

PRIMARY PHYSICAL EDUCATION

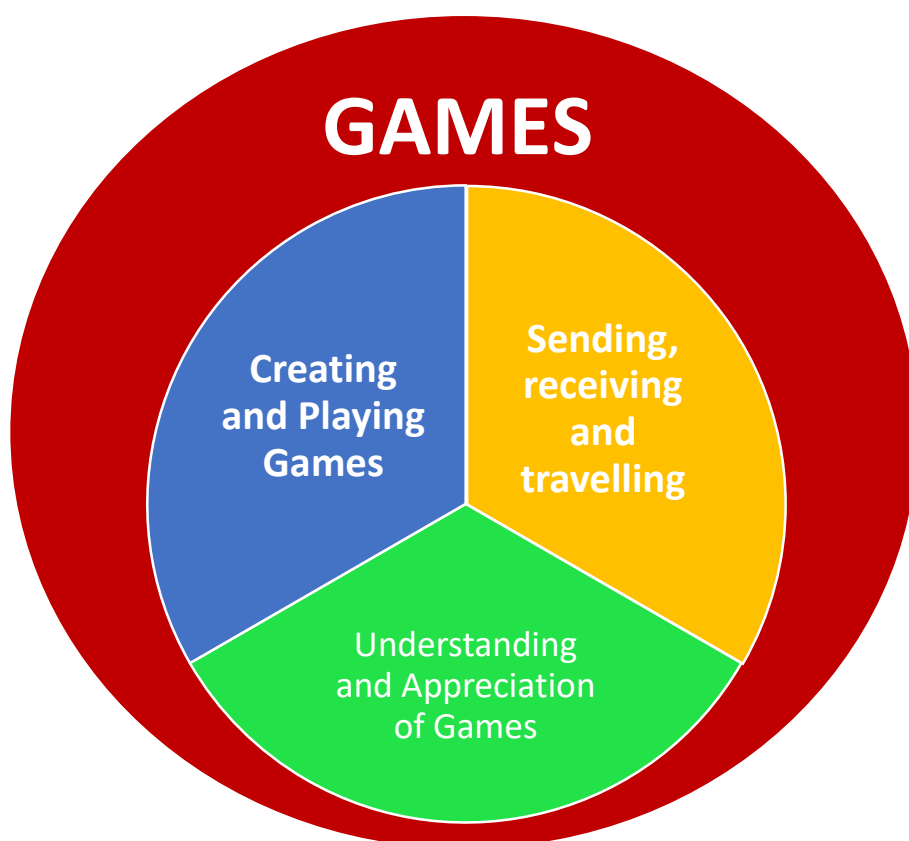


Fundamental Movement Skills in Games Workshop

Games – An Overview

The games strand fosters the child's natural tendency to play through informal play activities. It enhances the development of basic skills, and many opportunities are provided for social interaction. As skills develop in accordance with the stage of development of the child, the desire to apply them in informal activities in competition with others increases. Initially this may occur with a partner and then lead into 'small-sided' or mini-games. As the child progresses to these more formalised games, a variety of games should be provided that develop not only skills but also understanding of such concepts as possession, teamwork, attack, defence and use of space. If allowed to experiment, the child will invent many games in which to apply developing skills and understanding. Playground games, co-operative games and games traditional to the school or locality should be considered when planning a programme for the school. Gaelic games should be given particular consideration as part of the games programme. Invasion games, net games, striking and fielding games, target games and shared court games provide a range of opportunities for the development of skills and understanding. Small-sided or mini versions of these games encourage maximum participation. A balanced programme of such games ensures that the child experiences a wide variety of activities that provide enjoyment and challenge and that foster a lifelong interest.

Primary School PE Curriculum, page 4.



Children should experience a balance of skills and games in a number of categories. Playground games help the child to move effectively and to interact with others. They are included in the strand unit 'Creating and playing games'. A selection of invasion games, net games, striking and fielding games, target games and shared court games is also suggested in this strand unit. Invasion games suitable for modification for children at primary level include hockey and hurling, soccer, Gaelic football and rugby, basketball, netball and Olympic handball. Net games include tennis, volleyball and badminton. Striking and fielding games most suitable for this age group would be rounders or cricket. Target games include bowling, and shared court games include handball. The class programme should include a balanced selection from the above categories.

