

Move Well, Move Often:

Developing the physically literate child through
the lens of fundamental movement skills

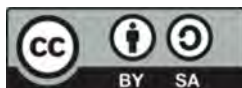
Book 2 - Skills and Activities



This resource has been designed by members of the Professional Development Service for Teachers. Its sole purpose is to enhance teaching and learning in Irish primary schools and will be mediated to practising teachers in the professional development setting. Thereafter it will be available as a free downloadable resource on pdst.ie/publications and scoilnet.ie/pdst/physlit for use in the classroom. This resource is strictly the intellectual property of PDST and it is not intended that it be made commercially available through publishers. All ideas, suggestions and activities remain the intellectual property of the authors (all ideas and activities that were sourced elsewhere and are not those of the authors are acknowledged throughout the resource).

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INTRODUCTION

This resource is intended to contribute to the development of the physically literate child. It has been designed to complement the teaching of the Irish Primary School Physical Education (PE) Curriculum and aims to provide a range of tools to support the teacher in teaching fundamental movement skills (FMS) throughout the primary school. These experiences should lead to a physically literate pupil, who has the movement competence, confidence, and understanding to continue participation in physical activity throughout their lives (Whitehead, 2016).

It is not intended that the development of FMS replaces the Physical Education (PE) lesson. Rather, it is intended that this skill development is integrated into the PE lesson in line with the overall school plan. In this way, the teacher focuses a lens on skill development within a lesson that is based on one of the strands of the PE curriculum. It is suggested that the teacher introduces a maximum of two teaching points per skill during each PE lesson.

This is an interactive resource comprising a teacher guide, three teacher resource books and supplementary online material. Each book outlines teaching and learning approaches for fifteen FMS.

For more detailed teacher guidance please refer to the 'Teacher Guide' accompanying this book. Access to this resource and additional activities are also available online at

www.scoilnet.ie/pdst/physlit



Each teacher resource book outlines teaching and learning approaches for the following fundamental movement skills (FMS):

Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion	Manipulative Skills Control of objects using various body parts
<ul style="list-style-type: none">• Walking• Running• Hopping• Skipping• Jumping for height• Jumping for distance• Dodging• Side stepping	<ul style="list-style-type: none">• Balancing• Landing	<ul style="list-style-type: none">• Catching• Throwing• Kicking• Striking with the hand• Striking with an implement

The activities that are outlined to develop and consolidate these skills are differentiated across the three books. For example, the activities in Book 1 are generally aligned to the infant classes, the activities in Book 2 are generally aligned to the junior/middle classes, the activities in Book 3 are generally aligned to middle/senior classes.

It is important to teach a balanced range of locomotor, stability and manipulative skills across the year.

Schools should select the number of skills for development in any given year, in accordance with pupils' needs and aligned with the school plan.

Within each activity the teacher will be provided with:

- **Equipment** - a list of the equipment needed for the activity.
- **Description** - how to set up and play the activity.
- **Variations** - suggestions for differentiation.
- 🔑 **Key Words** - vocabulary associated with the skill.
- 🍀 **Téarmaí as Gaeilge** -foclóir a úsáid go neamhfhoirmiúil i rith an cheacht.
- 💡 **Tips** - organisational and safety tips to maximise learning.
- 🏠 **Take Home** - an optional activity to reinforce learning outside of the PE lesson.

In recording their learning in a PE journal, pupils can reflect on and consolidate their learning, in addition to documenting their physical literacy journey.

The following icons are used in the activity descriptions to outline opportunities for linkage across PE strands.



This resource is intended to be available to the whole school community. It is recommended to keep these resources in a common sharing area where all staff members have access to them. This resource and additional support materials are available online at www.scoilnet.ie/pdst/physlit.

WALKING

Siúl

Walking is the most basic of locomotor skills, it involves the transfer of weight from one foot to another while moving either forwards or backwards. A key feature of walking is the absence of a flight phase with one foot in contact with the ground at all times. As probably the most used fundamental movement skill, walking appears in every facet of everyday life. Walking to school, recovering between more intensive movements in game situations, recreational activities, and moving from one room to another at home are all examples of the need for proficient walking technique.



Things to consider

Walking technique is often taken for granted, however, it is an important precursor to other fundamental movement skills and should be given adequate attention.



Walking, weight transfer, posture, movement, locomotor skill, arm swing



Siúl • aistriú meáchain • iompar an choirp • gluaiseacht scil ghluaiseachta • luascadh láimhe

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils practise the skill of walking through exploration and experimentation. Characteristics of walking at the exploring stage:

- bouncy or uneven walking action
- arms tend to swing excessively and are held out from the body to help balance
- feet are too close or too far apart
- toes tend to be turned either in or out
- head is too far forward.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise walking at different speeds, levels and directions on their own and with others. Characteristics of walking at the developing stage:

- walking pattern is more even
- arms swing in opposition to the legs but are still a little stiff
- stride length is inconsistent
- posture is still incorrect, with head falling forward and body not straight.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils should be able to master the skill of walking. Walking with rhythm and efficiency should be evident and applied in a variety of contexts. Characteristics of walking at the mastering stage:

- walking action is smooth and even
- good posture is evident with head up and body straight
- arms swing naturally in coordination with opposite leg
- toes face forward and stride length is consistent.

TEACHING POINTS FOR WALKING



Maintain good posture with body straight, walk tall, head in line with the spine and looking forward



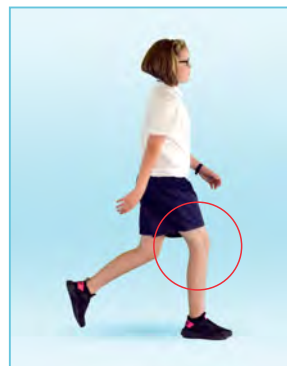
Arms swing in a small natural arc in opposition to the feet



Step with toes facing forward



When planting the foot use a heel-to-toe action



Knees should bend slightly when the foot makes contact with the ground



Introducing the skill of walking

Try to walk...	Effective questions
• forwards	<i>What are your eyes looking at?</i>
• backwards	<i>How are you looking where you are going?</i>
• sideways	
• without moving your hands	<i>What are your hands used for?</i>
• without bending your knees	<i>How much should your knees bend?</i>
• tall like a giraffe	
• small like a mouse	<i>Which is better, how tall should you be?</i>
• on your toes only	
• on your heels only	<i>What feels comfortable, can you use both?</i>
• in slow motion	
• as fast as you can without running	<i>What happens to technique?</i>
• like a robot	
• along a line	
• in a circle	
• with correct technique	<i>Let's put it all together!</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looking down when walking	Head up, walk tall
Left arm swings with left leg and vice versa	Opposite actions, right arm swings with your left leg and left arm swings with your right leg
Ball of the foot making first contact with the ground	Walk using a rolling action from heel to toe

Walking Rubric

	Exploring	Developing	Mastering
Legs	<ul style="list-style-type: none"> • Feet are too close or too far apart • Toes tend to be turned either in or out 	<ul style="list-style-type: none"> • Stride length is inconsistent 	<ul style="list-style-type: none"> • Toes face forward and stride length is consistent
Arms	<ul style="list-style-type: none"> • Arms tend to swing excessively and are held out from the body to help balance 	<ul style="list-style-type: none"> • Arms swing in opposition to the legs but are still a little stiff 	<ul style="list-style-type: none"> • Arms swing naturally in coordination with opposite leg
Action	<ul style="list-style-type: none"> • Bouncy or uneven walking action 	<ul style="list-style-type: none"> • Walking pattern is more even 	<ul style="list-style-type: none"> • Walking action is smooth and even
Head	<ul style="list-style-type: none"> • Head is too far forward 	<ul style="list-style-type: none"> • Posture is still incorrect, with head falling forward and body not straight 	<ul style="list-style-type: none"> • Good posture is evident with head up and body straight



ATHLETICS



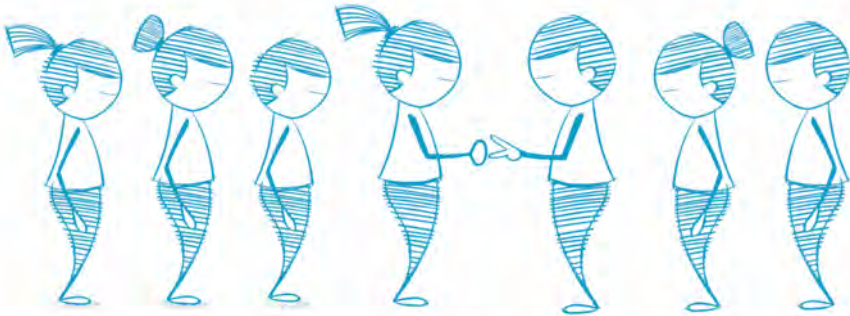
GAMES



OUTDOOR &
ADVENTURE

Description of Activity

On a signal, pupils begin walking within the playing area. All pupils should be encouraged to walk in a random direction. When they meet another pupil face to face they stop and play rock, paper, scissors with them. The winner becomes a leader and the loser now follows their new leader. The process repeats between leaders, stopping to play rock, paper, scissors. Whichever leader loses, their entire group must join the back of the winning group. This process continues until the entire class is following along behind one pupil or leader.



Variations

- Vary the locomotor skill used to move around the area, e.g. skipping, hopping or side stepping.

Equipment

An open playing area



- Discourage pupils from touching or pushing, take notice of the movement pattern of the pupil in front.



- In your PE journal, draw a picture of you walking in a crowded place.



comhartha • siúl • bealaí éagsúla • aghaidh ar aghaidh • carraig • páipéar • siosúr • ceannaire



Description of Activity

Pupils line up in single file facing the same direction. Establish a finish line in the playing area for the elephant walk. Pupils take the shape of an elephant with their right hand acting as the trunk in front of their body and the left hand through their legs as the tail. Invite pupils to hold the tail of the elephant in front of them with their trunk to create one continuous line. The group then advances forward as a line of elephants.



Variations

- Invite pupils to manoeuvre around obstacles and swerve the line of elephants as they move.
- Practise in smaller groups, then join the elephants together.

Equipment

An open playing area



- Encourage pupils to work together as a group.
- Encourage pupils to watch the pupil in front of them as their guide.
- Pause the activity at intervals to focus on the teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the walking action during the activity.



- In your PE journal, draw a picture of the Elephant Walk activity.



- dalta i ndiaidh an dalta eile • ceann scríbe • bolb • crom síos • breith ar • rúitíní • deas • clé



ATHLETICS



DANCE



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Arrange pupils in groups of four and invite one pupil to act as the pace setter. The role of the pace setter is to change pace from very slow, to medium, to fast and back again. The rest of the group follow the pace established by the pace setter. Change the pace setter frequently giving each pupil a chance to be in that position.



Variations

- Change direction, e.g. walking on a windy path.
- Vary the locomotor skill used to move around the area, e.g. skipping or side stepping.
- Vary the height or level of walking (on tiptoes or bent over with head up).

Equipment

An open playing area with clear boundary lines



- No touching or grabbing and allow a safe space from the pupil in front.
- Ensure pupils keep their head up so they don't collide with other pupils.



- Play this game in the yard with your friends.

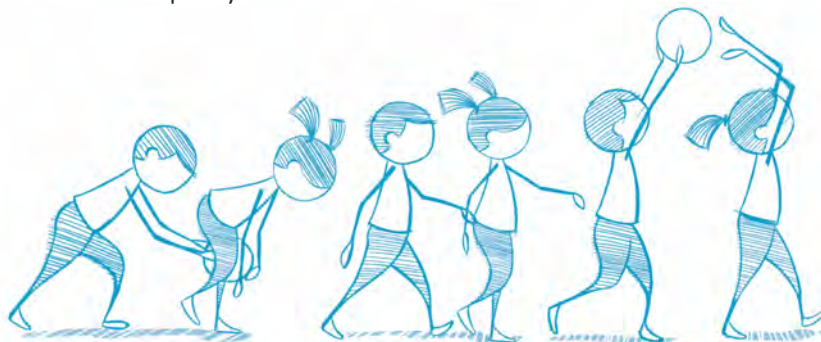


i mbeirteanna • reathaí ceann riain • an mhall • go méanach • go tapa • seans do gach páiste

Description of Activity

When travelling to another location in the school, invite pupils to walk in single file with the front pupil holding a ball. The leader passes it to the pupil behind by passing the ball over their head. The next pupil will pass the ball under their legs to the pupil behind. This pattern of over and under continues until the ball reaches the end. The pupil at the end must walk quickly all the way to the front of the line to start the activity again.

Remember, the rest of the group is still walking the entire time, so the pupil at the back has to move quickly.



Variations

- Vary the way the ball is passed back to the next pupil by rotating the body to the right or the left.

Equipment

A ball



- Ensure pupils' path is obstacle free.
- Encourage pupils to call out the word 'over' or 'under' as they are passing the ball so the next pupil is aware of the move they should make.
- Ensure that pupils are always aware of where the ball is. Also ensure pupils at the back have enough space to walk past the other pupils.
- Pause the activity at intervals to focus on the teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the walking action during the activity.



- In your PE journal, write down a fun and safe walking activity we can complete as a class to move from one area of the school to the other.



áit eile • dalta i ndiaidh an dalta eile • liathróid a chuir siar • thar do cheann • idir do chosa • ceannaire • dalta ar chúil • siúl



ATHLETICS



DANCE



GYMNASTICS

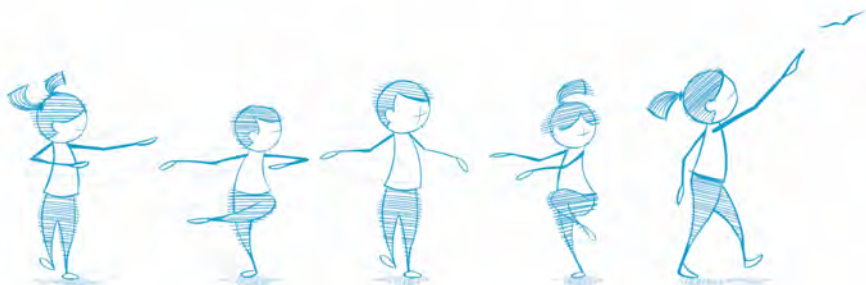


OUTDOOR &
ADVENTURE

Description of Activity

Some suggestions include:

- If you meet a teacher, complete five jumping jacks.
- If you see a bird in the sky, spin in a circle and then continue on.
- Start skipping if you see a flower.
- If you see a black car, reach to the sky and then touch your toes before continuing.
- High-five someone near you if you see a white van.



Variations

- Invite pupils to complete these challenges in pairs. They can work together to spot certain objects, or different challenges can be set to involve partner work.

Equipment

An open playing area



- Invite pupils to make up new rules giving them ownership of the activity.
- Ensure pupils all know to stay close to the group.
- Pause the activity at intervals to focus on the teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the walking action during the activity.



- Play this game at home. Perform similar actions for particular cues, e.g. when you see a family member, complete five star jumps, and when you hear a phone ringing, walk forwards three steps etc.



ag siúl • ceann scríbe • rialacha • comhartha stop • éan sa spéir • scipeáil • carr • veain

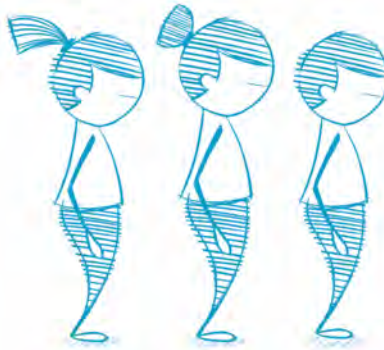


Description of Activity

Arrange pupils in groups of three around the playing area. Each group lines up in single file facing the same direction. There are three commands in the activity.

- Switch - The lead pupil and the back pupil change places.
- Change - The entire group turns around and goes the opposite direction.
- Rotate - The lead pupil goes to the back and the centre pupil becomes the new leader.

To begin the activity each group marches on the spot and attempts to execute the commands called out by the teacher.



Variations

- From marching on the spot progress to walking, running or hopping.
- Allow the pupil in the middle of each line to give the commands.
- Invite groups to compete against each other to see who can complete a series of commands the quickest.

Equipment

An open playing area



- Discourage pupils from distracting other pupils.



- Play this game in the yard with your friends.



- grúpaí de thriúr • dalta i ndiaidh an dalta eile • aistrigh • athraigh • rothlaigh
• ag mairseáil • treoracha an mhúinteora

RUNNING

Rith

Running is a similar action to walking except there is a moment of suspension called the flight phase when both feet are simultaneously off the ground. Momentum is achieved when force is created by the back leg driving off the ground. The greater the force created and applied in a given direction, the faster the run will be. The skill of running includes jogging, sprinting, dodging and evading. The ability to run is essential to perform a wide range of activities in both everyday life and sporting contexts. Whether it is sprinting in a race or running for pleasure, chasing a football or trying to catch a butterfly, it is essential that everyone develops a proficient running technique.



Things to consider

When practising running ensure that activities are done in an open playing area. If an enclosed area is used, then make sure that there is adequate space between pupils and also a large enough runoff safety area to allow pupils the opportunity to slow down and stop.



Running, flight phase, momentum, leg drive, safety, L-shaped arms, accelerating, high knee lift, stride length



Rith • tréimhse eiltle • móiminteam • brúigh coise • sábháilteacht • brostú • ardú glúine • fad abhóige

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy exploring different speeds of running, in a variety of directions and on various levels. Characteristics of running at the exploring stage:

- knee lift and kick back is limited
- arm swing is wild and away from the body, with 90 degrees not being maintained at the elbow
- no obvious flight phase
- head is unstable.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise running efficiently at different speeds in different directions. The skill is applied to a variety of mini games and activities.

Characteristics of running at the developing stage:

- knee lift is higher but not yet parallel. Back leg is extended to push off and give more momentum
- arm swing increases, is closer to the body and is more in tune with leg movement
- limited flight phase.

Mastering stage

Tréimhse Máistríthe



At this stage, pupils are running with efficient technique and applying the skill in a variety of contexts such as, running for a sustained period of time, sprinting, engaging in dodging and evading activities and applying the skill naturally in a sporting context. Characteristics of running at the mastering stage:

- stride is a good length, arms and legs are in rhythm and head is stable
- high knee lift and leg kickback is evident
- obvious flight phase
- feet land along a narrow pathway.

TEACHING POINTS FOR RUNNING



Hold the head up,
stable and eyes
looking forward



Elbows bent at
90 degrees



Drive arms backwards
and forwards vigorously
in opposition to the legs.
Ensure arms stay close to
the body, 90 degree angle
remains at the elbow and
the drive comes from the
shoulders



High knee lift with the
thigh almost parallel to
the ground

TEACHING POINTS FOR RUNNING



The kick back should be close to the buttocks (at least 90 degrees)



Push off from the ball of the foot and land on the heel of the foot initially, however, when the run speed increases contact will be made predominantly with the ball of the foot only



Lean slightly forward when accelerating and slightly backwards when slowing down



Introducing the skill of running

Try to run...	Effective questions
• tall like a giraffe without bending your knees	<i>What position should your body be in?</i>
• small like a pixie bent over at the waist	
• without moving your arms	<i>Try to make an L with your arms - is it possible?</i>
• looking at the sky/looking at the ground	<i>Where should you look?</i>
• on your tiptoes/flat footed	<i>How should you land/take off?</i>
• forwards/backwards	<i>If running backwards look over shoulder</i>
• as fast as you can on the spot	<i>What are arms and knees doing?</i>
• along a different path to everyone else	
• for as long as you can	<i>What happens to technique when you - get tired or get competitive?</i>
• as fast as you can	
• in front of/behind a partner	
• holding hands	
• using all the correct technique outlined	Let's put it all together!



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Eyes looking down or head moving from side to side	Head up, look forward, no wobbly head movements
Excessive rotation of the trunk	Ensure your chest is facing forward, breaking the finish line tape
Arms swinging wildly out from, or across the body	Keep your arms L-shaped, close to your body, pump backwards and forwards
Not lifting the knee high enough resulting in a shortened stride	Encourage longer strides, 'knee up, extend your foot out, down'
Leaning too far forward when running	Run tall, head up, chest out
Eyes looking at the ground or feet	Head up, eyes forward
Legs too far apart and flat footed	Run a narrow pathway, follow an imaginary line

Running Rubric

	Exploring	Developing	Mastering
Legs	<ul style="list-style-type: none"> • Knee lift and kick back is limited 	<ul style="list-style-type: none"> • Knee lift is higher but not yet parallel • Back leg is extended to push off and give more momentum 	<ul style="list-style-type: none"> • Stride is a good length • High knee lift and leg kickback is evident • Feet land along a narrow pathway
Arms	<ul style="list-style-type: none"> • Arm swing is wild and away from the body, with 90 degrees not being maintained at the elbow 	<ul style="list-style-type: none"> • Arm swing increases, is closer to the body and is more in tune with leg movement 	<ul style="list-style-type: none"> • Arms and legs are in rhythm
Flight	<ul style="list-style-type: none"> • No obvious flight phase 	<ul style="list-style-type: none"> • Limited flight phase 	<ul style="list-style-type: none"> • Obvious flight phase
Head	<ul style="list-style-type: none"> • Head is unstable 		<ul style="list-style-type: none"> • Head is stable

Description of Activity

Arrange pupils in groups of five with a hoop per group. Invite groups to place their hoops around the perimeter of a large outdoor playing area, equidistant from a central point. Lay as many small, light pieces of PE equipment as possible in the centre of the playing area (fruit salad). On a signal, one pupil from each group runs to the fruit salad, picks up one piece of fruit and carries it back to their hoop. This process is repeated until all pieces of fruit have been gathered. The group with the most pieces of fruit in their hoop wins.



Variations

- To prolong the activity allow pupils to steal pieces of fruit from each others hoops for a given time period. Freeze the activity and count how much fruit is in each hoop.
- Use cones to make a large square around each hoop as a no-go zone. Pupils must throw the fruit into the hoop from outside the square, thus focusing on throwing accuracy.
- Pupils must jump over three items of fruit before they can pick one up.

Equipment

An open playing area, beanbags, foam balls, hoops, cones



- Ensure there is adequate space to throw and pick up beanbags so as to minimise collisions.
- Play the activity in reverse to save work setting up after an activity so that the first group to get all their pieces of fruit back in the salad wins.
- Pause the activity at intervals to focus on the specific teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the running action during the activity.



- Play a game that involves running every day this week in the yard.



fonsaí • ciseán torthaí • thit na torthaí amach • torthaí a phiocadh suas • glaoigh amach ainm an toraidh • ag obair le chéile

Description of Activity

Arrange pupils in groups of five. Use cones to set out a large outdoor square playing area with a pupil from each group at each corner. There should be two pupils at the first corner. On a signal, one pupil from each group in the first corner jogs slowly to the next corner, tags their teammate and stays in that corner. As soon as they have been tagged, that pupil jogs slowly to the next corner and so on. The activity continues until the fifth pupil tags the first pupil, who begins the next round by jogging faster. With each new round, the speed is increased slightly, going from a slow jog, to a faster jog, to running and eventually sprinting.



Variations

- Vary the locomotor skill used to move around the area, e.g. skipping, hopping, or side stepping.
- To adapt this into a cool-down activity, reverse the sequence so that the first lap is at a running pace and the last lap is a walking pace.

Equipment

An open playing area, cones



- Remind pupils to move safely and to avoid colliding with each other at the corners.
- While waiting for their turn, pupils can perform activities, e.g. run on the spot, roll their shoulders, hips and ankles or do gentle stretches.



- In your PE journal, list three reasons why it is important to warm up before doing an activity.



cóin • cearnóg • coirnéal • ag siúl • luas níos tapúla • bogshodar • rith



ATHLETICS



GAMES



OUTDOOR & ADVENTURE

Description of Activity

Arrange pupils in groups of four. Use cones to set out a starting point for each group. Place a hoop beside each cone. Scatter or hide the Queen's Jewels around the playground. Ensure there are more jewels than pupils. On a signal, the first pupil in each group runs out into the playing area trying to find a jewel as quickly as possible. Each pupil can only bring back one jewel at a time.

When they retrieve a jewel, they place it in the hoop at their group's base. The next pupil in the group repeats the process. After a set amount of time, identify which group has collected the most amount of jewels.



Variations

- Set a time limit. Repeat the activity to see if the group can beat their record by collecting the jewels in an even faster time.
- Allocate a specific coloured jewel to each group.
- If the playing area is limited, arrange pupils into four or five groups, allowing only one pupil from each group to run at any time.

Equipment

An open playing area, cones, hoops, crown jewels - small shiny non-valuable objects (plasticine wrapped in kitchen foil would work, invite pupils to help you make them)



- **Remind pupils to move safely and to avoid colliding with each other, making sure they keep their head up and look forward when running.**
- **Pause the activity at intervals to focus on the specific teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the running action during the activity.**



- **Invite a grown-up to help you to make the jewels, and recreate this activity at home.**



seoda an bhanrion • seoda a aimsiú • ceann amháin ag an am • sa chiseán • ag an am céanna

Description of Activity

Arrange pupils in pairs, standing one metre apart and facing each other. All pairs line up along a centre line with a safety line positioned twenty metres behind both sets of pupils. Each pair begins by performing a rock-paper-scissors routine. A rock is a closed fist, paper is a flat hand, and scissors are the index and middle fingers in a cutting position. Paper always covers rock, rock breaks scissors, and scissors cut paper. To determine a winner, pupils count to three and form a rock, paper, or scissors. The winning pupil then chases their partner toward their safety line, attempting to tag them before they are safe. Line up again and repeat the activity.



Variations

- Use whole body rock, paper, scissors movements instead. Rock is a crouched body position. Paper is a standing, arms stretched up position. Scissors is an arms outstretched to the side position.
- Begin from a seated on the floor position.
- Vary the locomotor skill used to move, e.g. skipping, hopping.

Equipment

An open playing area, cones, spot markers



- For safety purposes ensure pupils run in a straight line to the safety lines.
- Ensure there are no hazards on the ground and position safety lines at least five metres from any walls or boundaries to allow a sufficient distance to slow down.



- Play this game in the yard.



carraig • páipéar • siosúr • cluiche tóraíochta • líne sábháilteachta • pointe



ATHLETICS



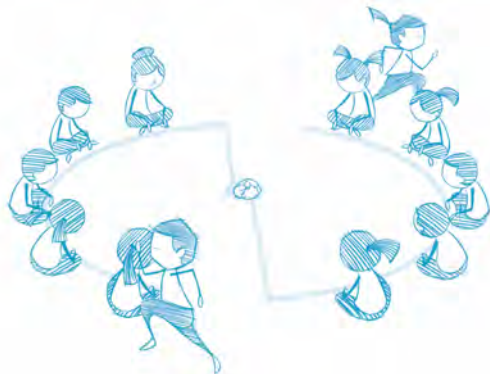
GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Invite pupils to sit or hunch in a large circle. Number pupils one to six around the circle, starting at one again at the seventh pupil. Leave one beanbag in the centre of the circle. When the teacher calls out a number, all pupils with that number stand up and run clockwise around the circle. When they arrive back to their starting places, they must run through the gap into the circle and try to pick up the beanbag.



Variations

- Arrange pupils into smaller groups of twelve with pupils numbered one to four. Whoever wins the previous round calls the number for the next round to keep the activity going.
- Remove the beanbag element to make the activity less competitive.
- Place a pile of beanbags in the centre of the circle. When a pupil retrieves a beanbag, they bring it back to their place and the group with the most beanbags at the end wins.

