

# #GAAPrimary Challenges

Issue 2

Weekly Curriculum Lesson  
Plans and Physical Activities for  
Primary School Children

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gamesdevelopment@gaa.ie

Supported By



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# Competition of the Week

Ask your parent/guardian to email photo or screen-shot of your completed project to [gamesdevelopment@gaa.ie](mailto:gamesdevelopment@gaa.ie) by

Friday 1st of May including:

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

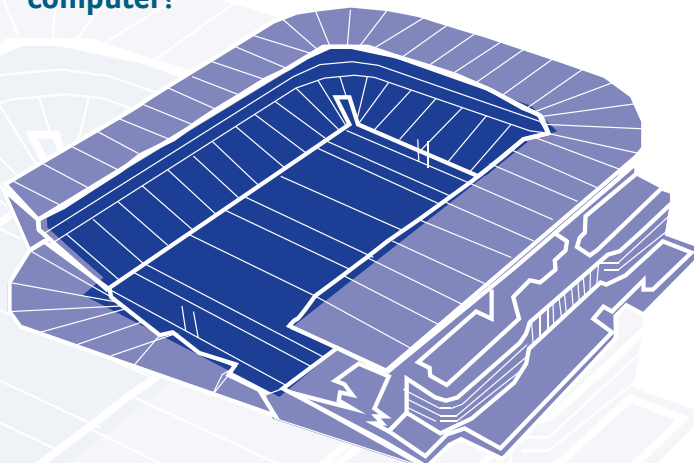
Win complimentary Family Passes to the [Ericsson Skyline Tour](#)

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.

Could you design and build a stadium, like Croke Park or your county GAA grounds?

You could use different materials, like Lego, twigs, wood, cardboards from an old cereal box, etc. Or you could design it on your computer?





## Learning Activity 1

Junior Infants to 2nd Class / P.1 to P.4

**Strand:** Oral Language

**Label:** Description, prediction and reflection

**Learning Outcome:** Through appropriately engaging learning experiences, children should be able to describe, predict and reflect upon actions, events and processes relating to real and imaginary context.

**Aims:**

1. Talk about and reflect on past and present experiences.
2. Become familiar with the functions of words and understand that conventions of punctuation help to make meaning clearer in writing (full stops and capital letters),. Worksheet **2A** and **2B**.

**Suggested Activities:**

1. Brainstorm about Gaelic games allowing your child to share what they like about playing GAA.
2. Encourage the children to talk about their experiences of playing or attending GAA matches.
3. Ring a grandparent who is cocooning and ask them to describe their favourite game. Make a list of the adjectives used.
4. Allow the children to place sporting objects in hiding and ask a sibling/parent to identify them through descriptions or questions.
5. Explain the importance of the capital letters and ask pupils to complete Worksheet **2A**.

**Extension Exercises:**

1. Brainstorm various adjectives to describe a GAA match. For example, it was exciting, thrilling, etc. 2. Worksheet **2B** can be used as a follow-up exercise to teach the pupils about capital letters.

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**Extension Exercises:**

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**USE FOLLOWING WORKSHEETS**



1



## Worksheet 2A: Capital Letters

We use capital letters at the start of a sentence. **Example:** He is tall.

We use capital letters for the names of people and places.

**Example:** Seán is from Galway.

**Write these sentences again using capital letters.**

1. i am good at hurling. \_\_\_\_\_

2. my sister plays camogie. \_\_\_\_\_

3. david plays for kerry. \_\_\_\_\_

4. waterford won the match against cork. \_\_\_\_\_

5. i like to play handball and rounders. \_\_\_\_\_

6. stephen cluxton is the dublin goalkeeper. \_\_\_\_\_

7. derry won the game by two points. \_\_\_\_\_

**Write three sentences about this picture.  
(Remember to use capital letters when needed)**



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## Worksheet 2B: The Full Stop

A sentence ends with a full stop.

The full stops and capital letters are missing from these sentences. Rewrite them.

