



Description of Activity

Use cones to set out a defined playing area and place hoops, randomly spaced, on the ground. Invite pupils to move around the area using any locomotor skill of the teachers choosing (this may be a useful opportunity to revise the last locomotor skill learned). On a signal, pupils have to hop in and out of as many hoops as possible until the teacher gives a second signal to stop. Pupils keep count of the number of hoops they have hopped into during a given time period.



Variations

- Vary the number of hoops per activity and the size of the playing area.
- Vary the locomotor skill used to move around the area, e.g. skipping, side stepping, jumping, etc.
- Challenge pupils to hop into a certain amount of hoops and to perform a balance when they have completed that number of hops, e.g. 'hop into eight different hoops, then freeze and perform a balance on two body parts'.

Equipment

An open playing area, hoops



- **Pause the activity at intervals to focus on the specific teaching points for hopping 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 hopping action during the activity.**
- **Hopping can be a strenuous activity so remind pupils to alternate their hopping foot, and allow them plenty of opportunities to rest.**
- **Ensure pupils cannot hop into the same hoop more than once (or twice) during the activity.**



- **In your PE journal, design and draw an activity using hopping and hoops.**



fonsaí • nuair a shéidtear an fheadóg • ag preabadh isteach sna fonsaí • comhairigh an méid fonsaí • teorainn ama



DANCE



GAMES

Description of Activity

Arrange pupils in groups of three or four. Give each group pieces of chalk and invite them to draw a Hopscotch grid. Using their grid, groups take turns to play. Each pupil throws a beanbag onto square one, hops over square one to square two and hops up through the numbers in sequence before jumping with two feet on 'Home'. They then hop back down the sequence, pick up the beanbag and hop out. Repeat by throwing the beanbag in square 2, hopping over that square, and so on.



Variations

- Where there are two numbered squares side by side (two and three, five and six) perform a jump from one foot to two feet and then two feet to one foot.
- Instead of throwing the beanbag in numerical order, allow pupils to throw to any square. When pupils get to that square they initial it. Keep playing for a specific time period and see who can initial the most squares.
- Vary the shape of the hopscotch circuit.

Equipment

An open playing area, chalk and beanbags



- **Pause the activity at intervals to focus on the specific teaching points for hopping 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 hopping action during the activity.**



- **Take a piece of chalk home and invite a family member to play this activity with you. Show them how to hop correctly.**



- cleas na bacóide • triúr nó ceathrar • cailc • greille a tharraingt • mála pónaire
• léim thar • cearnóg a haon • cearnóg a dó • ag preabadh



ATHLETICS



AMES



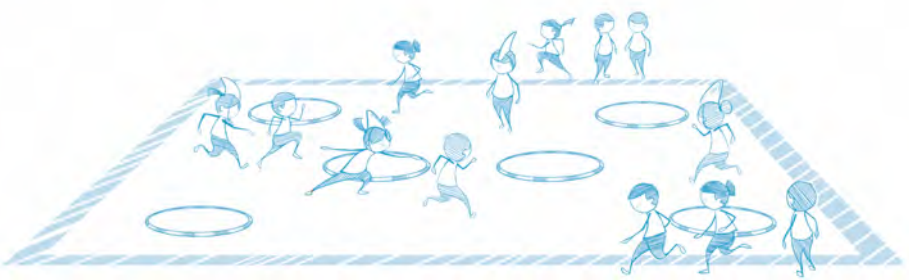
GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Randomly place six hoops (islands) inside a defined playing area. Select four pupils to wear bibs and to be the sharks. The sharks must defend the islands. The remaining pupils, the survivors, hop around the outside of the playing area. On a signal, the survivors run into the area and try to get to an island by standing inside a hoop. The sharks try to tag the survivors before they get to an island. When survivors are tagged they miss a turn in the activity. While they are waiting for their next turn, pupils practise hopping outside the playing area.



Variations

- Vary the locomotor skill used to move around the outside.
- If a pupil is out for one round, invite them to perform a balance of their choice.
- To decrease difficulty for survivors, alter the movement pattern of the sharks, e.g. side to side only.
- Allow a pass card for pupils who are finding the activity difficult or to reward positive behaviour.

Equipment

An open playing area, bibs, hoops



- Encourage safety when stepping into and out of the hoops. Use spot markers instead of hoops on slippery surfaces.
- Pause the activity at intervals to focus on the specific teaching points for hopping 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 hopping action during the activity.



- Think of an animal that moves by hopping and design an activity based on its movements and life habits. Draw the activity in your PE journal.



ceathrar • siorcanna • fonsaí • oileáin • marthanóirí • preabadh timpeall • tóraithe

Description of Activity

Assign a suit of cards to each of the four corners of the playing space: Hearts, Clubs, Diamonds, Spades. On a signal, pupils walk and stand in any of the four corners. When they are all standing in a corner of their choice, randomly call out the name of one of the suits. All pupils who are not in that corner must complete an activity, such as ten star jumps or five jumping jacks, etc. Pupils in that corner help with the count. On a signal, pupils walk and stand in a different corner and the activity continues. When pupils are comfortable with the activity, invite them to hop instead of walk to the corners each time.



Variations

- Vary the locomotor skill used to move around the area, e.g. skipping, running, jumping, etc.
- Set out various obstacles between the corners for pupils to hop over.
- Assign different activities to each corner and suit, e.g. in the Diamond corner the activity is star jumps, in the Hearts corner the activity is lunges, in the Clubs corner the activity is the pupils' own choice etc.