Equipment

An open playing area, beanbags



- **Remind pupils to move safely and to avoid colliding with each other, making sure they keep their head up and eyes forward when they run.**
- **Introduce balancing. When waiting for their turn pupils can perform various balances.**



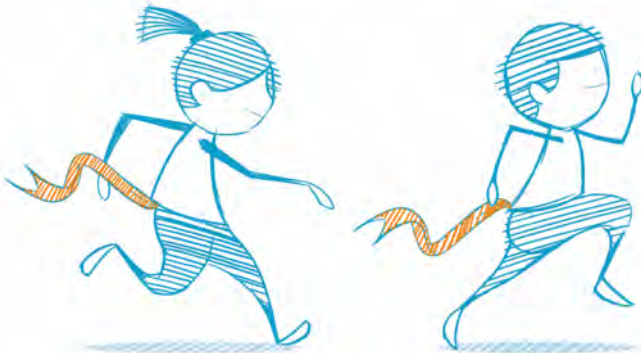
- **Investigate how many seconds it takes you to run around the outside of your house. Invite a family member to time you.**



suite i gciorca • uimhir • málaí pónaire • deiseal

Description of Activity

Give each pupil a ribbon (tail), and invite them to tuck it into the elastic band of their trousers at the hip. On a signal, pupils chase each other and attempt to catch each others tails. If a pupil loses their tail, they are not out of the activity, as they can continue attempting to capture a new tail from pupils who are still wearing theirs. If a pupil catches a tail, they can tuck it into their trousers as an extra tail. After a set time, stop the activity and count how many tails pupils have gathered.



Variations

- Arrange the class in two groups, playing against each other. The group with the most tails at the end of the activity wins.
- Adjust the playing area available, decreasing to make it harder.
- Using two groups, time how long it takes for one group to capture all of the other groups tails.

Equipment

An open playing area, ribbons



- **Pause the activity at intervals to focus on the teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the running action during the activity.**



- **In your PE journal, draw a picture of this activity. List three things you like about this game.**



ribín • eireaball • rith timpeall • breith ar na heireabail • eireaball breise • síneadh



ATHLETICS



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Use cones to set up a large defined playing area. Invite four pupils to be the taggers who each wear a different coloured bib. All remaining pupils find a space in the area and try to evade the taggers. When a pupil is tagged they put on (tuck in) a bib of the same colour worn by the person who has tagged them. Then they assist their group by tagging as many free pupils as possible. The tagging group with the most members at the end of the activity is the winner.



Variations

- Vary the locomotor skill used to move around the area.
- Invite pupils to join hands with their tagger.
- Instead of putting on a bib, a corner of the area could be allocated to each tagger and when a pupil is caught they must proceed to their tagger's corner. The tagger with the most pupils in their corner wins.

Equipment

An open playing area, bibs



- **Pause the activity at intervals to focus on the specific teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the running action during the activity.**
- **Ensure pupils tag safely with soft hands, to the trunk of the body, without grabbing or holding on.**



- **Teach the teaching points of running that you learned today to a family member or friend.**



ceathrar tóraithe • saor • bibeanna • rith i ndiaidh



ATHLETICS



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Use cones to set up a square in the centre of the playing area. Arrange pupils in four groups. One group is selected as the catchers and wear bibs. Pupils who are caught are placed in the designated square in the middle of the playing area. They may only be released by being touched by those pupils who are still free. The catchers must chase the other pupils, while at the same time guarding the square. Each group takes turns to chase for one minute and try to catch as many pupils as possible. When the time is up everyone freezes and the teacher counts the amount of tagged pupils in the square. If a group manages to catch all pupils before the time is up, their time is recorded.



Variations

- Vary the locomotor skill used to move around the area, e.g. skipping or side stepping.
- To add stability, when caught and placed in the catcher's square, pupils must perform a static balance until they are released.
- Increase or decrease the number of pupils in each group to alter the difficulty or set up two activities if the playing area allows.

Equipment

An open playing area, cones, bibs



- Discuss the rules and safety associated with tagging.
- After playing a couple of games give pupils time in their groups to discuss tactics on how best to excel in the activity.



- In your PE journal, draw a picture of you running in a race.



ceathrar • bibeanna • tóraithe • lámh a leagan ar • nóiméad amháin • comhairigh na daltaí

HOPPING

Preabadh

Hopping is a continuous sprint-like action that involves taking off and landing on the same foot. Dynamic balance is required to perform the skill - the non-hopping side of the body provides counterbalance and force to allow for continuous forward and upward movement. Greater leg strength is required for hopping than jumping, as only one foot is used to lift the body and there is also a smaller base of support. It is an important skill to master for safe body management, e.g. if you are pushed off balance or lose your footing. The skill of hopping is used in many practical activities including jumping and landing when catching a ball, performing a layup in basketball, playing hopscotch or dancing. It is also a component of many other fundamental movement skills including skipping, jumping and striking with the foot.



Things to consider

Hopping can be a very fatiguing activity, so ensure that opportunities to practise are short and intermixed with other activities and skills. This allows pupils ample opportunities to recover.



Hop, balance, force, take off, leg swing, support leg, push off, stable trunk



**Ag preabadh • cothromaíocht • fórsa • éirigh in airde • luascadh coise
• cos tacaíochta • saigh amach • stoc socair**

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy experimenting with hopping and discover different qualities of hops. Characteristics of hopping at the exploring stage:

- body is in an upright position
- hop achieves very little distance or height
- loses balance easily and struggles to do more than one or two hops at a time.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise the technique of hopping through games and activities. Characteristics of hopping at the developing stage:

- leans slightly forward
- arms move vigorously forwards and backwards but not quite in rhythm
- knees flex on landing
- balance is not yet fully under control.

Mastering stage

Tréimhse Máistrithe



At this stage, the skill of hopping is applied to a variety of different contexts. Characteristics of hopping at the mastering stage:

- non-hopping leg is used to support the take off, adding momentum and force to the hop
- arms are coordinated and move in rhythm with the hopping action
- body leans forward over the hopping foot
- hopping action is continuous and rhythmical.

TEACHING POINTS FOR HOPPING



Take off and land on the same foot, pushing off from the ball of the foot



The support leg swings in rhythm with jumping leg



Bend the support leg slightly on landing and straighten on take off



Arms bent at the elbow, swing back together then vigorously forward and upwards to assist the leg action in providing force



Head and trunk should be stable with the eyes focused forward



Practise on both right and left legs to become proficient on both



Introducing the skill of hopping

Try to hop...	Effective questions
• on the spot	<i>What are your arms/legs/head doing?</i>
• forwards/backwards/sideways	<i>How does it feel? Look, be safe.</i>
• and turn in the air	<i>What do I need to do? Where does force come from?</i>
• and turn in the air making a quarter turn/ half turn/full turn	
• as quietly/noisily as possible	<i>What do I need to control to do this?</i>
• as quickly/slowly as you can	
• and land as softly/hard as you can	<i>What is your foot doing?</i>
• three times on your right/left foot	
• as high as you can/as low as you can/ at a medium height	<i>Which is best?</i>
• without using your arms	<i>What are the arms used for? How should they be used?</i>
• using one arm only	
• alternating feet every eight/four/two steps	<i>What happens when you get tired?</i>
• with partners at the same time	
• to the beat of music	
• using all of the correct technique outlined	<i>Let's put it all together</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Support (hopping) leg bends deeply on landing and straightens on take-off	Flex your ankle, knee and hip to absorb force on landing and allow for a more forceful take-off
Landing flat footed or on the heel of the foot	Keep your heel off the ground. Stress the importance of landing 'softly' on the ball of your foot
The swinging leg is held rigid to the front, back or side	Swinging leg moves
Arms not moving to assist the hopping action	Swing your arms in time with each other and your hopping leg. Arms are not stiff
Swinging arms upwards which doesn't produce force	Swing your arms forward and backwards
Eyes looking at the ground or feet	Head up, look forward

Hopping Rubric

	Exploring	Developing	Mastering
Trunk	<ul style="list-style-type: none"> body is in an upright position 	<ul style="list-style-type: none"> Leans slightly forward 	<ul style="list-style-type: none"> Body leans forward over the hopping foot
Arms	<ul style="list-style-type: none"> arm movement is very limited 	<ul style="list-style-type: none"> Arms move vigorously forwards and backwards but not quite in rhythm 	<ul style="list-style-type: none"> Arms are coordinated and move in rhythm with the hopping action
Legs	<ul style="list-style-type: none"> Hop achieves very little distance or height 	<ul style="list-style-type: none"> Knees flex on landing 	<ul style="list-style-type: none"> Non-hopping leg is used to support the take off, adding momentum and force to the hop
Balance	<ul style="list-style-type: none"> Balance is easily lost and struggles to do more than one or two hops at a time 	<ul style="list-style-type: none"> Balance is not yet fully under control 	<ul style="list-style-type: none"> Hopping action is continuous and rhythmical



Description of Activity

Use cones to set out a defined playing area and place hoops, randomly spaced, on the ground. Invite pupils to move around the area using any locomotor skill of the teachers choosing (this may be a useful opportunity to revise the last locomotor skill learned). On a signal, pupils have to hop in and out of as many hoops as possible until the teacher gives a second signal to stop. Pupils keep count of the number of hoops they have hopped into during a given time period.



Variations

- Vary the number of hoops per activity and the size of the playing area.
- Vary the locomotor skill used to move around the area, e.g. skipping, side stepping, jumping, etc.
- Challenge pupils to hop into a certain amount of hoops and to perform a balance when they have completed that number of hops, e.g. 'hop into eight different hoops, then freeze and perform a balance on two body parts'.

Equipment

An open playing area, hoops



- **Pause the activity at intervals to focus on the specific teaching points for hopping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the hopping action during the activity.**
- **Hopping can be a strenuous activity so remind pupils to alternate their hopping foot, and allow them plenty of opportunities to rest.**
- **Ensure pupils cannot hop into the same hoop more than once (or twice) during the activity.**



- **In your PE journal, design and draw an activity using hopping and hoops.**



fonsaí • nuair a shéidtear an fheadóg • ag preabadh isteach sna fonsaí • comhairigh an méid fonsaí • teorainn ama



DANCE



GAMES

Description of Activity

Arrange pupils in groups of three or four. Give each group pieces of chalk and invite them to draw a Hopscotch grid. Using their grid, groups take turns to play. Each pupil throws a beanbag onto square one, hops over square one to square two and hops up through the numbers in sequence before jumping with two feet on 'Home'. They then hop back down the sequence, pick up the beanbag and hop out. Repeat by throwing the beanbag in square 2, hopping over that square, and so on.



Variations

- Where there are two numbered squares side by side (two and three, five and six) perform a jump from one foot to two feet and then two feet to one foot.
- Instead of throwing the beanbag in numerical order, allow pupils to throw to any square. When pupils get to that square they initial it. Keep playing for a specific time period and see who can initial the most squares.
- Vary the shape of the hopscotch circuit.

Equipment

An open playing area, chalk and beanbags



- **Pause the activity at intervals to focus on the specific teaching points for hopping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the hopping action during the activity.**



- **Take a piece of chalk home and invite a family member to play this activity with you. Show them how to hop correctly.**



- cleas na bacóide • triúr nó ceathrar • cailc • greille a tharraingt • mála pónaire
• léim thar • cearnóg a haon • cearnóg a dó • ag preabadh



ATHLETICS



AMES



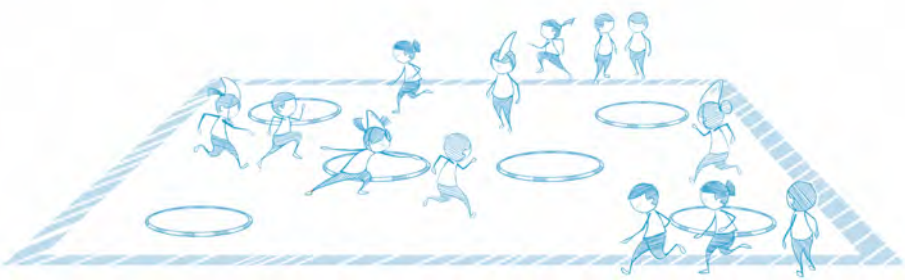
GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Randomly place six hoops (islands) inside a defined playing area. Select four pupils to wear bibs and to be the sharks. The sharks must defend the islands. The remaining pupils, the survivors, hop around the outside of the playing area. On a signal, the survivors run into the area and try to get to an island by standing inside a hoop. The sharks try to tag the survivors before they get to an island. When survivors are tagged they miss a turn in the activity. While they are waiting for their next turn, pupils practise hopping outside the playing area.



Variations

- Vary the locomotor skill used to move around the outside.
- If a pupil is out for one round, invite them to perform a balance of their choice.
- To decrease difficulty for survivors, alter the movement pattern of the sharks, e.g. side to side only.
- Allow a pass card for pupils who are finding the activity difficult or to reward positive behaviour.

Equipment

An open playing area, bibs, hoops



- Encourage safety when stepping into and out of the hoops. Use spot markers instead of hoops on slippery surfaces.
- Pause the activity at intervals to focus on the specific teaching points for hopping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the hopping action during the activity.



- Think of an animal that moves by hopping and design an activity based on its movements and life habits. Draw the activity in your PE journal.



ceathrar • siorcanna • fonsaí • oileáin • marthanóirí • preabadh timpeall • tóraithe

Description of Activity

Assign a suit of cards to each of the four corners of the playing space: Hearts, Clubs, Diamonds, Spades. On a signal, pupils walk and stand in any of the four corners. When they are all standing in a corner of their choice, randomly call out the name of one of the suits. All pupils who are not in that corner must complete an activity, such as ten star jumps or five jumping jacks, etc. Pupils in that corner help with the count. On a signal, pupils walk and stand in a different corner and the activity continues. When pupils are comfortable with the activity, invite them to hop instead of walk to the corners each time.



Variations

- Vary the locomotor skill used to move around the area, e.g. skipping, running, jumping, etc.
- Set out various obstacles between the corners for pupils to hop over.
- Assign different activities to each corner and suit, e.g. in the Diamond corner the activity is star jumps, in the Hearts corner the activity is lunges, in the Clubs corner the activity is the pupils' own choice etc.

Equipment

An open playing area



- **Hopping can be a strenuous activity, so consider alternating between locomotor skills on each signal to move. Advise pupils to take a rest if they feel tired.**
- **Ensure pupils exercise caution when moving between the corners.**



- **In your PE journal, list three times when you might need to hop from one place to another outside of this PE lesson (injured foot, looking for a shoe etc).**



cártaí imeartha • hart • triuf • muileata • spéireata • sa chúinne • ag preabadh



Description of Activity

Arrange pupils in groups of four or five and invite them to line up behind a cone. Place three hoops or spot markers five metres apart in a line in front of each group. Pupils must hop to the first hoop, stand in it, lift it up over their head, return the hoop to the ground and then return to base. On their second turn, the pupil repeats the activity at the first hoop, then the second hoop and returns to base, and so on for their third turn, repeating the activity at all three hoops before hopping back to the starting point. The activity concludes when each pupil has completed the circuit.



Variations

- Alternate the locomotor skill used to move.
- Introduce a race. The first group to complete the circuit wins.
- Add or remove hoops.
- To include change of direction, position the hoops in a zig zag layout.

Equipment

hoops or spot markers and cones



- Ensure pupils are wearing correct footwear as they will be moving at a fast pace.
- Ensure groups are spaced safely apart.
- Ensure pupils return to base on a predetermined side of the grid.
- Pause the activity at intervals to focus on the specific teaching points for hopping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the hopping action during the activity.



- Teamwork is essential when playing this activity. In your PE journal, list three characteristics of good teamwork.



ceathrar nó cúigear • fonsaí os a gcomhair • fonsa a ardú • fonsa a íslíú • rith ar ais • am a thaifead



ATHLETICS



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Arrange pupils in groups of five and give each group two cones. Each group places their cones in a straight line ten metres apart. Pupils line up behind one cone and take turns to hop around the other. The first pupil hops around the cone and back to their group. This pupil then collects the second pupil and holding hands, they both hop around the cone and return to the start. This pattern continues until the whole group hops together. If the chain is broken while hopping the group starts again.



Variations

- Reverse the play, each time releasing a pupil from the chain.
- Vary the locomotor skill used to move around the cones, e.g. skipping, jumping, etc.
- Set out various obstacles between the two cones for pupils to dodge, jump over, etc.

Equipment

An open playing area, cones



- **Safety is important when playing this activity. Ensure the group moves at a pace suitable to everyone and that nobody is dragged.**
- **Ensure that there is enough space for each group to work in and that there is adequate space to turn at the cone.**
- **Hopping can be a strenuous activity, so allow pupils a rest period at intervals. This will offer a chance to discuss hopping technique.**



- **It is not easy to apply all of the teaching points of hopping when holding hands with a teammate. In your PE journal, draw a picture of your arm position when hopping.**



cúigear • dhá chón • an snámhaí • ag preabadh • bailítear • lean ar aghaidh



ATHLETICS



GAMES



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Arrange pupils in two even groups, saucers and domes. Give each pupil a coloured cone and invite them to find a space in the playing area. Invite each pupil to place their cone on the floor according to their given name, e.g. domes place their cone on the floor the right way round and the saucers place their cone on the floor upside-down. The aim of the activity is to turn the opposing group's cone over so that saucers become domes and vice versa. On a signal, pupils begin hopping around the space, turning cones over. After a set amount of time, compare the number of saucers to domes, and play again.



Variations

- Vary the fundamental movement skill used to move around the area, e.g. running, skipping, etc.
- If one group is winning, introduce a five second head start for the other group.
- Increase or decrease the size of the playing area.

Equipment

An open playing area, cones



- Pupils are not allowed to guard a cone or return to the same cone until they have switched two more cones over.
- Start the activity with a signal. Stop after thirty seconds to check on the progress of the groups and to discuss effective strategies for success.
- Mix up the groups at intervals if desired. Ensure pupils know that they can hop on either foot, and that it is best to alternate from one to the other if they begin to tire.



- Count how many hops it takes to get from the school gate to the school door. Practise every day for one week.



dhá ghrúpa • fochupáin • cruinneacháin • bun os cionn • preabadh • casadh na cóin • teorainn ama



Description of Activity

Arrange pupils in groups of four or five. Set up a rectangular playing area and place a variety of obstacles such as skipping ropes, balls, cones, spot markers, etc, randomly within the space. Place the objects close enough together to require pupils to hop over and around them. At one end of the playing area place a hoop on the floor as the base for each group. At the other end of the playing area scatter as many beanbags as possible. The aim of the activity is to hop through the space over the obstacles to the other side, pick up one beanbag, hop back and place the beanbag in your group's hoop. The group with the most beanbags at the end wins.



Variations

- Increase or decrease the number of obstacles.
- Vary the size of the playing area.
- Vary the locomotor skill used to move, e.g. side stepping or skipping.

Equipment

Hoops,
beanbags,
equipment to
use as obstacles



- **Pause the activity at intervals to focus on the specific teaching points for hopping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the hopping action during the activity.**
- **Hopping can be a strenuous activity so allow plenty of opportunities for rest and remind pupils to alternate the hopping foot.**



- **Select a playground game that you like to play, and change the method of movement to hopping. Play this game with your friends in the yard.**



constaicí • téad scipeála • fonsa sa lár • preabadh • triúr • málaí pónaireí

SKIPPING

Scipeáil

Skipping is a rhythmical locomotor skill that involves transferring weight from one foot to another. It is used in many playground games and is fundamental to good footwork used in a wide range of sporting activities such as basketball, rugby and dance. The skill follows a pathway with a narrow base of support so it is important that arms are extended to maintain balance.



Things to consider

The skill of hopping is an important prerequisite for skipping. The ability to apply force in an upwards direction through a hop is essential to allow the opposite free leg to come forward and continue the skipping action. When learning how to skip the initial focus should be placed on the step-hop rhythm rather than developing speed, as this will aid the development of proficient technique.



transfer of weight, step-hop rhythm, swing arms, maintain balance, narrow base of support



aistriú meáchain choirp • rithim • lámha ag luascadh • fan ar a gcothrom • bonn taca caol

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy exploring different ways to skip and have fun with the skipping movements such as skipping for height, distance, or with a partner. Characteristics of skipping at the exploring stage:

- a step-hop action is evident but not consistent and often results in a step-step or hop-hop action
- arms are not coordinated, thus the skill can become unbalanced
- skipping is uncoordinated and seems to lack rhythm.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise skipping to a rhythm, to evade an opponent and skipping for a prolonged period of time. Characteristics of skipping at the developing stage:

- step-hop action is more consistent with enough force generated to allow for sustained skipping
- arms are coordinated, rhythmical and aid balance
- knee drive is at times not high enough and landing is flat footed.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils can apply different rhythms and patterns to their skipping and use the skill proficiently in a range of different activities. Characteristics of skipping at the mastering stage:

- step-hop action is smooth and coordinated
- arms are used effectively to maintain balance, well coordinated with leg action
- lands on toes.

TEACHING POINTS FOR SKIPPING



Step forward and hop on the same foot with a high knee drive



Land on the ball of the foot



Knee of the support leg should bend to prepare for a hop



Repeat with the other foot and then build rhythm



Head and trunk should be stable at all times with the eyes focused forward



Arms should be relaxed and swing in opposition to the legs to help maintain balance



Introducing the skill of skipping

Try to skip...

- like an elephant
- like a fly
- as small as possible
- as tall as possible
- from small to tall
- forwards/backwards/sideways
- slowly/quickly/slowing down/speeding up
- in a straight line/on a curved line/making a figure of 8
- without your arms
- to the beat of music
- in time with a partner
- without touching any of the lines/markings on the ground
- the length of the hall/playground and count how many steps it takes
- using all the correct techniques outlined

Effective questions

- Does this feel right? What should we be doing instead?*
- How does this feel? Which body position is more comfortable?*
- Safety...watch out!*
- How does speed effect technique?*
- What function do your arms have?*
- what can happen when we are concentrating on the beat of the music?*
- Let's put it all together*



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looking at the ground or feet	Head up, look forward, trunk stable
landing flat footed or on the heels of the foot	Take off and land on the front of your foot
movement is non-rhythmical	repeat step-hop, step-hop in your head as you practise
little arm movement to support legs	swing arms rhythmically in opposition to leg movement....when your knee comes forward, your arms go back

Skipping Rubric

	Exploring	Developing	Mastering
Step-hop Pattern	<ul style="list-style-type: none"> A step-hop action is evident but not consistent and often results in a step-step or hop-hop action 	<ul style="list-style-type: none"> Step-hop action is more consistent with enough force generated to allow for sustained skipping 	<ul style="list-style-type: none"> Step-hop action is smooth and coordinated
Arms	<ul style="list-style-type: none"> Arms are not coordinated, thus the skill can become unbalanced 	<ul style="list-style-type: none"> Arms are coordinated, rhythmical and aid balance 	<ul style="list-style-type: none"> Arms are used effectively to maintain balance, well coordinated with leg action
Legs	<ul style="list-style-type: none"> Skipping is uncoordinated and seems to lack rhythm 	<ul style="list-style-type: none"> Knee drive is at times not high enough and landing is flat footed 	<ul style="list-style-type: none"> Lands on toes



DANCE



GAMES



GYMNASTICS

Description of Activity

Invite pupils to find a space in the playing area. Teacher completes the sentence 'Find someone who...' using one of the suggested prompts below. Pupils skip around the space to find a partner that meets that requirement.

Suggested prompts:

- Has the small number of brothers and sisters.
- Lives in the same street/town.
- Has the same colour shoes.
- Has the same first letter in their name.
- Is in the same classroom group.

When pupils have found a partner, they can perform an animal movement such as balance like a flamingo, skip like a gazelle, move like a monkey, hop like a rabbit, plod like an elephant, freeze like a statue, etc. On a signal, pupils freeze and teacher provides a new prompt. Pupils skip away to find a new partner and repeat the activity.



Variations

- Invite pupils to add animal sounds that go along with the actions.
- Alternate the theme of the animals, e.g. zoo, farm, ocean.
- Invite pupils to find a group of three or more instead of finding a pair.

Equipment

An open playing area



- **Ensure the playing area is free of obstructions and encourage pupil to use correct skipping technique.**
- **Pause the activity at intervals to focus on the teaching points for skipping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the skipping action during the activity.**



- Practise skipping around the yard.



lorg duine a • scipeáil • deartháireacha • deirfiúracha • sráid • dath céanna • cothromaíocht • lasairéan • gasail • eilifint • dealbh



DANCE



GYMNASTICS

Description of Activity

Pupils find a space in the playing area. Invite them to skip freely around the playing area. On a signal, or when the teacher calls 'freeze', pupils must perform a balance and hold it for a count of five. After they reach the number five, they continue skipping freely around the space. Balancing prompts may include: balance on one foot, balance on two body parts, balance on a large body part, balance on one hand and one foot etc. Pupils perform a different balance each time.



Variations

- Vary the locomotor skill used to move around the area, e.g. hopping, side stepping.
- As the activity progresses introduce partner work and group balances.
- Arrange pupils in pairs, with one skipping and the other watching. Give them clear guidelines to provide each other with feedback on their skipping technique. The observing pupils provide the suggestions for each balance. Alternate roles each time.

Equipment

An open playing area



- Explore a theme for each balance, e.g. animals, superheroes etc.
- Pause the activity at intervals to focus on the specific teaching points for skipping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the skipping action during the activity.



- In your PE journal, create a new game that involves skipping. Show your friends how to play it in the yard.



scipeáil • reoigh • cothromaíocht • baill choirp



ATHLETICS



DANCE

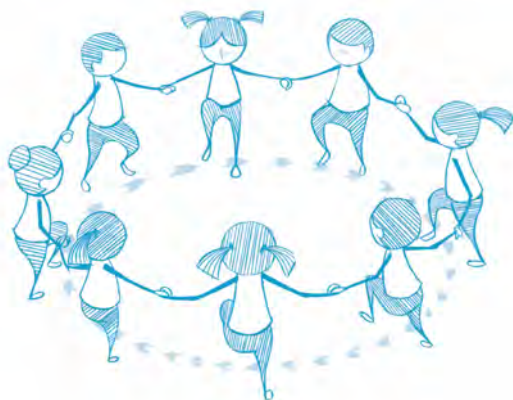


GAMES

Description of Activity

Arrange pupils in groups of eight and invite each group to join hands in a circle. Keeping the circle formation, each group begins to skip to the words of Ring a Ring a Rosey, following the instructions outlined below:

- Ring a ring a rosey - Keep hands joined, skip in a circle to the left.
- A pocketful of posies - All stop and face the centre.
- Atishoo Atishoo - Sneeze twice.
- We all fall down - Drop to a squatting position on 'down'.



Variations

- Introduce folk music or music of the pupil's choosing, and invite them to skip to the beat.

Equipment

Hall or large confined hard surface



- Pupils should be encouraged to skip in time with the rhyme and skip in time with others.
- Pause the activity at intervals to focus on the teaching points for skipping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the skipping action during the activity.



- Practise skipping at home with your family members. Teach them the correct technique.



ochar i gciocal • scipeáil • rithim



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Use cones to set up a defined playing area. Invite four pupils to act as the taggers, wearing bibs or tags. All pupils must remain inside the playing area and can only move by skipping. The aim of the activity is for a tagger to tag another pupil to set themselves free. When a tagger is successful they hand over the bib or tag to the pupil they have tagged, who then takes over the role of tagger. Spread ten spot markers around the area. These spots can be used as safe zones for pupils. When standing on a spot marker, pupils must perform a one legged balance. If their second leg touches the ground at any stage they must leave the safety of the spot marker.



