dynamic balance to travel under the broomstick without their hands touching the ground. Invite them to do this in any way they wish.



Equipment

- 2 classroom chairs.
- Brush or broomstick.

Variations

- Invite the pupils to raise the height of the broomstick from the chair using books or lunchboxes.
- Invite the pupils to limit the body parts permitted to touch the ground, e.g. 2 body parts only.

4. Call the Ball

Description

Set out a starting line and a finishing line in the playing area using cones. Arrange pupils in 4 groups behind the starting line with a ball each. On a signal, invite the first pupil in each group to sprint towards the finishing line. On another signal, pupils must come to a complete stop as quickly as possible and complete the challenge that is called out, e.g. when they hear 'head on the ball', they must come to a complete stop, put their ball on the ground, touch their head to it and freeze. Pupils perform this balance until invited to continue running.

Suggestions for challenges:

- sit on ball and balance
- one foot on the ball and balance
- one hand on the ball and balance
- one elbow on the ball and balance
- one knee on the ball and balance
- move the ball on the floor between your ankles
- move the ball around your waist
- spin the ball on your finger
- balance the ball on your tummy, back or between your knees.

Equipment

- A tennis ball, cones or spot markers.

Variations

- Vary the locomotor skill used to travel across the playing area.
- Invite pupils to move while balancing the ball on a particular body part.
- Invite pupils to complete a progression balance – passing the balance from 1 body part to another, e.g. progress from balancing the ball from shoulder to knee without use of hands.



5. Colour Triangle React

Description

Arrange pupils in pairs with 6 cones (2 red, 2 yellow, 2 blue) and 2 spot markers per pair. Invite each pair to make two triangles with a different coloured cone at each apex, facing each other. Both triangle must be a mirror of the other. Invite pupils to stand on their spot marker in the centre of each triangle. A gap of two metres should be left between both triangles.

The aim of the activity is for one pupil to mirror the movements of their partner pupil. The first pupil is invited to touch any cone and their partner attempts to mirror this action. Invite pupils to progress to touching two cones, then three cones, in succession.

Equipment

- Each pair needs:
 - 2 red cones
 - 2 yellow cones
 - 2 blue cones
 - 2 spot markers



Variations

- Invite pupils to add a deceptive element to the activity by adding faints and dummies to move their partner off their centre spot.
- Invite both pupils to balance a beanbag on their head.
- The leader must return to the middle of their triangle each time before touching a different cone.

6. Lives

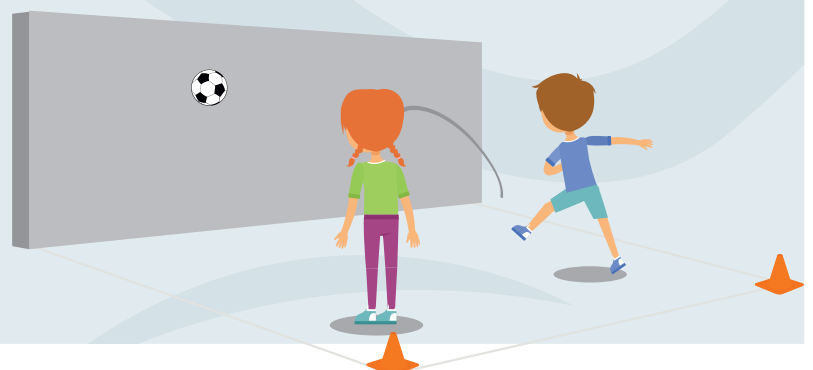
Description

Arrange pupils in groups of three (A, B, C) with one ball for every two groups. Two groups position themselves at a section of wall five metres wide which is set out using cones. Groups play in the order of A, then B, then C.

Pupil A from the first group kicks the ball against the wall inside the boundary and pupil A from the opposite group must respond. This process continues through all group members. If a pupil strikes the ball inside the boundary, their group gains a point. This process continues until a group reaches a score of ten points.

Equipment

- Football
- Cones
- A wall



Variations

- Allow pupils to trap the ball with their foot prior to kicking.
- Introduce a rule that pupils kick the ball with their non-dominant foot only.
- Invite pupils to create a cooperative task where they see how long they can maintain a rally without making a mistake.

