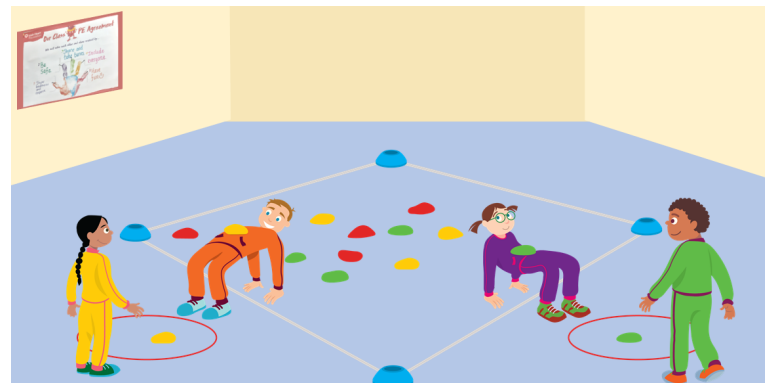



Action for Life

Physical literacy through PE and SPHE



Action For Life Hula Hoop Activities for Active School Week



 Active
School
Week
24–28 April, 2023

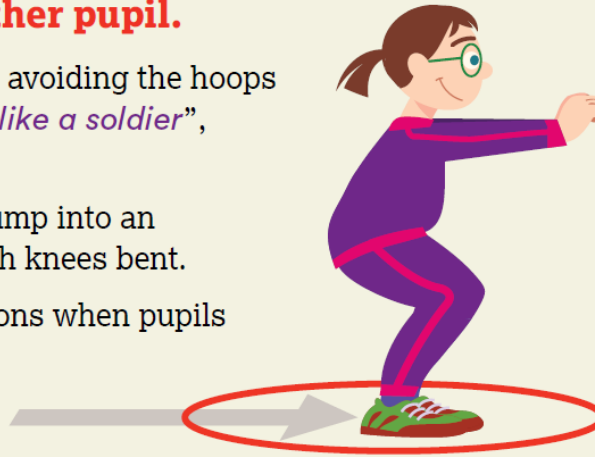
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#ASW23

WARM UP - Hoop Jumps


Set-up: Disperse hula hoops (one per pupil) around playing area. Ask pupils to each find a space on the floor to stand, not inside a hoop and not too close to another pupil.

- ➔ Pupils walk around the playing area, avoiding the hoops (or “*jump like a kangaroo*”, “*march like a soldier*”, “*hop like a rabbit*” etc.).
- ➔ On the teacher’s ‘go’ signal, pupils jump into an empty hoop and land on two feet with knees bent.
- ➔ Teacher can add additional instructions when pupils are walking around the playing area: “*walk heavily like an elephant*”, “*run lightly like a bird*”.



MODIFICATION: For pupils who are wheelchair or mobility device users, replace hoops with disc markers to move onto when signalled. Assign an upper body movement to perform when on the disc marker in place of the jump.

SAFETY! Emphasise that pupils must avoid jumping onto the edge of the hoop as this could result in slipping.

 **MORE ACTION:** Add additional commands when in the hoop: “*stand on one leg*”, “*keep one foot/heel inside the hoop*”, “*put the other foot/toe outside the hoop*”, “*lift shoulders up and down*”.



Demonstrate taking off and landing on two feet when jumping. If you notice a pupil who is not landing on two feet, provide a **verbal cue**, e.g. “*this time try to land on two feet*”.

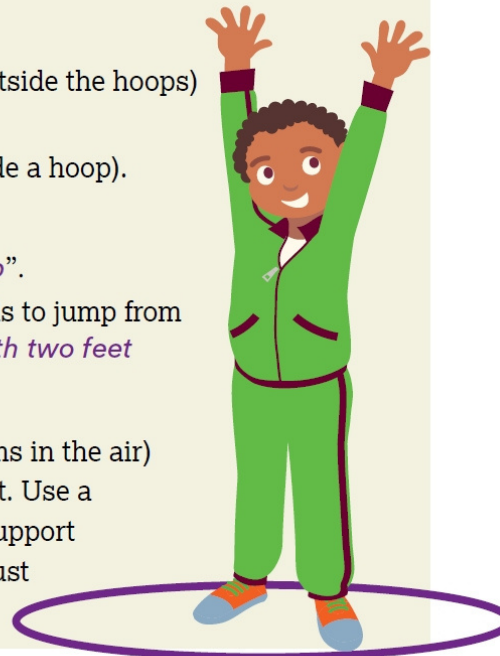
ACTIVITY 1 - Frogs and Lily Pads

Set-up: Adjust the hula hoops from the Warm Up to create different sized gaps between hoops. Play a musical backing track.

