



DANCE



GALES



GYMNASTICS

## 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.



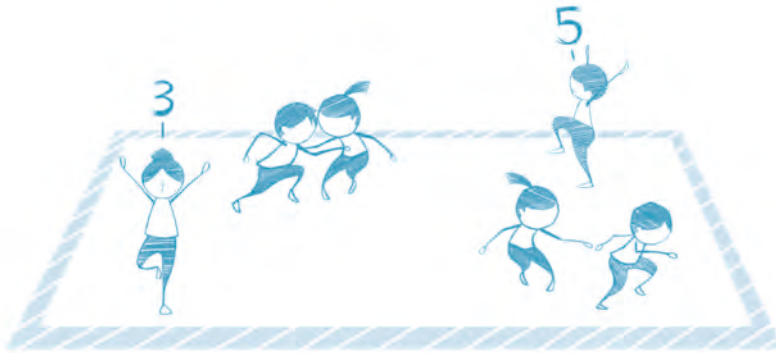
- At home challenge a family member to play Lose and Confuse with you.



- 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 thóraig • 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



DANCE



GAAMES

## 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.

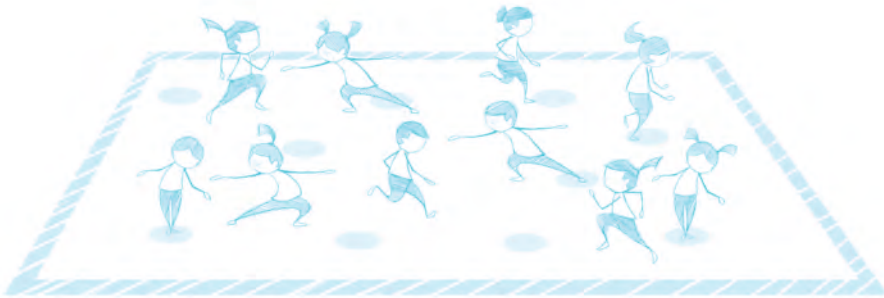


ceathrar • triúr le lámha le chéile • ciorcal • cúlbaire • céile comhraic • cor i leataobh • cúlbaire a choiméad slán



## 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.



spotáí • tóraithe • cor i leataobh • rith



ATHLETICS



GAMES

## 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