7. Hoop Bounce

Description

Arrange pupils in pairs, with one basketball or bouncy ball and one hoop per pair. Pupils place the hoop on the ground between them, with one pupil acting as the server and the other as the defender. To begin, the server bounces the basketball into the hoop. The aim for the other pupil is to return the ball by bouncing it back into the hoop again before it touches the ground. To do this they attempt to control the ball by striking it using their hand only (no catching).



The defender can only touch the ball once and the attacker scores a point if the ball is not successfully returned to the hoop. Invite the pupils to play the game as per tennis-rules and scoring system. Pupils will need to move around the hoop and react to a variety of bounces.

Equipment

- Hoop
- Basketball or bouncy ball

Variations

- Introduce catching or allow two or more touches per defender.
- Invite pupils to work together to maintain a rally for as long as possible.
- Introduce a Trampette if available instead of a hula-hoop for added bounce.

8. Shoot to Score - 21

Description

Arrange pupils in pairs with a ball per pair. Stick targets at various heights on a wall. Points should be placed in the centre of each target from one to five.

Invite pupils to kick the ball at the targets on the wall to achieve that score. Allow 5 – 10m between the kicking spot marker and the targets.

Invite pupils to play the activity until one pupil reaches a total score



Equipment

- A football
- Sheets of A4 paper
- Bluetac
- Markers
- Spot Marker

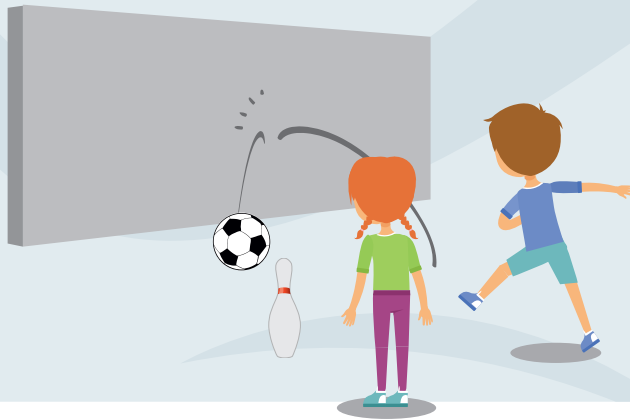
Variations

- Increase the distance between the kicking spot and the target.
- Restrict pupils to an allowance of odd numbers only or striking with non-dominant foot only.
- Decrease the space between the kicking spot and the target and/or make the task co-operative where the pair must work together to achieve a score of 21.

9. Rebound Ball

Description

Arrange pupils in pairs with one bottle/skittle and one football each. Invite the first pupil to place their skittle three to five metres from the wall within their designated playing area. This pupil then places their ball next to the skittle and kicks it, aiming to hit the skittle on the rebound. If the skittle is hit, the skittle is then moved one metre further away from the wall. A goal line can be set ten metres from the rebound wall. A goal is scored when a pupil has successfully progressed the skittle, metre by metre, back across the goal line.



Equipment

- Each pair needs:
A football
Wall space
A skittle or empty water bottle

Variations

- Kick from left or right of the skittle, the wider the distance, the more difficult the challenge.
- If space allows, arrange pupils in pairs, taking every second turn, making the task co-operative.

10. Corn Hole

Description

Arrange pupils in pairs (A & B) with 3 beanbags and a box each. Invite pupils to position themselves 5m apart, facing each other with the box at their feet and the beanbags in their hands. Invite pupil A to underarm throw a beanbag attempting to get it in to pupil B's box. Pupil B then repeats this action. This continues until all beanbags have been thrown. The pupil who achieves the most successful throws wins the round. Invite pupils to play to 10 rounds and then switch positions.

Equipment

- Each pair needs:
6 Beanbags,
2 boxes/baskets

Variations

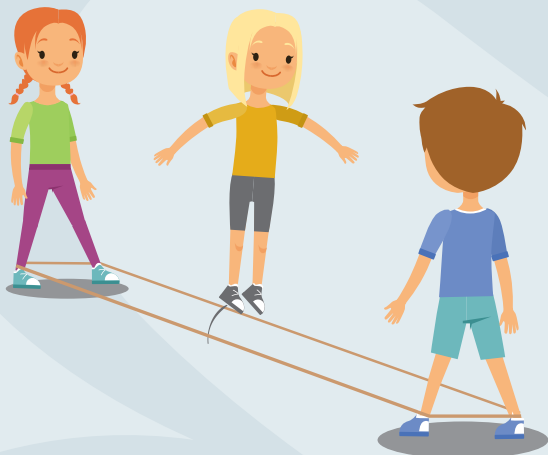
- Invite pupils to throw the beanbags with their non-dominant hands and/or increase distance between the pupil who is throwing and the target box.
- Replace the box with a hula hoop to increase the size of the target and/or decrease the throwing distance.



