Irish Primary PE Association

Cumann Corpoideachais Bunscoile na hÉireann

IRISH PRIMARY PE ASSOCIATION

PHYSICAL EDUCATION CONFERENCE

THE MARDYKE ARENA, CORK 27.02.2016

www.irishprimarype.com

Welcome

It is my great pleasure to extend you a warm welcome to the 13th annual Irish Primary Physical Education Association (IPPEA) Conference 2016. This year's conference is being held in the Mardyke Arena, University College Cork on Saturday February 27th 2016. The theme of this year's conference is *'Promoting the Power of Physical Education'*. Each of the varied practical workshops on the day will exhibit different elements of a quality physical education programme. I hope the conference will encourage you to reflect on the meaning and value of quality physical education, as well as assisting you practically in implementing quality lessons in your school.

The Irish Primary Physical Education Association (IPPEA) believes that quality physical education seeks to enable all young people, whatever their circumstances or ability, to take part in and enjoy physical education, sport and physical activity. It also strives to promote young people's health, safety and well-being as well as supporting them to improve and achieve in line with their age and potential. Quality physical education also endeavours to empower all children to develop physical literacy. Physical literacy enables all children to know how and why to move in a variety of ways, appreciate the importance of physical activity, and choose to regularly participate in physical activity (IPPEA 2010). The full IPPEA position statement on quality physical education in Ireland is available for download on www.irishprimarype.com.

In recognition of the importance of quality physical education, the IPPEA have created the Primary Physical Education Teacher Award. This new award celebrates innovation, achievement and outstanding practice in delivering a quality physical education programme. The IPPEA hope to highlight the educational importance of quality physical education to teachers, principals, parents, children, policy makers and the general public through this new award. We also wish to acknowledge and further encourage those teachers who are delivering a quality physical education programme through the provision of the award. The large numbers of applications we received for this award is testament to the fantastic work being done by many teachers across the county.

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The inaugural Primary Physical Education Teacher Award winner is *Siobhán Dougan* from Newtown National School, Enfield, Co. Meath. Siobhan is a worthy recipient of this award for her outstanding provision of primary physical education leadership. Siobhan is extremely passionate about physical education and she continually works alongside other teachers to ensure quality physical education provision for all pupils across the whole school. Her commitment is exemplified by her planning, delivery and assessment of all strands of the physical education curriculum. Siobhan is a magnificent ambassador for primary physical education and an inspiration to us all.

I would also like to take this opportunity to acknowledge the fantastic work of the IPPEA committee members. All committee members voluntarily give of their time to promote physical education in our schools in a variety of ways throughout the year. It is a pleasure for me to work alongside people with such enthusiasm and passion for physical education.

Quality Physical Education needs to be prioritised in our primary schools. Each of you attending this conference have an important role in advocating for and promoting the power of quality physical education. The responsibility is ours. Let's act now to ensure that quality primary physical education is provided to each and every child.

Thank you for your support of primary physical education.

Kind Regards,

Liam Clohessy

Liam Clohessy
Chairperson Irish Primary Physical Education Association

IPPEA Executive Committee 2015-2016

Liam Clohessy	Ciara Blennerhassett
Ciara Elliot	Ciara Delaney
Grace Crowley	Susan Marron
Caitríona Cosgrave	Deirdre Ní Chróinín
Caitríona Ni Chathasaigh	Derek Brennan
Caoimhe Doherty	Nicola Cosgrave
Fiona McGreevy	Síle Carberry
Sarah Mooney	Aoife Ní Dhea

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Irish Flying Disc Association

Gaelic Athletic Association

Outside the box learning resources

Be Active ASAP programme

Irish Water Safety

Mc Sport

LD Golf

Brennan's Bread Healthy Heroes Lunch Club

TIMETABLE

9:00am – 9:45am Registration, Tea, coffee and pastries
9:45am - 10am Welcome from IPPEA committee

	❶A	❶B	❶C	❶D
❶ 10:00am - 11:10am	**Circuits with a Twist** *Susan, Ciara, Fiona & Grace* **HALL 1**	**Ultimate Frisbee** *Liam Clohessy* **HALL 3**	**FMS** *Eoin Fitzpatrick & Kevin Murray* **INDOOR RUNNING TRACK**	**Climbing Wall** *Mardyke Staff* **CLIMBING WALL**
	❷A	❷B	❷C	❷D
❷ 11:20am - 12:30pm	**Quality PE for Children with SEN** *Kathleen Fitzgerald* **HALL 1**	**Ultimate Frisbee** *Liam Clohessy* **HALL 3**	**FMS** *Eoin Fitzpatrick & Kevin Murray* **INDOOR RUNNING TRACK**	**Climbing Wall** *Mardyke Staff* **CLIMBING WALL**

12:30pm – 1pm Lunch
STUDIO 7 (UPSTAIRS) 1pm – 1:30pm AGM **1:30pm – 1:45pm** IPPEA Award Presentation

	❸A	❸B	❸C	❸D
❸ 1:50pm - 2:50pm	**Child Friendly Skill Development** *Eamonn Ryan* **HALL 1**	**Yoga Gym** *Ciara Delaney* **HALL 3**	**Athletics** *Derek Brennan & Caoimhe Doherty* **INDOOR RUNNING TRACK**	**Orienteering** *Conchúr Ó Muimhneacháin* **MEET @ HALL 2**
	❹A	❹B	❹C	❹D
❹ 3pm - 4pm	**Child Friendly Skill Development** *Eamonn Ryan* **HALL 1**	**Yoga Gym** *Ciara Delaney* **HALL 3**	**Athletics** *Derek Brennan and Caoimhe Doherty* **INDOOR RUNNING TRACK**	**Orienteering** *Conchúr Ó Muimhneacháin* **MEET @ HALL 2**

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Workshop Notes

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Circuits with a Twist

Presenters' names: Susan Marron, Ciara Blennerhassett, Grace Crowley, Fiona McGreevy

School or Organisation: St. Patrick's College, Drumcondra; Burrow N.S, Sutton; Anabla N.S, Killarney; Holywell ETNS, Swords

Theme of workshop: The class teacher promoting maximum physical activity and muscular strength development across the strands.

This workshop will take you through a series of fun and active circuits using newspapers, paper plates, die, balloons, seated scooters and tug of war. The circuits can be woven into athletics, gymnastics, dance and games lessons or can be standalone lessons to develop health related fitness. Ideas can be adapted to suit a range of classes. The documents on the IPPEA website will underpin the content (IPPEA Members Area- Information Sheets-2012-2013 Articles on Endurance, Strength, Flexibility, Co-ordination & Speed). This workshop will be indoors.

Warm Up with Newspapers Travelling at different speeds:

Equipment: 1 sheet of newspaper per child**.**

Open your sheet of newspaper out. Hold it at your shoulders against your chest. At the signal begin running; you will no longer have to hold it. What will happen to the newspaper when you stop running? Try different speeds sometimes very fast and sometimes very slowly, what happens?

Teaching Points:

- Keep your head up for balance and to avoid collisions.
- Check your speed to avoid others

Balloon or Ball Circuit to Music

1. Twist around head
2. Twist around body
3. Figure of 8 between knees
4. Touch ground with bent legs between feet then raise ball over head x 4-8
5. Touch right foot with ball and then raise it to over left shoulder
6. Touch ground with bent legs between feet then raise ball over head and rise onto toes
7. Touch left foot with ball and then raise it to over right shoulder
8. Touch ground with bent legs between feet then raise ball over head with a jump
9. Reach in and out with ball from the chest.
10. Tricep extension behind head

Dynamic Stretching

YouTube clip (11 minutes duration) https://www.youtube.com/watch?v=sbuB6JxLpeg

Roll the Dice Circuits

Youngest group member rolls the dice to start. Take turns then.