Variations

- Vary the number of pupils per activity (arrange the pupils in two groups if necessary).
- To increase or decrease difficulty, vary the number of taggers and the size of the playing area.
- Vary the locomotor skill used to move around the area, e.g. hopping or side stepping only.

Equipment

Cones, spot markers, bibs or tags



- **Pause the activity at intervals to focus on the specific teaching points for skipping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the skipping action during the activity.**
- **The teacher's ability to read enjoyment levels and effectiveness of an activity is key to successful teaching in PE. Regularly change the amount of taggers or alter the rules to get the most from the activity being played.**



- **Practise skipping from the school gate to the school door every day this week.**

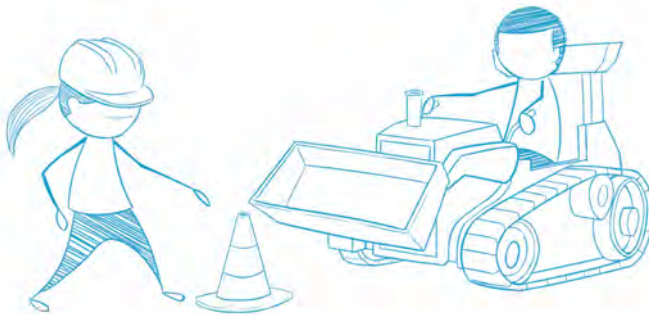


- **cóin • ceathrar • bibeanna • scipeáil • a scaoileadh saor • tóraí • zón sábháilte • cothromaíocht**



Description of Activity

Set out tall cones randomly throughout the playing area. Arrange pupils in two groups (builders and bulldozers). The bulldozers will be wearing bibs (if available) and their role is to go around tipping over as many buildings (tall cones) as they can. The second group, the builders, have to rebuild the fallen cones by standing them back up. After a set amount of time, alternate group roles. All pupils travel from cone to cone using skipping.



Variations

- Bulldozers must knock down the cones using different body parts such as knees, toes, hips, or elbows.

Equipment

An open playing area, cones, bibs



- Remind pupils to watch for others who may have their heads down while building or bulldozing.
- Pause the activity at intervals to focus on the specific teaching points for skipping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the skipping action during the activity.



- Practise skipping in the yard. Count how many skips it takes you to do a circuit of your playing area. Ask a friend to help you count.



áit súgartha • dhá ghrúpa • ollscartaire • tógálaithe • bibeanna • ag leagadh



DANCE



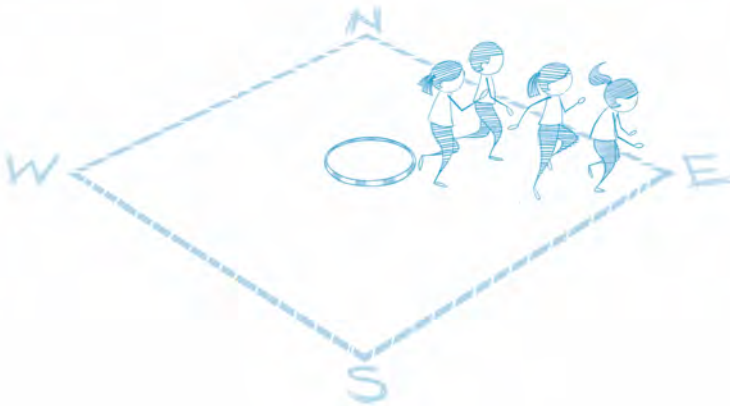
GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Set out a playing area with four corners. Allocate each corner of the playing area to be north, south, east and west. All pupils begin by finding a space in the centre of the playing area. Teacher calls out a direction and pupils skip in that direction. Explore travel directions using a range of locomotor skills, e.g. skip west, hop east, side step north and run south.



Variations

- Arrange pupils in pairs, with one pupil giving the instructions. Alternate roles every turn.
- Invite the first pupil to reach the corner to call out the next direction.

Equipment

An open playing area



- Put up signs in each corner to represent the different directions.
- Pause the activity at intervals to focus on the specific teaching points for skipping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the skipping action during the activity.



- Play Compass Move in the yard. Assign a compass point to four points in the playing area and take turns giving the instructions with your friends.



ciorcal nimhe • ionfhabhtaithe • leag lámh ar • reoigh • lámha sínte amach



DANCE



AMES



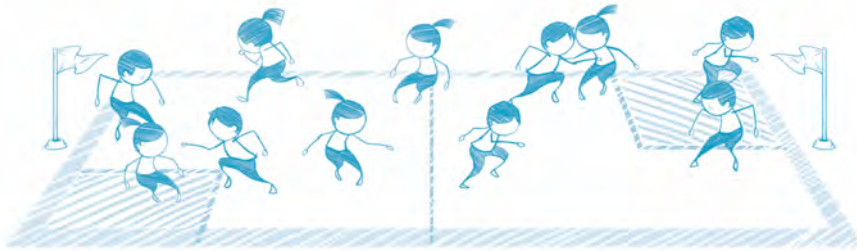
GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Use cones to set out a large rectangular area with opposite base lines. Set up a small square at the back of each half to represent a jail. Arrange pupils in two groups. Each group needs a flag (or other marker). This flag is placed at the group's baseline. The aim of the activity is to skip into the other group's territory, capture their flag and make it safely back to base without being tagged. If a pupil is tagged in possession of the other group's flag, it must be returned immediately and the game continues. Each group can also tag members of the opposing group in their territory and send them to their jail. Tagged pupils can be released from jail by a member of their own group skipping into the jail and tagging them.



Variations

- Divide the playing area in half and have two activities playing concurrently.
- Each group could have a number of flags placed around their territory, with a different number of points assigned to each one based on the level of difficulty in capturing it.
- Vary the locomotor skill used to move around the area, e.g. hopping only, running and dodging.
- Introduce a focus on balance. If a pupil is in jail, they must perform a balance and hold it for as long as they can.

Equipment

Flag or other marker



- **Pause the activity at intervals to focus on the specific teaching points for skipping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the skipping action during the activity.**



- **Teamwork and cooperation are important in challenges like this. In your PE journal, write down three ways that your team worked well.**



dhá fhoireann • brat • scipeáil • tailte na foirne eile • breith ar an mbrat • isteach sa phriosúin • scaoileadh saor • dalta amháin ag an am



DANCE



AMES



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Invite pupils to find a space in a designated playing area. This activity involves short bursts of vigorous effort. Invite pupils to skip around the playing area. On a signal, pupils freeze and teacher invites a pupil to call out an instruction. These should only last about fifteen seconds and may include the following: fast jogging, high knee lift, heel flick, swinging arms, jumping, star jumps, skipping on the spot, clapping hands and crazy dancing, balance on one foot. Repeat the activity a number of times, inviting a different pupil to call the instruction each time.



Variations

- Vary the locomotor skill used between activities, e.g. hopping, side stepping, etc.
- Instead of performing activities each time, invite pupils to explore balancing on various body parts.

Equipment

An open playing area



- Vary the length of the vigorous activity to suit the age and ability of the class group.
- Encourage pupils to freeze in a space and to maintain a safe distance between each other at all times.



- Think about the role that your arms play when you are skipping. Draw a picture of this movement in your PE journal.



gníomhaíochtaí bríomhaire • sodar go tapaidh • bualadh bos • lámha ag luascadh • léim • scipeáil

JUMPING

Léim

Jumping is the transfer of weight from one or two feet to two feet. It is sub-divided into two categories: 1. Jumping for height. 2. Jumping for distance. Each category has three distinct phases: take off, flight and landing.

Jumping for height, or the vertical jump, involves jumping as high as possible from a standing position. In order to achieve maximum height, it is important that the legs and arms work together to generate as much force as possible. Jumping for height can be applied in a range of contexts, such as gymnastics, dance, jumping for a ball in volleyball, basketball and gaelic football, or attempting to get something down from the top shelf in the kitchen.



Jumping for distance, or the horizontal jump, involves jumping forwards as far as possible from two feet, landing on two feet. This jump is important in identifying a pupil's ability to use timing and rhythm to successfully coordinate both legs and arms, which dictates the distance of the jump. Jumping for distance plays a considerable role in many playground games such as hopscotch, and is a core skill of both gymnastics and dance. It is also a baseline skill used in a range of sport specific activities such as long jump, triple jump and aquatics.

Things to consider

As landing is one of the three key components of jumping, the skill of landing itself should be treated as a prerequisite to jumping. Information on landing can be found in the 'stability' section of this resource. Also in terms of safety, there can be a large amount of force transferred in a forward direction when jumping for distance. Ensure there is enough free space, that the ground isn't wet or slippery and the footwear worn has adequate grip to allow for a safe landing.



take-off, flight, landing, force, vertical jump, crouch, leg extend, absorb force



éirigh in airde • eitilt, tuirlingt • léim cheartingearach • crom síos • sineadh coise • fórsa a mhaolú

IDENTIFYING THE STAGES OF DEVELOPMENT

JUMPING FOR HEIGHT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy exploring many different ways and qualities of jumps. Characteristics of jumping for height at the exploring stage:

- crouch before take-off is inconsistent
- leg extension and force generated at take-off is poor
- leg and arm action are poorly coordinated
- head is often not lifted upwards during the jump
- little height is achieved.

Developing stage

Tréimhse forbraíochta



At this stage, pupils develop their jumping technique by practising jumping in a variety of different ways and in organised and unorganised activities, e.g. over a rope, over obstacles, to catch a balloon or ball, etc. Characteristics of jumping for height at the developing stage:

- body leans forward with only a slight bend on the knees in the take-off phase
- body does not extend fully during the flight phase
- arms contribute to the jump but not forcefully
- some forward movement on landing.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils consistently display proficient jumping technique and apply to varying situations, both individually and with others. Characteristics of jumping for height at the mastering stage:

- knees are bent to at least 90° in the crouching action
- legs and arms are coordinated to generate force in the take-off phase
- both arms and legs are extended fully during the flight phase
- head is lifted and eyes focused on a target
- landing is soft, controlled and close to the take-off point.

TEACHING POINTS FOR JUMPING FOR HEIGHT



Eyes focused forward or upwards, head up and back straight throughout the jump



Crouch with knees bent and arms behind the body



Legs forcefully extend and straighten in the air



Arms swing forwards and upwards in time with the legs

TEACHING POINTS FOR JUMPING FOR HEIGHT



Arms and legs extend as far as possible in the flight phase



Ankles, knees and hips bend on landing to absorb the shock



Land on both feet with no more than one step in any direction to control the landing



Introducing the skill of jumping for height

Try to jump...

Effective questions

<ul style="list-style-type: none"> • as high as you can with your head up 	<i>What is the difference between these jumps? How does it feel?</i>
<ul style="list-style-type: none"> • as high as you can with your head down 	
<ul style="list-style-type: none"> • from a crouched position 	<i>Which is more difficult?</i>
<ul style="list-style-type: none"> • without bending your legs 	<i>Why can't you jump high?</i>
<ul style="list-style-type: none"> • and land on on the same spot/a different spot 	
<ul style="list-style-type: none"> • like a rocket 	<i>What makes you go high?</i>
<ul style="list-style-type: none"> • without moving your arms 	<i>What role do your arms play?</i>
<ul style="list-style-type: none"> • using all the correct technique outlined 	<i>Let's put it all together</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Eyes looking down at the ground or feet	Head up, focus your eyes on where you want to jump
Arms by the side or forward at the crouch stage before take-off	Move your arms back behind the body, getting ready to explode upwards
Legs are tucked up during the flight phase	Keep the body as straight as possible while in the air
Landing is flat footed	Bend your knees, ankles and hips on landing to absorb force
Losing control of balance when landing	Land with your feet shoulder width apart, extend your arms to control balance upon landing if necessary

Jumping for height Rubric

	Exploring	Developing	Mastering
Trunk	<ul style="list-style-type: none"> • Crouch before take-off is inconsistent. 	<ul style="list-style-type: none"> • Body leans forward with only a slight bend on the knees in the take-off phase. 	<ul style="list-style-type: none"> • Knees are bent to at least 90° in the crouching action.
Take off and flight	<ul style="list-style-type: none"> • Leg extension and force generated at take-off is poor. • Little height is achieved. 	<ul style="list-style-type: none"> • Body does not extend fully during the flight phase. 	<ul style="list-style-type: none"> • Both arms and legs are extended fully during the flight phase.
Arms and Legs	<ul style="list-style-type: none"> • Leg and arm action are poorly coordinated. 	<ul style="list-style-type: none"> • Arms contribute to the jump but not forcefully. 	<ul style="list-style-type: none"> • Legs and arms are coordinated to generate force in the take-off phase.
Head	<ul style="list-style-type: none"> • Head is often not lifted upwards during the jump. 		<ul style="list-style-type: none"> • Head is lifted and eyes focused on a target.
Landing		<ul style="list-style-type: none"> • Some forward movement on landing. 	<ul style="list-style-type: none"> • Landing is soft, controlled and close to the take-off point.

IDENTIFYING THE STAGES OF DEVELOPMENT

JUMPING FOR DISTANCE

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy exploring different ways and qualities of jumping using the world around them, e.g. over a line on the ground, from tile to tile or over an object. Characteristics of jumping for distance in the exploring stage:

- arm action is limited
- arms swing wildly in the air in an attempt to maintain balance
- difficulty using feet and legs to take-off
- inconsistent timing between arms and legs
- tendency to often fall backwards on landing.

Developing stage

Tréimhse forbraíochta



At this stage, pupils develop their jumping technique by practising jumping in a variety of different ways and in organised and unorganised activities, e.g. over a rope, over obstacles, as far as they can, etc. Characteristics of jumping for distance at the developing stage:

- swinging of the arm initiates the jumping action
- arms are held out to the side to maintain balance during the flight phase
- more of a rhythm between leg and arm movement is evident
- extending of the legs and feet are more consistent at take-off
- landing is still stiff, less tendency to fall backwards.

Mastering stage

Tréimhse Máistrithe



In this stage, pupils consistently display proficient jumping technique and apply it in varying situations, both individually and with others. Characteristics of jumping for distance at the mastering stage:

- adopts a consistent 'ready' position before take-off, with a deep crouch position and arms swinging back behind the body
- arms swing forward and upwards with force during the take-off
- ankle, knees and feet fully extended during take-off, in rhythm with the arms
- landing is soft and controlled with the body position leaning forward.

TEACHING POINTS FOR JUMPING FOR DISTANCE



Get into the 'ready' position by bending the knees, hips and ankles



Head up and eye focused forwards



Explode forward from the ready position

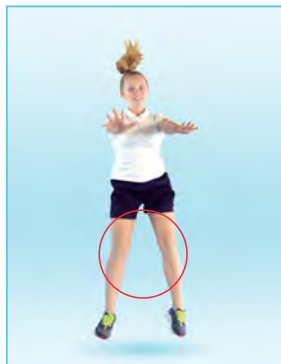


Swing the arms back behind the body then quickly forwards and upwards

TEACHING POINTS FOR JUMPING FOR DISTANCE



Push off from both feet together, with the toes the last part of the body to leave the ground



legs straighten during the flight phase



land on both feet at the same time bending the hips, knees and ankles to absorb the impact



Introducing the skill of jumping for distance

Try to jump as far as you can...	Effective questions
• forwards/backwards	<i>How does it feel, what is your body doing?</i>
• from a deep crouch	<i>Where is best and why?</i>
• from a shallow crouch	
• like an elephant	<i>How hard should your landing be?</i>
• like a cricket	<i>Can you jumping further?</i>
• in a straight line	
• again and again in a line	<i>What happens to your jumps when you get tired?</i>
• again and again in a circle	
• with a partner	
• keeping your arms by your side	<i>What do your arms do?</i>
• holding your arms out to the side	
• with your legs far apart/close together	<i>Where is the best position?</i>
• and then land with your legs close together/far apart	<i>Where is best?</i>
• using all the correct technique outlined	<i>Let's put it all together</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Eyes looking down at the ground or feet	Head up, focus your eyes on where you want to jump
Arms not moving back behind the body in preparation for the jump	Move your arms back behind the body, get into the 'ready' position to explode forward
Legs not extended fully during take-off resulting in an up not out jump	Drive forward as strong and as forceful as possible
Ankles, knees and hips are not being flexed for landing	Lean and reach forward. Pick a spot on the ground and jump towards it
Overbalancing on landing	Bend your knees to cushion the landing

Jumping for distance Rubric

	Exploring	Developing	Mastering
Arms	<ul style="list-style-type: none"> • Arm action is limited 	<ul style="list-style-type: none"> • Swinging of the arm initiates the jumping action 	<ul style="list-style-type: none"> • Adopts a consistent 'ready' position before take-off, with a deep crouch position and arms swinging back behind the body
Take off and flight	<ul style="list-style-type: none"> • Arms swing wildly in the air in an attempt to maintain balance • Inconsistent timing between arms and legs 	<ul style="list-style-type: none"> • Arms are held out to the side to maintain balance during the flight phase • Extending of the legs and feet are more consistent at take-off 	<ul style="list-style-type: none"> • Arms swing forward and upwards with force during the take-off
Legs	<ul style="list-style-type: none"> • Difficulty using feet and legs to take off 	<ul style="list-style-type: none"> • More of a rhythm between leg and arm movement is evident 	<ul style="list-style-type: none"> • Ankle, knees and feet fully extended during take off, working in rhythm with the arms
Landing	<ul style="list-style-type: none"> • Tendency to fall backwards on landing 	<ul style="list-style-type: none"> • Landing is still stiff, less tendency to fall backwards 	<ul style="list-style-type: none"> • Landing is soft and controlled with the body position leaning forward



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of six with each group forming a circle. Select one pupil to be the detective who positions themselves in the centre of the circle. The detective closes their eyes while a leader is secretly chosen by the group. The leader begins to lead the class through a sequence of jumps. The leader attempts to change the jump regularly without being seen by the detective. The role of the detective is to figure out which pupil is leading the group. The detective has three chances to identify the leader. Select a new pupil to be the detective and the leader and play again.



Variations

- Instead of a circle, encourage the groups to move around the playing area.
- Add a turn into the jumps.
- Play the activity using half the class, with the other half assessing the jumping technique of a designated partner.
- Place a time limit on the detective and decrease it each time a leader is identified.

Equipment

An open playing area



- **Remind pupils of the five types of jumps on the PE curriculum.**
- **Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the jumping action during the activity.**



- **In your PE journal, write down *What Went Well (WWW)* during this activity.**



bleachtaire • ceannaire • léim • ag déanamh aithris ar • cé hé/hí?



ATHLETICS



GAMES



GYMNASTICS

Description of Activity

Set out a large quantity of spot markers and hoops as islands for pupils to land on. Arrange pupils in groups of four and position them at one end of a defined playing area. Invite the first group to jump their way from island to island to the other end of the playing area. When the first group have completed the task, invite the second group to take a turn, and so on. Pupils should try to avoid landing in shark infested waters.



Variations

- If space allows, invite two groups of pupils to start from opposite ends to traverse the waters at the same time.
- To increase the difficulty reduce the number of islands.
- Restrict the type of jump pupils must perform, e.g. two feet to two feet, etc.

Equipment

An open playing area, spot markers or hoops



- For safety purposes ensure there can only be one pupil per island at any time.
- Remind pupils to look up before they jump.
- Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the jumping action during the activity.



- Investigate the current world record for the long jump. Record it in your PE journal.



fonsaí • i líne • uimhreacha • gan seasamh ar an urlár • uisce lán de siorcanna



Description of Activity

Arrange pupils in small groups with a skipping rope per group. Pupils take turns skipping, while the other group members offer feedback on the specific jumping teaching point decided upon in advance by the teacher. Pupils then attempt the following challenges.

- Turn the rope forwards over your head and jump over the rope, trying to land on the same spot that you took off from.
- Jump your rope while moving forwards.
- Turn the rope backwards over your head and try jumping over it.
- Jump the rope using different types of jumps, e.g., two feet to two feet, one foot to the other foot, two feet to one foot, etc.



Variations

- Jump the rope with a partner - using one rope together (or two tied together), completing the activities as above.

Equipment

An open playing area, skipping ropes or general ropes



- Ensure there is adequate space between groups.
- Encourage the observing pupils to keep their distance from the jumper.
- Discuss with pupils the best place to observe from and what feedback to give.
- Explore positive and constructive terms to ensure the effectiveness of feedback.



- Skipping is a great way to improve fitness. Practise at home and see how many jumps you can do without stopping.



téad • beirt • aiseolas • teicníc • timpeall i gciortal • léim thar an téad



Description of Activity

Arrange pupils in groups of six. Use cones to set out a circle as a pond for each group. Place spot markers throughout the inside of each pond as stepping stones. Invite pupils to move around the pond, jumping from spot to spot by using the following jumping techniques.

- Leap = push off from one foot and land on the opposite foot.
- Hop = take off and land on the same leg.
- Jump = two feet take-off, two feet landing.



Variations

- Use the different coloured spot markers to correspond to a variety of actions, e.g. balance on one foot, do five jumping jacks, etc.
- If space doesn't allow for multiple ponds, create a winding river for larger groups.
- Set a time limit for pupils to complete the task.

Equipment

An open playing area, spot markers, cones



- Encourage pupils to focus, and imagine a successful jump.
- While this activity addresses leaping and hopping, focus should be placed on the teaching points of jumping for distance only.



- Measure how far you can jump. Invite a family member to help.



lochán • téad scipeála • cóin • spotaí • clocha cora • léim • preabadh



ATHLETICS



DANCE



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Pupils find a space within the playing area, standing on their own spot marker. The direction cards are placed on the four walls of the playing area to indicate directions. The teacher calls a variety of jumping commands for pupils to perform using the direction cards, e.g. jump west, then jump north, then run to the east wall.



Variations

- Introduce jump and rotate concepts, e.g. on your spot begin facing north, jump and rotate to land facing south.
- Arrange pupils in groups with one leader giving directions.
- Combine with another fundamental movement skill to move, e.g. jump twice to the north then hop to the western wall.

Equipment

An open playing area, A4 cards with the compass points North, South, East, West on each one, spot markers



- **Laminate the signs and use them in Outdoor and Adventure lessons.**
- **Pause the activity at intervals to focus on the teaching points for jumping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the jumping action during the activity.**



- **In your PE journal, draw a picture of you jumping.**



teoracha • bealaí éagsúla • tuaisceart • deisceart • oirthear • iarthar • léim



ATHLETICS



DANCE



GYMNASTICS

Description of Activity

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



Variations

- Invite pupils to alter the type of jump, e.g. two feet to two feet, or two feet to one foot, etc.
- Jump for distance rather than height.
- Vary the locomotor skill used, e.g. hop, skip, etc.

Equipment

An open playing area, music ('Twist and Shout' and 'Let's Twist Again' work well)



- Ensure pupils move at a safe speed and really focus on landing safely after they jump.
- Ensure the area is large enough for the group and that there are no obstacles or hazards.
- Encourage pupils to imagine they are wringing out a cloth as they rotate in the air.



- Practise this activity at home with a family member. Play music and create your own instructions.



ag bogadh timpeall • ceol ag seinnt • ag casadh • ag léim • ag béicíl



ATHLETICS



DANCE



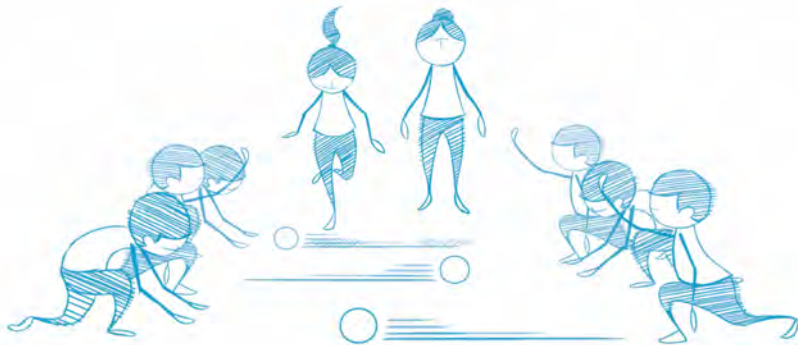
GAMES



GYMNASTICS

Description of Activity

Arrange pupils in pairs with a ball per pair. Pupils form two lines, five metres apart down the hall with one partner opposite the other. One pair of pupils (the frogs) wait at one end of the line. The rest of the pairs roll their ball forward and back to their partner. The frogs attempt to jump their way down the middle without getting tagged by the ball. Once they reach the other end, they join the line and a new pair of frogs attempt the challenge.



Variations

- Use a heavier, slower ball to decrease the difficulty level of the activity.
- Vary the distance between pairs.
- To increase activity levels, invite pupils to set up more lines of frogs.

Equipment

An open playing area, balls



- **Pause the activity at intervals to focus on the teaching points for jumping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the jumping action during the activity.**



- **Create a jumping sequence and teach it to your friends in the yard.**



grúpaí móra • trasna óna chéile i dhá líne • frog • léim sa lár cos a leagan ar liathróid



ATHLETICS



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of four. Assign two groups to each station. Set up five stations as outlined below with two sets of equipment to facilitate two groups at each station. Pupils work on jumping for thirty seconds at each station with a thirty second break to move to the next station.

- 1. Long jump:** Pupils take turns jumping as far as they can from a starting position, and mark their landing point using a cone. Each time they take a turn, try to jump further than their cone.
- 2. Jump the snake:** Two pupils hold a skipping rope at either end and sit on the floor. They begin to wiggle the rope slowly so it looks like a snake (the rope always stays on the

floor). The other pupils take turns running and jumping over the wiggly snake.

3. Hopscotch: Use chalk to draw a hopscotch grid. Pupils take turns to jump the hopscotch pattern.

4. Rope jumping - one long rope: Begin by placing a long jump rope on the floor. Two pupils pick up the rope at either end and begin turning the rope. The other pupils take turns running through the twirling rope, trying not to be touched.

5. Jump over: Place obstacles (cones, spot markers, hoops, etc) randomly throughout a five metre by five metre square. Invite pupils to move around the square jumping over the obstacles.



Variations

- Vary the focus from jumping for height to jumping for distance.
- Vary the time spent on task.
- Introduce additional jumping stations.

Equipment

An open playing area, spot markers, cones, long ropes, chalk, hoops



- Place a jumping cue card at each station.
- Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the jumping action during the activity.



- In your PE journal, draw a picture of the station you enjoyed most.



staisiúin • léim fhada • léim thar an nathair • cleas na bacóide • léim thar téad • léim thar constaicé

DODGING

Cor i leataobh

Dodging is a locomotor skill that involves quick and sometimes deceptive changes of direction to evade or catch an opponent. Dodging takes the skill of running and incorporates dynamic, fluid and coordinated movement, allowing the pupil to change direction proficiently. Good balance and stability is essential to perform dodging, with a low centre of gravity achieved by bending the knees, thus allowing the body to rapidly shift from one side to another. This low stable position enables the muscles in the legs to generate maximum force in a sideways direction to create the dodging action.



The skill of dodging is evident in a wide range of playground activities and is a central component of most team sports. From as basic an activity as playing chase, to evading an opponent on a hurling pitch or avoiding a punch in the boxing ring, the dodge is an important skill in the pursuit of success in many sporting activities.