11. England, Ireland, Scotland, Wales

Description

Arrange pupils in groups of 3. Invite the pupils to tie 40 to 50 elastic bands together to make a long chain. Invite the 2 pupils on the outside to hook the elastic band chain around the outside of their legs at ankle level and to set their feet shoulder-width apart. Invite pupils to stand 3m apart, facing each other with the band stretched at their legs. The 3rd pupil stands in the centre.



All pupils chant "England, Ireland, Scotland, Wales. Inside, outside, on the rails". The pupil in the centre jumps their feet in and out of the elastic bands to the beat of the rhyme and attempts to land their feet directly on the elastics at the end.

If pupil A is successful, invite the 2 pupils on the outside to elevate the band to knee height, then to hip height. When a pupil is unsuccessful in trapping the bands under their feet, they switch positions with a pupil from the outside.

Equipment

- Box of elastic bands

Variations

- Invite pupils to increase the speed at which they say the rhyme. The pupil in the centre must match their pace.
- Invite pupils on the outside to lower the height of the band to the ground and/or recite the rhyme in slow motion.

12. Beat on the Street

Description

Arrange spot markers 2 metres apart within the playing area. Invite pupils to stand on their own spot marker and practise marching on the spot for a count of eight. Change the locomotor skill for each count, or turn to face another direction.

When the pupils are comfortable moving to the count of eight, invite them to perform the following sequence:

- Hop forward on the right leg, clap on the eighth beat.
- Hop back on the left leg, clap on the eighth beat.
- Hop on either leg but rotate 90° (quarter turn) every second beat.
- Hop forward for four beats, hop backwards for four beats.

Repeat from the beginning.

Once pupils are comfortable with the sequence, introduce music and dance to the beat. Invite them to add their own movements.

Equipment

- An open play area/Spot markers/Music
- Choose from the following appropriate song list:**
- 1-Safe and Sound - Capital Cities
 - 2- Uptown Funk - Mark Ronson / Bruno Mars
 - 3 - Castles – Freya Ridings

Variations

- Invite pupils to develop a dance sequence incorporating a number of different parameters, such as, balance on 3 body parts, movements on different levels, free style for the chorus.



13. Around the Clock

Description

Arrange pupils in groups of 4 (2 pairs). Place the spot markers at 6 equal distances along the key.

Invite each pair to begin in opposing positions at opposite end lines. Pupils in pairs take turns shooting at the basket.

If a pupil is successful in getting the ball in to the basket, the pair move on to the next spot. The first pair to make their way around the 6 spots and back to their original position are the winners.

Equipment

- Basketball
- Basketball hoop / court
- Spot markers

Variations

- Each pupil in the pair must score in order to move to the next spot.
- The task could be made in to a cooperative activity. If a pupil scores both pairs move forward. The aim is to get both pairs back to their base spot.



14. Zone Ball

Description

Arrange pupils in groups of 7. Create a kicking area and a landing zone for each group. Invite 1 pupil from each group to stand in the landing zone. The remaining pupils are in their kicking area.

Invite the kickers to kick the ball from their hands above head height to land in their zone. The pupil standing in this zone attempts to catch the ball. If the kicker is successful, they switch positions with the pupil in the landing zone.

Equipment

- A Football,
- Spot markers or cones

Variations

- Invite the catchers in the zones to catch using 1 hand / arm only.
- Amend the equipment. Use a sponge ball instead of a plastic or leather football.



15. Over/Under Swoop

Description

Arrange pupils in groups of seven and confine each group to a yard space 20m x 20m. Invite 2 pupils to be "on" and give them the pool noodles. Invite the other pupils to pick a locomotor skill and move around the space.