Physical Education Teacher Guidelines, page 6

Curriculum Objectives - GAMES

Junior and Senior Infants

The child should be enabled to

Sending, receiving and travelling

- Begin to develop ball-handling skills
- Begin to develop kicking skills
- Begin to develop carrying and striking skills

Creating and playing games

- Create and develop games in pairs
- Play simple playground games

Understanding and appreciation of games

- Talk about and develop movement skills relevant to games
- Develop problem solving and decision making strategies
- Apply simple rules to games

First and Second Classes

The child should be enabled to

Sending, receiving and travelling

- Practise skills previously experienced
- Develop and practise ball-handling skills
- Develop and practise kicking skills
- Develop and practise carrying and striking skills

Creating and playing games

- Create and develop games in pairs or small groups
- Play simple playground games
- Play small-sided version of games

Understanding and appreciation of games

- Talk about and develop movement skills relevant to games
- Develop problem solving and decision making strategies
- Develop an understanding of the use of space
- Apply simple rules to games

Curriculum Objectives - GAMES

Third and Fourth Classes

The child should be enabled to

Sending, receiving and travelling

- Practise skills previously experienced
- Develop and practise ball-handling skills
- Develop and practise kicking skills
- Develop and practise carrying and striking skills

Creating and playing games

- Create and develop games in pairs or small groups
- Play simple playground games
- Play small-sided version of games

Understanding and appreciation of games

- Talk about and develop movement skills relevant to games
- Develop problem solving and decision making strategies, and an understanding of the tactics and strategies for use in modified games situations
- Develop an increased understanding of use of space
- Adapt rules to modify games and keep scores

Fifth and Sixth Classes

The child should be enabled to

Sending, receiving and travelling

- Practise skills previously experienced
- Develop further and extend ball-handling skills
- Develop further and extend kicking skills
- Develop further and extend carrying and striking skills

Creating and playing games

- Create and develop games in pairs or small groups
- Play simple playground games
- Play small-sided version of games

Understanding and appreciation of games

- Discuss and improve control in movement skills relevant to games
- Develop an understanding of the tactics and strategies for use in mini games
- Develop an understanding of use of space in mini games
- Adapt rules for use in mini games and keep scores of games
- Develop the ability to officiate at games
- Avail of opportunities in the community to participate in games
- Begin to acquire an understanding of training to prepare for performance in games
- Become aware of games events and players locally, nationally and internationally

Physical Literacy – an overview

Research shows that being physically active later in life depends on feeling confident in an activity setting; and that confidence, as an adult, most often comes from having learned a range of specific movement skills as a child. Physical Literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long enjoyment and for sporting success. The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to **value** and **take part in** physical activity throughout their personal lifelong journey. Through focusing the lens on the development of FMS in the primary school, we can create an environment in which pupils can flourish physically and meet the milestones of physical literacy as they move through the school years, so that they are more likely to continue to be active outside of school and later in life. We aim to teach our pupils to move well, so that they will move often.

What are Fundamental Movement Skills?

FMS are the basic building blocks of movement and a core element of physical literacy, because enhanced movement competence enables pupils to participate in a wide range of physical activities and settings, for a variety of intensities or durations. It is only when these skills are mastered that a child can go on to develop specialised movement skills, which will allow them to reach their potential in sports-specific endeavours. FMS are divided into the following three categories:

Locomotor Skills	Stability Skills	Manipulative Skills
Transporting the body in any direction from one point to another	Balancing the body in stillness and in motion.	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

How do I teach FMS in my PE programme?

The **Move Well, Move Often** interactive resource has been designed to complement the teaching of the PE curriculum. The resource features a Teachers' Guide, three Skills and Activities books, and a suite of online resources including video clips, planning exemplars and sample lessons. More than 350 activities are presented in the resource to provide opportunities to develop FMS. Furthermore, take home activities are provided throughout the resource to enable pupils to reflect on, consolidate and share their learning outside of the PE lesson. 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. It is not intended that the development of FMS replaces the 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 six strands of the PE curriculum.