Things to consider

It is important that pupils practise dodging on both sides. While one side may be more proficient than the other, both sides should receive equal focus. Non locomotor skills such as twisting, turning, bending and swaying are useful skills to address in the lead up to dodging, while good running technique is essential as running at speed is a key component in mastering the skill.

If cones/spot markers are used to practise dodging in isolation, ensure that pupils do not simply run around the markers. A deliberate dodging action should be performed at each marker. Often it can be useful to instruct the pupil to touch each marker with the outside of their foot to promote good technique.



Dodging, deceptive, fake, change of direction, evade, centre of gravity, plant foot



Cor i leataobh • cealgaireacht • treo a athrú • éalú • seachain • méachanlár • cos a shá

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy discovering dodging through different pathways, levels and speeds with others in a fun environment. Characteristics of dodging at the exploring stage include:

- movement is stiff and not fluid in nature
- knee bend is minimal
- body position is high preventing a low centre of gravity
- feet often cross
- no deception or fake movement evident.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise dodging and evading skills in simple game activities such as chase or tag. Characteristics of dodging at the developing stage include:

- pupil tends to dodge in one direction
- an upright body position is less frequent, as is crossing of feet
- some force is generated in the plant and push off movement
- there is some deception evident.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils effectively combine dodging with other fundamental movement skills to engage in a variety of dynamic environments where strategy and problem solving are often necessary. Characteristics of dodging at the mastering stage include:

- knees are bent and the body leans forward with a low centre of gravity
- movements in all directions are quick, fluid and coordinated
- pupils include deception using a head and shoulder movement.

TEACHING POINTS FOR DODGING



Head up and eyes
focused forward



Low body position



To change direction
plant foot, bend knee
and push off from the
outside of the foot



Lower the body during
the change of direction



To add a deceptive
element to the dodge,
step/lean one way and
push off in the other
direction



Practise on both sides



Introducing the skill of dodging

Try to dodge...	Effective questions
<ul style="list-style-type: none"> from a high level to a low level 	<i>Which is easier/more natural?</i>
<ul style="list-style-type: none"> from a low level to a high level 	
<ul style="list-style-type: none"> staying at a medium level 	
<ul style="list-style-type: none"> changing direction every ten steps 	<i>How are you changing pathways?</i>
<ul style="list-style-type: none"> changing direction every five steps 	
<ul style="list-style-type: none"> really fast 	
<ul style="list-style-type: none"> in slow motion 	
<ul style="list-style-type: none"> really slowly then run fast 	
<ul style="list-style-type: none"> really fast then run slowly 	
<ul style="list-style-type: none"> smoothly/roughly 	<i>How do you control this?</i>
<ul style="list-style-type: none"> with great power and force 	
<ul style="list-style-type: none"> while coping a partner's movements 	
<ul style="list-style-type: none"> while playing follow the leader 	<i>Watch their feet</i>
<ul style="list-style-type: none"> and fake to trick a partner into going the wrong way 	
<ul style="list-style-type: none"> using all the correct technique outlined 	<i>Let's put it all together!</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looking at the ground or intended direction of travel	Head up, eyes focused forward
More than one step or a number of small steps required to change of direction	Change direction in only one step
Little or no power in the change of direction	Bend knee and push off from outside of your foot
Little or no deception in the dodge	lower body height down, then up when changing direction. Use your head and shoulders to 'fake' movement

Dodging Rubric

	Exploring	Developing	Mastering
Movement	<ul style="list-style-type: none"> • Movement is stiff and not fluid in nature 	<ul style="list-style-type: none"> • Pupil tends to dodge in one direction 	<ul style="list-style-type: none"> • Movements in all directions are quick, fluid and coordinated • Knees are bent and the body leans forward with a low centre of gravity
Legs	<ul style="list-style-type: none"> • Knee bend is minimal 	<ul style="list-style-type: none"> • Some force is generated in the plant and push off movement 	
Body	<ul style="list-style-type: none"> • Body position is high preventing a low centre of gravity • Feet often cross 	<ul style="list-style-type: none"> • An upright body position is less frequent, as is crossing of feet 	<ul style="list-style-type: none"> • Pupils include deception using a head and shoulder movement
Deception	<ul style="list-style-type: none"> • No deception or fake movement evident 	<ul style="list-style-type: none"> • There is some deception evident 	

Description of Activity

Use cones to mark out two end lines approximately five metres apart. In pairs, pupils stand one behind the other at one end line. They then place a beanbag approximately three metres in front of them. The first partner in line, walks towards the beanbag, dodges right to get around the beanbag, and proceeds to the end line. Their partner then does the same.

Return with a left dodge around the beanbag. As pupils feel more comfortable, start to vary the speed of the dodge by jogging and running.



Variations

- Progress from walking to jogging to running.
- Invite pupils to hold onto an object such as a ball as they dodge. They may also introduce a fake pass with the ball.
- Place more beanbags or cones in the dodging path or set up a circuit.

Equipment

An open playing area, cones, beanbags



- **Keep eyes open and look in the direction you are travelling.**
- **Pause the activity at intervals to focus on the teaching points for dodging in the lesson. Provide feedback to individuals while they perform the dodging action during the activity.**



- **In your PE journal, list three times in everyday life where it is important to be able to dodge.**



cóin • dhá líne deiridh • i mbeirteanna • mála pónaire • cor i leataobh • bogshodar • rith • cor ar dheis • cor ar chlé

Description of Activity

Invite two pupils to be the skunks. All remaining pupils are scattered in the playing area. Six hoops (safety zones) are placed randomly in the playing area. A pupil may stay in a safety zone for a maximum of five seconds, or if someone else steps into the hoop they must leave. One extra hoop is placed in the middle of the area, this is the skunk's den. The activity begins with the skunks in their den. On a signal, the skunks leave their den and try to tag another pupil. If successful, they change places. The new skunk must run to the centre hoop and call 'new skunk' before chasing others.



Variations

- While standing in a hoop the pupil must perform a five second balance. If they lose their balance they must leave the hoop.
- Invite skunks to wear a tag or bib.

Equipment

An open playing area, seven hoops



- Discuss safe tagging technique with pupils, e.g. soft hands, tagging the trunk of the body only, etc.
- Pause the activity at intervals to focus on the specific teaching points for dodging in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the dodging action during the activity.



- Changing direction is important in this activity. Set up a circuit to practise dodging at home.



scúnc • fonsaí • cluiche tóraíochta • cor i leataobh

Description of Activity

Invite one pupil to be the man from Mars. This pupil lines up at one end of the playing area and the remaining pupils line up at the other end and chant “man from Mars, man from Mars, can you chase us to the stars?”. The man from Mars answers “only if you are a boy, are a girl, have blue eyes, have brown hair, play soccer, etc.” The man from Mars must try to tag the selected pupils before they reach the other end. Pupils try to dodge the man from Mars to get to the other side. The first pupil tagged becomes the new tagger.



Variations

- Vary the locomotor skill used to move, e.g. hopping or skipping.
- Invite pupils to join the man from Mars when tagged.
- Instruct pupils that are not running in the first instance to practise jumping for height on the spot.

Equipment

An open playing area



- Encourage pupils to look up and to plant their foot when dodging.



- Play this game in the yard with your friends.



- fear • na réalta • tóraí • cor i leataobh • súile ghorma • gruaig fhionn

Description of Activity

Use cones to mark out a playing area and arrange pupils in four groups. Select one group of pupils to be taggers for a set period of time, e.g. one minute. Give all pupils except the taggers a coloured bib or ribbon (tail) which they tuck into the band of their trousers at the hip. Pupils begin to run freely around the playing area, taking care to dodge around their classmates. The taggers chase the remaining pupils around the area and try to grab their tails. If a pupil has their tail removed, they must leave the playing area and perform five star jumps before returning. Upon returning to the playing area they may retrieve a new tail from the teacher and re-enter the activity. At intervals during the activity, rotate the roll of taggers. At the end of each game count how many tags have been captured. The winning group is the group that collected the most tags.



Variations

- When a tagger catches a ribbon, they have to drop it into a designated hoop or basket. Pupils with tails intact can retrieve one tail at a time from the hoop and tuck it into their pants. They can free a teammate by returning their ribbon to them.
- Play the activity in pairs, where one is the tagger and the other is the runner. The tagger tries to steal the runner's ribbon. Swap roles after a couple of minutes.

Equipment

An open playing area, bibs or ribbons, hoop or basket



- **Ensure the playing area is dry as this activity requires quick movements with changes of direction and pace.**
- **Pause the activity at intervals to focus on the teaching points for dodging in the lesson. Provide feedback to individuals while they perform the dodging action during the activity.**



- **Which sport is similar to this activity? In your PE journal, name and draw a picture of this sport.**



- **cluiche tóraíochta • ceathrar i ngach grúpa • bibeanna • tóraithe • breith ar na ribíní**



ATHLETICS



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Use cones to set out a large playing area. Invite one pupil to be the first link. On a signal, the first link chases the other pupils trying to tag them. Pupils who are tagged join hands with the first link to extend the chain. If the chain breaks apart, no tagging can happen until it is joined together again. Pupils cannot break through the chain by running through the arms.



Variations

- As the chain grows, only pupils on the end with free hands can tag. Once a chain has six links, split the chain into two equal chains.
- Vary the locomotor skill used to move, e.g. hopping or skipping.

Equipment

An open playing area, cones



- **Remind pupils about safe, respectful tagging. Ensure that pupils do not grab or push each other, and that they use soft hands to gently tag their opponents, on the back of the torso between the hip and the shoulder. Explain clearly to pupils how to tag safely.**
- **Ensure pupils exercise caution when dodging around each other, by keeping their eyes open and looking forwards in the direction they are travelling.**



- **In your PE journal, draw a picture of you dodging away from the chain in this activity.**



nasc • slabhra a bhriseadh • tóraí • cluiche tóraíochta

Description of Activity

Use cones to set out a relatively narrow playing area with two end lines. Arrange pupils in two groups (A and B). Group A starts at one end line. Each pupil from group B places a spot marker anywhere inside the playing area and stands with one foot on their spot. The group standing on the spots calls out 'spot watch' and pupils from group A must now move across the playing area, dodging the members of group B. Once group A reaches the end line, they stop and wait for the next 'spot watch' call. Group B must always have one foot on a spot and use that foot as a pivot. If a pupil on a spot marker tags a runner from another group, that runner must freeze in a T-balance position until a pupil from their group tags them to free them. After an allocated time, switch roles.



Variations

- Use beanbags on the end line to count how many trips each group takes.
- Increase or decrease the size of the area.
- Invite pupils on group B to count how many tags they get individually. Try to improve on this count in the next crossing.

Equipment

An open playing area, spot markers, cones



- **This activity is a great opportunity for pupils to learn about spatial awareness. When pupils place their spot marker in the playing area invite them to think about where they should place it so that they are covering as much of the area as possible.**
- **Encourage pupils to incorporate different speeds into their movement (fake a movement during the dodge).**



- **Play a chasing game in the yard to practise dodging.**



áit imeartha atá cúng • dhá líne deiridh • dhá fhoireann • spota ar aire • cor i leataobh • casadh • reoigh

Description of Activity

Invite half of the pupils to make a large circle in the playing area. The remaining pupils find a space inside the circle. Pupils forming the circle take turns to roll the ball into the circle, making sure that it stays on the floor. Pupils inside the circle must avoid the ball by dodging it rather than jumping over it. If the ball hits a pupil inside the circle below the knee, they are out and join the circle. Whoever receives the ball on the opposite side of the circle rolls it back in, again aiming to hit pupils inside the circle below the knee. After a set time, on a signal, both groups swap places.



Variations

- Arrange the class in two smaller groups and play two activities concurrently. If a pupil rolled a ball that connected with a pupil on the inside, they can swap places.
- Vary the locomotor skill used to move around inside the circle, e.g. skipping, walking, hopping, etc.
- Use a smaller ball, or introduce extra balls.

Equipment

An open playing area, soft balls



- Remind pupils inside the circle that they will have to react quickly to avoid the moving ball.
- Ensure pupils roll the ball and keep it below knee height.



- Set up an obstacle course in your garden and practise dodging around it.



leath na ndaltaí • liathróid a rolladh • a bhualadh • sos • malartú

Description of Activity

Divide a large hard or grass area in two: one area is marked 'palace one' and the other 'palace two'. Each palace has a prison, a palace tower (holding the other group's treasure) and a treasure chest (to return own group's treasure to) at the end of the area.

Arrange the class in two groups with each group beginning in their own palace area. Each member of both groups places a beanbag (or any piece of equipment) in the tower of the palace of the opposing group.

The aim of the activity is for each group to recover their treasure from behind enemy lines and return it to their own treasure chest without being taken prisoner. A pupil is taken prisoner when tagged by the enemy anywhere outside the pupil's own palace. When tagged, the captor escorts the pupil by the hand to the prison. Prisoners are released from prison if they are tagged by one of their own group members.

Any pupil who successfully reaches the enemy's palace tower without being caught selects one item to carry home to their treasure chest. Pupils carrying an item are given safe passage back to their playing area.

The activity continues until one group regains all of their lost treasure.



Variations

- Vary the locomotor skill used to move around the area.
- Decrease group size (run two or more parallel games) to decrease difficulty.

Equipment

An open playing area, spot markers or chalk, two tall cones, two boxes/basins



- **Pause the activity at intervals to focus on the specific teaching points for dodging in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the dodging action during the activity.**
- **Offer pupils an opportunity to discuss tactics between each game.**



- **In your PE journal, list five sports that use the skill of dodging.**



- **pálás a haon • pálás a dó • taisce • dhá fhoireann • málaí pónairí • príosúnach • línte an namhad**

SIDE STEPPING

Céim ar leataobh

The side step or side gallop is a unique fundamental movement skill that involves the body moving sideways as it faces forwards. The skill is somewhat similar in nature to skipping with a flight phase as part of the movement, however, the movement is sideways and the lead leg never changes. While the side step is a basic fundamental movement skill, it is essential in a great deal of sporting activities such as moving from side to side in tennis, squash and badminton, tracking an opponent's movement in rugby or basketball or taking part in a dance routine.



Things to consider

Pupils tend to be able to side step before they can skip as the rhythmical action is less complicated. When teaching the skill, encourage pupils to side step rhythmically before they begin to side step for speed.



side stepping, sideways, lead leg, rhythmical action, safety hazards



céim ar leataobh • cliathánach • príomhchos • gníomh rithimeach • sábháilteacht

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy experimenting with movement in a sideways direction in a fun, non-competitive environment. Characteristics of side stepping at the exploring stage:

- movement is stiff and lacks rhythm
- not moving on the balls of the feet
- free leg is often dragged
- head is down.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise side stepping in both directions following a clear pathway. Characteristics of sliding at the developing stage:

- while more rhythmical, the movement is still not smooth
- head still tends to look down
- a flight phase is evident.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils demonstrate the side step proficiently on both sides in changing environments. The skill can be executed in a variety of activities and game settings. Characteristics of side stepping at the mastering stage:

- smooth rhythmical movement
- obvious momentary flight phase
- hips and shoulders point to the front with head up
- weight is on the balls of the feet.

TEACHING POINTS FOR SIDE STEPPING



Stand side on with hip and shoulder pointing in the direction of travel



Knees slightly bent with weight on the balls of the feet



Head stable and eyes focused forward or in the direction travelled



Lead foot steps in the direction travelled

TEACHING POINTS FOR SIDE STEPPING



Free foot follows quickly behind



There should be a brief period where both feet are off the ground



Arms out to the sides for balance



Movement should be rhythmical



Introducing the skill of side stepping

Try to side step...

- and spring high like a kangaroo
- and stay low like a hobbit
- with really short side steps
- with large long side steps
- while holding hands with a partner, moving in the same direction
- with your hands at your side
- without bending your knees
- with hands out to the sides for balance and bending your knees
- in both directions
- along a line in the playground/hall
- with a friend or group, playing follow the leader
- using all the correct technique outlined

Effective questions

- Investigate if this is practical.*
- What height should you be at?*
- How big should your steps be?*
- What are your hands used for?*
- Why should knees be slightly bent?*
- Investigate which direction is easier.*
- Let's put it all together!*



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looking at the ground or feet	Head up, look forward or in the direction you're travelling, trunk stable
Not keeping weight on the ball of the foot	Take off and land on the front of your foot
Feet not travelling on the same line or body turning during the slide	Ensure your body faces front and follow your shoulder/hip
Trailing leg is 'dragged' or maintains contact with the ground	There should be a period of time where both of your feet are off the ground (just slightly)
Issues with balance	Use your arms to help maintain balance
Pupils struggle with rhythm or feet cross	Step-together-step-together-step-together

Side Stepping Rubric

	Exploring	Developing	Mastering
Movement	<ul style="list-style-type: none"> • Movement is stiff and lacks rhythm 	<ul style="list-style-type: none"> • While more rhythmical, the movement is still not smooth 	<ul style="list-style-type: none"> • Smooth rhythmical movement
Legs	<ul style="list-style-type: none"> • Not moving on the balls of the feet • Free leg is often dragged 		<ul style="list-style-type: none"> • Hips and shoulders point to the front with head up • Weight is on the balls of the feet
Head	<ul style="list-style-type: none"> • Head is down 	<ul style="list-style-type: none"> • Head still tends to look down 	
Flight		<ul style="list-style-type: none"> • A flight phase is evident 	<ul style="list-style-type: none"> • Obvious momentary flight phase



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Set out a chair (facing outwards) or hoop for each pupil in a large circle. Invite pupils to side step around the circle facing inwards and keeping at least an arm's distance away from their closest neighbours. It is useful to use music to encourage pupils to move to the beat and develop rhythm when side stepping. When the music stops or the teacher gives a signal, pupils must sit on a chair or jump into a hoop as quickly as possible. As the rounds progress, remove chairs or hoops so that some pupils end up without a hoop. Any pupil that does not have a hoop must side step around the playing area and wait to join the next activity.



Variations

- Allow pupils to share a hoop, e.g. three, any group that does not have three are disqualified.
- Vary the locomotor skilled used to move around the area, e.g. skipping or hopping.

Equipment

An open playing area, chairs or hoops



- Set up smaller activities or start a new activity when down to the last five pupils as there may be a large wait time for pupils leaving the activity early.
- If using hoops, ensure pupils enter them safely and in the case of a tie, the first to touch the ground inside the hoop claims it. Any disputes should be settled by rock, paper, scissors.
- Pause the activity at intervals to focus on the teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.



- In your PE journal, record three sporting activities and one non-sporting activity where side stepping is important.



cathaoireacha nó fonsaí • céim ar leataobh • ceol a chuir ar siúl • rithim a fhorbairt • bain cathaoir nó fonsa amháin



Description of Activity

Using cones, set up a large playing area and scatter hoops randomly around the ground. All pupils start in their own hoop except for three pupils who are nominated as taggers. Taggers chase pupils as they side step from hoop to hoop. Pupils can stay in a hoop for only three seconds before moving on. Any pupil who is tagged becomes a tagger. Pupils can only move by side stepping.



Variations

- Vary the locomotor skill used to move around the area, e.g. hopping, skipping or running.
- When pupils are tagged they can replace the tagger.
- If hoops are unavailable, invite pupils to stand on spot markers.
- Add balancing. Pupils must spend five seconds in a hoop or on a spot marker performing a balance before moving on.

Equipment

An open playing area, hoops or spot markers, cones



- Hoops can be a trip hazard when pupils move in and out of them. Ensure pupils move carefully.
- Discuss safe tagging technique with pupils.
- Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.



- Watch a video clip of a sports star that uses side stepping in their sport. In your PE journal, draw a picture of them side stepping.



fonsaí • triúr mar thóraithe • ó fhonsa go fonsa • ar feadh trí soicind • céim ar leataobh



DANCE



GAAMES



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Use cones to set up a rectangular playing area. Place lots of obstacles such as skipping ropes, balls, cones and spot markers randomly throughout the playing area. Pupils are required to move over and around these obstacles. At one end of the playing area set up a line of hoops as the home base for each group. At the other end place one hoop in the centre with as many beanbags as possible in it. The aim of the activity is to side step through the obstacles to the other side, pick up one beanbag, side step back and place the beanbag in your group's hoop. The group with the most beanbags at the end wins.



Variations

- Increase or decrease the number of obstacles and vary the size of the playing area to make the activity easier or more difficult.
- Vary the locomotor skill used to move around the area, e.g. hopping, skipping or running.

Equipment

An open playing area, hoops, cones, skipping ropes



- Ensure there is a maximum of four pupils in each group.
- Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.



- Practise side stepping around the yard at playtime. Remember to lead off the right and the left foot.



constaicí • téad scipeála • liathróidí • spotaí • líne fonsaí • málaí pónairí • céim ar leataobh



Description of Activity

Use cones to set up a large playing area. Pupils side step around the playing area until the teacher calls freeze. When freeze is called, pupils stop and perform a balance using the description given, e.g. balance on one foot or balance on two body parts.



Variations

- Vary the type of balance.
- Vary the locomotor skill used to move around the area, e.g. hopping, skipping, etc.
- As the activity progresses, add partner work and group balances.
- Pair pupils up with one side stepping and the other observing. Give clear guidelines on providing each other with feedback on their skipping technique.

Equipment

An open playing area



- Add a theme, e.g. animals, superheroes etc.
- Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.



- Side step from the school gate to the school door every day this week.



céim ar leataobh • reoigh • cothromaíocht • ar chos amháin • dhá chuid den cholainn



Description of Activity

Arrange pupils in groups of six. One pupil is the fox and the others are the geese. Four geese stand in a straight line, side by side holding hands. The fifth, the loose goose, is free to move. The fox tries to tag the loose goose who attempts to hide from the fox behind the line of geese. The line of geese side step left and right in an attempt to stay between the fox and loose goose to protect it. The fox and loose goose must also side step at all times. Rotate roles regularly.



Variations

- Increase or decrease the number of geese in the line.
- Vary the locomotor skill used to move around the area, e.g. running or skipping.

Equipment

A hard playing surface



- Encourage pupils to move as a group.
- Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.



- In side stepping, we move sideways while our body faces forward. In your PE journal, draw an animals that moves like this.



cúigear nó seisear • sionnach • géanna • cor i leataobh • a chosaint • líne a bhriseadh

LINE TAG WITH A STATIC BALANCE



DANCE



GAMES



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Use the lines in the yard for this activity. If there aren't any lines, use chalk to draw lines. Pupils work in pairs (A and B). One partner is the chased and the other is the chaser. Pairs move apart from each other side stepping along the lines in the yard not knowing who will be the chaser. On a signal, the teacher calls 'A' or 'B'. If the teacher calls 'A', pupil A acts as the chaser and pupil B acts as the chased. The chased pupil must try to avoid being tagged. If a pupil is tagged they must move off the line and perform a static balance. On a second signal, pupils continue to side step on the lines until the teacher calls 'A' or 'B' again.



Variations

- If there are different coloured lines on the court instruct pupils to use a different form of movement for each colour, e.g. white is hopping, red is side stepping, etc.
- Introduce a countdown timer for the chaser to catch their partner. If the chased pupil gets away, then introduce a small forfeit for the chaser e.g. ten tuck jumps.

Equipment

An open playing area with line markings



- Often pupils will encounter a 'traffic jam' where they meet another pupil on a line. Permit them to place one foot off the line to continue. This will encourage teamwork and cooperation.
- Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.



- Practise side stepping along lines in the yard at playtime with your friends.



línte • pairtnéir • tóraí • séideadh na feadóige • rith • cor i leataobh • cothromaíocht statach



DANCE



AMES



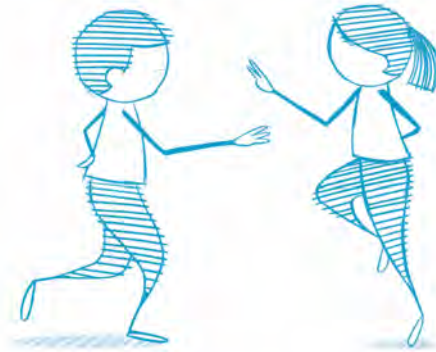
GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Arrange pupils in pairs. Invite each pupil to face each other one metre apart. Begin with side stepping around the playing area mirroring each other's movement as they go. Each pupil puts one hand behind their back. This hand should hold up a certain amount of fingers. After travelling at least ten metres, the teacher calls 'one, two, three, go' and both pupils bring their hand from behind their backs. The aim is to count the number of fingers on both pupils hands and call out the total number. The pupil who calls out the correct number first, wins. The challenge is for pupils to continue side stepping as they play.



Variations

- Increase the difficulty level by using two hands.
- Invite pupils to multiply the two numbers together.
- After three rounds switch partners.

Equipment

An open playing area



- This is a great opportunity to build numeracy into the PE class. Use it to reinforce a wide range of mathematical concepts.
- Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.



- Practise this activity at home with a family member.



lasmuigh • i mbeirteanna • méadar eadarthu • cor i leataobh • méara a chomhaireamh



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Use cones to set up a large, rectangular playing area. Arrange pupils in pairs (dodgers and catchers). Invite the dodgers to position themselves at one end of the rectangle and the chasers at the other. On a signal, dodgers attempt to cross the area to the other side without being tagged by their partner. Dodgers can only be tagged by their own partner. If a dodger gets tagged they must leave the playing area and side step back to their end and wait for the next round. Pupils change places after every activity.



Variations

- Increase or decrease the size of the playing area.
- Introduce a point system where catchers earn one point per tag.
- Vary the locomotor skill used to move around the area, e.g. hopping, running or skipping.

Equipment

A hard playing surface



- Ensure pupils only move by side stepping.
- Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.



- Perhaps you could try side stepping or skipping races with a friend in the yard.



dhá fhoireann • lucht seachanta • gabháilthe • cluiche tóraíochta • áit súgartha a fhágaint

BALANCING

Cothromaíocht

Balance is essential for all physical development and is a prerequisite for almost every movement skill. It is sub-divided into two categories:

1. Static balance

the ability to maintain a static position throughout a movement (e.g. a handstand in gymnastics).

2. Dynamic balance

controlling the body when moving (e.g. keeping the body stable while kicking a football).



In this resource we will be focusing on a one leg static balance. All movements require some form of static balance, which is managed through effective posture and a combination of muscular contraction and relaxation. Balancing on one leg the centre of gravity needs to be over the base of support. If a body part is extended away from this centre of gravity, then the body needs to compensate with an extension in the opposition direction, thus maintaining the centre of gravity over the base to keep the balance stable. The wider the base of support the easier it is to balance. The one legged static balance has a small support base so it is essential to first begin with large based balances as a prerequisite to this skill.

Things to consider

Always ensure that pupils have enough personal space when performing a balance. Where possible do not introduce apparatus until pupils have reached the mastering stage of development.



