

# Move with literacy



The National Adult Literacy Agency  
An Áisíneacht Náisiúnta Litearthactha do Aosaigh



Fingal County Council  
Comhairle Contae Fhine Gall

Supporting Sport

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ISBN 1-871737-64-8

Published by: National Adult Literacy Agency (NALA)

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Please note that all information contained in this guide was correct at the time of publishing.

Special thanks to Michelle Murphy for her time and efforts spent in developing the Sport and Physical Activity section.

## What is NALA?

The National Adult Literacy Agency (NALA) is a non-profit membership organisation, concerned with national co-ordination, training and policy development in adult literacy work in Ireland. The Agency was established in 1980 and from that time has campaigned for recognition and response to the adult literacy issue in Ireland.

# Foreword

The National Adult Literacy Agency (NALA) in partnership with Fingal County Council is delighted to be involved in *Move with Literacy*. Addressing literacy within a sporting context is a very exciting and important addition to NALA's ongoing literacy integration work. The integration of literacy learning into a particular subject area allows the student to learn more about their chosen subject and at the same time learn and practice the key words and phrases of that subject.

One such subject is sport and whether played on a pitch or enjoyed from the sidelines is a very important part of many peoples' lives. As such, *Move with Literacy* will be a key resource for people who are enthusiastic about sport and who may also be experiencing literacy difficulties. It has long been recognised within Adult Basic Education that people learn best when their learning reflects their own interests and life circumstances. I think *Move with Literacy* will achieve this. I would like to acknowledge and thank sincerely all those whose hard work and dedication went into *Move with Literacy* and to wish those who use *Move with Literacy* the very best of luck with their learning.

Inez Bailey

Director  
NALA

# Foreword

Since January 2006, Fingal Sports Partnership, funded by the Irish Sports Council, has been integrated into Fingal County Council's Community, Culture & Sports Division. All previous Sports Council-run initiatives will now operate through the County Council's expanded Sports Development Unit. Fingal County Council would, therefore, like to acknowledge the support of the Irish Sports Council in financing this project through the local sports partnership programme. Our Mission is 'to promote access to, participation in, and enjoyment of sport and physical activity for all in Fingal County.'

This is an innovative integrated approach to local community sports development. Our priorities include developing sustainable community-based sports opportunities for the whole population, particularly in relation to target groups - Women in Sport, Designated Areas, Sports Equality, Older Adults, Schools and Youth Sport. We feel that this pack will help various groups and leaders in youth reach throughout Ireland, the opportunity to educate, stimulate and foster an interest in sport and physical activity.

The Fingal County Council Sports Unit is delighted to have been a lead partner in the development and production of this publication, which offers a basic introduction to organising physical activity for a small group, in a small facility/room with limited resources. The brief was to keep it simple and to provide a group leader, with little or no formal training in sports and physical activity leadership an opportunity and the tools needed to move with literacy.

According to statistics, physical activity is the single most important thing that individuals can do to maintain their health function and quality of life. Encouraging sport and physical activity as an essential element of a person's daily routine is now more important than ever. Through the use of this Pack, *Move with Literacy* is another example of local efforts to encourage target groups, who have little or no sport and physical activity in their daily routine, to engage in organised sport and physical activity and at the same time promote literacy and numeracy.

If you need assistance or are unsure of setting up a sports programme, please feel free to contact your local sports development unit, either through your Local Sports Partnership or Local Authority - See contacts list in the back of this Pack. Also, specific information regarding a wide range of sports can be found by contacting relevant National Governing Bodies of Sport - lists of these can also be found in the back of this pack.

Good luck with your efforts.  
Yours in Sport

David McNally  
Senior Sports Officer  
Fingal County Council



# Introduction

Welcome to *Move with Literacy*. This resource has been designed to be used by adult literacy students and their tutors as well as adult and youth educators who lead sport and physical activity. *Move with Literacy* contains lots of information and fun literacy and numeracy activities about many of the sports and physical activities that we take part in. You will find lots of useful tips and advice on how to get fit and lots of information on planning physical activity sessions. *Move with Literacy* also contains contact details for all the local Sports Partnerships in Ireland, advice on how to find out more about getting started in physical activity and useful websites that you might want to visit.

## How to use *Move with Literacy*

*Move with Literacy* is divided into 9 main sections:

1.	Sport and Physical Activity	Page 6
2.	Rugby	Page 41
3.	Horses	Page 48
4.	Boxing	Page 54
5.	GAA	Page 65
6.	Dancing	Page 78
7.	Walking	Page 86
8.	Jogging	Page 92
9.	Soccer	Page 98

Before using *Move with Literacy*, literacy tutors should read the first section - Sport and Physical Activity. This gives important information on warming up before taking physical exercise and also cooling down afterwards. This section also outlines the benefits to people who take physical exercise. Literacy tutors should go through this information with their students before moving on to the rest of *Move with Literacy*. If you are an adult or youth educator who leads sport or physical activity, this section also contains lots of information about planning and managing physical activity sessions.

Sections 2 - 9 contain lots of information about sport and physical activity and also a lot of varied literacy and numeracy activities. The following symbols indicate the type of literacy or numeracy activity involved.

# Symbol



## Reading

These sections can be photocopied and given out as reading exercises



## Discussion or Group Discussion



## Group Discussion



These activities promote numeracy skills



## Computer Work

Use the Internet to expand your knowledge



## Writing

Pick up your pen to fill in a form or answer a question



## Map Work

Photocopy the relevant page and follow the instructions to make the game or activity



Introduce your learner to the dictionary to find out more information about a particular topic

## Disclaimer

**Please note** that Move with Literacy is **not** a manual or set of instructions for sport or physical activity. It is a literacy learning resource, using the topic of sport and physical activity as a context for literacy development. Neither NALA nor Fingal County Council will be liable for any injury sustained by people who engage in sport or increased physical activity as a result of reading Move with Literacy. Please refer to your physical activity leaders or coaches before undertaking a sport or an increased level of physical activity.

# Sport and physical activity

The European Sports Charter, 1997, defines **Sport** as:

“all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels”.

**Physical activity** is anything that gets you moving and keeps you active. It includes walking, running and daily household chores, so long as some effort is being used. The great thing is that you don't have to be a member of a club to become fitter. It's as simple as taking some time every day to do a little bit of physical activity build it up.

## How can you fit physical activity or exercise into your daily routine?

- Take the stairs instead of the lift.
- Get off the bus a stop earlier and walking the last bit of the journey. Or walk a distance to a further stop before your journey so you can enjoy the rest afterwards.
- Vigorous housework like polishing and vacuuming will burn up calories.
- Take the dog for a long walk.
- When going shopping, park the car at the farthest part of the car-park and walk to the shops. You can use a trolley to carry your shopping rather than lifting heavy bags.

These simple ways will help improve individuals physical fitness levels. They can lead to an increase in confidence, a healthier lifestyle and may assist with a weight loss programme. Improved physical fitness leads to people feeling better and looking better.

## Context for the conducting of a sporting activity

According to the Code of Ethics and Good Practice for Children's Sport;

- The activity undertaken should be suitable for the ability, age and experience of the participants involved.
- People with disabilities should be involved in sporting activities in an inclusive way, whenever possible.

## Fair Play Charter

*Irish sports have adopted and are committed to the European Code of Sports Ethics, 1993 which defines fair play as: “much more than playing within the rules. It incorporates the concepts of friendship, respect for others and playing within the right spirit. Fair Play is defined as a way of thinking, not just a way of behaving. It incorporates issues concerned with the elimination of cheating, gamesmanship, doping, violence (both physical and verbal), exploitation, unequal opportunities, excessive commercialisation and corruption.”*

According to the Code of Ethics and Good Practice for Children's Sport, “all participants should be valued and treated in an equitable and fair manner regardless of ability, age, sex, religion, social and ethical background or political persuasion.”

## Fun vs Competition

"A player centered ethos will help to ensure that competition and socialisation are kept in their appropriate place. A balanced approach to competition can make a significant contribution to individual players development while at the same time providing fun, enjoyment and satisfaction. Through such competition players learn respect for opponents, officials and rules of the sport."

Remember to have FUN in all activities that you organise for the group

# Facts you should know about Health & Physical Activity

1. Smoking decreases physical fitness and vitality so smokers tend to look 8 years older than their actual age.
2. Being physically **inactive** has the same impact on your health as smoking a pack of cigarettes a day.
3. There are 599 additives in a cigarette; over 4000 chemical compounds are formed when lit, many of them are toxic and/or carcinogenic (ie. cancer causing).
4. Even low-to-moderate intensity activities (walking, climbing stairs, gardening, moderate-to-heavy housework, and dancing) when done for as little as 30 minutes a day brings benefits.
5. A take-away meal can contain 1000 calories. You need to jog or walk 16 kilometres (10 miles) to burn this off.
6. For the first time in history, there is a high chance that parents will live longer than their children.
7. Regular physical activity will improve concentration and creativity, enhance problem solving abilities and improve self-esteem.
8. On average, walking 1 and a half kilometres (1 mile) burns 100 calories.  
You can have a chocolate bar a day if you walk a brisk 2 and a half kilometres (2 miles) to and from the shop where you bought it.
9. You would need to take 400 steps to burn the calories from a cracker.  
You would need to take 2000 steps to burn the calories from 10 chips.  
You would need to take 5340 steps to burn the calories from a 1.75g chocolate bar.  
You would need to take 6900 steps to burn the calories from a pizza slice.  
You would need to take 35,000 steps to burn the calories from a super-sized hamburger.
10. Illnesses once associated with older adults are now being detected in younger people with poor lifestyle habits regarding physical activity and diet. Illnesses such as high blood pressure, type 2 diabetes and high cholesterol are evidencing in primary school children and this does not bode well for future generations.

# What will you find in this section?

**Planning** your sports session is very important. After a few weeks it will become clear which activities are most suitable for your group. The section on planning will guide you through organising your sports session.

**Pre-session** is all about safety first and outlines what you must do prior to conducting a sport session.

**Ice-breakers** are used primarily to help people 'break the ice' and get to know each other without putting them under the pressure of making a formal introduction. Where a group is already familiar with each other, ice-breakers may be used as fun activities.

**Warm-ups** are activities which are designed to get people moving before taking part in a more intense activity. These activities require minimum equipment and can be used as single warm-up games prior to the main activity. Or they may be grouped and used as the session itself depending on the particular age, maturity and attention span of the group.

**During session** gives you communication guidelines to help you ensure the whole group understand the activity and that the sports session operates safely.

**Cool-downs** are activities, which are designed to slow the pace down from intense activity. These activities require minimum equipment and can be used as single cool-down games after the main activity. Or they may be grouped and used as the session itself depending on the particular age, maturity and attention span of the group.

**Feed back and tidy up** assists you in reviewing your sports session and cleaning up the sports area.

**Alternative sports equipment** offers you some suggestions if you have difficulty accessing equipment.

**Problem solving** examines the problems that may arise when conducting a sports programme and suggests ways of dealing with them.

**Sports and physical activity planning sheet** is a helpful planner which will assist you in conducting a sport session.

The **activity cards** display a host of games and activities designed to get people moving. The cards are colour coded with a 'hand' symbol which indicates the level of physical contact that may be associated with the activity.

**Team games** require minimum equipment and may involve physical contact.

# Planning

## Guidelines for setting up a sports programme

The following are some items for consideration, which need to be looked at before starting a sports programme.

- **Venue**

Make sure that the facility is available and safe for the activity you want to do. Be aware of possible safety hazards like low ceilings / windows.

- **Equipment**

Before preparing your session plan, check to see how much equipment you have in advance. This will give you the chance to organise the purchase of equipment and tailor your programme to the equipment available.

- **Insurance**

Check the insurance cover of your organisation and of the facility you are using so that both leaders and participants are fully insured to participate in sports activities.

- **Parental Consent Form**

Permission should be sought from the Parent(s) / Guardian(s) of participants under 18. Leaders must be aware of any medical problems that may exist like asthma.

- **Code of Best Practice**

Every organisation should have its own Code of Best Practice to include emergency procedures, safety regulations and code of ethics when dealing with young people in sport.

- **Session Planner** *“Failing to Plan is Planning to Fail”*

Each session should be planned in advance and the activities should be suitable for the participants involved.

- **Punctuality**

Always be on time, arrive before the participants and organise yourself in advance.

## Pre-Session

### Safety First !!

- **Equipment.** All equipment should be ready and ensure it is in good order. To ensure maximum participation, please ensure you use all equipment available.

- **Session Planner.** Prepare for each session by knowing what exercises you wish to organise and be confident in the delivery of activities. Planned activities should reflect the make up of the group. Be prepared to adjust your session at any time to suit that group. Increase the level of difficulty or introduce simpler rules in order to accommodate your group. Carry out a “Practice Session” by laying out equipment or markers to pre-run your ideas with colleagues. This may give you an idea of how the activity will work in your venue and for a certain number of people.

- **Venue Check.** Check that there are no hazards, like:  
**Floor-** Water-spill, polished floors, condensation. **Doors / Windows-**Obstructions at emergency doors, protruding handles / knobs. **Ventilation-**Condensation, stuffy rooms, draughts. **Lighting-** Adequate lighting. **Outdoors-** Damaged playing surface like broken glass / uneven surface.
- **Participants**  
Keep an attendance record of each session. Check general well-being of players. Is everyone feeling ok to take part or have any medical problems? Does anyone have any injuries? If so, they should approach the leader quietly before the session begins. Make note of medical conditions prior to the start of the session.
- **Code of Behaviour.** Leaders and participants should agree behavioural rules and regulations at the earliest opportunity.
- Keep a fully stocked **First Aid kit** near at hand.

## Ice-Breakers

Ice-breakers are simple ways of getting people to know each other through fun and light-hearted activities. It helps ease any tension that may exist and will often create laughter within the group.

### Line-Up

- Players are invited to form a line arranging themselves in alphabetical order, according to their first names or last names.
- Other ways to vary this is to get them to line up according to alphabetical order of their month of birth or numerical order of the date on which they were born or month in which they were born. Or you could use the order of their height from smallest to tallest.
- Line-up games will encourage players to communicate with each other.

### Catch & Call

- Participants form a circle and throw a ball or beanbag randomly to each other.
- On catching the ball the player must call out his / her own name.
- Change the game so that the person throwing the ball must call out the name of the person to whom they are throwing.
- As participants get better you can make circle bigger and/or ask them to catch with one hand.

## Numbers

- On the leader's call participants have to organise themselves into groups of a certain number like "groups of 1, 5, 3".
- As soon as the groups are organised you quickly call another number like "groups of 7."
- Keep calling numbers, varying the size of the groups to get participants thinking and moving.
- Each time they form a group you may add the condition that players have five seconds to get to know each others names. If they already know each other ask them to find out each person's favourite colour or number or animal or football team or pop star.

## Birthday Partner

- Have participants mingle in the group and identify the person whose birthday (not year - just month and date) is closest to their own. Find out two things they have in common.

# Warm-Up

## Pulse raiser to begin your session

### ● What is a Warm-up?

A warm-up is a pulse-raising activity that increases the heart rate and gets the blood flowing through the body preparing the muscles for exercise, for example, walking, jogging on the spot / around the hall or hopping.

### ● Why do a warm-up?

By engaging in gentle warm-up exercises, the increased blood flow helps to mobilise the joints and the muscles can stretch more freely and thus are less likely to become over-stretched or injured during exercise.

- The more strenuous the session, the more important it is to do a warm-up. Warm-ups can be quite threatening if everyone is doing the same thing at the same time. Ability differences are very obvious from the outset, which may lead to some embarrassment. Therefore it is important to keep the activities light-hearted and full of fun, allowing participants to enjoy making up their own warm-up.
- Begin with easy, less strenuous activities that encourage all participants to take part. Pulse-Raisers are an ideal way to start people moving without putting them under pressure. Try to think of your own warm-up ideas or seek ideas from the group and add them to your session.
- Many leaders find the whistle to be a useful tool with which to gain attention, signify the start / end of a game or to stop an activity. However, both the whistle and verbal instructions should be used sparingly to remain effective.



# During Session

## Communication

- Ensure you have everyone's attention before giving an instruction to the group. Wait until it is quiet enough to be heard. Encourage participants to form a semi-circle so that everyone has a clear view of the leader. Face participants away from distractions like the sun, window glare, road users or other sports people (if outside).
- Speak slowly, loudly and clearly. Use clear, concise and easy-to-understand language to eliminate any confusion about activities to be undertaken and repeat instructions if necessary, with clear and appropriate demonstrations.
- During the activities, move around the outside of the group so that participants are in full view at all times. Offer encouragement and praise at all times to promote positive reinforcement. If the activity is not working well, stop it. Bring the group together again to explain the problem and check that everyone understands the activity.
- The first activity in a session should be one requiring minimum organisation to get players active as quickly as possible while giving the leader the opportunity to get prepared for the next activity like ice-breakers.
- In forming teams, try to match people evenly, according to size and ability and ensure that everyone is involved in some way in the activity.
- Games should be kept **non-competitive** where possible, so that players have minimum physical contact with each other. In team games where there will be some physical contact, introduce rules or conditions to minimise the risk of injury or players feeling intimidated by stronger participants.
- Involve non-active participants in roles other than playing. Examples are:
  - a) designing and organising of games and rules
  - b) deciding on the structure of the games / tournament
  - c) organising the order of play
  - d) taking turns as referees and
  - e) designing and recording of score cards / sheets.
- Do not leave equipment that you are not using lying around.
- Sports leaders must avoid being alone with any person under the age of 18.

# Cool-Down

- **What is a cool-down?**

A cool-down is quite similar to the warm-up in terms of gentle, low intensity activities with the aim of gradually returning the muscles of the body to their original state after exercise.

- **Why do a cool-down?**

If participants have been running around in an energetic fashion, a cool-down will help the muscles to relax and thus may help lessen tension or muscle soreness at a later stage. It helps to bring the heart rate gradually back to its normal resting state. A cool-down is very useful as a few short minutes of relaxed activity will help bring everyone back to the same level. It creates a more relaxed atmosphere before players return to another class or go home.

The cool-down may consist of a group activity or an individual activity. Examples are: everyone taking a penalty kick or basketball shot.

# Feedback & Tidy-Up

## Co-operation

- After each session, take a few minutes to evaluate it for feedback. Encourage participation from the players in gathering ideas, suggestions, criticisms, fears, and concerns. Take note of ideas for adapting games and try to include them in the next session, which builds confidence as the players are helping to design their own activities. Praise players for their efforts during the session.
- After the session, clear away all items of equipment and check that the facility is left in an appropriate condition for the next user.
- Enlist assistance from within the group to carry out and store away equipment. Each week a different person should volunteer to help thus sharing the responsibility.
- Keep an inventory of all equipment so that any damaged or mislaid equipment may be accounted for.

# Alternative Sports Equipment

In our activity cards we have included a wide range of sports equipment, which you may have. However, in the event that you do not have a selection of sports gear, here are some alternative suggestions for purchasing or making your own. *It is recommended that you incorporate "equipment making" as projects for other classes like Woodwork, Arts & Crafts, etc.*

## Assorted Sized Balls

Football, basketball, rugby ball, soccer ball, gaelic ball, tennis ball, softball. **Alternatively**, all of the above balls can be replaced with any type of soft-feel or plastic ball of a similar size. These can be purchased quite cheaply from toy stores and discount stores.

## Assorted bean-bags

A large number of coloured bean-bags are ideal to play games with as they are safe and easy to use, especially for those not familiar with physical activity. **Alternatively** home-made bean-bags are relatively cheap and just as effective. Use material sewn up, full of rice. Small strips of leftover material is easily accessible from fabric shops.

## Training Bibs

While brightly coloured training bibs separate teams and make organisational needs easier, again, you may find an alternative way to make them. Bibs may be easily made up by a local seamstress. **Alternatively**, a single strip of material or ribbon made into a sash may be used to distinguish players and teams.

## Hula Hoops

Hula Hoops may be used to mark out certain areas or zones. **Alternatively**, use a single strip of material or ribbon sewn into a circle. Players should be careful, however not to trip up on the narrow material. Or you may be able to access some light tubing like bicycle tubes that can also be painted to brighten them up. Or use coloured chalk on the floor.

## Skittles

If you do not have access to skittles, they can often be purchased from your local toy or discount store. **Alternatively** it may become a project for students to undertake in their woodwork class. Or plastic soft drinks bottles may be used that are partly filled with water or sand. Use various sized bottles like 500ml, 1litre, 1.5 litre. Do not fill fully, just enough to create some resistance so that it takes some effort to knock over.

# Problem Solving

The following is a list of problems that may sometimes arise when conducting a sports programme and suggestions of possible solutions or advisory information.

## **Some participants feel uneasy about taking part in any kind of physical activity.**

How would you encourage them to participate in your session?

- Each activity is designed to involve everyone and can be adapted to suit the group if one person cannot take a fully active part for any reason. If someone wants to stand on the spot or walk instead of jog, they may be accommodated.
- A number of games include keeping score, therefore at any time, assistance may also be used in setting up, laying out equipment or score-keeping.
- Initial sessions may be ones of least physical demand so that none of the participants feel under pressure regarding personal fitness.

## **A participant is uncomfortable with how s/he looks.**

How would you instil self-confidence in him / her?

- Explain the importance of physical activity in people's lives in improving health, well-being and overall appearance.
- Involve everyone in a large group to avoid people feeling isolated.
- Gradually build in "pairs" work, whereby, on each exercise, a player must offer a complimentary word to his / her partner like when passing a ball or bean-bag, say "well done" or "great throw".
- Continue to praise participants all the time. A good word goes a long way!

## **Some participants are not used to working in a group with other people.**

How would you promote teamwork?

- As part of the first session, introduce the ideas of ice-breakers for some light-hearted fun which may make the atmosphere more relaxed.
- Incorporate team-building games or activities to promote team-work.

## **One participant often causes disruption in the session.**

How would you deal with this situation?

- Do not address the issue publicly as it might humiliate that person in front of the group.
- Try not to place undue attention on negative behaviour.
- Bring the participant quietly aside at an appropriate time and make it known that any behaviour which disrupts the enjoyment of the other participants will not be tolerated.
- Involve a disruptive player in other activities like helping to organise or referee games.
- From the outset, a code of behaviour or set of rules should be established in order to make an agreement between the leader and participant. Sanctions may be imposed for breach of the rules (only if necessary). This may be done prior to the sports session in classroom setting as a project.

### **A participant has a hand injury but still wants to take part in the session.**

How would you involve him / her?

- Players carrying any injury that inhibits movement should be advised to refrain from taking a fully active part in the session.
- In most situations, sports games can offer a role for everyone to take part, if not as a player, then as an assistant to the leader. Having people in these roles will assist the leader in helping to set up an activity, refereeing, keeping scores. These roles can also be rotated among the participants each session to give everyone the opportunity of learning about other aspects of the sports programme.
- If you are concerned about the extent of the injury and are unsure of the participants ability to take any part, contact the player's parent(s) / guardian(s) (if under 18) or advise the participant that s/he must take a less active or no part in the session on this occasion.
- Take note and record the situation for future reference in case a situation arises where you may have to remember the issue, include date, time, details of injury.
- Where an injury / accident occurs during the course of your activity session, ensure to record all details on an accident report form. This should be included in the organisations code of best practice.

### **A participant is wearing unsuitable footwear for running but has no other alternative.**

How would you deal with this situation?

- Players should have the appropriate footwear for physical activity and, in some cases, sports facilities may have rules about the type of footwear like non-marking soles. However, in the event of the facility being a small hall without such rules, participants may still play an active role in the session. Limit movement to mainly the upper body like use of arms or shoulders. Limit movement to a small area, therefore no real running.
- Players should be advised to have proper footwear for the next session.

### **Two participants show a lack of interest in the activities.**

How would you motivate them to take a more active part?

- At the end of the session, bring everyone together to gather feedback in an "open discussion" forum. If you run out of time bring it to a classroom session at another time.
- During this discussion, encourage conversation about the games and activities just played.  
"How did you feel about the games played?"  
"What did you enjoy most about them?"  
"What did you enjoy least about them?"  
"How would you change the game to challenge the players more?"
- In encouraging new ideas, ask specific players if they might come up with a session plan for the next week which may stimulate more interest from participants.
- Involve players in each session where they may contribute to the session by way of suggesting rule changes.

**The previous user of the hall / facility has left equipment scattered over the floor.**

How would you deal with this situation?

- Before each session, check that the hall is clear and free of obstruction.
- If there are any hazards, either physical obstructions or potentially hazardous ones, ensure to clear them to a level which is safe for physical activity to take place.
- Involve the group as a whole to assist in clearing up / tidying to encourage teamwork and a sense of pride in the facility they are using. Also it gives the group an understanding of how important it is to maintain the playing area and leave it in an appropriate state for the next user.
- Report the problem to the facility manager in the hope that they will observe future users and keep the facility in order.

**A participant has poor communication skills and lacks the ability to express himself.**

How would you motivate him to bring his ideas or feelings to the group?

- Group work gives players the opportunity to participate in all activities without placing undue pressure on any one individual to express themselves.
- Use signs / logos / equipment to explain the games. Introduce "silent" games where instructions have to be given using other methods of communication.
- Encourage players to use signs to explain what they mean like colour coded cards, alphabet cards, symbols.
- Use repetition to emphasise certain words, phrases or terms. Encourage the group to repeat terminology so that no-one feels singled out.
- In a warm-up activity, use "free expression" exercises. A "free expression" exercise is when you give instructions and the participant acts out the movement. An example would be "a leaf fluttering in the breeze".