Hoops are lily pads and area outside of hoops is the pond.

- ➔ Pupils walk, run, skip, jump or hop around the pond (outside the hoops) to music.
- ➔ When the music stops, pupils jump onto a lily pad (inside a hoop).
- ➔ Teacher encourages “*big jumps*” and “*small jumps*”.
- ➔ Teacher reminds pupils to “*only jump into an empty hoop*”.
- ➔ Teacher brings hoops closer together and prompts pupils to jump from hoop to hoop freezing when music stops (“*taking off with two feet and landing with two feet*”).

MODIFICATION: Use a visual signal (such as putting arms in the air) as well as stopping music for pupils with hearing impairment. Use a ‘buddy system’ to partner a pupil who may need additional support (if taking this approach ensure all pupils have partners, not just those who require additional support).



MORE ACTION: Invite pupils to tip-toe, skip or hop from one hoop to another. To extend the activity, instruct pupils to hula hoop around their waist when the music stops. The pupil who keeps the hoop up for the longest time is tasked with being the DJ; they press ‘play’ and ‘pause’ on the music until another DJ emerges.



Use **rhyming cue** to prompt the ‘right way’ to take off and land when jumping. “*Bend your knees, up you go, jump and land, two feet in a row*”. Pupils recite rhyme as a class in a ‘call and response’ style to aid memory of the skill components.



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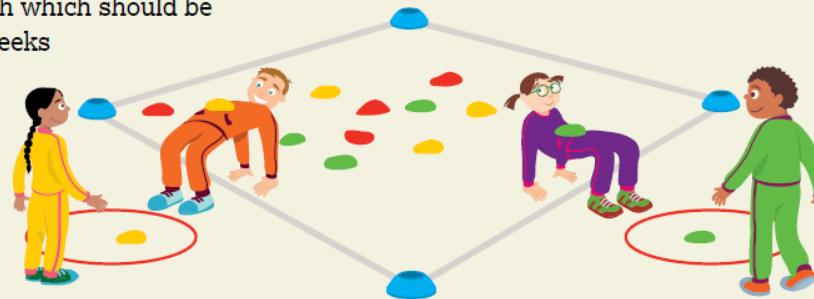
ACTIVITY 2 - Hungry Crabs

Set-up: Place a hula hoop outside each edge of the square playing area and scatter beanbags around the inside area. Divide pupils into 4 groups and ask each group to stand behind a hoop.

- ➔ The area inside the cones is the 'sea' and the bean bags are 'crab food'.
- ➔ Pupils from each group take turns to travel one by one by crab walking (or crawling, if preferred) forwards, backwards or sideways inside the boundaries.
- ➔ Pupils collect one piece of crab food (beanbag) at a time.
- ➔ Pupil places the beanbag on their stomach (or in their pocket, or hood) and crab walks back to the team's hula hoop.
- ➔ When the beanbag is placed in the hula hoop, the next pupil in the group goes off to collect more crab food.
- ➔ Each team tries to collect enough crab food to have a big dinner.

MODIFICATION: Place beanbags on a raised surface to allow pupils who have difficulty reaching the ground to retrieve the beanbag. Demonstrate variations of the crab (Easy – low back arch, bum close to the floor; Hard – straight back, bum high off the floor). The activity requires upper body strength which should be built up over a number of weeks rather than in one lesson.

In the early stages, consider adapting the crab walk to a 'kangaroo jump' or a 'horse gallop' which are more focused on the lower body.



