

#GAAPrimary Challenges

Issue 4
May 11th, 2020

3rd to 6th Classes / P.5 to P.7

Weekly Curriculum Lesson Plans and Physical Activities for Primary School Children



gamesdevelopment@gaa.ie

Supported By



3rd to 6th
Classes
P.5 to P.7

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Competition of the Week

Draw or paint a picture of your favourite GAA / LGFA / Camogie Association player.

Ask your parent/guardian to email photo of your completed picture/painting to gamesdevelopment@gaa.ie by

Friday May 15th including:

- Your first name
- The name of your school and county
- The name of your local GAA club, if you have one.

Win complimentary Family Passes to the [Ericsson Skyline Tour](#)

Winners will be announced the following week on [@GAAlearning](#)

By sending the email, parents / guardians are consenting for the photos and details to be shared on official GAA online channels. See terms & conditions and data protection notice on learning.gaa.ie/primary-school for details.



Learning Activity 1

Strand: Story

Strand Unit: Myths and legends

Aim:

1. Listen to, discuss, retell and record myths and legends that are associated with the Irish heritage and the GAA.

Suggested Activities:

1. Use Worksheets 4B and 4C to highlight the fact that hurling is an ancient game.
2. Allow the pupils to create a storyboard after reading the worksheets. The children could then retell the story to junior classes making sure to discuss the chronology of events in the stories and to discuss the actions and the feelings of characters.
3. Through integration with drama, encourage the pupils to express or record these myths through role-play and mime.



USE FOLLOWING WORKSHEETS



Worksheet 4B: The Early Days of Hurling

The first mention of the game of hurling was over 3000 years ago, at the Battle of Moytura (which is in Co. Mayo). The battle took place in 1272 B.C. and involved two mythical tribes called the Firbolg and the Tuatha De Dannan. Before the battle the Firbolg, who ruled Ireland at the time, challenged the Tuatha De Danann invaders to a game of hurling. There were 27 players on each team for the match. The Firbolg won the game, but they lost the battle.

The game of hurling was an important part of life for young men preparing to be warriors. The most famous warrior was Setanta or Cúchulainn. When he was only eight years old Setanta left his home in Cooley to join his uncle King Conor MacNessa at his palace in Eamhain Macha. There was a school there for young boys to learn how to become warriors. The pupils were called the Macra. When he arrived at the palace Setanta was excited to see the other boys playing hurling. He sat watching for a while and then decided to join in. He didn't realise that strangers were not allowed to play in these games. He got the ball and ran with it on his hurley to the other end of the field as no other boy could take it off him. The young warriors attacked him by throwing their hurleys like spears. But he blocked them with his own and then charged into his attackers, knocking them to the ground. Some fled to the palace where the king saved them.

King Conor called the boys together and introduced them to his nephew. They all returned to the field and continued the game, which the King watched. Setanta was the star of the game and no other boy could match his speed or skill. His uncle was very proud as Setanta soon became the school's star pupil. No other boy could beat him at running, wrestling, hurling or spear throwing.

Tasks:

1. Who was Conor MacNessa?
2. Who were the 'Macra'?
3. How did the other boys feel when Setanta joined the game?
4. Why did the king feel proud of Setanta?
5. Illustrate your favourite scene from the story and explain why you like it.
6. List the different feelings Setanta might have felt at different times in this story.
7. Tell the story again in your groups.



Worksheet 4C: Cúchulainn

One day King Conor received an invitation to a feast in the house of his blacksmith who was called Culann. Setanta had never met Culann so the king decided to bring his young nephew to the feast. However, when the king was leaving Setanta was in the middle of a game of hurling, but he promised that he would follow later. When Culann had welcomed the king and his guests into his house he asked if everyone had arrived. The king forgot about Setanta and replied that all the guests were present. On hearing this, Culann released a savage hound to guard the house during the feast.

When Setanta's match ended he hurried off to join his uncle at the feast. He brought his hurley, spear and sliotar with him to shorten the journey. He would puck the sliotar into the air, then throw the spear to hit it and catch both before they hit the ground. Soon he arrived at the entrance to Culann's house. Suddenly, the hound leapt at Setanta and tried to attack him. Setanta grabbed his sliotar and hit it with all his strength. The sliotar went straight into the hound's mouth, lodged in his throat and killed him.

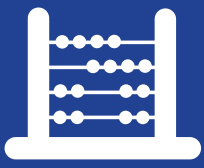
When the king heard all the noise he suddenly remembered Setanta and he was struck with fear that the hound had killed him. However, the guests were amazed to find Setanta standing over the dead hound. Conor was delighted but Culann was angry that his hound had been killed. Setanta promised that he would find a new hound to guard the house and pledged that he would guard Culann's castle until then. The Irish for a hound is cú (coo), so King Conor decided that Setanta would be known as Cúchulainn (The Hound of Culann) from that day.