Support leg, non-support leg, foot flat, eyes focused, static, dynamic, posture, base of support, centre of gravity, be still



Cothromaíocht statach, cothromaíocht idirghníomhach, méachanlár, fan socair, cos tacaíochta, cos leathan, súile dírithe, scileanna luaile



IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage pupils will enjoy exploring different types of balances, on different body parts, stationary and moving, alone and with others. Characteristics of the static balance at the exploring stage include:

- overcompensating body parts to balance, e.g. arms swinging wildly, body leaning from side to side
- looking down rather than straight ahead
- balance is achieved occasionally
- can balance with support

Developing stage

Tréimhse forbraíochta



At this stage of development pupils become more confident and proficient at balancing by practicing a range of balances in a problem solving or task orientated environment. Characteristics of the static balance at this stage include:

- eyes are more focused on a target with head up
- arms are used to aid the balance
- balance is lost less often
- balance is achieved on the dominant leg more often
- in general pupils achieve dynamic balance at this stage with considerable concentration, e.g. balancing forward into a T balance

Mastering stage

Tréimhse Máistrithe



At this stage pupils will not only be able to perform the static balance proficiently but also apply the skill of balancing in a gymnastics, dance and sporting setting. Characteristics at the mastering stage include:

- eyes are focused on the target
- arms and other body parts are used to counterbalance
- able to balance on either leg and with eyes closed

TEACHING POINTS FOR BALANCING



Support leg still,
with foot flat on
the ground



Non-support leg bent
and not touching
the support leg



Trunk stable
and upright



Head stable with
eyes focused forward
on a target



Arms as still as possible
with no excessive
movement - either at
the side or extended
to aid the balance



Introducing the skill of balancing

Can you balance on one leg with...

- your arms out to the side
- your hands on your hips
- a beanbag on your head
- the non-balancing leg in front of the support leg
- the non-balancing leg behind the support leg
- both legs touching
- your eyes closed
- using all the correct technique outlined

Effective questions

- What are our arms needed for?*
- Does this make it easier or harder?*
- Do you focus harder now?*
- Which is easier?*
- What are you thinking?*
- Let's put it all together!*

Can you balance...

- on two body parts
- on three body parts
- on four body parts
- on three body parts but only one can be lower body
- on one leg while catching a ball
- on one leg while throwing a ball
- on one leg while standing on a bench
- for five seconds
- for five seconds then walk, balance again for five seconds
- for five seconds run and jump then balance again for five seconds



This teacher led exercise encourages the pupil to discover for themselves what the correct technique should be. Effective questions are provided to help the teacher guide the pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Eyes looking down	Head up, looking forward and focus on a target
Arms waving wildly	Holding the arms out to the side, try to keep them still for a count of 5 seconds
Holding the non-supporting leg against the support leg or hooking it behind the support leg	Hold the bent leg away from the support leg
Lifting the non-support leg too high	The knees of both legs should be at a similar height
Leaning the trunk forwards or sideways to assist balance	Stand up tall and straight and use the arms rather than body to counterbalance

Balancing Rubric

	Exploring	Developing	Mastering
Head	Looking down rather than straight ahead	<ul style="list-style-type: none"> Eyes are more focused on a target with head up Arms are used to aid the balance 	Eyes are focused on the target
Balance	Balance is achieved occasionally	Balance is lost less often	Arms and other body parts are used to counterbalance
Legs	Can balance with support	Balance is achieved on the dominant leg more often	The pupil is able to balance on either leg and with eyes closed
Overall	Overcompensating body parts to balance, e.g. arms swinging wildly, body leaning from side to side	In general pupils can achieve dynamic balance at this stage with considerable concentration, e.g. balancing forward into a T balance	



DANCE



GAMES



GYMNASTICS

Description of Activity

Invite pupils to spread out in the playing area and find a space. When the music is played pupils move around the area using a locomotor skill of the teacher's choice. Encourage dodging and avoiding the other pupils. When the music stops pupils must perform a balance and freeze for ten seconds. Any pupil that moves must complete five jumping jacks before joining in again. Restart the music and repeat.



Variations

- Vary the locomotor skill used to move around the area.
- Vary the tempo of the music and encourage pupils to move to the beat, thus promoting an understanding of rhythm.
- Introduce jumping. When the music stops, pupils must do five jumps for distance or height.
- Introduce partner balance.

Equipment

An open playing area and music



- Ensure pupils keep their head up and watch where they are going.
- When the music stops take the opportunity to teach specific technique, e.g. lower your body when changing direction.



- Invite pupils to play their favourite song at home and to perform three balances that they think suit the music. Show your balances to the class in the next PE lesson.



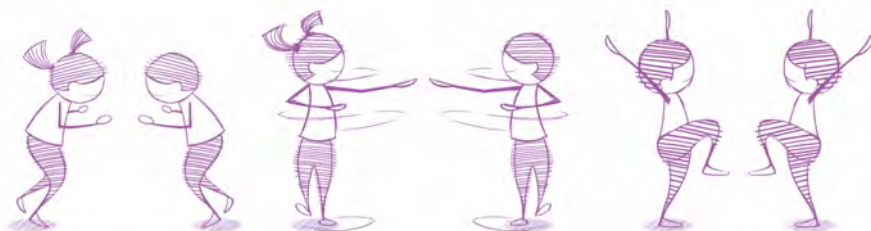
ceol a sheinnt • cor i leataobh • cothromú a dhéanamh • reoigh ar feadh 10 soicind • seac léimní



Description of Activity

Arrange pupils in pairs. In each pair, one will be the mirror and the other will be the reflection. Invite partners to face each other. The mirror begins to move and the reflection must copy their movements as best they can.

Movements may include: jump (star, tuck), T-balance, spin, skip, walk or run on the spot, rotate, push up, plank, balancing on one, two or three body parts, etc.



Variations

- Play a similar version of this activity called 'Simon Says' where all pupils attempt to mirror one individual.
- Encourage pupils to memorise a thirty second routine.
- Encourage pupils to try challenging, different and even silly movements.

Equipment

An open playing area



- Ensure all pupils are aware of each other and are cautious of the movement of other pairs.
- Regularly pause the activity to discuss the teaching points of balancing. While the teaching points for balancing are based on the basic static balance, many of these teaching points still apply to more advanced balances, both static and dynamic.



- Practise some new balances for next week in front of the mirror at home.

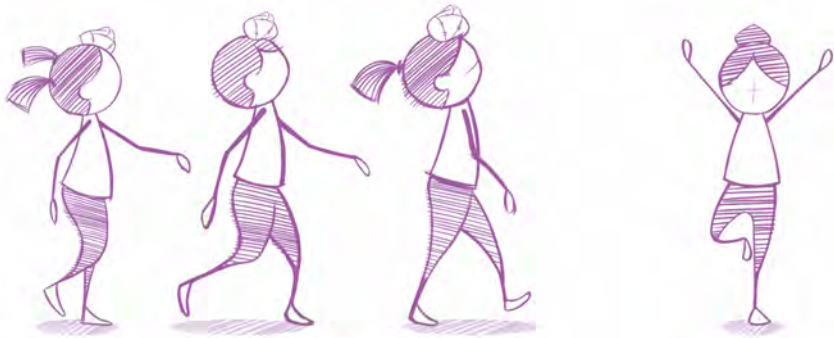


- i mbeirteanna • máistir scáthánach • íomhá scáthánach • ag gluaiseacht • aithris a dhéanamh ar



Description of Activity

Set up a large playing area using cones. Invite three pupils to be taggers and three pupils to be rescuers. The remaining pupils balance a beanbag on their head in their own space in the area. On a signal pupils walk or run around the area trying not to get tagged. If pupils are tagged or if their beanbag touches the ground they freeze and perform a static balance holding their arms out to the side until they are released by the rescuers.



Variations

- Vary the locomotor skill used, e.g. walking, hopping, skipping, side stepping etc.
- Challenge pupils to change levels with the beanbag on their head.
- Increase or decrease the number of taggers.

Equipment

An open playing area, cones, bibs, beanbags



- **Pause the activity at intervals to focus on the teaching points for balance in the lesson. Provide feedback to individuals while they perform the balances during the activity.**
- **When performing a static balance invite pupils to extend and point all limbs. This concept is called aesthetics.**



- **In your PE journal, draw two easy balances and two difficult balances.**



- **cóin • triúr • tóraithe • sábhálaithe • séideadh na feadóige • málaí pónairí • cothromaíocht statach • lámha sínte amach**



Description of Activity

One pupil stands with their back to the other pupils in the wolf den, while the other pupils stand about ten metres back, behind a line in the playing area. The pupil with their back to the other pupils is the Sly Wolf, and chants:

'I am the Sly Wolf and I'm fast as lightning.

If I catch you creeping, it will be very frightening!'

While the wolf is chanting, the other pupils creep towards them. At the end of the chant, the wolf spins around and pupils freeze and perform a balance. The wolf tries to catch someone moving. If they are unable to catch anyone, they can walk amongst pupils and without touching them, try to make them smile or laugh. If they succeed, the pupil who smiled or laughed roars with fright and returns to the start line. The wolf returns to the den and the activity is repeated. If a pupil can get to the den without being caught, they become the new wolf.



Variations

- To challenge pupils' balance, the wolf can introduce instructions such as 'balance on one foot' or 'balance on hands and feet' etc. as part of their chant.
- Vary the travelling method e.g. creep, walk, hop, side step, jump.

Equipment

An open playing area



- Consider placing a time limit of ten seconds for the wolf to move around pupils.
- Remind pupils to use strategies to help them to perform the balance, such as looking at a spot on the ground, taking steady breaths etc.



- This activity originated in Greece. In your PE journal, draw another activity that originates from anywhere in the world.



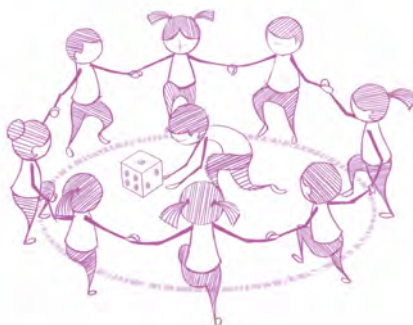
mactíre • luas lasrach • bog go mall • breith ar dhalta ag gluaiseacht • meangadh gáire • ag gáire



Description of Activity

Arrange pupils in a circle. Introduce a die and invite pupils to allocate a body part to each number. Suggested body parts to balance on may include: right/left foot, bottom, tummy, back, left side, right side.

Invite pupils to walk steadily around the playing area, taking care to avoid each other. On a signal, pupils freeze and the teacher (or a selected pupil) rolls the die and calls out the number. Pupils perform a balance using the relevant body part. Repeat the activity several times, changing the locomotor skill from walking to skipping to running.



Variations

- Introduce a second die and allocate further body parts to each number. Now pupils have to ensure that their balance is on both body parts e.g. right foot and left elbow.
- Suggested body parts for second die include: right hand, left hand, right elbow, left elbow, right knee, left knee, etc.
- Invite pupils to find a partner and perform a mirrored balance.
- Instead of using pairs, invite pupils to perform the balances individually.
- Use a third numbered die, this time they have to assemble in groups of the number rolled and make group balances on the particular body part.

Equipment

An open playing area, large dice with parts of the body on each side.



- Encourage pupils to work together to come up with the balance.
- Demonstrate how to balance on certain body parts.



- In your PE journal, draw or stick a picture (from a magazine, newspaper, book or the internet) of a dancer performing a balance.



- siúl timpeall • bealach nua • dalta eile a sheacaint • díse a chaitheamh • cothromaíocht scáthánach



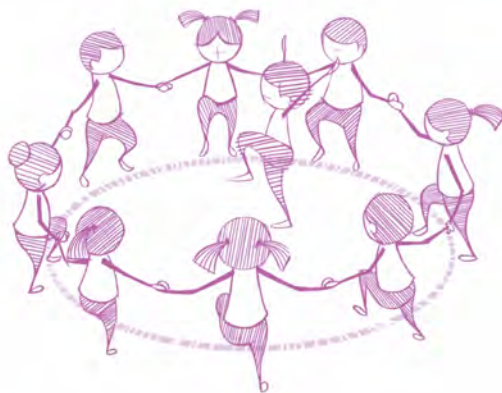
DANCE



GYMNASTICS

Description of Activity

Arrange pupils in groups of six. Invite each group to stand in a circle and hold hands. One pupil starts the activity by performing a balance (e.g. one leg lift, one leg forward, one leg back, one leg resting on the knee of the other, etc). Everyone else in the circle adopts the same balance. The same pupil that selected the balance now gently squeezes the hand of the person beside them. On feeling the squeeze, the receiving pupil then squeezes the hand of the next person, making sure to perform the balance. When the squeeze gets back around to the first pupil, the second pupil selects a new balance and continues the activity. Repeat the activity until every pupil has had a chance to select the balance.



Variations

- Instead of balancing, pupils could select a hopping or jumping action for everyone in the circle to copy, e.g. hopping on the left foot/right foot/alternate feet, jumping two-feet, criss-crossing the legs, or hop-scotch etc.

Equipment

An open playing area



- Encourage pupils to alternate the standing leg for each balance.
- Remind pupils of the teaching points that they can use to help them to balance.
- Remind pupils not to squeeze each other's hands too tightly.



- Practise one legged balances. In your PE journal, draw five of these balances.



ceathrar nó cúigear i ngrúpa • ag seasamhí gciocal • cothromaíocht • ag déanamh aithris ar • lámh a fháscadh

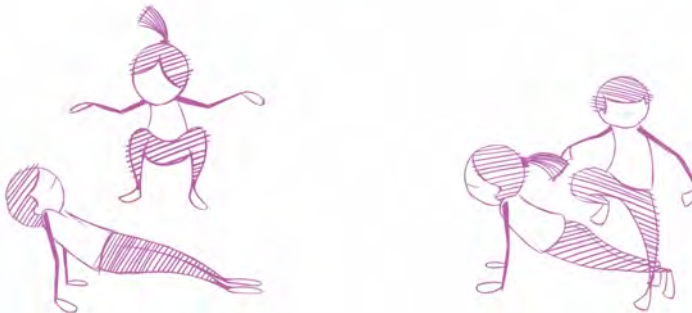


Description of Activity

Arrange pupils in three groups: half of the class are the 'flips' and the 'flops', and the other half are the 'movers'. The flip and flops must find a space within the playing area and get into the position as described below. The movers must travel around the playing area. On a signal the movers travel towards a flip or a flop and gently tag them on the shoulder to swap roles. Repeat the activity for a set amount of time.

Flip description = plank

Flop description = crab or bridge position



Variations

- Introduce other locomotor skills such as skipping or side stepping for the movers to travel around the area.
- Once the pupils are familiar with the activity, the teacher can decide to remove the signal and invite pupils to change roles spontaneously.

Equipment

An open playing area



- Encourage pupils to engage their core muscles, as a strong core helps with stability.
- Invite pupils in the plank position to drop their knees to the floor if they get tired.
- Invite pupils in the bridge position to drop their bottom to the floor if they get tired.



- Research 'yoga for kids' online and practise with a family member.



dhá ghrúpa • flip fleap • lucht aistrithe • portán • droichead

Description of Activity

Set out a starting line and a finishing line in the playing area using cones. Each pupil lines up at the starting line with a ball. On a signal, pupils begin 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, attempt to spin the ball on your finger, balance with the ball on your tummy, back or between your knees.



Variations

- Vary the locomotor skill used to travel across the playing area.
- Introduce partner work, e.g. one ball between two pupils.
- Introduce a team element, half of the class performing whilst facing the other half.

Equipment

An open playing area, one ball/item per pupil, cones



- Reinforce the teaching points of balancing when pupils are performing a balance.
- Remind pupils to come to a complete stop without sliding on the floor.
- Encourage pupils to focus on the teacher's voice to hear the instructions and react quickly.



- In this activity it is important to have good balance. In your PE journal, list three times in your life when it is important to keep your balance (e.g. standing on a chair to change a light bulb).



- líne deiridh • liathróid ar do cheann • reoigh • suigh ar an liathróid • ag cothromú • liathróid a chur timpeall do bhásta

LANDING

Tuirlingt

The ability to land safely is a hugely important fundamental movement skill. This section will focus on landing on the feet. As one of the three phases of jumping, landing should always be taught first to ensure pupils return safely to the ground without injury. The skill involves absorbing force over a large area, usually the legs or hands for a prolonged period of time. This force should be absorbed over as large an area or distance as possible with the joints bending to absorb the force. We use landing in a wide range of activities, jumping to catch a ball in gaelic football, vaulting in gymnastics or from jumping off the bed.



Things to consider

As mentioned in the description above, landing is an essential prerequisite to jumping. Developing the ability to absorb the force of a landing ensures that there is less impact and thus less opportunity for injury. Ensure that pupils are wearing adequate footwear, that shoelaces are tied at all times and that the playing area is cleared of any potential trip hazards.



Landing, absorb force, impact, balance, stable position



Tuirlingt • fórsa a mhaolú • tuairt • cothromaíocht • suíomh socair



IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy experimenting with landing from different heights using a variety of obstacles in a safe environment. The focus at this stage of development is on having fun and exploring different ways to land. Characteristics of landing at the exploring stage:

- no consistent stable base of support is evident (the pupil will lose balance left/right/forwards/backwards easily upon landing)
- landing is flat footed with no toes-ball-heel action
- very little bending of the knees to absorb force.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise landing from different heights and distances paying particular attention to absorbing the impact of the landing. Characteristics of landing at the developing stage:

- A stable base is evident
- upon landing the toes-ball-heel action is more evident
- knees bend after the heel touches the ground
- occasionally loses balance forwards.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils show confidence and competence landing from a variety of different levels and distances, both in an isolated and game based setting. Characteristics of landing at the mastering stage:

- the landing movement is controlled
- a wide stable base is evident
- force is absorbed by bending the knees, ankles and hips.

TEACHING POINTS FOR LANDING



Head up, stable and looking straight ahead



Arms should be stretched out in front to maintain balance



Stomach should be pulled in and bum tucked under the body



Land with the feet wide apart but still in a stable position



Bend the knees



Land on the feet in the order toes-ball-heel



Introducing the skill of landing

Try to...

- jump and land like a hippo
- jump and land as soft as a butterfly
- jump and land without bending your body
- jump and land bending your knees, hips and ankles
- jump as far as you can and land without falling forward
- jump as high as you can and clap your hands as many times as possible before landing
- jump onto and off a mat
- jump off a bench and land safely on the ground (discovery stage upwards only)
- jump as far as you can and freeze on landing
- count how many jumps it takes to cross the hall/yard (if you lose balance on landing you have to start again)
- using all the correct technique outlined

Effective questions

- Why is this not effective?*
- Can you maximise your jump like this?*
- Why is this not possible?*
- What would cause this?*
- What is happening to your body?*
- Let's put it all together!*



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Head/eyes looking down	Head up, look forward and focus on a target
Arms waving wildly or held out to the side. Body falling forward upon landing	Hold your arms out in front to help counteract the forward momentum and help with balance
Knees are straight during the landing	Bend your knees, ankles and hips
Landing flat footed	Land on your toes-ball-heel. Practise this mantra over and over again
Uncontrolled landing	Practise holding your landing position for at least three seconds

Landing Rubric

	Exploring	Developing	Mastering
Head	<ul style="list-style-type: none"> Looking down rather than straight ahead 	<ul style="list-style-type: none"> Eyes are more focused on a target with head up Occasionally loses balance forwards 	<ul style="list-style-type: none"> Eyes are focused on a target
Balance	<ul style="list-style-type: none"> No consistent stable base of support is evident 	<ul style="list-style-type: none"> A stable base is evident 	<ul style="list-style-type: none"> A wide stable base is evident
Legs	<ul style="list-style-type: none"> Very little bending of the knees to absorb force 	<ul style="list-style-type: none"> Knees bend after the heel touches the ground 	<ul style="list-style-type: none"> Force is absorbed by bending the knees, ankles and hips
Overall	<ul style="list-style-type: none"> Landing is flat footed with no toes-ball-heel action 	<ul style="list-style-type: none"> Upon landing the toes-ball-heel action is more evident 	<ul style="list-style-type: none"> Landing movement is controlled



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Pupils move around the open area and follow directions called out by the teacher:

- Speed limit - walking
- Bumpy road ahead - skipping
- Narrow road ahead - side stepping
- School crossing - walk slowly
- Road construction - jump off the mats and perform a motorbike landing safely
- Flat tyre - hopping
- Out of gas - take a break.



Variations

- Pupils perform a sequence of jumps and safe landings.
- One pupil in a pair becomes the Garda and assesses the 'safe driving'.
- Invite pupils to jump backwards or sideways off the mats and land safely in the motorbike landing stance.

Equipment

An open playing area, gymnastics mats, hoops, bench



- A motorbike landing should be low and heels should stay flat on the floor after first contact.



- Practise the motorbike landing at home and show it to a member of your family.



- spás oscailte • treoracha a leanúint • luasteorainn • bóthar míchothrom • bóthar cúng • bealach trasnaithe scoile • bonn pollta • gás rite



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Use cones to set out a designated area and place lots of obstacles within this area, e.g. skipping ropes, cones, balls. Arrange pupils in pairs (A and B). Pupil A is the leader and pupil B must shadow the movements of pupil A. These movements could include any of the locomotor skills performed at a high or low level but focus should be placed on landing when jumping over different obstacles. Pupils will alternate jumping for distance and jumping for height focusing on their landing technique at all times. Reverse the roles of pupils.



Variations

- Vary the locomotor skill used to move around the area.
- Introduce balancing in between jumps.
- Work in groups of three with two pupils giving feedback to the third pupil on their landing technique.

Equipment

An open playing area, cones, skipping ropes



- Ensure there are enough obstacles to cater for a full class group and space to move between them.
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the landing action during the activity.



- In your PE journal, draw a picture of landing technique for a particular sport.



constaicí • i mbeirteanna • dalta a haon mar ceannaire • aithris a dhéanamh ar • scileanna féinghluaiseachta • tuirlingt



Description of Activity

Each pupil takes a skipping rope. Invite pupils to find a space within the playing area and use their skipping ropes to make a shape such as a square, triangle or rectangle on the ground. Pupils jump from corner to corner and concentrate on good landing technique.



Variations

- Pupils can line their shapes up in sequence and jump each other's ropes.
- Encourage pupils to vary the types of jumps they do such as two to one foot, two to two feet, etc.
- Invite pupils to jump side to side over their ropes around the sides of the shapes.

Equipment

An open playing area, skipping ropes



- **Pause the activity at intervals to focus on the teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the landing action during the activity.**
- Invite pupils to watch each other and engage them in discussion about good landing techniques.



- In your PE journal, draw a picture of you landing in the middle of the shape you made with the skipping rope.

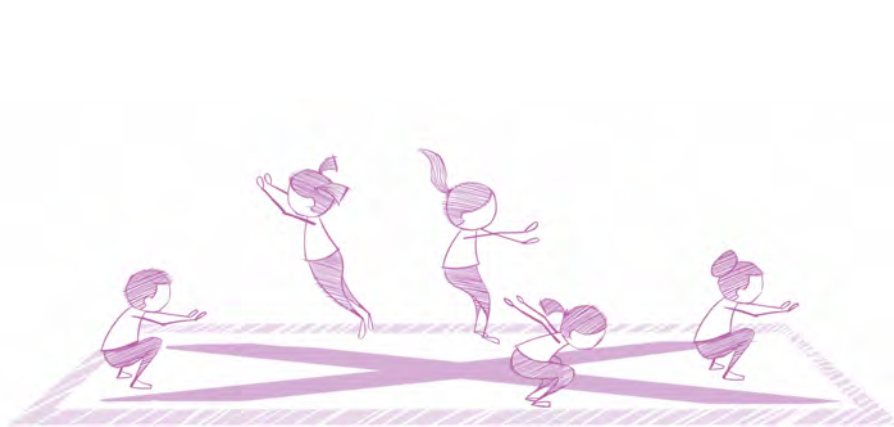


téid sipeála • cruthanna éagsúla • cearnóg • triantán • dronuilleog • ó choirnéal go coirnéal • teinic tuirlingthe



Description of Activity

Invite pupils to find a space within the playing area and mark a large X on the ground using chalk or skipping ropes. While the music plays invite pupils to perform a variety of jumps over the lines in the X. When the music stops, pupils must land in different directions so that legs land in different zones of the X.



Variations

- Invite pupils to create a jump sequence which the class replicate.
- Introduce a rule where pupils must perform a balance in the middle of the X as a rest.

Equipment

An open playing area, skipping ropes, chalk, music



- Song choices can affect the amount of jumps taken, e.g. a high tempo means more jumps.
- Encourage pupils to land on their toes and spring into the next jump.
- Encourage pupils to keep their heads up when landing.
- This activity can be very intense so allow a break or choose slow music.



- Play music at home and practise the different jumps until the song ends.



scaipigí amach • léim • slite éagsúla • deiseal • tuathal • ceol atá mall



Description of Activity

Scatter as many hoops and spot markers as possible around the playing area, close enough together so that pupils can jump from one to the other. Alternatively, use chalk or tape to mark a series of X's on the floor. Use cones to set out the boundary of the playing area. Select a pupil to be the tagger (croc). Pupils start from the cones around the boundary of the playing area and try to jump from marker to marker to get across to the cone on the other side. Pupils can be tagged when their feet are not on a marker. When tagged, pupils should return to their start point and try again.



Variations

- Vary the type of jumps pupils perform.
- Allow pupils to take a step between hoops if required for success.
- Increase the number of taggers in the activity.

Equipment

An open playing area, hoops, spot markers, chalk, foam balls, cones



- Choose some pupils to observe during the activity to assess how they are landing and if they are performing the jumps correctly.



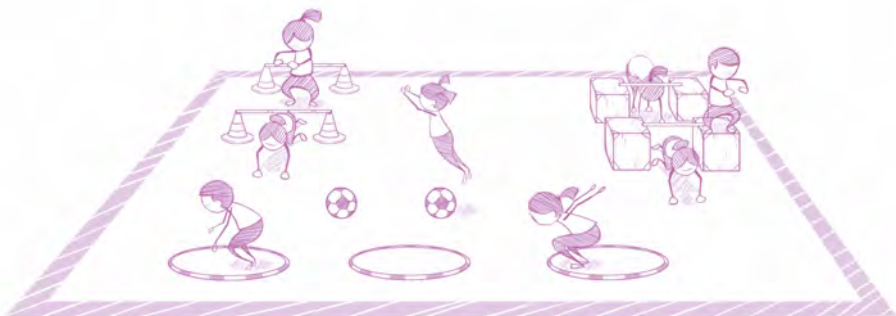
- Recreate an activity like this outside for your siblings or neighbours.



fonsaí • cóin ar an imeall • léim tríd na fonsaí • tóraí • crogall

Description of Activity

Place a variety of pieces of equipment around the playing area. Invite pupils to move around within the playing area. When the teacher calls out 'over', pupils jump over a piece of equipment and land with correct technique. When the teacher calls out 'under', pupils must crawl under a piece of equipment. When the teacher calls out 'Freeze', pupils must freely jump in the air and land by holding the landing for five seconds.



Variations

- Call out 'bunny hop' and allow pupils to hop around the area.
- Invite pupils to work with a partner to perform partner balances when the teacher calls 'freeze'.
- Restrict the types of jumps pupils do over the equipment, e.g. two feet to two feet, one foot to two feet, two feet to one foot.

Equipment

An open playing area, benches, chairs, hurdles, tunnel, small parachute, cones



- When traversing equipment, ensure pupils do so one at a time.
- Pause the activity at intervals to focus on the teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the landing action during the activity.



- In your PE journal, list three games that use landing. Invite a family member to help you and show them your landing technique.



thar • faoi • reoigh • tuirlingt • cothromaíocht

Description of Activity

Arrange the pupils in groups of four (A, B, C and D). Draw a small square grid containing nine boxes for each group on the ground with chalk. Write the numbers one to nine in the boxes. Pupil A begins by listing a sequence of named squares onto which pupil B must jump. Limit the sequence to four jumps which may be performed forwards, backwards or in a sideways direction. Focus on landing properly after each jump. Once pupil B has finished the sequence, pupil B then lists a sequence for pupil C and so on.



