



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 síciní • sionnach • tar amach ag imirt • scipeáil • ionsaí sionnach



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



DANCE



GAMES



GYMNASTICS

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



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



GAMES



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 • cóin a chomhaireamh