Tasks:

Tasks:

1. Make a list of feelings that Setanta had at different times in the story. Write down what event in the story made him feel a particular way and why.
2. Who was Culann?
3. How did Setanta shorten the journey?
4. What happened when Setanta arrived at the feast?
5. How did the king react when he saw that Setanta was alive?
6. What does the name 'Cúchulainn' mean?
7. Illustrate your favourite scene from this story.





Learning Activity 2

Strand: Number

Strand Unit: Operations

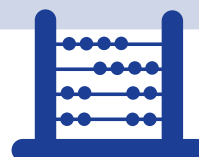
Aim: The child should be enabled to make informal deductions based on their skills of estimation.

Suggested Activities:

1. Use worksheet 3E to allow the children to demonstrate their ability to differentiate between certainties, estimation and wild guesses.
2. The children themselves should be asked to make statements and present scenarios and outline the rationale that governs their estimations.
3. Each child could give an example of both wild guesses and estimations for the upcoming league campaign and championship.
4. Discuss the role of information in the process of making a reasonable estimation and discuss how the children could improve their skills of estimation.

Answers To Worksheet 3E: 1. There are six crests in the box. 2. (a) An estimate; 2. (b) A guess; 2. (c) A guess; 2. (d) An estimate. 3. (a) 114; 3. (b) It was the weekend.

USE FOLLOWING WORKSHEETS



Worksheet 3E: Estimation

1. Look at the box below.



Take a wild guess:

(a) How many crests are in the box?

Now make an estimate:

(b) How many crests are in the box?

Now count them:

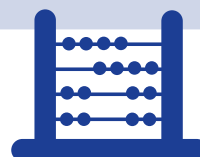
(c) How many crests are in the box? **Were your three answers similar?****Is an estimate more or less accurate than a wild guess?**

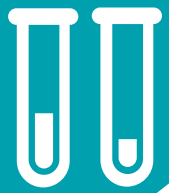
2. Try answering the following questions:

- (a) Seán and Tomás are spectators at a match in Croke Park. With three minutes remaining Fermanagh are leading Limerick by a goal and one point. Seán asks Tomás who he thinks will win and Tomás replies Fermanagh as they are leading at that moment. Is this a wild guess or an estimate?
- (b) Áine asked Marc who he thought would win the All-Ireland senior football championship this year. Marc replied that he preferred hurling and knew little about the teams but chose Derry as it was his father's home town. Was this a guess or an estimate?
- (c) Declan bought a ticket for a draw in his local GAA club. He chose the number 795 as this was the month and year of his birth. Was this a wild guess or an estimate?
- (d) Niamh missed training on Thursday night but she knew there was a match on Sunday. She was not sure what time throw-in was to take place, but she knew that for home matches they usually met at the clubhouse at 12:30pm and that they had played away the previous week, and so she arrived at this time. Was this a wild guess or an estimate?

3. The GAA Museum displays items from the rich history of the association.

- (a) On Monday there were 112 visitors to the museum, on Tuesday there were 88 and on Wednesday there were 109. Estimate how many people you think will visit on Thursday: 4, 44, 114 or 680?
- (b) On Saturday the museum had 872 visitors. Why do you estimate such a big difference in the number of visitors?
- (c) How many people do you think will visit the museum on Sunday: 7, 68, 100, 781?





Learning Activity 3

Strand: Living Things

Strand unit: Human Life

Aims:

1. Investigate the most important parts of the human body that are used in games of hurling, camogie, rounders, handball and Gaelic football.
2. Identify the parts of the body that need protection while playing these games.
3. Consider how skeletons and muscles support and protect the body in playing the games.
4. Discuss the importance of joints in enabling people to participate in the above games, the wrist, the knees, the elbows etc.
5. Measure pulse rate and record results after different types of exercises, using Worksheet 6B.

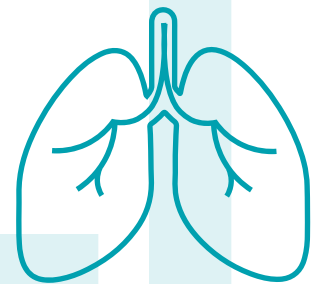
Suggested Activities:

1. [Watch this video](#) to show the children how to locate their pulse and measure it. It allows for good integration with maths and time, e.g., take the pulse for 15 seconds and multiply it by four to calculate the pulse after a minute.



