



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Set out a chair (facing outwards) or hoop for each pupil in a large circle. Invite pupils to side step around the circle facing inwards and keeping at least an arm's distance away from their closest neighbours. It is useful to use music to encourage pupils to move to the beat and develop rhythm when side stepping. When the music stops or the teacher gives a signal, pupils must sit on a chair or jump into a hoop as quickly as possible. As the rounds progress, remove chairs or hoops so that some pupils end up without a hoop. Any pupil that does not have a hoop must side step around the playing area and wait to join the next activity.



Variations

- Allow pupils to share a hoop, e.g. three, any group that does not have three are disqualified.
- Vary the locomotor skilled used to move around the area, e.g. skipping or hopping.

Equipment

An open playing area, chairs or hoops



- Set up smaller activities or start a new activity when down to the last five pupils as there may be a large wait time for pupils leaving the activity early.
- If using hoops, ensure pupils enter them safely and in the case of a tie, the first to touch the ground inside the hoop claims it. Any disputes should be settled by rock, paper, scissors.
- Pause the activity at intervals to focus on the teaching points for side stepping 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 side stepping action during the activity.



- In your PE journal, record three sporting activities and one non-sporting activity where side stepping is important.



cathaoireacha nó fonsaí • céim ar leataobh • ceol a chuir ar siúl • rithim a fhorbairt • bain cathaoir nó fonsa amháin



Description of Activity

Using cones, set up a large playing area and scatter hoops randomly around the ground. All pupils start in their own hoop except for three pupils who are nominated as taggers. Taggers chase pupils as they side step from hoop to hoop. Pupils can stay in a hoop for only three seconds before moving on. Any pupil who is tagged becomes a tagger. Pupils can only move by side stepping.



Variations

- Vary the locomotor skill used to move around the area, e.g. hopping, skipping or running.
- When pupils are tagged they can replace the tagger.
- If hoops are unavailable, invite pupils to stand on spot markers.
- Add balancing. Pupils must spend five seconds in a hoop or on a spot marker performing a balance before moving on.

Equipment

An open playing area, hoops or spot markers, cones



- Hoops can be a trip hazard when pupils move in and out of them. Ensure pupils move carefully.
- Discuss safe tagging technique with pupils.
- Pause the activity at intervals to focus on the specific teaching points for side stepping 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 side stepping action during the activity.



- Watch a video clip of a sports star that uses side stepping in their sport. In your PE journal, draw a picture of them side stepping.



fonsaí • triúr mar thóraithe • ó fhonsa go fonsa • ar feadh trí soicind • céim ar leataobh



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GYMNASTICS



OUTDOOR & ADVENTURE

Description of Activity

Use cones to set up a rectangular playing area. Place lots of obstacles such as skipping ropes, balls, cones and spot markers randomly throughout the playing area. Pupils are required to move over and around these obstacles. At one end of the playing area set up a line of hoops as the home base for each group. At the other end place one hoop in the centre with as many beanbags as possible in it. The aim of the activity is to side step through the obstacles to the other side, pick up one beanbag, side step 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 and vary the size of the playing area to make the activity easier or more difficult.
- Vary the locomotor skill used to move around the area, e.g. hopping, skipping or running.

Equipment

An open playing area, hoops, cones, skipping ropes



- Ensure there is a maximum of four pupils in each group.
- Pause the activity at intervals to focus on the specific teaching points for side stepping 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 side stepping action during the activity.



- Practise side stepping around the yard at playtime. Remember to lead off the right and the left foot.



constaicí • téad scipeála • liathróidí • spotaí • líne fonsaí • málaí pónairí • céim ar leataobh



Description of Activity

Use cones to set up a large playing area. Pupils side step around the playing area until the teacher calls freeze. When freeze is called, pupils stop and perform a balance using the description given, e.g. balance on one foot or balance on two body parts.



Variations

- Vary the type of balance.
- Vary the locomotor skill used to move around the area, e.g. hopping, skipping, etc.
- As the activity progresses, add partner work and group balances.
- Pair pupils up with one side stepping and the other observing. Give clear guidelines on providing each other with feedback on their skipping technique.

Equipment

An open playing area



- Add a theme, e.g. animals, superheroes etc.
- Pause the activity at intervals to focus on the specific teaching points for side stepping 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 side stepping action during the activity.



- Side step from the school gate to the school door every day this week.



céim ar leataobh • reoigh • cothromaíocht • ar chos amháin • dhá chuid den cholainn



Description of Activity

Arrange pupils in groups of six. One pupil is the fox and the others are the geese. Four geese stand in a straight line, side by side holding hands. The fifth, the loose goose, is free to move. The fox tries to tag the loose goose who attempts to hide from the fox behind the line of geese. The line of geese side step left and right in an attempt to stay between the fox and loose goose to protect it. The fox and loose goose must also side step at all times. Rotate roles regularly.



