



## Description of Activity

Arrange pupils in groups of six with three bowlers and three counters. Use cones to set up a bowling lane approximately five metres in length for each group. At the end of the bowling lane place five skittles as targets. The counters position themselves close to the skittles to count how many are knocked over and also to return the balls to the bowlers. Each bowler has three balls to knock over as many skittles as possible. All three bowlers take a turn and then switch places with the counters. The group that knock over the most skittles wins.



## Variations

- If skittles are unavailable use water bottles or use a hoop and invite pupils to land a ball or beanbag in the hoop.
- Replace the balls with beanbags to simplify the activity.
- Vary the distance to make the activities easier or more challenging.

## Equipment

Skittles or water bottles, spot markers, hoops, balls and cones



- Ensure counters do not stand directly behind the skittles for safety purposes.
- Ensure there is enough room to create a laneway for each group.
- Take this opportunity to discuss the importance of drinking water and hydration with pupils. Ask them to bring their own water bottles to use as skittles to play the game.



- Collect empty bottles or cartons at home. Set up this bowling activity and invite your family members to play with you. Teach them one important aspect of good throwing technique.

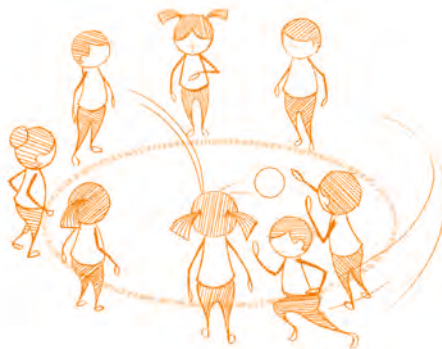


trí spotaí • fonsaí • lána • téad scipeála • babhlálaithe • málaí pónairí • a chaitheamh

## Description of Activity

Arrange pupils in groups of eight, standing in a circle, arms distance apart, with one ball per group. Each pupil in the circle identifies one other pupil to whom they will pass, ensuring everyone is included in the pattern. One pupil begins with the ball. Once they make their pass they run around the outside of the circle in a clockwise direction and back to their original spot. The pupil who receives the catch repeats the process and play continues until everyone makes a pass.

If the ball is dropped, then the person whose turn it would be to pass next, picks it up and play continues from there. Repeat until everyone has had a turn, and then reverse the pattern.



## Variations

- Challenge pupils to count how many cycles they can do without dropping the ball.
- Introduce a competitive element between groups, e.g. see which group finishes two cycles first.
- Vary the type or size of the ball.
- Invite pupils to follow their pass by crossing inside the circle.
- Increase or decrease the size of the circle, or change the manipulative skill to kicking or striking with the hand.

## Equipment

An open playing area, one ball per group



- Ensure pupils first become comfortable throwing in the circle without any running until familiar with the pattern.
- Pause the activity at intervals to focus on the teaching points for throwing 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 performing the throwing action during the activity.



- Adapt a kicking game you play, by replacing kicking with throwing. Draw the variation in your PE journal and play it with your friends in the yard.



- ochtar • pas a thabhairt • caitheamh • rith timpeall • deiseal • ar ais go dtí a n-áit



## Description of Activity

Use cones to set up a large rectangular playing area. Select three pupils to be throwers. Throwers position themselves in a small square in the middle of the playing area, with a ball each and a bucket of spare balls to throw to pupils who are tagged. The rest of the class spread out around the playing area. On a signal, the throwers can throw their ball, aiming to hit the other pupils below the waist. If a pupil is hit by a ball, they must freeze on the spot. Throwers can now pass a ball to the frozen pupils, who can then help in attempting to tag the remaining pupils. Frozen pupils are freed if they manage to tag someone else. Rotate the role of tagger regularly.



## Variations

- Increase or decrease the number of throwers depending on how the game is progressing. It may also be useful to add more balls to keep the game intensity high.
- Increase or decrease the size of the playing area if necessary.

## Equipment

An open playing area, foam balls or soft dodge balls



- Allow one thrower to leave the square to gather loose balls if necessary.
- Ensure that balls are thrown downwards towards the ground at all times.
- Change the throwers regularly to give every pupil a chance to throw.
- Pause the activity at intervals to focus on the teaching points for throwing 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 performing the throwing action during the activity.



