



ATHLETICS



DANCE



GAMES



GYMNASTICS



OUTDOOR &  
ADVENTURE

## Description of Activity

Invite pupils to find a space in the playing area. Pupils must respond to the different instructions from the remote control (the teacher) by performing the corresponding action.

- play = walk around the room
- pause = freeze on the spot & hold a balance
- rewind = walk backwards carefully
- fast forward = walk as fast as possible
- slow motion = walk as slowly as possible
- record = make funny faces at classmates
- volume up = Jump up
- volume down = crouch down
- change channel = new type of movement (hop, skip, side step, etc).



## Variations

- Arrange the pupils in small groups. Invite each group to find a space in the playing area. Invite one pupil in each group to be the remote control. After a designated time, swap roles and repeat the activity until each pupil has had a turn to be the remote control.

## Equipment

An open playing area



- Encourage pupils to look over their shoulder when walking backwards.
- Ensure pupils move safely within the playing area and avoid making contact with each other.
- Pause the activity at intervals to focus on the specific teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in isolation and then return to the activity. Provide feedback to individual pupils as they demonstrate good walking technique during the activity.



- In your PE journal, draw a picture of you walking into school this morning.



orduithे an mhúinteora • siúl timpeall • reoigh ar an spota • siúl ar gcúl • cur siar • mallghluaiseacht



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## Description of Activity

Invite pupils to find a space at one end of the playing area. On a signal, pupils begin walking around the area. On a second signal, pupils freeze and the teacher calls out the name of an animal such as snake, monkey, elephant, giraffe, frog, zebra, cheetah, gazelle, rabbit, lion etc.

Pupils then move towards the opposite end of the playing area moving like that animal. When the pupils reach the far end of the playing area, they begin walking again until they hear the signal and the activity is repeated with another animal.



## Variations

- Invite pupils to add sounds to go along with the animal.
- Alter the theme for the animals e.g. zoo, farm, ocean, etc.
- Arrange pupils in pairs. Each time the pupils hear the signal, one pupil performs an animal movement and the other pupil has to guess what the animal is. Swap roles and play again.

## Equipment

An open playing area



- **Ensure pupils move safely within the playing area and avoid making contact with each other.**
- **Pause the activity at intervals to focus on the specific teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in isolation and then return to the activity. Provide feedback to individual pupils as they demonstrate good walking technique during the activity.**



- **In your PE journal, draw a picture of your favourite animal walk.**



- **spás oscailte • conas a ghluaiséann an t-ainmhí? • bunscoiléanna gluaiseachta • nathair • moncaí • eilifint • sioraf • frog • séabra • síota • coinín • leon**



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## Description of Activity

Invite pupils to find a space around the playing area. When the music starts, pupils walk around the playing area holding up an imaginary steering wheel. Teacher calls out the commands outlined in the list below for the pupils to follow.

- Red: stop, • Green: go, • Yellow: slow down, • Windshield wipers: sway your arms back and forth, • Brakes: balance on one foot, • Window: roll down one window and wave to the pedestrians, • Speed Bumps: jump, • Bumpy Ride: gallop.



## Variations

- Vary the type of transportation used e.g. aeroplane, train, bicycle etc.
- Invite the pupils to create new commands.
- Arrange pupils in pairs. Both pupils drive around side by side, taking turns to provide the command for the other pupil.
- Give each pupil a hoop to place around their waist. Hold each side of the hoop at waist height while they move around the playing area.

## Equipment

An open playing area, music and speakers (*music suggestion: "Drive My Car" by The Beatles*)



- Ensure pupils move safely within the playing area and avoid making contact with each other.
- Pause the activity at intervals to focus on the specific teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in isolation and then return to the activity. Provide feedback to individual pupils as they demonstrate good walking technique during the activity.



- In your PE journal, draw a picture of you crossing the road safely.



málaí pónairí • stáisiún traenach • ag puthaíl • scileanna ghluaiseachta • luas



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GYMNASTICS



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ADVENTURE

## Description of Activity

Arrange pupils in groups of six and give each group a different coloured beanbag. Each group places their beanbag somewhere in the playing area. The beanbag now becomes their train station. Each group forms a train behind a leader and walks around the playing area. On a signal, each train must walk in line to its train station. The leader moves to the back of the train, and the second pupil in line now becomes the leader placing the beanbag somewhere in the playing area. The train continues walking until they hear the signal. Repeat the activity until each pupil in the group has had a turn to be the leader.



