

Move Well, Move Often:

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

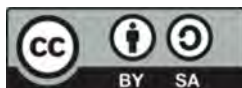
Book 3 - Skills and Activities



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.

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



ATHLETICS



AMES



OUTDOOR &
ADVENTURE

Description of Activity

Invite pupils to find a space within the playing area. The activity is played using the following teacher commands.

- To the ship - Run to the captain's right.
- To the island - Run to the captain's left.
- Hit the deck - Lay down on your stomach.
- Attention on deck - Salute and call, "Aye, aye captain".
- Three men in a boat - The crew must form groups of three.
- Clear the deck - Everyone must have their feet up off the floor.
- Scrub the deck - Everyone on their knees scrubbing.
- Man overboard - Pupils must find a partner as quickly as possible.
- A Periscope - Every pupil falls on their back and sticks one leg in the air.
- Shark - Everyone must run to a designated base.
- Three maids in a row - Children form groups of three and sit in a straight line.
- Bow - Run to the front of the playing area.
- Stern - Run to the back of the playing area.
- Port - Run to the left side of the boat.
- Starboard - Run to the right side of the boat.
- Row the Boat - Each pupil finds a partner, sits face-to-face, holds hands, and pretends to row a boat.



Variations

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

Equipment

An open playing area



- Encourage pupils to run into their own space to prevent collisions.
- It may be useful to print out the list of commands or discuss them with pupils in class before PE.



- Design a running game based on a theme of your choice. Describe it in your PE journal, and play it with your friends.



long • deic • triúr i mbád • fear thar bord • siorc • peireascóp • ceann • deireadh • port • deasbhord

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

Description of Activity

Before starting the activity, practise changing speed by inviting pupils to move freely around the area. When 'sprint' is called, pupils run as fast as possible. When 'jog' is called, they slow down to a medium pace. When 'slow' is called, pupils slow down to almost walking pace (but still jogging on the balls of their feet).

Invite pupils to line up in groups of five. Place six cones in a line approximately twenty steps apart, with a set of cones for each group. Explain that between each pair of cones pupils must adhere to a different speed, e.g. slow, medium or fast. It is useful to colour code the cones, e.g. green for fast, yellow for medium and blue for slow. On a signal the first pupil in each group moves through the cones, speeding up and slowing down where appropriate. Once the first pupil finishes, they line up at the other end behind a cone and the next pupil starts. Repeat going back to the starting point.



Variations

- Invite pupils to take turns setting their own pace for each set of cones.
- Progress the activity so that each pupil begins their run when the pupil in front has reached the first cone.

Equipment

An open playing area, spot markers, cones



- As running can be a high intensity activity, ensure pupils have warmed up well before the lesson and cool down after the lesson.
- Acceleration and deceleration are the key concepts of this activity. Explain each concept and invite pupils to discuss why they are important in many sports.
- 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 are running during the activity.



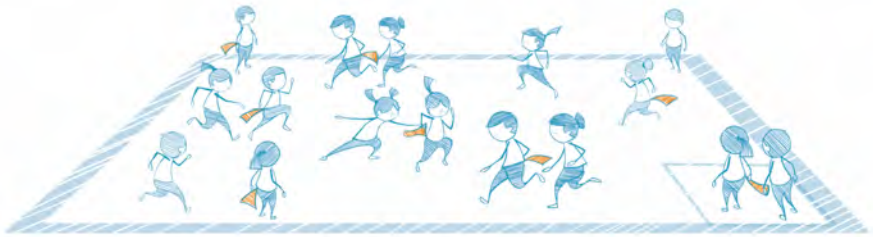
- The concept of accelerating, decelerating and changing pace quickly is important in many sports and in daily life. In your PE journal, describe three instances when it might be necessary to change the speed we are travelling at, and why.



lasmuigh • luas éagsúla • rith ráibe • bogshodar • mall • ar na barraicíní • dathanna ar na cóin

Description of Activity

Set up a large defined playing area (the paddock) with a small square in one corner (the stable). Arrange pupils in pairs (horses and jockeys). The horses wear coloured tags (bibs tucked into their uniform) and run freely around the paddock. Their partner, the jockey, runs after them and attempts to grab the bib. Once the bib is grabbed the horse must run back to the stable with the jockey, and the roles are reversed.



Variations

- Invite pairs of pupils to run around the area together until the teacher calls 'horses bolt'. Give the horses three seconds to get away from the jockeys.
- Vary the locomotor skill used to move around the area, e.g. skipping, side stepping.
- Increase or decrease the number of jockeys or horses.

Equipment

An open playing area, bibs



- Discuss the effect on correct running technique when competition is introduced to the activity.
- 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 are running during the activity.



- At home, watch video clips of professional athletes running. In your PE journal, write down three things that you found interesting about their running technique.

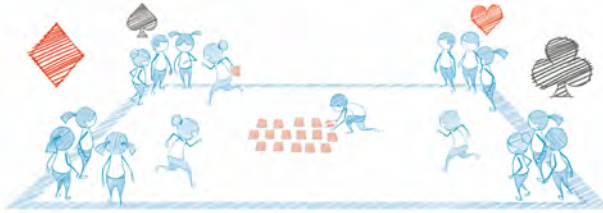


dhá ghrúpa • na capaill • na marcaigh • bibeanna • rith • breith ar an bibe • cor i leataobh • malartaigh



Description of Activity

Arrange pupils in four groups, and assign a suit of cards to each group (diamonds, hearts, clubs and spades). Each group lines up at one corner of the playing area behind a cone. In the centre of the playing area, all of the playing cards are spread out on the ground, face down. On a signal, the first pupil from each group runs into the centre of the space and turns over one card. If the card matches the suit of their group, they bring it back to their cone. If they are wrong, they turn the card back over so that it is face down again. Each pupil may only turn over one card per run. The aim of the activity is for each group to retrieve all thirteen cards of their suit, and lay them out face up in numerical order at their cone. Pupils are encouraged to communicate with each other to help turn over the correct cards.



Variations

- Vary the locomotor skill used to move around the area, e.g. hopping, skipping, jumping etc.
- To shorten the activity, only use half of the pack of cards - ace to seven.
- If pupils turn an incorrect card they must perform a simple movement, e.g. five star jumps.
- Pupils from a group that have completed the activity may continue to take part in the activity by turning over cards and bringing them to the correct group.

Equipment

An open playing area, cones, deck of cards



- Encourage the teams to work out a strategy before they embark on the task.
- 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 are running during the activity.



- Design a running game using a pack of playing cards. Describe and draw the game in your PE journal. Play it with your friends in the yard.



- ceithre fhoireann • muileata • hart • triuf • spéireata • i gcúinne amháin • rith isteach • dath a bhaineann leo • cumarsáid a dhéanamh



ATHLETICS



GAMES



OUTDOOR & ADVENTURE

Description of Activity

Arrange pupils in two groups. Group A forms a circle and group B forms a line approximately ten metres away. One pupil from group A stands in the centre of the circle with a ball. On a signal, the pupil in the circle throws the ball to each member of the group in turn. The group members count each good catch. If the ball is dropped it does not count. At the same time, the members in the line run individually around the circle and return to the group, tagging the next pupil, and shouting 'tag'. When group A hear the word 'tag', the pupil in the centre catches the ball and changes positions with a pupil in the circle, and continues to pass, counting the number of passes. Meanwhile the runners are still running around the circle, returning to the line and tagging the next pupil. The game continues until each pupil in the line has run around the circle. When the last pupil finishes their run the group call 'stop' and the pupils in the circle stop throwing. Group A reveals the number of catches that were made. Groups swap over and repeat the activity. Compare number of catches each time the game is played.



Variations

- Set up two or three games running concurrently to reduce wait time and maximise participation.
- Use different types and sizes of balls such as a rugby ball, tennis ball or volleyball, etc.
- Invite pupils to catch with one hand and throw with the other.

Equipment

An open playing area, cones, a selection of balls



- Use an open space away from walls or obstructions.
- Ensure pupils are not continuously running in one direction, alternate between clockwise and anti-clockwise throughout the PE lesson.
- 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 are running during the activity.



- Practise running in the yard at lunchtime. Pick out landmarks in the yard and create a running course. Draw a map of the course in your PE journal.



- dhá ghrúpa • rith • liathróid a chaitheamh • na pasanna a chomhaireamh • ritheann siad timpeall • a ghlaoch amach • stad • malartaigh



ATHLETICS



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Set up a defined running area with two clear end lines. Explain to pupils that they are going to run non-stop for five minutes (a recommended objective of the PE curriculum) up and down the playing area. Explain that they should run at a sensible pace or a 'chatty pace', so that their breathing does not get too heavy and they have to stop. Alternatively, allow pupils to run in pairs, and encourage them to chat as they run. Set the pupils off running, providing constant encouragement and feedback on running technique. Provide regular time checks or display a visual timer.



Variations

- Vary the time and pace to suit the ability of the class, starting slow until pupils are familiar with the procedure.
- Build up to five minutes over a succession of lessons, starting with two and a half minutes, and adding thirty seconds each lesson.
- Starting pupils at different times may be useful for a class with a wide range of ability, e.g. five pupils start at zero, five pupils start at one minute and finish at six, etc.

Equipment

An open playing area, stop-watch, whistle



- Show pupils that they can run at a pace not much faster than walking and that if the pace is correct, they should be able to chat to their friend as they are running.
- 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 are running during the activity.



- Endurance running is necessary for many sporting challenges and life events (marathons, triathlons, adventure racing, charity events, etc). Research an endurance event, document it in your PE journal and make a presentation to the class.



rith suas agus síos • cúirt cispheile • línte deiridh • rith gan stad • cúig nóiméad • luas atá ciallmhar • dalta a spreagadh • aiseolas ar an teicníc



ATHLETICS



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Arrange pupils in groups of eight. Invite each group to form a small circle with each pupil facing inward, holding their hands out in front of them, palms facing up. One pupil starts in the middle of the circle. This pupil must call any other pupil's name and try to tag them before they call someone else's name. Once a pupil's name is called they need to call someone else before the tagger reaches them and tags their hands. The tagger has until the pupil completely finishes calling another pupil's name to tag them. If a pupil is tagged, they must run around the outside of the circle as quickly as possible and enter the centre of the circle to take the place of the tagger.



Variations

- Increase or decrease the size of the circle depending on difficulty.
- Include surnames or a phrase to make it easier for the tagger, e.g. 'I choose John Murphy to be on instead of me'.

Equipment

An open playing area



- Ensure pupils tag gently and safely, and encourage pupils to keep their hands up and out in front of their body as an easy target for the tagger.
- Ensure there is plenty of space to play the activity.
- 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 are running during the activity.



- Fast reactions are an important part of this game. Research and play two reaction games at home with a friend.



ochtar • ciorcal beag • dalta sa lár • ainm an dalta • rith



ATHLETICS



GAMES



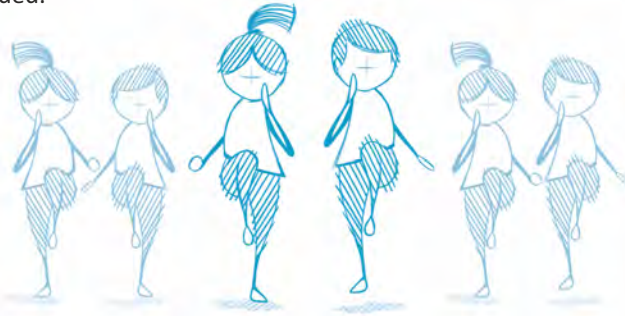
OUTDOOR &
ADVENTURE

Description of Activity

Set out a large playing area free of obstacles. Pupils run around the area and on a signal perform a variety of movements. The movements could include:

- Jog - Jog on the spot
- Knees up - Jog on the spot with a high knee lift
- Eyes - Jog on the spot with eyes focused forward and head and trunk stable
- Heels - Run around with heels flicked up
- Arms - Jog on the spot and focus on driving the arms forward and back
- Drop - Jog on the spot, drop to the ground, stand up and continue to run.

This activity can be used with many other locomotor skills using the teaching points provided.



Variations

- Arrange the pupils in pairs and invite them to give feedback to their partners.
- Arrange pupils in groups with one designated leader. This leader guides pupils through the various teaching points of running, stopping to discuss good technique.

Equipment

An open playing area, cones



- Ensure there is enough space for pupils to move freely.
- 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 are running during the activity.



- Practise running at home. Teach the teaching point of running that you learned today to a friend or family member.



teoracha an mhúinteora • bogshodar • glúine suas • súile • sáil • rith • lámha • ísliú

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...

- on the spot
- forwards/backwards/sideways
- and turn in the air
- and turn in the air making a quarter turn/
half turn/full turn
- as quietly/noisily as possible
- as quickly/slowly as you can
- and land as softly/hard as you can
- three times on your right/left foot
- as high as you can/as low as you can/
at a medium height
- without using your arms
- using one arm only
- alternating feet every eight/four/two steps
- with partners at the same time
- to the beat of music
- using all of the correct technique outlined

Effective questions

- What are your arms/legs/head doing?*
- How does it feel? Look, be safe.*
- What do I need to do? Where does force come from?*
- What do I need to control to do this?*
- What is your foot doing?*
- Which is best?*
- What are the arms used for? How should they be used?*
- What happens when you get tired?*
- 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>
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

Set up a medium sized circle using cones, the size of which will depend on the size of the group. Ensure that space within the circle is limited but safe to move in. Invite pupils to hop around within the circle pretending that everyone else is poison. If a pupil touches off another pupil they become infected and must place one hand behind their back. If touched a second time a pupil is out of the activity as a hopper and freezes on the spot with their hands outstretched acting as a poisonous target for other pupils to avoid. The last pupil left hopping wins.



Variations

- Increase or decrease the size of the circle to make it easier or more difficult.
- Add music and encourage pupils to move to the beat.
- Play in a larger area with one person as the poison trying to infect the others. Once caught a pupil is infected and also on.
- Add a focus on balance, when a pupil is out they must perform a balance and hold it.

Equipment

Cones, a drum or music



- **When pupils are out make sure that they do not grab at the pupils hopping. They may only hold their arms out to the side and provide an unmoving obstacle.**
- **Pause the activity at intervals to focus on the 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.**



- **Investigate how many hops it takes to complete a circuit in the school yard. Write this number in your PE journal. Try again, and see if you can reduce this number of hops.**



ciorcal • cóin • preabadh timpeall • lámh a leagan ar • nimh • lámh amháin • taobh thiar • reoigh ar an spota



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of three and invite them to take a piece of chalk per group and to find a large space in the playing area. Each group draws a French Hopscotch (Escargot) grid on the surface of the playing area, as shown in the image. The grid is made up of a large swirl with three swirls inside it, split up into seventeen numbered boxes, with number one starting at the outside and number seventeen at the inside.

Pupils take turns hopping through the grid. Hop on one foot starting at square one all the way to the middle of the swirl. Take a rest in the centre. Lose a turn if you step on any lines as you hop through the hopscotch grid, causing the next person in line to start their turn. Pupils return to square one by hopping all the way back around on the same foot. On the way back, select a box and write your initials in it. From now on, no other pupil can hop into that box. The pupils take turns going around the hopscotch grid hopping on one foot, resting on the squares with their initials in them with both feet and hopping over squares with other pupil's initials on them. With each turn, each pupil chooses an additional square to write your initials on. End the game when it is impossible for anyone to hop to the centre of the hopscotch grid. The winner is the pupil with the most squares with their initials in them at the end of the activity.



Variations

- Allow pupils to alternate their hopping foot each time.
- Invite pupils to jump through the grid instead of hopping.

Equipment

Hard surface playing area, chalk and beanbags, photocopied hopscotch grid per group (or practise drawing the grid before going outside)



- **Between each round of the activity remind pupils of the teaching points of hopping. Invite one pupil to demonstrate it, discuss it and allow pupils to practise it in isolation before returning to the activity.**



- **This activity is called Escargot, or French Hopscotch, and it is a traditional playground game in France, similar to our version of hopscotch. Design your own version of hopscotch. Draw it in your PE journal and play it with your friends at lunch time.**



- **triúr • cleas na bacóide Fraincise • seacht mbosca déag • uimhreacha sna boscaí • preabadh • cailleann tú seans • ná seas ar na línte • scríobh na hinisealacha • buaiteoir • an méid is mó**



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Invite pupils to find a space in the playing area with enough room to swing their arms. Roll a die. Whatever number the die lands on is multiplied by ten. Pupils then jog around the area for a count of that number. Stop, stretch, and repeat. Arrange the pupils in groups, and give them two dice per group. Invite each group to establish hopping activities on one of the die and use the other for the number of reps, e.g. two sixes could mean the pupils have to hop from one foot to the other six times. Examples include:

1. Hop on right leg.
2. Hop on left leg.
3. Hop forwards.
4. Hop backwards.
5. Hop holding hands as a group.
6. Hop from one foot to the other.

Repeat the activity until everyone has had a turn to roll the dice.



Variations

- Include a variety of locomotor skills such as running, jumping or skipping.
- Introduce stability exercises. Hold a balance for the number of seconds represented by the die.
- Decide on the activities in advance, or as a group, instead of letting each group come up with their own.

Equipment

An open playing area, two dice per group of pupils



- Ensure each group has enough space to complete their activities.
- Pause the activity at intervals to focus on the 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.



- Create your own hopping game using dice. Draw it in your PE journal and share it with your class. Practise with your friends at lunch break.



spás oscailte • díse a rolladh • iolraigh faoi deich • bogshodar • síneadh



ATHLETICS



DANCE



GYMNASTICS

Description of Activity

Invite pupils to practise marching on the spot for a count of eight. Change the locomotor skill for each count, or turn to face another direction. When the pupils are comfortable moving to the count of eight, invite them to perform the following sequence:

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

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



Variations

- Make the sequence of movements shorter and more repetitive.
- Invite pupils to create their own sequence of movements, or to add their own movements the second time around.
- In pairs, invite pupils to create their own hopping dance.
- Use other locomotor skills such as jumping, skipping, dodging, and sliding.

Equipment

An open playing area, music



- Ensure pupils have enough space to perform the sequence.
- Start using music with a slow and steady beat before speeding it up if the pupils are able.



