



DANCE



GAMES



GYMNASTICS

## Description of Activity

Invite pupils to find a space in the playing area. Teacher completes the sentence 'Find someone who...' using one of the suggested prompts below. Pupils skip around the space to find a partner that meets that requirement.

Suggested prompts:

- Has the small number of brothers and sisters.
- Lives in the same street/town.
- Has the same colour shoes.
- Has the same first letter in their name.
- Is in the same classroom group.

When pupils have found a partner, they can perform an animal movement such as balance like a flamingo, skip like a gazelle, move like a monkey, hop like a rabbit, plod like an elephant, freeze like a statue, etc. On a signal, pupils freeze and teacher provides a new prompt. Pupils skip away to find a new partner and repeat the activity.



## Variations

- Invite pupils to add animal sounds that go along with the actions.
- Alternate the theme of the animals, e.g. zoo, farm, ocean.
- Invite pupils to find a group of three or more instead of finding a pair.

## Equipment

An open playing area



- **Ensure the playing area is free of obstructions and encourage pupil to use correct skipping technique.**
- **Pause the activity at intervals to focus on the teaching points for skipping 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 skipping action during the activity.**



- Practise skipping around the yard.



lorg duine a • scipeáil • deartháireacha • deirfiúracha • sráid • dath céanna • cothromaíocht • lasairéan • gasail • eilifint • dealbh



DANCE



GYMNASTICS

## Description of Activity

Pupils find a space in the playing area. Invite them to skip freely around the playing area. On a signal, or when the teacher calls 'freeze', pupils must perform a balance and hold it for a count of five. After they reach the number five, they continue skipping freely around the space. Balancing prompts may include: balance on one foot, balance on two body parts, balance on a large body part, balance on one hand and one foot etc. Pupils perform a different balance each time.



## Variations

- Vary the locomotor skill used to move around the area, e.g. hopping, side stepping.
- As the activity progresses introduce partner work and group balances.
- Arrange pupils in pairs, with one skipping and the other watching. Give them clear guidelines to provide each other with feedback on their skipping technique. The observing pupils provide the suggestions for each balance. Alternate roles each time.

## Equipment

An open playing area



- Explore a theme for each balance, e.g. animals, superheroes etc.
- Pause the activity at intervals to focus on the specific teaching points for skipping 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 skipping action during the activity.



- In your PE journal, create a new game that involves skipping. Show your friends how to play it in the yard.



scipeáil • reoigh • cothromaíocht • baill choirp



ATHLETICS



DANCE

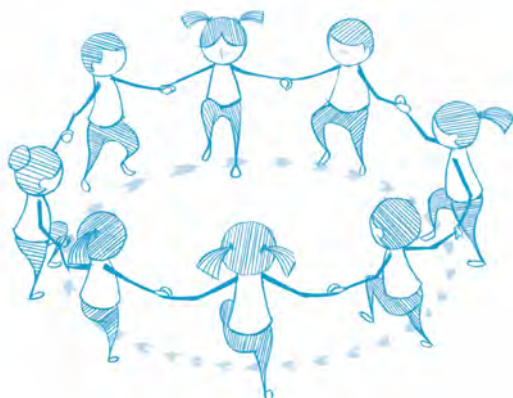


GAMES

## Description of Activity

Arrange pupils in groups of eight and invite each group to join hands in a circle. Keeping the circle formation, each group begins to skip to the words of Ring a Ring a Rosey, following the instructions outlined below:

- Ring a ring a rosey - Keep hands joined, skip in a circle to the left.
- A pocketful of posies - All stop and face the centre.
- Atishoo Atishoo - Sneeze twice.
- We all fall down - Drop to a squatting position on 'down'.



## Variations

- Introduce folk music or music of the pupil's choosing, and invite them to skip to the beat.

## Equipment

Hall or large confined hard surface



- Pupils should be encouraged to skip in time with the rhyme and skip in time with others.
- Pause the activity at intervals to focus on the teaching points for skipping 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 skipping action during the activity.