1. the ball went over the bar

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2. i play hurling with my friend seán every tuesday and thursday

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3. paul brady is a famous handballer from cavan

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4. mayo won the match in croke park

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5. my sister plays camogie

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6. colm cooper plays gaelic football for kerry

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Write three sentences about your favourite GAA player.

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## 3rd to 6th Class / P.5 to P.7

**Strand:** Oral Language

**Element:** Understanding, Exploring and Using

**Label:** Vocabulary, Information Giving, Explanation and Justification

**Learning Outcome:** Through appropriately engaging learning experiences, children should be able to:

- Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract, and subject specific concepts and topics, as appropriate to audience and purpose
- Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading

**Aims:**

1. Make presentations about their everyday interests.
2. Discuss the meanings, effect and diversity of local words and expressions.
3. Become familiar with the functions of words.

**Suggested Activities:**

1. Brainstorm about Gaelic Games allowing your child to share what games they play and what the GAA means to them. Record the responses and ask the children to summarise and prioritise the main ideas.
2. Encourage the children to talk about their experiences of playing or attending GAA matches.
3. Ask your child to ring a grandparent who is cocooning and ask them to describe their favourite game. Prepare a list of questions in advance of the call and record some details during the call. Teach your child how to seek clarification of certain points.
4. As a follow-up to the previous activity, ask the pupils to make a list of local expressions and words used in connection with GAA and explain their meaning.
5. Worksheets **2A**, **2B**, **2C** and **2D** can be used to explore the functions of nouns, adjectives, verbs and adverbs.

**Extension Exercises:**

1. Brainstorm various adjectives to describe a GAA match. For example, it was exciting, thrilling etc.
2. Brainstorm adverbs to describe how players move and play. For example, terms such as quickly or skilfully.
3. Examine a series of newspaper articles from online local and national newspapers. From these articles, list the verbs, adverbs, prepositions, pronouns, adjectives and nouns. Think of words to replace the ones that have been used in the articles

**USE FOLLOWING WORKSHEETS**



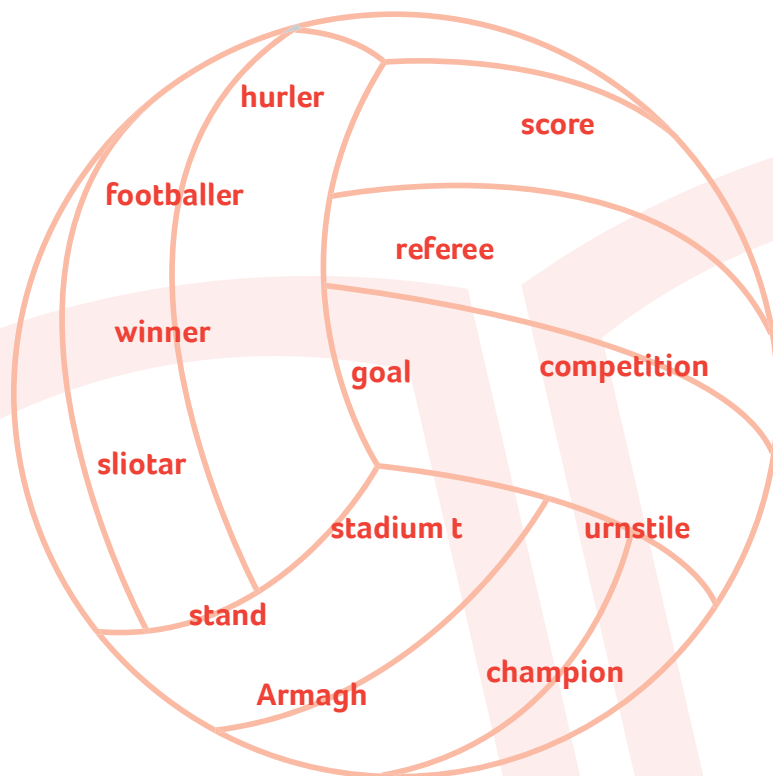
## Worksheet 2A: GAA Nouns

A noun is the name of a person, place, animal or thing. It is a naming word.