- Create a four part hopping sequence to your favourite pop song.



mairseáil • scileanna féinghluaiseachta • cos dheas • cos chlé • bualadh bos • rothlú



Description of Activity

Arrange pupils in groups of five and invite each group to stand in a circle. On a signal, pupils start to hop on one foot. Invite the first pupil to begin with a hand movement, e.g. a clap. Everyone in the group claps, while still hopping on one foot. The second pupil then claps and adds another hand movement, e.g. clicks fingers. Everyone in the group then repeats the action, while still hopping on one foot, or swapping to hop on the other foot. The third pupil then claps, clicks fingers and adds another hand movement, e.g. double high fives with person either side. The group copies the three movements, while still hopping, and the activity carries on until everyone in the group has added a movement.



Variations

- Challenge the pupils to reverse the order of the movements.
- Alternate the hopping foot for every second set of movements.
- Encourage pupils to switch to the opposite leg whenever they need to.
- Increase or decrease the size of the groups.

Equipment

An open playing area



- **This activity can also take place in the classroom, around tables with chairs and property pushed in out of the way.**
- **Pause the activity at intervals to focus on the 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.**



- **Practise hopping in your home this evening. Hop between rooms. Hop while watching TV or hop while you are waiting for something.**



- **ciorcal ceathrar • nó cúigear • preabadh • gluaiseachtaí éagsúla • bualadh bos • gluaiseacht breise**



DANCE



AMES



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Set out multiple square playing areas with a spot marker in the corner of each square. A fifth spot marker is placed in the centre of the square. Invite five pupils to play in each square with each pupil starting on a spot marker. When the pupil in the centre calls 'switch' all pupils must hop to one of the four corner spot markers as quickly as possible. The centre spot marker is not an option and a pupil cannot go back to their own spot marker. The pupil without a corner spot marker at the end of the switch must go to the middle and start the next round by calling 'switch' again.



Variations

- Vary the locomotor skill used to move from hoop to hoop, e.g. running, skipping, etc.
- Increase or decrease the size of the square.
- Change the shape of the hoops, e.g. triangle or a star to include more or less pupils.

Equipment

An open playing area, spot markers



- **Hopping can be a strenuous activity. Ensure pupils are given opportunities to take a break, e.g. put at least two groups of five per activity so one group can recover while the other plays, and remind pupils to alternate the hopping foot.**
- **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.**



- Practise hopping on your way home from school, or hop from your car to the door of your house.



fonsa • cóin • cúigear • athraigh • go tapa • fonsa nua • sa lár



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Use a labeled cone, a sticky label or piece of card to assign a number from one to ten to a large quantity of spot markers. Invite pupils randomly place them around the playing area. The aim of the activity is for pupils to hop from one end of the hall to the other, hopping on spots as they go. Invite pupils to add the numbers of the spots as they hop from one end to the other.



Variations

- Arrange pupils in pairs. Pupil A hops the length of the hall, counting and adding the spots as they go. When they get back, they give the number to their partner. Pupil B must then attempt to hop the length of the hall, adding as they go to make up the same number.
- The teacher sets a number for pupils to reach as they traverse the area, e.g. sixteen. Pupils must hop on spots that add up to that number, and then run back to the start.

Equipment

Spot markers, paper, markers, crayons, cones, sticky labels



- **Hopping can be a tiring activity so pause play regularly and allow pupils to take a break. Take this opportunity to provide feedback and to address some of the teaching points of hopping.**



- **Investigate the number of hops it takes to get from your bedroom to the bathroom in your house. In your PE journal, write down the number of hops.**



- **uimhreacha a scríobh ar na spotaí • i mbeirteanna • ó bhun go barr an halla • ag preabadh • cleachtadh a dhéanamh ar uimhreas**



ATHLETICS



DANCE



GYMNASTICS

Description of Activity

Arrange pupils in groups of four (two pairs). Give each group a hoop and a tennis ball. Invite each group to place the hoop on the floor in a space, with one pair standing on one side and the other pair standing on the other side. The aim is to bounce the ball in the hoop to be caught by the other pair, while hopping. Once ten successful passes have been completed (caught by the opposite pair), the group can take a break. If the ball bounces away, start again at one.



Variations

- Encourage pupils to switch to the opposite leg whenever they need to.
- Change the pairs around after a set amount of time so they can play with new opponents.
- Use different types of balls, or remove the hoop if it is too difficult.
- Play in pairs if there is enough equipment to go around.
- Catch or throw using only one hand.

Equipment

An open playing area, hoops, tennis balls



- **Arrange teams into suitably matched pairs.**
- **Pause the activity at intervals to focus on the 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.**



- **Practise saying your spellings or learning your tables while hopping on one foot.**



- **ceathrar • pairtnéir • fonsa • liathróid leadóige a phreabadh • preabadh • deich bpas • tosaigh arís**

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...	Effective questions
<ul style="list-style-type: none"> like an elephant 	<i>Does this feel right? What should we be doing instead?</i>
<ul style="list-style-type: none"> like a fly 	
<ul style="list-style-type: none"> as small as possible 	<i>How does this feel? Which body position is more comfortable?</i>
<ul style="list-style-type: none"> as tall as possible 	
<ul style="list-style-type: none"> from small to tall 	
<ul style="list-style-type: none"> forwards/backwards/sideways 	<i>Safety...watch out!</i>
<ul style="list-style-type: none"> slowly/quickly/slowng down/speeding up 	<i>How does speed effect technique?</i>
<ul style="list-style-type: none"> in a straight line/on a curved line/making a figure of 8 	
<ul style="list-style-type: none"> without your arms 	<i>What function do your arms have?</i>
<ul style="list-style-type: none"> to the beat of music 	<i>what can happen when we are concentrating on the beat of the music?</i>
<ul style="list-style-type: none"> in time with a partner 	
<ul style="list-style-type: none"> without touching any of the lines/markings on the ground 	
<ul style="list-style-type: none"> the length of the hall/playground and count how many steps it takes 	
<ul style="list-style-type: none"> using all the correct techniques 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 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



ATHLETICS



DANCE

Description of Activity

Arrange pupils in pairs and invite them to find a space in the playing area. Each pair places a hoop around themselves and skips inside the hoop through the playing area in time to the music. Encourage pupils to work as a team to move in the same direction and at the same pace. When the music stops, both pupils must try to freeze at the same time. When the music starts, pupils change direction and continue skipping inside the hoop.



Variations

- Vary the locomotor skill performed while carrying out the activity, e.g. running, hopping or jumping.
- Add obstacles for pupils to go over and around.
- Invite pupils to perform a pair balance using the hoop when the music stops.
- Allocate a hoop to each pupil and challenge them to touch nobody else while skipping inside a defined area.

Equipment

Open playing area, hoops, music and speaker



- Discuss teamwork and good cooperation with pupils. What are the characteristics of teamwork and how can they ensure they work well together?
- Provide regular feedback focusing on the two teaching points of skipping that are being addressed in the lesson.



- Check your pulse before and after you complete skipping activities. Did you notice a difference? What does this mean for your body?



i mbeirteanna • fonsaí • scipeáil • reoigh • ceol • cothromaíocht

Description of Activity

Set out a safe zone around a large playing area. Invite pupils (the chickens) to find a space in the safe zone. Select three pupils to be the foxes. These pupils stand in the centre of the playing area. To begin the activity, foxes call 'little chickens, come out to play'. The other pupils then skip slowly into the playing area towards the foxes until the foxes shout 'foxes attack'. When this is called, the chickens must skip away from the foxes and try to get back to the safe zone. Any chicken that is tagged becomes a fox.



Variations

- Vary the locomotor skill used to move, e.g. running or side stepping.
- Adjust the size of the playing area based on the needs of the group.
- When chickens are tagged they must perform an activity such as a static balance or jumping jacks, before joining the foxes.

Equipment

An open playing area, cones



- Discuss safe tagging with pupils. Use soft hands, no grabbing or pushing and tagging must happen between the hip and the shoulder.
- Regularly provide pupils with feedback, focusing on the two teaching points of skipping that are being addressed in the lesson.



- What role do your arms play when you are skipping? Investigate what other movement skills require our arms to do a similar job. List them in your journal.



na sicíní • sionnach • tar amach ag imirt • scipeáil • ionsaí sionnaigh

Description of Activity

Set up a large defined playing area and invite pupils to find their own space. One pupil holds a ball (the time bomb). A timer is set for a predetermined time and pupils skip around the playing area avoiding the pupil with the time bomb. The pupil carrying the time bomb can get rid of it by gently touching it against another pupil, who then becomes the holder of the bomb. Everyone tries to get rid of the time bomb as quickly as possible. When the timer goes off the pupil carrying the time bomb explodes, runs around the outside of the playing area and then joins the next game.



Variations

- Introduce more time bombs or play smaller sided games to involve more pupils.
- Introduce additional exercises, e.g. if you have passed on the time bomb you must perform simple tasks like a star jump to rid yourself of any bomb traces.

Equipment

An open playing area, one ball, timer



- Ensure pupils are tagged safely on the trunk of the body and prohibit any throwing of the time bomb.
- Vary the length of time to detonation of the bomb.
- Discuss the teaching points of skipping at intervals during the activity. Reinforce the teaching points being addressed in this lesson and revise the learning from previous weeks.



- In this activity it was necessary to react quickly. Why is this important? Think of times in everyday life when quick reactions are important. List them in your PE journal.



nóiméad amháin • liathróid • buama ama • pléascann sé • scipeáil



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, and pupils skip around the space to find a partner that meets that requirement.

Suggested prompts:

- Has the same 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, pupils can perform a partner balance. On a signal, pupils freeze and teacher provides a new prompt. Pupils skip away to find a new partner and repeat the activity.



Variations

- Include a theme for the partner balances, e.g. animals, shapes, numbers, letters etc.
- Develop the activity to find three, four or five people.

Equipment

An open playing area



- Invite pupils to come up with their own commands.
- At various stages during the game pause to discuss today's teaching points for skipping.



- There are many disciplines of sport and physical activity that require mirroring another person's movements. For homework list five in your PE journal.



Duine a lorg a • scipeáil • deartháireacha • deirfiúracha • dath na bróga • cothromaíocht • lasairéan • gasail • moncaí

Description of Activity

Invite pupils to find a space within a defined play area. Select two pupils to be the taggers. Taggers stand in the centre of the playing area with interlinked arms. On a signal, invite all pupils to begin skipping around the playing area. The taggers remain linked and skip around in pursuit of the free pupils. If tagged, the free pupil replaces the member of the tagger chain who tagged them.



Variations

- Increase the number of taggers to increase difficulty.
- If a pupil gets tagged they must join onto the end of the chain so that the chain grows throughout the game.

Equipment

Hall or large defined hard surface area



- Remind pupils that cooperation between taggers is crucial to their success, and allow them time to discuss tactics before starting the game.
- Pupils must skip at all times, so take breaks at regular intervals to discuss the teaching points of skipping.



- Investigate if it is easier or more difficult to skip without your arms involved. Write your results in your PE journal.



dhá pháire • lámha nascaithe • tóraithe • scipeáil • imreoirí atá saor



Description of Activity

Arrange pupils in groups of five. Using cones, set up a ten metre lane for each group from one end of the playing space to the other. Invite pupils to skip up the lane, counting the number of skips it takes them to complete the distance. After each pupil has had a turn, discuss the teaching points of skipping, and invite them to explore how they might reduce the number of skips. Repeat several times and invite each pupil to keep track of the number of skips used.



Variations

- Increase or reduce the length of the lanes depending on the ability of the group.
- Vary the locomotor skill used to travel, e.g. hopping or side stepping only.
- Play as a relay race.
- Add a competitive element to see how many skips each team need to cross the playing area.

Equipment

An open playing area, cones, spot markers



- Introduce an activity to complete while pupils wait for their turn in the lane, e.g. running on the spot, static stretches, take their pulse, etc.
- Remind pupils that the focus is on the movement and that it is not a race unless otherwise specified.



- How many skips does it take to get from the gate to your classroom? Practise everyday for a week and identify your lowest number of skips.



lána de cóin • scipeáil • ag comhaireamh • pointí a phlé • feabhsú • a thaispeáint



GAMES



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Set out a large playing area using cones with a small square in the centre. Arrange pupils into four teams. Invite one team to wear bibs and to act as the catchers. On a signal, all pupils begin to skip around the area, keeping outside the centre square. Catchers also skip around the playing area, trying to tag the free pupils. Pupils who are tagged must stand in the square and can only be freed if a free pupil touches their hand. Each team gets a turn to chase for one minute and tries to catch as many pupils as possible. When the time is up in each game, everyone freezes and the number of tagged pupils left in the square is counted. The team with the highest number of tagged pupils wins.



Variations

- Vary the locomotor skill used to move, e.g. running only, side stepping only, etc.
- When tagged and placed in the catcher's square, invite the pupil to perform a static balance until they are released.
- Vary the number of catchers to increase or reduce difficulty.

Equipment

An open playing area, cones, bibs



- Discuss the rules and safety associated with tagging before the activity.
- After all pupils have taken a turn as the catchers, pause the activity and give the pupils some time to discuss tactics on how best to excel in the activity.



- Design your own tagging activity, and write the instructions for it in your PE journal.



ceithre fhoireann • tóraithe • bibeanna • cearnóg • scipeáil



ATHLETICS



AMES



OUTDOOR &
ADVENTURE

Description of Activity

Using cones set up the various challenges listed in a large open playing area. Invite pupils to compete individually and in teams in the following events.

- **Skip Sprint:** Using cones, set up a track of fifty metres in length with a starting line and a finish line. In groups of eight, challenge pupils to skip as fast as they can to the finish line.
- **Skip Relay:** Using cones, set up a large track in the school yard or field with a start/finish line and three further stations of equal distance apart. Arrange pupils in groups of four with one baton or beanbag per group. The activity is a relay, with the first pupil skipping around the track to pupil two, handing them the beanbag, who then continues to pupil three, and so on. The first group passing the finish line wins.
- **Long Skip:** Using cones, set up a track of approximately fifty metres. Invite pupils to skip the length of the track a number of times and challenging them to complete the distance in the fewest number of skips possible.
- **Team Long Skip:** Arrange pupils in groups of four. Allow each group one hundred skips to divide out between their members. The challenge is to see how far the group can skip using just one hundred skips. When one pupil finishes their allotment of skips it may be useful to place a cone from which the next pupil can start.



Variations

- Increase or decrease the distances for each event to suit the ability of the class.
- Encourage pupils to make new groups for each event.

Equipment

An open playing area, cones, batons or beanbags



- **Ensure there is plenty of space between pupils in each event.**
- **This activity can be useful for revision. Between each event discuss skipping technique with pupils, highlight the teaching points learned over the past number of PE lessons and invite pupils to demonstrate good technique.**



- **List three playground games in your journal that involving skipping.**



dhá fhoireann • mias • cruinneacháin • scipeáil • níl cead cón a chosaint • reoigh • cón a chomhaireamh

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

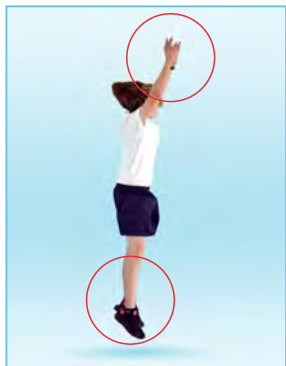


Legs forcefully extend and straighten in the air



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...

- as high as you can with your head up
- as high as you can with your head down
- from a crouched position
- without bending your legs
- and land on on the same spot/a different spot
- like a rocket
- without moving your arms
- using all the correct technique outlined

Effective questions

- What is the difference between these jumps? How does it feel?*
- Which is more difficult?*
- Why can't you jump high?*
- What makes you go high?*
- What role do your arms play?*
- 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 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



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



legs straighten during the flight phase



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



Description of Activity

Arrange pupils in groups of six, with a long rope for each group. Invite two pupils to turn the rope. This role is rotated regularly. Jumpers form one line to enter the rope near one of the turners. Once one pupil has established themselves jumping under the rope a second pupil is added, then a third, and so on. Encourage pupils to move close together to make room for other jumpers. Each activity ends when a jump is missed. The aim of the activity is to get as many pupils as possible jumping under the same rope, combining groups and ropes if necessary.



Variations

- Turn the rope slower or faster depending on pupil's ability.
- Try touching a body part on each jump.
- Try jumping and rotating 180 degrees.

Equipment

Long ropes or skipping ropes tied together



- The teacher can turn the rope to help the other pupil maintain a rhythm.
- 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.



- Practise jumping with a skipping rope in the yard or at home.



seisear • téad scipeála • líne amháin • léim faoin téad • le chéile



ATHLETICS



DANCE



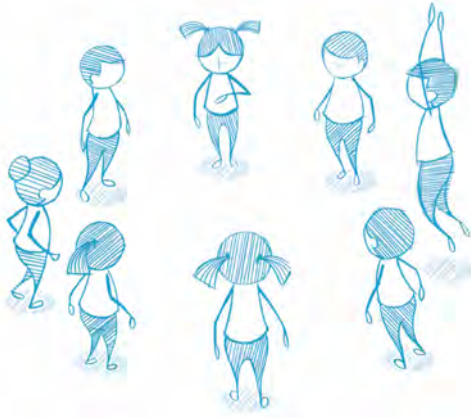
GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of six, standing in a circle arms distance apart. The first pupil does a jump of their choice. The next pupil copies the first jump and adds a jump of their own to the sequence. The third pupil performs the first two jumps, then adds another to the sequence. This continues around and around the circle. If the sequence is performed incorrectly, invite the group to start again. The aim is see which group can build the biggest sequence.



Variations

- Encourage pupils to move the jumps off the spot.
- Invite pupils to perform the whole sequence for the class.

Equipment

An open playing area



- Introduce and practise a range of jumps at the beginning of the class.
- 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, invite pupils to complete a 'Two Stars and a Wish' activity related to their own jumping technique. Two stars means two things that they are doing well and the wish illustrates one thing they would like to improve.



seisear nó seachtar • dhá léim • léim eile a chuir leis • seicheamh a chruthú



ATHLETICS



DANCE



GALES



GYMNASTICS

Description of Activity

Arrange pupils in pairs. Each pair finds their own space in an open playing area. Give a rope to six pairs to spread out and to use the ropes as instructed. All remaining pairs move around the playing area, jumping the ropes as they go. Some challenges may include:

- The sea is low - the rope is dropped close to the floor and easy to jump over.
- The sea is high - the rope is raised to knee height so pupils must jump higher to clear it.
- The sea is rough - rope is shaken vigorously from side to side to challenge the jumper.
- The sea is flowing - gently rotate the rope similar to skipping to challenge pupils to jump through it.