The group completes the task but you can choose your level

= heart work

= strength work

Roll The Dice	Level A	Level B	Level C
Leg Strength Letter A or B	Lunge forward each leg on the spot	5 walking lunges	10 walking lunges
Heart Work Numbers 1 or 4	Walk around the perimeter running for distance	Walk or Jog	Jog
Just for Fun Letter C	Hula Hoop Circle 	Hula Hoop Circle	Hula Hoop Circle
Arm Strength Letter D	The Plank	The Clock 12 -3 O clock	The Clock 12-6 O' clock
Heart Work Numbers 2 or 5	Rope Skipping Double Bounce 10 rope turns	Single Bounce 10 rope turns	Jump Rope Single Bounce 20 rope turns
Arms and leg Strength Letter E	Crab Balance	Crab Walk Forwards and or Backwards	Crabwalk Left and Right
Heart Work Numbers 3	Line (cone) Touches 4	Line Touches 6	Line Touches 8
Leg Strength Letter F	Frog Jump	Frog Jump	Frog Jump
Just for Fun Number 6	Seated Scooters		

Teaching Points

Lunge (Step Forward on One Foot, Push back up and repeat on the other foot)

- Keep your trunk upright
- Step forward
- Keep your knee over the foot and not beyond

The Plank

- Lay on your front and place your forearms and palms flat on the floor
- Lift your chest, stomach and legs off the floor and maintain your balance between your forearms and toes
- Keep a straight line from your shoulders, across your back to your feet
- Look ahead

Variation: The Clock: Raise your upper body to take your weight to your hands. Keep your feet steady and move clockwise using hands only. Lead with the right hand.

Frog Jump

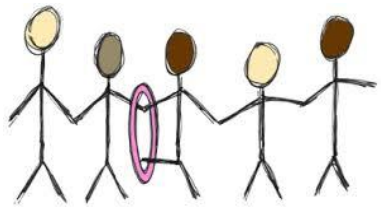
- Start off on feet with hands on the floor between your knees
- Spring forward and upwards. Land on soft bent knees again.
- Crouch low; tuck; use arms when leaping to propel body forward

Crab

- Have students perform quick wrist stretch
- Hands in proper position for safety (pointing towards feet)
- hands forward
- push off with heels
- maintain balance

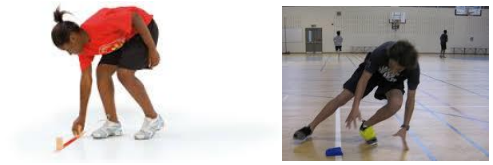
- accelerate / continue moving in a straight line

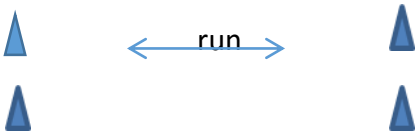
Hula Hoop Circle



- Have children make a circle and hold hands.
- Give the group a hula-hoop which they place on a child's arm and must move around the circle and back to the start.
- Challenge group further using smaller hoops, race against another group or have more than one hoop per circle and the group must have one hoop catch the other.
- Even try moving the hoops around the group in different directions.

Line (Cone) Touches

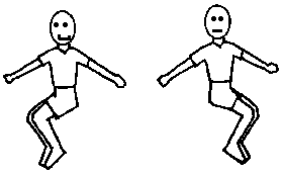
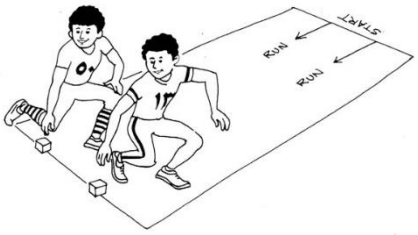
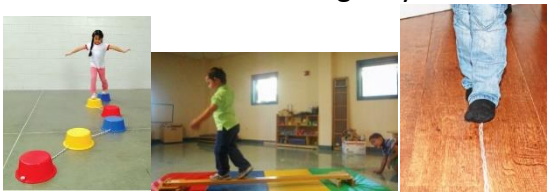




Roll the Dice Circuit - Points to consider:

- All of these exercises would need to be taught in advance of this lesson – maybe over the course of a few weeks.
- A rule can be made with the class that if another group are already waiting for the activity they can roll again and this keeps them all moving.
- It helps if each group has a little grid to record the activities that they've done or at which level.
- Set up two dice stations so you don't end up with queues waiting to roll the dice.
- Mark all stations really clearly so there is no confusion about where they need to go or what they need to do.
- The number and level of activities can be easily adapted to the class taking part.

Paper Plates Circuit (Stick Image on a paper plate and write the name of the activity)

1. Jumping Jacks	2. Side/Jump Twists 
3. Front Lunge	4. Jog on the Spot
5. Shuttle Run 	6. TIGHT ROPE WALKING: Do you have a bench or coloured lines on the ground? This is your Tight Rope! Children can place one foot in front of the other. Add some fun with props. Can they juggle bean bags while walking or balance a bean bag on your head? 

Cool Down: Yoga Poses (resource cards: Yoga Pretzels by Baron Baptiste)

References:

- ★ Graham, G., Holt/Hale, S. A., & Parker, M. (2010). Children Moving - a reflective approach to teaching physical education (8th ed.). Boston: McGraw-Hill.
- ★ Guber, T., Kalish, L . & Fatus, S. (2005) Yoga Pretzels 50 Fun Yoga Activities for Children and Adults (£9.15 Amazon UK)
- ★ See IPPEA Members Area- Information Sheets-2012-2013 Articles on Endurance, Strength, Flexibility, Co-ordination & Speed
- ★ Primary School Sports Initiative Online Resource http://pssi.pdst.ie/pdf/gen/gen_1_warmup.pdf
- ★ Irish Tug of War Association http://irishtugofwar.com/

Ultimate Frisbee

Presenter's name: Liam Clohessy

School or Organisation: Chairperson IPPEA, Bunscoil Rinn an Chabhlaigh Cobh, Co.Cork, PhD researcher Mary Immaculate College, Limerick. clohessyliam@gmail.com

Theme of Workshop: Ultimate Frisbee is unique to many other sports, in that it is self-refereed which encourages students to develop conflict resolution skills. It is also a very inclusive game with high levels of physical activity. It promotes a balanced approach to competition as there is an emphasis on sportsmanship and fair play through the 'Spirt of the Game' concept. This allows the teacher to develop the pupils learning in the affective (e.g. positive social behaviours and personal attitudes) and cognitive (knowledge and understanding and problem solving) domains. These values mark it out as an ideal game to introduce as part of a quality physical education programme.

How to Play Ultimate Frisbee

Two teams of 7 players play on a rectangular shaped pitch with 2 end zones (one marked out on either side of the pitch). The objective is for the team with the frisbee to pass it up the field without dropping it and catch it in an end zone to score a point. Ultimate Frisbee is a non-contact game and possession is lost if the disc hits the ground, is intercepted, blocked, or goes out over the perimeter line. The frisbee may be advanced in any direction by passing it to a team mate. Once a player has a frisbee they are not allowed to run with it and they have 10 seconds to throw it. One defender may stand near the person holding the frisbee to block. The game is self-refereed. Players are responsible for their own foul calls and resolve their own disputes. If people disagree, they redo the play. Watch this short video for an explanation of the rules http://www.youtube.com/watch?v=NNpObH41jRM

The rules should be adapted to suit the needs of your class. Examples adaptations include:

- The numbers of players on each team should be reduced to maximise involvement
- Each team is allowed a number of drops e.g. two drops, you can have two misplaced throws (i.e. hit the ground) and the same team picks up the Frisbee from where it landed. The possession is then given to the opposition team if the Frisbee hits the ground after two drops. Possession is turned over in the case of an interception.
- After a score, the attacking team drop the frisbee and the other team restart game

Teaching Approach/Lesson Structure:

A Games Centred approach to teaching Ultimate Frisbee is utilised within this resource. This approach involves changing the traditional structure of your PE lessons so that games set realistic problems in practice for pupils and teachers to solve. The teacher scaffolds the pupils learning through questioning and game like activities rather than traditional drills.