The **Fermanagh supporter** had two **tickets** for **Croke Park**.

Fermanagh, supporter, tickets and Croke Park are all nouns.

### 1. Add more nouns to this list.



### 2. Circle the nouns and underline the verbs in these sentences.

- The Dublin supporters jumped with joy when Alan Brogan scored a great goal.
- The Sligo manager was delighted when his team played well.
- The Leitrim teams wear green and gold jerseys.
- A fleet of buses arrived at Croke Park for the big match.
- The goalkeeper grabbed the sliotar and cleared it down the (
- There was soup and sandwiches available after the Go Games blitz.

### 3. The Name Game: Play the name game on the on the Céim Ar Aghaidh DVD.

Now think of a sporting object. Write clues for this item below and see can your friend guess what it is.

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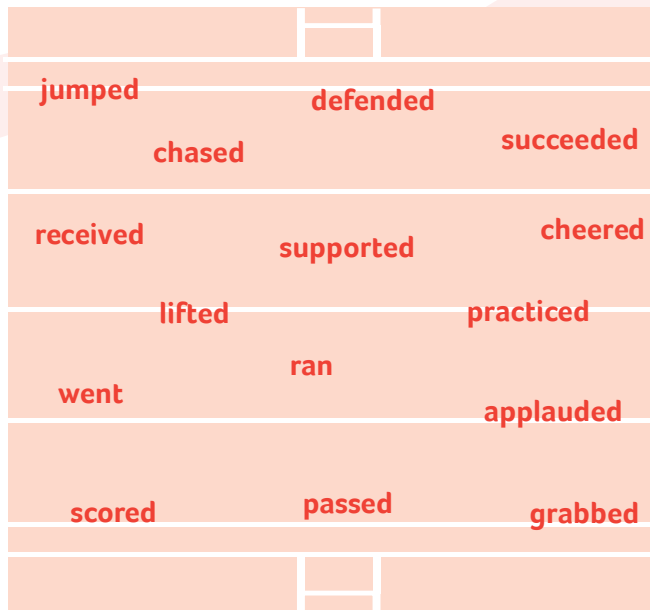


## Worksheet 2B: Verbs

A verb is an action word.

**Example:** The full forward **blocked** the ball and **blasted** it to the net.  
The goalkeeper **was** the player of the match.

1. Fill in with as many sporting verbs as you can think of on the GAA pitch.



2. Focus on Verbs:

Verb	Past Tense	Present Tense	Future Tense	Past Participle	Present Participle
Play	Played	Play	Will Play	Played	Playing
Jump					
			Will Grab		
	Supported				
				Recieved	
					Applauding

Fill in this table and write a sentence for each word in a shaded space

3. DVD: Watch the action clips on the DVD and write a radio commentary.





## Worksheet 2C: Adjectives

An adjective is a describing word.  
It tells us more about a noun.

**Example:** The **fast** footballer was on the **winning** team in the **thrilling** game.

### 1. Fill in the football with more GAA adjectives.



### 2. Underline the adjectives in these sentences.

- A) Stephen Cluxton made a brave and brilliant save for Dublin.
- B) Brian Roper scored a beautiful point for the victorious Donegal team.
- C) Frank Lohan kicked the ball skilfully away from the speedy Cork forward.
- D) Joe Bergin leaped to the air to make a spectacular catch.
- E) Brian Kavanagh scored two excellent goals for Longford.

### 3. Watch the action clips on the DVD.

Pretend you are a reporter. Write a report of the different action pieces below.  
Don't forget to use plenty of adjectives to describe the action.

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## Worksheet 2D: Adverbs

An adverb tells us more about a verb.

When writing about GAA games they make our story more exciting.

