

#GAAPrimary Challenges

Issue 4

May 11th, 2020

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

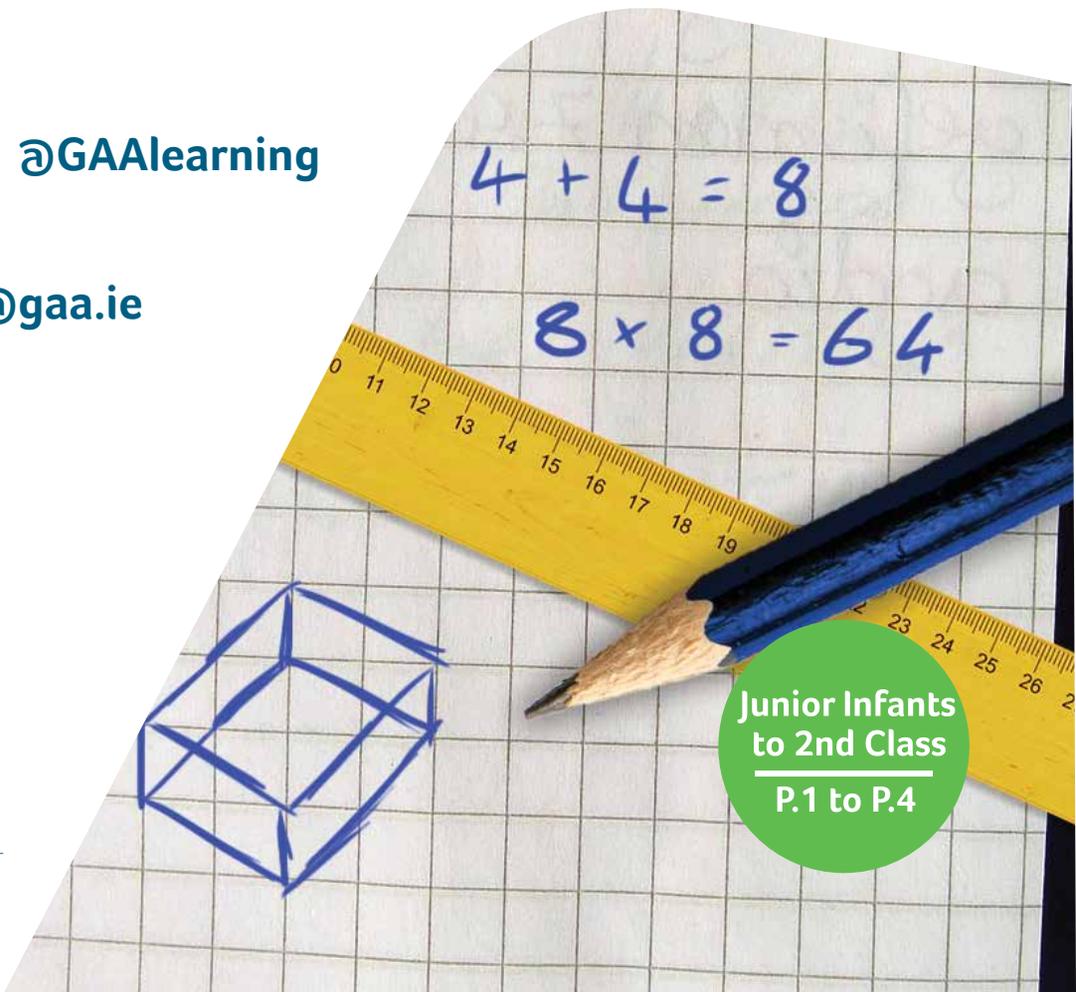
Weekly Curriculum Lesson Plans and Physical Activities for Primary School Children



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Supported By





$4 + 4 = 8$

$8 \times 8 = 64$

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

Competition of the Week

Colour in this picture

Ask your parent/guardian to email a photo of the coloured-in picture to gamesdevelopment@gaa.ie by