Equipment

An open playing area



- Hopping can be a strenuous activity, so consider alternating between locomotor skills on each signal to move. Advise pupils to take a rest if they feel tired.
- Ensure pupils exercise caution when moving between the corners.



- In your PE journal, list three times when you might need to hop from one place to another outside of this PE lesson (injured foot, looking for a shoe etc).



cártaí imeartha • hart • triuf • muileata • spéireata • sa chúinne • ag preabadh



Description of Activity

Arrange pupils in groups of four or five and invite them to line up behind a cone. Place three hoops or spot markers five metres apart in a line in front of each group. Pupils must hop to the first hoop, stand in it, lift it up over their head, return the hoop to the ground and then return to base. On their second turn, the pupil repeats the activity at the first hoop, then the second hoop and returns to base, and so on for their third turn, repeating the activity at all three hoops before hopping back to the starting point. The activity concludes when each pupil has completed the circuit.



Variations

- Alternate the locomotor skill used to move.
- Introduce a race. The first group to complete the circuit wins.
- Add or remove hoops.
- To include change of direction, position the hoops in a zig zag layout.

Equipment

hoops or spot markers and cones



- Ensure pupils are wearing correct footwear as they will be moving at a fast pace.
- Ensure groups are spaced safely apart.
- Ensure pupils return to base on a predetermined side of the grid.
- Pause the activity at intervals to focus on the specific teaching points for hopping 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 hopping action during the activity.



- Teamwork is essential when playing this activity. In your PE journal, list three characteristics of good teamwork.



ceathrar nó cúigear • fonsaí os a gcomhair • fonsa a ardú • fonsa a íslíú • rith ar ais • am a thaifead



ATHLETICS



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Arrange pupils in groups of five and give each group two cones. Each group places their cones in a straight line ten metres apart. Pupils line up behind one cone and take turns to hop around the other. The first pupil hops around the cone and back to their group. This pupil then collects the second pupil and holding hands, they both hop around the cone and return to the start. This pattern continues until the whole group hops together. If the chain is broken while hopping the group starts again.



Variations

- Reverse the play, each time releasing a pupil from the chain.
- Vary the locomotor skill used to move around the cones, e.g. skipping, jumping, etc.
- Set out various obstacles between the two cones for pupils to dodge, jump over, etc.

Equipment

An open playing area, cones



- **Safety is important when playing this activity. Ensure the group moves at a pace suitable to everyone and that nobody is dragged.**
- **Ensure that there is enough space for each group to work in and that there is adequate space to turn at the cone.**
- **Hopping can be a strenuous activity, so allow pupils a rest period at intervals. This will offer a chance to discuss hopping technique.**



- **It is not easy to apply all of the teaching points of hopping when holding hands with a teammate. In your PE journal, draw a picture of your arm position when hopping.**



cúigear • dhá chón • an snámhaí • ag preabadh • bailítear • lean ar aghaidh



ATHLETICS



AMES



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Arrange pupils in two even groups, saucers and domes. Give each pupil a coloured cone and invite them to find a space in the playing area. Invite each pupil to place their cone on the floor according to their given name, e.g. domes place their cone on the floor the right way round and the saucers place their cone on the floor upside-down. The aim of the activity is to turn the opposing group's cone over so that saucers become domes and vice versa. On a signal, pupils begin hopping around the space, turning cones over. After a set amount of time, compare the number of saucers to domes, and play again.



Variations

- Vary the fundamental movement skill used to move around the area, e.g. running, skipping, etc.
- If one group is winning, introduce a five second head start for the other group.
- Increase or decrease the size of the playing area.

Equipment

An open playing area, cones



- Pupils are not allowed to guard a cone or return to the same cone until they have switched two more cones over.
- Start the activity with a signal. Stop after thirty seconds to check on the progress of the groups and to discuss effective strategies for success.
- Mix up the groups at intervals if desired. Ensure pupils know that they can hop on either foot, and that it is best to alternate from one to the other if they begin to tire.



- Count how many hops it takes to get from the school gate to the school door. Practise every day for one week.



dhá ghrúpa • fochupáin • cruinneacháin • bun os cionn • preabadh • casadh na cóin • teorainn ama



Description of Activity

Arrange pupils in groups of four or five. Set up a rectangular playing area and place a variety of obstacles such as skipping ropes, balls, cones, spot markers, etc, randomly within the space. Place the objects close enough together to require pupils to hop over and around them. At one end of the playing area place a hoop on the floor as the base for each group. At the other end of the playing area scatter as many beanbags as possible. The aim of the activity is to hop through the space over the obstacles to the other side, pick up one beanbag, hop back and place the beanbag in your group's hoop. The group with the most beanbags at the end wins.



Variations

- Increase or decrease the number of obstacles.
- Vary the size of the playing area.
- Vary the locomotor skill used to move, e.g. side stepping or skipping.

Equipment

Hoops, beanbags, equipment to use as obstacles



- **Pause the activity at intervals to focus on the specific teaching points for hopping 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 hopping action during the activity.**
- **Hopping can be a strenuous activity so allow plenty of opportunities for rest and remind pupils to alternate the hopping foot.**



- **Select a playground game that you like to play, and change the method of movement to hopping. Play this game with your friends in the yard.**



constaicí • téad scipeála • fonsa sa lár • preabadh • triúr • málaí pónaireí