Find this activity in:
Action For Life - [Junior Book](#)
Lesson 7 (page 19)



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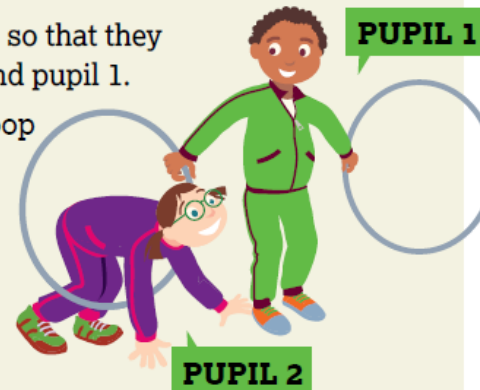


Allow pupils the choice to use a variation of the crab walk. Tell pupils that every crab is different and so are we. Encourage pupils to use the crab walk that is most comfortable for them and to attempt the task with courage.

ACTIVITY 2 - Silly Goggles

Set-up: Put pupils into pairs and give each pair two hoops. Pupils spread out so that each pair has enough space.

- ➔ Pupil 1 holds both hoops at their sides (as pictured) so that they look like spectacles or goggles. Pupil 2 stands behind pupil 1.
- ➔ On teacher's signal, pupil 2 moves through one hoop (moving from behind to in front of pupil 1) then moves through the other hoop (moving from in front of to behind pupil 1).
- ➔ When pupil 2 has completed the course, pupil 1 gives them the hoops. Pupil 2 then holds the hoops like goggles, as pictured, for pupil 1.
- ➔ When pupils are confident in this movement, try moving at different speeds, moving through hoops without touching the edges, or lifting one or both hoops higher.



MODIFICATION: Use extra large hoop to allow pupils with balance or mobility difficulties to complete the activity.

MORE ACTION: Form groups of 4 from the pairs, with 3 lining up behind a leader who is holding the 'silly goggles' (hoops) as above. One pupil moves through one hoop and runs to the far end of the activity area and back again, returning to their team through the other hoop. The next teammate repeats this. After the third teammate returns, the pupil holding the 'silly goggles' drops the hoops, runs to the far end of the play area and back again. Groups stand inside the hoops to signify that they have finished.



Remind pupils of the PE Agreement, use WILF (What I'm Looking For) to emphasise working together and encouraging one another. Ask a willing pair to demonstrate the task (**peer demonstration**). Use and reinforce 'encouraging' language (e.g. "You're doing a great job", "I like how careful you are being" etc.).

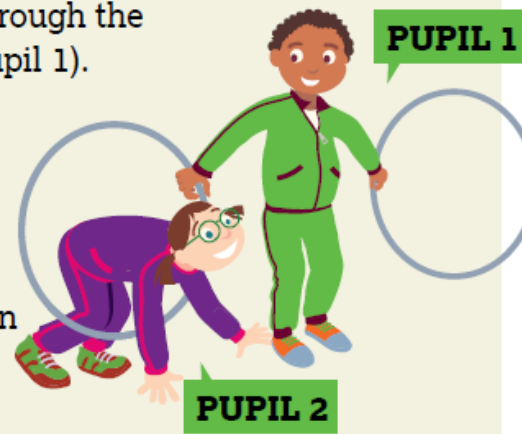


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WARM UP - Silly Goggles

Set-up: Put pupils into pairs; each pair gets two hoops.
Instruct pairs to spread out across the playing area.

- ➔ Pupil 1 holds both hoops at their sides (as pictured) so that they look like spectacles or goggles. Pupil 2 stands behind pupil 1.
- ➔ On teacher's signal, pupil 2 moves through one hoop (moving from behind to in front of pupil 1) then moves through the other hoop (moving from in front of to behind pupil 1).
- ➔ When pupil 2 has completed the course, pupil 1 gives them the hoops. Pupil 2 then holds the hoops like goggles, as pictured, for pupil 1.
- ➔ Pupils can experiment with holding the hoops higher or at different angles to practise moving in different ways, or pretend the hoops are hot and can't be touched to make it more challenging.



MODIFICATION: Use extra large hoops for pupils who are wheelchair or mobility device users. For pupils with vision impairment, tie small bells around the hoop to allow the pupil to hear where the edge is.

MORE ACTION: Pupils could start the activity from different positions (e.g from a seated position, from lying on their tummy, lying on their back). To increase challenge, set a start line from which pupils run to where their partner is holding the hoops, before moving through the hoops and swapping roles.