When they meet or face the pupil who is on, they will shout "Under" or "Over". Based on this the pupil who is on will hold the pool noodle at knee level or at torso level to the caller. The caller ducks under or jumps over the noodle, changes their locomotor skill and continues. Change roles intermittently.

Equipment

- 2 Pool Noodles per group

Variations

- Invite the pupils who are 'on' to raise the jumping height and lower the ducking height to increase the range of motion.
- Invite pupils to use the same locomotor skill throughout.



16. Bear Saw Balance

Description

Arrange pupils in pairs and invite them to assume a bear position (hands under shoulders, knees under hips 10cm off the ground and balls of the feet on the ground) facing each other with their heads 2 metres apart.

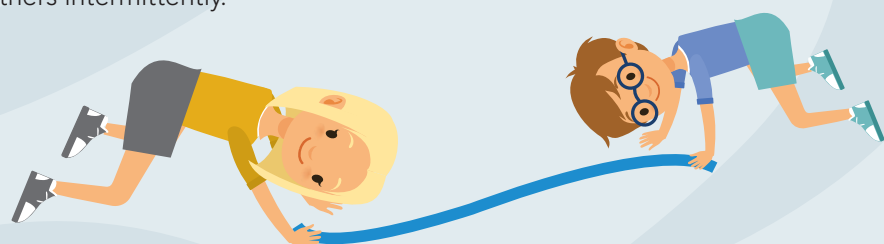
Invite each pair to hold the pool noodle or broom stick on the same side of their bodies with one hand. Using a push/pull action each pupil must try to knock the other pupil out of the bear position while maintaining their own balance. Remind the pupils of the external cue of a table and the top of the table is their back. They maintain the table position by tightening their stomach muscles. Switch partners intermittently.

Equipment

- Broom sticks or Pool noodles

Variations

- Make the activity cooperative where the pupils create a see-saw motion with the broom stick while maintaining their bear position.
- Invite pupils to elevate their opposite foot 10cm off the ground so that they are balancing on two body parts only.



17. Sheet Surfing

Description

Arrange pupils in pairs (A and B) with one sheet per pair. Invite the pupils to lay the sheet flat on the floor. Pupil A stands on the back edge of the sheet and pupil B goes to the front and holds the edge of the sheet in their hands. On a signal from the teacher pupil B drags the sheet smoothly around the floor space.

The pupil at the front of the sheet should be reminded to move the sheet smoothly and avoid jerking it or pulling suddenly. Pupil A maintains their balance, surfing the sheet as it moves under them around the floor space. Maintain the activity for 1 minute before switching roles.

Equipment

- Old bed sheets,
- PE hall with smooth floor

Variations

- Invite the pupil balancing on the sheet to take a lower position or stance and/or assume table-top (all 4) position on the sheet.
- Encourage the pupil balancing on the sheet to balance on 1 body part (large or small). Invite the pupil moving the sheet to move faster but still smoothly.



18. Course

Description

Invite the pupils to create their own obstacle course based on given restrictions or parameters, e.g. the obstacle course may/must include the following:

- A strong starting shape
- A strong finishing shape
- At least 3 different methods of travel
- 3 rolls
- 3 dynamic balances
- 2 different levels of movement

Equipment

- Cones
- Broom sticks
- Chairs
- Skipping ropes
- Any equipment from the PE Cupboard

Variations

- Invite pupils to work in pairs and limit the restrictions.
- Time pupils completing the obstacle course.



19. Tennis Ball Challenge

Description

Arrange pupils in pairs and give them 1 tennis ball per pair. Invite pupil A to throw the ball against the wall and catch it as many times as they can within 1 minute. Pupil B records the score.

For safety reasons, encourage pupils to remain 3m apart. Pupils then switch roles and repeat the task as many times as necessary.

Equipment

- Tennis balls
- Wall

Variations

- Decrease the distance between the thrower and the wall space.
- Increase the distance between the thrower and the wall space and / or invite the thrower to throw the ball using their non-dominant hand.



20. Tag Noodle

Description

Set up the playing area with a set of red spot markers across the baseline, a set of blue spot markers across the 5 metre mark and a set of cones across the halfway line. Arrange the pupils in pairs. Invite one of the pupils to take a pool noodle and stand on the baseline. Invite the second pupil to stand on the halfway line. The aim is for pupil 1 to tag pupil 2 with the pool noodle.