Variations

- Increase or decrease the number of geese in the line.
- Vary the locomotor skill used to move around the area, e.g. running or skipping.

Equipment

A hard playing surface



- Encourage pupils to move as a group.
- Pause the activity at intervals to focus on the specific teaching points for side stepping 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 side stepping action during the activity.



- In side stepping, we move sideways while our body faces forward. In your PE journal, draw an animals that moves like this.



cúigear nó seisear • sionnach • géanna • cor i leataobh • a chosaint • líne a bhriseadh

LINE TAG WITH A STATIC BALANCE



DANCE



GAMES



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Use the lines in the yard for this activity. If there aren't any lines, use chalk to draw lines. Pupils work in pairs (A and B). One partner is the chased and the other is the chaser. Pairs move apart from each other side stepping along the lines in the yard not knowing who will be the chaser. On a signal, the teacher calls 'A' or 'B'. If the teacher calls 'A', pupil A acts as the chaser and pupil B acts as the chased. The chased pupil must try to avoid being tagged. If a pupil is tagged they must move off the line and perform a static balance. On a second signal, pupils continue to side step on the lines until the teacher calls 'A' or 'B' again.



Variations

- If there are different coloured lines on the court instruct pupils to use a different form of movement for each colour, e.g. white is hopping, red is side stepping, etc.
- Introduce a countdown timer for the chaser to catch their partner. If the chased pupil gets away, then introduce a small forfeit for the chaser e.g. ten tuck jumps.

Equipment

An open playing area with line markings



- Often pupils will encounter a 'traffic jam' where they meet another pupil on a line. Permit them to place one foot off the line to continue. This will encourage teamwork and cooperation.
- Pause the activity at intervals to focus on the specific teaching points for side stepping 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 side stepping action during the activity.



- Practise side stepping along lines in the yard at playtime with your friends.



línte • pairtnéir • tóraí • séideadh na feadóige • rith • cor i leataobh • cothromaíocht statach



DANCE



AMES



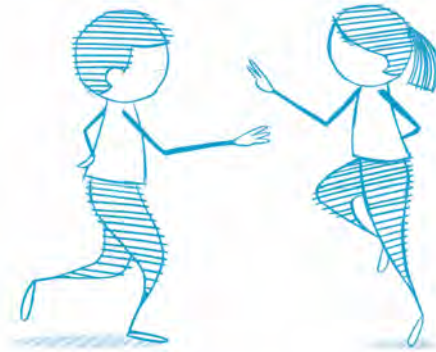
GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Arrange pupils in pairs. Invite each pupil to face each other one metre apart. Begin with side stepping around the playing area mirroring each other's movement as they go. Each pupil puts one hand behind their back. This hand should hold up a certain amount of fingers. After travelling at least ten metres, the teacher calls 'one, two, three, go' and both pupils bring their hand from behind their backs. The aim is to count the number of fingers on both pupils hands and call out the total number. The pupil who calls out the correct number first, wins. The challenge is for pupils to continue side stepping as they play.



Variations

- Increase the difficulty level by using two hands.
- Invite pupils to multiply the two numbers together.
- After three rounds switch partners.

Equipment

An open playing area



- This is a great opportunity to build numeracy into the PE class. Use it to reinforce a wide range of mathematical concepts.
- Pause the activity at intervals to focus on the specific teaching points for side stepping 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 side stepping action during the activity.



- Practise this activity at home with a family member.



lasmuigh • i mbeirteanna • méadar eadarthu • cor i leataobh • méara a chomhaireamh



ATHLETICS



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GYMNASTICS

Description of Activity

Use cones to set up a large, rectangular playing area. Arrange pupils in pairs (dodgers and catchers). Invite the dodgers to position themselves at one end of the rectangle and the chasers at the other. On a signal, dodgers attempt to cross the area to the other side without being tagged by their partner. Dodgers can only be tagged by their own partner. If a dodger gets tagged they must leave the playing area and side step back to their end and wait for the next round. Pupils change places after every activity.



Variations

- Increase or decrease the size of the playing area.
- Introduce a point system where catchers earn one point per tag.
- Vary the locomotor skill used to move around the area, e.g. hopping, running or skipping.

Equipment

A hard playing surface



- Ensure pupils only move by side stepping.
- Pause the activity at intervals to focus on the specific teaching points for side stepping 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 side stepping action during the activity.



- Perhaps you could try side stepping or skipping races with a friend in the yard.



dhá fhoireann • lucht seachanta • gabháilthe • cluiche tóraíochta • áit súgartha a fhágaint