Regularly rotate the pupils using the ropes.



Variations

- Pupils make shapes as they jump, e.g. in a tucked or a wide position.
- Encourage pupils to come up with their own theme and rope movements.
- Allow pupils to opt out of a jump if they so wish.

Equipment

Open playing area, rope



- Ensure pupils perform a soft landing with bent knees.
- 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.



- Practise jumping for distance for the next three weeks, measuring your longest jump regularly in your PE journal. Draw your results on a chart or graph.



i mbeirteanna • téad • léim • ag casadh • farrage • ag sníomh • íseal • ard • garbh



ATHLETICS



DANCE



AMES



GYMNASTICS

Description of Activity

Invite pupils to stand in a space and start marching on the spot. Using an oversized deck of cards, the teacher turns over the cards one by one. Each card will signify an action for pupils to perform, and the number will signify how many of each exercise they do:

- Diamonds: Star Jump
- Hearts: Jump as high as possible
- Clubs: Jump as far as possible
- Spades: Touch the ground and jump in the air



Variations

- Vary the actions for each suit of cards and invite pupils to make suggestions.
- Joker cards can signify jog around the playing area.
- Picture cards can be left out of the deck, or can signify the number ten.
- Reduce the amount of activity required by only using two suits of cards, or using the lower numbered cards, e.g. one to seven.
- Speed up the process so that pupils really have to concentrate.

Equipment

An open playing area, deck of cards (oversized if possible)



- The teacher should select actions that encourage a variety of jumps.
- Ensure that every pupil has enough space to swing their arms and move forwards and backwards.
- Focus on the teaching points of jumping for height or distance when possible.



- In your PE journal, list some exercises that make you breathe harder. Write about why this happens, and why it is important to engage in physical activity every day.



ag mairseáil • cártaí imeartha • muileata • hart • triuf • spéireata • cleas na bacóide



ATHLETICS



DANCE



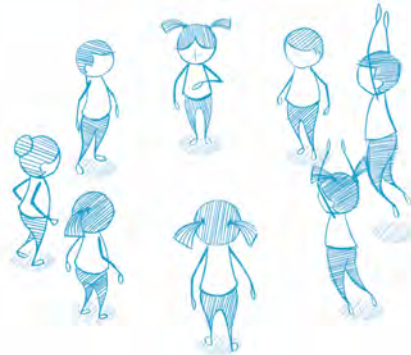
GAMES



GYMNASTICS

Description of Activity

Arrange pupils in a circle. Invite one pupil to start the activity by performing a jump action (e.g. star jump, hop scotch, jump up with arms in the air, jump in a circle, scissors jump, clap jump, etc). As the first pupil completes the jump the next pupil performs it and so on around the circle in a Mexican Wave. When the jump action reaches the pupil that started it, they complete the action and the next pupil begins again with a different jumping action. Again the action travels around the circle. Repeat until each pupil has added a jump action.



Variations

- Invite pupils to complete the circle of movements as quickly as possible.
- Reverse the order of the activity each time it returns to the start.
- Arrange pupils in smaller groups, each group orchestrating their own wave.

Equipment

An open playing area



- Encourage pupils to practise a variety of jumps.
- Ensure pupils have enough space to complete the jumps.
- 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, make a list of different types of sports that use jumping.



i giorcal • léim • croith láimhe Meicsiceach • aithris a dhéanamh ar • seans ag gach dalta



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Invite pupils to find their own space within the playing area. Use a set of coloured paper or cards prepared in advance to coordinate the activity. Explain to pupils that each coloured card represents an action. For example:

- Red - High jump with arms up
- Blue - Place hands on the floor and jump legs up off the ground
- Green - Turn around
- Yellow - Touch the ground
- Purple - Star jump
- Orange - Tuck jump
- Pink - Criss cross legs.

Invite pupils to begin by jogging slowly on the spot. When ready, hold up a coloured card (it may be useful to have coloured instruction cards pinned to the wall around the playing area). Invite pupils to perform that action once and continue jogging. Repeat using other colours, getting faster and faster as pupils become familiar with the colours.



Variations

- Use a number of cards at once and invite pupils to develop their own sequence of movements.
- Invite pupils to work with a partner to mirror their movements and develop a paired sequence.

Equipment

An open playing area, coloured cards



- Ensure pupils have enough space around them to perform each of the actions safely.
- Revisit today's teaching points through a number of different jumping actions to stress that good jumping technique is important regardless of the jump.



- In your PE journal, write a list of professions that require good jumping skills.



bogshodar • dathanna • dearg • gorm • glas • buí • corcra • oráiste • bándearg • léim



ATHLETICS



DANCE



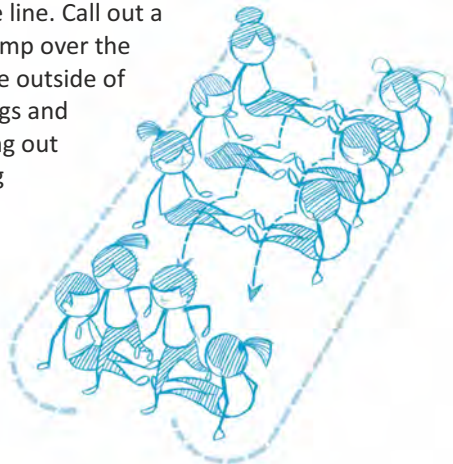
GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of ten or more. Invite pupils to sit one metre apart in two parallel lines facing each other with each pupil's feet touching the feet of the pupil opposite them, forming a ladder as shown in the diagram. Invite each pupil to sit up with their legs straight and on the ground. Number the pairs of pupils, starting with one for the pair at the top of the line. Call out a number. The pair called get up and jump over the legs of the other pairs, run around the outside of the line before continuing over the legs and back to their place. Continue by calling out more numbers, one at a time, making sure all pupils have a turn.



Variations

- Vary the position of the legs, e.g. open the legs in a V shape instead of having them side by side. In this way, pupils jump into the centre of the V instead of over the legs.
- Instead of jumping over legs, give each pair a skipping rope to hold and invite pupils to jump over it.
- Instead of a long ladder, arrange the group into smaller ladders of approximately four pairs.

Equipment

An open playing area



- This is a challenge, not a race. Emphasise that pupils need control and balance to perform the activity.
- Ensure that pupils sit up straight and keep their legs flat to the ground so that the pupils jumping do not trip.



- Place a ruler on the floor in your garden, or use a line in the pavement. Count how many times can you jump over the line, two-feet to two-feet in one minute. Write the number in your PE journal. Practise every day for one week and see if you can increase this number.



deichniúr nó níos mó • dhá líne comhthreomhara • cosa • glaoch amach uimhir • léim thar na cosa



ATHLETICS



DANCE



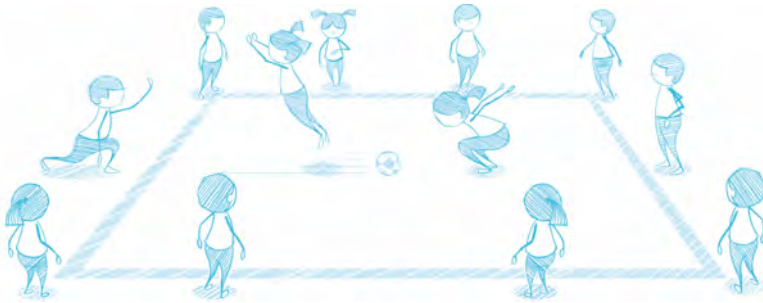
GALES



GYMNASTICS

Description of Activity

Arrange pupils in two groups. One group starts within a defined playing area. The others stand around the outside with four balls. The pupils outside the playing area take turns to roll the ball across the playing area to a teammate, ensuring it stays on the floor. If the ball is rolled in their direction, the pupils inside must jump over it to get out of its path. If the ball hits any pupil below the knee they join the group who are around the outside. As the ball crosses the space, the pupils on the opposite side of the space receive the ball and roll it back in. Once all of the pupils have joined the outside area, the activity starts again with the other group in the middle.



Variations

- Begin with four balls and increase the number of balls as pupils become comfortable with the activity.
- Encourage pupils around the outside to move to a new space when they have rolled the ball.
- This activity can also be played in threes in a smaller space, with one pupil in the centre and the other two rolling the ball to each other. If a pupil in the centre is touched by the ball, the pupil that rolled it swaps in.

Equipment

An open playing area, cones or lines on a court/yard, large soft balls



- Ensure that the ball is rolled and kept below knee height.
- Roll the ball slowly to avoid bouncing it.
- 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.



- This week, practise your jumping technique while doing other things at home, e.g. watching TV, brushing your hair, walking down the hall, waiting for the bus, on the phone, etc.



dhá fhoireann • lastuigh • rith timpeall • lasmuigh • liathróid a rolladh • léim thar

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

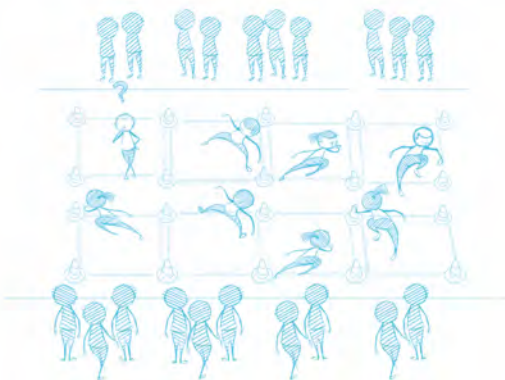
	Exploring	Developing	Mastering
Movement	<ul style="list-style-type: none"> • Movement is stiff and not fluid in nature 	<ul style="list-style-type: none"> • Pupil tends to dodge in one direction 	<ul style="list-style-type: none"> • Movements in all directions are quick, fluid and coordinated • Knees 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

Set up a station by putting four cones side by side in a straight line. Set up an identical station directly in front of this line of cones. Cones should be placed at one metre intervals. A gap of two metres should be left between both lines. Arrange pupils in pairs (A and B) with three pairs per station. To play the activity one pair stands facing each other on the two lines.

Pupil A touches each cone in a random order whilst pupil B tries to mirror their partner. The aim is to confuse and lose your partner. Rotate pairs through the activity every thirty seconds.



Variations

- Combine another skill with dodging, e.g. dribbling a basketball or a football.
- If pupils lose their partner, encourage them to catch up again.
- Increase or decrease the time or space to vary the level of difficulty.

Equipment

An open playing area, cones



- Encourage leaders to change direction as often as possible and push off either foot.
- Emphasise the need to keep their eyes focused on the leader.
- Ensure only one pair use the cones at a time to prevent collisions.
- Pause the activity at intervals to focus on the 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.



- At home challenge a family member to play Lose and Confuse with you.



i mbeirteanna • ceithre chóin • aithris a dhéanamh ar • cor i leataobh • bealaí éagsúla

Description of Activity

Set up multiple square playing areas using cones (approximately ten metres by ten metres). Arrange pupils in groups of six. Invite two pupils to act as the chasers, wearing bibs. The remaining four pupils try to evade the chasers. To play the game, chasers have one minute to catch all four runners. If tagged, a runner has to freeze and count to ten out loud before starting to run again. The aim for the chasers is to have all four runners frozen at the same time.



Variations

- Vary the locomotor skill used to move, e.g. change running to skipping, hopping or side stepping. Note that if using a slower locomotor skill, make the square smaller.
- Vary the action performed when frozen, e.g. star jumps, burpees, etc.
- Increase the number of pupils in each square and vary the number of taggers where appropriate.

Equipment

Defined grass or hard area, bibs



- If a pupil cannot take part in PE, invite them to record the time for groups.
- Ensure there is adequate space between each group.
- Pause the activity at intervals to focus on the 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.



- Play Freeze and Count Tag in the yard at lunch time.



- seisear • beirt thórafá • ceathrar ag rith • reoigh • comhaireamh go dtí a deich • reoite ag an am céanna

Description of Activity

Set up a large area free of obstacles. Invite pupils to tuck a tag (tail) into their uniform at their hip. On a signal, each pupil tries to snatch another pupil's tail. Once a pupil has grabbed a tail, they tuck it into their uniform. Pupils can only snatch one tail at a time. Even if a pupil is tail-less they continue to play. The pupil with the greatest number of tails when the teacher stops the activity wins.



Variations

- To vary the activity use different coloured tags. Each colour can be worth different points, e.g. red = two points, blue = five points, green = ten points, etc.
- Vary the locomotor skill used to move around the area, e.g. hopping or skipping.

Equipment

An open playing area, bibs



- Ensure pupils tuck the tags into their uniforms at the hip only.
- Pause the activity at intervals to focus on the 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.



- Think about a famous sports star. In your PE journal, explain how they use dodging in their sport.



eireaball • sciob • cor i leataobh • an t-eireaball a choiméad • méid is mó • cor i leataobh

Description of Activity

Arrange pupils in pairs (A and B). Invite pupil A to dodge around the playing area in an attempt to free themselves from pupil B, who follows them as closely as possible. On a signal from the teacher all pupils stop. Pupil B attempts to take one step and touch pupil A. Reverse the roles.



Variations

- Vary the locomotor skill used to move around the area, e.g. hopping or skipping.
- On a signal from the teacher, pupils must perform a balance and hold it until the teacher says 'move'.
- Make it a competition and see which pupil gets furthest away from their partner.

Equipment

An open playing area, footballs



- Encourage pupils to keep their heads up and watch where they are going.
- Pause the activity at intervals to focus on the 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.



- In your PE journal draw a picture of you dodging. Label the teaching points on your picture.



i mbeirteanna • cor i leataobh • céim amháin • lámh a leagan ar



Description of Activity

Arrange pupils in groups of six. Give each group a spot marker and a set of cones. Invite pupils to use the cones to mark out their own playing area (six metres by six metres). Four pupils from each group act as the dogs. The dogs place their spot marker somewhere in the playing area and start off with one foot touching the spot. The other two pupils are the dog catchers and they start off outside the playing area.

On a signal, invite the dogs to move around the area and invite the dog catchers to enter the area and try to tag them. If a dog gets caught, they have to return to their spot marker and stand with one foot touching it until a fellow dog tags them to release them. When all of the dogs have been caught, new dog catchers are selected and the activity begins again.



Variations

- Regularly rotate the dogs and dog catchers.
- Increase the size of the playing area and the number of pupils per group.
- Once dogs have been caught twice invite them to become dog catchers.

Equipment

An open playing area, spot markers and cones



- Discuss safe tagging technique with pupils, e.g. soft hands, tagging the trunk of the body only, etc.
- Ensure the ground is dry to prevent accidents when dodging and turning sharply.



- In your PE journal, make a list of games that use dodging. Play these games in the yard this week.



cúigear nó seisear • spotaí • cóin • na madraí • tóraithe • cos amháin ar an spota

Description of Activity

Arrange pupils in groups of four (A, B, C, D). Three of the pupils (A, B, C) join hands and create a triangle around a spot marker which is placed on the ground between them. Invite pupil A to act as the goalie. Invite pupil D to act as the catcher. The aim of the activity is for the team of three (A, B, C) to use their agility and dodging skills to keep the goalie (A) away from the catcher (D) by moving and rotating around the spot marker. Regularly rotate positions and encourage pupils to move in both directions. Pupils must remain on their feet and hold hands at all times during the activity.



Variations

- Line up the three pupils one behind the other. Each pupil in the line holds the shoulders of the pupil in front. The free pupil (the fourth pupil) must tag the pupil at the end of the line.
- Add an extra pupil to make the triangle a square.
- Vary the locomotor skill used to move around the area, e.g. hopping.

Equipment

An open playing area, spot markers



- Ensure each group has adequate space to move.
- Each group of three should move together and not pull or tug on each other's arms.
- Encourage pupils to stay low with knees bent, stay light on their feet and push off when changing directions.



- Triangle tag requires pupils to follow rules in order to enjoy it fully. Often, lessons we learn while playing sports apply to everyday life. For homework think of one instance where you learned a useful life lesson while taking part in sport.



ceathrar • triúr le lámha le chéile • ciorcal • cúlbaire • céile comhraic • cor i leataobh • cúlbaire a choiméad slán

Description of Activity

Set up a playing area using cones and scatter spot markers around the ground. All pupils start on a spot marker except for three, who are nominated as taggers. The taggers chase pupils as they move from spot to spot. Pupils can not be caught while standing on a spot and can only stay on a spot marker for three seconds before moving on. Any pupil who is tagged becomes a tagger.



Variations

- Vary the locomotor skill used to move around the area, e.g. hopping, side stepping, etc.
- When pupils are tagged they can replace the tagger or they can join them (build up tag).
- If spot markers aren't available, invite pupils to stand beside flexi cones.
- Add balancing. Pupils must spend five seconds on a spot marker performing a balance before moving on.

Equipment

An open playing area, cones, spot markers or flexi cones



- Discuss safe tagging technique with pupils.
- Introduce today's dodging teaching points before the activity. Practise them in isolation then repeatedly reinforce the learning during the activity.



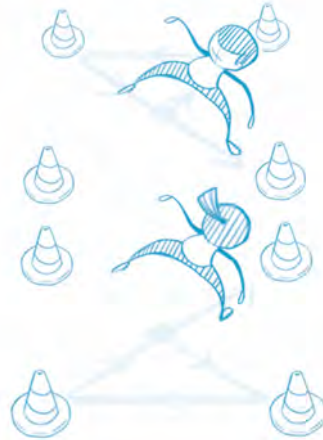
- When dodging, the concept of transferring weight is important. Draw a picture in your PE journal of transferring weight from one body part to another. List three examples of when you would use this action in daily life.



spotaí • tóraithe • cor i leataobh • rith

Description of Activity

Set up two squares (one metre by one metre) using four cones for each square. Place a spot marker in the centre of each square. A gap of two metres should be left between both squares. Pupils are arranged into pairs (A and B). A pair of pupils stand on the centre spot marker of both squares facing each other. The aim of the activity is for pupil B to mirror the movements of pupil A. Pupil A touches any cone and their partner attempts to mirror the action. Invite pupils to progress to touching two cones, then three cones, etc, with an aim to daze and confuse your partner. Keep the duration of each activity to thirty seconds.