Traditional Model	Games Centred Model
-Warm up	-Warm up
-Technical skill practice	-Purposeful game
-Drills	-Questioning pupils how can we do it better?
-Game	-Practice (technical skills/tactical)
-Cool down	-Back to the game to apply what we practised
	-Cool down

Warm Up and Frisbee Fluency

Frisbee Fluency activities are a series of actions to get the children familiar, comfortable and confident with frisbees. It allows people to practice catching without the fear of being hit by someone else's throw as well as making a great warm up.

- Tell the pupils that you would like to introduce them to your friend. Take out a Frisbee and get them to say hello to your friend *Freddy Frisbee*. Divide the class into pairs and give each pair a Frisbee. Ask each pair to give a name to their new friend!
- Show the pupils how you like to use the Frisbee as a steering wheel when driving. The person who has the Frisbee in their hands is the driver, the person behind is the passenger. The passenger must follow the driver wherever they go. Get the pairs moving around a defined space at different speeds (a Sunday drive up to being chased by the Gardaí!), eventually sprinting trying to lose their passenger. Remind pupils to be careful and watch where they are going. Don't forget to use the steering wheel when turning and use the car horn in traffic!
- Ask each pair to find their own parking space in the hall. Introduce pupils to the two handed crocodile catch technique (see picture).

- In their pairs pupils take turns being the zookeeper and the hungry crocodile. One pupil drops the frisbee straight down for their partner to crocodile catch. Explore catching the frisbee from different heights/angles.
- Explain to the pupils that you also use your Frisbee when working as a waiter. Get children to hold the Frisbee like a tray at head height with one hand. Their partner acts as the assistant, crocodile catching the tray before it hits the ground and spills the food and drinks! Children are walking at first but as the restaurant gets busier they move faster until they are running.
- Children also use their Frisbee as a hat to cover from the rain on the walk/run home by balancing it on their head. Their partners wait behind to catch it.
- Check out these video clips for some frisbee fluency ideas/examples: http://www.youtube.com/watch?v=zU91WhzRCkk#t=78,http://tinyurl.com/frisbeefluency

Purposeful Game

Once pupils are comfortable with the Frisbees the following steps can be useful in introducing the game of ultimate fribsee. These steps are most suitable for senior classes (2nd-6th class). Teachers with younger pupils are encouraged to focus on developing throwing and catching skills in adapted game like activities.

Step 1: One Team One Frisbee

Set out 2/3 Ultimate Frisbee pitches using cones to mark end zones. Point out the pitch and end zones to pupils. Line pupils up at one end of the pitch behind 5 cones spread across the end zone line. The first person behind each cone steps forward. The people who have stepped forward form one team. This team must pass the Frisbee between each other until someone catches it in the end zone at the opposite end of the pitch. Pupils are no longer able to run with the frisbee in their hand and must freeze when they have it. When the whole team reaches the end zone by passing the Frisbee they stop and carry it back around the outside of the pitch. Each team member then re-joins the line they were in. Challenge the pupils to do it faster or with more/less throws.

Step 2: Two Teams Two Frisbees

Line some pupils up at the other end of the pitch behind 5 cones spread across the opposite end line. These pupils must do the same as before but they are going in the opposite direction. Both teams on either side of the pitch now start at the same time. Each team has their own Frisbee and do not interfere with the other team. Pupils will have to watch where they are running/ throwing as there are now more bodies in the area.

Step 3: Two Teams One Frisbee

When pupils have done this a few times take away one Frisbee. Now there are two teams and one Frisbee. Pupils are now ready and in a position to play a game. Explain the rules again quickly beforehand and outline how may drops are allowed etc. After playing for a few minutes stop the game and ask the pupils what kind of skills are important when playing frisbee. Elicit from the pupils the importance of throwing the frisbee accurately and ask them what worked during the game. This will lead you nicely into throwing practice.

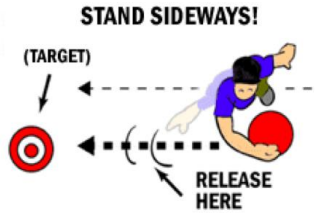
Skill Practice

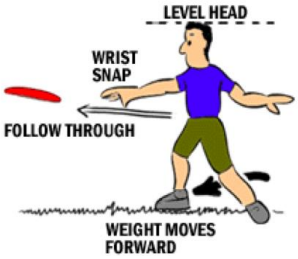
The backhand throw is the most common throw and easiest to learn. The forehand throw will be more challenging and should only be introduced gradually after a few introductory sessions. The power for both throws comes from the wrist rather than the arm. Snapping/flicking the wrist ensures the Frisbee spins which is vital to a successful throw.

Backhand

Grip

Technique



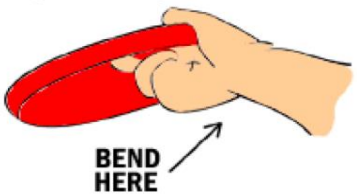


http://www.youtube.com/watch?v=MIf7nfKYK40

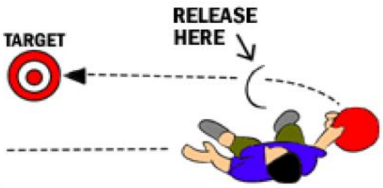
Forehand

Grip

Technique



The disc shouldn't be parallel to the ground but dropped down to about 45 degrees by bending at the wrist.



http://www.youtube.com/watch?v=lgUyW5aGC2U

Pupils can throw in pairs first (all in same direction). Challenge the pupils to get 5 successful throws without a drop and then lengthen the distance. Throwing and catching activities used in other strands of the PE curriculum can be adapted for use with Frisbees. After practising give pupils the opportunity to apply what they have learnt in a game situation.

Spirit of the Game

"Spirit of the Game" embodies the sportsmanship emphasised within ultimate Frisbee. This emphasis on fair play allows ultimate Frisbee players to be their own referees. Ultimate is a great character-building sport for kids, teaching them that their "spirit" and the way they conduct themselves is more important than winning. Check out this video explaining Spirit of the game https://www.youtube.com/watch?v=2mlo5WykDI0. Spirit of the game scoring sheets can be used to outline exactly what it is to be a spirited team. Pupils can self-assess themselves using the scoring sheets before assessing other teams. The winners are the team that receives the highest spirt score rather than the team that won the most matches. Download the sheets from: http://www.wfdf.org/downloads/cat_view/42-sotg-documents

Further Information:

See **www.irishultimate.com** for more ultimate frisbee information, resources and details of how to purchase starter packs. I would like to thank the IFDA for their provision of resources and advice.

FMS – ACE

FMS – Fundamental Movement Skills
ACE – Accumulations, Combinations & Equipment

Presenter's names: Eoin Fitzpatrick & Kevin Murray

School: Bunscoil Rinn an Chabhlaigh, Rushbrooke, Cobh, Co. Cork

Theme of workshop: This workshop is based on developing Fundamental Movement Skills (FMS), which are one of the central components of physical literacy. We will explore the three categories of FMS (Stability/Locomotion/Manipulation & Co-ordination) in innovative ways by combining and accumulating drills, exercises and games to enhance our PE lessons and time. FMS can be linked across the following strands of PE: - Athletics (Running, Jumping, throwing, etc.) / Dance (Skipping songs) / Gymnastics (Movement)/ Games (Sending, receiving and travelling, Creating and playing games) / Outdoor and Adventure Activities (Walking, Orienteering, Outdoor challenges), Aquatics (land-based training). We will also use equipment in different ways to accentuate the powerful ways that PE can impact on primary school students.

EQUIPMENT:

- **Teddy Bears** – catching, throwing, Hurling.
  - Teddy Attack – throw teddy at feet.
  - Teddy Tag – throw at toes / Catching – start with soft toys, progress to beanbags, etc.