TOP TIP

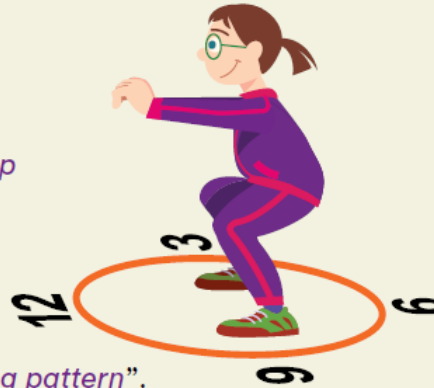
Use WILF (What I'm Looking For) to emphasise working together and encouraging one another. Ask a willing pair to demonstrate the task (peer demonstration). Demonstrate and reinforce encouraging language. "You're doing a great job", "I like how careful you are being", "keep trying", "don't give up" etc.

ACTIVITY 1 - Puddles

Set-up: Ask pupils to keep their hoop from previous activity, find a space of their own and place the hoop on the floor in front of them.

Teacher instructs pupils to:

- ➔ “Pretend hoops are puddles”.
- ➔ “Jump in and out of your hoop”.
- ➔ “Use high jumps and low jumps in and out of the hoop (forward and back)”.
- ➔ “Make yourself into a curled shape in your hoop”.
- ➔ “Hop and land on one foot in and out of hoop, hop and land on two feet into and out of the hoop”.
- ➔ “Do three different jumps in a row to create a jumping pattern”.
- ➔ “Create your own jump or movement, in or out of the hoop”.



MODIFICATION: Offer alternative sequencing (shorter sequences or greater repetition) to pupils who require additional support. Make a larger circle on the floor using thin rope, masking tape or chalk to facilitate pupils who are wheelchair or mobility device users.

MORE ACTION: Clock Jumping

- ➔ Explain that the hoop is a clock face; designate where 12, 3, 6, and 9 are on the clock.
- ➔ Pupils jump forward, backwards or sideways to different numbers, jumping back to the centre after each number. Ensure that pupils jump to the outside of the hoop and not on the hoop itself.
- ➔ Call out different times to create a jumping pattern or sequence.



Use rhyming cue to prompt the ‘right way’ to take off and land when jumping. “*Bend your knees, up you go, jump and land, two feet in a row*”. Rhyme can be helpful for remembering key aspects of specific movement skills. Try reciting the rhyme as a class in a call and response style to aid recall.

ACTIVITY 2 - 'Hoop to Group' Beanbag Relay

Set-up: Divide pupils into groups of 3-4. Arrange hoops and disc markers in a course as illustrated, with beanbags in hoop (one line per group).

- ➔ Each group lines up behind the start line.
- ➔ Pupils in each group take it in turns to move across the course, hopping across the disc markers and running through the space in the middle, before picking up a beanbag and hopping/running with it back to their group.
- ➔ Pupils high five the next person in the line to signal their turn.
- ➔ Continue until all of the beanbags have been moved from the hoop to a group.
- ➔ Pupils are encouraged to change the hopping leg frequently.
- ➔ Recognition should be given to the group who demonstrated good hopping technique and encouraged their teammates, as well as the group who completed the task the fastest.

MODIFICATION: Move the disc markers further apart or closer together to alter the challenge. For pupils who are wheelchair users, challenge them to move across the disc markers alternating hands, pushing one wheel at a time in a zigzag style and ensure beanbags are on an elevated surface (bench or table).

Find this activity in:
Action For Life - [Middle Book](#)
Lesson 2 (page 9)

Start line

Hop

Run

Hop



MORE ACTION: Add more disc markers to increase the number of hops required. Change the run in the middle space to a different movement (e.g. crawl, walk backwards, shuffle on bum, crab walk etc.). Extend the course with more equipment and tasks to create an obstacle course.



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ACTIVITY 2 - Hungry Crabs

Set-up: Ask pupils to help stack the mats from Activity 1. Divide pupils into groups of 3-4. Create squares using cones, with a hula hoop outside each edge. Scatter beanbags within each square and ask groups to stand beside a hoop. Tell pupils that beanbags are 'crab food'.