The resource is available on www.scoilnet.ie/pdst/physlit and www.pdst.ie/physlit

Sample Planning Template

	September	October	November	December
Term 1	 OUTDOOR & ADVENTURE	 ATHLETICS	 DANCE	 GYMNASTICS
	Walking	Running	Balancing	Landing
Term 2	January	February		March
	 GYMNASTICS	 DANCE	 GAMES	
	Jumping for Height	Skipping		Catching
Term 3	April	May	June	Subject to pool timetabling per class
	 GAMES	 OUTDOOR & ADVENTURE	 ATHLETICS	 AQUATICS
	Kicking	Hopping	Throwing	Jumping for Distance

This table is intended for illustrative purposes only. Schools should select the number of skills for development in any given year in accordance with pupils' needs and aligned with the School Plan. It is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. Schools could endeavour to provide opportunities to develop the other FMS not covered above during break-times or as part of a programme for active classrooms. A whole-school approach to planning should be incorporated when planning for PE to ensure that PE provision is broad and balanced, and that all FMS are developed across the school years.

Blank Sample Planning Template



Figure 3: Strands of the PE Curriculum

Locomotor Skills	Stability Skills	Manipulative Skills
<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

PE PLAN

Term 1	Month	September	October	November	December	
	Strand					
	FMS					
Term 2	Month	January		February		March
	Strand					
	FMS					
Term 3	Month	April		May		June
	Strand					
	FMS					

Teaching Points for Dodging

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.

Here are the 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

From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Available on www.scoilnet.ie/pdst/physlit

Warm-up Activities for Games

The warm-up is an essential element of the Physical Education lesson. It helps the body to adjust from a sedentary state to a state of physical activity, gently preparing the muscles and joints for an increased range of motion, stretching and impact. When a warm-up is thoughtfully prepared, it can have significant implications for performance in and enjoyment of the lesson, which allows the pupils to develop a more positive and potentially long-term relationship with physical activity and physical education. Ensure that the warm-up is fun! The length of the warm-up and cool-down is dependent on the nature and intensity of the main content of the lesson and on the extent of the children's efforts. A general guideline for warm-up duration in a 30 minute lesson would be 5 minutes.

The warm-up may also be used as a valuable opportunity to recap and revise established fundamental movement skills and prior knowledge and can also facilitate the teacher in observing and assessing pupil's understanding of the teaching points explored in the previous lesson(s). The warm-up can also be used to introduce new movement ideas that can be developed later in the session.

In addition to this, warm-up activities can aid social development by incorporating the formation of groups and encouraging social interaction among individuals. Furthermore, warm-ups serve as a preparation period that can also be beneficial to the mind-set of pupils in a physical education lesson. An engaging warm-up prepares pupils to focus on the lesson at hand and to gain more from the activities that follow.

Hunt the Beanbag

Arrange the pupils into groups of 6 – 8. Every pupil in each group collects a beanbag except the tagger. Pupils find a free space and move in the general space. The tagger tries to tag a pupil who has the beanbag. To avoid being tagged, pupils run and dodge the tagger or throw the beanbag to another pupil. A pupil who is tagged while holding a beanbag becomes the new tagger.



Swap Corners

Arrange pupils into groups of 5. Make a square using cones 5m x 5m. Each pupil stands at a corner of the square and one pupil stands in the middle of the square. Teacher says "all change". The pupil at the corners must dodge each other and the person in the middle to find a new corner, while the person in the middle tries to steal a corner. The pupil who loses their corner now stands in the middle and on the next call tries to dodge the pupils running from the corners to steal a new corner.

Tail Tag

Give each pupil a bib tucked into their waistband to represent a tail. Pupils run around the designated area and try to pull each other's tails, while dodging the other pupils to avoid having their own tails pulled. Every time a pupil pulls another pupil's tail, they can put it in their own waistband. Pupils with not tails must freeze and try to pull the tails of the other pupils as they run by. When they retrieve a tail they can re-enter the game.



The Video Game

Pupils respond using the appropriate actions to the following video game controls:

Play – walk around the designated area, **rewind** – walk/ run backwards, **fast forward** – run, **Pause** – jumping jacks, **stop** – stop, **eject** – jump up, **change channel** – change to a different type of movement (hopping, skipping, dodging a partner, side stepping.)

Instructions can initially be given by the teacher, and then a selected pupil.

Pass and Tag

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



Tag Ball

Arrange pupils in groups of 8. Divide the playing area into 5m x 5m squares and invite one group to stand in each square. Invite three pupils from each group to be taggers. The three taggers must pass the soft ball around the playing area and attempt to tag the other five pupils with the soft ball or using their hands. When the taggers receive the ball they cannot move their feet. The other pupils must evade and dodge the three taggers. Count how many times the taggers tag the pupils. After a designated period of time, change the taggers.

