

## Description of Activity

Arrange pupils in pairs with one ball per pair. Invite all pairs to stand in two parallel rows, facing each other five metres apart. Pairs must take turns thinking of a challenging throw and/or catch to practise with their partner. Once the entire group has practised one idea, the next pair can think of a challenge. Encourage creative ideas and allow pupils time to discuss and come up with their challenge.

Throwing and catching ideas may include:

Catch the ball between your legs, throw the ball with your non-dominant hand, throw the ball underhand as high as possible to your partner, pass the ball backwards, pass the ball as low as possible without touching the ground, one handed catch, etc.



## Variations

- Vary the size of the ball used. Smaller balls will increase the difficulty of catching, however, they are better for learning correct technique.
- Introduce tagging. On a signal the pupil in possession of the ball at that moment must evade their partner who becomes the tagger.
- Combine two pairs to make a group of four. These groups come up with a catching challenge and present it to the whole class to try.

## Equipment

An open playing area, balls of various sizes (one per pair)

- **Learning the basics of catching is critical in many activities and is a prerequisite to throwing. When teaching the skill of catching do not focus on the teaching points of throwing.**
- **Ensure adequate space between pairs.**
- **Pause the activity at intervals to focus on the teaching points for catching 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 catching action during the activity.**



- **Practise catching at home with a friend or family member.**



- **i mbeirteanna • liathróid amháin • sraitheanna comhthreomhara • dúshlán • smaointí atá cruthaitheach • idir na cosa**

## Description of Activity

Invite pupils to form a circle. Each pupil should be a little less than arm's distance apart lying on their backs with their feet pointed towards the centre of the circle. Give a ball to two pupils on either side of the circle. Invite pupils to hand the ball to the person on their left (always starting clockwise) as quickly as possible. At any stage the teacher can call 'wrong way', at which point pupils change the direction of the pass.

If the teacher calls 'abandon ship' the two pupils with the balls stand up and run as quickly as possible to switch spots and then resume passing.



## Variations

- Introduce more balls to the circle.
- Make the circle bigger, spread out more and sit up or stand up to throw further.
- Increase or decrease the size of the circle.
- Invite pupils to carefully throw the ball high enough in the air so the pupil beside them has an opportunity to catch it.

## Equipment

A playing area, two balls



- Always continue to pass the ball in the same direction unless the teacher calls 'wrong way'.
- Pause the activity at intervals to focus on the teaching points for catching 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 catching action during the activity.



- When you go home tonight ask a family member or friend to throw different sized balls to you. In your PE journal, write down any differences you encounter when catching balls of different sizes. Which is most challenging, which is easiest and why?



- i gciorca! • ag luí ar a ndroim • liathróid • treo mícheart • liathróid a ghabháil • long a thréigean



## Description of Activity

Arrange pupils in two even groups. Invite each group to form a circle (one large and one smaller inside it). Each pupil in the inner circle starts with a ball, facing an outer circle pupil. Those in the inner circle underarm throw the ball to the pupil directly opposite them in the outer circle. The inner circle pupil side steps immediately to the right to receive a throw from the next person in the outer circle.

Pupils continue throwing to each other while the inner pupils continue to rotate. The teacher may choose to maintain the same throwing/rotating order or alternate it.



## Variations

- Vary the method of passing the ball, e.g. overarm throw, underarm throw, kick pass, etc.
- If pupils are unable to throw at the same time, or end up waiting, allocate fewer people to the inner circle compared to the outer circle.
- Vary the distance between the circles depending on skill level.

## Equipment

Open playing area, one ball for every two pupils



- Encourage pupils to keep their head up and eyes open to anticipate the catch.
- Encourage pupils to call the name of the person to whom they are passing to avoid confusion.



- Practise throwing and catching balls of various sizes off a wall at home.



dhá chiorcal • ciorcal lastuigh • caitheamh lámh in íochtar • ciorcal lasmuigh • gabháil

## Description of Activity

Arrange pupils in pairs (A and B), with two beanbags per pair. The pair stand facing each other, one metre apart, with pupil A holding a beanbag in each hand at eye level. Pupil A drops one of the beanbags at a time of their choosing. Pupil B must wait with their hands on their hips until a beanbag is dropped and try to catch it before it hits the floor.



## Variations

- Pupil A drops two different coloured beanbags and nominates which colour should be caught.
- Vary the height from which the beanbag is dropped.
- Pupil A stands behind the catcher on a bench and drops a beanbag from above the catcher's head to fall in front of their face. With hands on their hips, the catcher looks forwards and catches the beanbag as it comes into view.

## Equipment

An open playing area, beanbags



- To increase or decrease the difficulty use tennis balls or soft balls.
- Ensure each pair have adequate space.
- Pause the activity at intervals to focus on the teaching points for catching 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 catching action during the activity.



- Reaction time is central to this activity. In your PE journal, design a game that could help develop reaction time.



i mbeirteanna • málaí pónaireí • méadar • lig don mhála titim • lámha ar na cromáin • gabháil



## Description of Activity

Use cones to set up a square (ten metres by ten metres). Arrange pupils in two groups and invite them to find a space within the square. The aim of the activity is to throw the ball to a teammate and if it is caught successfully, then the thrower leaves the field of play. Play continues uninterrupted. The aim is to have one pupil left on the field who throws to the referee to win the activity. If the ball breaks loose then play continues once a group regains possession. Pupils may only take one step with the ball in hand. To intercept the ball, pupils can block it but may not tackle physically. Repeat the activity for a set amount of time.