- ➔ Pupils travel by crab walking (or crawling, if preferred) inside the boundaries, to collect a beanbag, placing it on their stomach, returning it to the team's hula hoop.
- ➔ Once the beanbag enters the team's hoop, the next team member goes off in search of 'crab food'.
- ➔ Each team is trying to collect the most beanbags before they are all gone.



MODIFICATION: Place beanbags on a raised surface to allow a pupil who cannot reach the ground to retrieve the beanbag. Demonstrate variations of the crab (easier – low back arch, bum close to the floor; harder – straight back, bum high off the floor). The activity requires upper body strength which should be built up over a number of weeks rather than in one lesson. In the early stages, consider adapting the crab walk to a 'kangaroo jump' or a 'horse gallop', which are more focused on the lower body.

MORE ACTION: Challenge pupils to use a different method of travelling around playing area and carry beanbags on their head, arm, leg, etc.



Use the *Muscles of the Body* card in the resource pack to make reference to the muscles being used in this activity. “*Straighten your back to feel your abdominal muscles working*”, “*The more we use our triceps the stronger they get*”. PE provides an excellent opportunity to build vocabulary and increase knowledge and understanding of how the body works.

ACTIVITY 1 - Hoop Dance

Set-up: Disperse hoops around the playing area, ensuring one hoop for every child.

Pupils find a hoop and march to the beat of the music inside their hoop. Teacher demonstrates the following movement and dance sequence with instructions:

- ➔ Step outside hoop and march to the beat of the music.
- ➔ Put one foot in, one foot out, march in a circle around the hoop clockwise.
- ➔ Put other foot in, other foot out, march in a circle around the hoop anti-clockwise.
- ➔ Jump inside the hoop, jump out to the right.
- ➔ Jump inside the hoop, jump out to the left.
- ➔ March and step in the hoop, then out of the hoop.
- ➔ Side step to the right, side step to the left.
- ➔ March around the outside of the hoop clockwise.
- ➔ March around the outside of the hoop anti-clockwise.
- ➔ March with high knees, march into the hoop, and out of the hoop.
- ➔ Jumping jacks, jump into the hoop, 2 jumping jacks in the hoop, and jump out of the hoop.
- ➔ Change hoops, jump or hop to another hoop and start again.

Teacher can introduce additional arm movements as pupils gain confidence with the steps.

Find this activity in:
Action For Life - [Middle Book](#)
Lesson 7 (page 18)

MORE ACTION: Play a different piece of music with a moderate beat and task pupils with creating a movement sequence in small groups. Offer groups the choice of presenting the sequence to the class, emphasising that it is not the performance of the dance moves that matter but the working as a team and coming up with movement ideas.



TOP TIP

Encourage pupils to 'think and talk' when learning a movement sequence. Learning a movement sequence requires memory processes that are helped when we verbally prompt our bodies to perform certain actions (e.g. lift and clap) and move in time with the music. Encourage pupils to "call out the actions" and "count the beat out loud – 1,2,3,4,5,6,7,8!".



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ACTIVITY 1 - Frog Jump

Set-up: Arrange the hoops as illustrated with 4 beanbags in each end hoop. Put pupils into pairs and request each pair to stand in an empty hoop.

- ➔ One pupil from each pair jumps like a frog (squatting down low with knees wide, touching floor with hands between knees and jumping) to the end hoop.
- ➔ The pupil collects a beanbag and runs back to their base hoop, placing the beanbag in the hoop and high fiving their partner to signal their turn.
- ➔ This is repeated until all of the beanbags are returned to the start hoop.
- ➔ The first team to bring all beanbags back to their base wins.
- ➔ Teacher could also award a victory to the pair or group that encouraged each other or demonstrated improved technique.



MODIFICATION: For pupils who are wheelchair users, instead of frog jumping, partners take turns moving in front of each other and handing a ball overhead from back partner to front partner. Pupils could also move to end hoop together, pick up the beanbag and move back to start hoop throwing and catching the beanbag.

MORE ACTION: Instead of just carrying beanbags, ask pupils to throw and catch their beanbag while walking carefully back to their hoop. Pupils could also be tasked with returning to the start hoop while balancing the beanbag on their head.



Remind pupils of the PE Agreement and that you are looking for pupils who are encouraging one another. You might offer pupils the choice to find a partner, then combine pairs to form a group.