



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



AMES



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



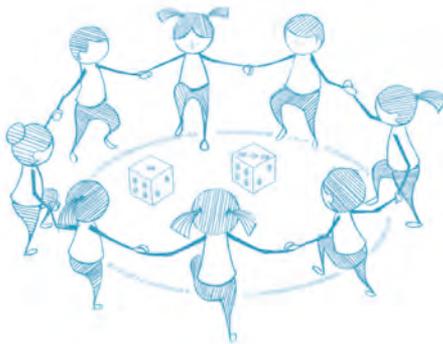
GYMNASTICS

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



GALES



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

SPOT HOP ADD THEM UP



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



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