Beanbag Tag

All students have a bean bag placed on their heads (no use of hands). 3 pupils are selected to be the taggers who try to tag the others. If a pupil is tagged, they perform an activity (10 jumping jack, high knees etc.) and then returns to the game. If a beanbag falls off the pupil's head while they are dodging the taggers they also perform the activities. After a set time, alternate the taggers and the activities.

Explosions

Pupils walk, jog, skip, dodge, or side-step around the designated area. On hearing the teacher's whistle, each pupil must stretch out their hands. If they touch anyone else's hands they explode and must perform 5 jumps before they can move again.



Main Content – Invasion Games

Note: The Physical Education programme for the Games strand should include a balanced selection of different types of games including playground games, invasion games, net games, striking and fielding games, target games and shared court games. Therefore the following games can be easily modified to introduce sport specific games like Basketball, Rugby, Hockey, Football and Hurling. Teachers should ensure that one particular sport specific game does not dominate their delivery of the Games strand.

Dodge Ball

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



From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Book 2, page 92. Available on www.scoilnet.ie/pdst/physlit

Dodger Cars

Arrange pupils in groups of five. Divide the playing area into 5m by 5m squares and invite one group to stand in each square. Give a spot marker or cone to each pupil. Invite pupils to hold it out in front of them like a steering wheel and to move around the square without touching the other pupil in the square. After a designated time, pause the activity, take a stretch break, and play again.

Frost and Sun

Give two pupils a blue bib and a ball or beanbag and invite them to be the frost. Give two other pupils a yellow bib and a ball or beanbag and invite them to be the sun. The frost must chase the remaining pupils and tag them by touching them with the beanbag or ball. Once tagged the pupil becomes frozen and must perform a balance with their hands held out to the side. They can only become defrosted when they are touched by the sun with the yellow beanbag/ball. After a set amount of time, pause the activity, select new taggers and play again.



From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Book 1, page 91. Available on www.scoilnet.ie/pdst/physlit

Laughing Tag

Use cones to set out a designated playing area. Invite three pupils to be taggers. These pupils tuck a bib into the back of their waistband. The other pupils find a space in the playing area where they are not in contact with each other. On a signal, pupils move around the playing area and try to avoid being tagged. If pupils are tagged, the tagger and the tagged pupil stop and face each other. The tagger tries to make the tagged pupil smile or laugh in five seconds. They cannot touch the other pupil. If the tagger is unsuccessful the tagged pupil runs free. If the tagger is successful the pupil takes a bib and becomes a tagger.

Triangle Tag

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 the positions and encourage pupils to move in both directions. Pupils must remain on their feet and hold hands at all times during the activity.



From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Book 3, page 81. Available on www.scoilnet.ie/pdst/physlit

Small Sided Game: 3 V 1 Possession Game

Arrange pupils in groups of four. Divide the playing area into 5m by 5m squares and invite one group to stand in each square. Three pupils attempt to keep possession of the ball while one pupil attempts to dispossess them (throwing and catching or dribbling and passing). The team of three should be encouraged to move into space to receive the ball. Pupils rotate when there are 5 uninterrupted passes or the ball is intercepted.

Empty the Circle

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 ball each. On a signal they must throw/kick/strike 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, without being struck by another ball. After a set time, pause and repeat with a new group of 5 pupils. The pupils inside the circle should be encouraged to become aware of empty space and the positioning of the opposing team. *Variation:* The pupils inside the circle must make a pass before a teammate can throw/kick/strike it out of the circle.

From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Book 3, page 168. Available on www.scoilnet.ie/pdst/physlit

Cool Down Activity for Games

1. The pupils jog around the area gradually slowing from a jog to a walk to a slow walk to standing.
2. Breathe in slowly while stretching the arms out and up and breathe out slowly as the arms are lowered.
3. Make large circles with a variety of body parts while breathing in and out slowly (arms, elbows, knees, hips, wrists, ankles).
4. Take ten steps on tippy toes then ten steps on heels.
5. Shake out the legs and the arms.
6. Pupils face each other in pairs, holding hands. Each pair side skips for ten steps to the left then the right. Then nine, eight, seven, etc. until they are standing still. Clasp wrists they pull against one another and sink down to the ground and then back up again.
7. In pairs, they perform whole body stretches wide, narrow, high, mirroring each other's actions.
8. Holding hands, gradually sink all the way down to the floor this time.
9. Sit with legs out in front. Gently stretch to the right and then back, forward and then back, to the left and then back.
10. Sit cross-legged or lie in a comfortable position breathing in and out slowly with eyes closed. The teacher asks them to: (a) listen to sounds around them; (b) to think about their favourite part of the lesson and to visualise the activity. Play some calming music. After a couple of minutes, call the pupils one by one to line up before returning to class.