- Practise throwing a ball at a wall, varying the distance from the wall each time you throw. In your PE journal, note three things you notice when the distance to the wall changes.



triúr • caiteoirí • liathróid a chaitheamh • preabadh • má bhuaitear dalta • reoigh

## Description of Activity

Place two tall cones approximately ten metres apart, one the batting base and the other the first base (in the centre of the hall). Arrange pupils into two teams - infielders and outfielders. The infield team line up behind the batting base and the outfielders spread out around the playing area. The first batter stands at the batting base and throws the ball anywhere within the confines of the hall. To score, the batter must throw the ball, then run and touch the first base, and make it back to the batting base again before the outfielders can get him/her out. To get a batter out, the outfielders must gather the ball and throw it (without bouncing) against the back wall of the hall. If the ball hits the back wall before the batter reaches the batting base, the batter is out. After all infielders bat once, teams switch roles.



## Variations

- Vary the type of ball being used, e.g. make it bigger, smaller, less or more bouncy according to skill level.
- Alter the distance between the bases.
- Introduce a rule that outfielders have to pass the ball at least once before throwing it against the wall.

## Equipment

Indoor playing area, wall, tennis balls, two tall cones per game



- Ensure space is adequate for the number of pupils.
- If the class is a large group, divide the hall in two or set up two or three concurrent games outside. If outside, use cones to define the playing area and invite pupils to touch the batting base with the ball to get the batter out rather than striking a wall.



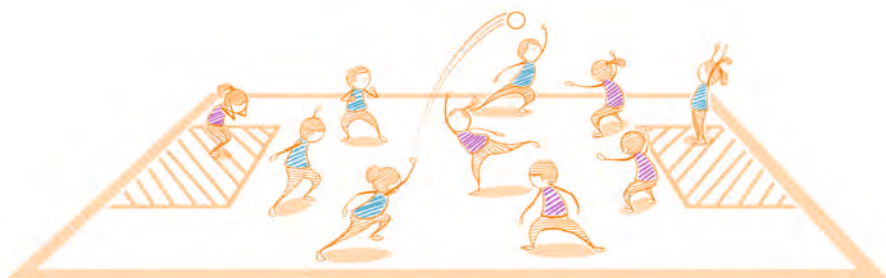
- Practise throwing at home with a friend or family member. Use a teddy or a rolled-up pair of socks if you don't have a ball.



- dhá chón ard • daoradh slacála • céad daoradh • imreoirí sa gharpháirc • imreoirí ar an bhfód amuigh • caitheamh

## Description of Activity

Use cones to set up a rectangular playing area with a square at either end. Arrange pupils in two teams. One pupil from each team (the scout), positions themselves inside the square in the opposition's end of the playing area and cannot move outside it. The aim is to pass the ball around, working it into opposition territory until close enough to pass the ball to the scout in the square. Only the scout can stand in the square. If the scout catches the ball, it counts as a score and the thrower joins them in the square. The team with the most players in their square at the end of a predetermined time wins.



## Variations

- Increase or decrease the number of pupils per game and the size of the playing area.
- Introduce rules such as 'make five passes before scoring' or 'every teammate must get a pass before scoring' to ensure as many pupils as possible are involved.
- Vary the locomotor skill used to move around the area, e.g. skipping or side stepping only.

## Equipment

An open playing area, cones, balls



- Pause the activity at intervals to focus on the teaching points for throwing 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 performing the throwing action during the activity.



- At home play a game of throw and catch with a friend or family member. Count how many times you can throw the ball without dropping it.



- cóin • áit súgartha dronuilleogach • gasóg • dhá fhoireann • pasanna a thabhairt • breith ar an liathróid • méid is mó imreoirí

## Description of Activity

Arrange pupils in two teams and divide the hall in half with cones. A bench is placed at either end of the hall. To play the game, pupils throw a ball and attempt to strike pupils on the other team below hip height. The ball cannot bounce first. If a player is hit they must stand on the bench at the back of the opposition's zone. Tagged pupils can be set free if a teammate throws a ball to them and they catch it successfully.