Variations

- Include another skill such as balancing a sliotar while dodging.
- Invite both pupils to balance a beanbag on their head to ensure their head is upright throughout.
- The leader must return to the middle of their square each time before touching a different cone.

Equipment

An open playing area, cones, spot markers



- Pupil A must keep facing forward and avoid turning their back to pupil B.
- Pupil B needs to keep their eyes focused forward and maintain a low body position.
- Set up enough squares to ensure wait time is minimal and ensure only one pair work in the squares at any give time.



- Keeping your head up is essential for this activity. In your PE journal, write three reasons why it is important to keep your head up when playing games.



- dhá chearnóg • i mbeirteanna • aithris a dhéanamh ar • lámh a leagan ar • cóin

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

Description of Activity

Arrange pupils in pairs. The pairs scatter around the area with a beanbag, facing each other. On a signal, pupils side step around the area, passing the beanbag to each other. When the teacher calls 'tag', the pupil holding the beanbag chases their partner trying to tag them with it. Once they tag their partner, pupils resume passing and keep playing until the next tag signal is called.



Variations

- Make this a competition. When 'tag' is called, see who can evade their partner for the longest time.
- Vary the locomotor skill used to travel, e.g. hopping or skipping.
- Implement a time limit for taggers, e.g. ten seconds, after which pairs continue passing.

Equipment

An open playing area, beanbags



- Ensure pupils keep their heads up and eyes open when chasing.
- 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 are side stepping during the activity.



- Practise side stepping at home. Ask a family member to play with you and give them feedback on their side stepping technique.



- i mbeirteanna • málaí pónaireí • pas a thabhairt • céimeanna ar leataobh • dalta leis an mála pónaire • cluiche tóraíochta

Description of Activity

Set up a defined playing area using cones. Arrange pupils in even numbered groups, e.g. eight, ten or twelve, with one pupil as the 'chaser' and another pupil as the 'chased'. The remaining pupils find a partner and link arms anywhere inside the playing area. All pairs can move around by side stepping but must have their inside arms linked and their outside arm outstretched. The two pupils playing chase play as normal, however, the chased pupil may link arms with any pair to avoid being tagged at any time. When this contact is made, the pupil on the other end of the pair is released and becomes the chased. If the chased pupil is tagged, they become the chaser.



Variations

- Change the locomotor skill used to move around the area, e.g. running or skipping.
- Increase the number of chasers and chased.

Equipment

An open playing area, cones



- Ensure pupils don't grab or pull the arm of the pupil in the chain they are joining.
- 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 are side stepping during the activity.



- In your PE journal, draw a picture of the correct side stepping technique and list the teaching points beside the picture.



céim ar leataobh • grúpaí atá cothrom • tóraí amháin • lámha nascaithe • scaoiltear saor an dalta eile

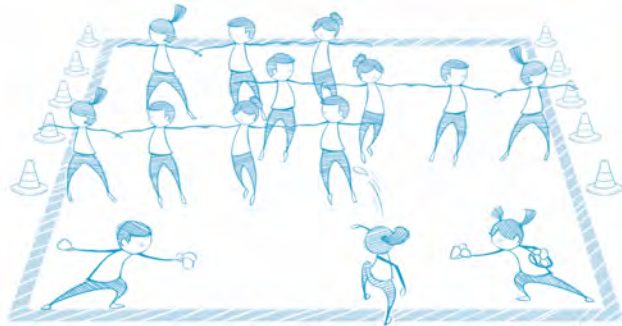


Description of Activity

Set up a large rectangular playing area, with spot markers (levels) at three metre intervals along the side of the area as seen in the diagram.

Pupils line up side by side in groups of four at one end of the hall. Each group wear a different coloured bib, these pupils are the invaders. One pupil plays the role of the shooter and positions themselves at the far end of the hall. The shooter is helped by three teammates to collect and retrieve the balls.

The aim of the game is for the shooter to hit all the moving invaders before they reach a certain level. Spot markers positioned along the side of the playing area are used to indicate the levels of progression by the invaders. The invaders must side step across the hall as the shooter throws balls attempting to hit them. On a signal by the teacher the invaders move a level closer to the shoot, as indicated by the spot markers. When an invader is hit by the ball below the waist they must leave the playing area.



Variations

- If space allows, set up multiple smaller versions of this game.
- Rather than knocking pupils out of the game they must return to the first level and join in at the back.

Equipment

An open playing area, spot markers, bibs, soft balls



- Remind pupils that the focus is not on dodging and they can only side step to get out of the way.
- The invaders must be encouraged to side step in unison and begin slowly, like the arcade game.
- Ensure that all balls thrown are below knee level.



- In your PE journal, design a playground game that involves side stepping.



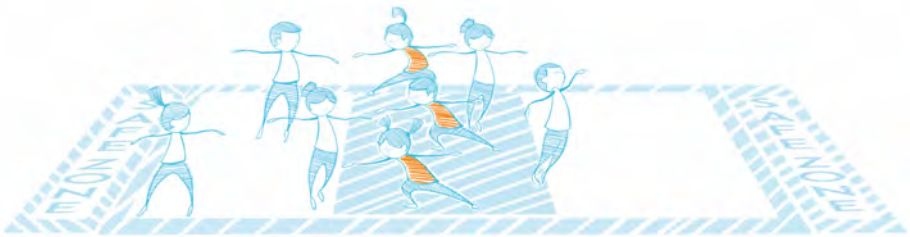
ceathrar • bibeanna éagsúla • na hionróirí • na caiteoirí • céim níos cóngaráí • a bhualadh • cor i leataobh



Description of Activity

Set up a large rectangular playing area using cones with a safety zone at either end. Select three taggers to stand in the middle of the playing area wearing a bib. All remaining pupils stand at one end of the playing area. When the taggers call 'Cross the Sea', the other pupils must side step to the safety zone at the opposite end without being tagged (taggers also can only move using side stepping). When tagged, the pupil joins the taggers in the middle of the playing area. Pupils may only change ends when 'Cross the Sea' is called.

Continue in this way until only three pupils are left. They become the taggers for the next game.



Variations

- Vary the locomotor skill used to move, e.g. skipping, running, hopping, etc.
- Allow pupils to cross the sea whenever they wish, however, when 'Cross the Sea' is called, all pupils must leave the safety zone.

Equipment

An open playing area, bibs



- **Ensure pupils practise safe and respectful tagging technique.**
- **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 are side stepping during the activity.**



- **Practise side stepping in the yard at lunchtime. Pick out landmarks in the yard and create a side stepping course. Draw a map of the course in your PE journal.**



zón sábháilte • triúr mar thóraithe • bibeanna orthu • farraige a thrasnú • céimeanna ar leataobh • ag an taobh eile

Description of Activity

Arrange pupils in two groups. Each group consists of two circles with approximately three pupils in the inner circle and twelve in the outer circle. All three pupils in the inner circle start with a ball and face out towards the larger circle. Those in the inner circle throw the ball to the pupil directly opposite them in the outer circle who pass it back immediately. The outer circle pupils side step clockwise in unison.

Pupils continue throwing to each other while the outer circle continue side stepping clockwise. The teacher may choose to maintain the same throwing/rotating order or alternate it.



Variations

- Speed up or slow down the side stepping to suit the ability of the group.
- Try other ways to pass the ball, e.g. overhand throw, underhand throw or kick pass.
- Adjust the distance between the circles depending on skill level.

Equipment

An open playing area, balls



- Encourage pupils to keep their eyes open, watching for balls from other pupils.
- Focus on side stepping correctly and not crossing legs to step sideways.
- Encourage pupils to call the name of the person to whom they are passing.



- In pairs, practise throwing and catching while side stepping around the yard. Time how long can you keep going without dropping a ball.



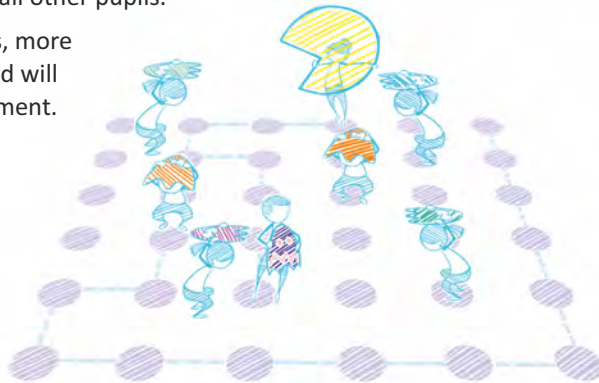
dhá chiorcal • liathróid • os a gcomhair • céim ar leataobh • caitheamh



Description of Activity

Use spot markers to create a Pac Man course - a square checkered pattern with spots markers at one metre intervals as shown in the image. Select one to three pupils (taggers) to wear bibs. Taggers can only move by side stepping from one spot marker to the next spot marker. The remaining pupils move by side stepping along straight lines between the spot markers. If a pupil is tagged they must crouch down into a squat position and maintain that position, becoming a now impassable obstacle to all other pupils.

As the game progresses, more pupils will be tagged and will block avenues of movement.



Variations

- Alter the placement of the spot markers to create a maze.
- Invite pupils that have been tagged to perform a balance.
- If space and equipment allow, set up additional courses.

Equipment

A hard surfaced playing area, bibs, spot markers, chalk



- Show pupils what the Pac Man game looks like in class before the lesson to create a visual cue and to remind them of the straight lines they must travel in.
- 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 are side stepping during the activity.



- Use chalk to draw a Pac Man grid at home or in the yard and play this or a similar game with your friends.



spotaí • cúrsa • céim ar leataobh • línte díreacha • crom síos • blocáil



Description of Activity

Use cones to create a line through the middle of the hall. Arrange pupils in pairs and invite them to face each other on either side of the line. Pupils are tasked with synchronising their side stepping movement as they travel the length of the hall. Pupils are then given a ball to pass to each other as they side step across the hall.



Variations

- Increase the distance between the pairs.
- Use a variety of different types of balls.
- Vary the catch - single handed, clap first before catching.
- Once the line is established, take the line outside, around the yard and through any open, hazard free space available.

Equipment

A hard surfaced playing area, balls, cones



- **Remind pupils to communicate and keep pace with their partner by slowing down or speeding up.**
- **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 are side stepping during the activity.**



- **Practise side stepping every day this week. List all of the places and ways you practised in your PE journal. Don't forget to practise leading from both feet.**



cóin • i mbeirteanna • céimeanna ar leataobh • a shioncronú • liathróid

Description of Activity

Arrange pupils in groups of ten. Use cones to set up a large square for each group. Invite two pupils to act as taggers and assign a ball or beanbag to each of them. The taggers attempt to tag the other pupils with the ball within the confines of their square. Pupils evade the taggers using a side stepping action around the square. Once a pupil is tagged they take the place of the tagger.



Variations

- Vary the locomotor skill used to move around the square, e.g. skipping, hopping or running.
- Vary the size of the square or change the number of taggers.
- Set a quota of pupils the tagger must catch before switching roles, e.g. three or five.

Equipment

An open playing area, small balls or beanbags



- **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 are side stepping during the activity.**



- **Create a movement sequence using side stepping, shapes and balances. Draw the sequence in your PE journal and practise it in the yard with your friends.**



cearnóg • deichniúr i ngach cearnóg • lámh a leagan ar • cor i leataobh • tóraí

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

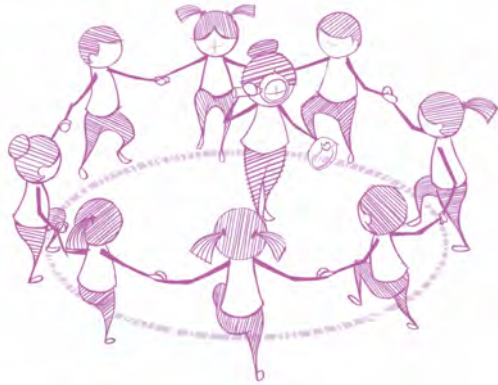
	Exploring	Developing	Mastering
Head	Looking down rather than straight ahead	<ul style="list-style-type: none"> Eyes are more focused on a target with head up Arms are used to aid the balance 	Eyes are focused on the target
Balance	Balance is achieved occasionally	Balance is lost less often	Arms and other 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	



Description of Activity

Arrange pupils in a circle with one pupil in the centre. This pupil is the shape detective and their job is to discover who is the shape leader. The detective is blindfolded (or closes their eyes) while one pupil in the circle is chosen silently to be the leader.

The leader guides the pupils through a range of balancing activities on the spot. The group copies the leader. The detective removes the blindfold or opens their eyes, and must try to guess the identity of the leader. The leader must keep changing the balance every couple of seconds, while trying to avoid being identified. The detective has three chances to guess who is the leader. Repeat the activity by choosing a new leader each time.



Variations

- To simplify the activity invite two pupils to work as a group to identify the shape leader.
- Reduce the number of guesses for the shape detective.
- Introduce simple tasks, e.g. five star jumps for all pupils in the circle if the shape leader is identified.

Equipment

An open playing area, blindfold



- **When following the leader, try not to look directly at them.**
- **Pause the activity at intervals to focus on the teaching points for balancing 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 balance action during the activity.**



- **In your PE journal, list five different things you can do to help you balance (e.g. focus on one spot on the floor, count to ten, take deep steady breaths, keep your eyes open, slightly bend the standing knee etc).**



- **i gciortal • bleachtair na gcruithanna • ceannaire na gcruithanna • púicín • gníomhaíochtaí cothromaíochta • cothromaíocht a athrú • i ngan fhios do**



DANCE

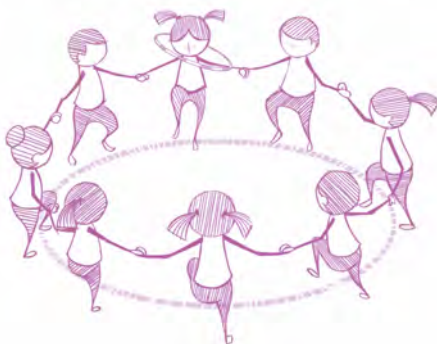


GYMNASTICS

Description of Activity

Invite pupils to join hands in a large circle. Place a hoop on one pupil's arm so that they are holding hands with the pupil next to them through the hoop. The aim of the activity is to move the hoop around the circle without breaking the chain.

Invite pupils to decide how they are going to manoeuvre their body through the hoop. While they are waiting for the hoop to come to them, they must perform a balance on one foot. Pupils may change the foot they are balancing on at any time. If anyone breaks the chain, that pupil must run once around the circle before rejoining the group.



Variations

- Remove the hoop and place a quoit on the top of one pupil's foot. Invite pupils to pass the quoit around the circle from person to person, using only the foot.
- Arrange pupils into smaller groups to decrease wait time.
- Add extra hoops or quoits, so that the groups are passing more objects around at one time.
- Use a hoop and a quoit at the same time, each going in the opposite direction.

Equipment

An open playing area, hoops, quoits



- Suggest pupils put their feet through the hoop first and move the hoop upwards, or put their head through first and move the hoop downwards.
- When passing the quoit, it is easier to receive the quoit if the heel is kept touching the ground.



- In your PE journal, write down five reasons why it was important to work cooperatively for this activity. How did the other pupils in the circle help you when it was your turn?



lámha le chéile • i gciortal • fonsa a chuir timpeall • gan an slabhra a bhriseadh • ag cothromú ar chos amháin



Description of Activity

Set out two straight lines ten metres apart in the playing area. One line is the starting line, the other line is the finishing line. Invite pupils to lie on their backs next to each other with their feet behind the starting line. Invite them to perform a crab balance by lifting their hips up off the floor. On a signal they scuttle like crabs to the finishing line.



Variations

- Use other balancing positions for the race, including the caterpillar walk (starting in plank position, with either the feet or the hands moving at any one time) or the bear walk (hands and feet, belly facing the floor) or side crab (belly facing the ceiling, moving sideways on hands and feet).
- Set the activity up as a relay, e.g. crab walk out and around the cone, and return to tag a teammate.

Equipment

An open playing area, two straight lines (lines on a court, masking tape, chalk or skipping ropes), cones



• This activity would work well as part of a circuit of activities or during station teaching.

• Ensure races are not competitive and encourage correct technique over speed.



• Draw this body balance in your PE journal. List some physical benefits that these types of positions offer the body. List five reasons why is it important to build up strength?



líne tosaigh • líne deiridh • portáin • fanacht ar a gcothrom • lámha • cosa



DANCE



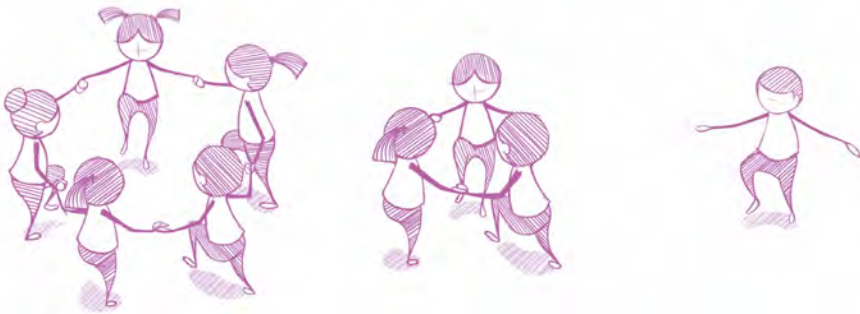
GAMES



GYMNASTICS

Description of Activity

Pupils run around a large defined playing area avoiding contact with other pupils. Invite them to begin slowly and gradually experiment with changing direction and changing speed. On a signal the teacher calls a number. Pupils form groups of that number, make a circle and balance on one foot while linking hands or arms. Invite pupils to explore a range of group balances once comfortable with balancing on one foot. Pupils without a group perform a static balance. Once the balances have been held for ten seconds continue the activity.



Variations

- Vary the locomotor skill used to travel around the area.
- Introduce the concept of counter balance and explore various partner and group balances.
- Arrange pupils in groups and invite them to form letters or symbols on the ground using their bodies.