- Practise skipping at home with your family members. Teach them the correct technique.



ochar i gciocal • scipeáil • rithim



ATHLETICS



DANCE



GAMES



GYMNASTICS

## Description of Activity

Use cones to set up a defined playing area. Invite four pupils to act as the taggers, wearing bibs or tags. All pupils must remain inside the playing area and can only move by skipping. The aim of the activity is for a tagger to tag another pupil to set themselves free. When a tagger is successful they hand over the bib or tag to the pupil they have tagged, who then takes over the role of tagger. Spread ten spot markers around the area. These spots can be used as safe zones for pupils. When standing on a spot marker, pupils must perform a one legged balance. If their second leg touches the ground at any stage they must leave the safety of the spot marker.



## Variations

- Vary the number of pupils per activity (arrange the pupils in two groups if necessary).
- To increase or decrease difficulty, vary the number of taggers and the size of the playing area.
- Vary the locomotor skill used to move around the area, e.g. hopping or side stepping only.

## Equipment

Cones, spot markers, bibs or tags



- **Pause the activity at intervals to focus on the specific teaching points for skipping 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 skipping action during the activity.**
- **The teacher's ability to read enjoyment levels and effectiveness of an activity is key to successful teaching in PE. Regularly change the amount of taggers or alter the rules to get the most from the activity being played.**



- Practise skipping from the school gate to the school door every day this week.

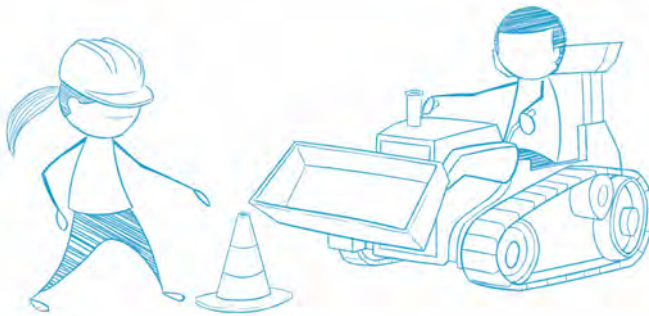


- cóin • ceathrar • bibeanna • scipeáil • a scaoileadh saor • tóraí • zón sábháilte • cothromaíocht



## Description of Activity

Set out tall cones randomly throughout the playing area. Arrange pupils in two groups (builders and bulldozers). The bulldozers will be wearing bibs (if available) and their role is to go around tipping over as many buildings (tall cones) as they can. The second group, the builders, have to rebuild the fallen cones by standing them back up. After a set amount of time, alternate group roles. All pupils travel from cone to cone using skipping.



## Variations

- Bulldozers must knock down the cones using different body parts such as knees, toes, hips, or elbows.

## Equipment

An open playing area, cones, bibs



- Remind pupils to watch for others who may have their heads down while building or bulldozing.
- Pause the activity at intervals to focus on the specific teaching points for skipping 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 skipping action during the activity.



- Practise skipping in the yard. Count how many skips it takes you to do a circuit of your playing area. Ask a friend to help you count.



áit súgartha • dhá ghrúpa • ollscartaire • tógálaithe • bibeanna • ag leagadh



DANCE



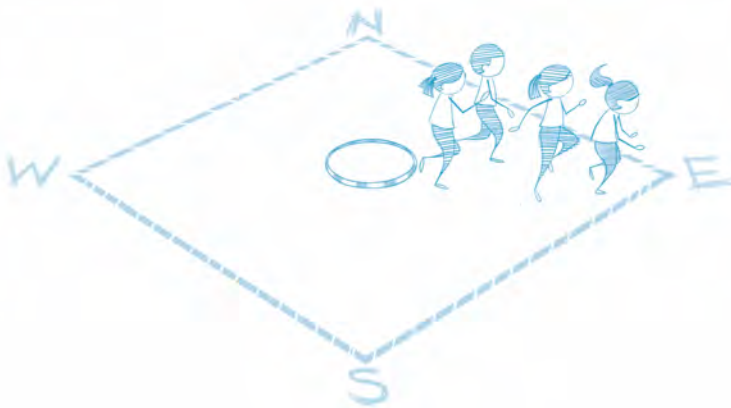
GYMNASTICS



OUTDOOR &  
ADVENTURE

## Description of Activity

Set out a playing area with four corners. Allocate each corner of the playing area to be north, south, east and west. All pupils begin by finding a space in the centre of the playing area. Teacher calls out a direction and pupils skip in that direction. Explore travel directions using a range of locomotor skills, e.g. skip west, hop east, side step north and run south.