**A participant is particularly over competitive with his "win at all costs" attitude.**

How would you lessen the competitiveness within a group so that the emphasis is on enjoyment?

- Choose games / activities where the object of the game focuses on participation rather than the end result.
- Choose games / activities that rotate players so that one person does not dominate over others.
- Incorporate team building activities where players interact with each other and depend on each others contribution to get a positive result.
- When choosing teams, select the weaker players first putting more emphasis on those who may have traditionally been selected last.
- In team games where a certain player is dominating, use a condition to manage his / her involvement like if s/he scores a goal, s/he must become goalkeeper until the next score.

# Physical Activity Session Planner

VENUE \_\_\_\_\_ DATE & TIME \_\_\_\_\_

TUTOR \_\_\_\_\_ NO. of PARTICIPANTS \_\_\_\_\_

	ACTIVITY	EQUIPMENT	SAFETY / COMMENTS
ICE BREAKER			
WARM-UP			
ACTIVITIES 1			
ACTIVITIES 2			
ACTIVITIES 3			
COOL-DOWN			
FEEDBACK			
LEADERS COMMENTS			
	Signed :		

\* This SAMPLE Session Planner may be photocopied and used for the purposes of your class

# Warm-Up Activities

Here are a number of activities which require minimum equipment and can be used as single warm-up games prior to the main activity. Or may be used as the main activity itself depending on the particular age, maturity and attention span of the group.

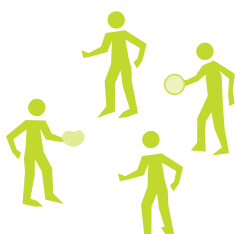
## Scarecrow Tag



Everyone plays. There are 3 “taggers” (catchers) who try to tag others with the ball or beanbag. If caught, players stand with arms outstretched like a scarecrow and wait to be released. Players are released when another free player runs under their arms. How many tags can you make in 60 seconds?

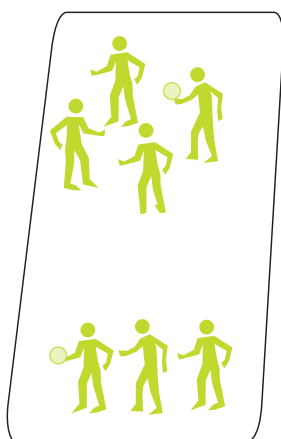
**Alternative.** Everyone plays. There are 3 “taggers”. Each time you tag a player with the ball, they become the tagger and so the games continues with different people taking up the role of tagger.

## Movearound



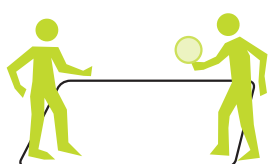
Everyone involved as a unit. Assorted sized balls or beanbags but only use one at a time. Players form a circle. The first person passes the ball to another player. As you pass the ball, move to take up position of the player you just passed the ball to. Introduce 2 / 3 balls at the same time.

## Circle & Line



Everyone plays. Group separated into 2 teams with one ball or beanbag each. One team forms a circle at one end of the hall. The other team forms a line at the opposite end of the hall. On the leader's signal to start, the team in the circle begin to pass the ball around the circle with the whole group counting the number of passes as they go. If the ball drops to the floor, they pick it up and continue counting the passes. At the same time, the line team starts a relay run. One member runs around the edge of the hall. They then pass the ball to the next person until all line team members have taken a turn. Have the circle team count how many passes they did in the time it took the line time to complete their relay run. Switch teams.

## Mini-Tennis



Pair work. One ball per pair. Use handball exercises to pass the ball from one to the other. Begin with passing the ball (cup the hand and strike the ball underhand) to each other before designating a small space as a court and playing in that area. Keep a count of (a) how many passes the pair can get in a rally (without stopping) and (b) keep scores of who can beat their opponent.

**Alternative.** Also practice striking the ball against a wall. Players can play in pairs and keep a record of scores. Ball should only bounce once before it is stuck again.





**Basketball**



**Gaelic football**



**Soccer ball**



**Rugby ball**



**Tennis ball**



**Training bib**



**Training marker cone**



**Bean bags**



**Hula-hoops**



**Hockey / uni-hoc stick**



**Colour cards**



**Alphabet cards**



**Minimum contact**



**Medium contact**



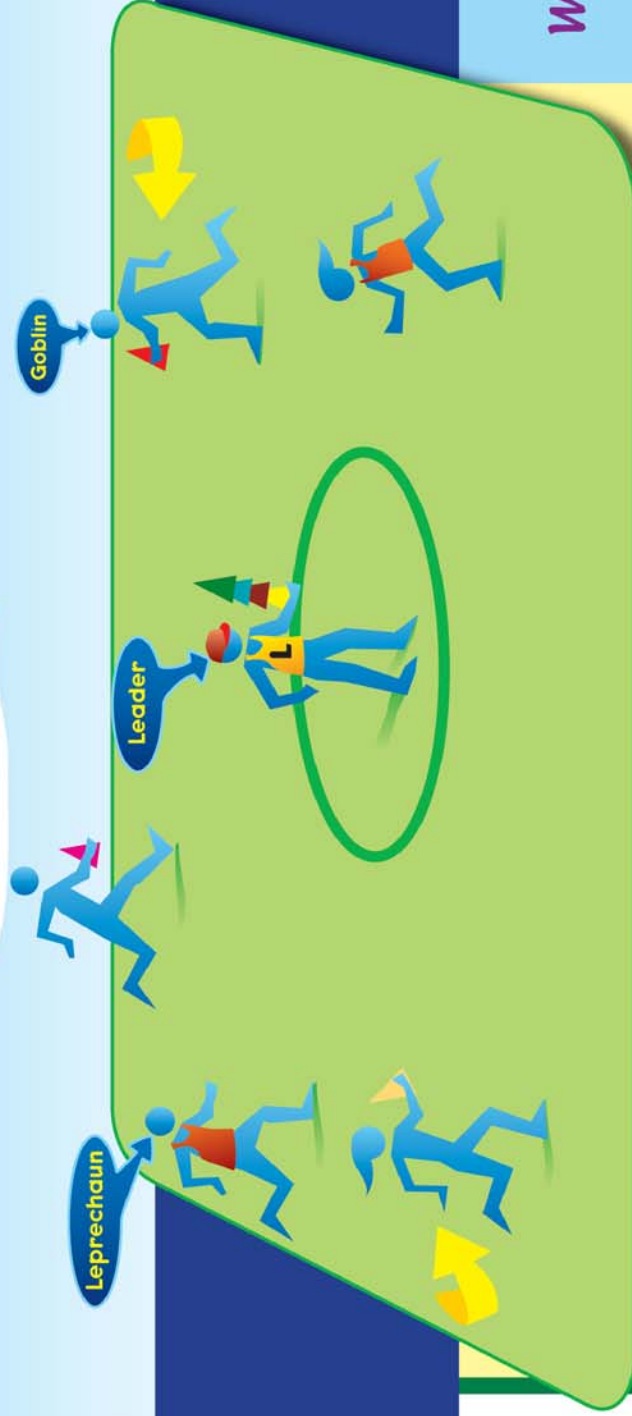
**Full contact**



**Leader** - any adult involved in the organisation and running of a sports programme



**Player** - any person who participates in an organised sports programme



# Leprechauns & Shamrocks

## What you need



20 - 25 different coloured cones or markers and coloured bibs.

## How to play

- 1 Leader stands in the circle holding stack of cones / markers (shamrocks).
- 2 Everyone must collect a shamrock from the leader.
- 3 Leprechauns (wearing coloured bibs e.g. red) must attempt to retrieve the shamrocks by catching the goblins. If a goblin is tagged, s/he must hand over his shamrock to the leprechaun and may then go and collect another one from the leader.
- 4 No player is eliminated from the game.
- 5 The game ends when all the shamrocks have been retrieved by the leprechauns or after a certain time limit. Begin a new game and appoint a new team of leprechauns. At the end count up each teams totals.

## Object of game

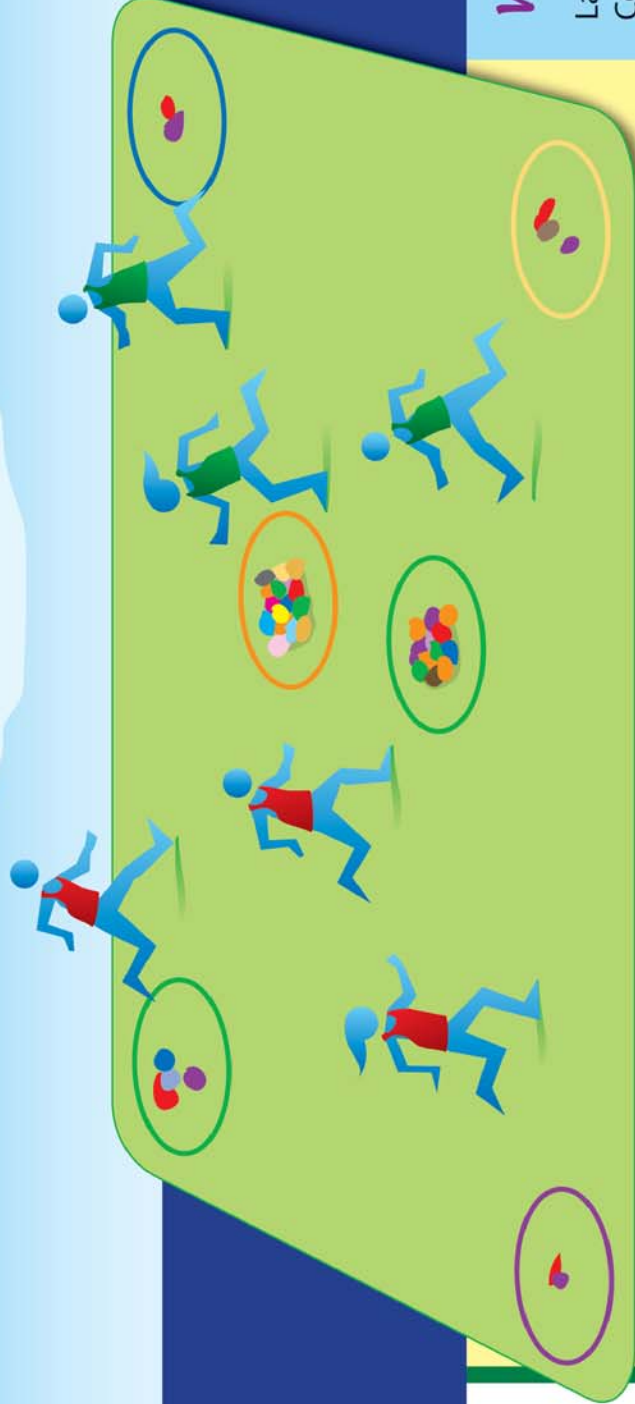
- 1 The leprechauns must attempt to collect as many shamrocks as they can in a time limit.
- 2 The totals can be counted per individual or per team.

## Safety points

- 1 Ensure floor space is free of obstruction.
- 2 When tagging someone, leprechauns may only touch someone on the arm.







# Snatch the bean-bag

## What you need

Large hula-hoops (5)

Coloured bibs (12)

Assorted coloured bean-bags (20+)



## How to play

- 1 Organise two teams of equal numbers, separated by coloured bibs.
- 2 Two hula-hoops in the centre of the floor containing a number of bean-bags.
- 3 Each team has two hula-hoops as their goals.
- 4 On the signal, players from both teams may go and take one bean-bag each from the centre pile.
- 5 They must return to their own goal and place the bean-bag in it. Also they can go and "snatch a bean-bag" from the oppositions goals.
- 6 Players may only snatch **one** bean-bag at a time and **must not** take a bean-bag from another players possession.
- 7 The team with the most bean-bags when the whistle sounds wins the game.
- 8 Nominate a player to count the bean-bags in each teams hula-hoops.

## Object of game

- 1 Promotes teamwork in collecting as many objects within a time limit as possible.

## Safety points

- 1 Players should not charge in to the centre so as to avoid crashing into each other.
- 2 Safer option could be to begin with walking and later advance to running.



# Multi-sports

## What you need

Assorted balls (6)  
Coloured bibs (12)  
Cones / markers (4) for goals  
Large hula-hoop



## How to play

- 1 Organise two teams of equal numbers, separated by coloured bibs.
- 2 Leader stands in the centre of the hall, holding a ball (any size).
- 3 Each team has a goal at the end wall / line. Use cones / markers.
- 4 Each player stands in line numbered 1 - 6 against the side wall / line.
- 5 The leader calls a number like "3" and the first 3 people in each team run to the end wall, touch it and run through their own goal. Everyone on the team must do this in order to play.
- 6 The leader throws the ball in to the first player back to the centre. If it is a basketball, use basketball rules like bouncing, throwing. If it is a soccer ball, use soccer rules.
- 7 One score wins the game. When the game is over, players retreat to their team and take up a new position (and number) at the end of the line. Leader calls new number (like "5" and 5 players may begin the next game). This system of play means games rotate often and teams keep changing thus providing variety for players.

## Object of game

- 1 To provide a variety of games in a short space of time to suit everyone. This is a non-elimination game.

## Safety points

- 1 Players should not charge in to the centre so as to avoid crashing into each other.
- 2 Begin with walking and later advance to running.





# Runaround

## What you need

Large hula-hoops (6)  
Bean-bags (optional)



## How to play

- 1 Everyone is included in this game.
- 2 The leader calls out an instruction, like "you have 5 SECONDS to get into place". The leader then says "3 people together in a hoop". They must organise themselves into that formation within 5 seconds. If a number is called and someone does not fit into the sequence, they must wait in a spare hoop until the next call. Make sure that those waiting in a spare hoop must be joined by new players on the next call.
- 3 Alternative instructions can be "The sum of 1 + 3 in the green hoop".  
"The number of wheels on two bicycles in any hoop".  
"2 people and 4 bean-bags in the orange hoop".

**Can you think of other combinations?**

## Object of game

- 1 Players learn to organise themselves into groups while also understanding how numbers work.

## Safety points

- 1 Players should not charge in to the centre so as to avoid crashing into each other.
- 2 Begin with walking and later advance to running.



# Beat the Goalie

## What you need

Markers / domes  
Coloured bibs (8)  
Assorted soft / sponge balls  
Bean-bags



## How to play

- 1 Organise two teams of equal numbers, separated by coloured bibs.
- 2 Four goals are marked out around the hall at each wall and one team act as goal "minders" (like a goalkeeper).
- 3 The other team must stay in the central marked area and may pass the ball to each other before shooting at goal. At any time a player in the centre may shoot at any of the goals. Choose the right moment to catch a goal "minder" off guard.
- 4 Goal "minders" must return ball to the square after each shot.
- 5 Use beanbags to keep a record of the score. Each time a player scores, s/he may take a beanbag and place in the recording zone (hula-hoop). After a designated time limit, teams swap over.
- 6 Increase difficulty by introducing a defender who has a free role in moving around the hall and helps prevent players from scoring. They must not stand in front of the goal.

## Object of game

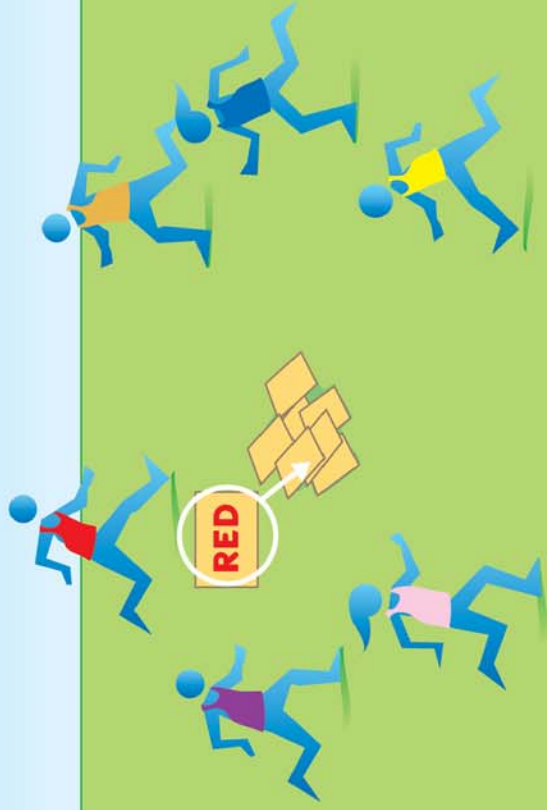
- 1 To promote anticipation of an attempted pass / shot.
- 2 To make the right decision at the right time. To know when to keep passing and when to seize the opportunity to take a shot at goal.

## Safety points

- 1 Ball should be kicked or thrown at goals below head-height.
- 2 Use softballs or sponge balls to make it safer.







# Find the Colour

## What you need

Cones marking out large circle  
Coloured bibs (one for everyone)  
Set of colour cards



## How to play

- 1 Everyone stands in a circle, wearing a different coloured bib.
- 2 Stack of cards in centre, faced down (these can be made on postcard size or A4 sheet size). These can be made up in another class by students (Art & Craft).
- 3 On the face of each card is printed the name of a colour printed in that colour - thus the colour "RED" is printed in the colour "RED", "GREEN" in the colour "GREEN".
- 4 One players is nominated to begin the game. S/he chooses a card from the centre and reads it. S/he must go to a person wearing the same colour as the word printed on the card.
- 5 If s/he picks up a card marked "RED" s/he must go to someone wearing a red bib and take his/her place. That person then moves to the centre to pick up a new card and the process begins again.

**Alternatively, give each player a number and change the cards to numbered ones and play the game in the same manner.**

## Object of game

- 1 To associate words with colours.

## Safety points

- 1 Only one person should go to the middle at a time so that people do not clash.





# Shadowing

## What you need

Assorted balls / bean-bags  
Hula-hoops  
Skipping rope



## How to play

- 1 Everyone pairs off with a partner. In each pair, allocate a number 1 and number 2.
- 2 The two people in a pair face each other and on the leaders instruction, mirror each others movements.
- 3 Start with number 1 and whatever movement s/he makes must be mirrored by his/her partner number 2. After a few exercises, number 2 can take the lead. For example "Left arm raised above your head, stretch your two arms out in front, side-step to your right" etc.
- 4 Introduce equipment to use. Throwing a ball to each other, using a skipping rope to keep equal distance apart, rolling a hula-hoop or ball.

## Object of game

- 1 For players to work together in pairs, to observe each others movements and co-ordinate directional instructions associated with moving left, right, forward, backward.

## Safety points

- 1 Each pair should begin their exercise at a "station" but during the course of the activity, may move around the hall freely unless using a restricted area, such as a hula-hoop. At the end of one exercise each pair should return to their original starting position.
- 2 Players should remain close to each other when throwing the ball etc.







# Passing 1-2-3

## *What you need*

Ball - Football / Rugby / Tennis ball  
Coloured bib (one for defender)



## *How to play*

- 1 Make groups of 4 or 5.
- 2 One defender and the others are numbered 1, 2, 3 and 4 (The defender is someone who tries to intercept the ball and dispossess the other team).
- 3 On the signal, players start to pass the ball to each other in order of sequence 1 - 2, 2 - 3 and so on.
- 4 The defender tries to intercept and catch the ball.
- 5 Change over after 30-60 seconds and appoint another person as defender.

## *Object of game*

- 1 To help participants understand number sequence. To encourage anticipation of where the ball is going to be passed and to be in the right position.

## *Safety points*

- 1 Ball should be passed below head-height which encourages the players to move into the best position rather than wait for a ball to be thrown overhead.





# Alphabet

## What you need

- 2 Sets of alphabet cards
- Assorted balls
- Coloured bibs (optional)
- Hoops (optional)



## How to play

- 1 Organise two teams of equal numbers, separated by coloured bibs (although not necessary).
  - 2 The name of a sport is printed on a page at one end of the hall (start of the line) while the corresponding letters are printed on cards at the opposite end of the hall.
  - 3 Each team must form a line along which they must pass the ball to the end. It can be rolled, thrown, bounced or include a variety of ways of passing.
  - 4 Player 1 picks up the ball and passes it to 2, who passes it to 3. When the last player receives the ball, s/he picks up a letter card, returns to the starting point and places the letter in the correct position (according to the word).
  - 5 At this stage there is a free space at the end of the line and everyone on the team should move forward one space to take up a new position so that there will be a different player collecting a letter each time.
  - 6 Each time choose a word with an equal number of letters for both teams.
- To increase difficulty, each team member could stand in a hoop to restrict movement while passing the ball.**

## Object of game

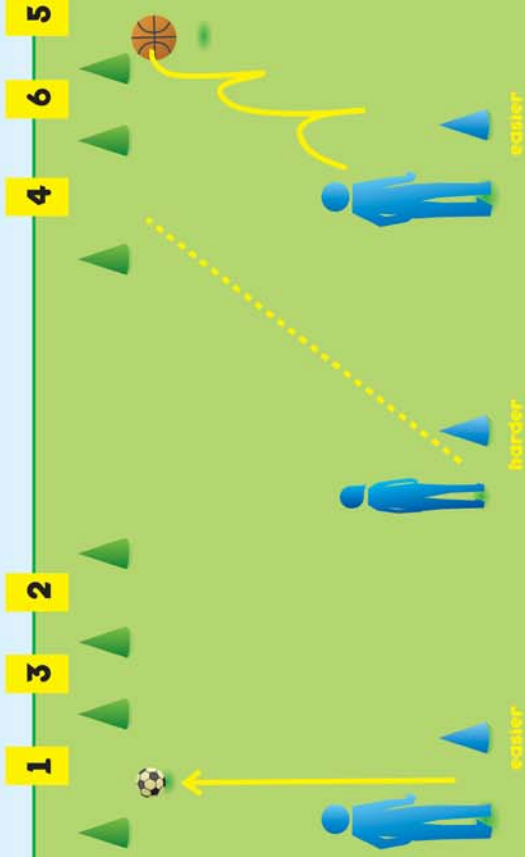
- 1 To promote teamwork through passing the ball and moving to new positions. Contributes to spelling.

## Safety points

- 1 Players should only move to new position when it is free.
- 2 Ball should be passed below head height.







# Scores

## What you need

Markers / domes  
Assorted soft / sponge balls



## How to play

- 1 Players take up positions at blue markers.
- 2 Players can throw or kick the ball through the cones marked with a certain points value (ball should bounce once before going through the goals).
- 3 Cones in the centre are worth more points than the outer targets. Greater accuracy gains greater points.
- 4 Players take one shot and move to the right for their next go.
- 5 Everyone takes one shot from each of the stages and add up their points at the end.
- 6 Consider having a player standing behind the targets to collect the ball and pass it on to the next player. This 'spare' player should be rotated regularly.

## Object of game

- 1 To promote accurate passing / shooting ball through target and gain maximum points for your team.

## Safety points

- 1 Ensure players are aware of the possibility of misdirected passes.
- 2 Players must retrieve their own ball for the next player and refrain from leaving balls rolling around the floor.



# Memory

## *What you need*

Cones marking out large circle

2 Sets of alphabet cards printed on A4 size paper



## *How to play*

- 1 Everyone stands in a circle.
- 2 The 2 sets of alphabet cards are placed face-down in an orderly manner on the floor ( These cards may be prepared by the tutor or made in another class like Arts and Crafts).
- 3 The group may be divided into two teams or play individually.
- 4 To begin with, each player can take a turn to choose two cards from the pack. S/he turns them upwards and tries to match two letters the same. If s/he matches a pair, s/he holds onto them. If s/he does not find a match, the card must be replaced in the same position on the floor.
- 5 If s/he does find a matching pair, a point is awarded to him/her or to his/her team.

**Alternatively the two teams may be separated at either end of the hall and on the call of the leader may send a player each to the middle to turn up two cards. The team can work together in planning which cards to pick up and helping each other memorise the cards shown.**

## *Object of game*

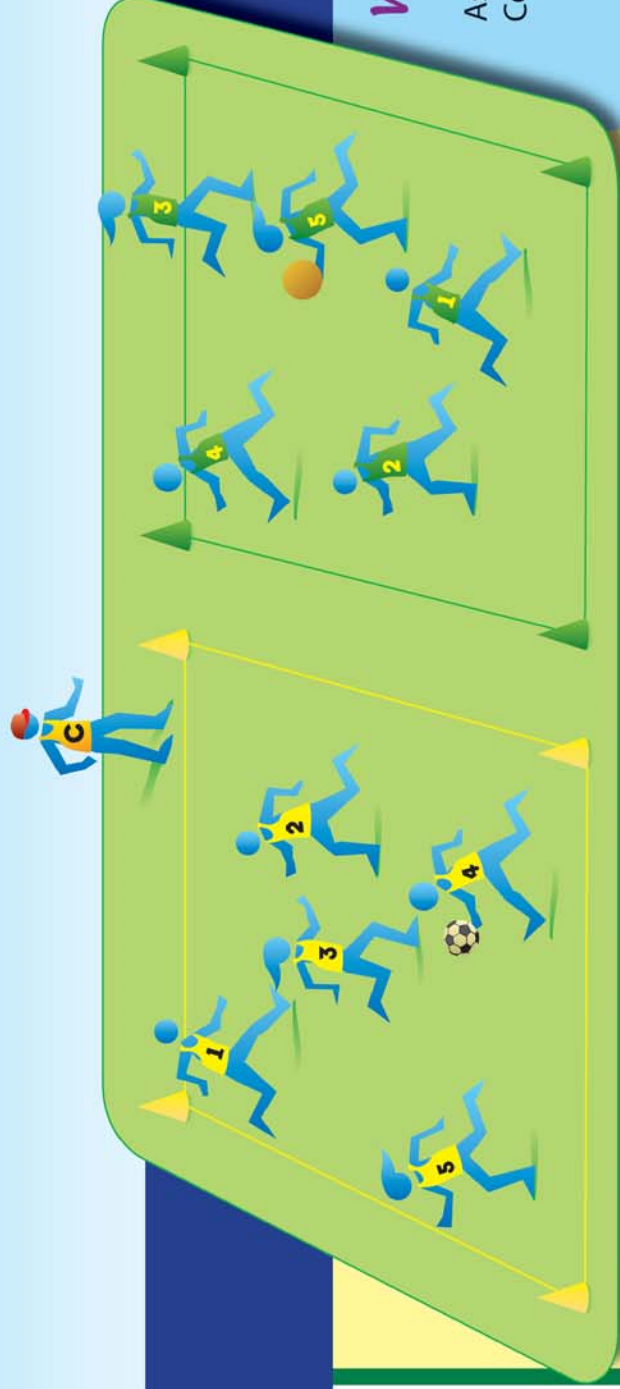
- 1 To promote teamwork, movement and recognition of letters of the alphabet.