**Example:** The wing forward turned **quickly** and **accurately** hit the ball over the bar.

1. Fill in with as many sporting verbs as you can think of on the GAA pitch.

stealthily		historically
dramatically		
perfectly		defensively
slowly	honestly	magically
heroically		
skilfully		famously

2. Word-search: Find the verbs, nouns, adjectives and adverbs hidden here.

F D O X Y L V K S C E X Z A G  
 B S L S E G H E R I U G A M M  
 Z K W T L A S O L A G O G P O  
 E H J A R R K L K A P W G T F  
 P E V N U E G I S A M L B T B  
 H R R D H L C N O E V U C S C  
 X O E E R M Q E K S I R E Ú Z  
 D X G S F L G S O X F V L C T  
 D O G A I E C M O A O C D V Q  
 S M U A N D R A H L A F I N G  
 E V N C J T E N G M N I V A D  
 I F S W Y W Q N P U G W L Y G  
 C U S A C K Y S T X W F Q O T  
 L X Q E N I C Z V L T G T U O  
 B R A V E L Y H G X F A S T N

CROKE  
 PARK  
 CUSACK  
 STAND  
 PRESIDENT  
 REFEREE  
 SAM  
 MAGUIRE  
 FAST  
 BRAVELY  
 CÚLCAMPS  
 DAVIN  
 FLAG  
 GLOVES  
 HOGAN  
 HOOK  
 HURLEY  
 LINESMAN





## Learning Activity 2

Junior & Senior Infants / P.1 & P.2

### Colouring Activity

1st& 2nd Classes/ P.1. & P.2

Strand Unit: Construction

3rd-6th Classes / P.4

Strand Unit: Paint and Colour.



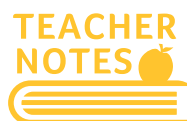
Have your child read this newspaper article explain the science behind the photo.

<https://www.irishexaminer.com/breakingnews/sport/the-science-behind-the-photo-that-put-a-hurler-on-the-moon-993017.html>