Card Games

Suits You!

Assign a suit of cards to each of the four corners of the playing space: Hearts, Clubs, Diamonds, and Spades. On a signal, pupils walk and stand in any of the four corners. When they are all standing in a corner of their choice, randomly call out the name of one of the suits. All pupils who are **not** in that corner must complete an activity, such as ten star jumps or five jumping jacks, etc. Pupils in that corner help with the count. On a signal, pupils walk and stand in a different corner and the activity continues. When pupils are comfortable with the activity, invite them to use a different locomotor skill to change corners each time. The goal is to try not to be in the corner that is called, and to get the highest amount of physical activity as possible!



From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Book 2, page 41. Available on www.scoilnet.ie/pdst/physlit

Suit Shuffle

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.



From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Book 3, page 17. Available on www.scoilnet.ie/pdst/physlit

Card Suits

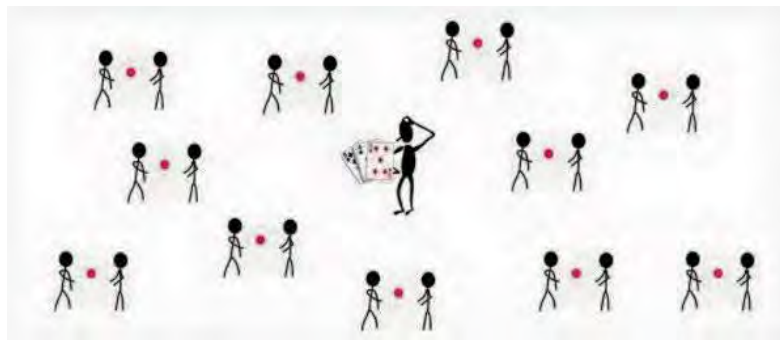
Each suit of cards will signify an action for pupils to perform, and the number will signify how many of each exercise they complete. For example: Diamonds = Star Jump, Hearts = Reverse Lunges, Clubs = Squats, Spades = Touch the ground and jump in the air, Joker = lap of honour. Invite pupils to stand in a space and start marching on the spot and the teacher turns over the cards one by one. Pupils perform the correct amount of each activity as represented by the card. Alternatively arrange pupils in four groups and divide up the deck of cards between them – pupils take turns to turn over the cards.



From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Book 3, page 65. Available on www.scoilnet.ie/pdst/physlit

Card Catches

Arrange pupils in pairs around the space. Each pair has a ball. Place a deck of cards in the centre of the room. The first pupil in each pair throws the ball to their partner and runs to retrieve a card from the deck. The pair then complete the number of passes represented by the number on the card. The second pupil in the pair then takes that card and runs to the deck of cards in the centre of the room to retrieve another card, and the game continues for a set amount of time. The King, Queen and Jack cards can signify ten, the Ace can signify one and the Joker could signify a lap around the playing area. Consider changing the type of object used for throwing and catching (beanbag, rugby ball, large/small soft/plastic ball etc.) or changing the type of pass that is required (bounce pass, chest pass, overhead, underarm etc.).



