

Description of Activity

Arrange pupils in pairs (A and B) with a ball and two cones per pair. They begin standing one metre apart with a cone at their feet. Pupil B throws a ball and pupil A attempts to catch it and throw it back. If the catch is successful, pupil B picks up their cone and steps back one metre and repeats. Increase the distance as far as the throw and catch is comfortable. Pairs switch after a given time or distance is reached.



Variations

- Vary the type of ball used and whether to catch with one or two hands.
- Introduce a single leg balance while catching.

Equipment

An open playing area, tennis balls, cones



- Pupils are reminded to aim for a small part of the body. “Aim small, miss small”, e.g. aim at the chest, chin or belly button.



- Practise throwing and catching a ball against a wall, while balancing on one leg.



- I mbeirteanna • méadar • cothromaíocht ar chos amháin • caitheamh • gabháil

Description of Activity

Arrange pupils in an enclosed playing area. Invite three pupils to be the taggers and to wear a bib. The remaining pupils have a beanbag each and run around within the area trying to evade the taggers. A pupil who is tagged must throw their own beanbag in the air and catch it five times before they are free to run again. On a signal, pause the activity to select new taggers, and continue the game.



Variations

- Vary the fundamental movement skill used to move, e.g. skipping, side stepping or running.
- Pair pupils up by linking arms. When tagged they both perform throwing and catching exercises.

Equipment

An open playing area, cones, beanbags



- Ensure pupils throw the beanbags at a safe height.
- Pause the activity at intervals to focus on the teaching points for catching in the lesson. Provide feedback to individuals while they perform catching during the activity.



- In your PE journal, list three playground games where catching is important.



málaí pónairí • triúr tóraithe • bibeanna • caith san aer é • cúig uaire



Description of Activity

Arrange pupils in pairs with two tennis balls per pair. The pair stand facing each other, one metre apart, with one pupil holding a tennis ball in each hand at eye level. The pupil with the tennis balls drops one of them, at a time of their choosing. The other pupil must wait with their hands on their hips until a tennis ball is dropped and try to catch it before it bounces a second time.



Variations

- Pupil A drops two tennis balls and nominates which should be caught - left or right.
- Vary the height from which the tennis ball is dropped.
- Pupil A stands behind the catcher on a bench and drops a tennis ball from above the catcher's head to fall in front of their face. With hands on their hips, the catcher looks forwards and catches the tennis ball as it comes into view.

Equipment

One tennis ball per pupil



- **Pause the activity at intervals to focus on the specific teaching points for catching 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 catching during the activity.**
- **Ensure pupils are well spaced and that there are no obstacles in the playing area.**



- **Play this game at home with a rolled up pair of socks.**

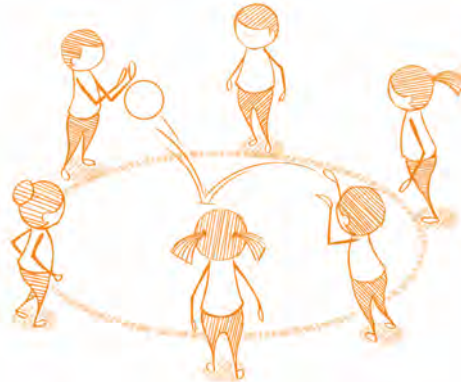


- **málaí pónairí • i mbeirteanna • trasna óna chéile • lig don mhála titim • lámha ar na cromáin • í a ghabháil**



Description of Activity

Arrange pupils in groups of approximately six, with one ball per group. Pupils form a circle with one pupil starting with the ball. Select a theme, e.g. countries. The first pupil calls another pupil's name and calls a country e.g. Jack America, before throwing the ball to Jack. Jack then calls another pupil's name and chooses a new country. This continues until a pupil either a) says a country that has already been mentioned or b) cannot think of an answer in three seconds. If this occurs, this pupil must run around the circle twice and join in again.



Variations

- Alternate the theme e.g. cars, colours, animals, etc.
- Use a variety of throwing techniques, e.g. bounce pass, overarm or underarm throw.
- Instead of running around the circle, pupils could perform a static balance for a count of ten.

Equipment

An open playing area, a dodge ball or soft ball per group



- This activity has been designed to focus on catching only, so do not offer teaching points for throwing.
- Pause the activity at intervals to focus on the specific teaching points for catching 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 catching during the activity.



- Play this game at home with a family member, using a rolled up pair of socks or a soft ball.



- seisear • I gciorca • téama a roghnú • ainm an duine a rá • caitheamh • liathróid a ghabháil • trí soicind • rith timpeall

Description of Activity

Arrange pupils in groups of five to ten depending on the variation used. Pupils form a line down the hall with the first pupil in the line holding a beanbag. The aim of the activity is to move the beanbag down the line from pupil to pupil using various instructions. Some of these could include throwing:

- with your dominant hand only
- with your non-dominant hand only
- with both hands
- over your left shoulder
- over your right shoulder
- between your legs
- with your eyes closed.

The focus of this activity is catching, not throwing. Ensure focus is placed on the teaching points of catching.



Variations

- Allow pupils to practise non-competitively before introducing speed.
- Run the activity from one end of the playing area to the other. Pupils must space themselves accordingly and if a beanbag hits the ground it must go back to the start.
- Give each group five beanbags. See how long it takes them to get all five to the other end.

Equipment

An open playing area, beanbags, cones



- Ensure there is enough space and enough beanbags to facilitate the activity. Group size is also important. Make the groups smaller where possible to allow pupils as many opportunities to catch as possible.



