



# PE Céim ar Aghaidh

A GAA GAMES DEVELOPMENT INITIATIVE

Strand: Games

Class Level: Fifth and Sixth Classes

Lesson: 13 Rounders

## Venue

Yard/Hall/Playing field

## Equipment

Cones, tennis balls or rounders balls, rounders bats, hurleys or tennis rackets

Lesson  
**13**  
Rounders

**Strand Unit:** Sending, receiving and travelling

**Curriculum Objectives:**

- Children to practice skills previously experienced
- Children to develop and practice a range of striking skills
- Children to develop and practice a range of ball handling skills
  - Gripping a bat using the correct technique
  - Bowling ball at a target, gathering a ball while moving
  - Striking a ball through the air while standing
  - Striking a ball, using a bat, to a partner

**Strand Unit:** Creating and playing games

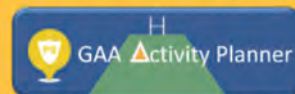
**Curriculum Objectives:**

- Children to play small-sided (mini versions) of games
  - "Diamond Rounders"
  - "Circle Rounders"

**Linkage:**

Gymnastics - Strand unit: Movement (Balance)  
Athletics - Strand units: Running, Jumping and Throwing

Build your own Lesson Plans



Go to [learning.gaa.ie/planner/primary](http://learning.gaa.ie/planner/primary) to find out more

## References

**Primary School Curriculum:**  
Physical Education (1999)  
Physical Education Teacher Guidelines (1999)

**Primary Schools' Sports Initiative**  
<http://www.ppds.ie/pcsparchive/pe/pspi/clickme.html>

**Fun Do GAA Learning Resource Pack (2007)**





### Strand: Games

### Class Level: Fifth and Sixth Classes

#### Organisation

- Each child has a racket/bat or one bat per pair
- Children form a circle around the perimeter of the yard/hall



#### Organisation

- Place the children in groups of five
- The groups line up as shown
- One child acts as “coach” out in front
- Insist that no child moves to the striking/batting point until the player in front has hit the ball



#### Activity 1 - Bat Grip

- The bat or racket is pointing towards the sky
- Practise the grip by turning the bat to make different shapes, using the wrist

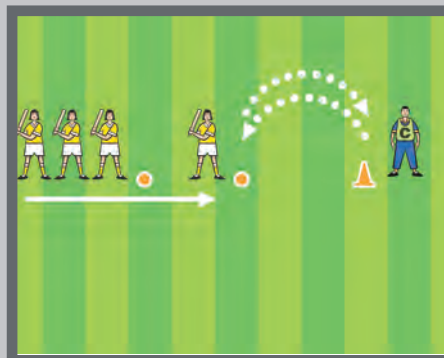


#### Teaching Points

- The dominant hand grips the bat at the top of the handle
- The non-dominant hand locks with the dominant hand
- Hold the bat chest high and in front of the rear shoulder
- The child should be able to firmly grip or “choke” the handle of the bat or racket with both hands
- Allow enough space for each child to swing the racket or bat safely

#### Activity 2 - Keep the Kettle Boiling

- The groups attempt to keep the rally going
- In turn, each member of the team moves forward to the cone to strike the ball back to the “coach” and immediately goes to the back of the line
- Encourage teams to aim for “high scores” by getting a high number of rallies



#### Teaching Points

- Insist that no child moves to the striking/batting point until the player in front has hit the ball

## Strand: Games

## Organisation

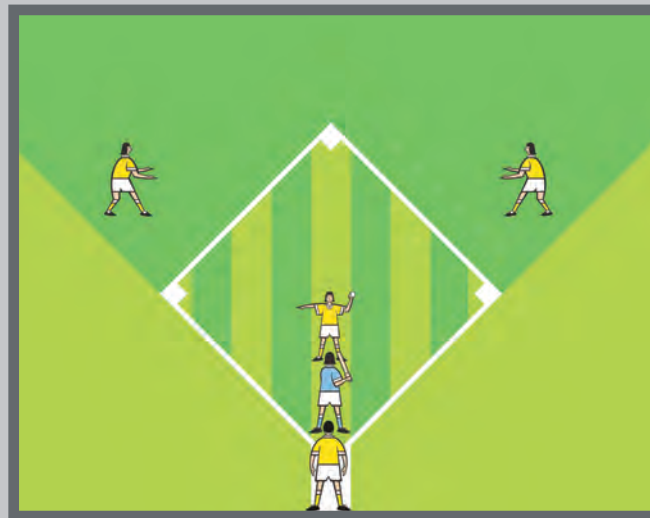
- Form groups of five or six
- The children are placed as in the diagram
- The batter uses a racket or hurley with a big bas



## Class Level: Fifth and Sixth Classes

## Activity 3 - Non-stop Rounders

- The batter receives five underarm bowls
- To score a rounder, the batter must run to the cone and back before the fielders throw the ball back to the bowler
- If the ball reaches the bowler while the batter is on the way back there is a half score
- The batter cannot be called out
- After five bowls each player moves around one place



## Teaching Points

**Look for:**

- the batter standing sideways to receive;
- the fielders having hands cradled ready to field and returning the ball to the bowler with an over arm throw;
- the bowler calling stop and the batter calling how many rounders s/he has scored;
- A two-handed catch by a fielder does not prevent the batter from continuing

## Strand: Games

## Class Level: Fifth and Sixth Classes

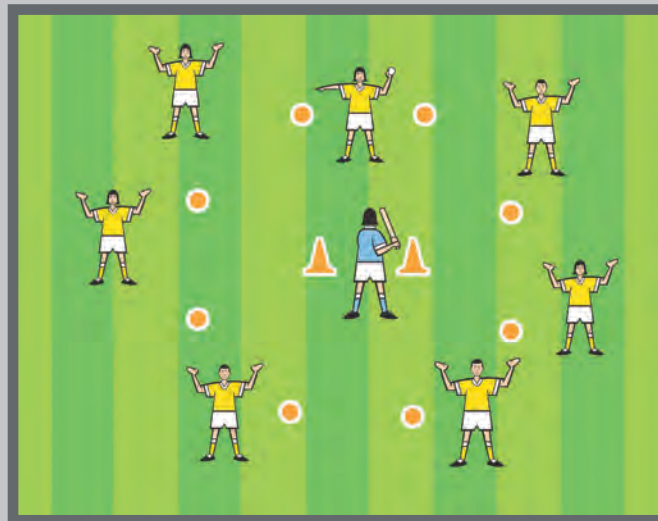
## Organisation

- Divide players in groups of eight
- Number each player in order for batting purposes
- Runs are made around the circumference of the circle
- Having batted the player then becomes a bowler



## Development - Circle Rounders

- The batter stands in the middle of the circle in front of a wicket – three or four cones - or cricket stumps when skill levels improve
- The fielders must stand outside the circle
- Each batter has five bowls
- When the batter hits the ball outside the circle s/he can run
- The fielders field the ball and throw it at the batter's wicket
- They are not allowed run with the ball or enter the circle
- The batter keeps on running until the wicket is hit or a maximum of five runs has been scored
- The batter is not out when the wicket is hit but simply stops running
- When the five bowls have been made the batter becomes the bowler and Number 2 is the new batter



## Teaching Points

- If the ball goes into the circle, does not hit the wicket but does not come out of the circle the fielders can NOT go in to collect it and the batter can make the five runs

**Q Why is it important to work as part of a team?**





# PE Céim ar Aghaidh

A GAA GAMES DEVELOPMENT INITIATIVE

Strand: Games

Class Level: Fifth and Sixth Classes

Lesson: 14 Football

## Venue

School Yard/Hall/Playing Field

## Equipment

Footballs, cones

Lesson  
**14**  
Football

**Strand Unit:** Sending, receiving and travelling

**Curriculum Objectives:**

- Children to practice skills previously experienced
- Children to further develop and extend kicking skills
- Children to further develop and extend ball handling skills
  - Walking or jogging and soloing with a ball
  - Taking steps and kicking the ball from hands i.e. punt kick
  - Punt kicking at a target

**Strand Unit:** Creating and playing games

**Curriculum Objective:**

- Children to create and develop games in pairs
  - Small-sided, 5v5 conditioned games

**Strand Unit:** Understanding and appreciation of games

**Curriculum Objective:**

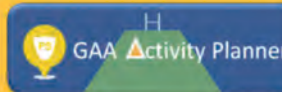
- Children to discuss and improve control in movement skills relevant to games
- Children to develop an understanding of the use of space in mini-games
- Children to develop an understanding of the tactics and strategies for use in mini-games
- Children to adapt rules for use in mini-games and keep scores of games
- Children to avail of opportunities in the community to participate in games

**Linkage:**

- Gymnastics - Strand Unit: Movement (Balance)
- Athletics - Strand Units: Running and Jumping



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**Strand: Games**

**Class Level: Fifth and Sixth Classes**

**Organisation**

- Each child has a ball or one ball between two



**Organisation**

- Divide the class into groups of 5
- Mark out a distance of 10m using cones
- The children line up behind one of the cones
- One ball per group



**Activity 1 - Foot Solo**

- In a stationary position drop the ball extending the kicking foot to flick the ball back into the hands
- Practise using both left and right feet

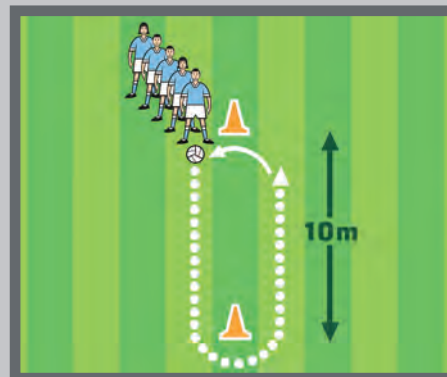


**Teaching Points**

- Drop the ball from the hand on the kicking side
- Straighten the leg and kick the ball with the front of the foot flicking the toes upwards

**Activity 2 - Toe Tap, Turn and Pass**

- In turn, each child solos out and around the far cone, fist passing for the next player as they return to the back of the line
- Continue the exercise for a set time



**Teaching Points**

- Challenge the children to toe-tap the ball with the non-dominant leg

**Strand: Games**

**Class Level: Fifth and Sixth Classes**

**Organisation**

- Each child has a ball or one between two
- Set up a course using cones or obstacles and a target or goal



**Organisation**

- Mark out goals 5m apart using cones
- Divide the players into pairs
- One ball per pair



**Activity 3 - Foot Solo & Shoot**

- In turn, the children solo around the cones and punt kick the ball at a target from a set marker



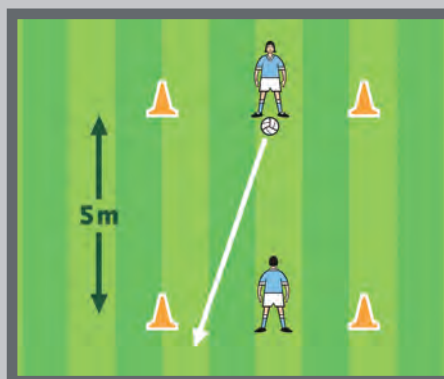
**Teaching Points**

- Drop the ball from the hand on the kicking side
- Extend the arm on the non-kicking side to maintain balance
- Head down, eyes on the ball
- Point the toes and follow through in the direction of the target

**Q** Why practice this exercise going in different directions?

**Activity 4 - Goal to Goal**

- a) **1v1**
  - Each child, in turn, attempts to score a goal past their partner
  - Award one point for every goal scored with the dominant side and two points for every goal scored with the non-dominant side
- b) **3v3**
  - Increase teams to 3v3



**Teaching Points**

- As the children develop, increase the distance between them
- Q** Why not organise this activity so the winners move on to play each other

Strand: **Games**

**Organisation**

- Organise the children into groups of 4
- Mark out a grid with 3 different zones
- 1 defender in the middle zone initially, creating a 3v1 scenario



**Organisation**

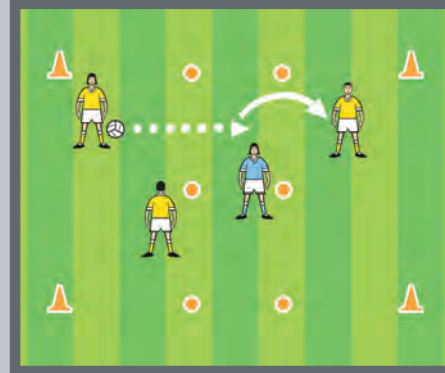
- Mark out a playing area 20m x 40m
- Place two markers at either end to form goals
- Divide the players into equal teams; 5v5



Class Level: **Fifth and Sixth Classes**

**Development - Space Invaders**

- The objective of the activity is to move the ball through the middle zone
- The child carrying the ball decides where to move and when to pass to prevent the defender from stealing the ball
- The receiver has to be in a suitable space to receive a pass i.e. to the sides of the defender, in front of the defender or behind the defender

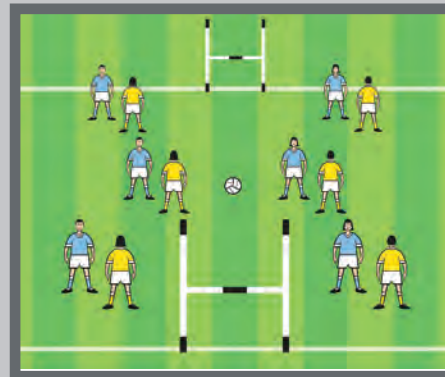


**Development - Football Mini-Game**

- The objective of the game is to score goals against the other team

**Rules**

- One hop, one solo
- Fist pass allowed
- Kicking allowed



**Teaching Points**

- Encourage movement off the ball to create passing opportunities for the passer

**Children discuss:**

- Moving into space when receiving
- When to send and when to receive

**Teaching Points**

- Q If the ball goes out of play how does the game restart?
- Q Will tackling be allowed?
- Q What does “mark a player” mean?
- Q How can we avoid bunching together?
- Q What should the penalty be for anyone who pushes or drags an opponent?







# PE Céim ar Aghaidh

A GAA GAMES DEVELOPMENT INITIATIVE

Strand: Games

Class Level: Fifth and Sixth Classes

Lesson: 15 Handball

## Venue

School Yard/Hall with a flat wall

## Equipment

Handballs, beanbags, cones

Lesson  
**15**  
Handball

**Strand Unit:** Sending, receiving and travelling

**Strand Unit:** Creating and playing games

**Curriculum Objectives:**

Children to develop further and extend ball-handling skills

Children to develop further and extend ball-striking skills

- Clear the Zone
- Name ball

**Curriculum Objectives:**

Children to create and develop games in pairs and with a small group

**Strand Unit:**

Understanding and appreciation of games

**Curriculum Objective:**

Children to discuss and improve control in movement skills relevant to games

Children to develop an understanding of the use of space in mini-games

Children to develop an understanding of the tactics and strategies for use in mini-games

Children to adapt rules for use in mini-games and keep scores of games

Children to avail of opportunities in the community to participate in games

**Linkage:**

Gymnastics - Strand Unit: Movement (Balance)

Athletics - Strand Units: Running and Jumping



Build your own Lesson Plans

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GAA Activity Planner

## References

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<http://www.ppds.ie/pcsparchive>

/pe/psai/clickme.html

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### Strand: Games

### Class Level: Fifth and Sixth Classes

#### Organisation

- Divide the class into two teams – one group in either half of the yard/hall
- Place a line of markers across the middle of yard/hall as a halfway line
- Place up to 20 handballs or beanbags on the halfway line for start of the game



#### Organisation

- Divide the class into groups of three – 1v1 and a referee
- One ball per group
- Each group to find a space by a wall and make their own court



#### Activity 1 - Clear the Zone

- The activity starts by striking one of the handballs or beanbags into your opponent's half
- The aim is to strike all the handballs/beanbags out of your team's half using a handball strike
- Each game lasts approx 45 seconds
- Team with least number of handballs/beanbags in their half wins



#### Teaching Points

- Encourage correct technique:**
- Players should always be on their feet when striking
    - Facing sideways
    - Knees bent
    - Strike ball at midline of the body
  - Strike handballs along the ground
  - If a handball is bouncing high (above the knees), catch ball, set it on floor, and then strike

#### Activity 2 - Mini-handball

- 1v1 quick fire handball
- First to three points is the winner
- Each child per group takes a turn as referee



#### Teaching Points

- Encourage children to make their own rules e.g. space allowed, number of bounces before striking etc
- Encourage correct technique:
  - Fingers cupped
  - Facing sideways
  - Knees bent
  - Strike ball at midline of the body