## *Safety points*

- 1 If working as teams, players should be careful not to slip on cards while picking them up.







# Poaching

## What you need

Assorted footballs  
Cones / markers



## How to play

- 1 Organise two teams of equal numbers separated by coloured bibs.
- 2 Make two grids with one team in each grid.
- 3 Players are numbered 1 - 5 (or whatever number you have available).
- 4 Players pass the ball between themselves on each team. When the leader calls a number like "3", the no.3 player from each team must invade the opposition's grid and attempt to steal the ball within a time limit (for example 30 seconds). The first player to intercept the ball earns one point for their team.
- 5 If no-one intercepts the ball within the time limit, the whistle sounds and the players return to their own grid and continue passing within their own grid until the next number is called.

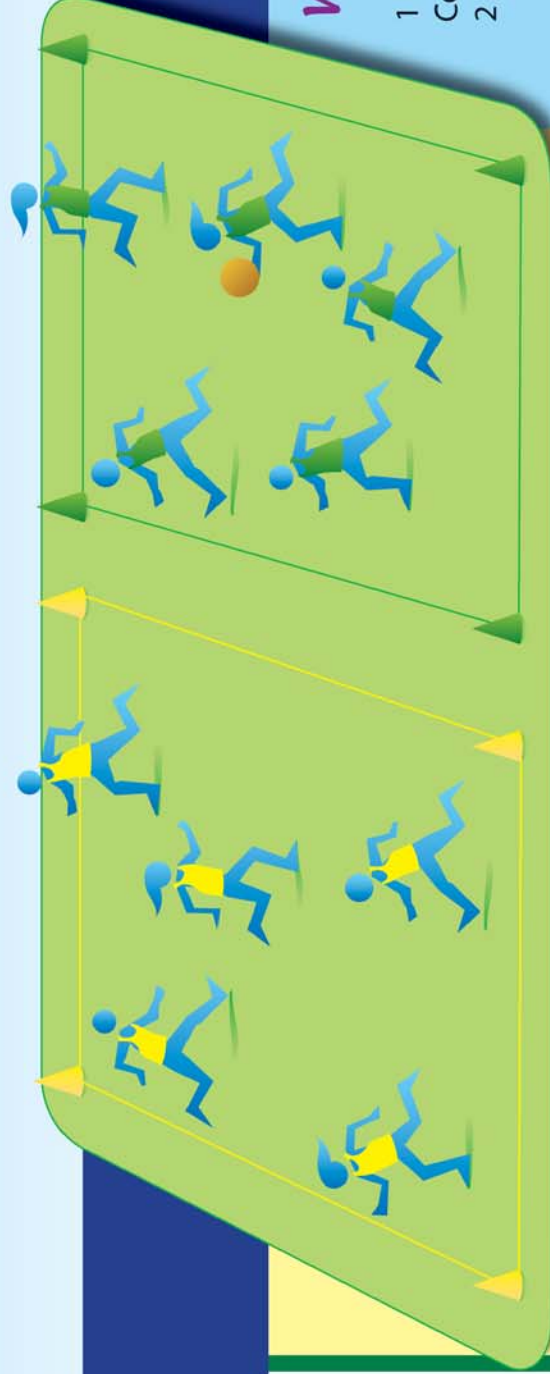
## Object of game

- 1 Reaction to a signal. Players must react quickly to invade their opponent's grid.
- 2 Promotes teamwork.

## Safety points

- 1 Ball should be passed around in grid below head-height.
- 2 Use softballs or sponge balls to make it safer.





# Dodgeball

## What you need

- 1 Softball
- Cones / markers
- 2 Designated areas



## How to play

- 1 Organise two teams of equal numbers, separated by coloured bibs (optional).
- 2 Make two grids, with one team in each grid.
- 3 The aim of the game is to "steal" other people from the game by hitting them with the ball. The ball must be thrown below waist-height (for safety reasons). If a player is struck on the leg, s/he is not eliminated but must join the opposing team. Team who gets all players onto their side is the winner.
- 4 You can introduce a second ball to make the game more difficult.

**Alternatively players must roll the ball along the ground to strike another player.**

**Alternatively if a player is struck, s/he must take a "time-out" for 20 seconds, giving the other team an advantage for that period of time.**

## Object of game

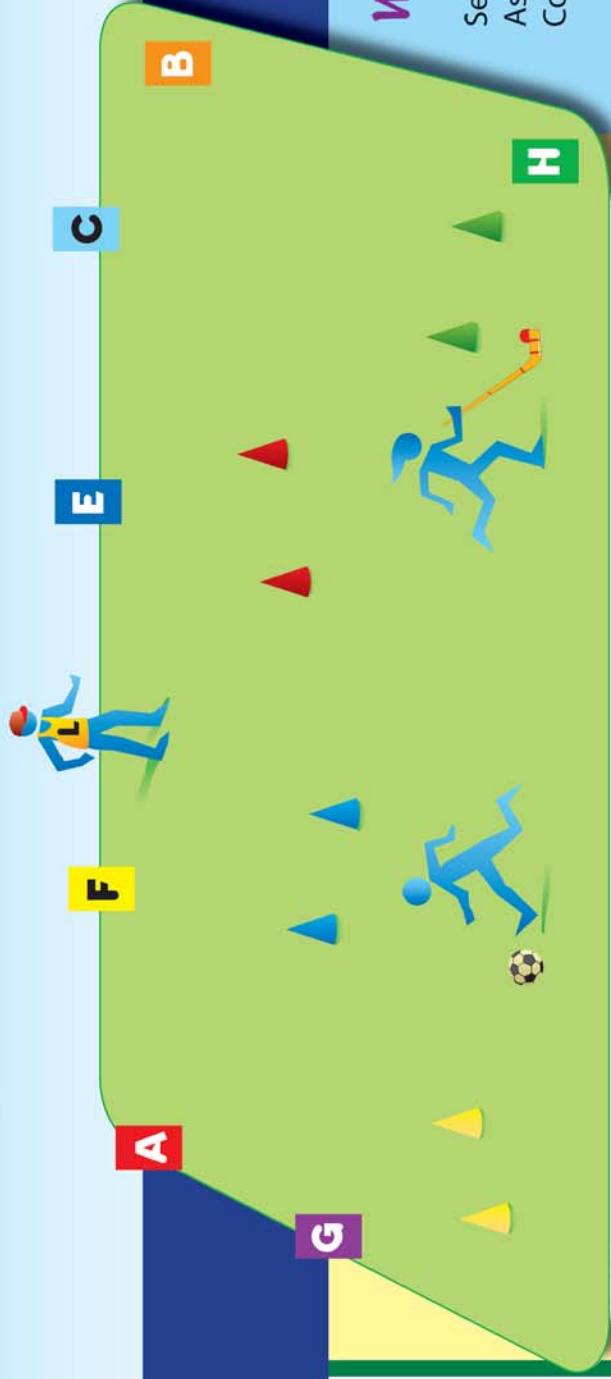
- 1 Promotes teamwork in passing the ball around.  
Players have to re-organise their teams if they lose a player to the opposition.

## Safety points

- 1 Ball must be kept below waist-height.
- 2 Softball / Sponge ball must be used for this game.
- 3 Players should be careful not to trip over a rolling ball.







# Walkabout

## What you need

Set of alphabet letters  
Assorted balls / hockey sticks  
Cones / markers



## How to play

- 1 Cones / markers laid out as "gateway" (that is, a pair of cones approx 1 metre apart).
- 2 Alphabet cards stuck up on wall or laid out on the floor at various points around the hall.
- 3 The Leader gives a call to each player in turn, to go through a certain coloured "gate" and continue to a certain letter on a coloured card which is placed on the wall.
- 4 For example, if the leader calls - "BLUE GATE, LETTER E" - the player should go through the blue gate and travel in the direction of the letter "E". If the player has a basketball s/he should bounce it or if it is a soccer ball s/he should dribble it along the floor.
- 5 Leader continues to call out directions so that a number of players can participate at one time.

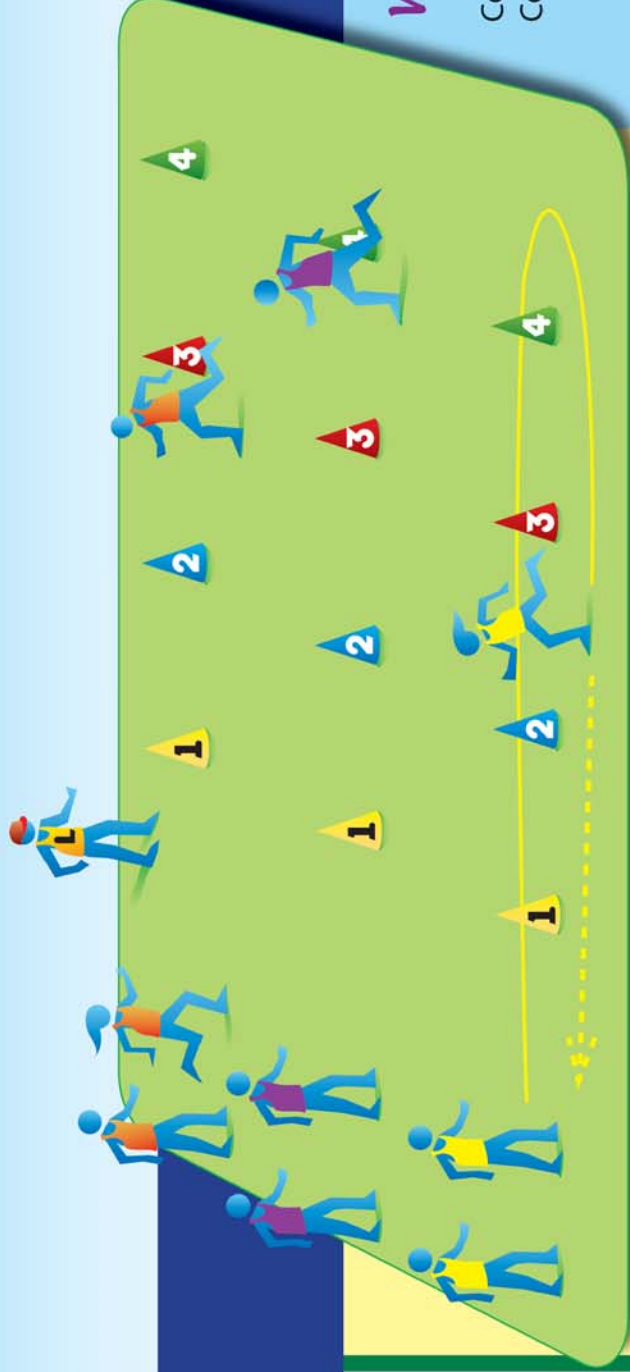
## Object of game

- 1 To recognise colours and letters while using different sports equipment.

## Safety points

- 1 Encourage players to keep their head up so as not to collide with each other when there are a number of player on the court at one time.





# Shuttles

## What you need

Cones / markers  
Coloured bibs (optional)



## How to play

- 1 Organise a number of teams (3 or 4 players on each team).
- 2 Each team has four cones of different colours.
- 3 When the leader calls a colour, a player from each team walks / runs around the cone of that colour and back to the starting point.
- 4 It can be done as a relay or individual movement.
- 5 Also the cones may be numbered so that players receive an instruction and follow accordingly like "1, 4, 3, home" which means the players must run around the first cone, back to the start, last cone, back to the start, third cone and back to the start.
- 6 Alternate numbers and colours like "1, blue, 4, home".
- 7 Players may run, bounce a ball, dribble a ball or use hockey stick and ball.

## Object of game

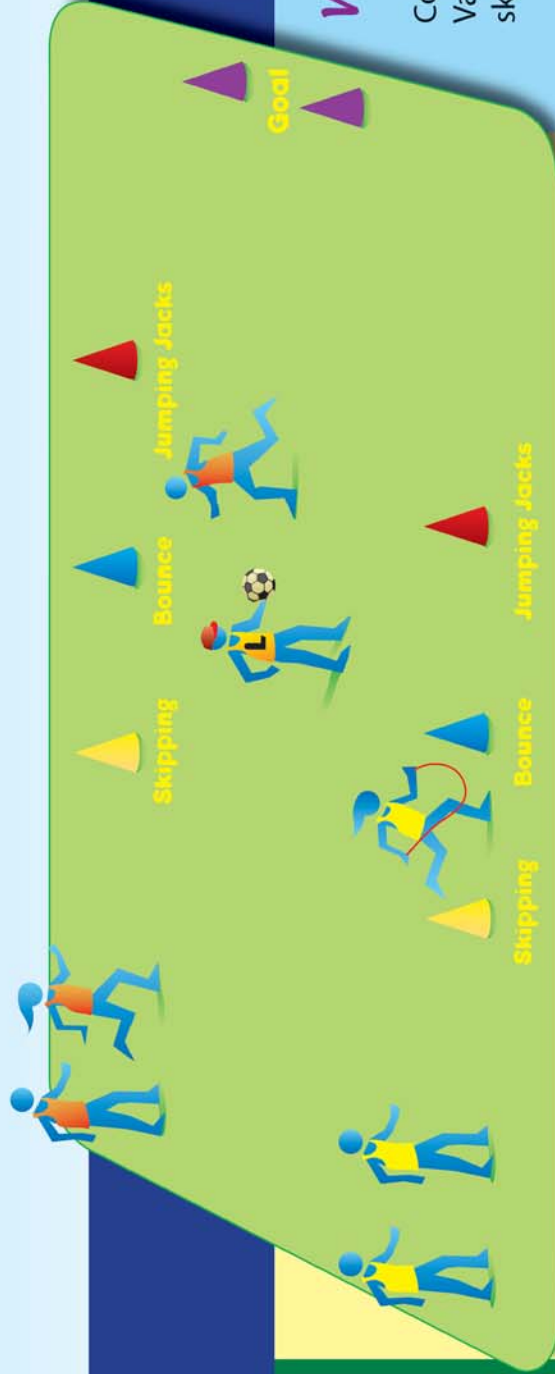
- 1 Players learn to quickly identify numbers and colours in sequence. It also works on reaction skills.

## Safety points

- 1 Players should return to start line on right hand side of the cones to avoid collisions.
- 2 Players should travel around cones rather than stop abruptly to touch them to avoid straining a muscle.







# Obstacle Relay

## What you need

Cones / markers  
Variety of equipment ie. balls  
skipping rope, hockey sticks



## How to play

- 1 Organise two teams of equal numbers, wearing coloured bibs (optional).
- 2 On the leaders instruction, the first player starts the course. The leader may choose any activity to undertake at each cone like skipping, jogging on the spot, jumping jacks (star jumps), balancing on one foot, bouncing a ball or dribbling the ball.
- 3 After the final cone, the first player to the end must return to the leader, collect a ball and attempt to score through the goals. Whichever player is second must attempt to "defend" the goal (that is to prevent the other player from scoring).
- 4 To score, it may be to kick a soccer ball into the goal, score into a basketball hoop.
- 5 If the player scores, s/he earns a point for her/his team. If the "defender" succeeds in preventing a score, s/he earns a point for her/his team.

**Alternatively you could use a map, cut up into pieces to make a jigsaw - at the end of the activity relay, the players pick up a piece of the map and bring it back to their team, where it is assembled. The first team to complete the jigsaw wins the game**

## Object of game

- 1 Providing a variety of physical activities, coupled with teamwork. Using the map option brings in recognition skills.

## Safety points

- 1 The player who acts as the "defender" must avoid using excessive physical contact in his/her role.
- 2 Equipment should not be thrown or left scattered across the floor after each player's use.





# Team Games

The following games involve a considerable amount of physical contact as a result of the nature of competitive team games. Therefore it should be ensured that participants are of an age and maturity that will allow them to participate in such games without it promoting aggressive attitudes. These games require minimum equipment.

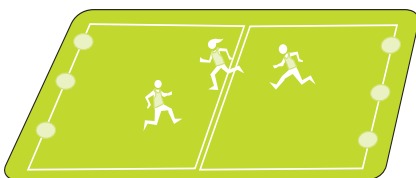
## Zone Ball



### Two / Three teams. One ball.

Hall is separated into 3 zones – One player in each zone acts as a defender. S/he must defend his/her zone without letting anyone through. Meanwhile 3 other players form a team who tries to pass the ball to each other and work it through the zones. Attackers gain a point for every zone they cross. Defenders gain two points if they dispossess the attackers.

## Hoop ball



### Two teams. One ball.

Hall separated into two zones. Each team has 3 hoops at the back of their zone to defend (each hoop may be worth various points – 1, 2 or 3). One team is given possession of the ball. The aim is to pass it to each other, working the ball across the hall and getting a score in a hoop. Do not run with the ball.

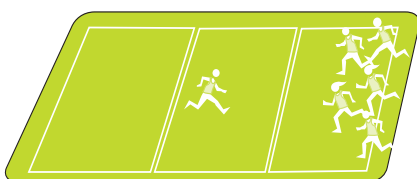
## Goal-Catcher



### Two teams. One ball.

Nominate a “goal-catcher” on each team, who instead of saving the ball from the opposition, is now catching the ball for his/her team. Players work the ball by passing through the hall to the other side and score by getting the ball into their goal-catchers possession for one point. The goal-catcher must either stay behind a designated line / zone or stand in a hoop. They must not step outside their area to receive the ball.

## Bulldog

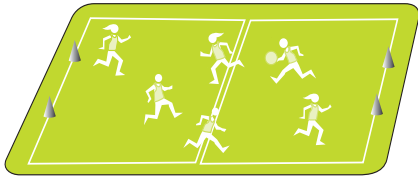


### Everyone involved – post warm-up game

Player (s) nominated to act as the “catcher” to begin the game and takes up position in the centre of the hall. The other players line up at one end of the hall. When the signal is given, everyone runs towards the other side of the hall. The catcher tries to tag as many players as s/he can, who must then join him / her in the centre and so increase the number of catchers. Game continues until everyone is caught.



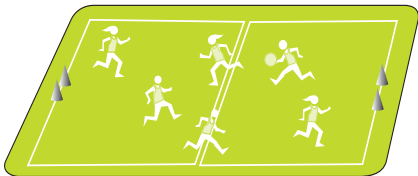
### Olympic Handball



#### Two teams. One ball

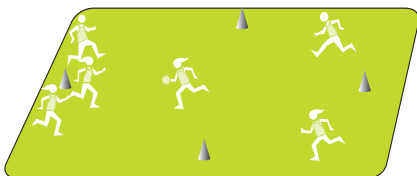
There is a goal at each end of the hall. Players pass the ball between them across the hall towards the goal but cannot run with it. Players may run to receive the ball but must stop as soon as they have taken possession. They then have 3 seconds to release the ball again to another target. There may or may not be a goalkeeper depending on the size of the goals. The goals may just be a target mark on the wall or a freestanding (secured) soccer goal.

### Basketball



**Two teams. One ball** (can be a basketball or use any large sized ball). If you don't have basketball hoops, mark a target on the wall or use a goal instead. Play per basketball rules. You must bounce the ball continuously and if you stop bouncing, you must pass to another player. Players must keep physical contact to a minimum where possible but it is expected that players will often clash on the court while trying to gain possession of the ball.

### Rounders



**Two teams.** One batting and one fielding. One person bats the ball (can throw, roll or kick it) and starts to make their run around the designated area. This area is marked out by cones which are called "bases". Fielding team must return the ball to a certain point before batter gets around the area. As the fielder returns the ball, count up how many bases were passed.

### Batterball

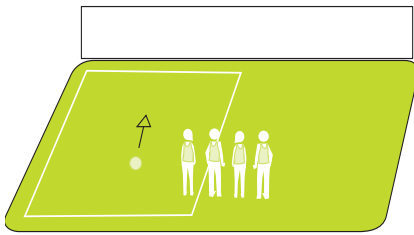


#### Players working in pairs. One ball between two.

Pairs work their way around the hall, bouncing the ball from one to the other. Must keep moving into new position. As you move around hall, you may "steal" another pair's ball temporarily by knocking it away from their possession. Continue routine. If the ball is knocked away, pick it up and continue.



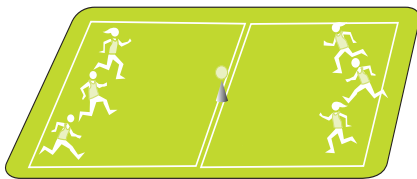
### Handball Knockout



#### Teams of 3 / 4. One large group. One ball

Game based on the principle of handball skills with group in line facing the wall. Everyone can play at once or split the group into smaller teams. First person strikes the ball against the wall from a nominated starting point. S/he calls the name of the next person to strike and that person must strike the ball back against the wall and call for a new person to take turn. The ball is only allowed to bounce once before it is struck each time. Leader may mark out boundary area that ball should not cross or is deemed "out of play".

### Snatch the Bacon



**Two teams.** Each team lines up at either end of the hall. One cone or marker in the middle of the hall with a soft ball / beanbag resting on it. Each player on the team is allocated a number so that one player from each team has the same number. When the leader calls a number, the player from each team with that number runs to the centre point and tries to "snatch the bacon" (ball/beanbag) and return to their team without being 'tagged' by their opponent. The game incorporates tactics and timing as players attempt to trick each other by false moves before "snatching the bacon". Teams are awarded one point for each successful 'steal'

### Running the Gauntlet



**Two teams.** Players sit on the floor with legs outstretched (about 1 metre apart) with feet facing each other. Each player on the team also sits approx. 1 metre apart. Each player on the team is given a number, for example 1 - 6. When the leader calls a number, both players with that number must get up and run over the hurdles (ie. the outstretched legs of his/her team) to the end, around the outside of his/her team to the top of the line and back down across the hurdles until s/he reaches his/her place again. Teams are awarded one point for each time their member reaches their original starting position first. Pay particular attention to safety during this game. No-one should lift their legs off the floor during a players run.

### Move the Target



**Two teams.** Assorted selection of balls, if available.

The hall is separated into 3 zones. Each team takes a zone with the centre zone left free. The centre zone contains a large beach ball. Each team begins with, say, 4 or 5 small balls which they throw at the beach ball in an attempt to move it into their opponent's zone. Both teams continue to compete against each other with throws but no-one should enter the 'centre zone' unless it is to retrieve a ball. They cannot take a shot from there. Leaders should pay particular attention to safety. The attempted throws should be aimed at the ball (or at least downwards) so that if a player is struck by a wayward shot, it will be below knee level. Teams are awarded one point if they get the ball into opposition's zone.



# Cool Downs

## Bean Head



Everyone plays. One beanbag each if possible or share between people. Each player must place a beanbag on their head and move around the designated space. If the beanbag falls off, the player must “freeze” and not move again until another player replaces the object back on his / her head. This activity promotes co-operation between players.

## Skittles



Teams of 3 / 4. One ball between each team. Set of skittles. Arrange the skittles in a triangular formation; Teams stand behind a designated line and take turns to roll a ball at the skittles. One point is allocated for each target knocked down. Points can be awarded individually or for each team.

## Shot Luck



After your session, everyone lines up in single file towards the basketball hoop / football net / goal. Alternatively there could be two teams, one at either end of the hall. Each player gets to take a shot at the basketball hoop / taking a penalty kick before passing the ball on to the next player. Allocate different scores for each shot, depending on the angle they are taken at or the level of difficulty involved. Players can record their own score or take the teams total scores. Everyone must be sitting down or standing quietly while players are taking their turn to emphasise a sense of calm.

## Balance Together



Players work in pairs. Each pair should be of similar height and this activity is based on teamwork between pairs. Each pair attempt to hold a ball (can be foam or leather) like a soccer ball or foam ball between their hips and should not touch it with their hands unless it falls to the floor. The pairs attempt to move around the hall balancing the ball. The leader tells them to go around a certain area. Be aware of issues about personal space and mixed gender groups.



# Rugby



Rugby has been played since the early 1800's. It developed from various field games and is played all over the world. It is normally played during the winter.

Rugby is a field sport played between two teams. Each team has fifteen players. The game is played with an oval ball. Each game has two halves lasting 40 minutes each with a break of 10 minutes at half time.

You can use your hands and feet to move the ball. A player picks up or catches the ball and then runs, throws, passes, knocks or kicks the ball to another player. You can only pass the ball to a player that is behind you. You cannot pass the ball to a player that is in front of you. To score points you must get a try, a conversion or a drop goal. To get the ball from an opponent you can push or shoulder the player.

