



DANCE



GAMES



GYMNASTICS

Description of Activity

Invite pupils to spread out in the playing area and find a space. When the music is played pupils move around the area using a locomotor skill of the teacher's choice. Encourage dodging and avoiding the other pupils. When the music stops pupils must perform a balance and freeze for ten seconds. Any pupil that moves must complete five jumping jacks before joining in again. Restart the music and repeat.



Variations

- Vary the locomotor skill used to move around the area.
- Vary the tempo of the music and encourage pupils to move to the beat, thus promoting an understanding of rhythm.
- Introduce jumping. When the music stops, pupils must do five jumps for distance or height.
- Introduce partner balance.

Equipment

An open playing area and music



- Ensure pupils keep their head up and watch where they are going.
- When the music stops take the opportunity to teach specific technique, e.g. lower your body when changing direction.



- Invite pupils to play their favourite song at home and to perform three balances that they think suit the music. Show your balances to the class in the next PE lesson.



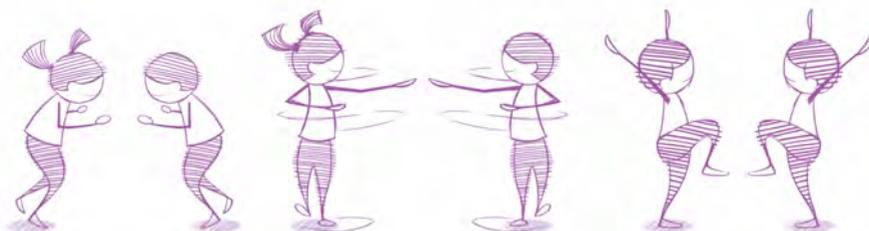
ceol a sheinnt • cor i leataobh • cothromú a dhéanamh • reoigh ar feadh 10 soicind • seac léimní



Description of Activity

Arrange pupils in pairs. In each pair, one will be the mirror and the other will be the reflection. Invite partners to face each other. The mirror begins to move and the reflection must copy their movements as best they can.

Movements may include: jump (star, tuck), T-balance, spin, skip, walk or run on the spot, rotate, push up, plank, balancing on one, two or three body parts, etc.



Variations

- Play a similar version of this activity called 'Simon Says' where all pupils attempt to mirror one individual.
- Encourage pupils to memorise a thirty second routine.
- Encourage pupils to try challenging, different and even silly movements.

Equipment

An open playing area



- Ensure all pupils are aware of each other and are cautious of the movement of other pairs.
- Regularly pause the activity to discuss the teaching points of balancing. While the teaching points for balancing are based on the basic static balance, many of these teaching points still apply to more advanced balances, both static and dynamic.



- Practise some new balances for next week in front of the mirror at home.

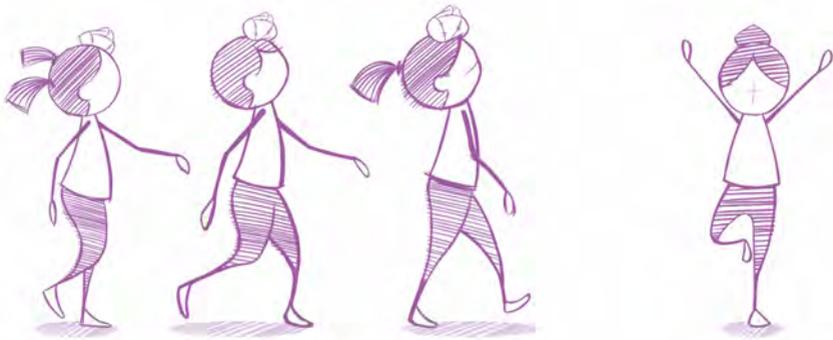


i mbeirteanna • máistir scáthánach • íomhá scáthánach • ag gluaiseacht • aithris a dhéanamh ar



Description of Activity

Set up a large playing area using cones. Invite three pupils to be taggers and three pupils to be rescuers. The remaining pupils balance a beanbag on their head in their own space in the area. On a signal pupils walk or run around the area trying not to get tagged. If pupils are tagged or if their beanbag touches the ground they freeze and perform a static balance holding their arms out to the side until they are released by the rescuers.



Variations

- Vary the locomotor skill used, e.g. walking, hopping, skipping, side stepping etc.
- Challenge pupils to change levels with the beanbag on their head.
- Increase or decrease the number of taggers.