- **Cones** – throwing, catching- 1 cone/2 cones
  - Sand-based cones used as pedestals, knock ball off with teddy.
  - Small hockey cones – pick them up using a hurdle.
  - Cones as Hats – stability / posture / balance.
  - Steering wheels.
  - Teacher hits tennis balls with racquet (upwards strike & downwards strike) – catch ball in cone.
  - Mouse Trap -teacher rolls tennis ball along ground – trap ball on ground with cone. Progress to 2 tennis balls, progress to trapping both before balls hit wall.
  - Hockey cones and Hurdles– 3 groups – yellow group pick up yellow cones with hurdle, white with white, orange with orange. Then make cake layers – yellow/white/orange. Then 2 cones on hurdle simultaneously. Then relay race with just hurdles.

- **Hoops (Agility)** – rolling, throwing, spinning, catching, hooking – 1 arm, 2 arm catches, head catch.
  - Decision-making – catch both before they hit a line, catch red hoop first, etc. Use a baton to hook up a spinning hoop.
  - Hook-a-Hoop – catching – left/right / both / head / leg.

- Spinning Hoops: Teacher spins a hoop child catches it before backspin or before a designated line.
- Two hoops – decision-making – catch blue hoop first. Hoops – 2 lines – accelerate and collect hoops/jump over, turn and collect/run past, run through legs, turn and collect/close your eyes, run on open/start on one knee/lying on ground. Run around rolling hoop, passing ball through hoops, throw ball through hoop and catch it.

- **Benches**
  - Grand National. Zigzag weaving. Hand-first jumping. Catching and receiving a pass before/after bench. Lying on front mimicking swimming. Lying on back, pull yourself backwards, walking, balancing, hopping, stepping, crawling, pulling, pushing, jumping, landing, changing direction. Crawling – Spiderman – same-side and cross-lateral. Use hoops also for stepping through-important for hip mobility. Marching. Mimicking running action. Centipede – hands, legs back – variations/stretches.5 facing 5,hands on bench, everyone moves to the right, then reverse. Variations: plank/leg lift/Superman/Stretch/High 5 in Pairs. Dodgeball – 4 benches end to end ,hurdle at either end – Teacher spins hoops or hits tennis balls.2 groups – run with benches between your legs, through cones and around the outside – Variations : right leg only on benches/left leg/alternate legs/swerve in and out of cones then over and back on benches/walk on bench SLOW IT DOWN /sideways walk/using caution tape between cones to go under/add in an object to carry or bounce/hurdles/hoops/gym mat for rolling. Bench – lie on front, pull your body forward on bench, long stretch with arms each time. Bounce tennis ball on bench, walk with leg on either side, Press-up position opposite partner, roll ball along. In pairs – using a bench on its side or a wall – take turns kicking a ball against the bench (vary ball being used depending on ability).Introduce a balloon – keep it up using your hands. Turn on side to create an alley effect, hit ball off one side opposite groups hit it off other side, change sides. Roll a ball along the ground against the bench – take turns – use lunge.

- **Balloons**
  - keep it up, transfer hand to hand, head it, bend & balance, change hands, use your thumb, knee, etc. Back to back. Team Games. Sitting in core position. Balloons with strings. Balloon Relay – One person at a time moves out and around cone, keeping balloon above ground, using all parts of body. Vary – balloon between knees. Squat walk. Stay Up – keep balloons up with any part of body – group works together – introduce more balloons than people.

- Children-designed tasks – have you ever given equipment to students and asked them to devise an activity?

1. WARM-UPS :

Grid Warm-Up: Incorporating Stability, Locomotion and Manipulation & Co-ordination Movement Skills.

- **Stability skills - Static Stability - twisting, turning, bending, stretching, etc.**
- **Dynamic Stability – side-stepping, evading, rolling, etc.**
- **Locomotion - Running/skipping/hopping, etc.**
- **Manipulation & Co-ordination - throwing, catching, kicking, trapping, striking, etc.**

Grid with orange cones opposite orange, yellow opposite yellow. Orange always swap with orange, yellow with yellow. Vary movement patterns – skips, side skips, skip & arm movements, touch feet, stop & shuffle, side-shuffle. Introduce stability skills – single leg balance, swerving around oncoming partner. Rolling/Crawling/ "Skydiver", swap bibs, pass & throw bibs, introduce balls/hoops etc.

Circles Warm-Up:
Make a circle with the same cones – can children make it by themselves? "Inside Outside" – Inner circle & outer circle – pass and swap bibs. Partners – swap places with partner – variations – jogging/skipping/leading with right leg/skipping right hand right leg/alternate hand and leg/tap knees, same hand same leg/alternate/tap your shoulder and lift your knee/Extension Pattern – 1 hand behind neck, other at small of back – introduce hoops – catch ball with cone, with a barrier in between, throwing, dropping, high-low-flat hoop, Decision-making. Variations of movement and manipulation skills: swap positions, overhead throw, bounce pass, catch & spin, roll & pick, drop, stop with alternate feet, hoops, hand passing, and decision-making.

Manipulation Warm-Up:
Warm-up with a ball – every child has a tennis ball/basketball/football – throwing, catching, rolling, dribbling, soloing, write your name using the ball and your feet, add in co-ordination activities – left/right, etc.

2. ACCUMULATION DRILLS & COMBINATION DRILLS :

Accumulation Drills are drills which add one or more elements onto another to stretch, challenge and optimise your PE lesson, e.g. instead of just using a ladder for running, at the end of the ladder the child has to skip to the left or strike a tennis ball or pick up a baton and move it from one place to another. Using Accumulation drills is a method whereby you can keep layering on new elements to ensure greater variety, enjoyment and participation from students.

Combination Drills are simply combining two or more categories of FMS. Instead of just focusing on e.g. throwing and catching, we can introduce running/stepping/balancing, etc.

- 3 Stations : (i)Jumping over a rope/hurdles, following arrows in a circle,(ii)Slalom run between cones/poles, bounce on trampoline, throw teddy through hoop and catch,(iii)Start at cone, pick baton on right, transfer to left(vice versa for next person),then run through gate(2 cones)
- Variations on above – add in hoops, change hurdles – alternate every 2nd one, jump in/jump out, move cones/poles, ensuring children bend and touch floor with back knee.
- Pick tennis ball, weave in/out cones, jump over bench, roll ball under hurdle, gather and then roll into hoop – emphasise COMPOSURE.
- Same as above except use jigsaw pieces/tangrams/jenga, etc.
- 2 groups – zigzag around benches and pass a bib to your partner, person receiving has to be in front (Future Connection to passing a ball in GAA/rugby/basketball, etc.)Place small cones on bench, go over and back. Run around bench, shuffle back, run around to next bench, same thing.
- Accumulation Stability Drill: walk on spots, then walk on bench, then jump and land in hoops, then walk on skipping rope which is on bench, then jump on trampoline and soft landing into large hoop and hold for 3 seconds.
- Stability Circuit : 20 seconds on : (i)4 cones with 2 on either side,1 footstep apart, with a tennis ball on 1 cone on either side, hop on 1 foot from 1 side to the other, replacing tennis ball each time (ii)2 balance cushions 1 foot apart, hop from 1 foot to the other (iii)walk on skipping rope on your tiptoes (iv)spider spread out like a compass, hopping left left, right right (v)4 hoops placed 1 after the other, hop on your left leg through all of them, then on your right (vi)Balance Board, two feet on, hands in the air.
- Run between cones, roll tennis ball under caution tape and into hoop. ROLL not throw. Poles could be used as a runway.

Climbing Wall

Presenters: Mardyke Arena UCC Staff

The Mardyke Arena Climbing Wall offers an exciting challenge for complete beginners through to serious climbers. Our qualified instructors will guide you through the use of all equipment, plus give coaching tips on how to improve your climbing – whether it is your first time or have been climbing for years.

We find that climbing is good for primary school children as it helps in developing their fundamental movement skills. Attributes such as balance, coordination and flexibility are tasked during a climbing experience. Other areas developed would be strength and stamina due to the nature of climbing.