Pupils are not permitted to block a ball thrown at them but must catch it cleanly or dodge it.

A no-go zone is created around the bench to prevent pupils intercepting passes to free teammates (but balls may be retrieved from this area when necessary).



## Variations

- Invite pupils to maintain a single leg balance while on the bench.
- Introduce a penalty system for pupils before standing on the bench, e.g. ten star jumps.

## Equipment

An indoor playing area, cones, two benches, soft bouncy balls



- Ensure pupils throw low to strike the legs of the opposition.
- Pause the activity at intervals to focus on the teaching points for throwing 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 performing the throwing action during the activity.



- Throwing over distance requires more force. Practise throwing as far as possible with a friend or family member at home. Use a variety of different types of throwing techniques.



- dhá fhoireann • bínse • liathróid a chaitheamh • faoi airde na cromáin • preabadh • a bhlocáil



## Description of Activity

Use cones to set up two large square playing areas, and arrange half of the pupils in each square. Within each square, five pupils are the wolves and the remaining pupils are the bunnies. The wolves start the game with two balls. The bunnies can move freely around the playing area at all times. To tag a bunny, a wolf must touch a soft ball off the bunny's body. The wolves, however, can only take one step with the ball in their hands (but can run freely without it). The wolves have to move without the ball to position themselves near a bunny, take a pass from another wolf and tag the bunny. Once a bunny is tagged, they become a wolf. Encourage the wolves to 'hunt in a pack' to be more successful.



## Variations

- Increase or decrease the number of wolves in each square.
- Vary the locomotor skill used to move around the area, e.g. skipping or side stepping only.
- Depending on the group size, the last three bunnies tagged could become the wolves for the next game.

## Equipment

One soft ball for every three wolves



- Set up multiple smaller sided games where appropriate to provide more opportunities for throwing.
- Pause the activity at intervals to focus on the teaching points for throwing 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 performing the throwing action during the activity.



- In your PE journal, list three sports in which good throwing technique is important. Draw (or stick) a picture of each one in your PE journal.

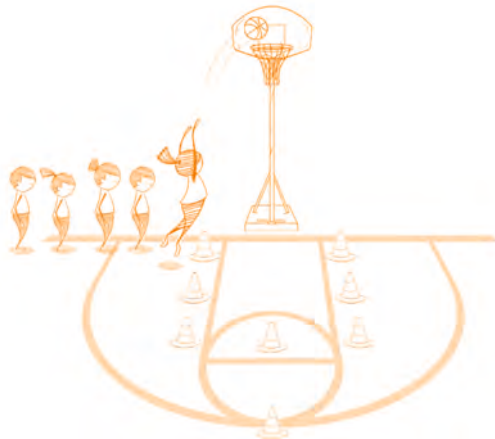


- mic tíre • coiníní • liathróid a leagan ar • céim amháin • cluiche tóraíochta • caitheamh



## Description of Activity

Arrange pupils in groups of five. A station is created for each basketball hoop available with cones placed at various distances from the hoop. Pupils take turns trying to throw the ball into the hoop from the first marker. If they are successful they throw from a more difficult position on their next attempt (marker two) and continue until they reach the three point throw line (marker eight).



## Variations

- If a pupil scores they move to the next cone, however, if they miss they go back a cone.
- Change the height of the hoop if portable basketball nets are available.
- Vary the type of ball used, e.g. basketball, football, tennis ball.
- Develop the activity into two vs two or three vs three basketball.

## Equipment

Basketballs, basketball hoop or paper targets



- If basketball hoops are unavailable, stick paper targets on the walls or set up boxes or hoops at a height for pupils to throw into.
- Pause the activity at intervals to focus on the teaching points for throwing 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 performing the throwing action during the activity.



- At home, teach a family member or friend the teaching points of throwing. Practise throwing with them every day for one week and give them feedback at the end of the week.



cúigear • stáisiún • fonsa cispheile • cóin • fad éagsúla • liathróid a chaitheamh • má éiríonn leo • suíomh níos deacra