## Scoring

**A try**  **Score 5 points**

A player touches the ball down behind the opponents' goal line.

**A conversion**  **Score 2 points**

After scoring a try the ball is kicked between the goal posts for more points.

**A drop goal**  **Score 3 points**

Dropping the ball from your hands and kicking it over the bar between the goal posts.

**A penalty**  **Score 3 points**

The same as a drop goal or kicking the ball from the ground.

### Rugby fact

The game is not actually over after 80 minutes have been played but when the ball goes out of play after full time.

# Tell a story



- Fill in the blanks. The words are in the box.

opponent

catches

player

passes

conversion

move

You can use your hands and feet to \_\_\_\_\_ the ball. A player picks up or \_\_\_\_\_ the ball and then runs, throws, \_\_\_\_\_, knocks or kicks the ball to another player. You can only pass the ball to a \_\_\_\_\_ that is behind you. To score points you must get a "try"; a \_\_\_\_\_ or a goal. To get the ball from an \_\_\_\_\_ you can push or shoulder the player.



- Now put these words into a new sentence.

opponent \_\_\_\_\_

catches \_\_\_\_\_

player \_\_\_\_\_

passes \_\_\_\_\_

conversion \_\_\_\_\_

move \_\_\_\_\_



- Circle the correct word to make the statement true. The first one is done for you.

1. Rugby is a field sport played between two players / teams.

2. Each team has fifteen / eleven players.

3. Each half lasts 40 / 45 minutes.

4. You can move the ball with your feet and head / hands.

5. A try is worth 3 / 5 points.

6. A penalty / conversion is worth 3 points.

7. You can pass the ball to a player that is behind / below you.

8. A rugby ball is round / oval.

# The scoring system



- How many points do you get for each of these?

A try \_\_\_\_\_  
 A penalty \_\_\_\_\_  
 A drop goal \_\_\_\_\_  
 A conversion \_\_\_\_\_



- Here are the scoring details from the Lions v Taranki match.

Lions	Player	Taranki	Player
Try	Corry	Try	Masoe
	Horgan		Watt
	Murphy (2)		
Conversion	Hodgson (2)	Conversion	Young (2)
Penalty goal	Hodgson (2)	Penalty goal	none
Drop goal	none	Drop goal	none
Full score			



- Fill in the full score for each team and answer the following questions.

- What team got the most tries?
- Were all the tries converted?
- How many points did each player get?
  - Corry
  - Horgan
  - Murphy
  - Hodgson
  - Masoe
  - Watt
  - Young
- What player got the most points?
- Which team won the match?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# The players

**Player profile:** Brian O'Driscoll  
**Club:** Blackrock College  
**Province:** Leinster  
**School:** Blackrock College  
**Weight:** 94kg or 14st 8lb  
**Date of Birth:** 21/01/1979  
**Height:** 180cm or 5' 11"  
**First played for Ireland against Australia in June 1999**



**Player profile:** John Hayes  
**Position:** Prop  
**Club:** Bruff Rugby Football Club  
**Province:** Munster  
**School:** Doon CBS  
**Weight:** 122kg or 19st 2lb  
**Date of Birth:** 02/11/1973  
**Height:** 193cm or 6' 4"  
**First played for Ireland against Scotland in February 2000**



Here are the details of Ronan O Gara. Complete his player profile.

Ronan O Gara was born on the 7th March 1977 in San Diego in the USA. He was educated in Ireland at the Presentation School, Cork. He plays for Cork Constitution and is also a member of the Munster team. He played his first international game for Ireland in February 2000 in a game against Scotland. He is 180cm or 5'11" tall and weighs 83kgs or 13 st



**Player profile:** \_\_\_\_\_  
**Club:** \_\_\_\_\_  
**Province:** \_\_\_\_\_  
**School:** \_\_\_\_\_  
**Weight:** \_\_\_\_\_  
**Date of Birth:** \_\_\_\_\_  
**Height:** \_\_\_\_\_  
**First played for Ireland against** \_\_\_\_\_





● Fill in this table using the information you have about Brian O Driscoll, John Hayes and Ronan O Gara.

● Now answer the following questions

Name	Brian O' Driscoll	John Hayes	Ronan O' Gara
Date of Birth			
Club			
Province			
Height			
Weight			
Position			
Irish team debut			



1. Who is the oldest?  
\_\_\_\_\_
2. Who is the youngest?  
\_\_\_\_\_
3. Who is the tallest?  
\_\_\_\_\_
4. Who is the shortest?  
\_\_\_\_\_
5. Who is the heaviest?  
\_\_\_\_\_
6. Who is the lightest?  
\_\_\_\_\_
7. How old is John Hayes?  
\_\_\_\_\_
8. What position does the oldest play?  
\_\_\_\_\_
9. What position does the tallest play?  
\_\_\_\_\_
10. What position does the heaviest play?  
\_\_\_\_\_
11. What teams does Brian O Driscoll play for?  
\_\_\_\_\_
12. What teams does John Hayes play for?  
\_\_\_\_\_
13. Which player has played for Ireland the longest?  
\_\_\_\_\_
14. What height are you?  
\_\_\_\_\_

# The Lions tour



In 1910 a team with players from Ireland, England, Scotland and Wales went to play against teams in South Africa. They travelled during our summer which is the winter rugby playing season in the Southern Hemisphere.

The team got the name "The Lions" from an emblem on their jerseys. They travel to Australia, South Africa and New Zealand to play rugby. They have also travelled to Argentina for games. The Lions tours now take place every four years.

The New Zealand team is also known as the "All Blacks" because their team wears an all black kit. The Australian team is also known as "The Wallabies". The South African team is also known as "The Springboks".

In 2005 the Lions toured to New Zealand. The squad had 48 players. 12 of these players were Irish including the captain Brian O'Driscoll. 22 players were from England, 11 players were from Wales and 3 players were from Scotland.



- Match the team with their nickname. Draw a line to join them.

Australia	The Lions
New Zealand	The Springboks
South Africa	The All Blacks
Britain and Ireland	The Wallabies

- Explain the following words or phrases. Use a dictionary to help you. Put these words into new sentences.

emblem	various	springbok
season	southern hemisphere	squad
kit	tour	wallaby

- Only one statement in each group is true, which one is and why?

1. The Lions squad has 15 players.  
Rugby is played in the winter.  
The Lions team tour every summer.
2. Rugby is a popular game played all over the world.  
South Africa is in the Northern Hemisphere.  
Rugby is only played in Europe.
3. The 48 players are picked equally from the 4 countries.  
Every 4 years the Lions travel to New Zealand.  
The Lions team is an international touring team.

- These words are all mixed up. Can you unscramble them and write the word. They are the names of countries that play rugby.

dnlaeir	_____	wenndaaelz	_____
gnalend	_____	scairafthou	_____
stolacdn	_____	listaruua	_____



## Extension activities



- Find out:  
Why is the Australian team called The Wallabies?  
Why is the South African team called The Springboks?  
Does the Argentinean team have a nickname?



- Find the countries involved in the Lions tour on a map



- Collect pictures of rugby teams. How many players can you identify?



- Collect game statistics and make charts or graphs about the game.



- Investigate what team was regarded as the 'best' Lions team.



- Investigate the statistics of previous years Lions tours



- Research how the teams might be able to travel between the different countries.



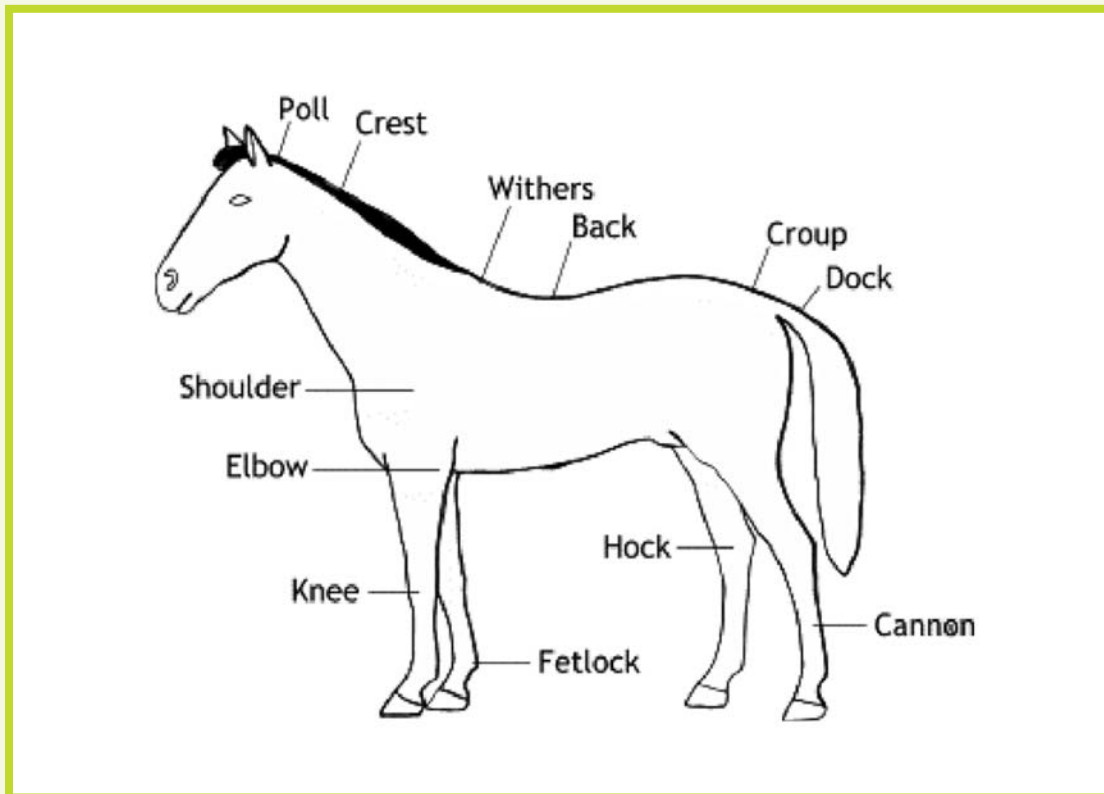
- As a group draw up the best ever Lions team using past and present players.

# Horses and ponies

## 2



Horses, ponies, zebras and donkeys belong to the same family. They have one hoof on each foot and eat grass. Horses and ponies are used by people for work and pleasure.



Horses are measured in hands. This is used because a king went to measure his favourite horse. He had nothing to measure with so he used the only thing he knew would be consistent which was the palm of his hand. Since then, the hand has been the unit of measure for horses. One hand is equal to 4 inches (10 cm in metric). Parts of a hand are given after the whole unit, 10.2 hands means ten hands and two more inches. It can also be read as just ten-two.

If the animal is less than 14 hands 2 inches fully grown it is a pony.

If the animal is 14 hands 3 inches and less than 15 hands 3 inches it is a cob.

If the animal is 16 hands or more fully grown it is a horse.

### Horse fact:

All polo ponies are called ponies even if they are bigger than 14.2 hands.

All arab horses are called horses even if they are smaller than 14.2 hands.

The smallest pony measured 3.3 hands.

The tallest horse measured 21.2 hands. He was called Sampson.

# Horses and ponies



Match the word with the correct number. The first one is done for you.

three	4
seven	6
six	9
four	1
one	3
nine	8
five	2
two	7
eight	10
ten	5



Write the number beside the word. The first one is done for you.

eighteen	<i>18</i>
sixteen	_____
twelve	_____
twenty	_____
fifteen	_____
thirteen	_____



Write the word beside the number. The first one is done for you.

11	<i>eleven</i>
19	_____
17	_____
14	_____

# Horses and ponies

- Snowball is a small pony. He is 13.2.
- Bubbles is big. He is 17 hands.
- My cob is 15 hands 2 inches, his name is Oscar.
- Mary rides Dobby, he is 13 hands 3 inches.
- John's horse Nelly is 16 hands 2 inches. His sister rides Ned who is 14 hands 1 inch.
- Star is 15 hands 1 inch tall.
- Baby is 13 hands tall.

Use this information to complete the table. The first one is done for you.

Horse	Size	Hand and inches	Pony, Cob or Horse
Snowball	13.2	13 hands and 2 inches	Pony
Bubbles			
Oscar			
Dobby			
Nelly			
Ned			
Star			
Baby			



**Now use this information to answer these questions.**

1. Who is taller Ned or Baby? \_\_\_\_\_
2. Who is shorter Dobby or Snowball? \_\_\_\_\_
3. Who is the tallest animal? \_\_\_\_\_
4. Who is the shortest animal? \_\_\_\_\_
5. Who is the tallest pony? \_\_\_\_\_
6. Who is the shortest horse? \_\_\_\_\_

# Horses and ponies



Label the picture of the horse. Use the words in the box. The first one is done for you.

Poll

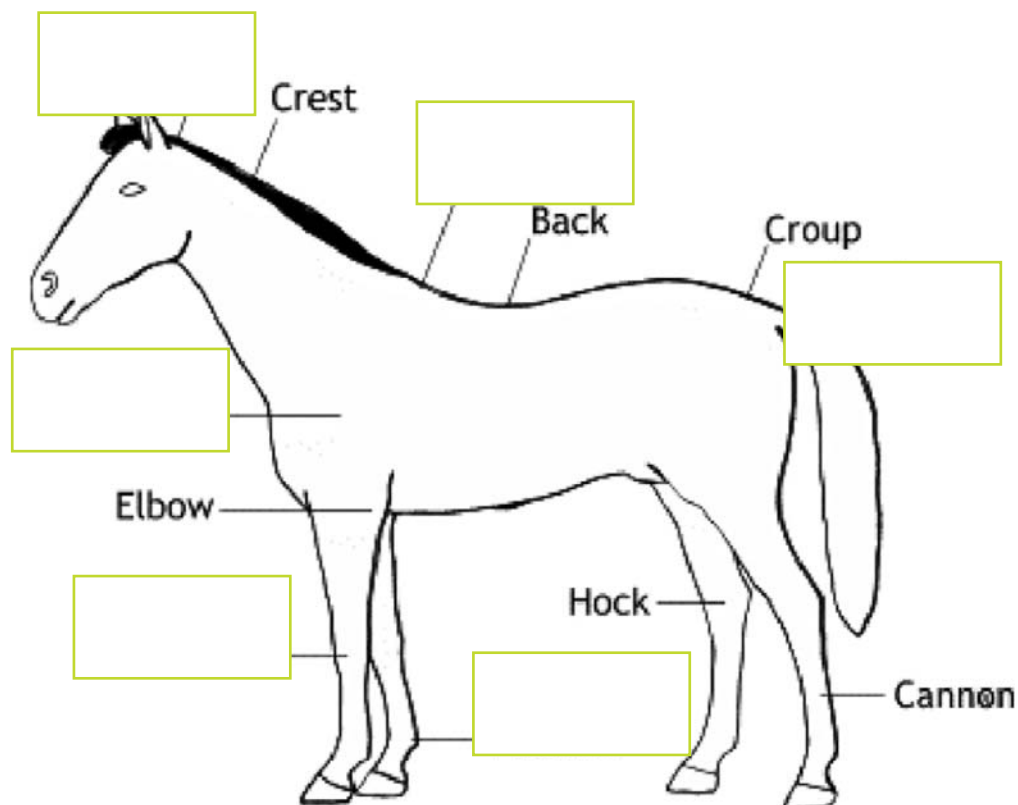
withers

Dock

fetlock

shoulder

knee



The front of the horse is called the forehand and the back is called the hindquarters or haunches. Write all the body parts into the table. One is done for you.

Forehand	Hindquarters
<i>withers</i>	



# Horse colours



Horses are many different colours. Some are the same colour all over and others are mixed colours. Their body can be one colour and their tail and mane a different colour. They can have black, white or pink skin. Each colour combination has its own name.

- A bay is a brown horse with a black mane, tail and legs. It has black skin.
- A chestnut horse is red or ginger all over. It has black skin.
- A grey horse has black skin and a mixture of black and white hairs. They can be almost white to almost black. They get lighter as the horse gets older.
- A black horse is very rare. A true black horse has black skin, black hair and a black mane, tail and legs.
- A brown horse is also very rare. It has black skin and dark brown hair with a brown tail, mane and legs.
- A palamino horse is a golden colour with a light tail and mane. It has black skin.
- A sorrel is like a palamino but is a chestnut colour. It also has a light tail and mane and black skin.
- An albino horse is all white. It has white skin, white hair and blue eyes.
- A piebald horse is white and black.
- A skewbald horse is white and any other colour. The skin is black under the coloured area and white or pink under the white area.
- A horse that is three or more colours is called coloured.



**This skewbald horse is white and brown**

# Horse colours



● Fill in the blanks in the text. The words are in the box.

white

tail

body

black

skin

mane

colour

Horses are many different colours. Some are the same \_\_\_\_\_ all over and others are mixed colours. Their \_\_\_\_\_ can be one colour and their \_\_\_\_\_ and \_\_\_\_\_ a different colour. They can have \_\_\_\_\_, \_\_\_\_\_ or pink \_\_\_\_\_.



● Each colour combination has its own name. Reread "Horse colours" and underline all the words that describe the colour of a horse like "bay".



● Circle all the colours in the "Horse colours". Can you place them in order from light to dark?

white \_\_\_\_\_  
\_\_\_\_\_ black



● Use these words in a new sentence. Look at the example

Ginger

*My daughter has curly ginger hair.*

1. Chestnut

\_\_\_\_\_

2. Golden

\_\_\_\_\_

3. Grey

\_\_\_\_\_

4. Light

\_\_\_\_\_

5. Red

\_\_\_\_\_

# Horse colours



Fill in the table with the information in the text. The first one is completed for you.

Horse type	Skin colour	Hair colour	Mane and tail colour
<i>bay</i>	<i>black</i>	<i>brown</i>	<i>black</i>

123

## Now count

How many horses have black skin?

\_\_\_\_\_

How many horse types have you written?

\_\_\_\_\_

How many have the same colour body hair as their tail and mane?

\_\_\_\_\_

How many have some white or pink skin?

\_\_\_\_\_

# Horse colours



- Use the information table to complete these sentences.

1. A black horse has \_\_\_\_\_ skin, black hair and a \_\_\_\_\_ tail and mane.
2. A palamino horse has \_\_\_\_\_ skin, \_\_\_\_\_ hair and a light tail and mane.
3. A horse with black skin and red or chestnut hair, tail and mane is a \_\_\_\_\_ horse.
4. A horse with black and white hair on a black skin is a \_\_\_\_\_ horse.
5. A sorrel horse has black skin, a \_\_\_\_\_ tail and mane and \_\_\_\_\_ hair.
6. A \_\_\_\_\_ horse has brown hair, a black tail and mane and black skin.
7. An albino horse is \_\_\_\_\_.
8. A \_\_\_\_\_ horse is all brown.



- Circle if the sentences are true/false. Use the information table to help you.

- |   |            |
|---|------------|
| 1. A piebald horse is white and brown.                        | True/False |
| 2. A coloured horse has patches of hair in two colours.       | True/False |
| 3. A skewbald horse has black and white or pink skin.         | True/False |
| 4. A grey horse has grey hair.                                | True/False |
| 5. A palamino horse has white skin and a light tail and mane. | True/False |



# Horse markings



Horses and ponies have different marks on their face. Each of these marks has its own name. Here are some of the most common ones.



star



snip



stripe



blaze



white face



interrupted stripe

The legs also have different markings



sock



stocking



pastern

# Horse markings



- Label these markings



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



- Write the marking name beside the description.

1. A narrow mark running the full length of the face. \_\_\_\_\_
2. A small mark on the forehead. \_\_\_\_\_
3. A leg with no markings. \_\_\_\_\_
4. A narrow broken mark the length of the face. \_\_\_\_\_



- Write a description beside the marking.

1. Sock \_\_\_\_\_
2. White face \_\_\_\_\_
3. Stocking \_\_\_\_\_
4. Snip \_\_\_\_\_
5. Blaze \_\_\_\_\_



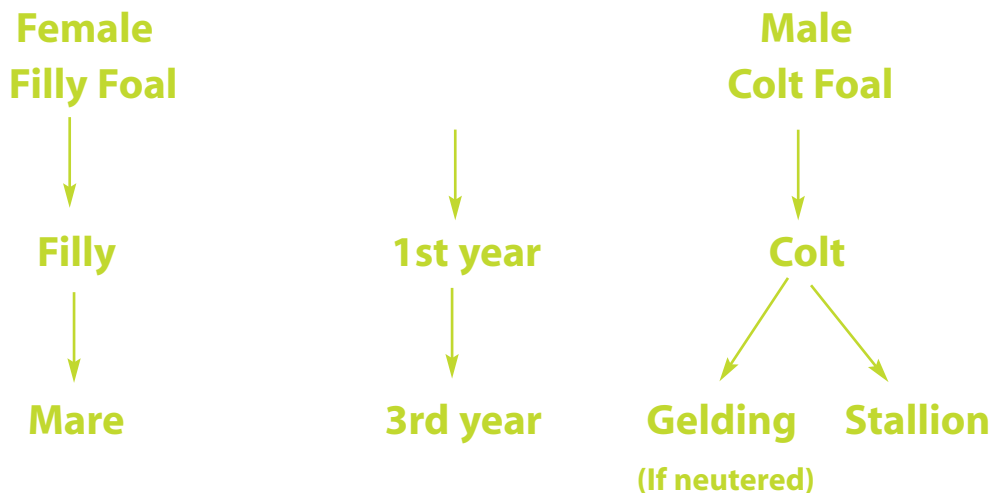
- Unscramble the horse markings words. The first one is done for you.

- (1) pitsr = *strip*
- (2) elabz \_\_\_\_\_
- (3) tapsnre \_\_\_\_\_
- (4) pins \_\_\_\_\_
- (5) sokc \_\_\_\_\_
- (6) ehiwt efac \_\_\_\_\_
- (7) ksotgnic \_\_\_\_\_
- (8) rtsa \_\_\_\_\_

# Horse development



This diagram explains horse development and gender.



● Are the following statements true or false? Tick the correct answer.

- |  |                               |                                |
|--|-------------------------------|--------------------------------|
| A foal is an animal that is less than one year.              | true <input type="checkbox"/> | false <input type="checkbox"/> |
| A filly is male.   | true <input type="checkbox"/> | false <input type="checkbox"/> |
| A mare is older than three years.                            | true <input type="checkbox"/> | false <input type="checkbox"/> |
| A colt can become a stallion.                                | true <input type="checkbox"/> | false <input type="checkbox"/> |
| A colt can become a gelding.                                 | true <input type="checkbox"/> | false <input type="checkbox"/> |
| Female animals more than three years old are called foals.   | true <input type="checkbox"/> | false <input type="checkbox"/> |
| A colt foal is female.                                       | true <input type="checkbox"/> | false <input type="checkbox"/> |
| A filly is more than one year and less than three years old. | true <input type="checkbox"/> | false <input type="checkbox"/> |



● Complete the following sentences using the information in the diagram.

A female horse under one year is called a \_\_\_\_\_. When it is older than three years it is called a \_\_\_\_\_. Between one and three it is called a \_\_\_\_\_. A male over three years can be a \_\_\_\_\_ or a \_\_\_\_\_. A younger male is called a \_\_\_\_\_.



## The stables

Figure out which stables the horses live in. Cut out the names. Place the Ballyfree stables on the table. Using the clues, place the horse in their stables.



Johnny is a bay.  
Hobnob, Tilly  
and Samson  
are grey.

Tilly's stable and  
Hobnobs stable  
face each other.

The horse in the  
stable next to  
Magic is male  
and is grey.

Magic is a  
skewbald horse.  
Bess is a black  
horse.

Tilly's stable is  
next to a bay  
horse. Bess's stable  
is also next  
to a bay horse.

Samson's  
stable is next  
to the  
feed store.