With regards to emotional development, our observations have shown us that climbing can be quiet a good activity to assist in developing confidence and also providing an outlet for children who do not excel at the traditional main stream sports.

During the climbing activity here at the Mardyke our staff educates children on how best to scale the wall and also provide them with the opportunity to do so. We aim to develop their climbing skills through the use of games such as the colour game, which challenges the children's strength, stability, flexibility, peripheral vision and coordination.

Yoga Gym

Presenter's Name: Ciara Delaney

Organisation: Professional Development Service for Teachers (**PDST**) PE Advisor
IPPEA Executive Committee Member

Theme of Workshop: This workshop will explore fun and innovative ways to present gymnastics skills using acro-yoga techniques and group work, before finishing with a guided relaxation practice.

Yoga and physical education share similar objectives. The Primary PE curriculum advocates a holistic approach towards ensuring that 'the balanced and harmonious development and general wellbeing of the child is fostered'. Similarly, yoga aims to integrate body and mind in order to improve health, happiness and quality of life. Yoga is a gentle, holistic exercise that simultaneously promotes strength, flexibility, co-ordination and posture, while teaching practitioners how to relax, concentrate and remain quiet and still. Yoga practices for children apply a creative approach to this ancient exercise, by modifying traditional poses and blending them with story, song, games and toys to make them child-friendly and fun. This approach allows children to bend, move, twist and wiggle into positions that strengthen, tone and align the body before bringing them into a relaxing state that calms and focuses the mind. The yoga poses can be compared and contrasted with the 'shapes' outlined in the gymnastics curriculum. Gymnastics skills are defined as set movements which require good body line and encourage the child to maintain suppleness and tension throughout the body, using a variety of body parts to make shapes while exploring space, transferring weight, balancing, twisting, turning and stretching. The child-friendly names assigned to yoga poses engage the child's innate sense of creativity and imagination as they learn to structure gymnastic sequences.

1) Warm-up Games:

- ★ Walk -Stop, Wiggle -Sit, Jump - Clap, Turn - Name
- ★ Dog, Frog, Ribbit!
- ★ Yoga Pose Dominoes
- ★ Yoga Bingo

2) Gymnastics Skills

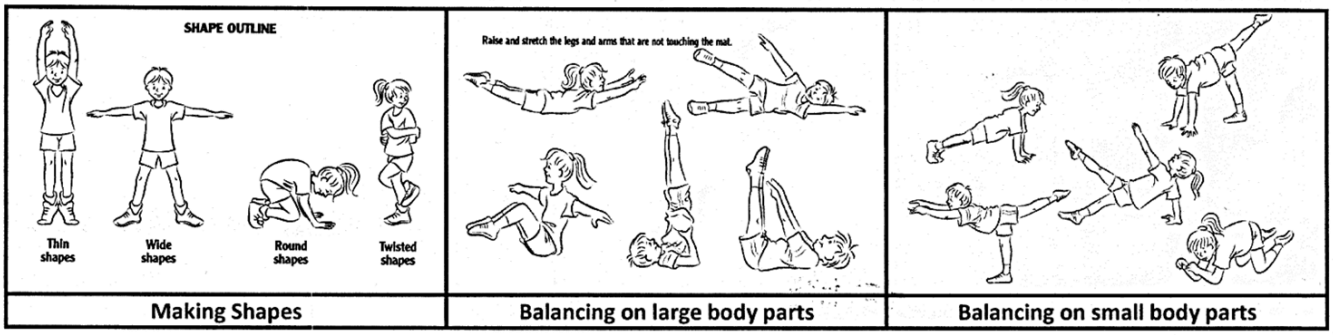
★ **Travel**

- Dynamic travel across room – identifying different ways of travelling
- Partner travelling to music: select four modes: 1,2,3,4,5,6,7, change

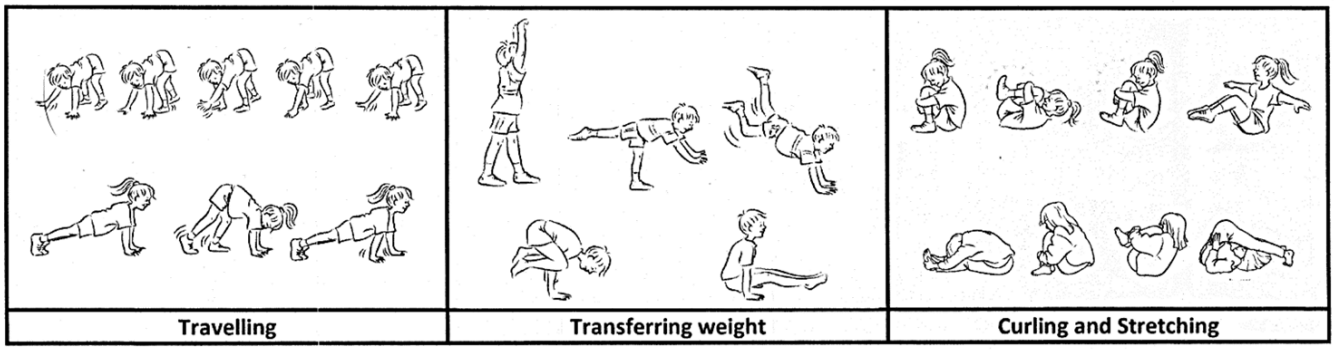
Travel Movements			
Walk	Jog	Run	Hop
Skip (height)	Skip (distance)	Sprint	Bunny hop
Directions and Pathways			
Forward/backwards	Straight/curved	Left/Right/Diagonal	Straight
Levels			
High	Low	Middle	Hands and Feet

★ **Shape, Balance, Poise and Coordination, Transferring Weight**

- Shape Stop
- Shape Detective
- Combining Shape and Travel movements (in pairs) to music
- Exploring partner shapes and group shapes



Making Shapes | Balancing on large body parts | Balancing on small body parts

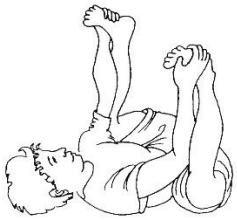
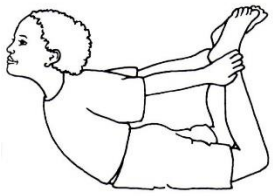
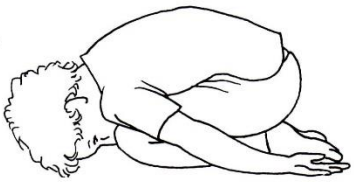
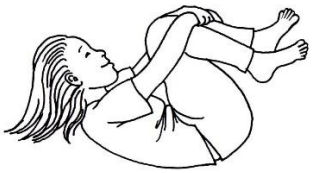
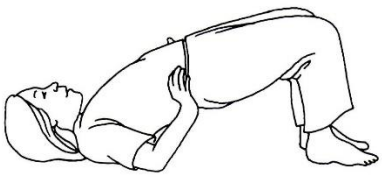
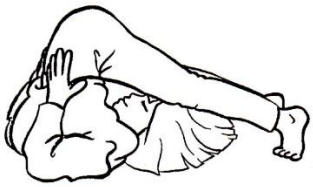


Travelling | Transferring weight | Curling and Stretching

★ **Yoga: Partner Poses and Group Poses**

★ **Gymnastic Rolls**

- pencil/log; teddy bear; tucked; dish,
- Roll sequence: Starting shape, pencil stretch, dish shape, roll onto back, curl and tuck, butterfly pose, bat pose, boat balance, pencil stretch, roll onto belly, bow pose or shark pose, roll onto back, curl tuck and stand, finish with a strong shape.