Equipment

An open playing area, cones, bibs, beanbags



- **Pause the activity at intervals to focus on the teaching points for balance in the lesson. Provide feedback to individuals while they perform the balances during the activity.**
- **When performing a static balance invite pupils to extend and point all limbs. This concept is called aesthetics.**



- **In your PE journal, draw two easy balances and two difficult balances.**



- **cóin • triúr • tóraithe • sábhálaithe • séideadh na feadóige • málaí pónairí • cothromaíocht statach • lámha sínte amach**



Description of Activity

One pupil stands with their back to the other pupils in the wolf den, while the other pupils stand about ten metres back, behind a line in the playing area. The pupil with their back to the other pupils is the Sly Wolf, and chants:

*'I am the Sly Wolf and I'm fast as lightning.
If I catch you creeping, it will be very frightening!'*

While the wolf is chanting, the other pupils creep towards them. At the end of the chant, the wolf spins around and pupils freeze and perform a balance. The wolf tries to catch someone moving. If they are unable to catch anyone, they can walk amongst pupils and without touching them, try to make them smile or laugh. If they succeed, the pupil who smiled or laughed roars with fright and returns to the start line. The wolf returns to the den and the activity is repeated. If a pupil can get to the den without being caught, they become the new wolf.



Variations

- To challenge pupils' balance, the wolf can introduce instructions such as 'balance on one foot' or 'balance on hands and feet' etc. as part of their chant.
- Vary the travelling method e.g. creep, walk, hop, side step, jump.

Equipment

An open playing area



- Consider placing a time limit of ten seconds for the wolf to move around pupils.
- Remind pupils to use strategies to help them to perform the balance, such as looking at a spot on the ground, taking steady breaths etc.



- This activity originated in Greece. In your PE journal, draw another activity that originates from anywhere in the world.



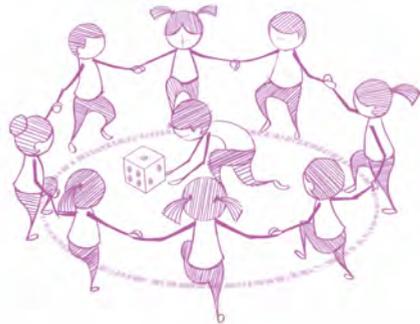
mactíre • luas lasrach • bog go mall • breith ar dhalta ag gluaiseacht • meangadh gáire • ag gáire



Description of Activity

Arrange pupils in a circle. Introduce a die and invite pupils to allocate a body part to each number. Suggested body parts to balance on may include: right/left foot, bottom, tummy, back, left side, right side.

Invite pupils to walk steadily around the playing area, taking care to avoid each other. On a signal, pupils freeze and the teacher (or a selected pupil) rolls the die and calls out the number. Pupils perform a balance using the relevant body part. Repeat the activity several times, changing the locomotor skill from walking to skipping to running.



Variations

- Introduce a second die and allocate further body parts to each number. Now pupils have to ensure that their balance is on both body parts e.g. right foot and left elbow.
- Suggested body parts for second die include: right hand, left hand, right elbow, left elbow, right knee, left knee, etc.
- Invite pupils to find a partner and perform a mirrored balance.
- Instead of using pairs, invite pupils to perform the balances individually.
- Use a third numbered die, this time they have to assemble in groups of the number rolled and make group balances on the particular body part.

Equipment

An open playing area, large dice with parts of the body on each side.



- Encourage pupils to work together to come up with the balance.
- Demonstrate how to balance on certain body parts.



- In your PE journal, draw or stick a picture (from a magazine, newspaper, book or the internet) of a dancer performing a balance.



siúl timpeall • bealach nua • dalta eile a sheacaint • díse a chaitheamh • cothromaíocht scáthánach



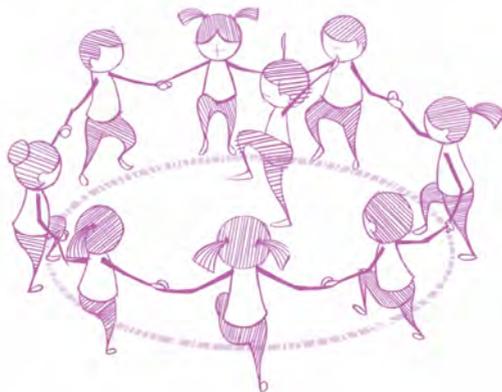
DANCE



GYMNASTICS

Description of Activity

Arrange pupils in groups of six. Invite each group to stand in a circle and hold hands. One pupil starts the activity by performing a balance (e.g. one leg lift, one leg forward, one leg back, one leg resting on the knee of the other, etc). Everyone else in the circle adopts the same balance. The same pupil that selected the balance now gently squeezes the hand of the person beside them. On feeling the squeeze, the receiving pupil then squeezes the hand of the next person, making sure to perform the balance. When the squeeze gets back around to the first pupil, the second pupil selects a new balance and continues the activity. Repeat the activity until every pupil has had a chance to select the balance.