Equipment

An open playing area



- **Revise the basics of balancing before beginning the activity, paying particular attention to pointing limbs, maintaining a centre of gravity and engaging muscles to hold the body still.**
- **Reinforce the teaching points of balance being addressed in the lesson regularly and offer pupils individual feedback where possible.**



- **List five reasons why being able to maintain your balance is important.**

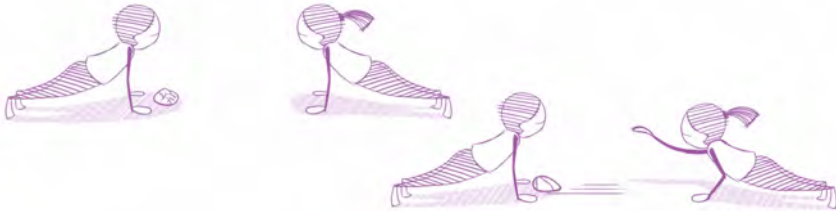


- **rith • luas éagsúla • bealaí éagsúla • cothromú • seasamh ar chos amháin • cothromaíocht statach**



Description of Activity

Arrange pupils in pairs with a beanbag per pair. Invite the pair of pupils to face each other, two metres apart and perform a high plank balance (a plank on their hands rather than elbows or lower arms). The aim of the activity is for one pupil to slide the beanbag through their partner's arms. Change partners regularly.



Variations

- Allow pupils to drop down to the knees if necessary.
- Invite pupils to play the activity balancing on one foot.
- To vary the activity, both pupils lie one metre apart on their tummy with their hands by their sides. Place the beanbag equidistant from both pupils. When the teacher calls 'snatch' both pupils try to grab the beanbag. Progress to a high plank position.
- Invite pupils to play while balancing another beanbag on their head.

Equipment

An open playing area, one beanbag per pair



- Play for short intervals as this is a tiring activity.
- If pupils are struggling to maintain the high plank position, encourage them to raise their bottom further in the air or take a break.



- At home, practise holding the high plank for 30 seconds. Draw a picture in your PE journal of this position and label the muscles that fatigue the quickest.



- i mbeirteanna • fanacht ar a gcothrom • lámha agus cosa ar an talamh • súiomh tacaíochta tosaigh • lámha



Description of Activity

Arrange pupils in pairs. Set up two lines of cones, twenty metres apart and invite pupils to find some space along the line. One pupil adopts the high plank position and their partner lifts their legs below the knee. The pupil holding the high plank moves their hands to go forward, with their partner carrying their legs behind. Invite pupils to time themselves travelling from one cone to another.



Variations

- Shorten the distance to travel if needed.
- Pupils may video themselves to identify a straight body position.
- Allow two pupils to carry one, taking one leg each.
- Set up races or team relays.

Equipment

An open playing area, cones



- Practise the front support position first.
- The pupil in the wheelbarrow/high plank position determines the speed. It is important that the pupil carrying the legs does not push forward.



- Practise Wheelbarrow runs on the grass with a friend or family member.



i mbeirteanna • suíomh tacaíochta tosaigh • cosa a iompair • am a choiméad



Description of Activity

Invite three pupils to take the role of foresters and three pupils to take the role of lumberjacks. The foresters are the taggers and move around the playing area cutting down the trees (tagging the pupils). If a pupil is tagged by a forester, they must drop to their knees or to a crouched position. The role of the lumberjack is to tag these pupils a second time. If tagged a second time, invite pupils to drop to a front support position or a back support position and performs this balance for five seconds. The activity ends when all pupils are tagged at once. Invite pupils to change roles regularly.



Variations

- Vary the number of taggers to increase or decrease the difficulty.
- Add one pupil as 'mother nature', to free tagged pupils.
- Invite stronger pupils to lift their opposite leg and arm off the floor when performing the balance.
- After tagging three pupils, invite the forester or lumberjack to choose a new tagger to take their place.

Equipment

An open playing area



- Practise the front support and back support position before the activity.
- Discuss safe tagging technique with pupils before the activity.



- In your PE journal draw a balancing sequence. Practise performing this sequence at home.



coillteoir • lománaithe • cluiche tóraíochta • gearradh síos na crainn • fanacht ar a gcothrom



Description of Activity

Invite three pupils to act as the bears (chasers) and all the remaining pupils are the crabs. The bears move about the playing area on hands and feet in a bear crawl position without their knees touching the ground. The crabs move around in an inverted position trying to avoid being caught by a bear. If a bear successfully catches a crab, they switch roles and the activity continues.



Variations

- Vary the locomotor skill used to move around the area, e.g. snakes side step, frogs hop and bunnies jump, etc.
- Invite pupils to perform a paired balance for three seconds when caught.
- Restrict the pathways pupils may travel, e.g. backwards, sideways or curved.

Equipment

An open playing area



- Encourage pupils to keep their heads up to see others in their path.
- Ensure tagging is done softly and safely.



- In your PE journal, draw a picture of five different balances.



béir • portáin • ar na lámha agus na cosa • lámh a leagan ar

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...	Effective questions
<ul style="list-style-type: none"> • jump and land like a hippo 	<i>Why is this not effective?</i>
<ul style="list-style-type: none"> • jump and land as soft as a butterfly 	<i>Can you maximise your jump like this?</i>
<ul style="list-style-type: none"> • jump and land without bending your body 	<i>Why is this not possible?</i>
<ul style="list-style-type: none"> • jump and land bending your knees, hips and ankles 	
<ul style="list-style-type: none"> • jump as far as you can and land without falling forward 	<i>What would cause this?</i>
<ul style="list-style-type: none"> • jump as high as you can and clap your hands as many times as possible before landing 	
<ul style="list-style-type: none"> • jump onto and off a mat 	
<ul style="list-style-type: none"> • jump off a bench and land safely on the ground (discovery stage upwards only) 	
<ul style="list-style-type: none"> • jump as far as you can and freeze on landing 	<i>What is happening to your body?</i>
<ul style="list-style-type: none"> • count how many jumps it takes to cross the hall/yard (if you lose balance on landing you have to start again) 	
<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>
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

Arrange pupils in groups of six. For each group set out a circle using cones with a three metre diameter as a pond. Place coloured spot markers throughout the inside of the pond as stepping stones. Use the area to develop the following skills:

- 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 and two footed landing.

Progress to a leap with a two footed landing (push off from one foot and land on two feet).

Challenge pupils to make it to the other side of the pond without spending more than three seconds on any one stepping stone.



Variations

- Spread the spot markers further apart to challenge pupils.
- Link the colour of the spot markers to an action, e.g. balance on one foot, perform five jumping jacks, etc.
- If there is not enough room for multiple ponds, create a winding river to fit the available area.

Equipment

An open playing area, spot markers, cones



- This activity assists in learning the landing skills necessary for long jump and triple jump.
- While this activity addresses jumping and hopping, focus should be placed on the teaching points of landing only.



- At home, measure how far you can jump. Ask a family member to help you.



téid scipeála • lochán • spotaí • clocháin • léim • preabadh • tuirlingt



ATHLETICS



DANCE



GYMNASTICS

Description of Activity

Position suitable gymnastics equipment (low benches, boxes, mats, etc.) throughout the playing area. Invite three pupils to act as the chasers (aliens). The remaining pupils are the astronauts. When caught, an astronaut performs a jump off the nearest piece of equipment. The astronaut then becomes an alien. Astronauts may dock onto a space station (elevated area) and are safe from tagging for five seconds. However, if another astronaut lands on the same docking station they must perform a jump off and land safely. The teacher is the NASA worker and looks out for unsafe landings. Any astronaut that performs an unsafe landing must go to the NASA area for repairs (coned area at the side of the playing area). Pupils should perform five jumps for height in the repair area before returning to the activity.



Variations

- Ensure there are elevated areas of varying height to cater for mixed ability.
- Invite pupils to add a turn in their jumps.
- Adapt the activity in the repairs area to help pupils that are having difficulty by leaving a self assessment checklist there to fill out.

Equipment

An open playing area, mats, benches, boxes, cones



- Pin up landing cue cards around the playing area or hall.
- 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 performing the landing action during the activity.



- Research the male and female World Record holders for the long jump. Write their names and descriptions in your PE journal. Draw a picture of their landing technique.



eachtráin • tóraithe • spásarthach • spásaire • tuirlingt • teicnic ceart • breathnadóireacht an mhúinteora • oibrí NASA



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of four. Set up the circuit as described with pupils rotating to a new station every two minutes.

- Station 1: Pupils vertically jump over a rod placed on small marker cones or a hurdle and land in a hoop.
- Station 2: Pupils climb onto a bench and jump vertically onto a mark on a mat. The landing should be in a 'motorbike' position.
- Station 3: Pupils devise a jumping pattern of vertical jumps and hops.
- Station 4: Pupils jump vertically to touch a suspended ball, soft toy, balloon or mark on a wall.
- Station 5: Pupils jump vertically ten times on a trampette (their hands touching a wall for support), then jump off to motorbike land on a mat.
- Station 6: Pupils skip with a rope and jump as high as possible. They push off the balls of their feet and extend their toes.
Encourage pupils to try to keep a rhythm.
- Station 7: Pupils crouch to touch the seat of a chair behind them then jump vertically up to touch a wall in front.



Variations

- Where possible set up a variety of activity options at each station to cater for mixed ability.
- Invite pupils to assess each other at some of the stations using a rubric.

Equipment

An open playing area, mats, string, cones, rods, hoops, hurdles, skipping ropes, benches, chairs, trampette



- **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 performing the landing action during the activity.**



- **Think about different ways to land safely. Is it always best to land on our feet? Draw three different landing techniques in your PE journal.**



- **stáisiúin • réamhacíaíocht • léim don airde • tuirlingt • bínse • gluaisrothar • patrún • scipeáil • crom síos**



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in pairs (horse and jockey) and invite them to find their own space in an open playing area. On a signal the pupils carry out the following movements:

- Under the bridge - the jockey crawls under the horse's body.
- Long way to town - the jockey jumps clockwise in a circle around the horse.
- Short way to town - the jockey jumps anti-clockwise around the horse.
- Trade your horse - all jockeys find a new partner.

Ensure partners regularly switch roles.



Variations

- Invite pupils to create their own commands.
- Combine two or more pairs to work together.
- Introduce peer assessment sheets and invite the horse to assess the jockey's landing technique.

Equipment

An open playing area



- Ensure there is adequate space between groups.
- 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 performing the landing action during the activity.



- Draw a picture of correct landing technique in your PE journal and highlight some of the key teaching points of good technique.



ciorcal • capaill • na marcaigh • thar an gcláí • faoin ndroichead • bealach fada • bealach gearr • capall a thradáil • léim • tuathal • tuirlingt



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in pairs (A and B). Pupil A stands on a height, holds one hand high out in front of their body and just above head height of their partner. From a standing position, pupil B jumps vertically to touch their forehead to pupil A's hand and land correctly. Invite them to repeat from a crouched position. If successful, pupil A raises their hand up five centimetres and sets a new challenge for pupil B. Repeat until pupil B can no longer reach the hand. Switch roles.



Variations

- Stand pupil A on a lower object such as a bench or box.
- Invite pupils to work in threes with one pupil providing feedback on landing technique.

Equipment

An open playing area, a chair (or other elevated piece of equipment such as a bench or box) per pair of pupils



- Ensure there is adequate space between groups.
- Encourage pupils to jump beside and not towards the bench to ensure a safe landing.
- 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 performing the landing action during the activity.



- Design a jumping and landing sequence. Draw it in your PE journal and practise with a friend at home or in the yard.



seasann • cathair • léim ingearach • cromtha síos • ar a mbarraicíní



ATHLETICS



DANCE



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Invite one pupil to be the tagger and invite the remaining pupils to spread out in a hall or large defined playing area. Place four cards (north, south, east and west) on each wall of the hall. The tagger positions themselves in the centre of the hall with eyes closed. Invite pupils to perform a jump with a turn in any direction, finishing in a direction of their choice with a motorbike landing. The tagger calls out a direction and then opens their eyes. Any pupil who has chosen the direction called is chased by the tagger. The first pupil caught becomes the new tagger.



Variations

- Introduce northeast, northwest etc.
- If space is available, set up multiple games to increase activity levels.
- Invite pupils that are not running to hold the motorbike landing position or a balance of their choice.

Equipment

An indoor hall or an open playing area, North, South, East, West laminated cards



- Use this activity as an opportunity to explore degrees and fractions.
- Integrate the activity with Geography lessons. Use counties or countries rather than north, south, east and west.
- 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 performing the landing action during the activity.



- Create an obstacle course in your home or garden to practise landing. Draw the course in your PE journal. Invite a friend or family member to complete the course with you.



tóraí • na súile a dhúnadh • scapaithe amach • léim le casadh • tuaisceart • gluaisrothar • bealaí éagsúla



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of five and set up a jumping lane using cones for each group. The jumping lane should consist of a five metre run up followed by a three metre landing zone. Pupils take it in turns to run along the five metre lane and jump as far as possible into the landing zone, landing on both feet. A spot marker is used to mark the distance each pupil jumps. Within the groups allocate each pupil a different colour cone. Challenge them to beat their best jump and to land correctly.



Variations

- Allow pupils to approach the jump in whichever way they feel comfortable.
- Make the activity a team challenge. Each group measures their distances using a measuring tape and combine their distances to compare with other groups.

Equipment

An open playing area, spot markers, cones



- Lengthen the landing zone and use this activity to introduce the triple jump.
- Use umpires to measure the distance of the jumps from the side of the landing zone.
- 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 performing the landing action during the activity.



- Set up a jumping lane at home and practise landing with friends or family members.



I ngrúpaí • lána • zón tuirlingte • rith agus léim • spotaí • a mharcáil



DANCE



GALES



GYMNASTICS



OUTDOOR & ADVENTURE

Description of Activity

Invite pupils to find a space in an open playing area ensuring that they are at least arm's distance apart. It may be useful to set up this activity with signs on the four walls of the hall denoting north, south, east and west. All pupils start by facing the teacher. When the teacher calls a command, pupils must jump and land accordingly. This is a useful cross curricular activity to revise directions in Geography or degrees in Maths. Some examples include, start facing north and jump:

- Clockwise to south
- Anticlockwise to west
- A half turn
- 90° to the left
- 270° anticlockwise (what direction am I now facing? etc.).



Variations

- Introduce the language of directions, e.g. southwest or northeast.
- Take the activity on the move. Invite pupils to move around the area. When a pupil hears a command they must jump and land the required distance regardless of the direction they were facing initially.

Equipment

An open playing area



- Ensure pupils are very well spread out as they can become disorientated when jumping.
- When addressing degrees introduce angles, e.g. jump a half circle, etc.
- 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.



- Practise Landing Around the Compass in the yard with your friends.



scaipithe amach • tuaisceart • deisceart • oirthear • iarthar • léim • tuirlingt

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



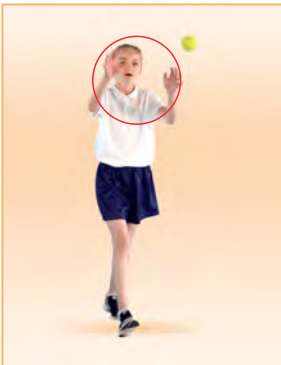
Eyes focused on the object throughout the catch



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



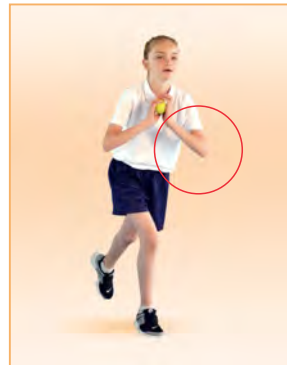
Hands reach out to meet the object



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 with one ball per pair. Invite all pairs to stand in two parallel rows, facing each other five metres apart. Pairs must take turns thinking of a challenging throw and/or catch to practise with their partner. Once the entire group has practised one idea, the next pair can think of a challenge. Encourage creative ideas and allow pupils time to discuss and come up with their challenge.

Throwing and catching ideas may include:

Catch the ball between your legs, throw the ball with your non-dominant hand, throw the ball underhand as high as possible to your partner, pass the ball backwards, pass the ball as low as possible without touching the ground, one handed catch, etc.



Variations

- Vary the size of the ball used. Smaller balls will increase the difficulty of catching, however, they are better for learning correct technique.
- Introduce tagging. On a signal the pupil in possession of the ball at that moment must evade their partner who becomes the tagger.
- Combine two pairs to make a group of four. These groups come up with a catching challenge and present it to the whole class to try.

Equipment

An open playing area, balls of various sizes (one per pair)



- **Learning the basics of catching is critical in many activities and is a prerequisite to throwing. When teaching the skill of catching do not focus on the teaching points of throwing.**
- **Ensure adequate space between pairs.**
- **Pause the activity at intervals to focus on the 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 the catching action during the activity.**



- **Practise catching at home with a friend or family member.**

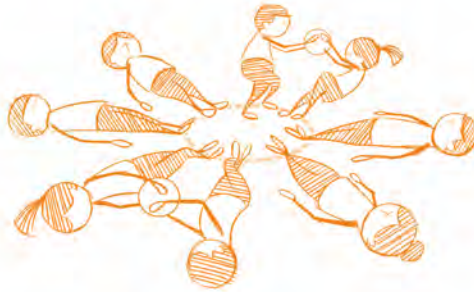


- **i mbeirteanna • liathróid amháin • sraitheanna comhthreomhara • dúshlán • smaointí atá cruthaitheach • idir na cosa**

Description of Activity

Invite pupils to form a circle. Each pupil should be a little less than arm's distance apart lying on their backs with their feet pointed towards the centre of the circle. Give a ball to two pupils on either side of the circle. Invite pupils to hand the ball to the person on their left (always starting clockwise) as quickly as possible. At any stage the teacher can call 'wrong way', at which point pupils change the direction of the pass.

If the teacher calls 'abandon ship' the two pupils with the balls stand up and run as quickly as possible to switch spots and then resume passing.



Variations

- Introduce more balls to the circle.
- Make the circle bigger, spread out more and sit up or stand up to throw further.
- Increase or decrease the size of the circle.
- Invite pupils to carefully throw the ball high enough in the air so the pupil beside them has an opportunity to catch it.