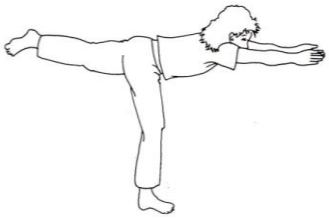
Shapes to use in Roll Sequences		
		
Butterfly	**Beetle**	**Boat**
		
Swan	**Bow**	**Child**
		
Rock	**Bridge**	**Plough**

★ **Creative sequencing**

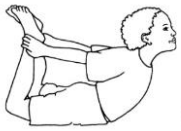
In groups, create a gymnastics sequence that:	**Remember to**
▪ Utilises a variety of movement actions: walking/running/skipping/jumping/balancing /weight transfer ▪ Links skills together in an aesthetic way ▪ Incorporates apparatus ▪ Includes partner poses	▪ Demonstrate good body tension and posture throughout ▪ Develop body awareness through variations of direction, pathway, speed and levels ▪ Absorb energy to avoid shock while landing

Irish Primary PE Association
Cumann Corpoideachais Bunscoile na hÉireann

Yoga Gym Sequence



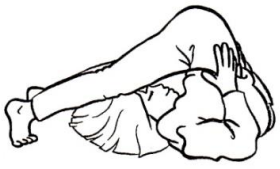
Partner



Partner

Bench

Forward Roll **P**artner



Yoga at School – Flexible PE ✉ ciarajdelaney@gmail.com

Resources:
PSSI Gymnastics lesson plans
Creating a Yoga Practice for Kids – Calhoun and Calhoun

Quality PE for children with SEN

Presenter's Name: Kathleen Fitzgerald

School: St. Francis Special School, Beaufort, Co. Kerry

Theme of Workshop: This workshop attempts to highlight the link between good Sensory Integration and Postural Control and Stability and the development of the child with SEN. Understanding the importance of various movement patterns and activities and how to adapt and progress these give the teacher the tools to plan relevant and quality PE sessions to enhance the overall development of the children with SEN.

SENSORY INTEGRATION (SI) is the normal neurological process of organising sensation for use in everyday life. When incorrect/inefficient sensory processing, SI dysfunction occurs – resulting in difficulties and that may affect a child's development and availability for learning (getting dressed, social interaction, and academic achievement).

SENSATION is 'brain food' and as in a diet – needs variety from every muscle, joint, skin part, vital organ and sense organ to nourish the brain.
When sensory systems and information received integrate the brain can function efficiently, e.g. Gymnast on beam. Children through play – bounce on bed, child trees, blow dandelions, roll down hills, (normal -> self-regulate).

REPETITION NB; do it automatically – then can perform task without concentration (listen to teacher and take notes).

OT's use SI interventions for CP, Fragile X, Downs, ASD, ADD and others.

PRAXIS: ability to create a plan for how to interact with the environment (can't get started/ finished) carry it out (poor motor skills) correct and adapt as appropriate to achieve the desired outcome (make same mistake over and over).

- Relies on existing memories to develop more/new skills for example hand eye threading to develop 'tie laces'.
- Throw beanbag – no idea how to start – tries and tries.
- Also language related – cannot talk themselves through task.

PROPRIOCEPTION: Muscles, joints, connective tissue have receptors (proprioceptors) provide information to the brain re position of limbs, position of body in space, contraction – stretch of muscles and force and effort required in activity.

- Through heavy work – pull, push, lift, carry and deep pressure. Kids who need it will seek it, e.g., rough play, crashing, push pencil hard on paper.
- Good proprioceptive processing allows us to know where our limbs are in space and what they are doing without conscious thought or use of vision, e.g. Aerobics class.

VESTIBULAR SYSTEM: sensory system located in inner ear provide brain with sensory information every time position of head moves in relation to gravity. It helps us to know if we are in motion are at rest/how fast/what direction we are moving, e.g. Bend, pick up, shake head.

- Also vestibular sense helps us to achieve correct level of arousal for task in hand, e.g. Sit still/cheer football team.
- Do it automatically, e.g. Run up/downstairs/cycle/swing.

WE ALL NEED STIMULATION OF MOVEMENT TO FEEL ALERT (sitting all day, lethargic, tired). Problem child may tire easily, resist movement, avoid PE equipment OR be fidgety, jumpy, etc. (need jumping, skipping, spinning, rolling).

TACTILE INPUT: obtained through touch and experience of texture, shape and weight.

- Good tactile processing provides us with the ability to use our own hands to discriminate the property of an object, e.g. Heavy/smooth/large/what shape – allows us to react appropriately to pain/old/heat – to grade and alter our response, e.g. Box heavy/light – adjust posture etc. – throwing a ball (weighting).

BILATERAL: we are all bilateral beings – using both sides of our body and brain for bilateral activities e.g. Getting dressed, using cutlery, writing L -> R, grabbing a pencil from left hand corner of desk while listening and following instructions (jumping, kicking ball, crawling, skipping) - crossing midline.

BALANCE: without good balance – child cannot sit on chair and listen to someone speaking without conscious effort, walk up/down stairs, etc. We need to constantly adjust our posture to stay balanced – pushed, reach, stand and dress, etc.

ACTIVITIES AND USE OF EQUIPMENT:

BENCH:

- Prone pull/push/back-to-back.
- Supine pull (use feet/no feet).
- Step-up – walk on, turn around, walk back, pick up beanbag, bounce ball, step up/down/jump off.
- Walk sideways L and R, backwards, (eyes closed?)
- Combinations of above.
- Transfer weight – hands/ feet – cross over, bunny hops, jumping jacks.
- Upturned bench – balance walk forward, backward, lateral, combine, (eyes closed?)

REEBOKSTEP: Step up/down/jump down/up/backwards/lateral/hop. Step and hand movements/adjust height.

JUMPING: Sack race, trampoline, body, ball hoppers, jump in sequences, forward, backwards, lateral, turns, crouch jump, ladders, jumping jacks – hurdles (run 'n' jump).

MAT: crawl, commando crawl, knee walk, jump -> distance, log roll, rock 'n' roll, frog jump, spin.

BALANCE: static -> 1 foot, different body parts -> change shape.

Dynamic -> move, step over, change direction, hurdles, balance board, stilts, wobble board, body ball, peanut roll.

THROW: Hoop, skittles, tins (cause 'n' effect NB)

CATCH: Roll from table/bench

EXERCISES (STRENGTH/POSTURAL STABLILTY/PROPRICEPTIVE DEVELOPMENT, ETC)

1. Snow Angels – supine lie -> standing pass ball overhead
2. Hold stick overhead – rotate L & R.
3. Prone extension (tummy) fish/superman
4. Supine flexion (on back) dish (lift legs & shoulders)
5. Sit on ground – raise bottom – crab – move? Game – roll ball under
6. Plank – elbows & feet – back/body straight
7. Knee lift/stick (marching)
8. Box press-up -> full press-up
9. Resistance row/push
10. Lie down, get up, 1 hand in air (2 hands in air?)
11. Lame dog – on all fours – raise right arm left leg, etc.
12. Air chair – squat (against wall)

PARTNER/GROUP EXERCISES:

(1) Row your boat (2) Tug of war (3) Push over in designated space standing/kneeling (4) Simon says (5) Follow leader (6) 3 legged race (7) Siamese twins (8) Tunnel ball (9) Balloon Volleyball (10) On Tummy-clapping rhythms (11) Crush newspaper (12) Peg clothes on line

PARACHUTE– strength (have it taut)

1. Arm raise left and right and both (Mexican wave)
2. Squat (air chair)
3. Upright row
4. Row your boat
5. Lunge (genuflect)
6. Roll-up, release
7. Face in, face out

SENSORY CIRCUITS – (STRUCTURED SENSORY MOTOR INPUT)

3 sections:

(1) ALERTING SECTION

Aim: To allow fluid in the ears to move about through jumping and head movement

E.g. Trampoline bounce, space hopper through cones, body ball bounce, run, jump, hopscotch, hoopla spinning, crash, jumping, step ups, swinging, skipping, hopping.