Names

Hobnob

Samson

Johnny

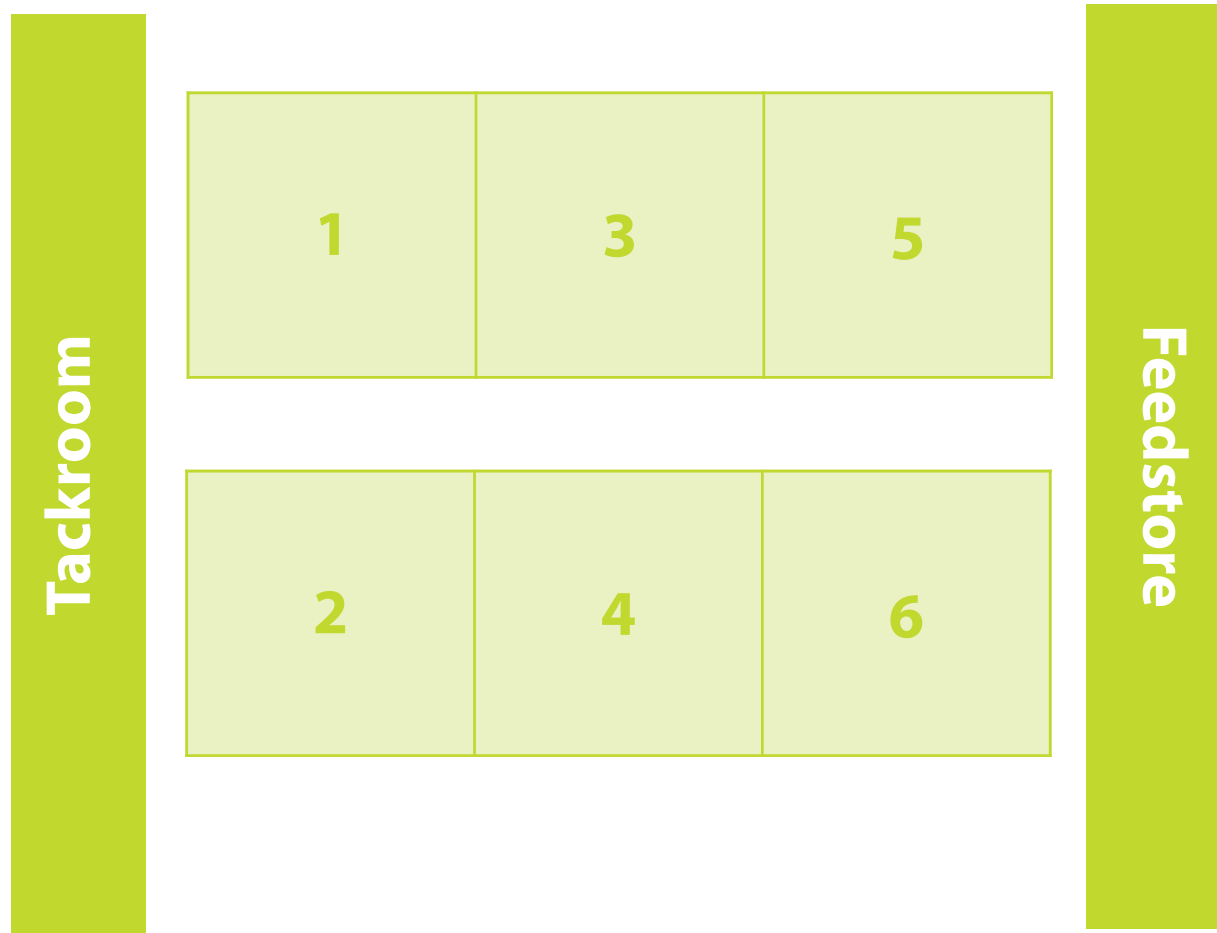
Magic

Tilly

Bess



## Ballyfree Stables



# Sport facts

## Flat racing

Racing distance is measured in furlongs. A furlong is one-eighth of a mile. Flat racing (Horses do not jump over fences or hurdles) distance is from 5 furlongs (5/8 mile or 1000 metres) to 20 furlongs (2 1/2 miles or 4000 metres). The horses start the race in stalls. The season is from mid-March to mid-November.

## National hunt (Horses jump over fences or hurdles)

All jump races are run over 2 miles (3200 metres). There are three types of national hunt races. Steeplechase is run over fences that are different sizes. It originated in County Cork when two men wanted to settle a bet. They raced their horses from the church steeple in Buttrvant to the steeple in Doneraile. Hurdle racing is run over obstacles that are 3 feet 1 inch high (just less than 1 metre). Point-to-point is run over fences on farmland in the spring and autumn.

## Polo

A polo field is 300 yards (275 metres) long and 160 yards (140 metres) wide. It is the largest field in organised sports. Two teams of four players mounted on horses compete to put a ball through goalposts. The players hit the ball with a mallet. The game is divided into six chukkers, each chukker lasts seven minutes.

## Jumping

Show jumping is a team and individual event. The horse jumps over high fences as quickly as possible. The fastest round with the least amount of fences knocked down wins.

## Dressage

Dressage was used to prepare war-horses for battle. Using side-to-side movements as well as forward and backward movements, cavalry soldiers trained their horses to be sure-footed, agile mounts that could easily move out of difficult situations. Many people say dressage is like "ballet on horseback."

## Cross country

The cross-country course has twenty-four to thirty-six fixed and solid obstacles of great variety and is ridden at a good gallop. Cross-country courses require horses and riders to be bold and smart. It also tests stamina.

# Boxing

## Tell a story

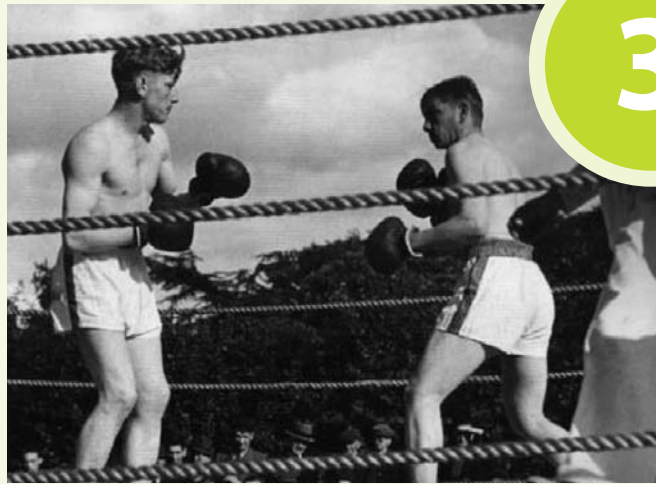


- Look at the photograph and talk about it.

When do you think the photograph was taken? Look at the clothes for a clue.

Who do you think the men in the photograph are? Why are they boxing?

Who is the audience? Why are there no women in this photograph?



3



- Create characters for the two boxers, where are they from, how old are they, what do they work at? Who do you think will win? Fill in the cards with this information.

### Boxer 1

Name \_\_\_\_\_

Age \_\_\_\_\_

Occupation \_\_\_\_\_

Address \_\_\_\_\_

Other information

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Boxer 2

Name \_\_\_\_\_

Age \_\_\_\_\_

Occupation \_\_\_\_\_

Address \_\_\_\_\_

Other information

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Give the photo a title

\_\_\_\_\_

- Why did you pick this as a title?

\_\_\_\_\_

\_\_\_\_\_



- Now, write a story about the photo using your characters and your title.

You may want to use these boxing words.

round ring gloves punch count match knock-out throw floor  
ropes winner referee judge shorts corner audience

## George's story



Well, that picture was taken in Scotland on the 4th July 1939 or 1940. That's me there on the left and the other lad was called Johnny Maguire. He was a boxer from the Liberties and I boxed for the Mount Street club. I was about 20.

We were working in Scotland at the time. A few thousand of us had gone over during the war for work. We were with an American company, Fuller, and the contract was making refill pipes for the submarine and worked in a base. I was a sheet metal worker.

That match was an exhibition fight, part of the American 4th July celebrations and the audience included Irish, Scottish and American lads. I won the match. Maguire said I hit him too hard.

I boxed for a while after I came back to Dublin. I was a lightweight and had boxed in matches in Portabello Barracks before going to Scotland. When I came back the National Stadium was built so I fought some matches there. I gave up boxing at about 25. My mother was never happy with me boxing.



Now read George's story. Is it very different to your story?

- Retell George's story.

George was a boxer from: \_\_\_\_\_

Maguire was a boxer from: \_\_\_\_\_

They were working in: \_\_\_\_\_

They went away to work because: \_\_\_\_\_

George worked as: \_\_\_\_\_

In Dublin George boxed in: \_\_\_\_\_

He gave up boxing because: \_\_\_\_\_





- Only one statement in each group is true, which one and why?

1. The Americans celebrate Independence Day on the 4th July.  
The picture was taken in Ireland.  
The fight was between John and Magill.
2. The national boxing stadium was built in 1930.  
Boxing was a popular sport during the war.  
There was no emigration from Ireland in the 1930's and 1940's.
3. There was no shortage of labourers in the UK during the war.  
Boxers live longer than non-boxers.  
George A. Fuller had a contract with the American navy.



- Fill in the blanks. Use the words in the box.

**Scotland      boxer      submarines      worker      member      company      Dublin**

My name is George Howell. I am 20 years old and I come from \_\_\_\_\_.

I am an amateur \_\_\_\_\_ and a \_\_\_\_\_ of Mount Street club. I am working as a sheet metal \_\_\_\_\_ in \_\_\_\_\_.

The \_\_\_\_\_ I work for is called George A. Fuller and we make parts for \_\_\_\_\_.

# Picture stories



- Look at these pictures, what is happening in them?  
These are all part of the same story. Put them in order and tell the story.

A



B



C



D



The correct order is \_\_\_\_\_

Story title \_\_\_\_\_

Location \_\_\_\_\_

**Character one:** Name \_\_\_\_\_

Role \_\_\_\_\_

**Character two:** Name \_\_\_\_\_

Role \_\_\_\_\_

**Character three:** Name \_\_\_\_\_

Role \_\_\_\_\_

Now write the story.

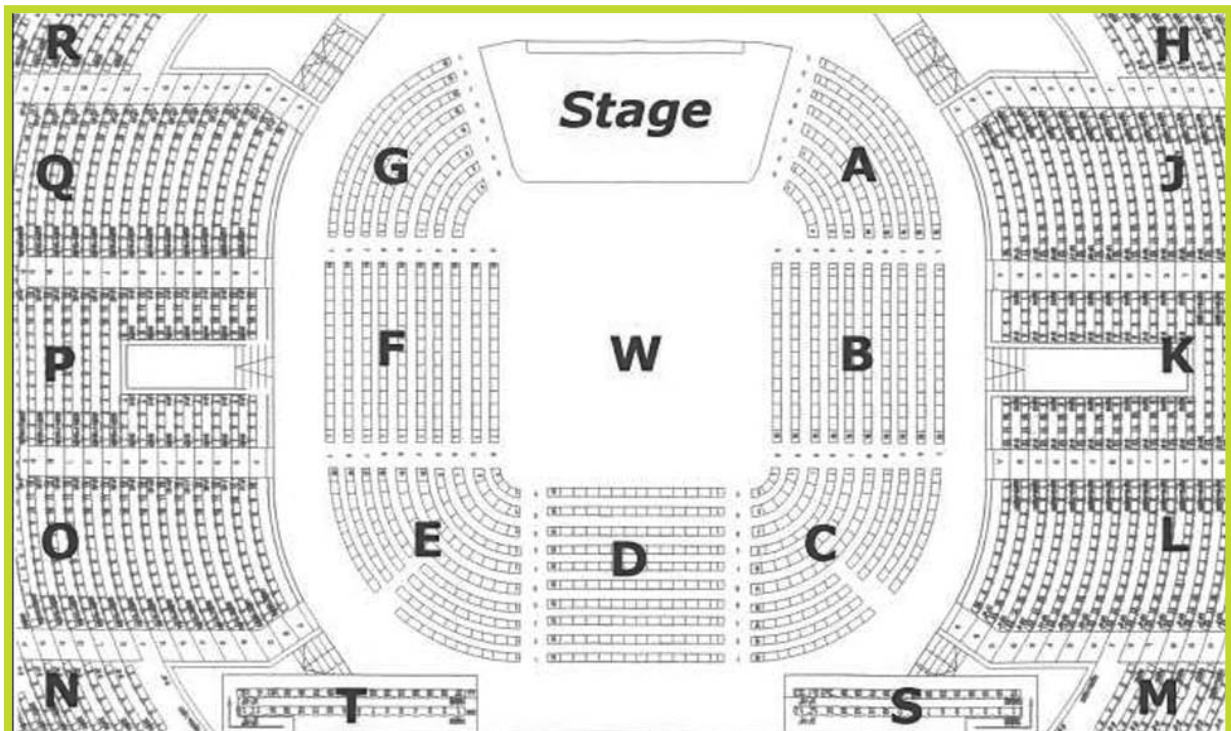
# The National Stadium

George said that he boxed in the National Stadium when it was built.

It is in South Circular Road, Dublin 8



The National Stadium was built in 1939 as the only purpose built boxing stadium in the world. It has served Irish boxing as the venue for all international competition and National Championships over 60 years. The National Stadium is famous for its boxing and other sports events, as well as being a medium-sized venue for music concerts. The facility consists of a 2000-capacity sports hall, offering snacks and light refreshments.



Floor plan of the stadium

# Seating capacity

Here is the number of seats in each area of the National Stadium.

Seating area	Number of seats
A	85
B	149
C	120
D	140
E	121
F	140
G	85
H	33
J	167
K	126
L	165
M	33
N	33
O	167
P	138
Q	165
R	32
S	32
T	32

123 ●

Now use this table and the floor plan to answer these questions.

1. Which area is directly in front of the stage?

---

2. How many seats are to the right of the stage?

---

3. Which seats do you think are the most expensive and why?

---

4. How many seats are there in the stadium?

---





● Fill in the blanks, the words are in the box

**international**

**famous**

**built**

**venue**

**facility**

The National Stadium was \_\_\_\_\_ in 1939 as the only purpose built boxing stadium in the world. It has served Irish boxing as the \_\_\_\_\_ for all \_\_\_\_\_ competition and National Championships over 60 years. The National Stadium is \_\_\_\_\_ for its boxing and other sports events, as well as being a medium-sized venue for music concerts. The \_\_\_\_\_ consists of a 2000-capacity sports hall, offering snacks and light refreshments.



● Now put these words into a new sentence

international \_\_\_\_\_

famous \_\_\_\_\_

built \_\_\_\_\_

venue \_\_\_\_\_

facility \_\_\_\_\_

● Answer the following questions with full sentences

1. Is the National Stadium used for only boxing?

\_\_\_\_\_

2. Where is the National Stadium?

\_\_\_\_\_

3. When did George box in the Stadium?

\_\_\_\_\_

4. How many people can the Stadium hold?

\_\_\_\_\_

5. What is unique about the National Stadium?

\_\_\_\_\_

# Adding “ing”

Run, jump and swim are active words, they are verbs.  
You add “ing” to the word to make it a doing word

**jump** Liam’s horse is jumping in the competition.

Add “ing” to these words and put them in a sentence.

**climb** \_\_\_\_\_

**box** \_\_\_\_\_

**walk** \_\_\_\_\_

**shout** \_\_\_\_\_

**kick** \_\_\_\_\_

**throw** \_\_\_\_\_

**fall** \_\_\_\_\_

**golf** \_\_\_\_\_

Be careful, if the word ends in **e** drop the **e** before you add “ing”.

**save** He is very good at saving goals.

Add “ing” to these words and put them in a sentence.

**cycle** \_\_\_\_\_

**score** \_\_\_\_\_

**race** \_\_\_\_\_

**tumble** \_\_\_\_\_

Be careful, if the word is short and ends in a single consonant double the last letter before you add “ing”.

**trot** The horse is trotting around the field.

Add “ing” to these words and put them in a sentence.

**jog** \_\_\_\_\_

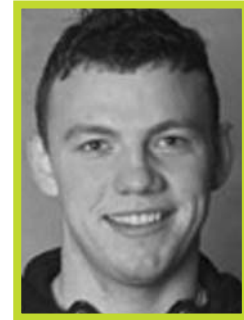
**run** \_\_\_\_\_

**swim** \_\_\_\_\_

**win** \_\_\_\_\_

## Irish boxers

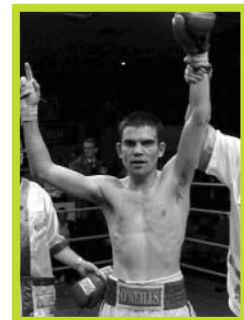
**Andy Lee** is a young boxer from Castleconnell in Limerick. He trained with the St. Francis club. The young southpaw was the only Irish boxer to qualify for the 2004 Olympic games. He was beaten by the boxing champion of Cameroon in the quarter finals.



He was the winner of the national senior championship in 2003 and 2004. In 2004 he was awarded a Texaco Sport Star award. The award panel said he boxed with great courage, maturity and skill. He wants to go to America to become a professional boxer but may stay in Ireland until after the 2008 Beijing Olympics. He is in the middleweight division.

**Francie Barrett** is from Galway.

He represented Ireland in the Olympics in Atlanta in 1996. He carried the flag for the team in the opening ceremony. Steve Collins is his hero.



He is now a professional boxer in England. He lives in Wembley and his manager is Mick Hennessey. He is ranked number 4 in Europe in the light welterweight division. He wants to win the European title. If he does he will qualify to try for the World title.

**Bernard Dunne** is from Neilstown in Dublin.

He is a featherweight boxer and has turned professional. He went to America for 3 years and was trained by Sugar Ray Leonard. He has come back to Ireland to continue his career. He has not been beaten in any of his professional fights.





● Read the statement and write down the name of the boxer it describes. The first one is done for you

- |     |   |                 |
|-----|---|-----------------|
| 1.  | He is from Limerick.                      | <i>Andy Lee</i> |
| 2.  | He is from Galway.                        | _____           |
| 3.  | He is from Dublin.                        | _____           |
| 4.  | He is a featherweight boxer.              | _____           |
| 5.  | He is a professional boxer in England.    | _____           |
| 6.  | He was trained by Sugar Ray Leonard.      | _____           |
| 7.  | He was awarded a Texaco spots star award. | _____           |
| 8.  | He is unbeaten as a professional.         | _____           |
| 9.  | He carried the flag in the Olympics.      | _____           |
| 10. | He boxes with his left arm.               | _____           |



● Circle the correct word to make the statement true. The first one is done for you.

1. Francie Barret is a professional boxer in England / America.
2. Bernard Dunne is a featherweight / middleweight boxer.
3. Francie's trainer / manager is Mick Hennessey.
4. Andy Lee won / lost the Olympic quarter final.
5. Andy fought in the 2004 / 2000 Olympics.
6. Andy / Francie carried the flag for the Irish team.
7. Bernard lives in America / Ireland.
8. Francie wants to win the Irish / European title.
9. Bernard is from Neilstown / Castleconnell.
10. The 2008 Olympics are in Atlanta / Beijing.



# Boxing words



- Here are some boxing words and their meanings.

<b>bout</b>	A boxing match.
<b>round</b>	A timed section of a match. A round is normally two or three minutes with a break of 1 minute before the next round.
<b>southpaw</b>	A boxer that leads with his left hand.
<b>count</b>	The referee counts from 1 to 10 seconds when a boxer is knocked down. If they do not get up in this time they are out.
<b>hook</b>	A short sideways power punch.
<b>weigh in</b>	Weighing the boxers to make sure they are the right weight for this division.
<b>combination</b>	A series of punches
<b>clinch</b>	When the boxers hold each other and cannot punch.



- Put these words into two sentences. The first one is done for you.

combination *George hit Johnny with a great combination.*  
*A left jab followed by a straight right is a good combination.*

**bout** \_\_\_\_\_  
\_\_\_\_\_

**round** \_\_\_\_\_  
\_\_\_\_\_

**southpaw** \_\_\_\_\_  
\_\_\_\_\_

**count** \_\_\_\_\_  
\_\_\_\_\_

**hook** \_\_\_\_\_  
\_\_\_\_\_

**weigh in** \_\_\_\_\_  
\_\_\_\_\_

**clinch** \_\_\_\_\_  
\_\_\_\_\_

## Weight divisions

In boxing the boxers are divided by weight. This makes the competition fair. Boxers are not placed against others much bigger than them.

This table shows the Olympic boxing weight divisions.

Name of division	Weight
Light flyweight	Under 48 kilos
Flyweight	Up to 51 kilos (more than 48kg but less than or equal to 51kg)
Bantamweight	Up to 54 kilos (more than 51kg but less than or equal to 54kg)
Featherweight	Up to 57 kilos (more than 54kg but less than or equal to 57kg)
Lightweight	Up to 60 kilos (more than 57kg but less than or equal to 60kg)
Light welterweight	Up to 63.5 kilos (more than 60kg but less than or equal to 63.5kg)
Welterweight	Up to 67 kilos (more than 63.5kg but less than or equal to 67kg)
Light middleweight	Up to 71 kilos (more than 67kg but less than or equal to 71kg)
Middleweight	Up to 75 kilos (more than 71kg but less than or equal to 75kg)
Light heavyweight	Up to 81 kilos (more than 75kg but less than or equal to 81kg)
Heavyweight	Up to 91 kilos (more than 81kg but less than or equal to 91kg)
Super heavyweight	Over 91 kilos

Andy Lee is 75 kilos. He is a middleweight boxer.

Francie Barrett is 63 kilos. He is a light welterweight boxer

Bernard Dunne is 57 kilos. He is a featherweight boxer.

## Problem solving

123 ●

What boxing division am I?

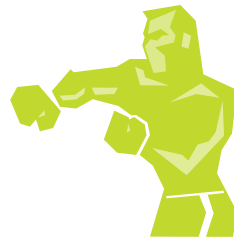


More than 54kg but less than 57kg	Less than 75kg but more than 71kg
More than 91kg	More than 57kg but less than 60kg
This boxer is 50kg	Less than 81kg but more than 75kg

Place in the centre of the table.



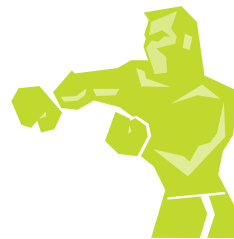
**I am a featherweight  
boxer**



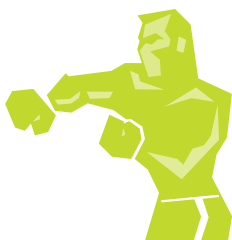
**I am a light  
heavyweight boxer**



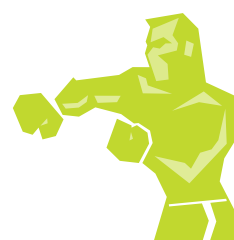
**I am a flyweight  
boxer**



**I am a super  
heavyweight boxer**



**I am a middleweight  
boxer**



**I am a lightweight  
boxer**

# Irish medal winners



These Irish boxers won medals in the Olympic Games. Fill in the weight divisions. The first one is done for you.

Name	Division	Weight	Year	Medal
John McNally	<i>bantamweight</i>	Up to 54kilos	1952	Silver
Fred Tiedt		Up to 67 kilos	1956	Bronze
Tony Byrne		Up to 60 kilos	1956	Bronze
Fred Gilroy		Up to 54 kilos	1956	Bronze
John Caldell		Up to 51 kilos	1956	Bronze
Jim McCourt		Up to 60 kilos	1964	Bronze
Hugh Russell		Up to 51 kilos	1980	Bronze
Michael Carruth		Up to 67 kilos	1992	Gold
Wayne McCullough		Up to 54 kilos	1992	Silver



Use this information to answer the following questions.

1. Who is the heaviest boxer?

---

2. What medal did Hugh Russell win?

---

3. How many of the boxers weigh less than 59 kilos?

---

4. What weight is Wayne McCullough?

---

5. How many medals were won in 1992?

---

6. How many bantamweight boxers won medals?

---

7. In your opinion what year was the most successful for Irish boxers and why?

---

---



# Junior Champions



This table shows the winners in the 2004 National Junior Championship. Some of the information is missing. Use the clues to complete the table. The first one is done for you.

Name	Club	Weight
Anthony Crampton	St. Broughan's	
	St. Michael's	Less than 51 kilos
	St. Aidan's	
J.P. McDonagh		Less than 57 kilos
Martin Stokes		Less than 81 kilos
	Moate	
	Clonmel	Less than 48 kilos
John Joe Joyce	St. Michael's	Less than 54 kilos

- John Joe Joyce weighs 53 kilos.
- Martin Stokes boxes for Crumlin club.
- The boxer from St. Broughan's is in the "up to 91 kilos" division.
- J.P. McDonagh boxes for St. Paul's club.
- The "up to 60 kilos" division was won by a boxer from St. Aidan's club.
- Kevin Fennessy is under 48 kilos.
- The boxer from Moate boxes in the "up to 75 kilos" division.
- David Oliver Joyce is from St. Michael's. club and he is 50 kilos.
- Thomas Dwyer is 59 kilos.
- David Joyce is from Moate.



- Fill in the blanks.

David Joyce is from \_\_\_\_\_.

Martin Stokes is from \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ box for St. Michael's club.

\_\_\_\_\_ is from St. Broughan's club.

Thomas Dwyer is from \_\_\_\_\_ club.

## Extension activities

123

Draw a diagram of a boxing ring.

Mark the length, width and height off the ground.

What is the distance between each rope?

What is the area of the floor?

Are all boxing rings the same size or do different fights have different size rings?

123

Other sports have divisions based on weight, for example sailing and judo. Find out the different weight divisions in these sports.

123

Find out about other sports facilities and their size in your area.

National sport facilities such as Croke Park and Lansdowne Road are very big. Draw a seating plan of them. How many people can attend an event in each?

What other uses are these facilities used for?

Have you attended any type of event at a sport stadium? Talk about it.

123

Find the National Stadium on a map of Dublin.

Write out the route you would drive from your home to the stadium.

Check the bus or train route from your home to the stadium and get the timetable.

What route would you take? How long will it take you? How much will the fare cost you?

# Gaelic Athletic Association (GAA)

4



Here is the club notice board for Streamstown GAA club.

## Weekly training schedule

Monday	Senior hurling Under 14 hurling	Thursday	Senior football Under 14 football
Tuesday	Under 18 football girls Under 18 football boys	Friday	Under 10 hurling Under 10 hurling
Wednesday	Senior camogie Under 14 camogie		

**All players and trainers must attend**

## February match fixtures

Saturday 5th February	Under 14 hurling Senior Camogie	At home Away: Galway
Saturday 12th February	Under 14 football Under 18 football girls	Away: Dublin At home
Sunday 13th February	Senior football	At home
Sunday 20th February	Under 18 hurling	At home
Saturday 26th February	Senior hurling Under 10 hurling	Away: Limerick At home
Monday 28th February	Under 18 hurling	At home

# Paddy Ryan

Paddy Ryan is a very busy man in the Streamstown GAA club.

He is 24 years old and plays on the senior football team.