Variations

- Identify one or more jumps to practise in particular.
- To challenge pupils, do not permit the use of adjoining boxes in the sequence.
- Encourage pupils to practise a variety of different jumps, e.g. one foot to two feet jumps, two feet to one foot, etc.

Equipment

An outdoor playing area, chalk



- Encourage the pupils to use short sequences.
- Pause the activity at intervals to focus on the teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the landing action during the activity.



- Try this activity at home using some chalk. Ensure you have permission from a grown-up before you use chalk on the ground.



greille 3x3 • uimhreacha a scríobh sna boscaí • léim • bealaí éagsúla • seicheamh • teicníc ceart • tuirlingt



ATHLETICS



GAMES



GYMNASTICS

Description of Activity

Place spot markers randomly throughout the playing area with a landing card at each marker. Pupils move around the area using a locomotor skill or animal walk while the music is playing. When the music stops, pupils go to a spot and perform a jump, making sure to land according to the instructions on the card.

Suggestions for landing cards:

Land on two feet, land on your right foot, land on your left foot, jump of both feet and land on both feet, jump off left foot and land on both feet, jump off both feet and land on right foot, jump off both feet and land on left foot.



Variations

- Vary the locomotor skill used to move around the area, e.g. hopping or skipping.
- Introduce sequences by placing more than one card at each spot.
- Invite pupils to create and perform their own sequences.

Equipment

An open playing area, laminated landing cards, spot markers



- **Pause the activity at intervals to focus on the teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the landing action during the activity.**



- **Make your own landing cards at home and practise with a friend or family member.**



cártaí • spotaí • scileanna féinghluaiseachta • léim • dhá chos go dhá chos • seicheamh

CATCHING

Gabháil

Catching is a manipulative skill that is closely associated with throwing, yet extremely different in nature. Relying on the ability of the eye to track an object, the skill involves absorbing and controlling the force of the object with a part of the body, usually the hands. Balance is also fundamental to the skill of catching - a wide and low stable base is necessary along with positioning the body in line with the flight of the object. Good balance is essential for successful catching in the early stages of development. The ability to catch is vital in order to play a wide range of games such as gaelic football, basketball, rugby, hurling, baseball, rhythmic gymnastics and playground games. A pupil's inability to catch becomes evident to their peers extremely quickly, so plenty of opportunities to play and practise with objects of different sizes is essential to develop proficiency.



Things to consider

Contrary to general perception, it is far better to initially teach the catch using smaller objects. Learning to catch large objects, then moving to smaller objects can be detrimental to developing proficient catching technique because it encourages the use of the arms and chest to trap the object. It takes on average five years to become proficient at catching so pupils should be exposed to as many opportunities to practise the skill as possible.



Watch the object, hands reach towards the object, absorbing force, wide and low stable base



Coinnigh súil ar an réad • lámha sínte i dtreo an réad • sín na lámha amach leis an liathróid a fháscadh, bonn socair íseal



IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy a variety of catching experiences using objects of different sizes, shapes and textures. Characteristics of catching at the exploring stage include:

- body may turn away to avoid the catch
- arms are held straight out in front of the body
- body rather than the arms is used to catch (trap) the object
- body doesn't react to the catch until the point of contact.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise catching a range of different sized objects, thrown from different heights and distances, at various speeds. The catch is still predominantly static. Characteristics of catching at the developing stage include:

- eyes may close upon contact with the object
- arms tend to trap the ball rather than catching with the hands
- hands attempt to squeeze the object
- catches are poorly timed and uneven.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils display catching proficiently in changing environments. The skill will be executed in a variety of activities and game settings. Characteristics of catching at the mastering stage include:

- body is positioned directly in line with the object
- eyes follow the flightpath of the object into the hands
- arms 'give' in contact with the object to absorb force
- hands and fingers are spread and relaxed to receive the object.

TEACHING POINTS FOR CATCHING



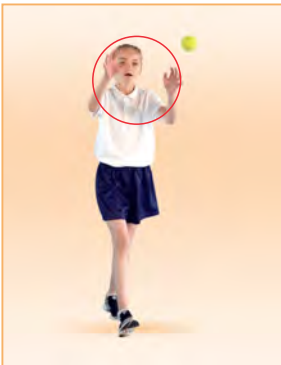
Eyes focused on the object throughout the catch



Move feet to place the body directly in the path of object and secure a wide base of support



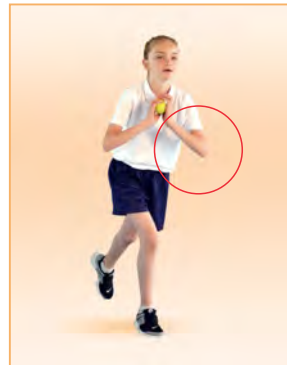
Hands reach out to meet the object



Fingers and hands are relaxed and slightly cupped to receive the object



Catch and control the object with the hands only



Elbows bend at least 90 degrees to absorb the impact



Introducing the skill of catching

Try to...	Effective questions
<ul style="list-style-type: none"> experiment with rolling and trapping balls 	<i>How are your hands positioned?</i>
<ul style="list-style-type: none"> roll a ball at different speeds 	
<ul style="list-style-type: none"> roll a ball directly to or slightly to the side of a partner 	
<ul style="list-style-type: none"> move towards a rolling ball 	<i>What are you thinking about?</i>
<ul style="list-style-type: none"> throw an object in the air and catch it 	<i>Where is your body positioned?</i>
<ul style="list-style-type: none"> bounce a ball and catch it 	<i>What will help your hands absorb the ball?</i>
<ul style="list-style-type: none"> catch an object without letting it touch your body 	<i>What do your elbows do?</i>
<ul style="list-style-type: none"> use a container to catch an object 	<i>How long are your eyes focused on the object?</i>
<ul style="list-style-type: none"> catch while standing, sitting, kneeling 	
<ul style="list-style-type: none"> catch a bouncing ball 	
<ul style="list-style-type: none"> catch while on the move 	<i>What must you do with your feet?</i>
<ul style="list-style-type: none"> catch with one hand 	
<ul style="list-style-type: none"> use all the correct technique outlined 	<i>Let's put it all together!</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looks away from the object or shutting eyes when catching	Track the object with your eyes and keep your eyes open on contact
Not moving body in line with the object or leaning back when catching	Move towards the object
Mistiming of hand closure	Reach and squeeze the ball into your hands
Trapping the object with the arms and chest	Slightly cup the ball with your hands, fingers spread out and relaxed
Difficulty gripping the object	Point your fingers up for a high object Point your fingers down for a low object
Little or no 'give' after the catch	Bend your elbows to absorb the force

Catching Rubric

	Exploring	Developing	Mastering
Eyes		<ul style="list-style-type: none"> Eyes may close upon contact with the object 	<ul style="list-style-type: none"> Eyes follow the flightpath of the object into the hands
Body	<ul style="list-style-type: none"> Body may turn away to avoid the catch 		<ul style="list-style-type: none"> Body is positioned directly in line with the object
Arms	<ul style="list-style-type: none"> Arms are held straight out in front of the body 	<ul style="list-style-type: none"> Arms tend to trap the ball rather than catching with the hands Hands attempt to squeeze the object 	<ul style="list-style-type: none"> Arms 'give' in contact with the object to absorb force
Overall	<ul style="list-style-type: none"> The body rather than the arms is used to catch (trap) the object The body doesn't react to the catch until the point of contact 	<ul style="list-style-type: none"> Catches are poorly timed and uneven 	<ul style="list-style-type: none"> Hands and fingers are spread and relaxed to receive the object

Description of Activity

Arrange pupils in pairs (A and B) with a ball and two cones per pair. They begin standing one metre apart with a cone at their feet. Pupil B throws a ball and pupil A attempts to catch it and throw it back. If the catch is successful, pupil B picks up their cone and steps back one metre and repeats. Increase the distance as far as the throw and catch is comfortable. Pairs switch after a given time or distance is reached.



Variations

- Vary the type of ball used and whether to catch with one or two hands.
- Introduce a single leg balance while catching.

Equipment

An open playing area, tennis balls, cones



- Pupils are reminded to aim for a small part of the body. “Aim small, miss small”, e.g. aim at the chest, chin or belly button.



- Practise throwing and catching a ball against a wall, while balancing on one leg.



- I mbeirteanna • méadar • cothromaíocht ar chos amháin • caitheamh • gabháil

Description of Activity

Arrange pupils in an enclosed playing area. Invite three pupils to be the taggers and to wear a bib. The remaining pupils have a beanbag each and run around within the area trying to evade the taggers. A pupil who is tagged must throw their own beanbag in the air and catch it five times before they are free to run again. On a signal, pause the activity to select new taggers, and continue the game.



Variations

- Vary the fundamental movement skill used to move, e.g. skipping, side stepping or running.
- Pair pupils up by linking arms. When tagged they both perform throwing and catching exercises.

Equipment

An open playing area, cones, beanbags



- Ensure pupils throw the beanbags at a safe height.
- Pause the activity at intervals to focus on the teaching points for catching in the lesson. Provide feedback to individuals while they perform catching during the activity.



- In your PE journal, list three playground games where catching is important.



málaí pónairí • triúr tóraithe • bibeanna • caith san aer é • cúig uaire



Description of Activity

Arrange pupils in pairs with two tennis balls per pair. The pair stand facing each other, one metre apart, with one pupil holding a tennis ball in each hand at eye level. The pupil with the tennis balls drops one of them, at a time of their choosing. The other pupil must wait with their hands on their hips until a tennis ball is dropped and try to catch it before it bounces a second time.



Variations

- Pupil A drops two tennis balls and nominates which should be caught - left or right.
- Vary the height from which the tennis ball is dropped.
- Pupil A stands behind the catcher on a bench and drops a tennis ball from above the catcher's head to fall in front of their face. With hands on their hips, the catcher looks forwards and catches the tennis ball as it comes into view.

Equipment

One tennis ball per pupil



- **Pause the activity at intervals to focus on the specific teaching points for catching in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform catching during the activity.**
- **Ensure pupils are well spaced and that there are no obstacles in the playing area.**



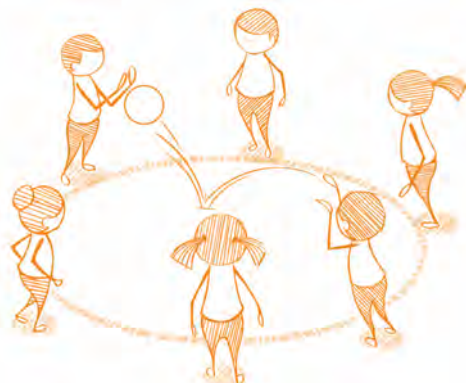
- **Play this game at home with a rolled up pair of socks.**



- **málaí pónairí • i mbeirteanna • trasna óna chéile • lig don mhála titim • lámha ar na cromáin • í a ghabháil**

Description of Activity

Arrange pupils in groups of approximately six, with one ball per group. Pupils form a circle with one pupil starting with the ball. Select a theme, e.g. countries. The first pupil calls another pupil's name and calls a country e.g. Jack America, before throwing the ball to Jack. Jack then calls another pupil's name and chooses a new country. This continues until a pupil either a) says a country that has already been mentioned or b) cannot think of an answer in three seconds. If this occurs, this pupil must run around the circle twice and join in again.



Variations

- Alternate the theme e.g. cars, colours, animals, etc.
- Use a variety of throwing techniques, e.g. bounce pass, overarm or underarm throw.
- Instead of running around the circle, pupils could perform a static balance for a count of ten.

Equipment

An open playing area, a dodge ball or soft ball per group



- This activity has been designed to focus on catching only, so do not offer teaching points for throwing.
- Pause the activity at intervals to focus on the specific teaching points for catching in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform catching during the activity.



- Play this game at home with a family member, using a rolled up pair of socks or a soft ball.



seisear • I gciorca • téama a roghnú • ainm an duine a rá • caitheamh • liathróid a ghabháil • trí soicind • rith timpeall

Description of Activity

Arrange pupils in groups of five to ten depending on the variation used. Pupils form a line down the hall with the first pupil in the line holding a beanbag. The aim of the activity is to move the beanbag down the line from pupil to pupil using various instructions. Some of these could include throwing:

- with your dominant hand only
- with your non-dominant hand only
- with both hands
- over your left shoulder
- over your right shoulder
- between your legs
- with your eyes closed.

The focus of this activity is catching, not throwing. Ensure focus is placed on the teaching points of catching.



Variations

- Allow pupils to practise non-competitively before introducing speed.
- Run the activity from one end of the playing area to the other. Pupils must space themselves accordingly and if a beanbag hits the ground it must go back to the start.
- Give each group five beanbags. See how long it takes them to get all five to the other end.

Equipment

An open playing area, beanbags, cones



- Ensure there is enough space and enough beanbags to facilitate the activity. Group size is also important. Make the groups smaller where possible to allow pupils as many opportunities to catch as possible.



- Invite a family member/friend to catch for you. Check to see if they are bending their elbows to absorb the impact.

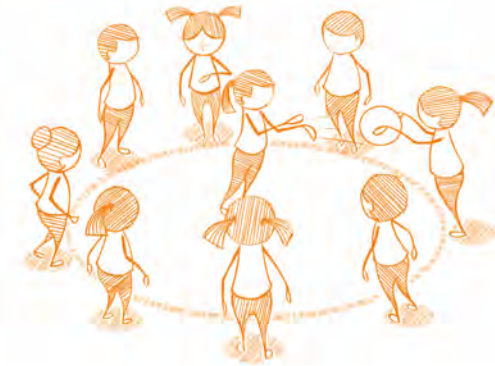


fóirne • líne sa halla • málaí pónairí • lámh cheannasach • dhá lámh • thar do ghualainn • idir na cosa



Description of Activity

Arrange pupils in groups of eight or ten, standing in a circle with one pupil (the leader) in the middle. The leader throws the ball to a pupil in the circle, who throws it straight back. The leader then throws to the next pupil and continues around the circle in a clockwise direction until everyone gets a pass.



Variations

- Invite each circle to race against each other, passing around the circle once or twice.
- Increase to two leaders standing back to back in the same circle with the aim being for one ball to catch up and get within one pupil of the other ball to win.
- Extend the circle and adapt the FMS to kicking.
- Pupils (except leader) perform a simple task after receiving the ball, e.g. five star jumps.

Equipment

One/two balls per group



- Ensure pupils are arms distance apart.
- To manage the activity invite pupils to call the name of the person they are passing to, hold their hands up high to receive the ball and put their hands by their sides after they have received the pass.
- Invite pupils to sit on the ground after their turn to clarify which group wins.



- In your PE journal, list five sports that use the skill of catching.

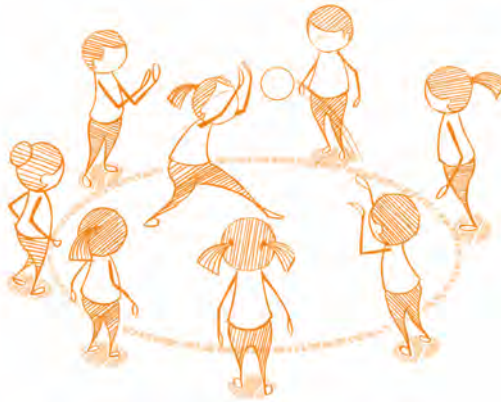


i gciortal • ceannaire sa lár • tuathal • pas a thabhairt • rás i gcoinne grúpa eile



Description of Activity

Arrange pupils in three even sized circles. One pupil starts in the centre of each circle as a defender. In each circle, invite pupils to pass a ball to each other without speaking and concentrate on where the ball is being thrown around the circle. The defender's role is to intercept the pass. If a pupil drops the ball or throws an unfair pass to another pupil they move to the middle of the circle and take the role of the defender.



Variations

- Add a second ball to make the activity more challenging.
- Add extra defenders.
- Increase the space and vary the manipulative skill being used, e.g. kicking.

Equipment

An open playing area, balls of various sizes



- Monitor the amount of time pupils spend in the centre of the circle and ensure nobody spends too long in the role of defender.
- Pause the activity at intervals to offer feedback on a given teaching point.



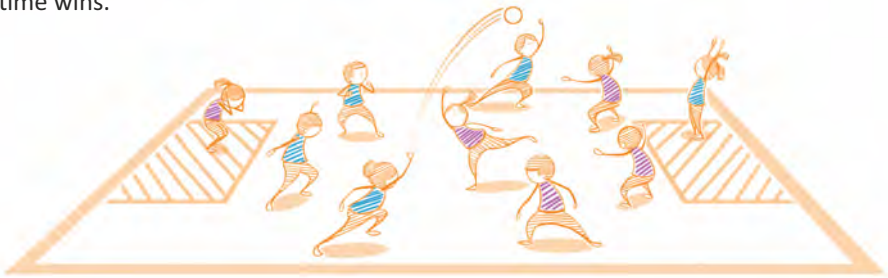
- Communication is an essential component of sport and physical activity. In this activity you are not permitted to speak. In sports, how can you communicate with your teammates without speaking? Draw some ideas in your PE journal.



cosantóir • sa lár • gan cainte • díriú isteach ar an liathróid • má thiteann an liathróid • pas a sciobadh

Description of Activity

Set up a large rectangular playing area with one large square at either end. Arrange pupils in two groups, wearing bibs. One pupil from each group is the scout and positions themselves inside the square in the opposition's end of the playing area and cannot move outside it. The aim is to pass the ball around, working it into opposition territory until close enough to pass the ball to the scout in the square. Only the scout can stand in the square. If the scout catches the ball, it counts as a score and the thrower joins them in the square. The group with the most pupils in the square (behind enemy lines) at the end of a predetermined time wins.



Variations

- Vary the number of pupils per activity and the size of the playing area.
- Introduce new rules to ensure as many pupils as possible are involved, e.g. make five passes before scoring or every teammate must receive a pass before scoring.
- Vary the locomotor skill used to move around the area, e.g. skipping or side stepping only.

Equipment

An open playing area, soft balls, cones, bibs



- **Pause the activity at intervals to focus on the specific teaching points for catching in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform catching during the activity.**
- **While throwing and catching are similar concepts they should always be taught separately and in isolation.**



- **In your PE journal, list five uses for catching in everyday life.**



dronuilleog le dhá cearnóg • dhá fhoireann • gasóg • liathróid a phasáil timpeall • ag seasamh • cearnóg • pointe

THROWING

Caitheamh

The manipulative skill of throwing goes hand in hand with catching, and involves propelling an object away from the body. This important fundamental movement skill has many variations, including the underhand throw, overhand throw, roll and the two handed throw. This resource focuses on the overhand throw, as many of its principles may be applied to the other variations. Concepts such as weight transference, generating force, developing a swinging motion and momentum are all important when learning to throw. The skill is used in a wide range of activities such as throwing a javelin, serving in volleyball, chest pass in basketball, rolling in lawn bowls, pitching in baseball or throwing a paper airplane.



Things to consider

While throwing and catching are very much complementary skills, it is recommended that they are taught somewhat separately with a focus placed on one skill at a time. Developing throwing technique requires force to be generated and pupils with an immature catching technique may not be able to engage fully with the activity. To help deal with this it is recommended that soft items such as bean bags, foam balls or other light objects be used to practise throwing initially. It is also important that the right sized object is used to practise throwing as larger objects will impact on development. The object should fit comfortably in the fingers.



Throw, manipulative skill, propelling, overhand, underhand, roll, weight transference, force, momentum, swinging action



Caith • scil láimhsithe • os cionn láimhe • lámh in íochtar • rolladh • aistriú meáchain • fórsa • móiminteam • ag luascadh

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils have fun throwing a variety of different sized balls at different sized targets. Characteristics of throwing at the exploring stage:

- body faces the target
- very little arm swing back
- poor transfer of weight during the throw
- follow through is a downward action
- very little rotation in the hips and shoulders.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise throwing in a variety of activities, from a stationary position, at different targets, from different distances. Characteristics of throwing at the developing stage:

- body is side on
- arm comes back and swings forward however the action comes above the shoulder
- whole body (not just the hips and shoulder) rotates during the throw
- weight transfer during the throw is evident
- tendency to step forward with the foot on the throwing side.

Mastering stage

Tréimhse Máistrithe



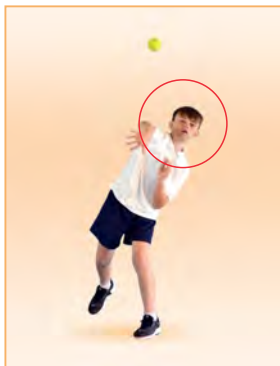
At this stage, pupils apply the action of throwing to a range of activities while stationary, on the move and with others. Successfully engaging with moving targets is an important feature of this stage. Characteristics of throwing at the mastering stage:

- body is side on
- steps with leg on the non-throwing side
- weight is successfully transferred from back leg to stepping leg
- opposite arm is raised and pointing at the target in the preparation phase
- obvious follow through across the body in the direction of a target.

TEACHING POINTS FOR THROWING



Hold the object
in one hand



Eyes focused on a target
throughout the throw



Stand side on with
non-throwing
shoulder towards
a target

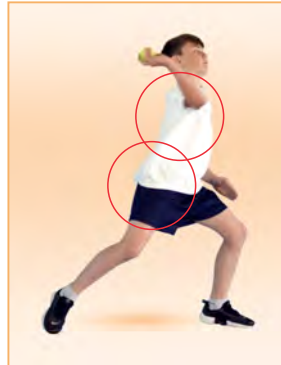


Bring the throwing arm
back behind the body,
swinging it down and
backwards in
preparation to throw

TEACHING POINTS FOR THROWING



Step toward a target with the foot of non-throwing side (transferring weight from the back foot to the front foot)



Hips then shoulders rotate forwards



Throwing arm moves forward, releases the object, then follows through in the direction of a target and down across the body



It is good practise to raise the non-throwing arm and point it in the direction of a target in the preparation phase, then lower it when throwing



Introducing the skill of throwing

Try to throw...	Effective questions
<ul style="list-style-type: none"> as far as possible 	In what pathway should the ball travel?
<ul style="list-style-type: none"> as hard as possible 	Where does the force come from?
<ul style="list-style-type: none"> as high as possible 	
<ul style="list-style-type: none"> as hard as possible without following through 	What does the follow through do?
<ul style="list-style-type: none"> while facing the target, without moving your feet 	Why are your feet important?
<ul style="list-style-type: none"> while rotating the shoulders, but not the hips 	What does rotating the hips add?
<ul style="list-style-type: none"> taking different size steps and comparing them 	Which is best?
<ul style="list-style-type: none"> and hit a target on the ground 	How can you improve accuracy?
<ul style="list-style-type: none"> and hit the crossbar 	
<ul style="list-style-type: none"> and knock over a cone 	
<ul style="list-style-type: none"> to a partner 	Are you accurate? Throwing with enough/too much force?
<ul style="list-style-type: none"> to a partner, increasing the distance one step after each throw 	
<ul style="list-style-type: none"> at a wall and catch the rebound 	
<ul style="list-style-type: none"> with your right and left hand 	Are they the same? Why?
<ul style="list-style-type: none"> using all the correct technique outlined 	Let's put it all together!



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looking at the ground or the feet	Keep your eyes focused on a target
Standing front on, chest facing the target or standing with the throwing arm closer to the target	Stand side on, with your non-throwing shoulder facing a target. Point at a target with your non-throwing arm
Stepping forward with the foot on the same side as the throwing arm	Stand side on with your non-throwing shoulder forward, step forward with your non-throwing foot. Use this step to transfer weight forward to generate force
Arm action is the only movement when throwing	Step into the throw and follow through
Hips and shoulders rotate together	Rotate the hips first THEN the shoulders to generate more force
Little or no weight transference	Step-throw-follow through

Throwing Rubric

	Exploring	Developing	Mastering
Body	<ul style="list-style-type: none"> Body faces the target 	<ul style="list-style-type: none"> Body is side on 	<ul style="list-style-type: none"> Body is side on
Arms	<ul style="list-style-type: none"> Very little arm swing back 	<ul style="list-style-type: none"> Arm comes back and swings forward however the action comes above the shoulder 	<ul style="list-style-type: none"> Opposite arm is raised and pointing at a target in the preparation phase
Legs		<ul style="list-style-type: none"> Tendency to step forward with the foot on the throwing side 	<ul style="list-style-type: none"> Steps with leg on the non-throwing side
Follow Through	<ul style="list-style-type: none"> Follow through is a downward action 		<ul style="list-style-type: none"> Obvious follow through across the body in the direction of a target
Rotation	<ul style="list-style-type: none"> Very little rotation in the hips and shoulders 	<ul style="list-style-type: none"> Whole body (not just the hips and shoulder) rotates during the throw 	<ul style="list-style-type: none"> Whole body (not just the hips and shoulder) rotates during the throw
Transfer Of Weight	<ul style="list-style-type: none"> Poor transfer of weight during the throw 	<ul style="list-style-type: none"> Weight transfer during the throw is evident 	<ul style="list-style-type: none"> Weight is successfully transferred from back leg to stepping leg

Description of Activity

Set out three to five large hoops (fruit baskets) around the edge of the playing area. Scatter coloured beanbags randomly throughout the playing area. Teacher calls 'Oh no! All the fruit fell out of the basket'. Invite pupils to pick up one piece of fruit at a time and to throw it into the baskets. Invite pupils to call out the name of the fruit they are throwing into the basket. All pupils work together to clear the area as quickly as possible.



Variations

- Arrange the pupils in groups, one per hoop and count how many each group collect.
- Use cones to make a large square around each hoop as a no-go zone. Pupils must throw the beanbag into the hoop from outside the square, thus focusing on throwing accuracy.
- Pupils must jump over three items of fruit before they can pick one up.

Equipment

An open playing area, beanbags or foam balls, hoops, cones



- Ensure adequate space to throw and pick up a beanbag to minimise collisions.



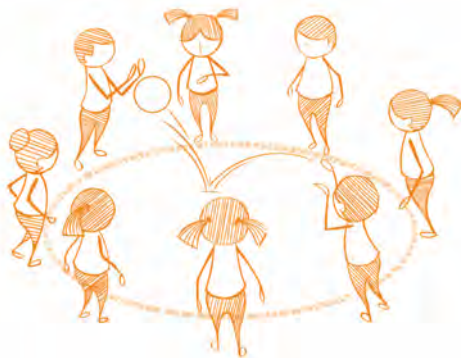
- Set up targets at home using pieces of paper, old bottles, or chalk drawings on a wall or pavement. Practise throwing to the targets.



fóirne • fonsa • a chomhaireamh • cearnóg • málaí pónaireí • cruinneas chaithimh

Description of Activity

Arrange pupils in groups of eight and invite them to form a circle with one ball per circle. One pupil (the leader) begins with the ball and throws the ball across the circle to another pupil. This pupil catches the ball and throws it to another pupil in the circle. This continues until every pupil in the circle has thrown the ball. The last pupil then returns the ball to the leader. This is the pattern for the circle. Invite each circle to repeat this pattern again. Invite all the circles to compete against each other to see who can complete their pattern the quickest. Introduce a second ball which may be thrown once the first ball has left the leader's hands.



Variations

- Use a variety of throwing techniques including chest pass, bounce pass or overhead pass.
- Vary the type of ball used, e.g. beanbag, rugby ball or tennis ball.
- Increase or decrease the size of the circle to vary the distance of the throw.
- Increase the amount of balls in each circle.