## Variations

- Apply the activity to sports such as basketball, football or handball.
- Increase or decrease the size of the square.
- Vary the locomotor skill used to travel around the square, e.g. skipping, hopping etc.

## Equipment

An open playing area, one ball, cones, bibs



- Generally, more able pupils are successful early in the activity and as they leave the square it provides more opportunities and activity time for other pupils.
- Set up multiple squares for large class sizes.



- At home, practise catching at different speeds by throwing a ball fast and slowly against a wall.



- cóin • dhá fhoireann • liathróid a chaitheamh • a ghabháil • gan stopadh • dhá chéim • gan taicléáil

### Description of Activity

Arrange pupils in pairs (A and B) and allocate three metres of wall to each pair. Pupil A performs the activity while pupil B counts for them. The aim of the activity is to throw a tennis ball against the wall and catch it to complete the following challenges.

- 7: throw a tennis ball against the wall and catch it seven times.
- 6: throw the ball so that it first hits the ground then the wall and catch it six times.
- 5: bounce the ball five times on the ground without stopping.
- 4: hold your leg up and throw the ball underneath so it bounces off the wall and catch it four times.
- 3: throw the ball against the wall and as it comes back pat-bounce it three times. Repeat three times.
- 2: throw the ball and clap in front, behind and in front again before re-catching. Repeat twice.
- 1: throw the ball, turn a full circle and catch the ball.

Each time a pupil drops the ball or completes the wrong sequence it is their partner's turn. Pupils take up where they left off on the next attempt.



### Variations

- After successfully completing the entire sequence from seven down to one, attempt the sequence from one up to seven.
- Invite pupils to use their non-dominant hand only.
- Invite pupils to work cooperatively taking every second turn.
- Invite pupils to invent their own challenges if some prove difficult.

### Equipment

Tennis balls, wall



- Read through the list with pupils in class so they are familiar with the sequence.
- Print one copy of the list for each pair.



- Show a family member how to play this game at home. Write the instructions down in your PE journal.



- liathróid leadóige a chaitheamh • liathróid a ghabháil • liathróid a phreabadh
- i gcoinne an falla • bualadh bos • casadh timpeall



## Description of Activity

Arrange pupils in groups of five. Each group has its own station comprising two spot markers, two cones and a ball (as indicated in the diagram). One pupil stands at spot A, another pupil stands between the two cones and the remaining pupils line up at spot B. The pupil at the two cones sprints forward to catch the ball thrown from spot A. They pass the ball straight back to spot A and rejoin the line at spot B. The next pupil steps forward to the cones and repeats the process. Regularly rotate the pupil at spot A.



## Variations

- Vary the size of the ball used.
- As pupils become more proficient, increase the speed of the throw.
- Vary the throw to ensure a high catch, low catch and chest catch are practised.
- Invite pupils to run around one of the two cones before sprinting forward to catch the ball to encourage approaching the catch from different directions.

## Equipment

Spot markers, cones, tennis ball or large ball, defined playing area



- It may be useful to use a whistle to signal the next catcher in each group.
- Ensure pupils waiting in line are aware of missed catches.
- Encourage pupils to step towards the ball and catch with bent elbows.



- Practise React and Catch in the yard.

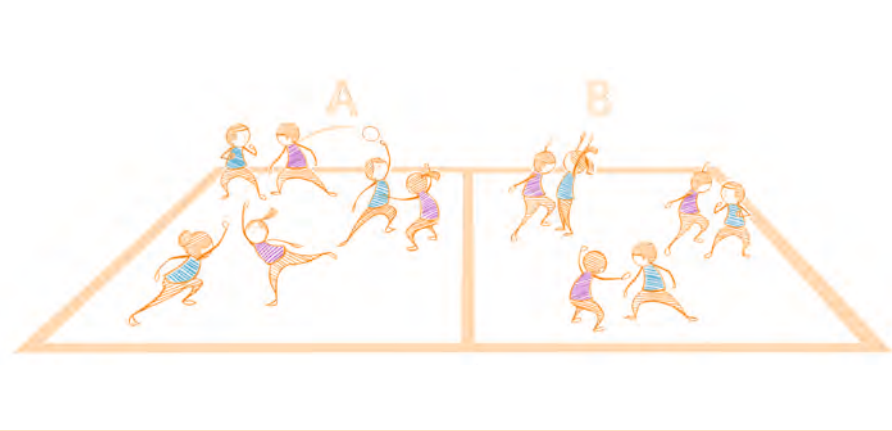


grúpaí • staisiún • liathróid a ghabháil • pas a thabhairt • rith ráibe



## Description of Activity

Divide a hall into two sections (zone A and zone B) and arrange pupils in two teams. Both teams position an even number of players in each zone. The teams in zone A compete to pass the ball three times between them, before passing it across to zone B. The players in zone B continue and pass it back to zone A after three passes. If the ball is successfully passed across the line and caught by a teammate, a score is awarded.



## Variations

- The three passes must be continuous before sending the ball to the other zone.
- Sport specific tackling rules can be applied.
- Increase the number of passes or the type of pass.
- Increase or decrease the number of pupils in each zone to ensure maximum participation. Set up multiple games running concurrently where possible.

## Equipment

Defined playing area (hall), cones, ball, bibs



- Encourage teams to maintain possession.
- When awaiting the ball from the other zone, encourage pupils to mark each other or get free from their opponent.
- Match up players of equal ability in each zone.



- Describe this game in your PE journal. Does this remind you of any other game?



roinnt e leath • liathróid a phasáil • liathróid a ghabháil • zón • scór a bhaint amach