## Variations

- Arrange pupils in pairs, with one pupil giving the instructions. Alternate roles every turn.
- Invite the first pupil to reach the corner to call out the next direction.

## Equipment

An open playing area



- Put up signs in each corner to represent the different directions.
- Pause the activity at intervals to focus on the specific teaching points for skipping 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 skipping action during the activity.



- Play Compass Move in the yard. Assign a compass point to four points in the playing area and take turns giving the instructions with your friends.



ciorcal nimhe • ionfhabhtaithe • leag lámh ar • reoigh • lámha sínte amach



DANCE



AMES



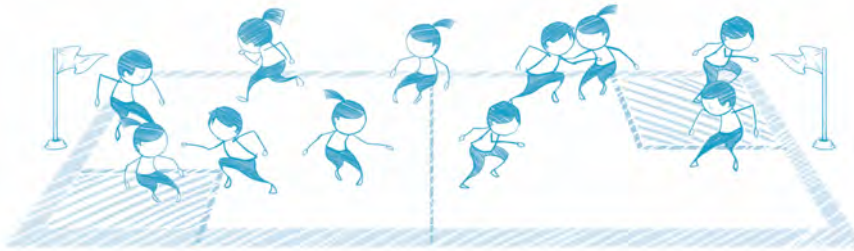
GYMNASTICS



OUTDOOR &  
ADVENTURE

## Description of Activity

Use cones to set out a large rectangular area with opposite base lines. Set up a small square at the back of each half to represent a jail. Arrange pupils in two groups. Each group needs a flag (or other marker). This flag is placed at the group's baseline. The aim of the activity is to skip into the other group's territory, capture their flag and make it safely back to base without being tagged. If a pupil is tagged in possession of the other group's flag, it must be returned immediately and the game continues. Each group can also tag members of the opposing group in their territory and send them to their jail. Tagged pupils can be released from jail by a member of their own group skipping into the jail and tagging them.



## Variations

- Divide the playing area in half and have two activities playing concurrently.
- Each group could have a number of flags placed around their territory, with a different number of points assigned to each one based on the level of difficulty in capturing it.
- Vary the locomotor skill used to move around the area, e.g. hopping only, running and dodging.
- Introduce a focus on balance. If a pupil is in jail, they must perform a balance and hold it for as long as they can.

## Equipment

Flag or other marker



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



- **Teamwork and cooperation are important in challenges like this. In your PE journal, write down three ways that your team worked well.**



dhá fhoireann • brat • scipeáil • tailte na foirne eile • breith ar an mbrat • isteach sa phriosúin • scaoileadh saor • dalta amháin ag an am



DANCE



AMES



GYMNASTICS



OUTDOOR &  
ADVENTURE

## Description of Activity

Invite pupils to find a space in a designated playing area. This activity involves short bursts of vigorous effort. Invite pupils to skip around the playing area. On a signal, pupils freeze and teacher invites a pupil to call out an instruction. These should only last about fifteen seconds and may include the following: fast jogging, high knee lift, heel flick, swinging arms, jumping, star jumps, skipping on the spot, clapping hands and crazy dancing, balance on one foot. Repeat the activity a number of times, inviting a different pupil to call the instruction each time.



## Variations

- Vary the locomotor skill used between activities, e.g. hopping, side stepping, etc.
- Instead of performing activities each time, invite pupils to explore balancing on various body parts.

## Equipment

An open playing area



- Vary the length of the vigorous activity to suit the age and ability of the class group.
- Encourage pupils to freeze in a space and to maintain a safe distance between each other at all times.



- Think about the role that your arms play when you are skipping. Draw a picture of this movement in your PE journal.



gníomhaíochtaí bríomhaire • sodar go tapaidh • bualadh bos • lámha ag luascadh • léim • scipeáil