Equipment

A playing area,
two balls



- Always continue to pass the ball in the same direction unless the teacher calls 'wrong way'.
- Pause the activity at intervals to focus on the 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 the catching action during the activity.



- When you go home tonight ask a family member or friend to throw different sized balls to you. In your PE journal, write down any differences you encounter when catching balls of different sizes. Which is most challenging, which is easiest and why?



- i giorcal • ag luí ar a ndroim • liathróid • treo mícheart • liathróid a ghabháil • long a thréigean

Description of Activity

Arrange pupils in two even groups. Invite each group to form a circle (one large and one smaller inside it). Each pupil in the inner circle starts with a ball, facing an outer circle pupil. Those in the inner circle underarm throw the ball to the pupil directly opposite them in the outer circle. The inner circle pupil side steps immediately to the right to receive a throw from the next person in the outer circle.

Pupils continue throwing to each other while the inner pupils continue to rotate. The teacher may choose to maintain the same throwing/rotating order or alternate it.



Variations

- Vary the method of passing the ball, e.g. overarm throw, underarm throw, kick pass, etc.
- If pupils are unable to throw at the same time, or end up waiting, allocate fewer people to the inner circle compared to the outer circle.
- Vary the distance between the circles depending on skill level.

Equipment

Open playing area, one ball for every two pupils



- Encourage pupils to keep their head up and eyes open to anticipate the catch.
- Encourage pupils to call the name of the person to whom they are passing to avoid confusion.



- Practise throwing and catching balls of various sizes off a wall at home.



dhá chiorcal • ciorcal lastuigh • caitheamh lámh in íochtar • ciorcal lasmuigh • gabháil

Description of Activity

Arrange pupils in pairs (A and B), with two beanbags per pair. The pair stand facing each other, one metre apart, with pupil A holding a beanbag in each hand at eye level. Pupil A drops one of the beanbags at a time of their choosing. Pupil B must wait with their hands on their hips until a beanbag is dropped and try to catch it before it hits the floor.



Variations

- Pupil A drops two different coloured beanbags and nominates which colour should be caught.
- Vary the height from which the beanbag is dropped.
- Pupil A stands behind the catcher on a bench and drops a beanbag 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 beanbag as it comes into view.

Equipment

An open playing area, beanbags



- To increase or decrease the difficulty use tennis balls or soft balls.
- Ensure each pair have adequate space.
- Pause the activity at intervals to focus on the 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 the catching action during the activity.



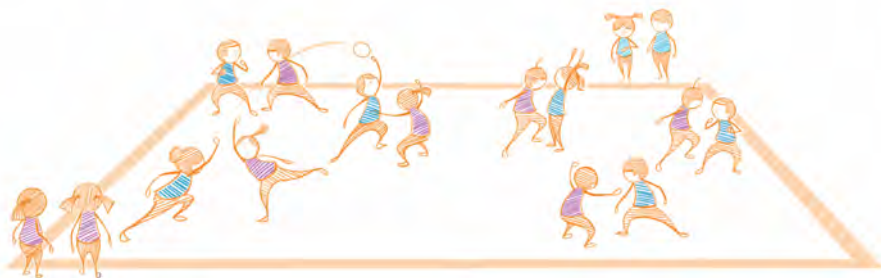
- Reaction time is central to this activity. In your PE journal, design a game that could help develop reaction time.



- i mbeirteanna • málaí pónairí • méadar • lig don mhála titim • lámha ar na cromáin • gabháil

Description of Activity

Use cones to set up a square (ten metres by ten metres). Arrange pupils in two groups and invite them to find a space within the square. The aim of the activity is to throw the ball to a teammate and if it is caught successfully, then the thrower leaves the field of play. Play continues uninterrupted. The aim is to have one pupil left on the field who throws to the referee to win the activity. If the ball breaks loose then play continues once a group regains possession. Pupils may only take one step with the ball in hand. To intercept the ball, pupils can block it but may not tackle physically. Repeat the activity for a set amount of time.



Variations

- Apply the activity to sports such as basketball, football or handball.
- Increase or decrease the size of the square.
- Vary the locomotor skill used to travel around the square, e.g. skipping, hopping etc.

Equipment

An open playing area, one ball, cones, bibs



- Generally, more able pupils are successful early in the activity and as they leave the square it provides more opportunities and activity time for other pupils.
- Set up multiple squares for large class sizes.



- At home, practise catching at different speeds by throwing a ball fast and slowly against a wall.



cóin • dhá fhoireann • liathróid a chaitheamh • a ghabháil • gan stopadh • dhá chéim • gan taicleáil

Description of Activity

Arrange pupils in pairs (A and B) and allocate three metres of wall to each pair. Pupil A performs the activity while pupil B counts for them. The aim of the activity is to throw a tennis ball against the wall and catch it to complete the following challenges.

- 7: throw a tennis ball against the wall and catch it seven times.
- 6: throw the ball so that it first hits the ground then the wall and catch it six times.
- 5: bounce the ball five times on the ground without stopping.
- 4: hold your leg up and throw the ball underneath so it bounces off the wall and catch it four times.
- 3: throw the ball against the wall and as it comes back pat-bounce it three times. Repeat three times.
- 2: throw the ball and clap in front, behind and in front again before re-catching. Repeat twice.
- 1: throw the ball, turn a full circle and catch the ball.

Each time a pupil drops the ball or completes the wrong sequence it is their partner's turn. Pupils take up where they left off on the next attempt.



Variations

- After successfully completing the entire sequence from seven down to one, attempt the sequence from one up to seven.
- Invite pupils to use their non-dominant hand only.
- Invite pupils to work cooperatively taking every second turn.
- Invite pupils to invent their own challenges if some prove difficult.

Equipment

Tennis balls, wall



- Read through the list with pupils in class so they are familiar with the sequence.
- Print one copy of the list for each pair.



- Show a family member how to play this game at home. Write the instructions down in your PE journal.



- liathróid leadóige a chaitheamh • liathróid a ghabháil • liathróid a phreabadh
- i gcoinne an falla • bualadh bos • casadh timpeall

Description of Activity

Arrange pupils in groups of five. Each group has its own station comprising two spot markers, two cones and a ball (as indicated in the diagram). One pupil stands at spot A, another pupil stands between the two cones and the remaining pupils line up at spot B. The pupil at the two cones sprints forward to catch the ball thrown from spot A. They pass the ball straight back to spot A and rejoin the line at spot B. The next pupil steps forward to the cones and repeats the process. Regularly rotate the pupil at spot A.



Variations

- Vary the size of the ball used.
- As pupils become more proficient, increase the speed of the throw.
- Vary the throw to ensure a high catch, low catch and chest catch are practised.
- Invite pupils to run around one of the two cones before sprinting forward to catch the ball to encourage approaching the catch from different directions.

Equipment

Spot markers, cones, tennis ball or large ball, defined playing area



- It may be useful to use a whistle to signal the next catcher in each group.
- Ensure pupils waiting in line are aware of missed catches.
- Encourage pupils to step towards the ball and catch with bent elbows.



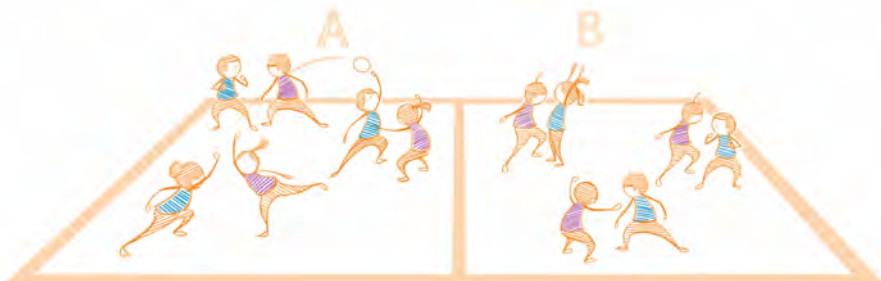
- Practise React and Catch in the yard.



grúpaí • staisiún • liathróid a ghabháil • pas a thabhairt • rith ráibe

Description of Activity

Divide a hall into two sections (zone A and zone B) and arrange pupils in two teams. Both teams position an even number of players in each zone. The teams in zone A compete to pass the ball three times between them, before passing it across to zone B. The players in zone B continue and pass it back to zone A after three passes. If the ball is successfully passed across the line and caught by a teammate, a score is awarded.



Variations

- The three passes must be continuous before sending the ball to the other zone.
- Sport specific tackling rules can be applied.
- Increase the number of passes or the type of pass.
- Increase or decrease the number of pupils in each zone to ensure maximum participation. Set up multiple games running concurrently where possible.

Equipment

Defined playing area (hall), cones, ball, bibs



- Encourage teams to maintain possession.
- When awaiting the ball from the other zone, encourage pupils to mark each other or get free from their opponent.
- Match up players of equal ability in each zone.



- Describe this game in your PE journal. Does this remind you of any other game?



roinnt e i leath • liathróid a phasáil • liathróid a ghabháil • zón • scór a bhaint amach

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



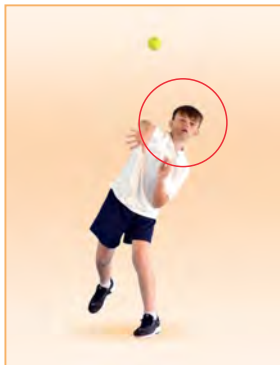
At this stage, pupils apply the action of throwing to a range of activities while stationary, on the move and with others. Successfully engaging with moving targets is an important feature of this stage. Characteristics of throwing at the mastering stage:

- 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

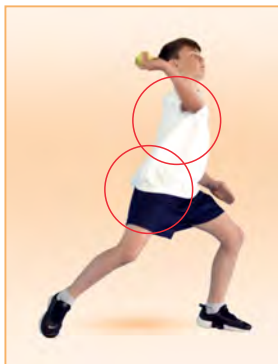


Bring the throwing arm
back behind the body,
swinging it down and
backwards in
preparation to throw

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

Arrange pupils in groups of six with three bowlers and three counters. Use cones to set up a bowling lane approximately five metres in length for each group. At the end of the bowling lane place five skittles as targets. The counters position themselves close to the skittles to count how many are knocked over and also to return the balls to the bowlers. Each bowler has three balls to knock over as many skittles as possible. All three bowlers take a turn and then switch places with the counters. The group that knock over the most skittles wins.



Variations

- If skittles are unavailable use water bottles or use a hoop and invite pupils to land a ball or beanbag in the hoop.
- Replace the balls with beanbags to simplify the activity.
- Vary the distance to make the activities easier or more challenging.

Equipment

Skittles or water bottles, spot markers, hoops, balls and cones



- **Ensure counters do not stand directly behind the skittles for safety purposes.**
- **Ensure there is enough room to create a laneway for each group.**
- **Take this opportunity to discuss the importance of drinking water and hydration with pupils. Ask them to bring their own water bottles to use as skittles to play the game.**



- **Collect empty bottles or cartons at home. Set up this bowling activity and invite your family members to play with you. Teach them one important aspect of good throwing technique.**



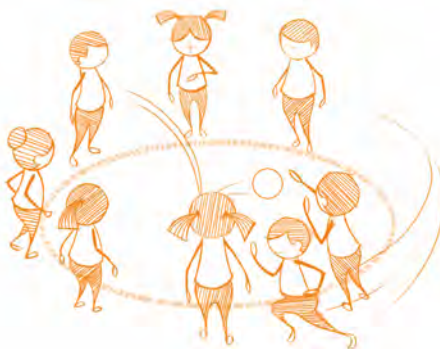
trí spotaí • fonsaí • lána • téad scipeála • babhlálaithe • málaí pónairí • a chaitheamh



Description of Activity

Arrange pupils in groups of eight, standing in a circle, arms distance apart, with one ball per group. Each pupil in the circle identifies one other pupil to whom they will pass, ensuring everyone is included in the pattern. One pupil begins with the ball. Once they make their pass they run around the outside of the circle in a clockwise direction and back to their original spot. The pupil who receives the catch repeats the process and play continues until everyone makes a pass.

If the ball is dropped, then the person whose turn it would be to pass next, picks it up and play continues from there. Repeat until everyone has had a turn, and then reverse the pattern.



Variations

- Challenge pupils to count how many cycles they can do without dropping the ball.
- Introduce a competitive element between groups, e.g. see which group finishes two cycles first.
- Vary the type or size of the ball.
- Invite pupils to follow their pass by crossing inside the circle.
- Increase or decrease the size of the circle, or change the manipulative skill to kicking or striking with the hand.

Equipment

An open playing area, one ball per group



- **Ensure pupils first become comfortable throwing in the circle without any running until familiar with the pattern.**
- **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 performing the throwing action during the activity.**



- **Adapt a kicking game you play, by replacing kicking with throwing. Draw the variation in your PE journal and play it with your friends in the yard.**



ochtar • pas a thabhairt • caitheamh • rith timpeall • deiseal • ar ais go dtí a n-áit

Description of Activity

Use cones to set up a large rectangular playing area. Select three pupils to be throwers. Throwers position themselves in a small square in the middle of the playing area, with a ball each and a bucket of spare balls to throw to pupils who are tagged. The rest of the class spread out around the playing area. On a signal, the throwers can throw their ball, aiming to hit the other pupils below the waist. If a pupil is hit by a ball, they must freeze on the spot. Throwers can now pass a ball to the frozen pupils, who can then help in attempting to tag the remaining pupils. Frozen pupils are freed if they manage to tag someone else. Rotate the role of tagger regularly.



Variations

- Increase or decrease the number of throwers depending on how the game is progressing. It may also be useful to add more balls to keep the game intensity high.
- Increase or decrease the size of the playing area if necessary.

Equipment

An open playing area, foam balls or soft dodge balls



- Allow one thrower to leave the square to gather loose balls if necessary.
- Ensure that balls are thrown downwards towards the ground at all times.
- Change the throwers regularly to give every pupil a chance to throw.
- 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 performing the throwing action during the activity.



- Practise throwing a ball at a wall, varying the distance from the wall each time you throw. In your PE journal, note three things you notice when the distance to the wall changes.



triúr • caiteoirí • liathróid a chaitheamh • preabadh • má bhuailtear dalta • reoigh

Description of Activity

Place two tall cones approximately ten metres apart, one the batting base and the other the first base (in the centre of the hall). Arrange pupils into two teams - infielders and outfielders. The infield team line up behind the batting base and the outfielders spread out around the playing area. The first batter stands at the batting base and throws the ball anywhere within the confines of the hall. To score, the batter must throw the ball, then run and touch the first base, and make it back to the batting base again before the outfielders can get him/her out. To get a batter out, the outfielders must gather the ball and throw it (without bouncing) against the back wall of the hall. If the ball hits the back wall before the batter reaches the batting base, the batter is out. After all infielders bat once, teams switch roles.



Variations

- Vary the type of ball being used, e.g. make it bigger, smaller, less or more bouncy according to skill level.
- Alter the distance between the bases.
- Introduce a rule that outfielders have to pass the ball at least once before throwing it against the wall.

Equipment

Indoor playing area, wall, tennis balls, two tall cones per game



- Ensure space is adequate for the number of pupils.
- If the class is a large group, divide the hall in two or set up two or three concurrent games outside. If outside, use cones to define the playing area and invite pupils to touch the batting base with the ball to get the batter out rather than striking a wall.



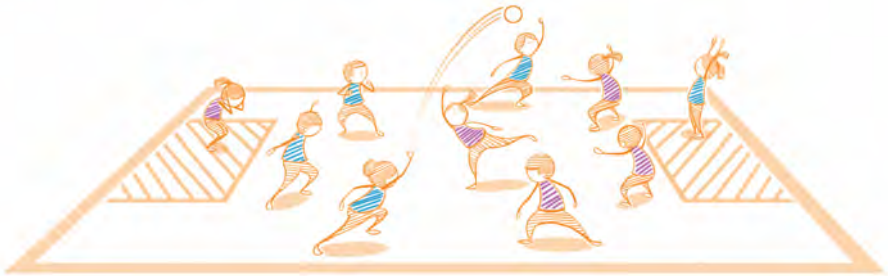
- Practise throwing at home with a friend or family member. Use a teddy or a rolled-up pair of socks if you don't have a ball.



- dhá chón ard • daoradh slacála • céad daoradh • imreoirí sa gharpháirc • imreoirí ar an bhfód amuigh • caitheamh

Description of Activity

Use cones to set up a rectangular playing area with a square at either end. Arrange pupils in two teams. One pupil from each team (the scout), 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 team with the most players in their square at the end of a predetermined time wins.



Variations

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

Equipment

An open playing area, cones, balls



- **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 performing the throwing action during the activity.**



- **At home play a game of throw and catch with a friend or family member. Count how many times you can throw the ball without dropping it.**



- **cóin • áit súgartha dronuilleogach • gasóg • dhá fhoireann • pasanna a thabhairt • breith ar an liathróid • méid is mó imreoirí**

Description of Activity

Arrange pupils in two teams and divide the hall in half with cones. A bench is placed at either end of the hall. To play the game, pupils throw a ball and attempt to strike pupils on the other team below hip height. The ball cannot bounce first. If a player is hit they must stand on the bench at the back of the opposition's zone. Tagged pupils can be set free if a teammate throws a ball to them and they catch it successfully.

Pupils are not permitted to block a ball thrown at them but must catch it cleanly or dodge it.

A no-go zone is created around the bench to prevent pupils intercepting passes to free teammates (but balls may be retrieved from this area when necessary).



Variations

- Invite pupils to maintain a single leg balance while on the bench.
- Introduce a penalty system for pupils before standing on the bench, e.g. ten star jumps.

Equipment

An indoor playing area, cones, two benches, soft bouncy balls



- Ensure pupils throw low to strike the legs of the opposition.
- 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 performing the throwing action during the activity.



- Throwing over distance requires more force. Practise throwing as far as possible with a friend or family member at home. Use a variety of different types of throwing techniques.



dhá fhoireann • bínse • liathróid a chaitheamh • faoi airde na cromáin • preabadh • a bhlocáil

Description of Activity

Use cones to set up two large square playing areas, and arrange half of the pupils in each square. Within each square, five pupils are the wolves and the remaining pupils are the bunnies. The wolves start the game with two balls. The bunnies can move freely around the playing area at all times. To tag a bunny, a wolf must touch a soft ball off the bunny's body. The wolves, however, can only take one step with the ball in their hands (but can run freely without it). The wolves have to move without the ball to position themselves near a bunny, take a pass from another wolf and tag the bunny. Once a bunny is tagged, they become a wolf. Encourage the wolves to 'hunt in a pack' to be more successful.