Number Up

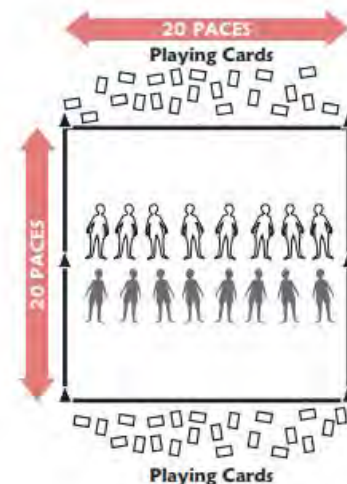
Take out the Kings, Queens and Jacks from the deck of playing cards. (You will have 40 cards left.) Distribute two cards to each pupil and invite them to spread out around the space. On a signal, pupils start to travel around the space using a variety of locomotor skills and in different pathways (straight, zigzagged, curved) to a cue, such as music or one blast of a whistle. When the music stops or the whistle blasts three times, the teacher will call out a number and each pupil must find another pupil and make an equation out of two of their cards, using a card from each student that equals the number called out. (The number called should be from 2 to 20 so it's not too difficult. The Ace card equals one.) Addition, subtraction, division, or multiplication can be used in this activity. For example, if you call out the number six the two students will get together and examine their cards. If one pupil has a 2 and a 9 in their hand and the other has a 3 then they can either use the 2 and 3 by multiplying to get 6 or they can use the 9 and 3 and subtract to get the number 6. If you have a pupil that does not have a partner simply ask them, "What number could you have found to make an equation?" This way they can still participate and learn from the activity. Once everyone makes an equation, repeat the activity by varying the locomotor skill and the pathway used each time.



Battle Cards

The object of this game is for your team to collect as many cards as it can by winning a card battle against a member of the opposing team. On a signal, run to get a card from your end line (don't look at it). Then, run to the centre line where you will meet a member of the opposing team who also retrieved a card. Compare both cards. The pupil with the highest card wins the battle and takes BOTH cards, returning to place them face down with the other cards on their end line. If both pupils have the same card, they'll return to their end lines to retrieve 2 more cards each (without looking at the cards place one on top of the other). When pupils return to the centre of the area, they'll show the top card only. The pupil with the highest top card takes ALL cards played in that battle and places them face down with the other cards.

Variation: add a basketball or football to the activity, or alter the locomotor skill used to retrieve a card.



Sample Lesson Plan – Focusing on the Fundamental Movement Skill of Dodging in a Games lesson

Class Level	3 rd – 4 th Class		
Strand	Games		
Strand Unit	Sending, Receiving and Travelling	Creating and Playing Games	Understanding and Appreciation of Games
Curriculum Objectives The child should be enabled to:	<ul style="list-style-type: none"> Practise skills previously experienced Develop and practise a range of ball handling skills 	<ul style="list-style-type: none"> Create and develop games with a partner or with a small group Play small sided versions of games Play playground games 	<ul style="list-style-type: none"> Discuss and improve control on movement skills relevant to games Develop an increased understanding of use of space Develop problem-solving and decision making strategies and an understanding of the tactics and strategies used in modified games situations
Learning outcomes	<ul style="list-style-type: none"> Learn one new teaching points for dodging Realise the important role dodging plays in games Reflect on the teaching points of dodging that the child is good at Identify which teaching points need more practise 		
FMS Teaching Point	<p>Dodging Explore: To change direction, plant foot, bend knee and push off from the outside of the foot. Revise: 1) Head up and eyes focused forward 2) Low body position</p>		
Resources	Peer assessment sheet for dodging, clipboards, pencils cones, beanbags, hoops, balls, quoits, spot markers, jigsaws, whistle and watch		

Introduction

- Intended learning outcome:** Today we will practise our locomotor skills in lots of different ways. We will pay special attention to the skill of dodging. There are lots of times when we will need to be good at dodging. Who can think of any suggestions?
- Introduce teaching points:** We will focus on this teaching point for the skill of dodging
‘To change direction, plant foot, bend knee and push off from the outside of the foot’
Can anyone show me what this looks like? Why do you think this might be important? We will need to plant our foot and bend our knee bent like this so that we can generate force to change direction. Can anyone show me what this means? Why is this important? What will this do for our dodging technique? It will make it more powerful, and help us to evade and change direction. This is an efficient dodging technique.
- Revise prior learning:** Recap on what was learned in the previous lesson. Can anyone remember what we learned last week that will help us when we are dodging? (1) Remember to keep your head up and eyes looking forward (2) Remember to keep your body in a low position.

Warm Up

Select a variety of warm-up activities from the list above or from your own warm-up bank.

Main Content – Games

Dodgeball (Book 2, p92)

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



Whole – part – whole approach:

Whole: Freeze and Count Tag (Book 3, p77)

Set up multiple square playing areas using cones (approximately 10m x 10m). Arrange pupils in groups of six. Invite two pupils to act as taggers, wearing bibs. The remaining four pupils try to dodge the taggers. Chasers have one minute to catch all four runners. If tagged, a runner must 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. Change the chasers after a designated period of time.
Variations: (1) Vary the action that is performed when the runners are frozen e.g. hopping, star jumps, gymnastic balances etc. (2) Increase the number of pupils in each square and vary the number of taggers where appropriate.