Variations

- Instead of balancing, pupils could select a hopping or jumping action for everyone in the circle to copy, e.g. hopping on the left foot/right foot/alternate feet, jumping two-feet, criss-crossing the legs, or hop-scotch etc.

Equipment

An open playing area



- Encourage pupils to alternate the standing leg for each balance.
- Remind pupils of the teaching points that they can use to help them to balance.
- Remind pupils not to squeeze each other's hands too tightly.



- Practise one legged balances. In your PE journal, draw five of these balances.



ceathrar nó cúigear i ngrúpa • ag seasamhí gciocal • cothromaíocht • ag déanamh aithris ar • lámh a fháscadh

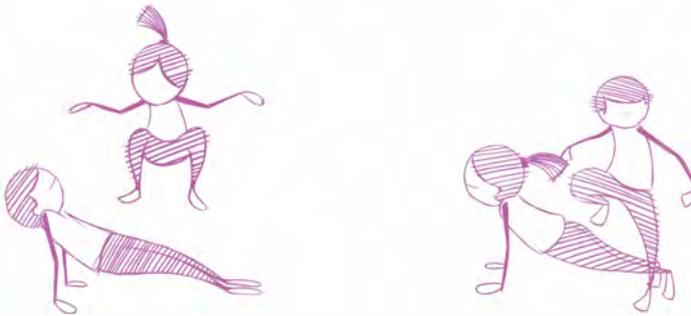


Description of Activity

Arrange pupils in three groups: half of the class are the 'flips' and the 'flops', and the other half are the 'movers'. The flip and flops must find a space within the playing area and get into the position as described below. The movers must travel around the playing area. On a signal the movers travel towards a flip or a flop and gently tag them on the shoulder to swap roles. Repeat the activity for a set amount of time.

Flip description = plank

Flop description = crab or bridge position



Variations

- Introduce other locomotor skills such as skipping or side stepping for the movers to travel around the area.
- Once the pupils are familiar with the activity, the teacher can decide to remove the signal and invite pupils to change roles spontaneously.

Equipment

An open playing area



- Encourage pupils to engage their core muscles, as a strong core helps with stability.
- Invite pupils in the plank position to drop their knees to the floor if they get tired.
- Invite pupils in the bridge position to drop their bottom to the floor if they get tired.



- Research 'yoga for kids' online and practise with a family member.



dhá ghrúpa • flip fleap • lucht aistrithe • portán • droichead

Description of Activity

Set out a starting line and a finishing line in the playing area using cones. Each pupil lines up at the starting line with a ball. On a signal, pupils begin to sprint towards the finishing line. On another signal, pupils must come to a complete stop as quickly as possible and complete the challenge that is called out, e.g. when they hear 'head on the ball', they must come to a complete stop, put their ball on the ground, touch their head to it and freeze. Pupils perform this balance until invited to continue running.

Suggestions for challenges: sit on ball and balance, one foot on the ball and balance, one hand on the ball and balance, one elbow on the ball and balance, one knee on the ball and balance, move the ball on the floor between your ankles, move the ball around your waist, attempt to spin the ball on your finger, balance with the ball on your tummy, back or between your knees.



Variations

- Vary the locomotor skill used to travel across the playing area.
- Introduce partner work, e.g. one ball between two pupils.
- Introduce a team element, half of the class performing whilst facing the other half.

Equipment

An open playing area, one ball/item per pupil, cones



- Reinforce the teaching points of balancing when pupils are performing a balance.
- Remind pupils to come to a complete stop without sliding on the floor.
- Encourage pupils to focus on the teacher's voice to hear the instructions and react quickly.



- In this activity it is important to have good balance. In your PE journal, list three times in your life when it is important to keep your balance (e.g. standing on a chair to change a light bulb).



líne deiridh • liathróid ar do cheann • reoigh • suigh ar an liathróid • ag cothromú • liathróid a chur timpeall do bhásta