Equipment

An open playing area, balls



- Encourage pupils to call the name of the pupil to whom they are throwing the ball.
- Encourage each pupil to place their hands behind their back once they have thrown the ball to shown they have had a turn.
- Pause the activity at intervals to focus on the teaching points for throwing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the throwing action during the activity.



- Practise throwing a ball to a partner at home.



grúpaí de seisear • treoracha an mhúinteora • liathróidí a chaitheamh • an treo eile • smacht ar an dá liathróid • triúr

Description of Activity

Pupils work in pairs, one throwing and the other counting. The aim is to throw the ball against the wall and catch it again as many times as possible in thirty seconds. For safety reasons ensure that groups are spaced at least three metres apart.



Variations

- Vary the size of the ball to increase or decrease difficulty.
- Vary the type of throw required, e.g. throw and catch with the left hand only, right hand only, throw with one hand and catch with two, etc.
- Work with a partner taking every second throw and catch.
- Increase the distance from the wall.

Equipment
tennis balls



- Discuss safety with pupils and ensure there is an adequate distance between each group.
- Pause the activity at intervals to focus on the teaching points for throwing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the throwing action during the activity.



- Practise the Tennis Ball Challenge at home. Invite a family member to complete the challenge while you time them, and then swap roles.



i mbeirteanna • ag caitheamh • ag comhaireamh • in aghaidh an balla • taobh thiar

Description of Activity

Pupils work in groups of four with one ball per group. Set out a straight line of spot markers at five metre intervals for each group. The ball begins at the first spot marker and is thrown to the next pupil at the second marker, who in turn catches and throws it to the third spot marker. When the ball reaches the fourth spot marker that pupil must run back to the first spot marker and repeat the process.

As the ball is being returned to the first spot marker, each pupil moves forward to the next cone. Groups can compete against the clock or other groups. The ball must be thrown to each marker and cannot skip a marker if the ball drops.



Variations

- Vary the throwing technique used, e.g. roll, bounce, chest pass or overarm pass.
- Vary the throwing arm used.
- Increase the distance between the spots.
- Vary the locomotor skill between spots, e.g. hopping, skipping or running.

Equipment

An open playing area, tennis balls, spot markers



- Encourage pupils to pass the ball for accuracy rather than throwing as hard as possible.
- Use two hands to catch initially and progress to one.
- Pause the activity at intervals to focus on the teaching points for throwing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the throwing action during the activity.



- Play Relay Throwing Race at home with some family members.



- liathróid amháin an ghrúpa • céad cóin • ag caitheamh • liathróid a ghabháil • an ceathrú cón • rith ar ais

Description of Activity

Pupils work in pairs (A and B) with one ball per pair. Set out a straight line of cones across the hall at zero metres, one metre, ten metres and eleven metres. Pupils begin at zero and their partner stands at the eleven metre cone. To begin pupil A moves forward towards the one metre cone and throws to their partner. Pupil B catches the ball, moves forward and throws from the ten metre cone. After the ball is thrown, each pupil returns to their starting cone. The one metre gap is to encourage leg movement and the creation of momentum. Pairs can compete to catch as many as possible in a row.



Variations

- Vary the throwing technique, e.g. roll, bounce pass, chest pass or overarm pass.
- Vary the throwing arm each time.

Equipment

An open playing area, tennis balls, cones



- There must be enough distance to ensure a full body movement is required to reach their partner.
- Focus on body positioning and moving into the path of the ball.



- Practise throwing for distance at home. Measure how far you can throw using footsteps. Take note of this in your PE journal, and see if you can increase this distance by practising every day for one week.



i mbeirteanna • líne de chóin • a chaitheamh • móiminteam

Description of Activity

This activity is a variation of olympic handball. Arrange pupils in two teams. Invite one pupil from each team to stand on a bench at the opposite end of the hall. To score, a pupil must throw the ball to their teammate on the bench. The scorer then swaps position with this pupil. Pupils are allowed to move a maximum of two steps whilst holding the ball. Pupils may block the ball but may not tackle another pupil.



Variations

- Introduce a basketball and apply some of the basic basketball rules.
- Invite pupils standing on the bench to perform a balance.
- Vary the locomotor skill used to move within the playing area, e.g. skipping, hopping, walking, etc.
- Set up two smaller activities to maximise opportunities for throwing.

Equipment

An open playing area, two hoops, one large soft ball, two benches



- Encourage the pupil standing on the bench to move carefully from left to right.
- Encourage pupils to use a variety of throwing techniques, e.g. high, low, bounce, or chest pass.
- Introduce rules to ensure inclusiveness, e.g. everyone must receive a pass before scoring, a new pupil must score each time.



- Find a large bag or box at home. Practise throwing soft objects such as rolled-up socks or teddy bears into the bag or box. Invite a family member to play with you.



liathróid lámhe Oilimpeach • dhá fhoireann • fonsa • scórálaí • dhá chéim

Description of Activity

Arrange pupils in pairs. Invite each pair to find a space within the playing area with a beanbag per pair. When the teacher calls 'pass', pupils jog around the area passing the beanbag to each other. When the teacher calls 'tag', pupils holding the beanbag chase their partner trying to tag them with it. Once they tag their partner, pupils resume passing until the teacher calls 'tag' again.



Variations

- Introduce a competitive element. When 'tag' is called, see who can evade their partner for the longest time.
- Vary the locomotor skill used to move around the area, e.g. hopping or skipping only.
- Use a countdown timer and if pupils can evade their partner for a set time, then their partner must perform a forfeit, e.g. five star jumps.

Equipment

An open playing area, beanbags



- Ensure pupils keep their heads up and eyes open when chasing.
- Between each round of the activity reinforce at least one teaching point of throwing.



- Practise your overarm throwing technique at home. Invite a family member to play with you and give them feedback on their throwing technique.



i mbeirteanna • málaí pónairí a phasáil • cluiche tóraíochta

Description of Activity

Arrange pupils in groups of six with four soft balls per group. Use cones to set out multiple rectangular playing areas (six metres by ten metres) with two groups in each area standing on their line. Mark out the halfway line of each rectangle using cones. Place a hoop at the end of each area. The aim of the activity is for each group to throw balls at the opposing group in an attempt to hit an opponent below the hip - a higher strike doesn't count. If a pupil is hit, they leave the playing area and make their way to the rescue hoop at the back of their opponents area. To return to the activity pupils in the rescue hoop must catch a ball thrown by their teammate. The activity is over when a group has five pupils in the rescue hoop.



Variations

- Use different types of balls, e.g. large beach balls, dodge balls or soft foam balls, etc.
- Vary the throw performed, e.g. overarm, underarm, two handed or one handed.
- Include more than one rescue hoop for each group.
- Vary the activity to make it non-contact by using set targets such as cones or skittles instead of human targets.

Equipment

An open playing area, soft balls, hoops, cones



- Pupil safety is key to successfully playing this activity. Stress that pupils may only be struck on the leg with a ball and if necessary introduce a yellow card system for pupils that hit a classmate above the waist.
- Pause the activity at intervals to focus on the specific teaching points for throwing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the throwing action during the activity.



- If you are watching TV tonight, practise throwing and catching a beanbag or rolled up pair of socks with a family member, or by yourself during the ad break. How many different ways can you throw and catch the beanbag? Draw them down in your PE journal.



cúigear nó seisear • fonsa • liathróidí a chaitheamh • daltaí a bhualadh • faoi na cromáin

KICKING

Ciceáil

Striking with the foot or kicking is a manipulative skill synonymous with many sporting activities in Ireland. Kicking a moving object, foot dribbling, trapping and punting are all components of striking with the foot. This resource pack will initially address striking a stationary object as it is the easiest to become proficient in, and can be applied to many activities and modified games.



When a ball is kicked, force is applied to the ball from the foot causing it to move in the direction the force is applied. The more force applied, the further the ball will travel. Kicking is a very useful tool to develop coordination between the foot and the eye. Activities that use the skill of kicking include rugby, soccer, gaelic football and Australian rules football.

Things to consider

Kicking is one of the more difficult fundamental movement skills to master, so particular attention should be paid to the technique. It is important to stress that when learning to kick the pupil should be instructed to kick as hard as they can. Focus should be placed on generating force rather than accuracy in the early stages of development. In order to maximise force, contact should be made directly behind the ball with the shoelaces or instep. For safety purposes use a foam or light ball initially and insure that nobody is standing in or near the target area.



Kick, punt, dribble, coordination, force, instep, follow through



Cic • lasc • druibleáil • comhordú • fórsa • droim na coise • tabhairt chun críche



IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy exploring kicking a variety of different sized balls at various sized targets. The focus is on making contact with the ball and generating as much force as is possible. Characteristics of kicking at the exploring stage:

- movement is stiff throughout
- Trunk remains upright and arm on the non-kicking side not used
- backswing of the kicking leg is limited
- contact with the ball is inconsistent
- very little follow through.

Developing stage

Tréimhse forbraíochta



At this stage, pupils develop their kicking technique by focusing on distance and accuracy using stationary and moving balls. Characteristics of kicking at the developing stage:

- movement is more smooth but still upright
- backswing is obvious but still not more than 90 degrees
- a follow through is evident but the knee of the kicking leg remains bent
- contact with the ball is consistent.

Mastering stage

Tréimhse Máistirthe



At this stage, pupils apply the skill of kicking to activities and mini game situations. Proficient kicking technique will be combined with other fundamental movement skills such as dodging and running to partake in an unpredictable, changing environment. Characteristics of kicking at the mastering stage:

- ability to approach the ball at speed
- movement is smooth with a bend at the trunk and obvious swinging of the non-kicking leg
- backswing goes beyond 90 degrees and the follow through in the direction of the target is clearly evident.

TEACHING POINTS FOR KICKING



Approach the ball from behind and slightly to the side



Place the non-kicking foot to the side of the ball



Swing the kicking leg back to make an angle of at least 90 degrees



Bring the kicking leg forward fast, making contact with the ball using the shoe laces or instep of the foot

TEACHING POINTS FOR KICKING



Swing the arm opposite the kicking leg forward and sideways



Follow through in the direction of the target



Ensure that the trunk leans forward and the arm opposite the kicking leg swings forward during contact



Introducing the skill of kicking

Try to kick a ball...

- as hard as you can
- as soft as you can
- with hard hands stuck to your sides
- with your hands in the air
- from a standing position with no leg backswing
- from a standing position with a large, long backswing
- from a run up with a big backswing
- from a run up with no backswing
- and hit a target on the wall
- to a partner controlling the speed of the ball
- with a partner and see who can kick further
- into a goal
- over the bar of a goal
- with both legs
- using all the correct technique outlined

Effective questions

- How does it feel? Where is the power coming from?*
-
- Why are your hands important?*
- How can this help or hinder the kick?*
- Is it powerful? Why is this?*
- How is this different?*
- How does the run in effect the kick?*
- What do we learn from doing this?*
- What happens to the force of the kick?*
-
-
-
-
- How is kicking with your strong leg different to kicking with the other?*
- Let's put it all together!*



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

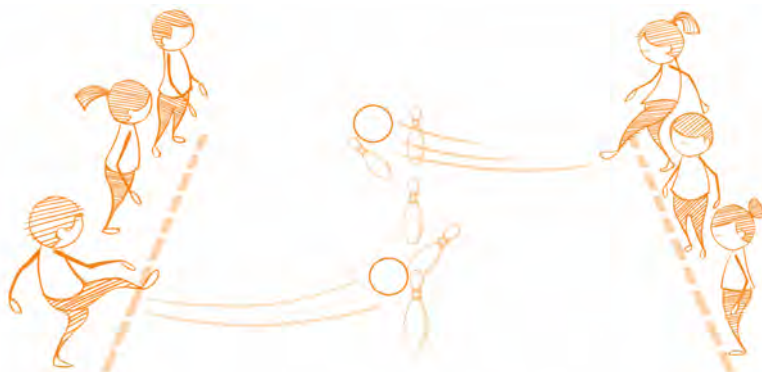
Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looking at the target area rather than the ball	Keep your eye on the ball at all times, even during the follow through phase
The non-kicking foot is placed behind or in front of the ball	Plant your foot beside the ball before kicking it
Using the toe to kick the ball	Kick with your instep or shoelaces
Poking or pushing the ball	Follow through with the kick
Very little force generated	Backswing of your leg should be at least 90 degrees
Losing balance when kicking the ball	Step into the kick and follow through, swinging arm on your non-kicking side

Kicking Rubric

	Exploring	Developing	Mastering
Movement	<ul style="list-style-type: none"> Movement is stiff throughout 	<ul style="list-style-type: none"> Movement is more smooth but still upright 	<ul style="list-style-type: none"> Ability to approach the ball at speed
Trunk	<ul style="list-style-type: none"> Trunk remains upright and arm on the non-kicking side not used 		<ul style="list-style-type: none"> Smooth movement with a bend at the trunk and obvious swinging of the non-kicking leg in the backswing
Legs	<ul style="list-style-type: none"> Backswing of the kicking leg is limited 	<ul style="list-style-type: none"> Backswing is obvious but still not more than 90 degrees 	<ul style="list-style-type: none"> The backswing goes beyond 90 degrees
Contact	<ul style="list-style-type: none"> Contact with the ball is inconsistent 	<ul style="list-style-type: none"> Contact with the ball is consistent 	<ul style="list-style-type: none"> Contact with the ball is consistent
Follow through	<ul style="list-style-type: none"> Very little follow through 	<ul style="list-style-type: none"> A follow through is evident but the knee of the kicking leg remains bent 	<ul style="list-style-type: none"> Follow through in the direction of the target is clearly evident

Description of Activity

Arrange pupils in two groups. Line the two groups up facing each other fifteen metres apart with a line of skittles/water bottles down the middle as targets. The aim of the activity is to knock over a target in the middle of the court by kicking a football at it. Ensure that there are enough footballs to keep the activity flowing and that there is an odd number of targets to decide a winner. Pupils must remain behind their kicking line at all times and the activity continues until all targets are knocked.



Variations

- Arrange pupils into more than two groups in grids spaced out around the playing area.
- Increase or decrease the distance between the two lines.
- Vary the size of targets used.
- Pupils must kick the ball first time to practise engaging with a moving object.

Equipment

An open playing area, footballs, cones and skittles, large cones, water bottles



- Ensure pupils kick the ball low along the ground.
- Ensure all pupils get a turn.
- If a pupil successfully knocks over a target, they claim that target and bring it to their side.



- Set out some targets at home and practise knocking them over from various distances.



dhá fhoireann • scidilí nó buidéal uisce • a leagadh • liathróid • ciceáil • taobh thiar den líne

Description of Activity

Arrange pupils in groups of four, with one ball per group. A straight line of four cones is set out at five metre intervals for each group. Invite each pupil to stand at one cone in the line. The ball begins with the pupil at the first cone and is kicked to the next pupil at the second cone, who in turn kicks it to the third cone. When the ball reaches the fourth cone 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 cone.



Variations

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

Equipment

An open playing area, mini footballs, cones



- Pass the ball gently rather than kicking as hard as possible.
- Extend the arm of the non-kicking foot to maintain balance.
- Pause the activity at intervals to focus on the specific teaching points for kicking in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the kicking action during the activity.



- Practise dribbling a ball at home. Set out obstacles and dribble around them.



- ceathrar le chéile • líne de cóin • liathróid a chiceáil • céad duine eile • druibleáil • bogann gach dalta ar aghaidh

Description of Activity

Use seven cones to set out a large circle, as large as the playing area allows. Number the cones one to seven. Arrange pupils in equal groups with about eight pupils in each group (vary the numbers and cones to suit your class group). Number pupils in each group one to eight. Invite pupils to stand at the cone that matches their number, so pupil one stands at cone one and so on. There will be more than one pupil at each cone depending on how many groups there are. The eighth pupil in each group takes a ball. Invite these pupils to stand at different cones, e.g. cones one, three, five and seven (to spread them out). They start the activity by kicking the ball to the pupil in their group that is standing at the next cone, and running to take their space. The pupil that receives the ball then kicks it to the pupil in their group who is standing at the next cone, and again runs to take their place. The activity is completed when all pupils are back to their original starting places, and the ball has travelled around the circle seven times.



Variations

- Give different coloured bibs to each group to make it easier to see who is on which group.
- If the playing area allows, have three or four individual circles, instead of having all pupils moving around the same circle.
- Decrease the number of pupils in each group.
- Use different types of balls, e.g. tennis ball, rugby ball, gaelic football, soccer ball and a variety of kicks, e.g. kicking from the hand, kicking off either foot.

Equipment

An open playing area, cones, footballs



- At first, pupils can perform the activity at a jog, and once comfortable encourage them to run.



- In your PE journal, draw a picture of a sports star who uses kicking as part of their sport.



- ciorcal • seacht gcóin • dalta a haon • cón a haon • ciceáil • taisteal go dtí a gcón

Description of Activity

Use cones to set out a designated playing area. Arrange pupils in pairs (A and B). Pupil A acts as a mouse and pupil B acts as a cat. Pupils line up around the playing area beside their partner with one ball between them. The teacher calls out an animal (cat or mouse) and those pupils dribble the ball into the playing area with their feet. On a signal the other animal runs into the area, finds their partner and tries to take possession of the ball. Repeat the sequence so that all pupils have a turn as both attacker and defender.



Variations

- Vary the locomotor skill used to travel around the area.
- Progress the activity to groups of four with two versus two, e.g. two mice and two cats.
- Set up a target line. On a second signal, the pupil with the ball must dribble their ball over the line to score a point.

Equipment

An open playing area, cones, balls (one between two pupils)



- Ensure there is adequate space between pairs.
- Rotate partners regularly, encouraging pupils to engage with pupils of varying ability.



- Ask a grown-up to help you to search online for a picture/video of a footballer kicking a ball. In your PE journal, list three things you notice about their kicking technique.



ag obair i mbeirteanna • luch • cat • glaotar amach ainmhí • ag druibleáil • le séideadh na feadóige • seilbh a ghabháil ar an liathróid • tosaithe • cúlaithe

Description of Activity

Draw or stick target areas at various heights on a wall. Points should be placed in the centre of each target from one to five. Arrange pupils in groups of three or four. Pupils are given a score to achieve, e.g. ten. Groups must hit the targets on the wall to achieve that score.



Variations

- Use this activity to practise throwing or striking with an implement.
- Vary the numbers on the target, or the overall target score.
- Time the activity and invite pupils to beat their highest score on the second attempt.
- Pupils can achieve double points by attempting a score with their non-dominant foot.

Equipment

A large open playing area, large balls, cones or spot markers, tape/chalk



- Ensure groups are adequately spaced and there are no hazards in the playing area.
- Pause the activity at intervals to focus on the teaching points for kicking in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the kicking action during the activity.



- Demonstrate the teaching points of kicking that you learned today for somebody at home.



- spotáí tarraingte • triúr nó ceathrar • i gcoinne • scór a bhaint amach • liathróid • ciceáil

Description of Activity

Arrange pupils in groups of four with one cone/skittle and one football each. The first pupil places their cone 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 cone is hit, the cone 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 cone, metre by metre, back across the goal line.



Variations

- Move the cone one metre closer to the wall if pupils continuously miss.
- Kick from left or right of the cone, the wider the distance, the more difficult the challenge.
- If space allows, arrange pupils in pairs, taking every second turn.

Equipment

An open playing area, cones or skittles and footballs



- Discuss safety with pupils and ensure that they are an adequate distance apart when kicking. Also stress the importance of controlling the force of the kick.



- Pause the activity at intervals to focus on the teaching points for kicking in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the kicking action during the activity.



- Practise kicking in the yard with a partner. Think about the teaching points for kicking and give your partner feedback on things they are doing well and others they can improve.

ciceáil • balla • preab ar ais • scidil a bhualadh • méadar níos cóngaraí

Description of Activity

Arrange pupils in groups of five with three footballs and one tennis ball per group. Three pupils line up side by side with a football each. The other two pupils will stand out in front as per the diagram. The leader will roll the tennis ball along the line in front of the three pupils. Challenge the three pupils to kick their football in an attempt to hit the moving target as it goes past them. A second leader will throw the tennis ball back along the line. Pupils who successfully hit the target ball can swap position with the leader and repeat the activity. The leader should roll the target ball softly to begin.



Variations

- Vary the size of the target ball, e.g. beach ball or large ball.
- Kick the target ball instead of throwing it.
- Vary the speed of the target ball.

Equipment

An open playing area, mini footballs, tennis balls, cones



- Time the kick rather than kicking as hard as possible.
- Focus on your own football when kicking.
- Playing alongside a wall allows a quicker retrieval of the ball.



- Practise this activity at home with a family member.



liathróid peile • liathróid leadóige • in aice lena chéile • liathróid a rolladh • liathróid a bhualadh • suíomh a mhalartú • ceannaire

Description of Activity

Arrange pupils in pairs (A and B) and give one ball to each pair. Set up a target/goal at a fence or wall using tall cones or poles. Pupil A attempts to kick the ball from their hands to hit the target. Pupil A collects the ball returns it to pupil B who repeats the process. Award a score for successfully hitting a target. Swap roles after a set amount of time.



Variations

- Vary the width of target selected.
- Vary the kicking foot each time.
- Place a tall marker in the centre of the gate and challenge pupils to knock over the marker.
- Vary the distance between pupils and their target.
- If a pupil experiences difficulty kicking the ball from their hands, they may strike from ground.

Equipment

An open playing area, mini footballs, cones, spot markers, poles, tall cones or markers



- If space is an issue use groups of four but ensure there is adequate space between each group.
- Pause the activity at intervals to focus on the specific teaching points for kicking in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the kicking action during the activity.



- Recreate this activity at home. Collect and reuse water bottles, boxes, etc, and play with a family member.



- ag obair i mbeirteanna • na cuailí • liathróid a chiceáil óna lámha • targaid a bhualadh

STRIKING WITH THE HAND

Ag bualadh le lámh

Striking an object with the hand involves two key movements, controlling an object in an upward direction (the volley) and controlling an object in a downward direction (the bounce). This resource focuses predominantly on striking downwards and in particular the stationary bounce. Striking with the hand while on the move (dribbling) is considered one of the more difficult fundamental movement skills as it involves hand-eye coordination, tracking a moving object and applying force through the hand, all while trying to maintain balance. For this reason the resource begins with the introductory movement of the stationary bounce. Many of the teaching points associated with the stationary bounce can also be applied to the volley and to bouncing on the move when pupils are ready to develop these skills. Striking with the hand is important in a range of sporting activities including basketball, gaelic football, netball, volleyball and handball.



Things to consider

Balloons can be very useful when exposing pupils to striking with their hands, while soft balls are appropriate when beginning to learn the bounce. An organised, open spaced, learning environment is essential when teaching bouncing and volleying as there can be safety concerns around tripping and collisions.



bounce, stationary, moving, volley, hand-eye coordination, balance, strike with the hand, tracking an object



Preab • ina stad • ag gluaiseacht • buail d'eitleog • comhordú lámh is súil • cothromaíocht • bualadh le lámh • rud a rianú



IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils experiment with striking different sized light weight balls with their hands. The main focus is to make good contact with the ball and build upon this. Characteristics of striking with the hand at the exploring stage:

- bouncing the ball with both hands
- fingers are stiff and close together
- height of the bounce will vary greatly
- bounce tends to be a slapping action.

Developing stage

Tréimhse forbraíochta



At this stage, pupils have far more control of the ball during the bouncing action. Pupils begin to move with the bounce, controlling the direction and force applied. Mini activities and game setting alone and with a partner are important at this stage to build proficiency. Characteristics of striking with the hand at the developing stage:

- bouncing with one hand showing good control when stationary
- slapping action still evident and eyes are focused on the ball
- bouncing on the move (dribble), however control and height of the bounce is inconsistent.

Mastering stage

Tréimhse Máistirthe



At this stage, pupils successfully execute the stationary bounce and dribble in unpredictable and game like scenarios with others. There is a distinct ability to track the movement of the ball and obvious hand-eye coordination. Characteristics of striking with the hand at the mastering stage:

- eyes can comfortably move from the ball to look up over the ball and assess surroundings
- bouncing action is smooth, using relaxed fingers, wrist and arm, with no slapping action evident.

TEACHING POINTS FOR STRIKING WITH THE HAND



Keep eyes on (and in time over) the ball



Knees bent and feet a comfortable distance apart



Lean slightly forward at the waist



Fingers are spread open but relaxed

TEACHING POINTS FOR STRIKING WITH THE HAND



Push the ball downwards with the fingers while also controlling the movement with the wrist



Follow through when bouncing and pull the hand back as the ball rebounds in a cushioning action (no slapping action)



Keep the ball below waist height



When on the move (dribbling), bounce the ball slightly forward in front of the body



Introducing the skill of striking with the hand

Try to bounce a ball continuously...	Effective questions
<ul style="list-style-type: none"> on the spot 	
<ul style="list-style-type: none"> using your left hand/right hand 	<i>What is the difference?</i>
<ul style="list-style-type: none"> over the height of your head 	<i>What can you do to control the ball easier?</i>
<ul style="list-style-type: none"> below the height of your knee 	
<ul style="list-style-type: none"> alternating from one hand to another 	
<ul style="list-style-type: none"> around your body 	<i>Why should we practise the skill?</i>
<ul style="list-style-type: none"> while sitting down then standing back up 	
<ul style="list-style-type: none"> between your legs 	
<ul style="list-style-type: none"> while walking/jogging/running 	<i>How does walking affect the bounce?</i>
<ul style="list-style-type: none"> alternating one hand to another while moving 	
<ul style="list-style-type: none"> in a small space shared with others 	<i>What happens when others are introduced?</i>
<ul style="list-style-type: none"> while not looking at the ball at all standing and on the move 	
<ul style="list-style-type: none"> to the beat of music 	
<ul style="list-style-type: none"> using all the correct technique outlined 	<i>Let's put it all together!</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Slapping the ball	Open and relax your fingers, cushion the ball
Ball bouncing at inconsistent heights	Keep the ball just under your hip height. The trunk of your body should only have a slight bend, don't bend further
Pupil not looking where they are going when dribbling	Practise getting your head up and surveying your surroundings
Standing upright with legs and trunk straight	Bend your knees and slightly bend your waist. This allows for easy change in your direction
Bouncing action slowing down movement when dribbling	Bounce the ball out in front of your body, the faster you run, the further from your body the ball should be bounced

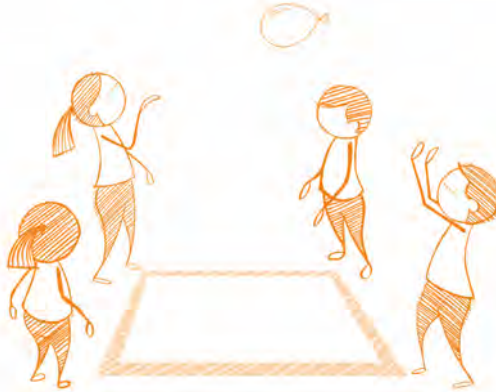
Striking with the hand Rubric

	Exploring	Developing	Mastering
Eyes	<ul style="list-style-type: none"> Eyes are on the ball only 	<ul style="list-style-type: none"> Eyes are on the ball only 	<ul style="list-style-type: none"> Eyes can comfortably move from the ball to look up over the ball and assess surroundings
Hands	<ul style="list-style-type: none"> Bouncing the ball with both hands. Fingers are stiff & close together 	<ul style="list-style-type: none"> Bouncing with one hand showing good control when stationary 	<ul style="list-style-type: none"> Relaxed fingers, wrist and arm
Bounce	<ul style="list-style-type: none"> Height of the bounce will vary greatly Bounce tends to be a slapping action 	<ul style="list-style-type: none"> Slapping action still evident and eyes are focused on the ball Bouncing on the move (dribble), however control and height of the bounce is inconsistent 	<ul style="list-style-type: none"> Bouncing action is smooth. No slapping action evident



Description of Activity

Arrange pupils in groups of four and invite them to stand in a square. Provide each group with a balloon and challenge them to keep the balloon in the air for as long as possible, by only striking the balloon when jumping. The strike must be overhand with an open palm or the finger tips.