On teacher's 1st whistle, invite pupil 1 to sprint towards the halfway line. On the second whistle (as the sprinting pupils pass the blue cones), pupil 2 sprints and attempts to reach the far baseline without getting tagged. Pupils then switch roles and repeat the task as many times as necessary.

Equipment

- Pool Noodles
- Cones or spot markers
- A basketball court or large play area

Variations

- Invite both pupils to sprint on the same whistle.
- Move the 5m mark closer to the halfway line in order to delay the 2nd whistle.



COOL DOWN ACTIVITIES



1. Moilligh Slow Down

Invite the pupils to jog on their spot marker gradually slowing from a jog to a walk to a slow walk to standing. Invite them to breathe in slowly while stretching their arms out and up, and breathe out slowly as the arms are lowered.



2. Síos go dtí an talamh Down to the ground

Stand with feet shoulder-width apart. Touch the ground for 20 seconds. Touch right foot for 20 seconds. Switch legs. Repeat until cool.

3. Análaigh Breathe

Invite pupils to breathe in while stretching their arms wide and high, and to breathe out while lowering arms.

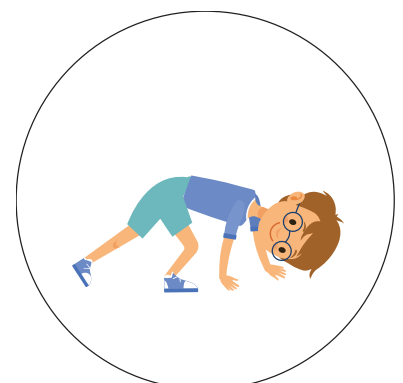


4. Compás Compass

Invite the pupils to walk the compass direction points (N, S, E, W) on heels for 20 seconds followed by tip toes for 20 seconds. Repeat until cool.

5. Searr do chosa Straighten your legs

Show pupils how to get into the push-up or high plank position with their hands flat on the ground, their legs and body straight and their toes on the ground. Invite pupils to bring one knee in to their chest and to push the heel of their other leg away from them, as if they are trying to touch the heel on the ground. Hold this position for 20 seconds, then switch legs.



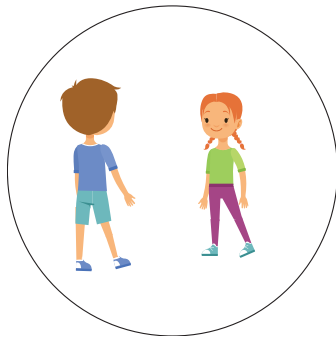
6. Ar an Traein On the Train

Invite the pupils to imagine they are a train by running on the spot. The train goes up a hill and gets slower and slower until it comes to a stop when the pupils sink to their spots on the ground.

- Invite pupils to sit with legs out in front. They stretch to the right and then back, forward and then back, to the left and then back.
- To finish they shake out the legs and arms.



7. Lean domsa Follow me



Arrange pupils in pairs facing each other.

- Invite pupils to side step for a count of 10 to the left and then to the right.
- Then nine, eight, seven, etc, all the way down to one.
- Pupils may hold a hula hoop in between them as they side step.
- Invite pupils to perform whole body stretches wide, narrow, high, mirroring each other's actions.
- Remind the pupils to breathe in and out slowly.

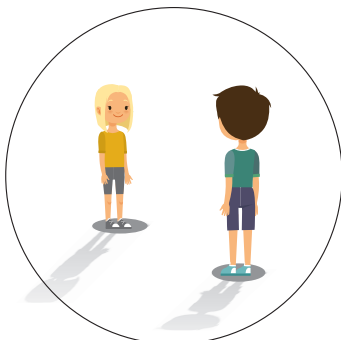
8. Siúlóid Walking

Invite pupils to power walk on the spot, gradually decreasing the speed on a signal from the teacher, until they are almost stopped.

- Invite pupils to stretch arms up to the sky, and then over to both sides, breathing in as they stretch and out as they release.