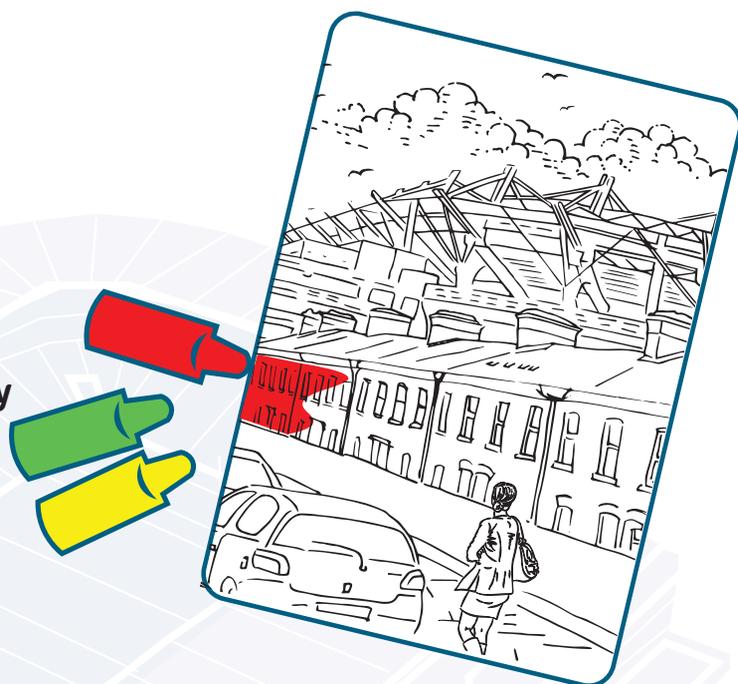
Friday 15th of May including:

- 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. 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 Worksheet 4A to highlight the fact that hurling is an ancient game.
2. Allow the pupils to create a storyboard after reading the worksheet.
3. Through integration with drama, encourage the pupils to express or record these myths through role-play and mime.
4. Watch this video clip of the story of [Cúchulainn](#)



USE FOLLOWING WORKSHEETS



Worksheet 4A: Cúchulainn

Long ago in Ireland there lived a boy named Setanta. One day his uncle, King Conor, was invited 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 ran off to join his uncle at the feast. He brought his hurley and sliotar with him. He would puck the sliotar into the air and catch it before it hit the ground. When Setanta arrived at the entrance to Culann's house, 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, stuck in his throat and killed him. Setanta was safe.

Culann was very sad when he saw his hound dead. Setanta promised that he would find a new hound to guard the house and promised 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.



Worksheet 4A: Cúchulainn (continued)

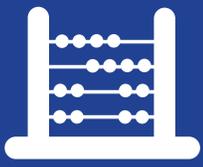
Tasks:

1. Make a list of feelings that Setanta had at different times in the story. Writedown what event in the storymade him feel a particularway and why.



2. True or False? Tick the correct box.

	True	False
Setanta`s uncle was a king.		
Setanta was good at hurling.		
The feast was in Setanta`s house.		
Setanta was the first to arrive at the feast.		
Setanta means “The hound of Culann”		
The hound killed Setanta.		



Learning Activity 2

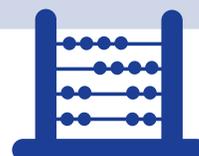
Strand: Measure

Strand Unit: Length

Suggested Activities:

1. Estimate, compare, measure and record length using non-standard units. How many pencils would be equal to the length of the hurley?
2. Solve and complete practical tasks and problems involving length. Find the height of the tallest pupil? Who would need the longest hurley? (Hurley size at this age is important – a hurley should measure to the child's wrist bone, while standing).
3. Use Worksheet 3E to further explore the concept of length.

USE FOLLOWING WORKSHEETS

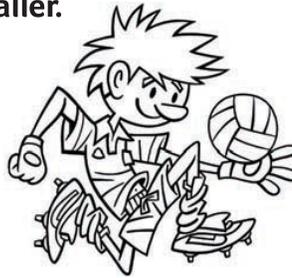


Worksheet 3E: Lengths

Colour in the tallest hurler.



Colour in the smallest footballer.



Colour in the tallest camogie player.



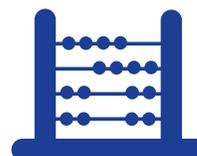
Colour in the smallest handballer.



Estimate the length of these lines and then measure them with your ruler.

ESTIMATE

LENGTH





Learning Activity 3

Strand: Living Things

Strand unit: Myself

Aims:

1. To examine the structure of the body's breathing system.
2. To study the journey air takes when we breathe in through the nose and mouth and out again.
3. To show how the lungs extract oxygen from air.
4. To examine breathing rates before and after exercise.