He is the trainer of the under 18 hurling team.

He is the assistant trainer of the senior camogie team.



- Here is a blank calendar for February. Fill in Paddy's match and training schedule for the month using the information on the club noticeboard. The first one is done for you.

February 2005						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5 <i>Senior camogie Match in Galway</i>
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					



- Fill in a calendar for the month with your activities.

# The notice board



- Read the club notice board and answer the following questions

1. What teams train on Thursday?

\_\_\_\_\_

2. What day does the senior camogie team train?

\_\_\_\_\_

3. Where will the senior hurling team play on the 26th February?

\_\_\_\_\_

4. Who will play a match in Dublin and on what date?

\_\_\_\_\_

5. How many home matches will be played at the Streamstown club in February?

\_\_\_\_\_



Did you see that the days of the week were shortened to fit on the calendar?

Write the shortened form of the day

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

Saturday \_\_\_\_\_

Sunday \_\_\_\_\_



You can do the same with the months of the year. Match the word with the shortened form. The first one is done for you.

August	Nov
February	Oct
April	June
January	Aug
December	July
July	Sept
March	Feb
May	May
October	Apr
June	Mar
September	Dec
November	Jan

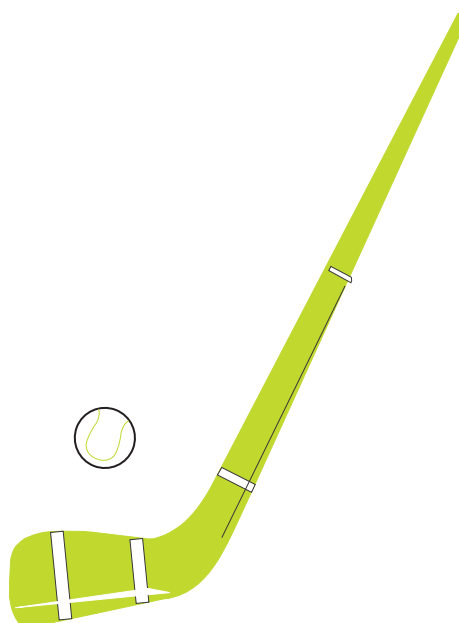


# Hurling

Hurling is the oldest field game in Europe. It can be found in Irish folklore for at least 2000 years. It is a game played between two teams.

The stick, or "hurley" (called camán in Irish) is curved outwards at the end, to provide the striking surface. The ball or "sliothar" is similar in size to a hockey ball but has raised ridges. Each team tries to score by hitting the sliothar in the goal for 3 points or over the crossbar for one point.

**The sliothar has raised ridges**



● Fill in the blanks. The words are in the box.

stick	hurley	surface	end	field	ridges	ball
-------	--------	---------	-----	-------	--------	------

Hurling is the oldest \_\_\_\_\_ game in Europe. It can be found in Irish folklore for at least 2000 years. . It is a game played between two teams. The \_\_\_\_\_ , or \_\_\_\_\_ (called camán in Irish) is curved outwards at the \_\_\_\_\_, to provide the striking \_\_\_\_\_. The \_\_\_\_\_ or "sliothar" is similar in size to a hockey ball but has raised \_\_\_\_\_.

# Gaelic football



Gaelic football is a fast and exciting field game unique to Ireland. It can be described as a mixture of soccer and rugby, but is a lot older.

There are 15 players on a team. The aim of the game is to kick, hand-pass or fist a leather ball into the opponent's goal to score three points. If the ball goes over the crossbar, then one point is scored. Each game lasts for 70 minutes with two halves of 35 minutes each.

Gaelic football is a modern, fast and enjoyable sport. Almost 2,600 clubs promote the game and there are branches of the Gaelic Athletic Association in England, Scotland, USA, Canada, Australia, parts of Asia and in most countries in Europe.

The Sam Maguire Cup is presented every year to the winners of the All-Ireland Football Championship. Kildare were the first county to win the trophy in 1928. In 2005, Tyrone won the Sam Maguire trophy. Kerry have won the Sam Maguire a total of 23 times, more than any other county.

The trophy was designed to look like a giant Ardagh Chalice and was made in Dublin by the Hopkins & Hopkins Company. After years of wear and tear the trophy was replaced by a replica in 1988.





- Are the following sentences true or false ?

The first one is done for you.

1. Gaelic football is an Irish game. \_\_\_\_\_
2. It is only played in Ireland. \_\_\_\_\_
3. There are 11 players on the team. \_\_\_\_\_
4. You cannot handle the ball. \_\_\_\_\_
5. The winners of the All Ireland football championship receive the Sam Maguire cup.  
\_\_\_\_\_
6. Dublin has won the championship 24 times. \_\_\_\_\_
7. The first championship was played in 1924. \_\_\_\_\_
8. The Sam Maguire cup was made in Dublin. \_\_\_\_\_
9. You can score 1 point by kicking the ball into the net or over the crossbar.  
\_\_\_\_\_
10. Gaelic football is the same as Australian Rules Football. \_\_\_\_\_



- Underline these words in the text "Gaelic football" and explain what they mean.  
crossbar, modern, trophy, replica, unique, field game, opponent, promote.



- Now make a new sentence with each of these words. The first one is done for you.

crossbar	<i>Paddy kicked the ball over the crossbar and got 1 point.</i>
modern	_____
trophy	_____
replica	_____
unique	_____
field game	_____
opponent	_____
promote	_____

# Colm Cooper

Colm Cooper is a young football player on the Kerry team. He also plays for Dr. Crokes in Killarney. He is a 2004 All-Star footballer.



- Here are some questions he was asked in an interview and the answers. They got mixed up. Can you write the answer to each question. The first one is done for you.

1. What has been your greatest moment in sport so far?

**Winning the county championship with Dr. Crokes in 2000.**

2. What advice would you give to young players?

---

---

3. Which player do you admire the most?

---

---

4. Which is the toughest team you have ever faced?

---

---

5. Do you play any other sports?

---

---

The answers

- I used to play some soccer but I don't have much time for it now. I play a little bit of golf.
- You should listen to your coach and train hard.
- Winning the county championship with Dr. Crokes in 2000.
- Tyrone, they are very tough.
- Seamus Moynehan, he is one of the most complete footballers in history.
- Now read this sentence



- Look at this question and answer.

Which is the **toughest** team you have ever faced?

Tyrone, they are very tough.

Do you see how the "gh" makes an "f" sound?

These words have the same sound     rough     trough     cough

rough     The ground was very rough and I stumbled with the ball.

cough     Gemma can't play in today's game because she has a bad cough.

trough     Michael put the food in the trough for the pigs.



- Put these words into a sentence.

coughing \_\_\_\_\_

rougher \_\_\_\_\_

trough \_\_\_\_\_

toughest \_\_\_\_\_



- Now read this sentence

The trainer did not call the players because his **telephone** was not working.

In telephone the "ph" also makes an "f" sound:

These words have the same sound

dolphin     elephant     phase     photograph     physical



- Put these words into a sentence

photograph \_\_\_\_\_

elephant \_\_\_\_\_

physical \_\_\_\_\_

dolphin \_\_\_\_\_

phase \_\_\_\_\_



# Camogie



Camogie is a GAA sport, like hurling, that women play. The first camogie match was in 1904 in Navan between two Dublin clubs , Keatings and Cuchulains. Keatings won the match by 1 to 0.

The game is very similar to hurling with only some small differences in the rules. This includes the clothing that is worn. In hurling the players wear shorts, in camogie they wear a divided skirt. In hurling the goalkeeper wears a different shirt to the rest of the team, in camogie all players wear the same shirt.

The game recently celebrated its centenary or 100 years since it was founded. One of the special events was naming the Team of the Century. The greatest women in camogie were chosen. What team was it?

One of these woman is Deirdre Hughes. She has the honour of being the only player named that is still playing for her county.



**Camogie Team of the Century with Deirdre Hughes sitting in the front row on the right**



- Circle the correct word to make the statement true. The first one is done for you.

1. Camogie is similar to hurling / hockey.
2. The first camogie match was played in Dublin / Navan.
3. The goalkeeper wears a shirt that is different / identical as the other players.
4. Deirdre Hughes has on the team of the century / year.
5. Deirdre still plays for her country / county.

- Look at these two sentences.

The goalkeeper wears a shirt that is **the same as** the other players.

The goalkeeper wears a shirt that is **identical to** the other players.

These sentences say the same thing using different words.



- Rewrite these sentences changing the underlined word so that the meaning is the same. The first one is done for you.

1. Camogie is very similar to hurling.

*Camogie is like hurling.*

2. The game recently celebrated its centenary.

---

3. Camogie is a game played by women all over Ireland.

---

4. Camogie and hurling is played with a stick called a hurley.

---

5. The game is played on a pitch that is 137 metres long.

---

6. The pitch is about 82 metres wide.

---

# Counties and provinces

There are 4 provinces in Ireland. This division is used by the GAA to organise intercounty and national games. Each province has its own symbol and each county wears its county colours.

The symbol for Leinster is a harp in the centre of a shield.

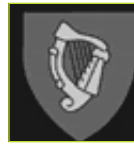
The symbol for Ulster is a hand and a cross on a shield.

The symbol for Munster is 3 crowns on a shield.

The symbol for Connacht is divided in two with a hand with a dagger on one side and a bird on the other side.

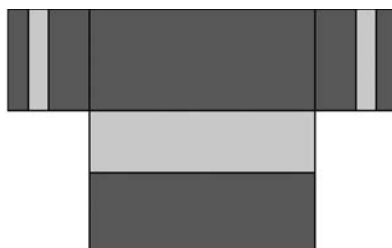


Write the province under the symbol



\_\_\_\_\_

Here is the shield and the county colours of Donegal.



Draw or describe you county shield and colours.

# Counties and provinces



- Each province is divided into counties. Here is a list of the counties. Write them into the table under the correct province.

Galway	Offaly	Cavan	Meath
Leitrim	Mayo	Down	Antrim
Clare	Waterford	Armagh	Westmeath
Tyrone	Cork	Kilkenny	Sligo
Monaghan	Longford	Dublin	Wexford
Tipperary	Kildare	Laois	London
Roscommon	Louth	Limerick	
Wicklow	Sligo	Donegal	
Carlow	Kerry	Derry	

**GAA fact:** London is a city in England but has a large GAA following and takes part in Irish games. It is listed by the GAA as a county in Connacht.

Leinster	Munster	Connacht	Ulster
		Galway	

## Extension activities



Look at all the different ways a date is written. Look at calendars and diaries. Look at newspapers and TV guides. Listen to how people say the date.



What is the training schedule for the GAA club in your area. Can you enter this schedule on a calendar?



Look at different types of sport pitches and fields. What sizes are they?  
Use these words to describe them: longer, shorter, bigger, smallest.



Look at the drawings of the different pitches. What shapes can you see?



# Dancing

5

**Do you want to learn to dance?**

**Do you want exercise?**

**Do you want fun?**



**Then join our new  
Dance classes**

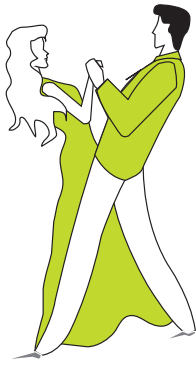


**Every Saturday in the leisure centre  
2.00 p.m. to 4.00 p.m.**

**The first lesson is free**

**? Hmmm, I wonder what type of dancing?**

**? I would love to go but I do not have a  
dancing partner**



We like ballroom dancing.



I dance the Flamenco.



I enjoy tap and jazz dance .



Ballet dancing needs skill  
and is graceful .



I belly dance, it is  
great exercise.



I wear my boots for line dancing.



We prefer Salsa and  
Latin dance.



Hip hop and disco  
keep me fit.



Irish dancing is my favourite .



We like all types of dance .



So, what type of dance do you like?

# Dancing



There are many different types of dance.

Here are some things you need to think of before you choose one.

- Do you need a dancing partner?
- Is it part of a large group?
- Is it fast or slow?
- Is it suitable for all ages?
- Do you need special dance shoes?
- Will you wear a dancing costume?
- What type of music is needed?
- Do you need dance lessons?

## Irish dancing



Riverdance has made traditional Irish dancing famous all over the world. Irish people were dancing long before Riverdance. Dancing and music was part of life when a large group of people were together. In the 1700's dance masters travelled around the country teaching dancing in towns and villages. Each master had his own steps. Each area today still has a version of its own dance. The dancing can be solo, group or set dancing. Women wear soft or hard shoes and men wear hard shoes. Irish dancing costumes can be very elaborate. Traditional Irish music is played for the dancers. A ceili is an occasion when many dancers and musicians come together for an evening of dancing and enjoyment.

## Ballet dancing



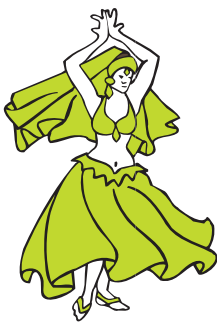
Ballet is a very old type of dance. It began as a dance in the royal households in Italy and France. The first ballet teacher began teaching in France in the 1600's. Female dancers are called ballerinas. They wear skirts called tutus which are short and made of netting or satin material. Their shoes are soft with stiff toes so they can stand on their toes. Male ballet dancers wear soft shoes. They need to be very strong to lift the women up high. All ballet dancers wear tights. Traditional ballet is danced to classical music. Modern ballet can have any music.

## Flamenco dancing



Flamenco comes from the South of Spain. It is a tradition with dancing, singing and guitar playing. The songs tell stories about the region. The dancers wear traditional, layered dresses, in bright colours. The dancers clap as they dance to the guitar music.

## Belly dancing



Belly dancing started as a folk dance in the Middle East. Dancers in many countries in Africa and Asia have traditional dances that move the body and hips. When these dances became popular around the world they were called belly dances. This is because it looks like the belly wiggles in the dance. A belly dancing costume is in two parts and you can see the dancers belly. Some costumes will have rattling coins and scarves that sway with the dancer. Belly dancers do not wear any shoes. The music is traditional music from the Middle East. You do not need a partner for this dance.

## Line dancing



Line dancing is popular all over the world but it started in Western America. There are many dances that are popular with country and western music. It can be hard to find a dancing partner so line dancing was invented. The dancers stand in lines and dance the steps to the music. You can wear jeans, cowboy boots and a cowboy hat when you are line dancing.

## Tap and jazz dance



This was made famous by old Hollywood black and white movies. It started as a mix of Irish solo dancing, English clog dancing and African dance movements. These became one dance style that was found among slaves in America. In the 1930's tap and jazz dance became popular through the movies. The dancers can dance alone or together. They wear shoes with metal plates and tap out foot steps in time to the music.

## Hip hop and dance



Modern music culture has developed new dance styles. Hip hop is danced to rap and funk music. Moves include popping and locking. You dance on the beat of the music. Free style dancing is dancing the way you want to when listening to pop and dance music. You can wear what you want and dance alone or in a group.

## Salsa dancing



This dance is popular in Cuba and other South Latin American countries. It is usually danced by a couple. It comes from hot countries and the women normally wear bright costumes. It is now popular in Ireland because it is a great form of exercise. Many people go to Salsa classes instead of aerobics. The classes are good fun and are a good way to meet new people.

## Ballroom dancing



It is called Ballroom dancing because the dances are held in a large room with many people dancing in couples. There are many different dances such as the waltz and the foxtrot. Each dance has a different piece of music to dance to. The ladies wear long floating gowns and the men wear suits with tails.

## Dance sport

Ballroom, Latin American and Rock and Roll dance are now seen as an international sport with strict rules and regulations. International and world competitions are held every year. Many of the best dancers have become professional sport dancers. Dance sport will soon be an Olympic event. The sections and dances are

### Standard

Waltz  
Tango  
Viennese Waltz  
Slow Foxtrot  
Quickstep

### Latin American

Samba  
Cha Cha  
Rumba  
Paso Doble  
Jive

### Rock and Roll

Rock n Roll  
Boogie Woogie  
Lindy Hop



## Still not sure?



Are you still not sure what style of dancing is the right one for you? Well, go and find out more information about each dance style.

- Visit your local leisure centre and ask do they have dance classes.
- Look up "Dance lessons" and "Dance studios" in the telephone book and ask about classes. Always ask can you visit during a lesson to see what it is like before you pay any money.
- Ask your friends. Do any of them go dancing?
- Watch dance programmes on the television. Many channels now have reality programmes about dance competitions and dancers, like BBC1 "Strictly Come Dancing"
- Watch a dance film. Dancing is so popular with people that many movies have been made about it. These may help you decide if dancing is for you.

## Dancing at the movies



These films are about dancing or have a lot of dancing in them.  
What style of dance is in each film?

- |                        |                        |
|------------------------|------------------------|
| ● Saturday Night Fever | ● Moulin Rouge         |
| ● Singing in the Rain  | ● Holiday Inn          |
| ● Grease               | ● Titanic              |
| ● Strictly Ballroom    | ● Footloose            |
| ● Flashdance           | ● Lambada              |
| ● Dirty Dancing        | ● The Full Monty       |
| ● Chicago              | ● Beauty and the Beast |
| ● Fame                 | ● The Commitments      |



## Famous dancers

Do you know of any famous dancers?

What style of dancing are they famous for?

Do they have any special steps or moves?

Have they been in any dancing movies?



## Clubbing and dance music

Pop and techno music is great for dancing. Every weekend clubs all over Ireland are full of people listening to the latest music and dancing. Many DJs mix their own records in clubs and get the crowd dancing. D.J.'s have their own style of mixing records and many write and play their own music. The best DJ's travel all over the world to play their music.

Most clubs play a mixture of music to suit everyone. Some nights they have special themed nights when they play only one style of music or music from one time or decade.

If you went to a 1980's club night what music would you hear?

If you went to a 1960's club night what clothes would you wear?

What would you expect to see and hear if you went to a 1970's night?

Do you go clubbing? What music do you like?

Who is your favourite music artist?

Do you have a favourite DJ?

## More to find out



Each type of dance has its own beat and rhythm.

Listen to the beat and clap to it.

Listen to the beat and stamp your feet to it.

Listen to the beat and move in time to it.

Congratulations, now you are dancing!



Each type of dance has a style of music and particular instruments. Find out what instrument suits each style of dance. For example flamenco dancing is always accompanied by guitar music.



Perform a dance that you know.

Call out the steps as you move.

Write or draw the steps of the dance.

Can you see the pattern in the steps?



Listen to a piece of music you like.

What steps would fit this piece of music?

Perform these steps and write them down.

Now make up more steps until you have created a dance for the complete piece of music.

Congratulations, now you are a choreographer!

# Walking

6

## Getting started

This is Margaret. She is a busy woman. She works in a supermarket and has three children. She works at the till in the supermarket five days a week from 10am to 6pm. This means she spends a lot of her day sitting down. When she gets home she cooks dinner and helps the children with their homework. Like most women she has very little time to herself. She knows that all the sitting down at work is not good for her and she would like to start being active. She does not know what type of activity is best or how to start. She wants an activity that will not cost too much.



## What do you think?

What types of physical activity could Margaret do?

What is the first thing she should do before she starts to get active?

While she was in the local Health Centre she picked up some leaflets about health and exercise.

To get started, try and be more active at home and at work each day. You will be surprised how a walk to the shops and some gardening can add up to 30 minutes of activity in your day.

### At home

- Give the car a rest. Walk or cycle to the shops, bank and church.
- Walk the dog or take the family for a walk.
- Tackle housework - sweep, scrub and vacuum.
- In the garden - rake leaves, pull weeds and mow the lawn.
- Play active games with your children, for example hide and seek, follow the leader and ball games.
- When doing gardening or housework, take good care of your back and avoid overusing any one muscle group.
- Change from one activity to another every 15 to 20 minutes.

### At work

- Cycle or walk at least some of the way to work.
- Walk during your lunch break.
- Stretch at the desk.
- Move about during the day.
- Climb the stairs.

### At leisure

- Share some of the activities with a friend or partner.
- Check out sports clubs and exercise classes.
- Look out for your nearest Slí na Sláinte Route



## Join Margaret



Why don't you and a friend join Margaret and start being active together?

For most people, increasing physical activity levels should not pose a serious health hazard but you can never be too careful. If you have a history of heart problems or other major illness, talk to your doctor before you start.

Margaret has chosen walking as a good exercise for her. She can fit it into her week and it does not need expensive equipment or club membership.

Here are three ideas she has about fitting in walking time in her week.

- She gets the bus to work. She is always in a hurry in the mornings. In the evenings she thinks she might get off the bus a few stops earlier and walk the rest of the way home.
- She visits her friend Anne for a chat one evening a week. She will ask Anne to walk with her and chat instead of sitting and drinking tea.
- The three children are always full of energy. At the weekend she can bring them out for a long walk in a park or green area.

## What do you think?

How can you fit walking into your week?

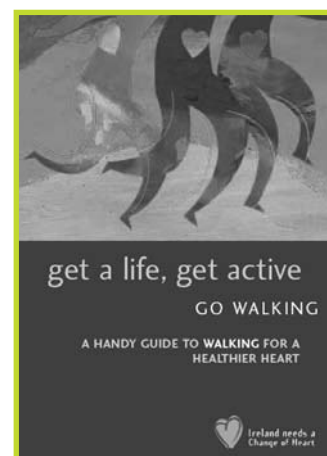
# Things to know before you go

Ideas from the Irish Heart Foundation.

The doctor gave Margaret this leaflet, all about walking, with these tips.

1. **Safety first.** Be safe! Be seen! Wear reflective bands when it's dark. In isolated areas, walk with a companion, or with a dog. Tell a family member or friend where you are going and how long you plan to be.
2. **Start slowly.** There's no need to walk five miles every morning. Just start at your own pace, increasing it gradually over a few days or weeks until you are walking at least thirty minutes most days.
3. **Good shoes.** If your feet aren't comfortable, you won't continue walking. Use comfortable runners, or invest in a good pair of walking shoes. If you walk to and from work, to the car or bus or train, consider leaving your work shoes in the office so you can walk through town in your runners.
4. **Supplies.** Walking will be more pleasurable if you prepare for the little mishaps that may occur. A small bag that you can simply 'grab and go' can make all the difference. It could contain, for example, water, tissues, suncream, sunglasses, a few plasters and a few Euro.
5. **Be careful.** If you have health problems or concerns, consult your doctor before you start walking.
6. **Breathing.** Breathe deeply as you walk because it brings more oxygen into your body, which in turn helps to burn the calories and tone the muscles.
7. **Water.** Drink a glass of water before and after you walk.
8. **Keep a diary.** Many people like to keep a diary or a log of their walking progress. You may want to get a notebook to keep track of how far or how long you walk each day.
9. **Find a friend.** Go walking with a friend. This will give you an added incentive to keep going. It will also ensure that walking is safer for you.
10. **Clothing.** Whether you're walking to the office in your work clothes, or heading out in a track suit, it's also a good idea to wear layers so that you can peel off the sweater and raincoat or put them on again as the weather dictates.
11. **Warm up.** Gradually warm up at the beginning and cool down at the end by walking at a slower pace, stretching your arms and legs.

Get this leaflet from: Your Local Health Centre or  
The Irish Heart Foundation  
[www.irishheart.ie](http://www.irishheart.ie)





# Walking equipment

Margaret and Ann went to the local sport shop to buy walking shoes. They had their feet measured and then looked at the styles available. The sales assistant told them that regular runners are not good for walking. Good walking shoes support the ankle, are well cushioned and have room for your toes to spread.

They also looked at a pedometer. This measures the distance you have walked in miles or kilometres and the number of steps taken. Margaret bought a pedometer. She wants to know how far she walks especially the evenings when she gets off the bus a few stops early or when she is out with the children. They have decided to wear loose layered clothing when walking.

Here are some ways to check improvement in your fitness

**Distance**- As fitness levels improve the distance you can walk will increase. An example is you are able to walk further than the corner shop which was a challenge a few weeks ago.

**Time** - With increased fitness levels you are able to walk a planned route in better time than when you started your new active lifestyle. An example is you can walk around your neighbourhood in 30 minutes instead of 40 minutes.

**Weight** - After the first 6 weeks of your new active lifestyle you may notice some weight loss. Some examples are when you weigh yourself you weigh less or your clothes are slightly looser.

## To do



- Do you have walking shoes?  
If not, find a good sports shop, you can use the telephone book or Directory Enquires. Check the opening hours of the shop. Check that they have a measuring service.
- Do you want to use a pedometer?

## Where to walk



Margaret has not walked as an exercise before. She wants to know where she is going and how far before she sets out. Ann told her about the Slí na Sláinte routes. These are marked walkways all over Ireland with signs every kilometre. You can get a map of each walkway with distance and directions on it. Here is the map of the Slí na Sláinte in Clifden. If you are in Clifden you could follow this route.



The Clifden Slí na Sláinte is a 5.6 km route, which starts at the Esso Petrol Station in the town centre. To follow the route, walk past St. Joseph's Church, taking the first left along Church Hill Road, passing the ruin of St. Mary's Chapel and Graveyard on your left and further on, Christ Church.

At the T-junction, turn right onto the Sky Road, passing the entrance to the Abbey Glen Hotel and the monument to John D'Arcy, founder of Clifden, capital of Connemara. Follow the Sky Road for 2 km, experiencing the stunning views across to the Twelve Bens range of mountains, giving an Alpine effect in the background.

Turn left onto the Mine Road, at the entrance to John D'Arcy's Clifden Castle and follow the lane downhill to the Clifden Beach Road.

Turn left onto the Beach Road with beautiful views of Clifden Bay and the Faul peninsula to the right.

Follow the route for over 2 km, passing Clifden Quay and through the town centre, back to the point at the Esso Garage.



## To do

Find out about local Sli na Sláinte routes. Ask at you local health centre or library. Look out for the yellow and blue signs in your town. You can get the routes and maps on the Irish Heart Foundations website at [www.irishheart.ie](http://www.irishheart.ie)

## Other walks

Margaret takes her children to football practice every week. Instead of sitting down and watching them she is going to walk around the sports ground for exercise.

At the weekend when she takes the children out she can look for low cost outings that can involve exercise for all.



## What do you think?

- What other walks can you go on?
- What outings can you go on with family and friends that include walking?
- When was the last time you looked at your area as a tourist? Visit the Dublin Zoo or Fota Wildlife Park, get a map and walk around all the exhibits. Follow the local tourist walking trail and visit all the sights.
- Most towns have parks. Find a route you like through the park. If you are using a pedometer you can draw a map with distances on it. Plan a short walk for busy days and a longer walk for days when you have more time.
- Take a picnic and drive to the countryside. Find a forest or heritage site and go for a long walk before you eat.

# Jogging

This is Áine. She works as a childcare assistant in the local crèche and studies part time for her childcare qualifications. At work she is always running around. She thinks she is healthy but is not sure how fit she is. She would like to take up jogging and run in the next mini-marathon with her friends from work. She does not know where to start.



## What do you think?

Where should she go for information?  
How can she check her fitness level?

Áine went to her local gym for advice and a fitness check. They showed her the gym and all the equipment. Áine was interested in the treadmill. Using the treadmill she can walk, jog or run at a pace that she sets. She can run on flat ground, up hill or over a course with both. This means that she can train indoors for the Flora Woman's Mini Marathon if the weather is too bad for outdoor jogging.

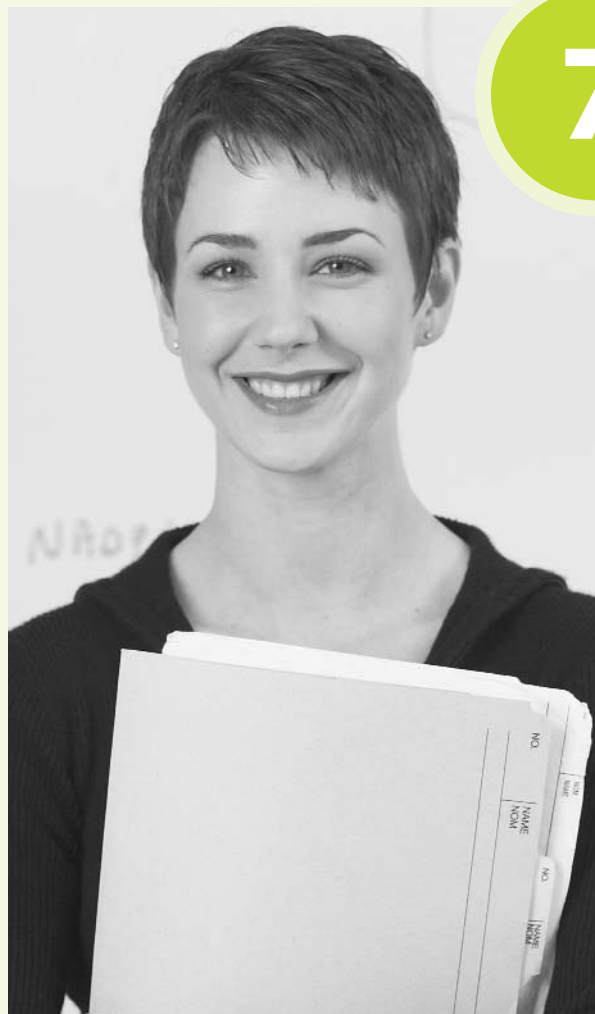
She made an appointment for a fitness test but went to the doctor for a check up first. Then she went to the sports shop and got proper footwear for jogging, a loose tracksuit for outdoor training and shorts and a top for indoor training. After the fitness test she is ready to start jogging.



## To do

- Visit the local gym and see what facilities they have.
- Do you need to be a member or can you pay for each visit?
- Will they do a fitness test and make a training schedule for you?

Join Áine and get jogging. Maybe you could enter the next Flora Woman's Mini Marathon.





## Make it fun

Áine is going to train with her friend Molly. They are going to train on the treadmill one evening a week and go for an outdoor jog every Saturday afternoon. They have also decided to go for a short gym session and a swim one evening a week as well. Molly really likes swimming and cycling and it is good to have a different physical activity to do.



## Find out?

- What sport and leisure activities are available in your area?
- Does the local council swimming pool also have a gym?
- What are the opening hours and cost for each session?
- What about the local park? Does it have football grounds or tennis courts?
- Can you help out at a children's sport summer camp and get loads of exercise?



## To do

- Write a list of the sports and activities that are in your area with the cost and any special clothing that is needed.
- Which one is the easiest for you to do?
- Are they suitable to go alone, with a friend or with your family?

## The Flora Woman's Mini Marathon

The Flora Woman's Mini Marathon is held on the June Bank Holiday Monday. Áine and Molly are training very hard for it. As well as getting fitter they hope to raise money for a local charity with the other women from work. They have a training schedule for the Flora Woman's Mini Marathon.

The Flora Woman's Mini Marathon is 10 km long and is run through the streets of Dublin. It is only for women and over 40,000 women ran in 2005. You do not have to be super fit to enter. You can walk, jog or run the 10 km.

The start line is staggered, that means that the runners are at the front, the joggers in the middle and the walkers at the back. At the runners' start line the fastest runners are at the front and the slower runners are at the back.

an hour before you run and bring a bottle of water with you. Don't forget to rehydrate afterwards as well!



## Talk about?

- Why do you think that the start of the race is staggered?
- Look at other running events, who is at the front at the start?



## To do

- What sort of training schedule do you have?
- What training do you think you need to do to prepare for a 10 km jog?
- Would the training schedule for a jog be very different to a training schedule for a walk?
- What about the serious runners, would their preparation be very different to yours?



### This is a training schedule for weeks 1 to 3.

The women got their training schedule. They are following the beginners running schedule. This means that they will train 3 times a week in the 12 weeks before the race. This schedule fits in very well with Áine and Molly's current schedule. Molly can still include her swim and some cycling during the week. Molly would like to do a fun practice event before the The Flora Woman's Mini Marathon.

Week	Day 1		Day 2	Day 3	
<b>1</b>	Walk	10 mins	Other type of exercise Such as aerobics, swimming, cycling	Walk	10 mins
	Stretch	5 mins		Stretch	5 mins
	Jog	5 mins		Jog	10 mins
	Walk	20 mins		Walk	5 mins
<b>2</b>	Walk	10 mins	As day 1 or Other type of exercise Such as aerobics, swimming, cycling	Walk	10 mins
	Stretch	5 mins		Stretch	5 mins
	Jog	5 mins		Jog	10 mins
	Walk	10 mins		Walk	25 mins
<b>3</b>	Walk	10 mins	As day 1 or Other type of exercise Such as aerobics, swimming, cycling	Walk	10 mins
	Stretch	5 mins		Stretch	5/10 mins
	Jog	10 mins		Jog	10 mins
	Walk/stretch	5/10 mins		Walk/stretch	10 mins





## Triathlon racing

Do you like other sports such as swimming or cycling? Did you know that if you combine swimming, cycling and running into one race it is called a triathlon? This is now an Olympic event. The distances are:

**Swim 1.5 km**

**Cycle 40 km**

**Run 10 km**

Molly does not want to enter the Olympics but does like the idea of combining the sports. She finds out that some triathlons also have a fun try-athlon. This is a fun race with an 8 km cycle and a 6 km road race or jog.

## Talk about?



- Are other sports combined into one event at the Olympics?
- How many events do they have?
- What are they called?



## Eating while training

Áine and Molly got some information about training for the The Flora Woman's Mini Marathon including healthy eating tips.

- Eat a wide variety of foods. If you know what day of the week it is by what you are eating, it's time to become a bit more adventurous! Why not flick through some of those cook books getting dusty on your shelf?
- Eat the right amount to be a healthy weight. Along with exercise, watching your portion sizes, is a great way to control your weight.
- Eat plenty of foods rich in starch or fibre. Starchy carbohydrates release energy slowly and help keep you going for longer. Choose high fibre versions for a healthy digestive system.
- Eat plenty of vitamin packed fruits and vegetables. Try to aim for more than four portions each day.
- Don't eat too many foods that contain a lot of fat. Switch the type of fat you are eating to poly or monounsaturated fats from vegetable oils.
- Don't have sugary foods and drinks too often. You can use these occasionally to boost your energy before a tough training session.
- Enjoy your food. Try not to think about changing the way you eat as a chore. It is a challenge, but remember, it's still OK to eat foods that you enjoy!

## Most important!

Drink plenty of fluids. Water is fine for a normal training session. Keep drinking up to half an hour before you run and bring a bottle of water with you. Don't forget to rehydrate afterwards as well!



## A food diary

It is a good idea if you are in training for an event to keep a food diary. Be honest and write down everything you eat. It is easier to see unhealthy foods or snacks and make changes when it is in a diary. Here is part of Áine's diary.



Should she make any changes to her diet? What would you take out or add in?  
Keep your own food diary.

Day	Breakfast	Midday	Evening	Snack/drinks
Monday	Two slices of toast with butter One egg scrambled Tea with milk	Ham sandwich Bowl of soup	Spaghetti Bolognese Green salad	1 apple 1 banana 0.5 litre of water
Tuesday	Bowl of muesli with milk	Lasagne Green salad	Sausage and chips	1 banana Packet of crisps 0.5 litre of water
Wednesday	Jam donut Black coffee	Ham sandwich Bowl of soup	Pork chops Mashed potato Green beans	Bar of chocolate Packet of popcorn 1 apple 1 orange Glass of water

# The checklist



Áine and Molly have done all the training. They go jogging twice a week and visit the gym, cycle or swim once a week. Have you been training with them? They are ready to enter the mini marathon, are you?

## Did you

- Get a check up with your doctor?
- Do a fitness test?
- Get the right footwear and a tracksuit?
- Find a training partner?
- Find a place to train?
- Draw up a training schedule?
- Keep a record of your fitness index?
- Keep a food diary?
- And if you are entering any events did you complete the application form and send it off?

## The event

Áine, Molly and their friends from work finally get to the race. They are at the start line for joggers.

Guess who they see at the walking start line?

Margaret and Ann who have decided to enter after all their walking practice.

Guess who they see at the front of the running start line?

Who do you think would be there?

# Soccer



## Jack Charlton

8

Jack Charlton became the manager of the Republic of Ireland soccer team in February 1986. He was the first Irish manager not born in Ireland. The first game his team played was against Wales, Ireland lost the game.

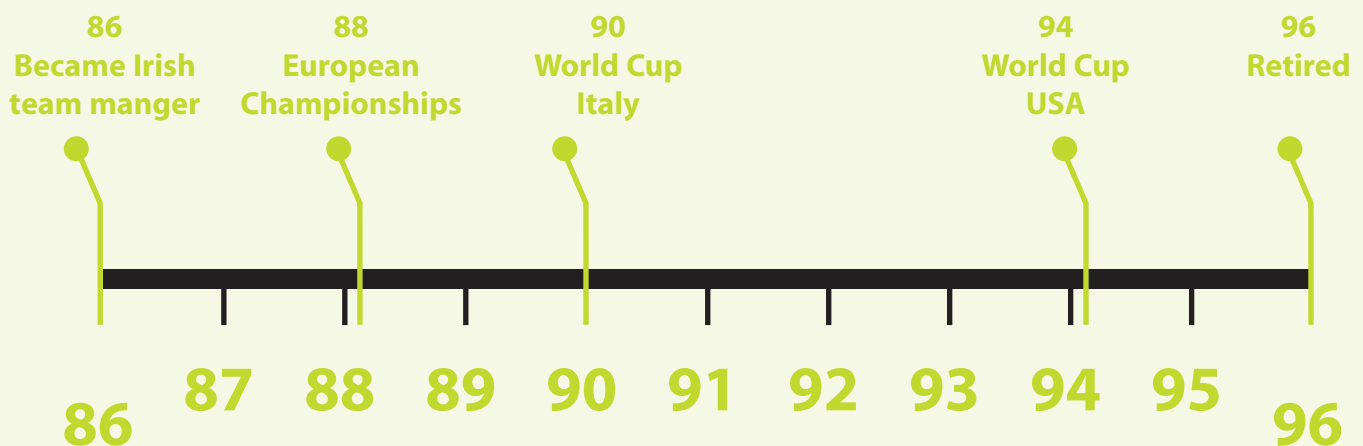
They got better and qualified for the 1988 European Championships, their first ever major finals. Ireland won their first game against England and drew their second game against the Soviet Union. They lost their last match against Holland and returned home.

In 1990 the team qualified for the World Cup which was played in Italy. Their first three matches against England, Egypt and Holland were all draws. In the second round the match against Romania went to a penalty shoot out, Ireland won 5-4.

The team went to the quarter finals against Italy and lost. They qualified for the World Cup again in 1994. It was held in the United States. In the first round they beat Italy, lost against Mexico and drew with Norway. This was enough to qualify for the second round. In the second round they lost to Holland.

In 1996 they failed to qualify for the European Championships and Jack Charlton retired.

### Timeline showing the career of Jack Charlton with the Irish soccer team





Fill in the table using the information in the text. The first one is done for you.

Year	Championship	Played	Won	Drew	Lost
1988	European	England	✓		
		Soviet Union		✓	
		Holland			✓
1990					
	Second round				
	Quarter final				
1994					
	Second round				

**Now use this information to answer the following questions.**

- How many matches did Ireland play against England? \_\_\_\_\_
- How many matches did Ireland win in the 1990 World cup? \_\_\_\_\_
- How many matches did Ireland draw in the 1994 World cup? \_\_\_\_\_
- What team did Ireland beat in the 1994 World cup? \_\_\_\_\_
- How many matches did Ireland play in the 1990 world cup? \_\_\_\_\_
- What team did Ireland play in all three championships? \_\_\_\_\_
- How many times did they beat this team? \_\_\_\_\_
- Use all the information in the chart
  - How many matches did Ireland play? \_\_\_\_\_
  - How many matches did Ireland win? \_\_\_\_\_
  - How many matches did Ireland draw? \_\_\_\_\_
  - How many matches did Ireland lose? \_\_\_\_\_
- In your opinion in what championship did Ireland have the most success and why?  
\_\_\_\_\_  
\_\_\_\_\_



Use the information in the text and the table to do these exercises.

- Circle the correct word to make the statement true. The first one is done for you.
- 1. Jack Charlton was the manager / trainer of the Irish soccer team.
- 2. Jack Charlton was born in England / Ireland.
- 3. Ireland won / lost the first match they played under Charlton.
- 4. The team qualified for the 1988 European Championships / World Cup.
- 5. In 1988 Ireland drew their match with Soviet Union / Holland.
- 6. Ireland got knocked out in the quarter / semi finals in the 1990 World Cup.
- 7. The 1990 World Cup was held in Holland / Italy.
- 8. Ireland played 3 / 4 matches in the 1994 World Cup.
- 9. The team did / did not qualify for the 1996 European Championship.
- 10. Jack Charlton was the manager for 10 / 12 years.



- Fill in the blanks in the text. The words are in the box.

1986 1988 1990 1994 first second fourth one three quarter 5-4

In February \_\_\_\_\_ Jack Charlton became the Irish soccer team manager. Under his leadership the team qualified for the \_\_\_\_\_ European Championships. They played \_\_\_\_\_ games in the first round before being defeated by Holland. They went on to qualify for the World Cup in \_\_\_\_\_ which was held in Italy. They drew their first three matches and met Romania in the \_\_\_\_\_ round. Ireland won on penalties \_\_\_\_\_. They were beaten by Italy in the \_\_\_\_\_ finals. They qualified again for the World Cup in \_\_\_\_\_ and went to the USA. In the \_\_\_\_\_ round they won \_\_\_\_\_ match, drew one match and lost one match. Their \_\_\_\_\_ match was against Holland which they lost.



# Using ordinal numbers

Ordinal numbers are numbers that show order, for example first place in a competition.



Match the number symbol with the ordinal number

2	fourth
5	eighth
8	third
7	ninth
1	sixth
4	second
10	fifth
3	seventh
6	first
9	tenth



Now write them in the correct order.

first \_\_\_\_\_ tenth

- You do not always have to use the full word. You can use the number with the last two letters after it to show order for example  
**fourth** can be written as **4th**



The letters are usually written smaller and put at the top of the number.  
Put the correct letters after these numbers to make them ordinal numbers.

1      2      3      4th      5      6      7      8      9      10

## Irish soccer



Shamrock Rovers play in the Premier division of the Eircom league. There are 12 teams in the Premier division of the Eircom League.

- |                    |                          |
|--------------------|--------------------------|
| ● Cork City        | ● U.C.D.                 |
| ● Derry City       | ● St. Patrick's Athletic |
| ● Waterford United | ● Longford Town          |
| ● Bray Wanderers   | ● Drogheda United        |
| ● Bohemians        | ● Finn Harps             |
| ● Shelbourne       | ● Shamrock Rovers        |

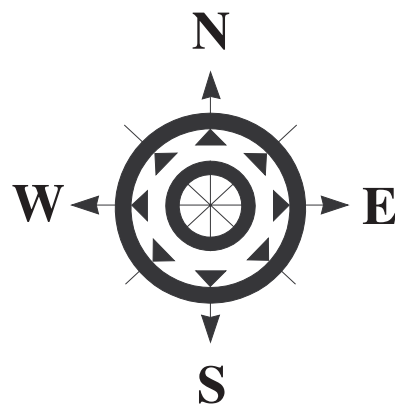
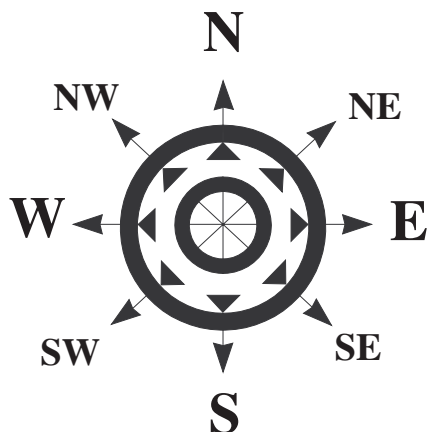
In 2004 Longford Town won the Eircom league beating Bohemians by 2 to 1. Sean Dillon and Sean Prunty scored the goals for Longford Town. Most teams have a nickname and Longford town's nickname is "The Town". Shamrock Rovers are called "the Hoops" because of the green and white striped jersey that they wear.

The Bohemians home ground is Dalymount park in Dublin and their nickname is the "Gypsies". St. Patrick's Athletic is also a Dublin team and they are called "The Saints".

## Map Work – Direction

Maps use the directions north, south, east, and west to help locate places or features such as mountains or lakes. A direction is the point toward which something faces. For example, when you look up, up is a direction when you face forward, forward is a direction.

Many maps have a small drawing showing the directions north (N), south (S), east (E), and west (W).



However not everything is directly north, south, east, and west of another point so additional directions-northeast (NE), southeast (SE), southwest (SW), and northwest (NW) are used to pinpoint the location of a town or feature more accurately.



Look at the map of Ireland that shows where the teams of the premier league are based. Fill in the gaps below using the words given. The first one is done for you.

~~north~~

southeast

south

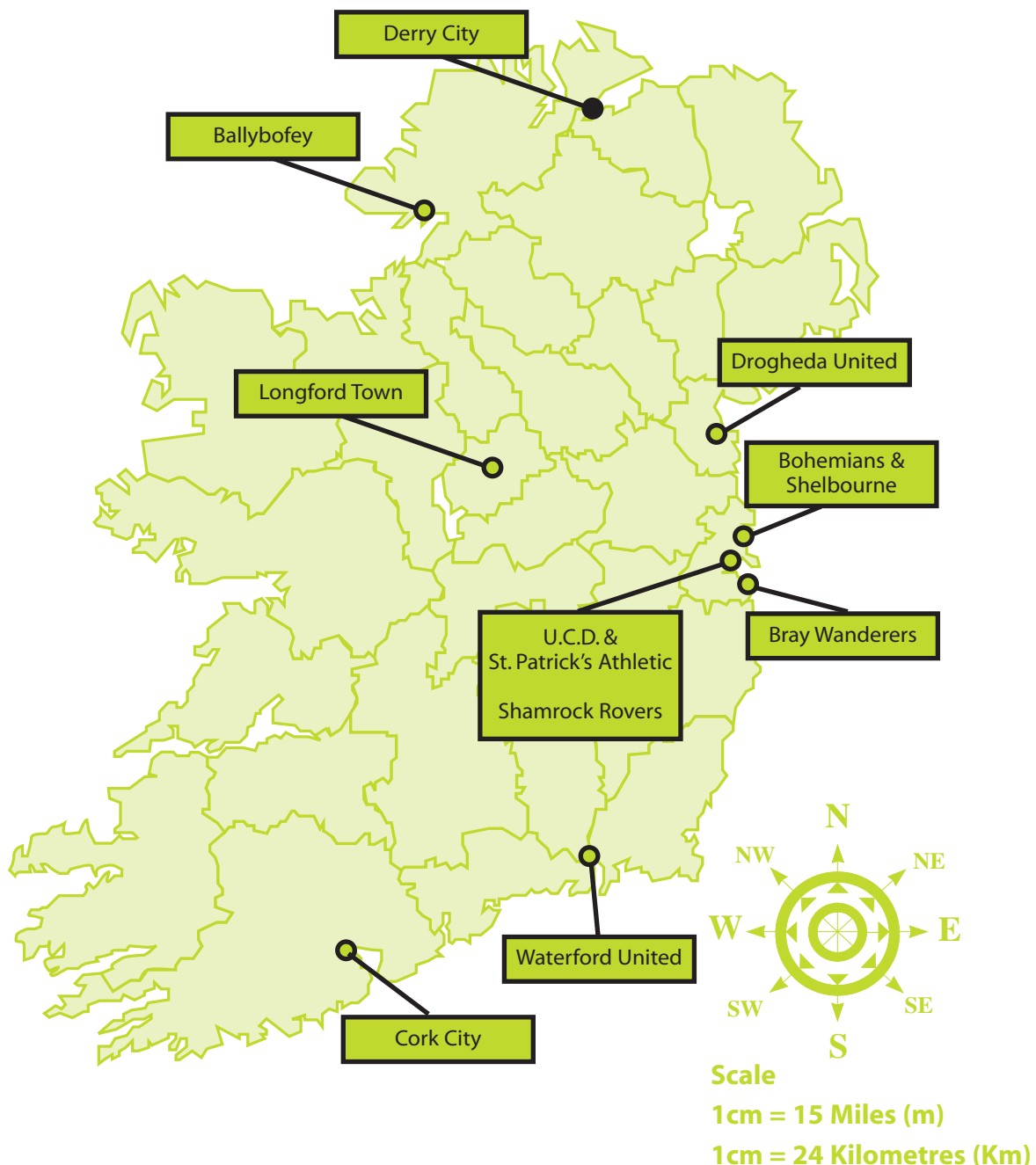
southwest

west

east

1. Derry city is based north of Cork City
2. Bohemians and Shelbourne are based \_\_\_\_\_ of Ballybofey.
3. Cork city is based \_\_\_\_\_ of Bray Wanderers
4. Bohemians and Shelbourne are based \_\_\_\_\_ of Drogheda United.
5. Longford Town is based \_\_\_\_\_ of Drogheda United.
6. Drogheda United is based \_\_\_\_\_ of Longford Town.

## Eircom League Premier Division Teams



## Map Work – Distance



One reason people use maps is to find the distance between two places. You can measure the distance between two places as ‘the crow flies’ which means in a straight line. Roads go around natural obstacles like mountains and lakes. This means that the road distance may be longer than the distance as “the crow flies”. Look at the map of Ireland that shows where the teams of the Premier League are based. Using what you know about scale and distance as “the crow flies” answer these questions. The first one is done for you.

1. The distance between Cork City and Waterford city as “the crow flies” is 60 miles or 92 kilometres.
2. The distance between Ballybofey and Derry City as “the crow flies” is \_\_\_\_\_ miles or \_\_\_\_\_ kilometres.
3. The distance between Cork City and Derry City as “the crow flies” is \_\_\_\_\_ miles or \_\_\_\_\_ kilometres.
4. The distance between Longford town and Waterford City as “the crow flies” is \_\_\_\_\_ miles or \_\_\_\_\_ kilometres.
5. The distance between Bray wanderers and UCD as “the crow flies” is \_\_\_\_\_ miles or \_\_\_\_\_ kilometres.
6. The distance between Waterford and Ballybofey as “the crow flies” is \_\_\_\_\_ miles or \_\_\_\_\_ kilometres.



Use a road Map (or computer travel planner) to find the actual road distance in miles and kilometres between the following clubs. The first one is done for you.

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1. Cork City and Waterford City  | 77 miles or 123 kilometres      |
| 2. Waterford City and Derry City | _____ miles or _____ kilometres |
| 3. Ballybofey and Longford       | _____ miles or _____ kilometres |
| 4. Drogheda and Bray             | _____ miles or _____ kilometres |
| 5. Cork and Drogheda             | _____ miles or _____ kilometres |



● Fill in the blanks, the words are in the box.

**Dalymount    The Saints    Dublin    Longford    Dillon    St. Patrick's    Bohemians**

In 2004 Longford Town won the Eircom league beating \_\_\_\_\_ by 2 to 1. Sean \_\_\_\_\_ and Sean Prunty scored the goals for Longford Town. Most teams have a nickname and \_\_\_\_\_ town's is "TheTown".

The Bohemians home ground is \_\_\_\_\_ park in \_\_\_\_\_ and their nickname is the "Gypsies". \_\_\_\_\_ Athletic is also a Dublin team and they are called \_\_\_\_\_.

Did you notice that all the words you wrote had capital letters? Capital letters are not just for the beginning of a sentence. Capital letters are used for naming words like someone's name, place names, days of the week, months of the year and titles such as Miss and Doctor.

Write the passage correctly putting in the capital letters.

twelve teams take part in the premier division of the eircom league. shamrock rovers, bohemians and st. patricks athletic are all based in Dublin. u.c.d. is also a dublin team from the university in Belfield. the homeground of cork city is turner's cross. the homeground of derry city is the brandywell grounds.

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# Postcards

A holiday postcard is a card with a picture of the location on one side and a short note to family or friends on the other.



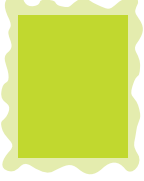
Here is a postcard Michael sent from the world Cup in USA.

<p>Hi Mam,</p> <p>We got to the USA safely and will go to the match tomorrow.</p> <p>The weather here is very hot. I will ring you when we run out of money so you can send some more.</p> <p>Michael</p>	<div></div> <p>Mrs. Cooper</p> <hr/> <p>5 Hill drive</p> <hr/> <p>Blackpool</p> <hr/> <p>Cork</p> <hr/>
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Now put the capital letters into Maeve's postcard to Sean.

<p>hello sean ,</p> <p>i am in paris. tomorrow i will go to the stad de france and see ireland play france. guess who i want to win? i will be home for christmas.</p> <p>see you   maeve</p>	<div></div> <p>sean ryan</p> <hr/> <p>main street</p> <hr/> <p>nenagh</p> <hr/> <p>co tipperary</p> <hr/>
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Imagine you are at the World Cup in 2006 in Germany. Write a post card.

	<div></div> <hr/> <hr/> <hr/> <hr/>
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## The results

The World Cup starts with 32 teams. The top 16 teams go through to the second round. From here the competition is a knockout competition, that means that the losing team in each match is finished in the competition.

Here are the results of the matches played in the 2002 World Cup that was held in Korea and Japan.

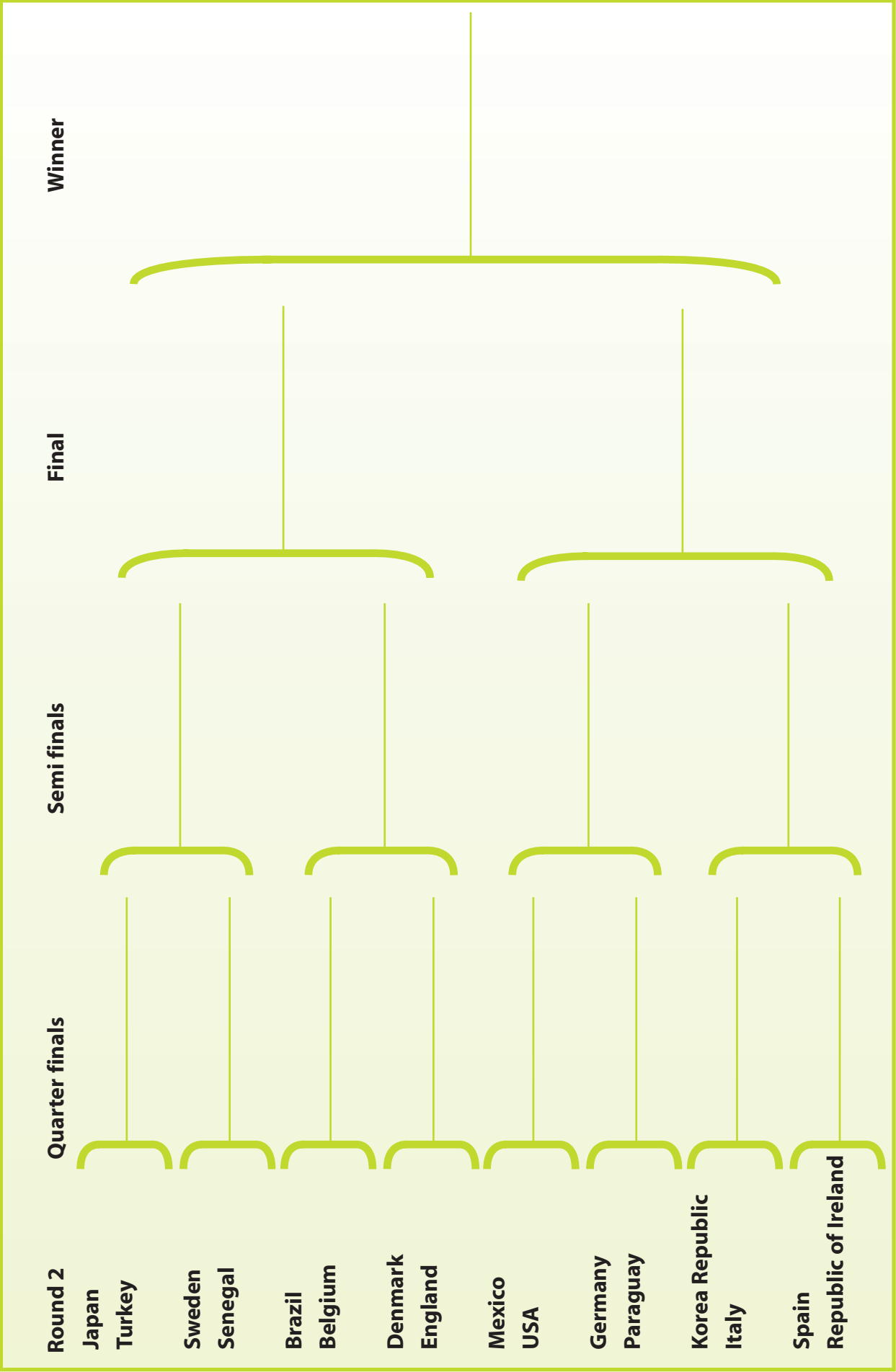


Fill in the winner of each match. The first one is done for you.

Date	Team	Score	Team	Score	Winner
15 June	Germany	1	Paraguay	0	Germany
15 June	Denmark	0	England	3	
16 June	Sweden	1	Senegal	2	
16 June	Spain penalties	1	3 Rep. Ireland penalties	1 2	
17 June	Mexico	0	USA	2	
17 June	Brazil	2	Belgium	0	
18 June	Japan	0	Turkey	1	
15 June	Korea	2	Italy	1	
21 June	England	1	Brazil	2	
21 June	Germany	1	USA	0	
22 June	Spain penalties	0 3	Korea penalties	0 5	
22 June	Senegal	0	Turkey	1	
25 June	Germany	1	Korea	0	
26 June	Brazil	1	Turkey	0	
29 June	Korea	2	Turkey	3	
30 June	Germany	0	Brazil	2	



Use this information to complete the match chart on the next.



# Talking to Alan



Alan is an amateur soccer player. This is a conversation he had with Mary.

Mary: Hi Alan, what team do you play soccer for?

Alan: Hi Mary, I play for Skerries town Sunday team.

Mary: What position do you play?

Alan: I am the goalkeeper and also the team manager.

Mary: That must keep you busy. What does a manager do?

Alan: The manager picks the team. He tells the team where each match is and makes sure that everyone gets there.

Mary: How long have you been playing soccer?

Alan: I started playing when I was 6. I have been playing for 28 years.

Mary: Why did you start playing soccer?

Alan: My uncle was a big fan of Manchester United. I watched all the matches on television with him and wanted to play.

Mary: You seem very fit, how often do you train?

Alan: We train three times a week. Tuesday night is physical training, Thursday night is skills practice and on Saturday morning we practice set pieces for the match on Sunday.

Mary: Have you had any injuries?

Alan: I broke my leg in three places in 1992. I was in hospital for 2 weeks and needed physiotherapy for 16 months before I could play again.

Mary: What has been your best moment in soccer?

Alan: Two years ago we were in the FAI cup. We beat Monaghan and reached the final 16 where we played Bohemians in Dalymount Park.

Mary: Where is the furthest you have travelled to play a game?

Alan: We have played in the UK a few times. We played Manchester City youth team in a pre-season friendly.

Mary: Who is your favourite soccer star and why?

Alan: Roy Keane, he loves to win and gives everything to the game.

Mary: When will you stop playing competitively?

Alan: I hope to play next season and then stop. My limbs are getting old. I hope to stay on as a manager and give the younger lads a chance.



- Retell Alan's story.

Alan plays for \_\_\_\_\_

He is the \_\_\_\_\_

As the manager his job is \_\_\_\_\_

\_\_\_\_\_

He has been playing soccer \_\_\_\_\_

Alan's favourite team is \_\_\_\_\_

The Skerries team train \_\_\_\_\_

\_\_\_\_\_

Alan has injured \_\_\_\_\_

His best moment was \_\_\_\_\_

He has travelled to \_\_\_\_\_

His favourite soccer player is \_\_\_\_\_

Alan will give up football when \_\_\_\_\_

\_\_\_\_\_



- What sport do you play? Write about it.

Name of sport \_\_\_\_\_

When do you train/play? \_\_\_\_\_

Where do you play? \_\_\_\_\_

When did you start? \_\_\_\_\_

Why did you start? \_\_\_\_\_

What has been your best sporting moment? \_\_\_\_\_

\_\_\_\_\_

Who is your sporting hero? \_\_\_\_\_

Why? \_\_\_\_\_

Where is the furthest you have travelled with your sport? \_\_\_\_\_

\_\_\_\_\_

Why do you enjoy this sport? \_\_\_\_\_

\_\_\_\_\_

# Asking questions



Some words are used as question words. A sentence that is a question will always have a question mark at the end of the sentence.



Look at “Talking to Alan” and underline all the question words.

- Different question words ask for different information.

If the question is **Who?** the answer will be a person:

**Who** is the captain of the Irish soccer team?

If the question is **When?** the answer will be a time:

**When** will the team come home?

If the question is **Where?** the answer will be a place:

**Where** will the next World cup be played?

If the question is **Why?** the answer will be a reason:

**Why** was Roy Keane sent home from Japan?

If the question is **How?** the answer will be a process:

**How** will we get to Italy?

If the question is **Which?** The answer will be a choice:

**Which** team do you want to win, Ireland or France?

If the question is **What?** the answer can be any of these:

**What** time is the match on at? **What** does the new jersey look like?

# Asking questions



● Here are some answers. Write a question. The first one is done for you

Question: Who is Alan's favourite soccer player?

Answer: Roy Keane.

Question: \_\_\_\_\_

Answer: His uncle.

Question: \_\_\_\_\_

Answer: The training ground in Skerries.

Question: \_\_\_\_\_

Answer: Manchester, in the UK.

Question: \_\_\_\_\_

Answer: Tuesday, Thursday and Saturday.

Question: \_\_\_\_\_

Answer: At the end of next season.

Question: \_\_\_\_\_

Answer: I play for Skerries town Sunday team.

Question: \_\_\_\_\_

Answer: Beating Monaghan in the FAI cup and playing Bohemians.



● What questions would you ask Alan? Write them down

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

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

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

4. \_\_\_\_\_

5. \_\_\_\_\_

## Using a dictionary



- You can use a dictionary to find the meaning of words or to help you spell them. The words are in alphabetical order, that is they start at A and go through to Z.
- Match the word to their meaning when used in sport. The first one is done for you

fan	●	A players location on the field
final		A match that is not competitive.
team		A person that enjoys watching sport.
friendly		The last games in a series.
position		The person in charge of the players.
manager		People competing together.



- What do these words mean? Write the meaning and then put the word into a new sentence. The first one is done for you.

**soccer** meaning: A game played between two teams of eleven people, where each team tries to win by kicking a ball into the other team's goal.

New sentence: Damien Duff plays soccer for the Irish international team.

amateur

injury

limbs

conversation

physiotherapy

skill

physical

competition

season



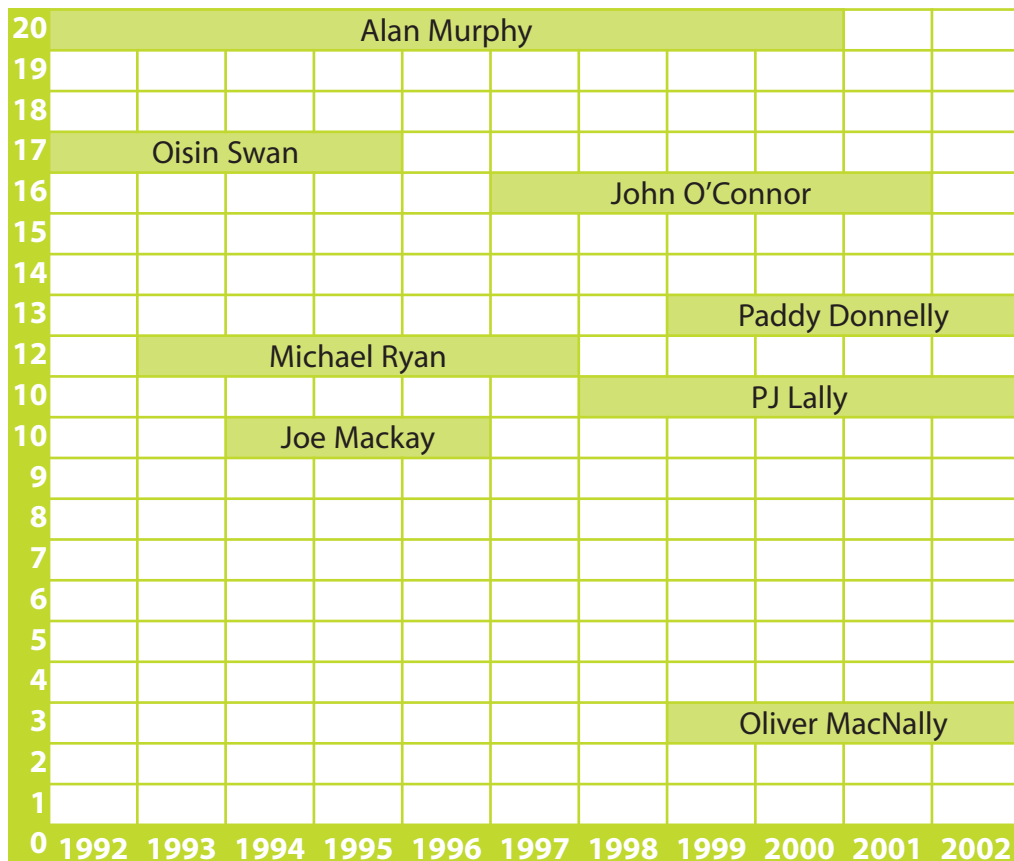
## Counting caps

123

When a player took part in a match for his country he received a cap. The number of caps he received was equal to the number of matches he had played. Today players do not receive caps but the word cap is still used.

This chart shows the number of caps that 8 players received over 11 years.

For example, **Michael Ryan played 12 matches from 1993 to 1997, 4 years.**



- Add the following information to the chart
- William Smith played in 6 matches, he started in 1994 and finished in 2001.
- Johnny Moroney only played for two years with the team 1998 and 1999 but he managed to play in 8 matches.
- When Joe Mackey stopped playing his brother Pearse took his place for 4 years and played 4 matches.
- Paul Mulvihill joined the team in 1999, he played 12 matches in 4 years.
- Put yourself on the chart. You need to fill in  
How many matches played? \_\_\_\_\_ Years played? \_\_\_\_\_



● Use the chart to answer the following questions

1. Who has played in the most matches? \_\_\_\_\_
2. Who has the least caps? \_\_\_\_\_
3. How many matches did Paddy Donnelly play? \_\_\_\_\_
4. Who has more caps Pearse Mackey or his brother? \_\_\_\_\_
5. For how many years did Larry Williams play? \_\_\_\_\_
6. For how many years did Paddy Donnelly play? \_\_\_\_\_
7. Who played longer, Michael Ryan or P. J. Lally? \_\_\_\_\_
8. In your opinion, who is the best player and why? \_\_\_\_\_

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● Put the players in order from the least capped to the most capped.

**Oliver McNally** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **Alan Murphy**

## Extension Activities



● Draw chart to follow a league or cup competition.



● Change the value of win/draw to see if you can change the results of a league.



● Research the Irish team players home clubs, most caps, youngest, oldest, most valuable etc.



● Re-tell a game to the group.



● Write a short report on a game.



● Record the statistics of game.



● Use timelines to trace the development of clubs/teams.



● Investigate all the soccer clubs in your local area.



● Draw a local map marking in all the local clubs.



● Set up your own soccer league.

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### **DUBLIN CITY COUNCIL**

Youth Play and Sports  
Development, 159 Capel St.  
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[www.dublincity.ie](http://www.dublincity.ie)

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### **SOUTH DUBLIN COUNTY COUNCIL**

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# National Governing bodies of Irish Sport

IRISH SPORTS COUNCIL  
[www.irishsportsCouncil.ie](http://www.irishsportsCouncil.ie)

NATIONAL COACHING &  
TRAINING CENTRE  
[www.nctc.ul.ie](http://www.nctc.ul.ie)

ATHLETICS ASSOCIATION of IRELAND  
[www.athleticsireland.ie](http://www.athleticsireland.ie)

BADMINTON UNION OF IRELAND  
[www.badmintonireland.com](http://www.badmintonireland.com)

BASEBALL IRELAND  
[www.baseballireland.com](http://www.baseballireland.com)

IRISH BASEBALL and SOFTBALL  
ASSOCIATION  
[www.ibsf.ie](http://www.ibsf.ie)

IRISH BASKETBALL ASSOCIATION  
[www.iba.ie](http://www.iba.ie)

LAWN BOWLING LEAGUE OF IRELAND  
[www.bowlsireland.com](http://www.bowlsireland.com)

IRISH TEN PIN BOWLING ASSOCIATION  
[www.tenpin-ireland.com](http://www.tenpin-ireland.com)

IRISH AMATEUR BOXING ASSOCIATION  
[www.iaba.ie](http://www.iaba.ie)

IRISH CANOE UNION  
[www.irishcanoeunion.com](http://www.irishcanoeunion.com)

COMMUNITY GAMES  
[www.communitygames.ie](http://www.communitygames.ie)

IRISH CLAY PIGEON SHOOTING  
ASSOCIATION  
[www.icpsa.ie](http://www.icpsa.ie)

IRISH CRICKET UNION  
[www.theicu.org](http://www.theicu.org)

CYCLING IRELAND  
[www.cyclingireland.ie](http://www.cyclingireland.ie)

IRISH UNDERWATER COUNCIL  
[www.scubaireland.com](http://www.scubaireland.com)

SPELEOLOGICAL UNION of IRELAND  
[www.cavingireland.org](http://www.cavingireland.org)

IRISH FEDERATION of SEA ANGLERS  
[www.ifsa.ie](http://www.ifsa.ie)

GOLFING UNION of IRELAND  
[www.gui.ie](http://www.gui.ie)

IRISH LADIES GOLF UNION  
[www.ilgu.ie](http://www.ilgu.ie)

IRISH JUDO ASSOCIATION  
[www.irishjudoassociation.ie](http://www.irishjudoassociation.ie)

MOTOR SPORT IRELAND  
[www.motorsportireland.com](http://www.motorsportireland.com)

MOUNTAINEERING COUNCIL of IRELAND  
[www.mountaineering.ie](http://www.mountaineering.ie)

MOTORCYCLING IRELAND  
[www.motorcycling-ireland.com](http://www.motorcycling-ireland.com)

ROI NETBALL ASSOCIATION  
[www.netballireland.com](http://www.netballireland.com)

IRISH ORIENTEERING ASSOCIATION  
[www.orienteering.ie](http://www.orienteering.ie)

PITCH & PUTT UNION of IRELAND  
[www.iol.ie/ppui](http://www.iol.ie/ppui)

IRISH HANG GLIDING & PARAGLIDING  
ASSOCIATION [www.ihpa.ie](http://www.ihpa.ie)

IRISH AMATEUR ROWING UNION  
[www.IARU.ie](http://www.IARU.ie)

IRISH RUGBY FOOTBALL UNION  
[www.irfu.ie](http://www.irfu.ie)

IRISH SAILING ASSOCIATION  
[www.sailing.ie](http://www.sailing.ie)

ROI SNOOKER & BILLIARDS ASSOCIATION  
[www.ribsa.net](http://www.ribsa.net)

FOOTBALL ASSOCIATION of IRELAND  
[www.fai.ie](http://www.fai.ie)

IRISH SQUASH  
[www.irishsquash.com](http://www.irishsquash.com)

IRISH SURFING ASSOCIATION  
[www.irishsurfingassociation.com](http://www.irishsurfingassociation.com)

SWIM IRELAND  
[www.swimireland.ie](http://www.swimireland.ie)

IRISH TABLE-TENNIS ASSOCIATION  
[www.ttireland.ie](http://www.ttireland.ie)

TENNIS IRELAND  
[www.tennisireland.ie](http://www.tennisireland.ie)

IRISH TUG OF WAR ASSOCIATION  
[www.tugofwarireland.com](http://www.tugofwarireland.com)

VOLLEYBALL ASSOCIATION of IRELAND  
[www.clubi.ie/volleyball](http://www.clubi.ie/volleyball)

IRISH HOCKEY ASSOCIATION  
[www.Hockey.ie](http://www.Hockey.ie)

EQUESTRIAN FEDERATION of IRELAND  
[www.horsesport.ie](http://www.horsesport.ie)

IRISH TRIATHLON ASSOCIATION  
[www.triathlonireland.ie](http://www.triathlonireland.ie)

RACQUETBALL ASSOCIATION of IRELAND  
[www.racquetball-ireland.com](http://www.racquetball-ireland.com)

IRISH AMATEUR FENCING FEDERATION  
[www.irishfencing.net](http://www.irishfencing.net)

IRISH OLYMPIC HANDBALL ASSOCIATION  
[www.olympichandball.org](http://www.olympichandball.org)

IRISH AMATEUR ARCHERY ASSOCIATION  
[www.archery.ie](http://www.archery.ie)

IRISH WHEELCHAIR ASSOCIATION  
[www.iwa.ie](http://www.iwa.ie)

IRISH DEAF SPORTS ASSOCIATION  
[www.irishdeafsports.com](http://www.irishdeafsports.com)

IRISH BLINDSPORTS  
[www.ncbi.ie](http://www.ncbi.ie)

CEREBRAL PALSY SPORT IRELAND  
[www.cerebralpalsysportireland.com](http://www.cerebralpalsysportireland.com)

NATIONAL ADULT LITERACY AGENCY  
[www.nala.ie](http://www.nala.ie)

NATIONAL YOUTH COUNCIL of IRELAND  
[www.nyci.ie](http://www.nyci.ie)

GAELIC ATHLETIC ASSOCIATION (GAA)  
[www.gaa.ie](http://www.gaa.ie)

LADIES GAELIC ATHLETIC ASSOCIATION (GAA)  
[www.ladiesgaelic.ie](http://www.ladiesgaelic.ie)

IRISH HANDBALL COUNCIL  
[www.handball.ie](http://www.handball.ie)

CUMANN CAMOGIOCHTA na nGAEL  
[www.camogie.ie](http://www.camogie.ie)

RISH MARTIAL ARTS COMMISSION  
[www.martialarts.ie](http://www.martialarts.ie)

IRISH TAEKWONDO UNION  
[www.itu.ie](http://www.itu.ie)

IRISH WATERSKI ASSOCIATION  
[www.iwsf.ie](http://www.iwsf.ie)

IRISH GYMNASTICS LIMITED  
[www.irishgymnastics.ie](http://www.irishgymnastics.ie)

PARALYMPIC COUNCIL of IRELAND  
[www.pcireland.ie](http://www.pcireland.ie)

SPECIAL OLYMPICS IRELAND  
[www.specialolympics.ie](http://www.specialolympics.ie)

SNOW SPORTS ASSOCIATION of IRELAND  
[www.snowsports.ie](http://www.snowsports.ie)

IRISH ADVENTURE SPORTS TRAINING TRUST  
[www.tiglin.com](http://www.tiglin.com)

FINGAL SPORTS PARTNERSHIP  
[www.fsp.ie](http://www.fsp.ie)

SHOOTING SPORTS ASSOCIATION of IRELAND  
[www.shootingsportsireland.com](http://www.shootingsportsireland.com)











## The National Adult Literacy Agency

An Áisíneacht Náisiúnta Litearthachta do Aosaigh

### National Adult Literacy Agency

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### NALA Cork

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**Telephone:** 021-4278655

**Fax:** 021-4278665

**Email:** mmurray@nala.ie

### NALA Mullingar

Adult Education Centre  
Austin Friar Street  
Mullingar  
Co Westmeath

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**Fax:** 044 9345834

**Email:** pkiernan@nala.ie

**General NALA website:** www.nala.ie

**Literacy learning and tuition website:** www.literacytools.ie

**The Really Useful Guide to Words and Numbers website:** www.rug.ie

**Freephone support line:** 1800 20 20 65

### Fingal County Council

Comhairle Contae Fhine Gall

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