(2) ORGANISING SECTION

Involve challenges for multi-sensory processing (e.g. Balancing & moving, throwing & balancing)

E.g. (1) Log roll & commando crawl (2) Obstacle course (stepping stones, benches, bean bags, chairs (3) Peanut roll -> bean bag retrieve, jigsaw, etc. (4) Prone pull, rope/bench/scooter board – crush newspaper & throw at target (5) Simon says (6) Gymnastic ribbons – imitate (7) wobble board – throw/catch/ball – pick up bean nags etc. (8) Skipping rope

(3) CALMING ACTIVITIES

Aim: To provide heavy muscle work and/or deep pressure to help to return to class calm & organised.

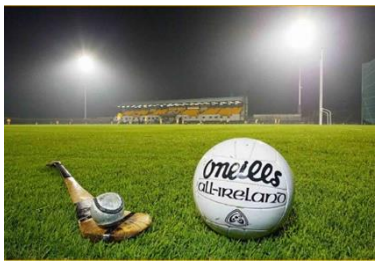
e.g. (1) Press-up – wall – box – full (2) Push/pull, bench, scooter board, rope (3) Pilates Plank (4) Superman (5) Wall bar hanging (6) Crawling tunnel/tube (7) Ball squash (8) Blanket wrap (9) Push wheelbarrow with weight in it.

Images from: Xcessible Inclusive Youth Sports Initiative - Special Schools Sports Hall Athletics Programme

Child Friendly Skill Development/Skill Acquisition

Presenter's name: Eamonn Ryan

Organisation: Cork GAA



Theme of Workshop: The Australian Institute of Sport proclaimed some years ago that "Skill is the most important factor to develop if potential is to be realised". Within a quality PE programme it is vital that the teacher can break down skills and provide positive, accurate and relevant feedback which empowers the participants.

Detailed notes for workshop delegates and proceedings:

1. I have no formal PE qualifications – just an enthusiastic amateur who has been teaching/coaching/football, hurling, camogie, ladies football, swimming and athletics at schools, club and intercounty level for over fifty years. My perspective on coaching/teaching sport has been informed by working with Croke Park, with Coaching Ireland and, particularly, by the experiences and many mistakes made over all those years.

2. Over the past twenty five years, I have carried out quite a number of surveys of players from underage to All Ireland winners in an effort to ascertain exactly why people play, how a coach/teacher should or should not act and especially how players like to be coached. I am now firmly of the belief that teaching/coaching sport is primarily about the player. The ultimate irony, however, is that subjugating one's ego and putting the player at the centre of the process somehow bestows a freedom on the coach/teacher that results in much greater personal satisfaction for said coach/teacher.

3. Business Analogy: Coach/teacher has to have similar MINDSET to business person. Business person wants clientele to return and spend MONEY enthusiastically on his/her premises. Teacher/coach wants clientele to return and spend TIME enthusiastically on his/her playing field.

4. To achieve his/her goals the coach/teacher has to see himself/herself as an assistant, helper or facilitator in empowering the young player to become as proficient as possible in executing the skills of his/her particular game and ultimately reaching his/her sporting potential.

5. (a) The teacher/coach needs to understand the players' basic needs:
    1. To be excited, challenged and stimulated
    2. To work in a physically and psychologically safe environment
    3. To feel worthy, competent and successful.

5. (b) The teacher/coach needs to be committed to:

1. Preparing sessions properly
2. Evaluating said sessions

- ★ Did each player get sufficient ball contacts?
- ★ Did each player enjoy the session?
- ★ Did players learn anything at the session?
- ★ Did players improve at the session?
- ★ Will all players return with renewed enthusiasm?

5. (c) The teacher/coach needs to be enthusiastic to create an environment where each player gets MAXIMUM SKILL DEVELOPMENT and MAXIMUM ENGAGEMENT thereby ensuring that all get opportunities for their PERCEPTION OF COMPETENCE to develop and flourish.

5. (d) Empathy and Sympathy – crucial for the teacher/coach to develop these qualities so that the aforementioned enthusiasm is not misinterpreted by the player as mere empty platitudes.

5. (e) Knowledge of Game – vital teacher can break down skills.

<u>Why High Sill Levels?</u>

1. The player has better control and is more comfortable on the ball.
2. Less concentrated thought processes have to be devoted to controlling and moving the ball on.
3. Players' visual and spatial awareness is enabled to develop and flourish.
4. Better chance player will make good decisions.

How to Acquire and Develop High Skill Levels?

1. Deliberate, Regular Practice
2. Repetition
3. An acceptance that Trial and Error are vital to be process and that mistakes are OK.

* The teacher/coach's demeanour and enthusiasm can also inspire ambitious players to pursue individual practice outside of organised sessions.

6. Coaching Assistance is vital to avoid FLAWED TECHNIQUE being committed to the LONG TERM MEMORY BANK. Coach observing and analysing during the session which enables him/her to provide feedback which is:
    1. Positive
    2. Accurate
    3. Relevant

Feedback

1. Give feedback as need arises, not just at the end of the session.
2. Don't clutter player's mind – one point at a time
3. Use simple, appropriate language
4. N.B. Little talk – plenty action!

7. Developing "Coaching Eye"
    1. Rugby Ball
    2. Kicking Football
    3. Hurley and Sliotar

    Football – Head Hands Feet
    Hurling – Head Hands Hurley Feet

Suggestions for Session: Games-Based (20 players)

1. Game – 1 solo 1 hop
2. Intervention by Coach/Teacher
    Skills being incorrectly/infrequently executed
    Recap on technique
3. Continuation of Game
4. Corrective drill to ensure better execution of skill
5. Full Game – no conditions

* Instead of one game 10 v 10, two games of 5v5 could be played side by side simultaneously thus providing players with even more ball touches, before all come together for Full Game towards end of session.

Football Skills

1. <u>The Kick</u>

A. Technique

<u>Eyes:</u>	<u>Hands:</u>	<u>Feet:</u>
Eyes on ball	Ball in two hands	Non-dominant leg steps forward
	Ball in dominant hand	Kick with instep
	Drop ball to dominant foot	Follow through

B. Common Mistakes Two-handed throw, Ball thrown too high, Cross body throw, Lifting head too soon

2. <u>The Hand pass</u>

A. Technique

<u>Eyes:</u>	<u>Hands:</u>	<u>Feet:</u>
Eyes on ball	Ball in non-dominant hand	Step Forward
	Strike with fist or with "stiff fingers"	
	Follow through	

B. Common Mistakes Throwing ball up, No striking action, Using incorrect part of hand Ball too near/too far away

3. The Block

A. Technique

Eyes:	Hands:	Feet:
Eyes on ball *	Arms outstretched Start hands chest high Hands in shape of "W" Fingers splayed	"Genuflect" in

B. Common Mistakes — Closing eyes, "Shying" away – turning head, Arms too far apart, Hands too high, Fingers not splayed

** Coach needs Empathy and Sympathy for the player's difficulties in performing this skill which are further exacerbated by huge misgivings on the young person's part because of the associated negative connotations, "This is boring", "I might get injured" "I may look foolish/incompetent". Add to those the player's natural, involuntary blinking and one begins to appreciate why even experienced adult players rarely fully master this skill satisfactorily.*

4. The Tackle (Near Hand)

A. Technique

Eyes:	Hands:	Feet:
Eyes on ball	"Flick/Steal"	Step across opponent

B. Common Mistakes — Using "far hand", Not stepping across opponent

6. **The Catch**

A. Technique – Low/Chest Catch:

Eyes:	Hands:	Feet:
Eyes on ball	Arms outstretched Bring hands (and ball) to chest	Step forward/adjust feet as appropriate

B.Technique – Overhead Catch:

Eyes on ball	Arms extended upwards Hands like "W" "Cushion" ball in "W"	Step forward Knee up for protection when jumping

7. The Solo

A. Technique

Eyes:	Hands:	Feet:
Eyes on ball	Ball in two hands Ball in dominant hand Drop ball to dominant foot	Non kicking leg steps forward Kick/flick ball with instep into hands Catch ball around "belly height"

B. Common Mistakes — Two handed throw, Cross body throw, ball returned too high/too low to hands.

Athletics -
Quality ideas to implement in your classroom.