9. Bí mo scáil Be my Shadow



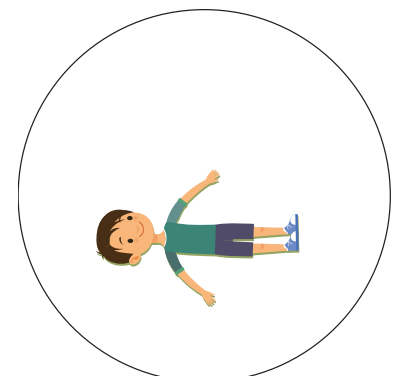
'Arrange pupils in pairs on their own spot marker, one behind the other. Invite both pupils to face the same way.

- Invite pupils to shadow each other in turn as they remain on the spot and perform arm stretches for a count of 10.
- Invite pupils to swap roles after each stretch.

10. Lig do scith Relax

Invite pupils to sit or lie in a comfortable position breathing in and out slowly with eyes closed while they:

- listen to sounds around them;
- think about their favourite part of the lesson and to visualise the activity.



11. Gaofar Windy

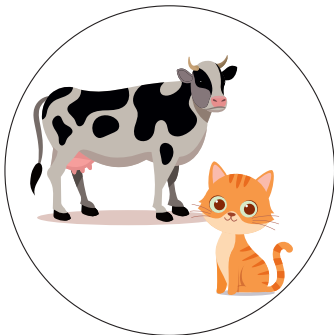
Invite pupils to pretend to be trees in a windstorm, pretending their arms are the branches on the tree. Start with the windstorm being strong and blowing hard, and finish with the wind calming and blowing softer.



12. Ba agus Cait Cows and Cats

Invite pupils to begin on hands and knees, with a flat back and to take a deep breath in. Arch the back so that the tummy is moving down towards the ground and the shoulders move back so the cows can look up.

Invite pupils to breathe out and create a curve on their backs as they become cats stretching their backs.



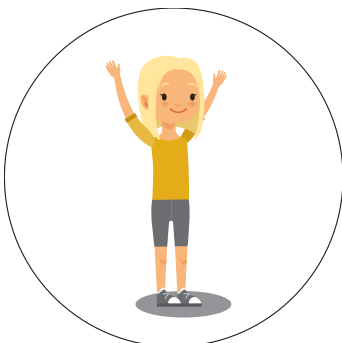
13. Léim thart Jump Around

Invite pupils to skip on the spot to the song 'Skip to my Lou', gradually reducing the skipping speed and height until they are skipping slowly in one place. Reduce to a march, then to a slow walk.



14. Sín go dtí an spéir Reach to the Sky

Invite pupils to reach up and touch the sky for 20 seconds. Now, reach down and touch toes for 20 seconds. Repeat until cool.



15. Ag an Trá At the Beach

Invite pupils to remain on their spot while they imagine they are at the beach, walking through deep sand, jumping over waves, shaking off the sand. Continue until cool.



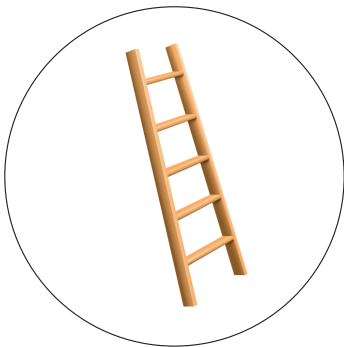
16. Féileacán Butterfly

Invite pupils to sit on the ground with knees bent and feet touching (legs look like butterfly wings). Slowly flap wings 15 times. Rest, then repeat until cool.



17. Dréimire Ladder

Invite pupils to pretend they are climbing a really tall ladder, stretching out their arms and knees as they climb up. Perform this for 30 seconds. Rest, then repeat until cool.



18. Barraicíní Toes

Invite pupils to sit with their legs outstretched, shoulder-width or more apart. Lean forward and try to touch the toes, one leg at a time. Hold for 30 seconds. Repeat until cool.



19. Bail an Choirp Body Parts

Invite pupils to connect two body parts called out by the teacher (e.g. elbow to knee, hand to foot). Invite pupils to hold this position until two new body parts are called out.



20. Aithris Imitate

Arrange pupils in small groups. Invite pupils to take turns demonstrating their favourite stretch while the rest of the group copies them. Remember to stretch gently and slowly. Repeat until cool.





www.pdst.ie | info@pdst.ie

The PDST is funded by the Teacher Education Section (TES) of the Department of Education and Skills (DES) and is administered by Dublin West Education Centre.



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills