



# PE Céim ar Aghaidh

A GAA GAMES DEVELOPMENT INITIATIVE

Strand: Games

Class Level: First and Second Classes

Lesson: 5 Rounders

## Venue

Yard/Hall

## Equipment

Beanbags, cones, ropes, balls, hula hoops, footballs, beanballs or tennis balls

Lesson  
**5**  
Rounders

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

**Curriculum Objective:**

Children to develop and practice ball handling skills

- Throwing a small ball or bean bag at target
- Rolling a small ball at target
- Throwing a small ball under arm

**Strand Unit:** Creating and playing games

**Curriculum Objective:**

Children to create and develop games in pairs or small groups

- Create a game, "Beat the ball home"

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

**Curriculum Objective:**

Children to talk about and develop movement skills relevant to games

Children to develop problem solving and decision making strategies

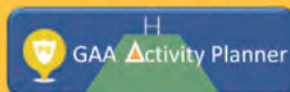
Children to apply simple rules to games

**Linkage:**

Gymnastics - Strand unit: Movement (Balance)

Athletics - Strand unit: Running, Jumping, 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)

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

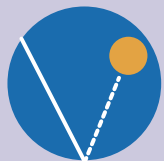




## Strand: Games

### Organisation

- Line the children up side by side
- In turn, the child tosses a beanbag or a beanball, using a one-handed underarm throw



### Organisation

- Divide the class into groups of three or four
- Set up a cone or a marker as a target
- Begin with a football or bean ball before progressing to beanbag



## Class Level: First and Second Classes

### Activity 1 - Toss the Bag

- Throw the bags as far as possible or attempt to hit a target



### Teaching Points

- Ensure the children have enough room to perform the exercise safely
- Encourage the children to alternate arms when throwing
- Step forward with the foot on the opposite side to provide balance

### Activity 2 - Knock the Cap

- In turns, the children throw the football, beanball or beanbag, trying to hit and knock the target



### Teaching Points

- Use a big ball and a two-handed technique to begin before progressing to a one-handed technique

## Strand: Games

## Organisation

- Spilt the class into groups of three
- The groups spread out around the playing area
- One beanbag, beanball or football per group



## Organisation

- Divide the class into groups of three or four
- Allocate equipment to each group, i.e. three bean bags and one hoop or one beanbag and one rope



## Class Level: First and Second Classes

## Activity 3 - Piggy in the Middle

- One child is designated the 'piggy in the middle'
- The other children pass the ball around attempting to keep it away from the 'piggy in the middle'



## Activity 4 - Create a Throwing Game

- Ask the children to create a game using the equipment provided



## Teaching Points

- Throw a variety of bean bags, balls of various sizes and soft and hard balls
- Encourage the children to use different under-arm throwing techniques
- Ensure the children have enough room to perform the exercise safely

**Q** What can your partner do to make it easy for you to catch the ball?

## Teaching Points

- Use a variety of throwing techniques

## Strand: Games

## Organisation

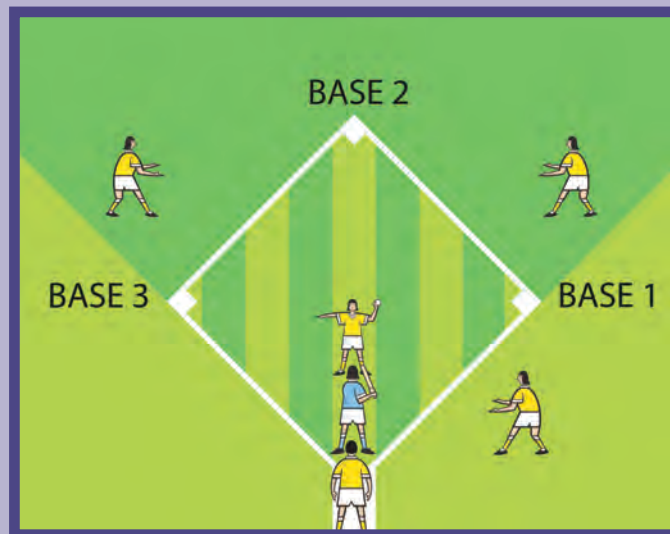
- Players take positions like they would in a game of Rounders
- Use a beanball or tennis ball



## Class Level: First and Second Classes

## Development - Beat the Ball Home

- The 'pitcher' stands at the base with the ball and pitches to the catcher
- As soon as the ball passes home base the batter does not attempt to hit it but drops the bat and runs for first base and on so he/she reaches home base
- The catcher throws to first base, then second, to third and home
- The batter attempts to reach home base before the ball



## Teaching Points

- Encourage the children touch each base





# PE Céim ar Aghaidh

A GAA GAMES DEVELOPMENT INITIATIVE

Strand: Games

Class Level: First and Second Classes

Lesson: 6 Football

## Venue

School Yard/Hall

## Equipment

Footballs, cones, training poles

Lesson  
**6**  
Football

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

**Curriculum Objectives:**

Children to develop kicking skills

- Kicking a ball to partner along the ground
- Controlling a ball with foot
- Dribbling a ball with foot
- Kicking a ball at a target
- Kicking a ball from hands
- Kicking a ball to a partner

**Strand Unit:** Creating and playing games

**Curriculum Objectives:** Children to create and develop games in pairs

- Kicking a ball at a target
- Kicking a ball to a partner through a goal

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

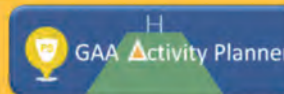
**Curriculum Objectives:**

Children to discuss and develop movement skills relevant to games  
 Children to develop problem solving and decision making strategies  
 Children to apply simple rules to games

**Linkage:**

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

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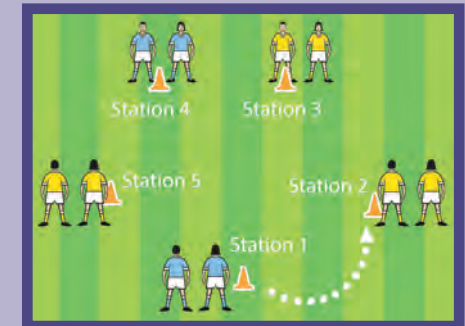


Strand: **Games**

Class Level: **First and Second Classes**

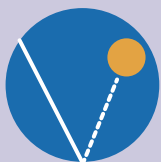
### Class Organisation: Stations

- The class is divided into five groups, and the equipment for the lesson is placed at five different stations
- Each group assembles at an assigned station
- Before the activities begin the groups are seated at the station assigned to them
- The activity to be performed is demonstrated
- Each child in turn carries out the required activity at the particular station and waits until each child in the group has had a turn before he/she repeats the activity
- A child who displaces any equipment should replace it correctly before the next child begins
- The groups rotate from station to station during the 'circuit' of activities
- Each group is allowed approximately five minutes at each station



### Organisation

- Each child has a football



### Station 1: Bounce & Kick

- In a stationary position drop the ball allowing it to bounce
- Kick the ball as it returns from the ground



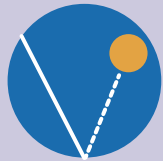
### Teaching Points

- Drop the ball from the hand on the kicking side
- Plant the non-kicking (supporting) foot beside the ball as it bounces

## Strand: Games

## Organisation

- Each child has a ball



## Organisation

- Use poles or cones to mark a target area at a wall



## Class Level: First and Second Classes

## Station 2: Off the Shelf

- Standing with the supporting foot forward, hold the ball in front of the body balanced on both hands
- Allow the ball to roll gently off the hands as if it were rolling off a shelf
- Kick the ball as it falls
- Initially this exercise may be easier to perform using a balloon



## Station 3: Kick from the Hand - Target 1

- Individually or in turn, the child kicks the ball to hit the target



## Teaching Points

- Drop the ball from the hand on the kicking side
- Extend the arm on the non-kicking side to maintain balance

**Q** What would happen if you took your eyes off the ball?

## 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

**Q** What type of kick are you performing here?

**R** Punt kick – kicking ball straight on lace of shoe

## Strand: Games

## Class Level: First and Second Classes

## Organisation

- Divide the class to work in pairs
- One ball to a pair



## Organisation

- Divide the class into two groups
- Each child has a set number of "lives"



## Station 4: Kick from the Hand - Target 2

- Set up a target using markers
- Challenge the children to kick the ball through the gate to one another



## Development - Station 5: Over the River

- The child kick passes the ball over a centre zone, "river", a net or guard
- If the ball drops in the centre zone the player who kicked it loses a life



## 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

**Q** What is more important – kicking the ball as hard as you can or kicking through the gate?

## Teaching Points

- Ensure the players have enough room to move around safely





Strand: Games

Class Level: First and Second Classes

Lesson: 7 Handball

## Venue

School Yard/Hall with a flat wall

## Equipment

Handballs or tennis balls, cones, skittles

Lesson  
**7**  
Handball

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

**Curriculum Objectives:**

- Children to develop ball handling skills
- Children to develop carrying and striking skills
- Ball Bounce
- Skittle Ball
- Handball Relay

**Strand Unit:** Creating and playing games

**Curriculum Objectives:**

- Children to create and develop games in pairs
- Small-sided games (2 v 2)
- Handball tennis

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

**Curriculum Objectives:**

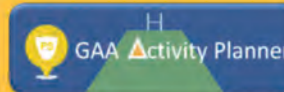
- Children to talk about and develop movement skills relevant to games
- Children to develop problem solving and decision making strategies
- Children to apply simple rules to games

**Linkage:**

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



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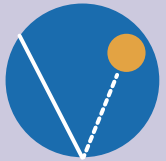


### Strand: Games

### Class Level: First and Second Classes

#### Organisation

- Every child has a handball (or tennis ball), and is spread out across the hall/yard



#### Organisation

- Set up several skittles across the front of the wall
- In groups, children line up facing the skittles, approx 5 metres back



#### Activity 1 - Ball Bounce

- Each child jogs around the court bouncing a handball
- On the teacher's call they must; change direction, change hand used to bounce, use alternative hands, bounce ball under legs, dribble the ball, etc
- To progress, add obstacles to the playing area

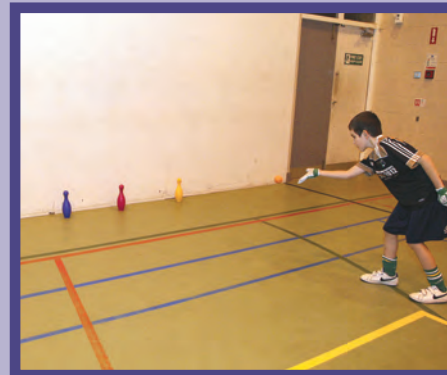


#### Teaching Points

- Increase speed of actions as co-ordination improves
- Keep eyes on the ball, whilst maintaining court awareness
- Fingers together and hand slightly

#### Activity 2 - Skittle Ball

- In groups, children line up with a ball each
- Children must throw the ball, aiming to knock the skittles down
- Each group has one minute to knock down all of the skittles
- Progress to use the non-dominant hand



#### Teaching Points

- Ensure no balls are thrown/hit when someone is setting up skittles
- Strike ball at midline of the body

## Strand: Games

## Class Level: First and Second Classes

## Organisation

- Set up an obstacle course of a line of cones, with a target 'goal area' at the end of it
- In groups, children line up behind the first cone
- Have multiple smaller groups going at once to keep everyone involved



## Organisation

- Use a line of cones to form a 'net' or dividing line
- 2 v 2, with each team on opposite sides of the net



## Activity 3 - Handball Relay

- In a relay race style, children dribble the ball between the cones and have a 'shot' at goal
- Progress difficulty by making a raised target the goal area, which requires the children to first bounce and then strike the ball towards the target with the hand



## Development - Handball Tennis

- Children aim to strike the ball over the 'net', similar to tennis
- Once the ball is hit over the net, the opposing side must catch the ball before it bounces twice
- Points are scored if the ball bounces twice in the opponents side of the court
- Regress the game by throwing the ball over the net
- Progress the game by returning the ball via striking it over the net



## Teaching Points

- Encourage use of both hands when dribbling the ball from side to side

## Teaching Points

- Strike the ball at midline of the body
- The concept of the game is placement of shots as opposed to power
- Strike ball with closed fingers, and hands cupped





# PE Céim ar Aghaidh

A GAA GAMES DEVELOPMENT INITIATIVE

Strand: Games

Class Level: First and Second Classes

Lesson: 8 Hurling

## Venue

School Yard/Hall

## Equipment

Helmets, hurleys, cones/markers, sliotars or tennis balls

ALL TEACHERS PLEASE NOTE:  
IF PERFORMING ANY STRIKING  
ACTIVITY CHILDREN  
MUST WEAR HELMETS

Lesson  
**8**  
Hurling

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

**Curriculum Objectives:**

Children to develop dribbling and striking skills

- Gripping and holding a hurley
- Dribbling and striking a ball for accuracy along the ground
- Striking a ball at a target

**Curriculum Objectives:**

Children to create and develop games in pairs

- "Pass the Guard"
- Striking game

**Strand Unit:**

Understanding and appreciation of games

**Curriculum Objectives:**

Children to talk about and develop movement skills relevant to games

Children to develop problem solving and decision making strategies

Children to apply simple rules to games

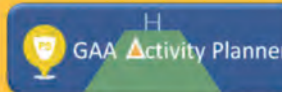
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### Strand: Games

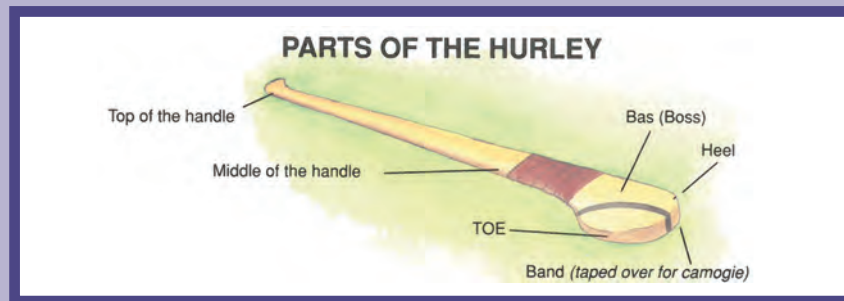
### Class Level: First and Second Classes

#### Organisation

- The class gather around so that each child can see and hear the teacher

#### Activity 1 - a) Parts of the Hurley

- The class call out each part of the hurley, as the teacher points to it



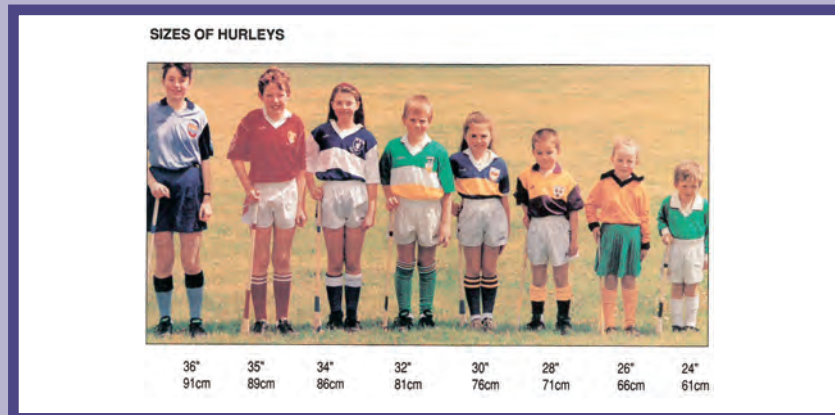
#### Teaching Points

- The teacher points out each part of the hurley – Top of handle, middle of handle, bas, toe, heel, band (no band or taped over for camogie)