Presenter's names: Derek Brennan and Caoimhe Doherty

School or Organisation: IPPEA executive committee

Warm up activities

1. Sworkit app on ipads
2. Number lines - run, skip, side-step etc. around and on whistle get in order of numbers or reverse order etc.

Running

1. Teaching points - looking straight ahead, high knees, land on balls of feet, bend knees and bend elbows.
2. Go over detective sheet as starting point.
3. Go over each teaching point individually in lanes
4. Peer assessment sheet using iPads.

Running games

1. Rats and rabbits
2. Spots and beanbags - 4 spots in different corners, 2 beanbags on first spot and 1 on other three. Sprint for 30 seconds and pick and drop.

Jumping

1. Jumping game- Big circle - jump in, jump out, jump right and jump left. (a)Say what I say and do what I say. (b) Say what I say but do the opposite. (c) Do what I say but say the opposite. (d) Say and do the opposite.
2. Scarves in threes - hurdling technique - same foot and straight leg.
3. Circular track going over the different scarves
4. Straight lines and going over scarves.
5. Standing long jump technique- bend knees, arms back and swing arms forward.
6. Standing long jump relay- sprint to spot with beanbag, standing long jump over spot and throw beanbag into hoop.

Throwing

1. Rubbish tip - various objects around the room and throw them into hoops.
2. Fruit bowl - Bean Bags and hoops around the hall and throw beanbags into hoops.
3. Relays - Bean Bags and hoops - throw beanbags into hoops. First team to have all beanbags in the hoops is the winning team.
4. Throwing at target - throw beanbags onto spots and get different points for ye coloured spot.

Relays

1. Circular relays
2. Jigsaw relay from tri-o orienteering pack.

Game

Capture the flag - Two teams - javelins at either ends. First team to capture other team's javelins is winning team. Throw javelin across to the other side. If caught in opponents half you are stuck in the mud. You have to do standing long jump into opponent's half

Orienteers run the country.

Presenter: Conchúr Ó Muimhneacháin:

Theme of Workshop: This workshop supports the engagement of children with maps and with physical activity through the medium of orienteering. You will be introduced to a number of progressive steps in nurturing map-reading skills and promoting healthy outdoor activity as part of a broad-based quality physical education programme.

Resources:

- ★ Professional Development Service for Teachers - www.pdst.ie
- ★ British orienteering federation – https://www.britishorienteering.org.uk/
- ★ Lámha in Áirde - www.lamhainairde.ie

Line Orienteering

Learning Focus: Children will be able to recognize particular landmarks and locate themselves accurately on the map.

Prior Learning: Children can recognise orienteering symbols, can set and thumb the map.

Materials needed: Children may work in pairs

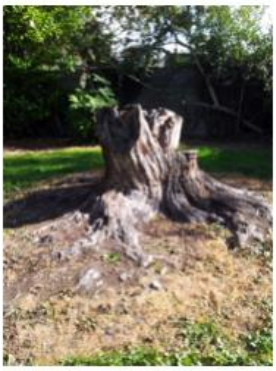
- A series of Routes pre-drawn on maps (5 maps of each) - Course A / Course B / Course C
- 1 pencil + rubber, per pair
- One set of photographs associated with each course
- 1 Clipboard per pair

Description: Maps are marked with a line indicating the exact route to be followed.

- A choice of 3 different routes are available. Each routs has distinct photo locations along the specified route.
- Participants mark their map where they find each control point/photo image.
- 3 pairs of children can be set off at a time as they follow differ routes or Lines.
- Allow 1 minute intervals before releasing the next group of children.
- Check returned marked maps for accuracy.

Key direction:

- Draw a circle that locates exactly the photo on the map - a circle that is too large is of little value
- Find the nearest significant landmark and locate where you are in relation to it.



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8

9

10

11

12

Activity:

- Select a control description from the list.
- Run to the pictures.
- Find the picture on the page which matches that description. Remember the number beside the picture.
- Return to the start. Write the number beside the control description in the correct column.

Control description	Image
Any object	
Steps	
Vegetation change	
Cliff	
Boulder	
Wall	
Hedge	
Building	
Fence corner	
Crossing point	
Single tree	
Path junction	

TRIVIA ORIENTEERING – FITZGERALDS PARK

Names: _____

Start Time = _____

Finish Time = _____

Penalties: _____

1. What website looks after our loos? _____
2. What colour is the tree? _____
3. What fruit does this woman hold? _____
4. What price was paid in this dedicated rock? _____
5. Where must you take your phone calls? _____
6. When was Micheál Ó Coileáin born? _____
7. Who was known as the Liberator? _____
8. Cén dáta a raibh na Gairdíni Oscailte go h-oifigiúil?_____
9. Who are the Mardyke Gardens protected by? _____
10. Who is this famous Cork sculptor? _____
11. Who was the commander of the 3rd West Cork Brigade? _____
12. What is the title of the Sculpture? _____
13. What is the Botanical name for Silver Birch? _____
14. Draw the KARA symbol – _____
15. What colour is the southernmost pillar? _____
16. Who does Noreen love? _____
17. Betty who? _____
18. Where were the militiamen executed? _____
19. Where is the Kingdom? _____
20. What is the maximum fine for alcohol in the park? _____
21. What time does the park open in June and July? _____
22. Fill in the Gap "Fitzgerald's Park ……. Playground". _____
23. What is another name for "The Shaky Bridge"? _____

Walkabout

Prior learning: It is necessary that children are familiar with the symbols that are used in orienteering to represent the environment.

Materials needed: each child/pair of children need to have:
- 4/5 sheets of clean A4 paper clipped to a clipboard.
- A pencil
- A rubber

Description:
Take your class on a walkabout around the school grounds/local park. The teacher stops at 4/5 distinct points where significant symbols interact/meet - e.g.below- at the junction of a path and a fence nearby.
The children will be required to draw a map of the specific location using the correct orienteering symbols learned in class.
Having drawn the map it is important to take the opportunity to help children to "Set the map" correctly at this point.

Key Orientation Questions:
- Is the path going away from you to the right or to the left?
- Which is closest to you - the fence or the path?
- What shape is the path - straight, curved, zig-zag?
- Are the trees close or far away?

When using other locations seek to establish in the child's mind:
What landscape feature is:
- closest or furthest away
- On the Right on the Left
- the general shape - like a pencil/box/the letter L or T etc.

Unit 2: Trivia orienteering

LEARNING OUTCOMES

The student will:

- *gain confidence through continuous map contact, thumbing, setting and check-off points*
- *use a range of navigation skills & strategies, (collecting features, handrails, aiming off)*
- *experience an enjoyable activity.*

RESOURCES *A copy of the map with 20-30 control sites identified, a question sheet, pencil per student. Laminated map + questions becomes a permanent resource.*

TRIVIA ORIENTEERING – EVENT PREPARATION

The school grounds or environs need to be explored in order to identify information (trivia) which will act as the subject of questions. These questions will be posed to the students as they participate in the event, for example, the last word on the signpost, number on the pole, colour of the gate, number of steps, who loves Mary?

Devise a Master map of the area, identifying the location of each item on the map. Number each location. Record and retain the information associated with each question in a separate answer sheet.

EVENT PROCEDURE

This event can be run as a star event or as a typical cross-country orienteering event. The formats of these events have previously been described. As markers are not used in these events navigation is often more difficult. Close and continuous map contact is essential.

The students may be required to answer selected questions or may be asked to follow a prescribed route. A time limit may be usefully employed. The students are required to record the answer to the question corresponding to each location.

MASTER COPY INFORMATION SHEET

Number	Question	Information
1	Gate No	33
2	Name on the door	Tara
3	Year of manufacture	1959
4	Fence manufacturer	Hayes
5		

QUESTION SHEET

Information needed		Answer
1	Number on the gate	
2	Name on the door	
3	Year of manufacture	
4	Who manufactured the fence?	
5		