Suggested Activities:

1. If/where appropriate, ask the children to predict how long they can hold their breath. Experiment in pairs using a stopwatch. Discuss with the children how long they think they could survive without eating or drinking water. (We could live without food for a month, and water for a few days but we cannot survive without air for more than a few minutes.)
2. Watch this video clip for more information on [the respiratory system](#).
3. Encourage the children to draw the journey of air through the respiratory system. Use a poster or model to trace the journey of air from the nose and mouth down into the lungs and back out. Identify the names of the internal organs involved in this process. Encourage the children to make an informed drawing of where the air goes and compare it to their original thoughts. Ask the children to label the various sections of the breathing system.
4. During the Skill Challenge ask the children to record how many breaths per minute they take before and after the session. Ask the children if they feel out of breath. Why do they think this is happening? What might they need to do to stabilise their breathing again?
5. Fill a five-litre bottle with water. Submerge the bottle in a basin that is half full of water. Remove the cap from the five-litre bottle when it is submerged under the water. This ensures that no air gets into the bottle before the investigation. Ask the children to predict how many litres of air their lungs can hold. This is called lung capacity. The fitter a person is the greater their lung capacity. Place a length of tubing up into the bottle. Invite a child to blow into the bottle with one continuous breath until they can blow no more. The amount of water displaced from the five-litre bottle is equal to their lung capacity.
6. Complete Worksheet 6A.

USE FOLLOWING WORKSHEETS



Worksheet 6A: The Lungs

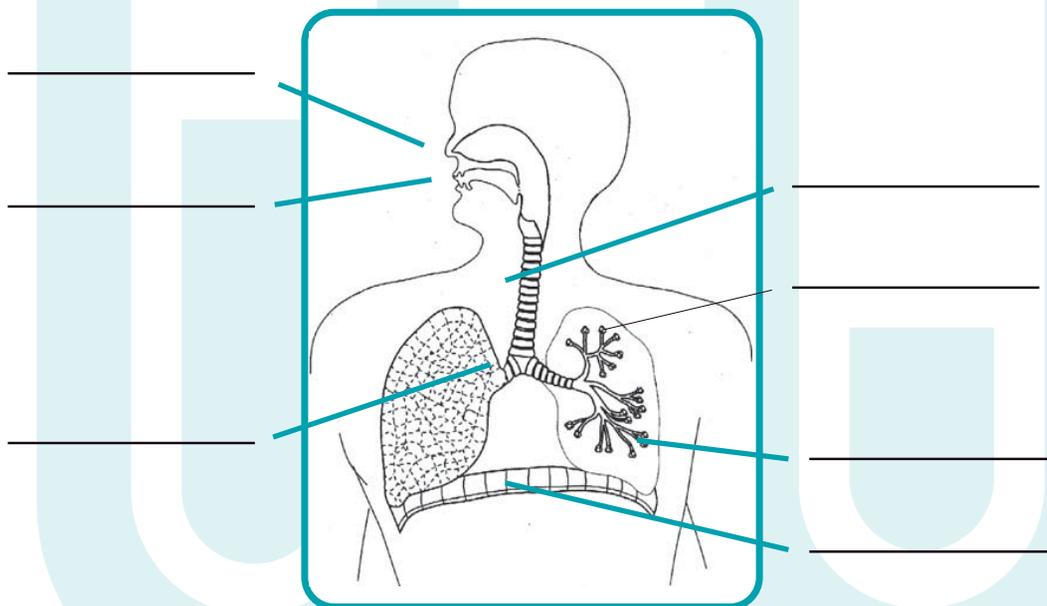
When you've been running around outside or in a game of football, you sometimes get out of breath. This may cause us to become dizzy. Do you know why this happens?

Our bodies need oxygen to function. We get this oxygen from the air around us. The lungs are the main organs of the respiratory system. It is in the lungs that the oxygen is taken into the body. Once, the oxygen is in the lungs, the red blood cells are responsible for picking up the oxygen in the lungs and carrying it to all the the body's organs and muscles. When we are exercising our body needs even more oxygen than normal. When we get out of breath it is a sign that our body is not getting enough oxygen. The fitter people are the greater the amount of oxygen they can hold.

Facts about Breathing:

1. The lungs are the largest organs in the body.
2. The average person takes approximately 21,600 breaths a day.
3. The body requires almost 44 kilograms of oxygen, that is the same as 44 bags of sugar.
4. The brain uses 25% of the body's oxygen.
5. We take about 12 breaths per minute when we are resting.
6. After exercise we can take up to 80 breaths per minute because the body needs more oxygen.
7. The body brings 8000 litres of air through the lungs every day.
8. You have 300,000,000 alveoli in each lung. That's 600 million in total.

1. Label the parts of the respiratory system



Click images and watch following videos



For more movement 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.