Variations

- Increase or decrease the number of wolves in each square.
- Vary the locomotor skill used to move around the area, e.g. skipping or side stepping only.
- Depending on the group size, the last three bunnies tagged could become the wolves for the next game.

Equipment

One soft ball for every three wolves



- **Set up multiple smaller sided games where appropriate to provide more opportunities for throwing.**
- **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 performing the throwing action during the activity.**



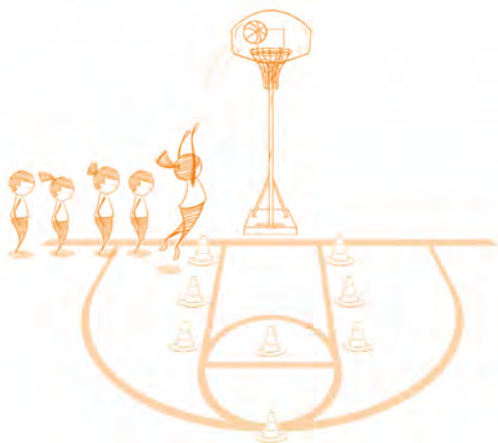
- **In your PE journal, list three sports in which good throwing technique is important. Draw (or stick) a picture of each one in your PE journal.**



- **mic tíre • coiníní • liathróid a leagan ar • céim amháin • cluiche tóraíochta • caitheamh**

Description of Activity

Arrange pupils in groups of five. A station is created for each basketball hoop available with cones placed at various distances from the hoop. Pupils take turns trying to throw the ball into the hoop from the first marker. If they are successful they throw from a more difficult position on their next attempt (marker two) and continue until they reach the three point throw line (marker eight).



Variations

- If a pupil scores they move to the next cone, however, if they miss they go back a cone.
- Change the height of the hoop if portable basketball nets are available.
- Vary the type of ball used, e.g. basketball, football, tennis ball.
- Develop the activity into two vs two or three vs three basketball.

Equipment

Basketballs, basketball hoop or paper targets



- If basketball hoops are unavailable, stick paper targets on the walls or set up boxes or hoops at a height for pupils to throw into.
- 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 performing the throwing action during the activity.



- At home, teach a family member or friend the teaching points of throwing. Practise throwing with them every day for one week and give them feedback at the end of the week.



cúigear • stáisiún • fonsa cispheile • cóin • fad éagsúla • liathróid a chaitheamh • má éiríonn leo • suíomh níos deacra

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 Máistrithe



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



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



Follow through in the direction of the target



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 groups of three. Start by inviting pupils to warm up their kicking skills by kicking the ball to each other in a triangle. Once everyone has warmed up, invite two pupils to stand facing each other approximately five meters apart. The other pupil stands in the middle with their legs spread wide apart as the goal. The two outside pupils try to kick the ball through the goal, keeping the ball below knee height and on the ground if possible. If successful, the scorer moves to the middle and becomes the goal. The ball is then kicked by the other pupil to continue the game. As the activity progresses and the kicking becomes more accurate, the pace of running between positions should increase.



Variations

- Vary the distance between pupils.
- Add a second goal (pupil).
- Encourage pupils to use their non-dominant foot.

Equipment

An open playing area, balls of various sizes



- Ensure there is adequate space between groups.
- It may be useful to use soft balls to avoid hurting the person in the middle, especially if skill level is low. Also continuously refer to safety during the activity.
- Keep the ball on the ground (below knee height) at all times.



- Practise kicking with your non-dominant leg at home.



triúr • dalta sa lár • líon • cosa amach • liathróid a ciceáil

Description of Activity

Use a rope to set up a kicking line where pupils must position themselves behind. Use cones to set up six target squares of different sizes, positioned at various distances from the kicking line. Arrange pupils in teams of four and give each pupil a number from one to four. The first pupil from team A chooses a square to attempt to kick a ball into. The first pupil from each of the opposing teams then attempts to kick into the same square. If successful a team gets a point. Rotate the team that takes the first kick. The process continues until everyone has kicked.



Variations

- Introduce bonus targets in each of the zones such as cones, spots and hoops to improve accuracy.
- Use smaller sized teams working in the same area to ensure more opportunities to kick.

Equipment

An open play area, large round or oval balls, cones or markers, rope



- Pupils retrieve their ball when instructed by the teacher.
- If equipment is limited, invite teams to operate on both ends of the yard ensuring there will be a flow of balls to both sides at all times.
- 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.



- In your PE journal, draw a picture of your foot making contact with the ball when kicking. Where should you make contact with the ball? List three things to remember.



téad • trí zóin • uimhreacha • ciceáil • ciceanna éagsúla

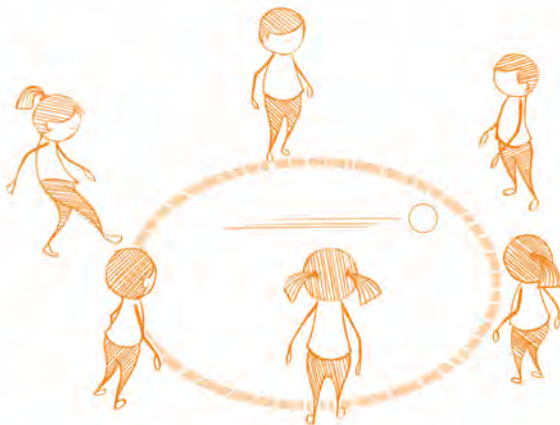
Description of Activity

Arrange pupils in groups of six, with a ball per group. Invite each group to stand in a large circle in an open space. Every pupil identifies one pupil to whom they will kick-pass the ball. Each pupil will pass and receive the ball only once per cycle.

When play begins, once a pass has been made, the pupil who passed the ball runs around the outside of the circle in a clockwise direction back to their original spot.

The pupil who receives the pass must then pass to the pupil they have previously identified, then run around the outside of the circle, and so on.

If a pass is misplaced or miscontrolled, the receiver retrieves it and play continues from there.



Variations

- Vary the weight and size of the ball.
- Invite pupils to follow their pass by crossing inside the circle.
- Adjust the size of the circle to increase or decrease the difficulty.
- This activity can be done in the same way by throwing the ball rather than kicking.

Equipment

An open playing area, footballs



- Invite pupils to walk initially until they become comfortable kicking in the circle.
- 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.



- In the yard, adapt a throwing game that you know by replacing throwing with kicking.



ceathrar nó ochtar • liathróid a phasáil • ciceáil • uair amháin • rith timpeall • deiseal

Description of Activity

Arrange pupils in two groups, one group are the statues and the others are the dribblers. Each dribbler should have a ball from the start of the activity. All pupils move around the designated area. On a signal the statues should stand with their feet apart, some at medium distance apart and some with their feet just far enough apart for the ball to go through. The other pupils who are the dribblers drop the ball and dribble it with their feet throughout the playing area. When they come to a statue they kick-pass the ball through the statue's feet, run around the statue and trap the ball on the other side. Swap roles regularly.



Variations

- Invite the pupils to work in groups of three with two dribblers playing against each other and one statue.
- Vary the activity to striking with the hand by bouncing the ball rather than a foot dribble.
- To increase the difficulty add a shadow (another pupil following their run) while they are dribbling.
- Use a ball between two instead of a ball each and invite pupils to make a pass after putting the ball through a statue's legs.

Equipment

An open playing area, footballs



- Ensure that the ball is kept on the ground and is not kicked hard.
- Use plenty of space to allow pupils experiment with kicking and dribbling fully.
- 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 your kicking technique at home by marking some targets on a wall and trying to hit them from various distances.



na deilbh • na druibleáilthe • séideadh na feadóige • ciceáil • tríd na cosa

Description of Activity

This activity combines aspects of soccer with tag. Arrange pupils in groups of three or four with one ball per group. One group begins without a ball. This group will be on and must attempt to steal a ball from one of the other groups. Once they get the ball away from another group, that group is on. As in soccer, the ball cannot be touched with their hands, so to steal the ball it is necessary to intercept a pass from another group.



Variations

- Use this activity to practise the skill of throwing, similar to Piggy in the Middle except on the move with several games going on at once.
- Vary the locomotor skill used to move around the area, e.g. skipping or side-stepping.
- Set up a game within each game, two players pass and the third tries to intercept.

Equipment

An open playing area, soccer balls



- Ensure there are no hazards in the playing area.
- Ensure pupils are cautious of others moving around them and remind them that physical contact between players is unacceptable.
- Pause the activity at intervals to reinforce the teaching point of kicking being addressed in this particular lesson.



- Practise kicking from both feet at home with a friend or family member.



cluiche tóraíochtaí • triúr • ceathrar • liathróid a ghoid • pas a idirghabháil

Description of Activity

Use cones to set up a rounders pitch with four bases in a diamond shape. Arrange pupils in two teams, one outfield team and one kicking team. The kicking team line up behind the home base. The outfield team nominate a pitcher who will roll the ball to each of the kickers. They each attempt to strategically kick the ball and run around the bases. If the kicker gets home, a score is awarded to their team. If the outfield team get the ball to the base that they are running to or home base before they reach it, they are out. If the outfield team catch the ball before it hits the ground, the kicker is out. After everyone has kicked the rolls are switched.



Variations

- Use an implement such as a bat or tennis racket and a smaller ball to play conventional rounders.
- Allow pupils to run in pairs with linked arms after the kicker has kicked the ball.
- Vary the movement between bases, e.g. run, skip, hop etc.

Equipment

An open playing area, large balls, cones



- When kicking pupils should keep their head down and eyes on the ball and strike through the football in the direction which they want ball to travel in.
- Set up multiple games running simultaneously if possible to ensure the activity levels are high and wait time is low.
- 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.



- Set up Football Rounders at home and play with others.



- Cluiche corr • ceithre daorthaí • dhá fhoireann • ceapadóirí na páirce amuigh • foireann ag ciceáil • rith

Description of Activity

Arrange pupils in teams of three (A, B and C) with one ball for every two teams. Two teams position themselves at a section of wall five metres wide which is set out using cones. Teams play in the order of A, then B, then C. Pupil A from the first team kicks the ball against the wall inside the boundary and pupil A from the opposing team must respond. This process continues through all team members. If a pupils strikes the ball inside the boundary, their team gains a point. This process continues until a team reaches a score of ten points.



Variations

- Allow pupils to catch the ball before kicking.
- Introduce a rule that all pupils must kick the ball with their non-dominant foot only.
- Try as a cooperative exercise and see how long pupils can continue a rally without a mistake occurring.

Equipment

Defined playing area with wall or fence space, large balls, cones



- Ensure there is adequate space between and behind groups.
- Encourage pupils to approach the ball from behind.
- 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 kicking a ball against a wall at home. Challenge yourself to complete a star jump between each kick, without losing control of the ball.



beirt nó tríúr • in aghaidh an balla • a haon • a dó • a trí • ciceáil

Description of Activity

Use cones to set up a small circle in the middle of the playing area. Arrange pupils in two uneven groups (e.g. five versus fifteen). The group with five pupils stands inside the circle with a football each. On a signal they must kick the balls out of the circle. The opposing group of fifteen pupils spread out around the central circle, standing at least ten metres away, and must retrieve the balls and place them back inside the circle as quickly as possible. Record the time taken. The aim is to retrieve the balls in the quickest time. The kickers should aim to kick the footballs as far away from the centre circle as possible. Repeat with a new group of five pupils.



Variations

- A pupil inside the circle must complete a pass before a teammate can kick it out of the circle.
- Pupils in the circle may vary the kick (non-dominant leg, from the ground or hand).

Equipment

Footballs, hall, cones



- Encourage kickers to kick into open space.
- Encourage retrievers to think about where they are standing prior to 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.



- In your PE journal, draw a picture of this activity. Write a list of all the teaching points for kicking.



- ciorcal beag • foirne nach bhfuil cothrom • deich liathróid • liathróidí a ciceáil • méid is lú liathróidí

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 Máistríthe



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.

Common errors and feedback

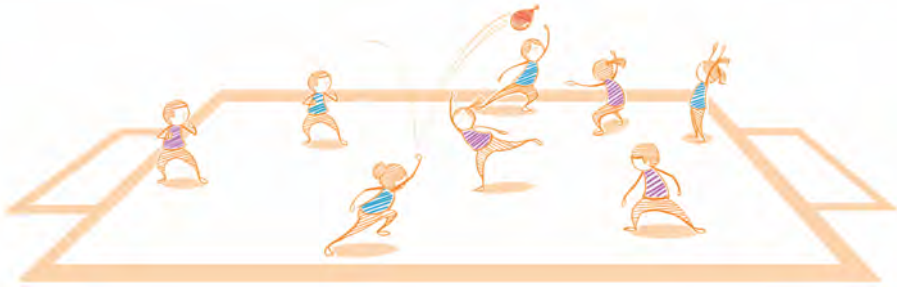
Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Slapping the ball	Open and relax your fingers, cushion the ball
Ball bouncing at inconsistent heights	Keep the ball just under your hip height. The trunk of your body should only have a slight bend, don't bend further
Pupil not looking 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

Use cones to set up multiple playing areas similar to soccer pitches. Arrange pupils in teams of four and allocate two teams to each playing area with a balloon or soft ball. Pupils must make three passes using a strike with the hand before they attempt to score in the opposing team's goal.



Variations

- Incorporate more than one balloon or ball.
- Play with a goalkeeper and larger goal.
- To make the game more challenging, progress to dribbling a ball to move.
- Hang a hoop at each end of the playing area and invite pupils to score by striking the balloon or ball through the hoop.

Equipment

An open playing area, cones or goals, balloons



- Ensure there is no tackling in the game setting. To gain possession pupils must intercept the ball or balloon in the air.
- Ensure the playing area is suitable for the number of pupils and that there is adequate space between pitches.
- 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 performing the striking action during the activity.



- Adapt a sports activity to practise striking with the hand. Play it in the yard with your friends.



ar nós cluiche sacar • cóin • foirne de ceathrar • cúl báire • balúin a phasáil • bualadh le lámh

Description of Activity

This game is a variation of cricket. Place two tall cones about ten metres apart in a large open playing area, one as the batting base, and the other as the first base (in the centre of the playing area). Arrange pupils in two teams, infielders and outfielders. To play the game the first infielder becomes the batter and stands at the batting base. They strike the ball with an open hand to the outfield. Depending on the pupil's skill level, they may choose to bounce and strike or throw in the air and strike. Once the first batter hits the ball, they must run and touch the other tall cone (first base) and make it back before the outfielders pick up the ball and touch it to the home base. If the batter makes it back they score a run for their team. After all infielders bat, teams switch roles.

If playing indoors, the aim for the outfielders is to hit the back wall of the hall with the ball before the batter reaches the batting base to prevent a run being scored.



Variations

- Vary the type of ball being used - make it bigger, smaller or less bouncy depending on the skill level of the pupils.
- Vary the distance between the bases, e.g. a larger distance makes it harder for the batter.
- When playing indoors outfielders must pass the ball at least once before throwing it against the back wall.

Equipment

An open playing area, tennis balls or soft balls, tall cones



- If space allows, set up multiple playing areas with approximately six on each team to ensure wait times are low and activity levels high.
- 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 performing the striking action during the activity.



- In your PE journal, draw a picture of you striking with the hand in this activity. Label the picture with the teaching points for striking with the hand.



- cóin atá ard • daoradh slacála • ar an bhfód amuigh • isteach sa gharpháirc • liathróid a bhualadh • lámh a leagan ar

Description of Activity

Arrange pupils in pairs (A and B), with a basketball or bouncy ball. Pupil A takes possession of the ball and pupil B stands behind them. On a signal, pupil A begins bouncing the ball. From this point onward pupil A is no longer permitted to catch the ball and must control it by bouncing it in front of their body. Pupil B attempts to touch the ball or knock it out of the possession of pupil A. Pupil A attempts to keep their body between the ball and pupil B in order to protect the ball and remain in possession for as long as possible. After a set period of time switch roles or allow pupils to swap roles after every interception.



Variations

- Use alternate hands to bounce the ball.
- Use groups of three, with two pupils dribbling the ball and one trying to intercept.
- Arrange pupils in groups of five with a ball each. The aim is to remain in possession of your own ball while trying to dispossess others.

Equipment

One ball per pair, hall or enclosed yard area



- Encourage pupils to maintain a strong, balanced body position over the ball while also discouraging any rough play, pushing or dragging.
- 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 performing the striking action during the activity.



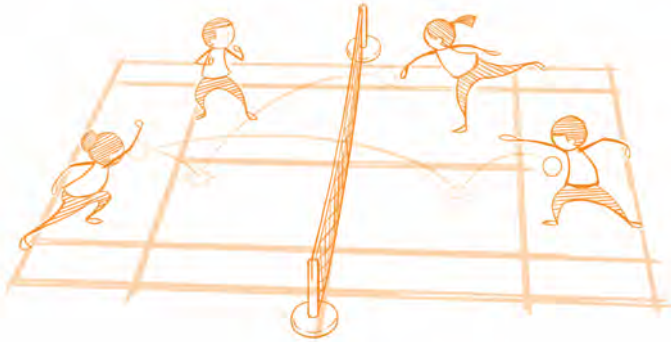
- Practise bouncing a ball at home. How many bounces can you complete in thirty seconds? Ask a friend or family member to time you.



- balún • taobh thair dá ndroim • balún a phreabadh ar a gceann • a smachtú • lámh a leagan ar

Description of Activity

Arrange pupils in pairs. Set up multiple rectangular mini tennis courts in the playing area. Use a low net, rope, chalk line or line of cones as the halfway line. Allocate two pairs to each court with one light bouncy ball. The aim of the game is to maintain a rally for as long as possible by striking the ball back and forth over the net using the hand only. Pupils should count the overs and keep track of their highest score.



Variations

- Increase or decrease the size of the court.
- Increase or decrease the number of pupils playing in each court.
- Add a bounce or two bounces and allow each team member to touch the ball once before it is returned.