Part: practise the skill individually and in pairs

Pause the activity and elicit from the pupils what skills were used to perform the game. This provides context and makes the skill more meaningful as pupils see the need for developing the skill of dodging. Revise today's teaching points. Invite a pupil to demonstrate **planting the foot, bending the knee and pushing off to change direction**. Invite another pupil to demonstrate the skill in a different direction.

Individual development: Allow the pupils to develop the skill individually, reminding them to plant the foot, bend the knee and push off to change direction. Invite the pupils to imagine that they pushing the ground away to generate force and change direction.

Development in pairs: Invite one pupil to run towards their partner who is stationary and dodge them to the left or right. Swap roles and repeat. Bring the pupils back together. Invite the pupils to describe and demonstrate the skill they have practiced, and what they noticed about it.

Variations: (1) Invite one pupil to run towards their partner who moving towards them and dodge them to the left or right. (2) Invite one pupil to run towards their partner who gives them a command to dodge left or right.

Whole: play Freeze and Count Tag again

Play Freeze and Count Tag again. Remind pupils to focus on today's teaching points as they attempt to dodge the taggers.

Development

Tag Rugby

- Arrange the pupils into three teams, giving each team a different coloured set of tags.
- Team A vs. Team B for 3 minutes. Team C observes the game and counts the amount of dodges performed by both teams.
- Rotate teams and repeat until each team has played each other.
- Remind pupils to practise today's teaching point for dodging as they play.

Creating and Playing Games

- Arrange the pupils in groups, and give each group a selection of equipment, a piece of paper and a pencil.
- Invite pupils to create a game that includes the skill of dodging using all, some or none of the equipment provided. The pencil and paper can be used to describe or detail the instructions for the game. Explain that this activity can be developed over the following lessons if necessary.
- Invite pupils to try playing the game to see if it works. Afterwards, invite them to evaluate their game. *Is it fun? What would make it better? Do they need more equipment? Do they need more time? Etc.*
- Invite one group to demonstrate their game for the class. All groups then play that game.
- Invite pupils to practise playing their game outside of the PE lesson. Over the coming lessons, invite the other groups to demonstrate their game to their classmates.

Conclusion

Summary:

Summarise the teaching points of dodging learned to date:

1. Keep your head up and eyes looking forward
2. Keep your body as low as possible
3. Plant your foot, bend their knee and push off to change direction

Opportunity for Assessment and Feedback

- Give each pupil a peer observation checklist and arrange the pupils in pairs. Pupils take turns to observe each other performing the skill of dodging. Return to class. Allow each pupil to give feedback to the pupil they were observing. Invite the pupils to indicate which teaching point they expect to be working on in the next PE lesson based on their checklist.
- Alternatively, pupils could use the self-assessment web to analyse their own mastery of the skill. To incorporate the use of ICT in the PE lesson, pupils could use tablets or digital video cameras (if available) to record their partner performing the skill of dodging.

Cool Down

Select a variety of warm-up activities from the list above or from your own warm-up bank.

Take Home Activities: *select one of the following:*








1. In your PE journal, draw a picture of the skill of dodging. Under the picture, describe the technique. Write down when would you use dodging and why it is important?
2. In your PE journal, draw a picture of you performing the skill of dodging. Remember today's teaching points and also the teaching points we focused on last week.
3. At home, teach the teaching points of dodging that you learned today to a family member or a friend.
4. Draw the game you created in your PE journal. Practise playing this game in the yard or at home.

Visit the **Move Well, Move Often** website to access the following:

- ✓ A video clip of the skill of dodging
- ✓ Take home activities for the skill of dodging
- ✓ Assessment templates for the skill of dodging

www.scoilnet.ie/pdst/physlit

PUPIL ASSESSMENT: PEER OBSERVATION – DODGING

My name is		Class	
My partner's name is		Date	
<p>Today we are looking at the skill of: Dodging</p> <p>My partner needs to:</p>		 Looks good	 Needs more practise
1	Keep their head up and eyes looking forward		
2	Keep their body as low as possible		
3	Plant their foot, bend their knee and push off from the outside of the foot if they want to change direction		
4	Use deception by leaning one way and pushing off in another direction		
5	Dodging on both sides		
Pupil's comments:		Teacher's comments:	

