



ATHLETICS



GAMES



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

# SHIFTING GEARS AND CHANGE SPEEDS



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GAMES

## 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.

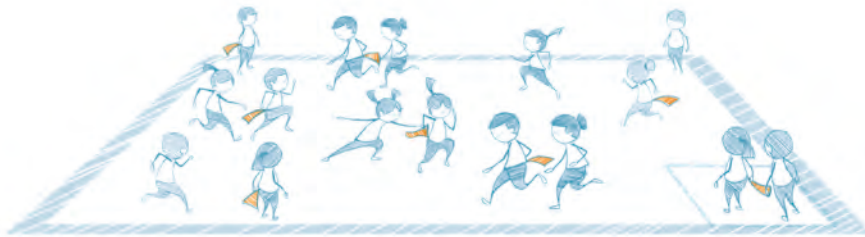


lasmuigh • luas éagsúla • rith ráibe • bogshodar • mall • ar na barraicíní • dathanna ar na cóin



## 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

# CIRCLE PASS CHALLENGE



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## 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



## 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



## 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





## 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.



treoracha an mhúinteora • bogshodar • glúine suas • súile • sáilí • rith • lámha • íslíú