## Strand: Games

## Class Level: Fifth and Sixth Classes

## Organisation

- The children line up along the back of the yard/hall
- One ball is required



## Organisation

- Divide the class into groups – pairs for singles (1v1) or 4's for doubles (2v2) matches
- Assign a referee per match
- One ball per group
- Each pair to find a space by a wall and make their own court
- Use a competition style format that rewards players for winning a game



## Activity 3 - Name Ball

- The first child hits the ball off the wall
- They then call the name of another child who must hit the ball next
- Each child is allowed three lives
- If a child's name is called and they miss their shot, then they lose a life
- If a child hits an irretrievable shot, or calls the next player's name too late, then they lose a life
- The aim of the game is to be the last player standing



## Teaching Points

- Encourage use of either hand to hit the ball
- Children must work as a team to keep the rally going
- The next child's name must be called in adequate time for the next player to reach it
- Allow two bounces to decrease difficulty

**Q Why should you keep your eyes on the ball as you strike it?**

## Development - King of the Courts

- Play according to the full rules of handball
- The idea is to win your way up to play in a final
- Singles or doubles who lose games continue to rotate and play each other
- Referees organise who plays who, until there is an eventual winner/s



## Teaching Points

- The player who is next on court to be designated referee

**Q Do you pick your target before you strike?**





# PE Céim ar Aghaidh

A GAA GAMES DEVELOPMENT INITIATIVE

Strand: Games

Class Level: Fifth and Sixth Classes

Lesson: 16 Hurling

## Venue

School Yard/Hall/Playing Field

## Equipment

Hurling helmets, hurleys, cones, sliotars or tennis balls

Lesson  
**16**  
Hurling

**Strand Unit:** Sending, receiving and travelling

**Curriculum Objectives:**

- Children practice skills previously experienced
- Children to further develop and extend carrying and striking skills
- Children to further develop and extend ball handling skills
  - Jab lifting a ball with a hurley
  - Striking a ball from the hand, at a target and through a goal

**Strand unit:** Creating and playing games

**Curriculum Objectives:**

- Children to create and develop games with a partner or small group
  - Small-sided, conditioned hurling games (e.g. 5v5, 11v11)

**Strand Unit:** Understanding and appreciation of games

**Curriculum Objective:**

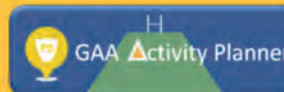
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**Fun Do GAA Learning Resource Pack** (2007)





### Strand: Games

### Class Level: Fifth and Sixth Classes

#### Organisation

- Divide the class into pairs
- One ball per pair



#### Organisation

- Divide the class into equal teams
- Mark out four grids 5m x 5m, with a distance of 5m between each grid
- Each team is assigned two grids
- Place the same number of balls in each of the near grids



#### Activity 1 - Jab Lift

- One child in each pair jab lifts the ball repeatedly for one minute
- The second child in each pair counts successful attempts by their partner
- After one minute the children switch roles

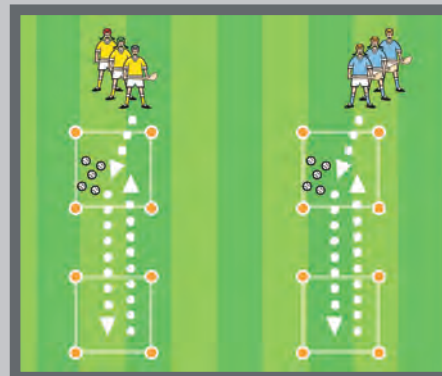


#### Teaching Points

- Stride towards the ball
- Eyes on the ball
- Adopt lifting position, with hurley flat (parallel with ground)
- Toe of the hurley points away from the body
- Slide the toe of the hurley under the ball to lift it from the ground
- Release the 'non-writing' hand from the hurley to catch the ball

#### Activity 2 - Grid Swap

- The first child in each team jab lifts each ball in turn and transfers it to the other grid
- Each child, in turn, transfers the balls in the opposite direction
- The team who completes the activity in the quickest time wins



#### Teaching Points

- Use two grids and assign one to each team
- Each team in turn must transfer the balls to the other team's grid