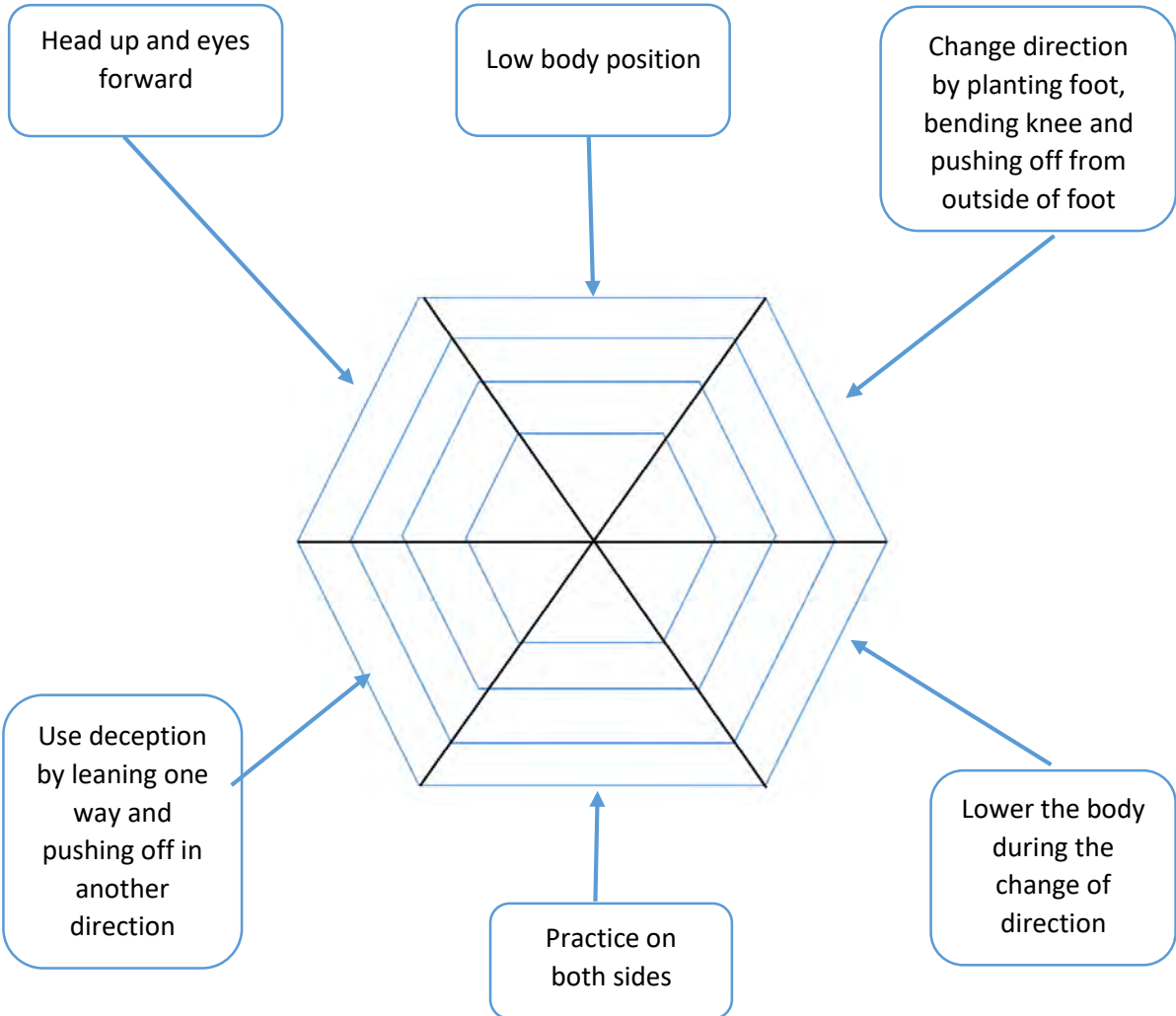
SELF-ASSESSMENT WEB - Dodging

My name is

Class

Today we are looking at the skill of: Dodging

Date



1

I don't think
I can do this

2

I can do this
but I find it hard

3

I can do this
most of the time.

4

I can do this
all of the time

Pupil comment: *While attempting this skill, I felt...*

Teacher comment:

Rate your effort level: Light Moderate Vigorous

Notes