#### Organisation

- Each child has a hurley
- The class gather around so that each child can see the teacher

#### Activity 1 - b) Hurley Size



#### Teaching Points

- Grip the hurley in the dominant hand at the top of the handle, as if shaking hands with it
- Hold the hurley by your side, keeping your arm straight
- Move the hurley in a pendulum motion; the heel of the hurley should rub gently off the ground
- The hurley is too big when the ground catches the pendulum motion of the hurley; replace the hurley and repeat the exercise until the correct sized hurley is found

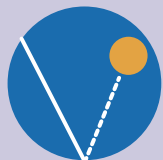
## Strand: Games

## Organisation

- Ensure each child has a hurley of appropriate size
- The class gather around so that each child can see the teacher

## Organisation

- Ensure each child has a hurley of appropriate size and has enough room to perform the activity safely



## Class Level: First and Second Classes

## Activity 1 - c) The Ready Position

- Practise the ready position in a stationary position, then walking and jogging



## Activity 1 - d) Hurley Extension

- The players hold the hurley by their side
- Trace an 'x' or 'w' on the ground
- Kick the bas of the hurley with each foot in turn in a stationary position; introduce walking and jogging
- Holding the hurley with one or both hands swing the hurley above the head



## Teaching Points

- Grip the hurley in the dominant hand as if shaking hands with it
- Hold the hurley out in front of the body with the bas flat; twist using the wrist
- Wave the hurley up and down to get a sense of the weight
- To move to the ready position, move the feet shoulder width apart
- Lift the hurley in front of the body to hold it with the non-dominant hand above the bas; the toe is pointed upwards

## Teaching Points

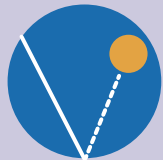
- Focus on moving the hurley using the wrist as opposed to the whole arm or forearm

## Strand: Games

## Class Level: First and Second Classes

## Organisation

- Each child has a hurley of appropriate size and a ball
- Use cones or markers to dribble around



## Organisation

- Children form a circle around the teacher

## Activity 2 - Hurley Dribble

- Children dribble their ball around the markers, moving in different directions



## Activity 3 - "C-shaped" swing

- The children swing the hurley, hitting an imaginary ball on the ground while stationary
- Progress to children hitting an imaginary ball on the ground, while walking around in a circle



## Teaching Points

- Use two hands to dribble using both sides of the hurley bas
- Look up frequently to track the paths of other players

- Q** How will you use the stick to stop the ball
- R** Place the flat area of the stick in the path of the ball

## Teaching Points

- Adopt the Ready Position
- Place the feet shoulder width apart
- The dominant hand is at the top of the handle
- Slide the non-dominant up, locking the hands together
- Bend the elbows to raise the hurley
- Swing the hurley down with a wristy C-shape action
- Strike the imaginary ball with the bas of the hurley
- Follow through to shoulder height
- Keep looking at ball throughout

Strand: Games

Class Level: First and Second Classes

Organisation

- Divide the class into pairs, facing each other approx 10 m apart at cones
- One ball per pair