- Invite a family member/friend to catch for you. Check to see if they are bending their elbows to absorb the impact.

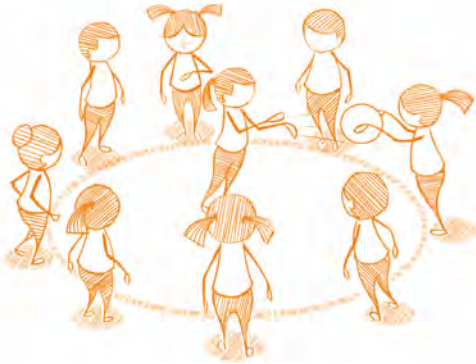


fóirne • líne sa halla • málaí pónairí • lámh cheannasach • dhá lámh • thar do ghualainn • idir na cosa



Description of Activity

Arrange pupils in groups of eight or ten, standing in a circle with one pupil (the leader) in the middle. The leader throws the ball to a pupil in the circle, who throws it straight back. The leader then throws to the next pupil and continues around the circle in a clockwise direction until everyone gets a pass.



Variations

- Invite each circle to race against each other, passing around the circle once or twice.
- Increase to two leaders standing back to back in the same circle with the aim being for one ball to catch up and get within one pupil of the other ball to win.
- Extend the circle and adapt the FMS to kicking.
- Pupils (except leader) perform a simple task after receiving the ball, e.g. five star jumps.

Equipment

One/two balls per group



- Ensure pupils are arms distance apart.
- To manage the activity invite pupils to call the name of the person they are passing to, hold their hands up high to receive the ball and put their hands by their sides after they have received the pass.
- Invite pupils to sit on the ground after their turn to clarify which group wins.



- In your PE journal, list five sports that use the skill of catching.

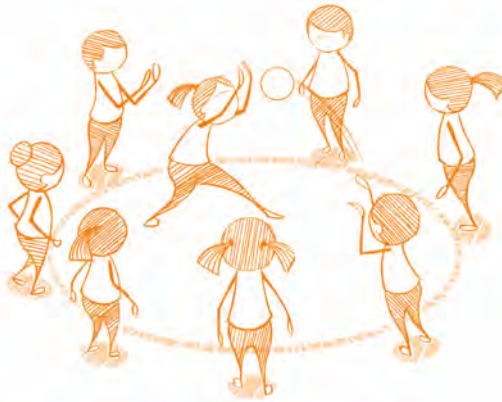


i gciortal • ceannaire sa lár • tuathal • pas a thabhairt • rás i gcoinne grúpa eile



Description of Activity

Arrange pupils in three even sized circles. One pupil starts in the centre of each circle as a defender. In each circle, invite pupils to pass a ball to each other without speaking and concentrate on where the ball is being thrown around the circle. The defender's role is to intercept the pass. If a pupil drops the ball or throws an unfair pass to another pupil they move to the middle of the circle and take the role of the defender.



Variations

- Add a second ball to make the activity more challenging.
- Add extra defenders.
- Increase the space and vary the manipulative skill being used, e.g. kicking.

Equipment

An open playing area, balls of various sizes



- Monitor the amount of time pupils spend in the centre of the circle and ensure nobody spends too long in the role of defender.
- Pause the activity at intervals to offer feedback on a given teaching point.



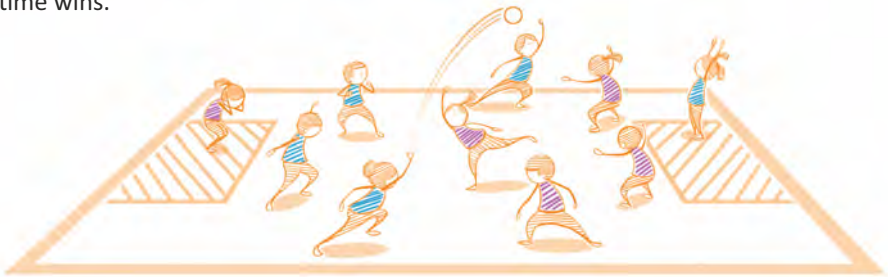
- Communication is an essential component of sport and physical activity. In this activity you are not permitted to speak. In sports, how can you communicate with your teammates without speaking? Draw some ideas in your PE journal.



cosantóir • sa lár • gan cainte • díriú isteach ar an liathróid • má thiteann an liathróid • pas a sciobadh

Description of Activity

Set up a large rectangular playing area with one large square at either end. Arrange pupils in two groups, wearing bibs. One pupil from each group is the scout and positions themselves inside the square in the opposition's end of the playing area and cannot move outside it. The aim is to pass the ball around, working it into opposition territory until close enough to pass the ball to the scout in the square. Only the scout can stand in the square. If the scout catches the ball, it counts as a score and the thrower joins them in the square. The group with the most pupils in the square (behind enemy lines) at the end of a predetermined time wins.



Variations

- Vary the number of pupils per activity and the size of the playing area.
- Introduce new rules to ensure as many pupils as possible are involved, e.g. make five passes before scoring or every teammate must receive a pass before scoring.
- Vary the locomotor skill used to move around the area, e.g. skipping or side stepping only.

Equipment

An open playing area, soft balls, cones, bibs



- **Pause the activity at intervals to focus on the specific teaching points for catching 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 catching during the activity.**
- **While throwing and catching are similar concepts they should always be taught separately and in isolation.**



- **In your PE journal, list five uses for catching in everyday life.**



dronuilleog le dhá cearnóg • dhá fhoireann • gasóg • liathróid a phasáil timpeall • ag seasamh • cearnóg • pointe