2. Complete Worksheets 6A and B.
3. Experiment Measure the lung capacity.

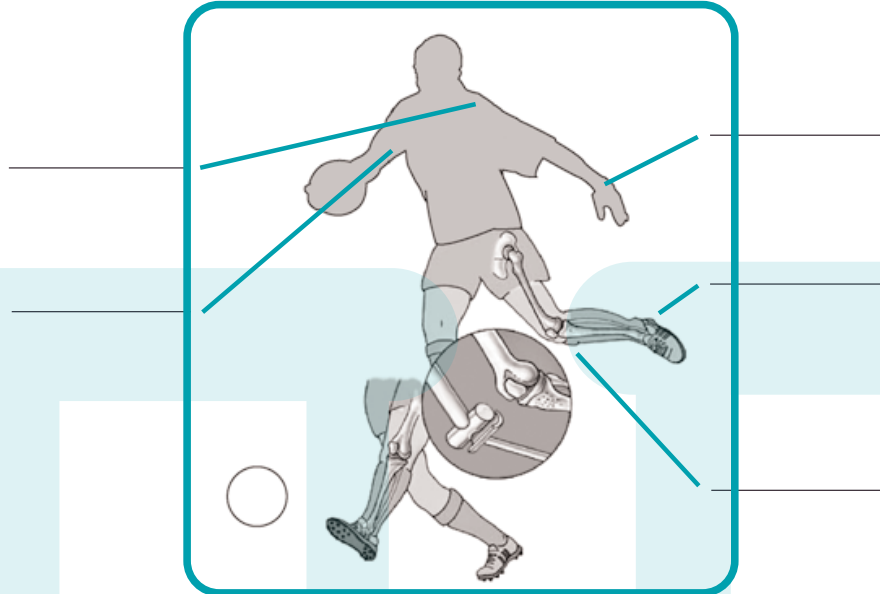
1. **What you need:** Large basin of water, large five-litre plastic bottle with cap, plastic tubing, and old towels for mopping.
2. **Preparation:** Mark volume on the large plastic bottle, e.g., the 1 litre mark, 2 litre, 3 litre, 4 litre, 1.5 litres, 2.5 litres, 3.5 litres, 4.5 litres etc. by pouring in a known volume of water.
3. Fill the five-litre bottle completely with water and put on the lid.
4. Turn it upside down in the basin of water and remove the lid.
5. Put one end of the plastic tubing into the bottle trying not to let any air out.
6. Take a big breath and then blow into the tube until you cannot breathe out anymore.
7. What happens?
8. Record your result. **Result:** The amount of empty space at the top of the bottle shows the amount of air that was in your lungs and which pushed the water out.



USE FOLLOWING WORKSHEETS



Worksheet 6A: Human Life



(1) Label the joints that are important in playing G.A.A.

(2) Explain the function of a joint _____

(3) The _____ is the joint in the hand. This is useful for the _____ in Gaelic football.

The arm is flexible because of the _____. This is useful when _____ the sliotar in hurling and camogie.

The legs are able to bend because of the _____. This is useful for _____ in all gaelic sports.

The _____ is the joint in the foot. This is useful for the _____ in football.

In performing the crouch lift in football, the following joints would be used; _____



Worksheet 6B: Human Life

(4) As well as allowing you to bend, the bones in your skeleton also _____
the body and _____ delicate organs.

The lungs which allows us to _____

are protected by the _____.

The brain, which is part of the _____ system, needs protection.

The brain is protected by the _____.

In hurling and camogie, protective headgear is worn. This is known as a _____.

(5) The function of the muscles is _____

Muscles can _____ but they cannot _____ so they work in _____.

(6) The heart which is part of the _____ system helps to pump _____ around the body and
deliver _____ to where it is needed. The heart is protected by the _____.

(7) Pulse at rest for one minute _____

Pulse after one minute of running on the spot _____.

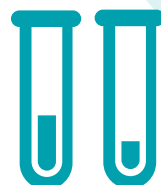
(8) Rest for one minute and test again recording in the table below. Remain at rest and repeating this test
every minute until the starting pulse rate has been reached.

Predict how long it will take _____

1 min	2 min	3 min	4 min	5 min	6 min	7 min	8 min	9 min	10 min

(8) How long does it take for your pulse to return to its normal rate?

Discuss the results in your groups.



Click images and watch following videos



For more movement skill challenges, see learning.gaa.ie

Click images and watch following videos



For more Skill Challenges, see learning.gaa.ie



MORE GAA PRIMARY SCHOOL LEARNING RESOURCES

learning.gaa.ie/primary-school

GAA Activity Planner

The GAA Activity Planner has been designed to help Teachers and Coaches to identify activities suitable for players/pupils and to build sessions and PE lessons from these activities. It contains hundreds of activities for developing Movement Skills, Hurling, Gaelic Football, Handball and Rounders. You can save sessions/lessons on a pdf document. Most of the activities also have a brief instructional video which can be shown on the class whiteboard. You can access this resource for free by registering on the GAA Learning & Development Portal



Céim ar Aghaidh/Step Ahead Resource

[Céim ar Aghaidh/Step Ahead Resource](#) is a set of learning resources for Teachers and pupils based on the enjoyable theme of gaelic games. It aims to deliver a range of exercises used to support teaching in a variety of subject areas. These can be adapted to suit children of varying abilities through differentiated tasks. In keeping with the ethos of the GAA, the material is designed to promote participation for all, both on and off the field.

[The GAA's P.E. Céim ar Aghaidh](#) is a teaching resource and has been developed to assist Primary School Teachers to deliver the Games Strand of the national Physical Educational Curriculum through Gaelic games activities covering Gaelic Football, Hurling/Camogie, Handball and Rounders.

Tá na leaganacha Gaeilge seo de na háiseanna a chur ar fail freisin.