#### Children discuss:

- Position of head, hand and feet while performing the jab lift

**Strand: Games**

**Organisation**

- Divide the class into pairs, one ball per pair
- Mark out a distance 15-20m wide
- Mark a goal midway between each pair



**Organisation**

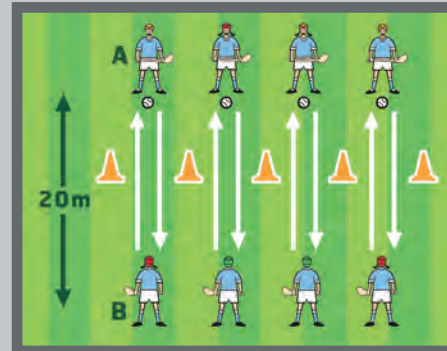
- Mark out grid 40m long by 20m wide
- Place a number of cones across the middle of the grid
- Divide the class into teams of three to five players, one or two balls per team



**Class Level: Fifth and Sixth Classes**

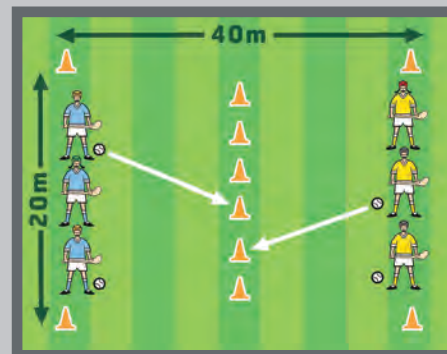
**Activity 3 - Striking in Pairs: Accuracy**

- The children strike the ball from the hand through the goal to their partner



**Activity 4 - Hit the Cones**

- The children in possession attempt to strike the ball from the hand aiming to hit the cones in the middle of the grid
- For each successful strike, award one point



**Teaching Points**

- The children should look at the ball when striking
- Swing to make a C-shape through the ball with the hurley, hitting the ball at a height between the knee and hip
- Decrease the width of the goals as skill level improves

- Q** What happens if you lift your head when striking the ball?  
**R** You lose track of the ball

**Teaching Points**

- Q** What is more important here, accuracy or power?

## Strand: Games

## Class Level: Fifth and Sixth Classes

## Organisation

- Mark out a playing area 20m x 40m
- Place two markers at either end to form goals
- Divide the players into equal teams; 5v5



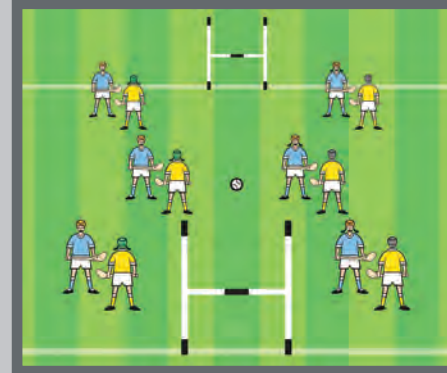
## Organisation

- Mark out a playing area 90m x 40-50m
- Place two markers at either end to form goals
- Divide the players into equal teams up to 11v11



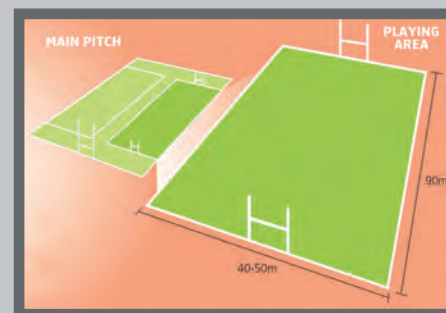
## Activity 5 - Hurling Mini Game (5v5)

- The objective of the game is to score goals against the other team
- **Rules**
  - Ground Strike
  - Catch and strike
  - Lift and strike from hand
  - Lift and strike
  - No solo run
  - No kicking of the ball allowed



## Development - Hurling Game (11v11)

- The objective of the game is to score goals and points against the other team
- **Rules**
  - Ground Strike
  - Lift and strike
  - Lift and strike from hand
  - Soloing the ball allowed



## Teaching Points

- Q Will tackling be allowed?
- Q What does "mark a player" mean?
- Q What should the penalty be for anyone who pushes or drags an opponent?

## Teaching Points

- Q How can we avoid bunching together?

