



## TEACHER NOTES

## GEOGRAPHY



TO BE USED IN CONJUNCTION WITH WORKSHEETS 5A TO 5E

## Lesson 1:

**Strand:** Human Environments (People And Communities).

**Aim:** The children should be enabled to learn about their local GAA club and come to appreciate the members of the community who run local clubs and organisations.

**Resources:** **Worksheet 5A**, DVD.

**Suggested Activities:**

1. Discuss the importance of the local GAA club to a community. Depending on the area, pupils in the class may play for a number of different clubs. This will give pupils a chance to learn about other GAA clubs and how they are organised. The children should come to appreciate the voluntary effort of mentors in clubs. They could write a letter of thanks to their team manager.
2. Use **Worksheet 5A** to complete a profile of local clubs. Through integration with **History** the pupils could trace a timeline of the GAA club's history from its foundation.

**Extension Exercises:**

1. Explore the origins and geographical significance of the names of local pitches. Through integration with history discover how the club and pitch names may have changed over time.
2. List the clubs in the locality/district and identify what club represents various towns and villages. Locate these on a map of the area.
3. Through integration with **Maths**, record a bar chart of those in your class who play for the different clubs.
4. Learn more about the All-Ireland club finals, which are played on St Patrick's Day.

## Lesson 2:

**Strand:** Human Environments (County, Regional And National Centres).

**Aim:** The children should be enabled to familiarise themselves with the 32 counties of Ireland.

**Resources:** **Worksheet 5B**, four containers labelled with the names of the provinces and a wall map of Ireland.

**Suggested Activities:**

1. All-Ireland draw – cut out the 32 county names (a list can be found at [www.ceim.gaa.ie](http://www.ceim.gaa.ie)) and place them by province in the four containers. Then, through drama, hold a mock draw for each provincial championship. Put the county names in the hat and give the pupils a role e.g. GAA president, RTE presenter, sponsor representative etc. The pupils should decide which container each county will go into. Later they could also decide a neutral venue for the games; specifying ones which would be geographically suitable for the competing counties.
2. Using the same county labels hold another draw where the pupils select a county and complete the county profile for it using **Worksheet 5B**. The website [www.cul4kidz.com](http://www.cul4kidz.com) could be used for extra information.



## Lesson 3:

**Strand:** Human Environments (Transport And Communications, County, Regional And National Centres).

**Aim:** To make children aware of the various forms of transport and transport routes that exist both locally and nationally.

**Resources:** DVD and wall map of Ireland.

### Suggested Activities:

1. Discuss the various forms of transport used by the players and supporters when travelling to club and school games. Through integration with **History**: compare and contrast the modes of transport used today with those of long ago. Explore the route taken when the school is playing matches in different locations or to go to a game in Croke Park. The trip to Croke Park should take note of traffic implications. The children should consider who organises the transport etc. Part 2 of the SESE section of the DVD will provide children with an opportunity to view the modes of transport used to travel to GAA games in 1948.
2. Explore the mode of transport used and route taken to travel to a game involving the local county team. What counties would you pass through on the way to Croke Park, Semple Stadium, Tuam Stadium, Clones etc.? Locate and label these counties on the map of Ireland.

## Lesson 4:

**Strand:** Human Environments (People And Other Lands).

**Aim:** Examine the existence of GAA clubs and activities in other countries.

**Resources:** **Worksheet 5C & 5D**, DVD "Tall Dark and Ó hAilpín".

### Suggested Activities:

1. There is a major interest in the GAA outside of Ireland at the moment. It is estimated that there are approximately 30,000 adult and 7,000 juvenile players playing hurling and football with the 350 clubs outside of Ireland. County boards and clubs are now affiliated worldwide and there are active games development programmes in the USA, Australia, New Zealand, Canada, Asia and Europe.
2. This topic could be integrated with history, based on the study of Irish emigrants.
3. The SESE section of the DVD contains a cut down version of the documentary "Tall, Dark and Ó hAilpín" about Seán Óg Ó hAilpín's visit to Fiji, where he spent his early years. This could be used to introduce the topic of newcomer children from different countries and various ethnic backgrounds playing GAA. **Worksheet 5C** can be used in conjunction with this piece.
4. **Worksheet 5D** tells of an Irish-American boy, Kennedy John Patrick McGuigan who plays hurling for Milwaukee hurling club in the USA.



## Lesson 5:

**Strand:** Maps, Globes And Geographical Skills.

**Aims:** 1) To raise the children's familiarity with maps and photographs of different scales and demonstrate how they can be used.

2) To make simple maps of the school and its immediate environment.

**Resources:** **Worksheet 5E**.

### Suggested Activities:

1. Use **Worksheet 5E** to introduce the importance of mapping. Discuss who would need this map of Croke Park and why.
2. Through role-play the children could use the maps to give directions to Croke Park.
3. Discuss local landmarks and ask the pupils to give directions to the various locations e.g. school, local GAA pitch, church etc.
4. In groups encourage the children to draw simple maps to these locations.