Equipment

A hard surfaced playing area, ropes, chalk or cones, light-weight balls



- Ensure there is adequate space between courts.
- It is useful to have a variety of different balls to suit the ability of individual groups.
- Rotate the teams regularly.
- 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 performing the striking action during the activity.



- Practise playing Over It Goes with a friend in the yard. Create some of your own additional rules or challenges for the game.



cúirt leadóige atá beag • dronuilleogach • líon • bualadh le lámh • babhta imeartha • a chomhaireamh

Description of Activity

Use cones to set up a large defined playing area. Arrange pupils in pairs (A and B), with a ball per pair. Invite all pairs to position themselves outside the playing area. To begin the activity the teacher calls A or B. The pupil called becomes the attacker and dribbles the ball into the playing area. Once all attackers have had a chance to dribble around the area, the teacher calls 'defender'. The second pupil then enters the playing area, finds their partner and attempts to take possession of the ball. Repeat to ensure pupils have an opportunity in the role of attacker and defender.



Variations

- This game can also be adapted to practise dribbling a football or dribbling with an implement.
- Progress the game using groups of four with two versus two, introducing throwing and catching.

Equipment

An open playing area, cones, balls



- Ensure pupils have enough space in the playing area to move around safely. Consider setting up two or more playing areas if space allows.
- Rotate partners regularly, encouraging pupils to engage with pupils of varying ability.
- 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 performing the striking action during the activity.



- Name three sports in which striking with the hand is important. List them in your PE journal and draw the striking technique required for each one.



- i mbeirteanna • ionsaitheoir • cosainteoir • liathróid cispheile • uimhir • druibleáil • séideadh na feadóige • bualadh le lámh

Description of Activity

Arrange pupils in groups of four, with one basketball or soft bouncy ball and one hoop per group. Pupils place the hoop on the ground between them, with one pupil as the attacker and the other three as defenders. To begin, the attacker bounces the basketball into the hoop. The aim for the other three pupils is to retrieve the ball and bounce it back into the hoop again before it touches the ground. To do this they attempt to control the ball by striking it to each other using their hand only (no catching) to get the ball within range to bounce into the hoop again. Each defender can only touch the ball once and the attacker scores a point if the ball is not successfully returned to the hoop. If the ball is successfully bounced back into the hoop, the pupil that makes the bounce becomes the attacker. Pupils will need to move around the hoop and react to a variety of bounces.



Variations

- Introduce catching or allow two or more touches per defender to simplify the activity.
- Invite all four pupils to work together to maintain a rally for as long as possible.
- Play the game in pairs rather than fours.
- Place a trampette if available inside the hula hoop for added bounce.

Equipment

An open playing area, basketballs or soft bouncy ball, hoops



- Ensure there is adequate space between groups.
- Encourage pupils to bounce the ball with enough force to reach 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 performing the striking action during the activity.



- Teamwork is important in this activity. In your PE journal list five important characteristics of teamwork.



ceathrar • liathróid cispheile • fonsa • liathróid a phreabhadh • bualadh le lámh

Description of Activity

Arrange pupils in four groups, with a ball per pupil. Set up a large square playing area using cones, with a smaller square in the centre. Invite all pupils to stand around the perimeter. One group begin the game in the centre of the square in the role of Magpies. On a signal, all pupils begin bouncing their balls and move into the square. The aim of the game is for the Magpies to bounce and dribble their own ball within the playing area, whilst attempting to knock the other pupil's balls out of the playing area. If a pupil's ball leaves the square they must retrieve it and stand on the perimeter of the square for the remainder of the game. The winner is the last pupil in possession of their basketball. Change the group that is playing the role of the Magpies and play again.



Variations

- Play for a set amount of time instead of continuing until there is only one winner, as the game tends to slow down with less players.
- Increase or decrease the size of the square and the number of pupils in the groups.
- Set a time limit to encourage pupils to attack.
- If space allows, set up two or more playing areas to reduce waiting time.

Equipment

An open playing area, balls, cones



- It may be useful to set up a training area where pupils who are struggling to dribble the ball can practise if they leave the game early.
- 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 performing the striking action during the activity.



- Practise dribbling a ball at home. Set a target for how many bounces you should do with each hand before alternating. Set out obstacles to bounce around. Describe your practice in your PE journal.



cruth cearnóige • liathróid cispheile • liathróid a phreabadh • druibleáil • liathróidí eile a bhualadh • dalta deireanach

Description of Activity

Use cones to set up a large rectangular playing area free of obstacles. Three pupils begin as the sharks and position themselves in the middle of the rectangle. All remaining pupils are the minnows and position themselves at one end of the playing area holding a ball. The aim of the game is for the minnows to dribble their ball to the other side while trying to avoid being tagged by a shark. If a minnow is tagged they become an octopus and must stop, place the basketball between their feet and hold their hands out to the side. Although an octopus cannot move, they can tag a minnow if they come close enough.



Variations

- Increase or decrease the number of sharks to make the game easier or harder.
- Invite the octopus to dribble on the spot to practise their technique.
- Introduce a basket ring at either end. If a basket is scored by a minnow at the end of a run, all the octopus are free. In this case change the sharks regularly.

Equipment

An open playing area, basketballs or bouncy balls, cones



- Discuss safe tagging with pupils and ensure balls remain between pupil's feet when they are tagged to prevent any tripping.
- 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 performing the striking action during the activity.



- Practise striking a ball against a wall at home using the hand. Draw targets and pin them to the wall. Invite a friend or family member to practise with you and give them feedback on the teaching points for striking with the hand.



- dronuilleog • triúr mar siorcanna • bodairlí • liathróid cispheile • druibleáil • octapas • liathróid idir na cosa • lámha sínte amach

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 Máistirithe



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

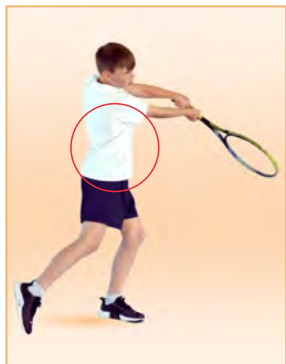


Hands should be together at the base of the implement with the hand at the end matching the front foot



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 relay teams of equal numbers. Each team has two unihoc sticks and one tennis ball or puck. Set up a relay lane for each team by placing cones three feet apart in a straight line. Invite all teams to line up behind their first cone. On the whistle, the first pupil from each team dribbles the ball/puck in and out through the cones using their unihoc stick. When they reach the last cone, invite each pupil to strike the ball/puck along the ground back to the next pupil on their team. Each pupil follows their pass, hands the unihoc stick to the next in line and rejoins their line. When each pupil has completed their attempt, the entire team must crouch down to show they are finished.



Variations

- Vary the equipment used depending on the space available, e.g. hurleys and sliotars on a large open grass playing area.
- Vary the rules of the game, e.g. each team must complete the course twice before crouching down to show they are finished.
- If space is limited, invite each pupil to dribble back down through the cones until they reach a half way mark before striking the ball to the next pupil.

Equipment

Large playing area, unihoc sticks, tennis balls or unihoc pucks, cones



- Ensure there is enough space in each lane to allow the pupil to strike the ball and for that pupil to run back to their line without getting in the way of the next pupil or another team.
- If space allows, set up more lanes and arrange pupils in smaller groups to provide greater opportunity for engagement.
- Pause the activity at intervals to focus on the 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 performing the striking action during the activity.



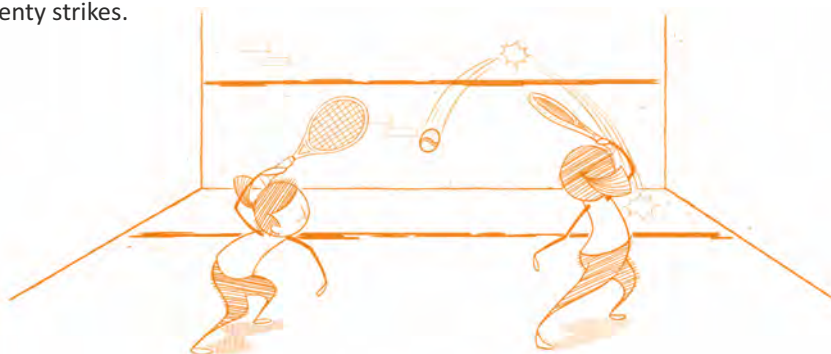
- Practise striking a ball against a wall home, using an implement such as a bat, tennis racket or hurley, etc.



ceathrar • maide haca • camán • triúr os a gcomhair • liathróid a rolladh • liathróid a bhualadh

Description of Activity

Arrange pupils in pairs with a bat or racket each. Use tape or chalk to draw a line one metre off the ground along a wall or fence. Draw a second line on the ground one metre from the fence or wall indicating a 'no volley zone'. The aim of the game is to hit the ball at the wall above the line for their opponent to return. Invite each pair to play a rally, hitting the ball before or after one bounce. A pupil is not permitted to enter the 'no volley zone'. Invite pupils to play for a set amount of time, or challenge them to work together to reach a target, e.g. a rally of twenty strikes.



Variations

- Vary the rules, e.g. make it competitive by introducing a scoring system between partners.
- It may be useful to set up a square using cones for pupils to play in, limiting the amount of space used and to separate pairs from each other.
- Vary the implement, e.g. racket (small or large), bat, hurley etc.

Equipment

Large hard surface playing area with a wall or hard fence, rackets or bats, balls, tape or chalk



- **Pause the activity at intervals to focus on the 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 performing the striking action during the activity.**



- **Striking a ball while it is moving through the air requires good hand-eye coordination. Draw a picture of this activity in your PE journal showing good striking action and hand eye coordination.**



i mbeirteanna • líne chríche • zón saor ó bhuille eitleoige • liathróid a bhualadh • babhta imeartha • preab amháin



Description of Activity

Arrange pupils in groups of five with a bat and a ball per group. The pupil with the bat stands in the centre of a circle made by the other pupils. The pupil with the ball bowls or throws the ball underarm to the batter trying to hit them on the legs. The batter must keep their legs still while the ball is being thrown. The aim of the game is for the batter to protect their body with the bat or hurley. If the batter hits the ball, the fielding pupil (pupil who catches the ball) is the next to bowl. The batter has a maximum of five turns. If the bowler is successful in hitting the batter on the legs, the bowler becomes the batter.



Variations

- Vary the size of the circle.
- Use soft balls if safety is a concern and encourage the batter to not hit the ball hard.
- Rotate the role of batter to ensure everyone gets a turn.

Equipment

A large open playing area or hall, bat or hurley, small soft balls



- The batter should keep their eyes on the ball throughout the striking action.
- Provide each pupil in the circle with a ball and invite them to bowl to the batter in turn. Ensure the batter turns quickly to face the next bowler.
- Pause the activity at intervals to focus on the 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 performing the striking action during the activity.



- Striking an object that is travelling at speed is challenging. Practise the skill at home with a friend.



cúigear nó seisear • maide • liathróid • ciorcal • sa lár • corp a chosaint • a bhualadh

Description of Activity

Arrange pupils in groups of five. Use cones to set up two squares for each group, and position each square five metres apart.

Invite a pupil to stand in each square holding a racket and ball, a third pupil is the designated referee and the other two pupils wait, queueing to enter the game. The pupil with the ball drop serves to their opponent's court and the opponent plays it back after one bounce. A player who misses the ball or misses their opponent's square places the racket on the ground, leaves the playing area and joins the waiting queue. The referee picks up the racket and joins the game, serving to get play underway again. The next waiting pupil then becomes the referee. Pupils continuously rotate through the positions to keep the game going.



Variations

- Increase or decrease the size of the squares and the distance between the squares.
- Allow additional pupils to play in each square, e.g. doubles.
- Vary the manipulative skill used to play the game, e.g. striking with the hand or kicking.

Equipment

An open hard surface playing area, rackets, balls, cones



- Discuss the role of the referee with pupils, encouraging fair play and sportsmanship.
- Pause the activity at intervals to focus on the 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 performing the striking action during the activity.



- The referee plays an important role in this game and in many sports. In your PE journal list five reasons why it is necessary or important to have a referee.



cúigear • dhá chearnóg • réiteoir • freastal • preabadh amháin • raicéad

Description of Activity

Arrange pupils in groups of six with one implement and one ball each. Use cones to set up a square playing area for each group. The aim of the game is to dribble around the square, keeping control of your ball, while attempting to dispossess other pupils and strike their ball out of the square. If a pupil's ball is knocked outside the square, they must retrieve their ball and leave the square until the next game commences. The winners are the last two pupils left in possession of their balls. Rotate pupils to a new group regularly.



Variations

- On a signal, pupils must leave their own ball and find another and continue.
- Increase or decrease the size of the playing area.
- Invite pupils that lose a ball to retrieve it and practise while waiting for the next game by dribbling around the playing area.

Equipment

Hall or hard surface playing area, unihoc sticks or hurleys, small balls, cones or spot markers



- **Pause the activity at intervals to focus on the 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 performing the striking action during the activity.**



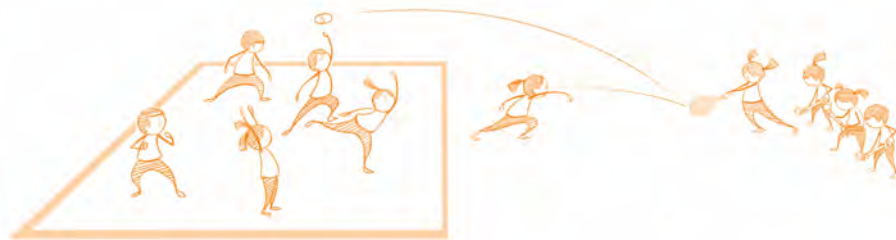
- **Set up an obstacle course that you can dribble a ball around using a hurley or other implement at home. Invite a friend or family member to practise with you. Draw the course in your PE journal.**



seisear • lastuigh den cearnóg • druibleáil • smacht ar an liathróid • liathróidí eile a bhualadh • beirt fágtha • buaiteoirí

Description of Activity

Arrange pupils in groups of ten. Use cones to set up a large square playing area for each group. Invite five pupils to stand in this square as the fielders. The five remaining pupils (the batters) position themselves behind a cone twenty metres away. A bowler from the batting team throws a ball to the first batter. The batter attempts to strike the ball into the opponent's square in an attempt to score a point. The batting team score if the ball hits the ground. If the batter misses the court or if the ball is caught, the fielding team score a point. The batting team continue hitting in rotation until each pupil has had two turns. Switch roles and repeat the activity.



Variations

- Introduce a variety of rules, e.g. score two points for a catch and one point for a catch after one bounce.
- Vary the equipment used, e.g. badminton racket and a shuttlecock for indoor activity, or a tennis racket and ball, etc.

Equipment

An open playing area, rackets, balls, cones



- Remind pupils to focus on accuracy rather than force when striking the ball.
- Remind the bowler to duck and move out of the way to avoid being struck by the ball.
- Pause the activity at intervals to focus on the 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 performing the striking action during the activity.



- Practise striking a ball towards a given target at home. Invite a friend or family member to practise with you, and set up targets around your playing area.



- deich ndalta • cúigear sa chearnóg • babhlálaí • slacaí • liathróid a bhualadh
- má thiteann sé ar an dtalamh

Description of Activity

Arrange pupils in groups of six. Set out a large square playing area for each group, divided into four mini-squares numbered one to four. Four pupils have a racket and stand in each section of the square, with the remaining pupils lined up outside. The pupil in square one begins with the ball and strikes it to any other mini-section of the square. The next pupil lets the ball bounce in their section and strikes it to another section. This process continues. If a pupil misses the ball or fails to land it in a section they hand the racket to one of the players in waiting who serves to start the game again. The ball must be hit upwards at all times.



Variations

- Practice striking with the hand by introducing a large soft ball.
- Increase or decrease the size of the playing area.
- If space and equipment allows, play in groups of four continually for a specified time allocation, instead of having pupils waiting in line.
- Vary the implement used to strike the ball.

Equipment

A large hard surface playing area, rackets, balls, cones



- Pause the activity at intervals to focus on the 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 performing the striking action during the activity.



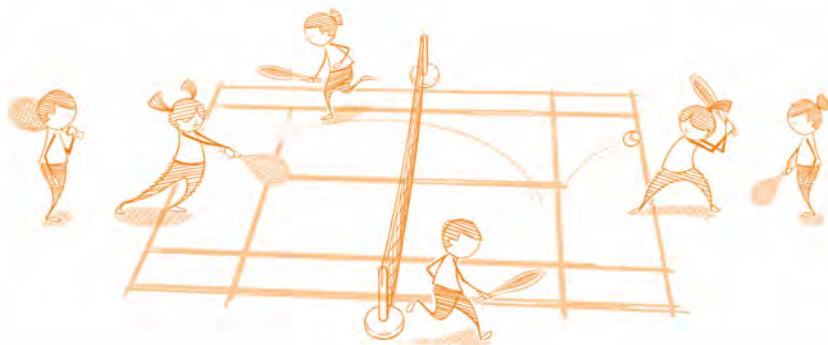
- Design a striking game that uses numbers. Draw the game in your PE journal and play it with your friends in the yard.



seisear • ceithre cearnóga • raicéad • liathróid a bhualadh • babhta imeartha

Description of Activity

Arrange pupils in groups of six. Use cones to set up a rectangular court for each group with a net or cones to represent the halfway line. Invite three pupils to stand on either side of each court. The first pupil serves the shuttlecock to the opposing half of the court. When they have struck the shuttlecock they exit the court on the right hand side and join the line at the other end. The pupil who receives the shuttlecock returns it and repeats the same process. This rotation continues in an attempt to maintain a rally for as long as possible.



Variations

- Vary the equipment used, e.g. hurleys and sliotars on a grass playing area.
- Vary the rules of the game, e.g. each pupil takes two turns before moving to the other end of the court.

Equipment

Indoor playing area, badminton rackets, shuttlecocks, cones, net



- If equipment is limited, set up a number of courts that utilise different striking implements. After a set amount of time, pupils rotate to the next court to practise striking with a different implement.
- Pause the activity at intervals to focus on the 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 performing the striking action during the activity.



- Change a kicking or striking with the hand game to practise striking with an implement. Describe the changes you made in your PE journal. Practise the activity in the yard with your friends.



cúirt dronuilleogach • seisear • eiteán a bhualadh • babhta imeartha

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