Variations

- When pupils are comfortable with the activity introduce a volleyball and challenge the groups to keep it in the air for as long as possible using an overhand or underhand strike.
- Use this activity as an introduction to volleyball by introducing a net.
- Provide pupils with the opportunity to practise this on their own using a wall.

Equipment

An open playing area, one balloon per three to four pupils



- Encourage each pupil to call out their name if they intend to touch the balloon next.
- Ensure groups are well spread out to prevent collisions.
- When introducing volleyball the teacher plays an important role to ensure any developments suit the ability of the group. Continuously monitor the activity to ensure pupils are achieving the tasks presented.



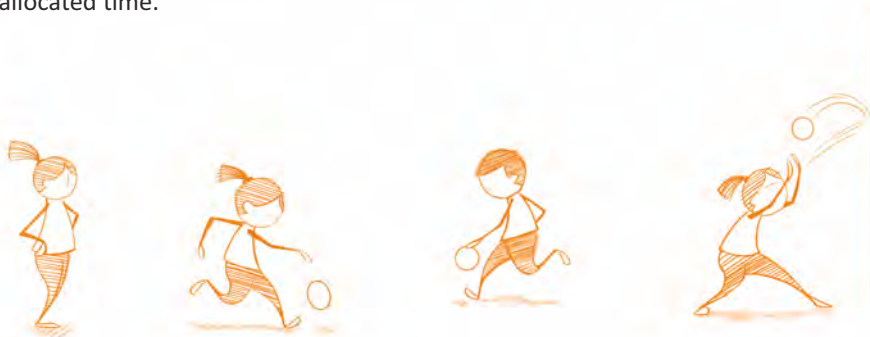
- In your PE journal, design a game that you can play with a balloon.



triúr nó ceathrar • ag seasamh i gciorcail • balún a choiméad san aer • léim

Description of Activity

Arrange pupils in pairs (A and B) with a basketball or soft bouncy ball per pair. Invite pupils to position themselves behind a line of cones at one end of the yard or hall. Pupil A dribbles the ball down the hall to the other side, throws it against the wall, catches it again. They then dribble back and pass to their partner. Pupil B then repeats the action. The process continues for a set period of time with pupils counting the runs they make. The aim is to make as many runs as possible in the allocated time.



Variations

- Increase the difficulty by setting up targets at the other end of the hall, e.g. markings on the wall or a basketball backboard.
- Place cones randomly throughout the playing area for pupils to avoid.

Equipment

An open playing area, small beach balls or soft balls, a large bucket or bin



- **Remind pupils to be aware of other pupils while playing this activity.**
- **Encourage pupils to use gentle touches to control the ball.**
- **Pause the activity at intervals to focus on the teaching points for striking with the hand in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.**



- **In your PE journal, draw a picture of yourself dribbling a basketball.**



i mbeirteanna • liathróid trá • a bhualadh • an taobh eile den bpáirc • isteach sa bhucéad • má thiteann sé • tosaigh arís

Description of Activity

Pupils are invited to find their own space within the playing area with a ball each. The activity involves four actions:

- Volley the ball upwards in front of the body
- Volley the ball high above the head
- Volley the ball while kneeling down
- Dribble the ball on the ground.

Allow pupils time to practise the four actions before the activity begins. To play the activity the teacher calls various combinations of the four actions for pupils to perform. Pupils must execute the actions without dropping or losing control of their ball at any time.



Variations

- Vary the objects used to increase or decrease difficulty, e.g. large light footballs, beach balls or volleyballs.
- Introduce music and invite pupils to volley in time to the music.
- Invite pupils to work in pairs or groups.

Equipment

A hall or large enclosed playing area, large soft balls, rope or net



- **Pause the activity at intervals to focus on the specific teaching points for striking with the hand in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.**



- **Practise vobleying a ball (or rolled-up pair of socks) at home. Count how many volleys you can do in a row. Record the number in your PE journal.**



- **daltaí • ar na glúine • eitleog a bhualadh • gan ligint don liathróid títim • treoracha an mhúinteora**

Description of Activity

Arrange pupils in pairs with a sponge ball and a towel (pupil's jumpers will suffice) per pair. Invite each pair to find their own space in the playing area. The pair hold the towel between them and balance the sponge ball on top. Each pair must coordinate their movement to lift the towel and flick the ball into the air and catch it again on its return. Challenge pupils to flick the ball as high as possible in the air but focus should be placed on tracking and catching the ball.



Variations

- A different sized ball may be used, e.g. a tennis ball, as skill levels increase.
- Pupils may attempt the task from a high-kneeling or sitting position.
- Pupils can include a movement whilst the ball is in the air, e.g. perform a star jump.
- Remove the towel and attempt to strike in turns using the hand only.

Equipment

A confined area, size 3 soft balls or sponge balls, towels (jumpers)



- Ensure pupils have enough room in the playing area to move safely.
- Pupils should be reminded to keep their eyes on the ball.



- Practise this activity at home with a family member using a t-shirt and a rolled up pair of socks.



i mbeirteanna • liathróid spúinse • tuáille • gluaiseachtaí a chomhordú

Description of Activity

Arrange pupils in pairs or groups of four with a sponge ball and a towel (pupil's jumpers will suffice) per group. Pupils hold the towel between them and the sponge ball is balanced on the towel. Each group must coordinate their movement to lift the towel and flick the ball, catching it on its return. A hoop is placed at the far end of the hall. Groups must transport their ball to the hula hoop and flick it in.

Pupils may only move when the ball is in the air and so must flick it in the direction of the target hoop rather than straight up. If the ball hits the ground pupils must go back to where they previously had a successful catch. A series of short, controlled flicks is advisable instead of chasing after a long flick.



Variations

- A different sized ball may be used as skill levels improve, e.g. a tennis ball.
- The final move should entail striking the ball with the hand downwards into the hoop.
- Develop the activity to striking the ball with the hand. Play as a relay where each member of the group has a ball, must strike with the hand (or bounce) down the hall to the hoop then come back to tag a teammate.

Equipment

Size 3 soft balls or sponge balls, towels (jumpers), hoops



- Ensure pupils have enough room in the playing area to move safely.
- Pause the activity at intervals to focus on the specific teaching points for striking with the hand in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.



- Practise this activity at home. Set up targets (such as boxes or baskets) and flick a rolled up pair of socks into the targets.



liathróid spúinse • tuáille • fonsa mar thargaid • liathróid a ghluaiseacht



Description of Activity

Arrange pupils in groups of four and allocate each group five metres of wall space. Draw a line (using chalk or tape) on the wall one metre up from the ground in each playing area. Place a spot marker on the ground three metres back from the wall as the starting (serving) point. In each group play a two versus two activity with one light bouncy ball. To begin the activity the server must strike the ball with their hand off the wall above the one metre mark and the ball must land within the playing area. When the ball returns from the wall the opposing group must return the ball in the same fashion. The aim of the activity is not competitive, rather it is to maintain a rally for as long as possible.



Variations

- Introduce a different sized ball, e.g. a tennis ball or soft dodgeball.
- Introduce a rule whereby pupils are only permitted to use their non-dominant hand.
- Introduce a competitive element allowing one bounce before the ball must be returned.

Equipment

A hall or large enclosed hard playing surface, footballs, spot markers



- Ensure there is adequate space between the groups.
- Pupils should be reminded to keep their eyes on the ball at all times, assume a low stable body position and strike the ball with the palm of their hand.
- Pause the activity at intervals to focus on the teaching points for striking with the hand in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.



- Practise striking a ball against a wall. Count how many times you can strike it against the wall before it touches the ground.



dhá fhoireann de bheirt • liathróid éadrom • spota 3 mhéadar ón mballa • bualadh leis an lámh • babhta imeartha

Description of Activity

Arrange pupils in pairs (A and B) with one basketball and one hoop per pair. Pupils place the hoop on the ground between them. Pupil A dribbles the basketball on the spot and when they are ready, they bounce pass the ball to their partner by bouncing it into the hoop. Pupil B continues to dribble and then bounces the ball into the hoop back to partner A again. Progress to bouncing it back immediately with either hand.



Variations

- To simplify the activity, invite pupils to catch the ball and reset, or throw the ball into the hoop rather than bounce it.
- Introduce the use of the non-dominant hand only.
- Try the activity while hopping on one leg only.

Equipment

An open playing area, basketballs, hoops



- Ensure there is adequate space between the groups.
- Encourage pupils to bounce the ball with enough force so that it reaches hip height.
- Pause the activity at intervals to focus on the teaching points for striking with the hand in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.



- Practise dribbling a ball at home.



- i mbeirteanna • liathróid cispheile • fonsa • druibleáil • bualadh leis an lámh
• scór a bhaint amach

Description of Activity

Pupils are given a basketball each and invited to find a space within a large open playing area. Invite three pupils to act as the taggers. On a signal, pupils begin dribbling their basketball around the area. On a second signal, taggers attempt to tag pupils by touching them on the trunk of their body. If a pupil is tagged they must stand with feet wide apart and do a figure of eight with the basketball between their legs before they can move again.

Switch taggers regularly.



Variations

- If pupils drop the basketball or catch it when dribbling they must freeze as if tagged.
- Provide taggers with a basketball to make the role of tagger more challenging.
- Invite pupils to perform a balance when caught and receive a pass to be set free.

Equipment

A hall or hard surfaced playing area, basketballs, and bibs



- Encourage pupils to protect their ball by holding their non-dribbling hand out to the side.
- Pause the activity at intervals to focus on the teaching points for striking with the hand in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.



- Play Dribble Tag in the yard.



beirt thóraf • liathróid cispheile • druibleáil • seasamh • a phreabadh idir na cosa

STRIKING WITH AN IMPLEMENT

Ag bualadh le huirlis

Striking with an implement (also referred to as the two handed strike) involves applying force to an object using an implement. This striking action is found in many sporting contexts such as tennis, hurling, cricket, baseball, rounders, hockey and golf. While the striking action in all of these sports differs in terms of performance and in the pattern/plane of the strike, the same mechanical principles apply. For this reason this resource focuses on the two handed horizontal strike from a large tee using a bat as seen in rounders and baseball. This is the most basic form of striking with an implement and may be built upon once proficiency is achieved. It puts in place the basic technique necessary to apply the skill to other, more technically complex activities.



Things to consider

Striking with the hand is an important precursor to striking with an implement. Using the hand to strike objects like balloons and soft balls can help to familiarise pupils with the movement pattern needed to be successful when using an implement.

While the T-stand is more often used for baseball and not as common in Irish schools, it is an extremely useful and inexpensive piece of equipment. It can be used to practise striking in isolation but also in games based activities such as rounders.

Safety is a major concern when using a bat, hurley or racket in a class. Make sure that there is an adequate 'exclusion' zone to strike from and the area directly in front of this zone is clear.



Implement, safety, exclusion zone, strike, follow through, rotating hips



Uirlis • sábháilteacht • bualadh • tabhairt chun críche • cromáin ag rothlú



IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils find it difficult to make contact with an object using an implement. Focus should be placed on exploring the skill using different sized implements and objects in a stationary position. Characteristics of striking with an implement at the exploring stage:

- body facing the direction of the ball, not side on
- feet are stationary with no step forward or transfer of weight
- force comes from straightening the elbows only
- eyes only on the ball until contact is made and very little follow through.

Developing stage

Tréimhse forbraíochta



At this stage, pupils display more consistency when striking a stationary object and explore striking in different directions (accuracy) at different speeds (force). Characteristics of striking with an implement at the developing stage:

- body is side on for the striking action
- body weight transfers forward from back to front leg, however it moves before contact is made with the ball
- force comes from both the straightening of the elbows and the rotation of the hips and shoulders.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils show proficiency in striking a stationary object and apply the skill to moving objects such as a sliotar, tennis or cricket ball in varying contexts. Characteristics of striking with an implement at the mastering stage:

- body position is side on for the striking action
- body weight is shifted from the back leg to front leg and contact is made with the ball in one fluid movement
- strikes with a full extension of the arms during contact and follow through around the body.

TEACHING POINTS FOR STRIKING WITH AN IMPLEMENT



Stand side on to the target



Eyes should be focused on the ball throughout the striking action



Hands should be together at the base of the implement with the hand at the end matching the front foot



Feet shoulder width apart, knees slightly bent with weight on the back foot in the preparation phase

TEACHING POINTS FOR STRIKING WITH AN IMPLEMENT



Step forward with the front foot, rotating hips and shoulder during the striking action



Follow through the ball and around the body



Arms should be extended fully at the point of contact with the ball



Introducing the skill of striking with an implement

Try to...	Effective questions
<ul style="list-style-type: none"> put a bat on the ground and pick it up again 	<i>How does it feel?</i>
<ul style="list-style-type: none"> stand in a circle and pass a bat around and around the circle 	
<ul style="list-style-type: none"> hit a ball from a T-stand as hard as you can, using a bat 	<i>How did you follow through?</i>
<ul style="list-style-type: none"> hit a ball from a T-stand at a target, using a bat 	<i>Investigate why this can be more difficult.</i>
<ul style="list-style-type: none"> hit a ball from a T-stand bending your elbow, using a bat 	<i>Did you hit it as far? What was the difference?</i>
<ul style="list-style-type: none"> hit a ball from a T-stand keeping your arms straight throughout, using a bat 	
<ul style="list-style-type: none"> hit a ball from a T-stand keeping our arms straight at the point of contact, using a bat 	
<ul style="list-style-type: none"> balance a ball on a tennis racket 	
<ul style="list-style-type: none"> bounce a ball on a tennis racket 	<i>Why is it important to keep your eye on the ball?</i>
<ul style="list-style-type: none"> hit a ball with a tennis racket as far as you can 	
<ul style="list-style-type: none"> hit a ball with a tennis racket to a partner 	<i>Is it important to control the force? Why?</i>
<ul style="list-style-type: none"> hit a target on a wall with a tennis racket 	<i>Does force decrease? Why?</i>
<ul style="list-style-type: none"> hit a ball thrown to you using a racket 	<i>Did you find this more difficult? Why?</i>
<ul style="list-style-type: none"> hit a ball thrown to you using a bat 	
<ul style="list-style-type: none"> explore using a hurley 	
<ul style="list-style-type: none"> use all the correct technique outlined 	<i>Let's put it all together!</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Eyes looking at the target area rather than the ball	Keep your eyes on the ball throughout
Body open, facing the target or not side on	Stand side on with your shoulder facing the target
The pupil stops swinging after contact resulting in poor contact	Follow through and around your body after contact is made
Hands too far apart or the wrong hand on top	Keep your hands close together and make sure your hand at the end of the implement matches your front foot
No weight transfer	Step into the striking action
Elbows/arms are bent during contact	Extend your arms fully at point of contact to ensure maximum force is generated

Striking with an Implement Rubric

	Exploring	Developing	Mastering
Eyes	<ul style="list-style-type: none"> Eyes only on the ball until contact is made 	<ul style="list-style-type: none"> Eyes only on the ball until contact is made 	<ul style="list-style-type: none"> Eyes can comfortably move from the ball to look up over the ball and assess surroundings
Trunk	<ul style="list-style-type: none"> Body facing the direction of the ball, not side on 	<ul style="list-style-type: none"> Body is side on for the striking action 	<ul style="list-style-type: none"> Body position is side on for the striking action
Transfer of weight	<ul style="list-style-type: none"> Feet are stationary with no step forward or transfer of weight 	<ul style="list-style-type: none"> Body weight transfers forward from back to front leg, however it moves before contact is made with the ball 	<ul style="list-style-type: none"> Body weight is shifted from the back leg to front leg and contact is made with the ball in one fluid movement
Contact	<ul style="list-style-type: none"> Force comes from straightening the elbows only 	<ul style="list-style-type: none"> Force comes from both the straightening of the elbows and the rotation of the hips and shoulders 	<ul style="list-style-type: none"> Strikes with a full extension of the arms during contact
Follow through	<ul style="list-style-type: none"> Very little follow through 		<ul style="list-style-type: none"> Follow through around the body

Description of Activity

Arrange pupils in groups of four (A,B,C and D). Pupil A is given a hurley or unihoc stick and invited to stand on a spot facing the other three pupils. The other three pupils (B, C and D) are given a small ball each and are invited to stand on a spot facing pupil A. Pupil B rolls the ball to pupil A who must strike the ball back to pupil B. Pupils C repeats this action followed by pupil D. Once pupils B, C and D have had one turn each, the balls can come from random directions. After a given time period the positions are switched. Only one pupil is allowed to roll or throw at any given time.



Variations

- Pupil A can not pass the ball back to the pupil it came from.
- The pupil with the implement may switch their stance and attempt striking the ball from their non-dominant side.
- Invite the receiver to face the opposite direction and turn to receive and send, repeat for each ball.

Equipment

Small balls,
hurleys or
unihoc stick,
spot markers



- Ensure pupils rolling the ball are a safe distance back and that all striking should be done below knee level.
- Pupils should be reminded to keep their eyes on the ball, step in and swing when striking and follow through in the direction of the target.



- Practise striking a ball against a wall home, using an implement such as a bat, tennis racket or hurley, etc.



ceathrar • maide haca • camán • triúr os a gcomhair • liathróid a rolladh • liathróid a bhualadh

Description of Activity

Arrange pupils in groups of three to five. Line them up on one end of the hall in relay formation. The aim of the activity is to bounce the tennis ball with the racket to the other end of the hall while trying to stay in control. Once a pupil reaches the far end, they turn around and run back again, balancing the tennis ball on the racket. Once the ball is handed to the next pupil in the line, they repeat the activity.



Variations

- Add different components to the relay, e.g. bounce passing the ball to a partner while side stepping across the gym, balancing multiple balls on the racket at once, striking the ball into a target, use a different striking implement such as badminton racket or bat, etc.
- Vary starting points and allow pupils to choose what distance they wish to travel.

Equipment

An open playing area, hall or area with a hard floor, tennis balls, tennis rackets or bats, cones



- Gently tap the tennis ball so that it doesn't get out of control when trying to bounce it.
- Let pupils practise bouncing the tennis ball with the racket before the relay, so they begin to understand how to control the ball.
- Space out the groups so that they are less likely to collide.



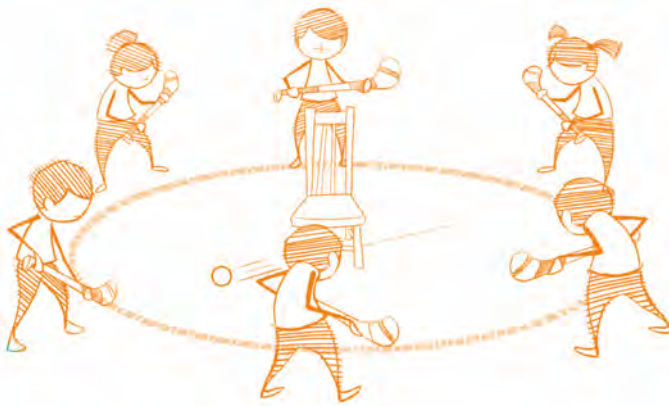
- Set up an obstacle course at home. Practise bouncing a ball on a tennis racket through the course.



triúr, ceathrar nó cúigear • i líne • rás sealaíochta • liathróid cispheile a phreabadh • raicéad • smacht • liathróid a choiméad ar a gcothrom

Description of Activity

Arrange pupils in groups of six with a hurley each and one ball per group. A circle is formed with a chair in the middle. One pupil begins by trying to hit the ball under the chair to the other side of the circle. Pupils who stop the ball must pass it to another pupil who then tries to hit the ball under the chair. The sequence of stopping, passing and shooting continues.



Variations

- Begin by using two cones instead of a chair.
- Vary the size of the area or radius of the circle.
- Add a goalkeeper at the chair.

Equipment

A large hard playing surface, hurleys, small balls, school chair



- Ensure that the ball is kept low at all times.
- Ensure there is adequate space between each group.
- It may be useful to differentiate groups to allow pupils practise with others of the same ability.



- Practise Chair Ball at home. Invite a family member to play with you. If you can't use a chair, use two small objects such as a piece of clothing or plastic bottle to set up a goals instead.



seisear • camán an dalta • ciorcal • cathaoir sa lár • liathróid a bhualadh faoin gcathaoir • comhairigh na cúil

Description of Activity

Arrange pupils in groups of four with a hurley each. Ensure each group has their own designated playing lane with a striking area (a square) and a separate waiting area which is a safe distance behind. Each of these areas has five scoring targets (e.g. cones, hoops, buckets, etc) which are placed at various distance from the striker. The target closest to the striker is worth five points and each subsequent target is worth five more points the further you get from the striking square. In turn, each pupil hits five balls, scoring points if the ball hits or lands on or in a target. The aim of the activity is to get the highest points possible.



Variations

- Vary the aim of the activity, e.g. achieve a score of twenty with the fewest strikes possible.
- Vary the manipulative skill used, e.g. use beanbags for throwing or footballs for kicking.

Equipment

A large hard playing surface, hurleys, small soft balls, a variety of targets, spot markers, cones, buckets, bins or boxes



- Pupils may only collect the balls as a whole group when instructed by the teacher for safety reasons.
- Pause the activity at intervals to focus on the specific teaching points for striking with an implement in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.



- Practise striking towards a target at home. Design your own targets on sheets of paper and set them out at varying distances. Invite your family members to play with you.



i ngrúpaí • camán an dalta • cearnóg • áit chun fanacht • cúig liathróid a bhualadh • pointí • má bhuaileann sé an targaid

Description of Activity

Arrange pupils in pairs (A and B) with a racket each. Invite each pair to stand at a spot or cone facing another pair (C and D) five to seven metres apart. One ball is required between two pairs. Pupil A begins by batting the ball to pupil C from the pair facing them. The ball must bounce once during the pass. Pupil C returns the ball to pupil B from the first group. Pupil B then passes the ball to pupil D who returns the pass to pupil A. The process continues back and forth in an attempt to maintain a rally for as long as possible.



Variations

- As the activity develops, encourage pupils to increase the tempo of the activity.
- Invite pupils to attempt the task with their non-dominant hand only.
- Introduce a competitive element by setting up a dividing line. Each group must hit their ball over the dividing line.

Equipment

Bats or tennis rackets, small bouncy balls, cones or spot markers



- Pupils should be encouraged to keep their eyes on the ball and have steady control of the implement.
- Pause the activity at intervals to focus on the specific teaching points for striking with an implement in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.



- Practise bouncing a ball against a wall at home. Alternate the hand holding the implement between strikes.

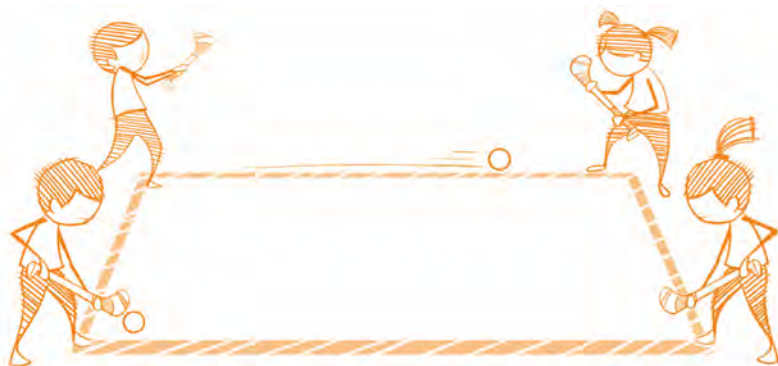


- i mbeirteanna • spota nó cóin • liathróid a bhualadh • i dtreo dalta eile • babhta imeartha



Description of Activity

Use cones to set up large squares (ten metres by ten metres), with eight pupils in each square. Invite two pupils to stand in each corner. Each pupil has a hurley (or other implement). Each group should have two balls, positioned diagonally opposite each other. Pupils with the balls pass or strike the ball laterally in turn along the square and then follow their pass. Pupils who receive should trap the ball, turn and repeat the process. Continue alternating passes.



Variations

- Invite pupils to dribble the ball from cone to cone rather than strike it.
- Introduce more balls.
- Vary the direction of the pass.
- Set up multiple squares to reduce waiting times.

Equipment

A large hard playing surface, hurleys, small balls, cones



- Use a grass or large area if possible to ensure groups are well spaced.
- Remind pupils to follow through with the hurley.
- Use a racket for pupils struggling to make contact with a hurley.



- At home, practise stopping the ball and trapping it before striking. Invite a friend or family member to practise with you, watch their technique and give them feedback.



cearnóg • camán an dalta • dhá liathróid • liathróid a bhualadh • an pas a leanúint

Description of Activity

Use cones to set up a rounders field of four bases in a large playing field. Ensure there are roughly fifteen metres between bases with a bucket or box at home base. Arrange pupils in two groups (batters and fielders). The first batter strikes three balls from the ground in quick succession and runs after striking the third ball. They get a point for each base they pass. The fielders must retrieve the three balls and place them into the box at home base. When this happens the batter stops running and counts their score. This process continues until all pupils have batted at which point the groups switch roles.



Variations

- Increase or decrease the size of the playing area depending on ability levels.
- As the game develops, bowlers may toss the ball for the batter to hit.
- Use this activity to practise kicking.

Equipment

A hall or hard playing surface, hurleys, balls, cones, bucket or box



- Set clear boundaries for striking to ensure that the activity isn't held up.
- Set up multiple activities if the playing area allows to prevent a long wait time for batting.



- Play rounders at home or in the yard with your friends.



cluiche corr • buicéad • bosca • buailteoirí • ceapadóirí • scór a chomhaireamh • athraíonn na fóirne

Description of Activity

Arrange pupils in groups of four - one batter and three goalkeepers. Each pupil has a bat or a hurley and one ball. Set out four cones side by side in a line in front of a batting tee to form three goals. The batter attempts to hit the ball from the tee through one of the goals. The middle goal is worth five points and the two outside goals are worth two points. The goalkeepers try to stop the balls going through their goal with their bats or hurleys. The batter attempts to score as many goals as possible in five attempts. After five hits the roles are rotated.



Variations

- Vary the difficulty level, e.g. adjust the distance from the tee to the goals or the size of the goals.
- Introduce the option of striking from the ground or out of the hand.
- Vary the implement, e.g. use a cricket bat and a smaller tee.

Equipment

A large hard playing surface, cones or markers, small soft balls, hurleys or bats, batting tee



- Ensure there is enough space for each group to work independently.
- Ensure the remaining pupils are a safe distance behind the batting tee.



- Set up goals like this at home and practise striking through the goals. Assign a number of points for each goal and keep score.



ceathrar • buailteoir • cúl báirí • camán • liathróid a bhualadh • cúl sa lár • cúig phointí • cúig iarracht

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