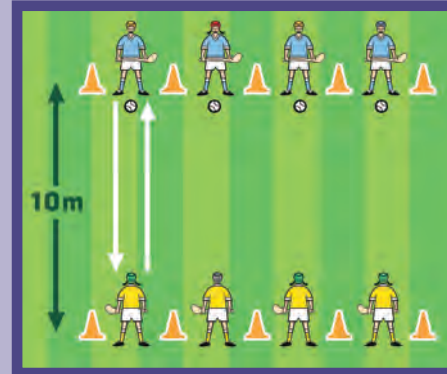
Organisation

- The children work in pairs approx 10 metres apart
- Position other children as guards who are allowed to block the ball but not move from their positions



Activity 4 - Striking in Pairs

- Each child in turn strikes the ball to their partner, who blocks it and strikes back



Teaching Points

- The children should watch the ball when striking
- Encourage accuracy rather than force
  - 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

Development - Pass the Guard

- The child strikes the ball to their partner along the ground to "pass the guards"



Teaching Points

- Move the feet to place them side on to the target
- Practice striking off the right and left sides





Strand: Games

Class Level: Third and Fourth Classes

Lesson: 9 Rounders

## Venue

Yard/Hall

## Equipment

Beanbags, cones, tennis balls, tennis rackets or hurleys with big bas

**Lesson**  
**9**  
**Rounders**

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

**Curriculum Objectives:**

Children to develop a range of striking skills

Children to develop a range of ball handling skills

- Striking a ball using a racket/hurley to a partner who catches it and throws it back, using underarm technique
- Striking a ball against a wall, using forehand and backhand technique

**Curriculum Objective:**

Children to create and develop games with a partner or in a small group

- Small-sided game, similar to rounders

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

**Curriculum Objectives:**

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

Children to develop an increased understanding of the use of space

Children to develop problem solving and decision making strategies, and an understanding of the tactics and strategies for use in modified game situations

Children to adapt rules to modify games and keep scores

**Linkage:**

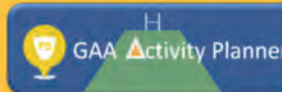
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### Strand: Games

#### Organisation

- Divide the children into pairs
- Each pair has one racket/hurley and ball
- The children line up as in diagram



#### Organisation

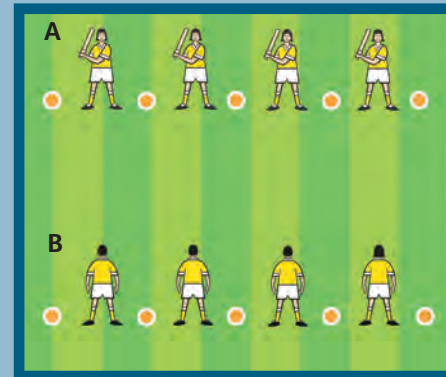
- Divide the class into pairs
- Each child has a racket
- One ball to a pair



### Class Level: Third and Fourth Classes

#### Activity 1 - Striking the ball to a target

- a) Overarm feed:**
- B takes the ball and feeds it to A to arrive at waist height
  - A bats the ball gently back to B, who catches it
  - Change over after ten bats
- b) Underarm feed:**
- The children repeat Activity 1 but this time B throws the ball gently underarm through the air to arrive at waist height
  - A bats the ball back through the air to B
  - Change over after ten backhand bats



#### Teaching Points

- B feeds the ball by bouncing it with a downward action
- A holds the bat at the start of the back swing, standing sideways to B
- Using the rounders bat grip, A brings the bat gently forward to hit the ball and continues the swing upwards

**Q** How can B help his/her partner?

**R** B must throw accurately so that hitting is possible

#### Activity 2 - Squash

- The children stand a reasonable distance from the wall
- In turn each strikes the ball as it returns from the wall
- Initially, allow the ball to bounce before striking; progress to striking continuously with no bounce



#### Teaching Points

- Move feet to place them side-on to the wall, the line of the feet determines the direction of the ball
- Strike using the forehand or backhand to suit the oncoming ball
- Encourage the children to think about placing the ball

**Q** What kind of shot will help to keep the rally going?

**R** An upward shot, a controlled shot