## Variations

- Invite pupils to explore different ways of walking like a train, e.g. chug slowly up a hill, shuffle quickly down a hill, crouch down through a tunnel and arch up high over a bridge.
- Arrange the pupils into smaller groups and place more train stations around the area.
- Use the same colour for each train station, and pupils must walk to any train station in the playing area.
- Pupils can perform actions such as jumping jacks, lunges, star jumps etc. when they are in the train station.

## Equipment

An open playing area, different coloured beanbags



- Ensure trains move safely within the playing area and avoid making contact with each other.
- Pause the activity at intervals to focus on the specific teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in isolation and then return to the activity. Provide feedback to individual pupils as they demonstrate good walking technique during the activity.



- Invite pupils to use their own personal items (e.g. Teddy bears) to create their own train route at home.



málaí pónairí • stáisiún traenach • ag puthaíl • scileanna ghluaiseachta • luas



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DANCE



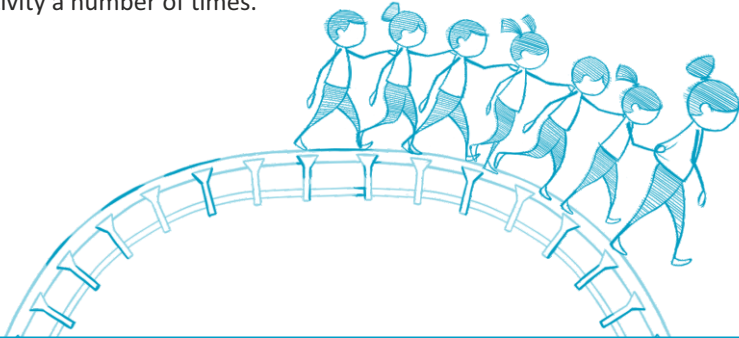
GYMNASICS



OUTDOOR &  
ADVENTURE

## Description of Activity

Invite all pupils to line up in the middle of the playing area, with their hands on the shoulders of the pupil in front of them. The pupil at the front of the group is the rollercoaster driver. They must lead the group around the space by walking. They may also include rollercoaster actions like dips, turns, accelerations, swerves and stops that the rest of the rollercoaster must perform. On a signal, the pupil at the back of the rollercoaster runs up to the front and becomes the driver. Repeat the activity a number of times.



## Variations

- Change the theme of the activity to a gigantic snake, a slimy worm or a clever caterpillar.
- Arrange the pupils in smaller groups. Each group is an independent rollercoaster with its own driver.

## Equipment

An open playing area



- The driver of the rollercoaster must ensure that all carriages are joined together and no one gets left behind.
- Ensure rollercoasters move safely within the playing area and avoid making contact with each other.
- Pause the activity at intervals to focus on the specific teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in isolation and then return to the activity. Provide feedback to individual pupils as they demonstrate good walking technique during the activity.



- Take something that you have learned about walking and teach it to someone that lives in your house.



ag siúl i dtreo • duine i ndiaidh duine • rollchóstóir • tumadh • casadh • luasghéarú • claonadh ar chlé



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## Description of Activity

Invite pupils to find a space in the playing area and find a line to stand on. Pupils walk along the line, changing direction when they come to an intersection. If they meet another pupil coming towards them, they must walk on the spot and give the other person a high five, then turn and walk back the way they came from. After a period of time, pause the activity and invite pupils to find a new line in the playing area.



## Variations

- Vary the fundamental movement skill used to move, e.g. hopping or skipping.
- If there are no line markings on the ground encourage pupils to walk in a straight line for ten steps then change direction. If they meet someone they must give them a high five.
- Alternatively, use chalk to draw lines on the playing surface, or place a series of criss-crossing skipping ropes on the floor.

## Equipment

An indoor or outdoor playing area with line markings



- **When the pupils are turning they should be encouraged to pivot on the ball of their foot, keep their heads up, walk tall and swing their arms waist high.**
- **Pause the activity at intervals to focus on the specific teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in isolation and then return to the activity. Provide feedback to individual pupils as they demonstrate good walking technique during the activity.**



- **Sometimes when we are walking we need to turn quickly. Practise this at home in your hallway, kitchen or garden.**



- **ag seasamh i líne • bealaí éagsúla • ag bualadh le duine • bosa in airde • uirlis rithime • suíomh na ndaltaí**