### Activity:

HOW TO CREATE A... SILHOUETTE PAINTING OF PLAYERS

USE FOLLOWING WORKSHEETS

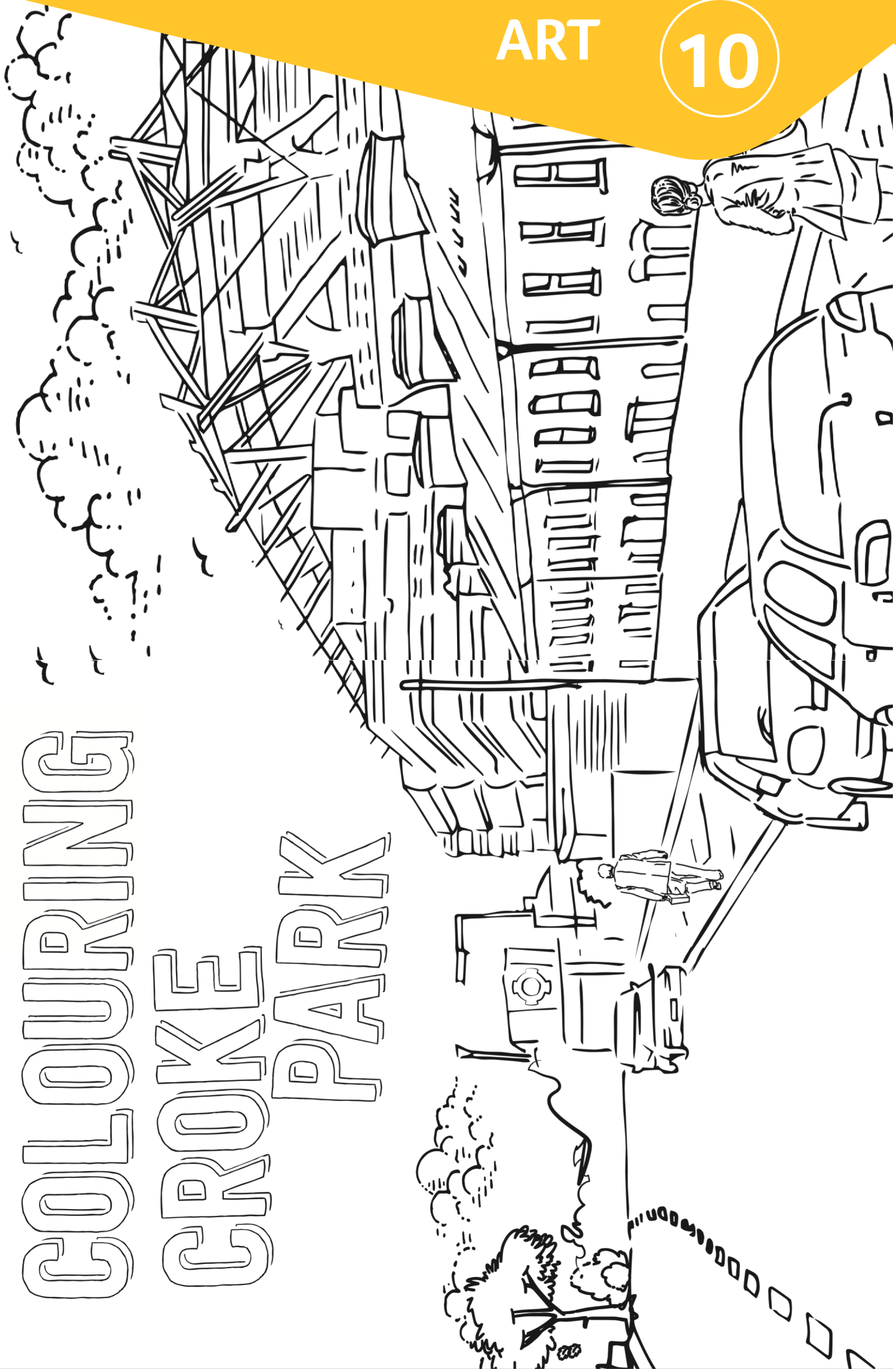


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# COLOURING CROKE PARK

WORKSHEET



## Strand Unit: Construction

## I bet you can't score

In hurling, goalkeeper's hurleys have larger bosses. Wouldn't it be very unfair if football goalkeepers had large hands and feet?



## STAGE 1

Cut four small pieces of cardboard and glue together to form a ridge. Glue two of these ridges on to the box as shown to support the player's feet.



## STAGE 2

Cut out a goal post.



## STAGE 3

Glue another ridge on to the back of the cross bar.



## STAGE 4

Cut out some zig, zag shapes on to a rectangular strip, slightly narrower than the box.



## STAGE 5

Fold the grass back so that the bottom side can be glued to the box so the grass stands up.



## STAGE 6

Draw the shapes of the different parts of a player with extremely large gloves and boots on to cardboard and cut them out.

## Materials

Glue, cardboard, scissors, cardboard box, poster paints, paint-brush.



## STAGE 7

Glue the pieces of the player together.



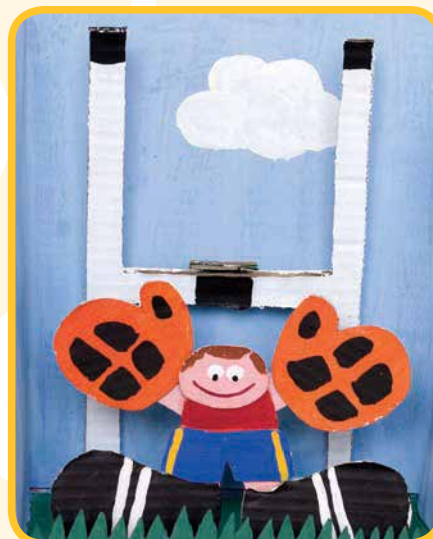
## STAGE 8

Paint the player.



## STAGE 9

Paint the sky and the ground on the inside of the box. When the paint is dried glue the posts to the sky, the player's feet on to the support, and the grass on to the foreground. Now, can you score?



## Strand Unit: Paint and Colour

## HOW TO CREATE A...

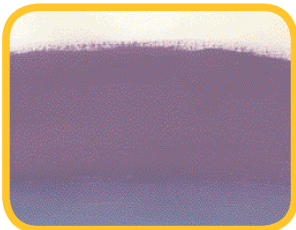
## SILHOUETTE PAINTING OF PLAYERS

**STAGE 1**

Starting at the bottom paint light-blue half way up the page. Stroke paint on horizontally.

**STAGE 2**

Paint purple paint starting from 3/4 way up the page and work your way downwards stroking horizontally all the time ( this helps the colours to blend ).

**STAGE 3**

When the purple reaches the light blue, blend them in together making the purple paint overlap the light blue until it gradually fades into the light blue.

**STAGE 4**

At the top of the page, paint on the dark blue and horizontally paint it on until it meets the purple and repeat the process as stroke it on so it blends in with the purple.

**STAGE 5**

Allow the paint to dry. Now you have a dusk backdrop for the players to be painted onto.

**STAGE 6**

Paint a black silhouette of a ground players and a stand. With white paint, paint on a moon and dot a few stars around.

**Materials**

Light blue, dark blue, purple, black and white poster paint



## Learning Activity 3

Junior Infants to 2nd Class / P.1 to P.4

**Strand:** Light; How Do We See?

**Aims:**

1. To recognise that light comes from different sources.
2. To engage in experiments to recognise that light is needed in order to see.
3. To associate the sense of seeing and the presence of light in order to see on the playing field. Resources: Worksheet 6C.

**Suggested Activities:**

1. Brainstorm all the different sources of light. For example, the sun, the moon, streetlights, floodlights, torches, candles, computer screens (when turned on) light bulbs, lamps, fire etc. Discuss what source of light we use when we are playing GAA games. Is it streetlights, floodlights, the sun, or moon? Circle or point to the sources of light on the activity sheet.
2. Create a darkroom in the classroom. This can be done by draping a blanket over a table or chairs. No light must be able to enter the darkroom. Now hide a selection of coloured objects in the darkroom. Make sure you use at least one silvery/shiny object. Have a duplicate set of objects outside the dark room. Ask your child to predict which objects they will be able to see in the darkroom. Allow the children into the darkroom. Question the children as to what they can see? What objects can they find? Now give them some torches and let them find the objects. Discuss their original predictions and the results.
3. Discuss with your children how we see the sliotar/football on the playing field? How do we see the handball in the handball alley? What light sources are present? If we were playing at night, what light source could be used?
4. Discuss with your child how we see objects. What part of the body do we use? Do we need anything else to see? Place Objects in a shoebox with the lid on top. A small hole is made in the end of the shoebox. The children look into the hole to see if they can see the objects. Engage the children in discussion as to why the objects cannot be seen even though we are looking at them. When we wake up in the middle of the night can we see? Why not? What do we do in order to see? Discuss with the children what we could do with the shoebox so that we can see what is inside the box. Make a hole in the top of the box. What light source will get through now? (The children can shine a torch through here if there is insufficient natural light. Have the children look through the original hole? Can they see the objects now? So, in order to see, we need our eyes but we also need a source of light.

USE FOLLOWING WORKSHEETS

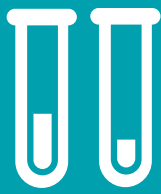


## Worksheet 6C: See the Light

Circle the sources of light.







## 3rd to 6th class pupils / P.5 to P.7

**Strand:** Human Life.

**Aims:**

1. To examine the various parts of the eye and the eye's role when playing sport.
2. To identify which eye is the dominant eye and find the blind spot.
3. To discuss ways in which players' eyes can be protected while playing Gaelic Games.

### Suggested Activities:

1. Discuss the different parts of the eye.
2. Carry out an experiment to find out which eye is the dominant eye. Ask the children to select a vertical line in the room, for example the door, window, or whiteboard. Have them line up their forefinger with the vertical line that they have selected and close their right eye. Is your finger still in line with the object? Repeat the activity using the left eye. Again, is your finger still in line with the object? The eye that kept your finger most in line with the selected line is your dominant eye.
3. Carry out an experiment to find the blind spot on our eye.
4. Use optical illusions to assess if the brain can trick the eye. Look at the Worksheet 6D to see which line is longer and then measure them.

Show your child this video to give more information about The Eye.

**So what job  
do your eyes  
have?**

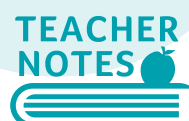


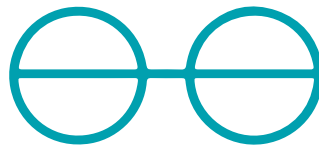
Video Source:

Homeschool Pop

[Click to watch](#)

USE FOLLOWING WORKSHEETS

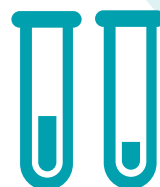


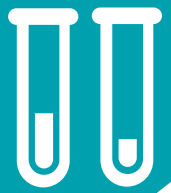
**Worksheet 6D: Let's investigate...****1. Which line is longer?****2. Find your blind spot.**

- Hold the cross and spot diagram at arm's length with the cross on the right.
- Close your right eye.
- While looking only at the cross, bring the page slowly towards your face.
- What happens?

**3. Find your dominant eye.**

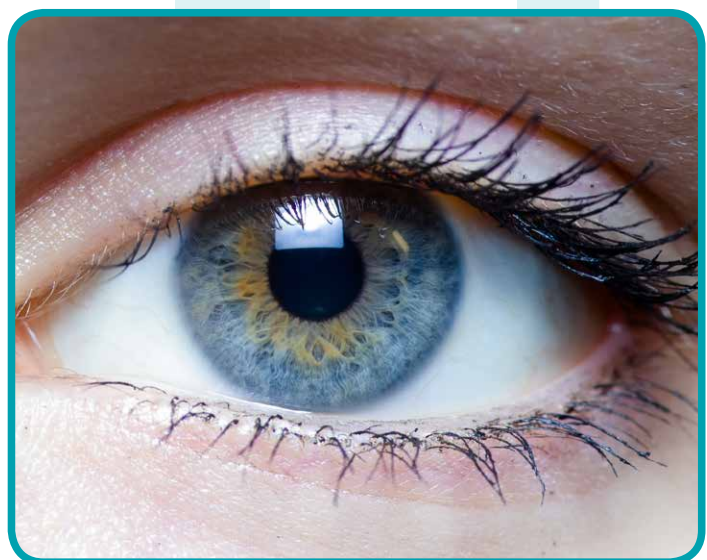
- Pick out a vertical object or line in the distance, for example the edge of a window or door.
- Hold a pencil or finger vertically in front of you and line it up with the vertical object.
- Now close each eye in turn.
- Which eye do you think is the dominant one?





## Teacher Information

1. The eyes have lenses that place a small, upside-down image of what you are looking at onto the back of each eye. The brain then takes these two different pictures, one from each eye, and puts them together.
2. The iris is the part of the eye that is coloured.
3. The white of the eye is called the sclera.
4. What protects my eyes? Eye lashes help keep the dust out of your eyes.
5. Eyelids help protect your eyes and keep them moist.
6. The average person blinks about 12 times per minute or around 10,000 times a day.



Click images and watch following videos



For more movement skill challenges, see [learning.gaa.ie](http://learning.gaa.ie)

Click images and watch following videos



For more Skill Challenges, see [learning.gaa.ie](http://learning.gaa.ie)

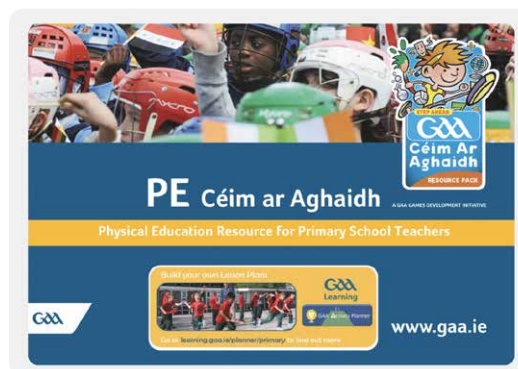


# GAA learning resources for primary school

[learning.gaa.ie/primary-school](http://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](http://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.

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

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.

