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Foreword

This teacher guide accompanies the Celebrating Our Sports CCEA pupil book. The guide and the pupil book aim to provide classroom opportunities at Key Stage 2 to explore the development of a range of sports in Ireland, the UK and globally. The themes covered encourage pupils to explore and discuss important themes in sport. These include cultural identity, shared heritage, and racial and gender equality.

The activities give your pupils opportunities to examine some of the themes covered through the different areas of learning. They also offer potential for engaging and stimulating learning and may inspire you to expand on some of the areas covered for more extended work. You can use the whole book as a Thematic Unit or choose to explore an individual sport as part of a broader topic.

This guide also mentions active learning and teaching methods. For more information, please see Active Learning and Teaching Methods for Key Stage 1 and 2.
### Overview of Activities

This table gives a brief description of the activities in this book alongside the areas of learning and sports to which they are most relevant. You can use most of these activities with the Pupil Book. Others can be used individually as part of a broader topic.

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<th>Pupils:</th>
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<td>Literacy</td>
<td>investigate how sporting idioms have become part of common English use</td>
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<td>A Round of Golf (Golf)</td>
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<td>use mathematics to work out hypothetical golf scorecards</td>
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<td>Are Some Opinions Worth More than Others? (Boxing)</td>
<td>Literacy, PD&amp;MU</td>
<td>discuss technological advances and how sports stars use their fame to promote ideas or speak about important issues</td>
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<td>Battle of the Sexes (All sports, tennis)</td>
<td>Literacy, PD&amp;MU</td>
<td>read about a female tennis player competing against a male and debate gender equality in sports</td>
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<td>Doing it Tomorrow (All sports)</td>
<td>PD&amp;MU</td>
<td>investigate the skills needed for particular sports and whether they would be able to perform certain feats</td>
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<td>Fact, Opinion or Just a Story? (All sports)</td>
<td>Literacy</td>
<td>differentiate between fact and opinion</td>
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<td>Should GAA Players be Paid? (GAA)</td>
<td>PD&amp;MU</td>
<td>a Conscience Alley activity about whether GAA players should receive payment</td>
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<td>I’m Still Standing (All sports)</td>
<td>WAU</td>
<td>investigate the history of arenas and sports stadiums</td>
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<td>Know your Sport, Know your Place (Cricket)</td>
<td>WAU</td>
<td>explore where particular sports are popular and why</td>
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<td>Life after Sport (All sports)</td>
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<td>imagine what life would be like for stars retiring from sport</td>
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<td>Pitches to Posts (Rugby)</td>
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<td>discuss the different shapes and measurements used on sports fields</td>
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<td>Money in Sport (Football)</td>
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<td>PE</td>
<td>design a pentathlon event</td>
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<td>estimate and measure the world record long jump distance and how many jumps to make to match it</td>
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<td>Many Ways to Score (Rugby)</td>
<td>Numeracy</td>
<td>investigate the different scoring systems in sport</td>
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<td>Activity Title</td>
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<tr>
<td>Should We Always Aim to Make Sports Safer? (Boxing)</td>
<td>Literacy, PD&amp;MU</td>
<td>debate whether people should be able to take part in sports that could result in serious injury</td>
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<td>Skill or Fitness (Cycling)</td>
<td>PD&amp;MU</td>
<td>evaluate whether physical fitness or skill is the major factor in success in different sports</td>
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<td>Sporting Pioneers (Tennis)</td>
<td>WAU</td>
<td>investigate pioneers and their contribution to their sport</td>
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<td>Sporting Trophies (Horse Racing)</td>
<td>Art, WAU</td>
<td>explore the history and features of sporting trophies, then design and make their own</td>
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<td>They Think It’s All Over (All sports)</td>
<td>Literacy, Drama, ICT</td>
<td>discuss what makes a good sporting commentary, then write and record their own</td>
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<td>Three is the Magic Number (Football)</td>
<td>Numeracy</td>
<td>investigate how awarding three points for a win instead of two in soccer changed outcomes</td>
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<td>To Build or Not to Build (GAA)</td>
<td>Literacy, WAU</td>
<td>discuss advantages and disadvantages of having a local sports stadium, using a Hot Seating activity</td>
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<td>What Makes us Support our Team? (Rugby)</td>
<td>WAU, PD&amp;MU</td>
<td>collect data and compile a questionnaire to explain why people choose to support one team instead of another</td>
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<tr>
<td>Who is the GOAT? (All sports)</td>
<td>Literacy</td>
<td>debate who is the greatest of all time in their chosen sport</td>
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<tr>
<td>Why Do We Play a Particular Sport? (All sports)</td>
<td>PD&amp;MU</td>
<td>discuss what makes sports popular in particular locations and among different communities</td>
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<td>If the Cap Fits (Hockey)</td>
<td>WAU, Art</td>
<td>investigate how sports began awarding caps for international appearances and design their own</td>
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<td>Racism in Sport (Golf)</td>
<td>Literacy, PD&amp;MU, WAU</td>
<td>discuss racism in sport and learn about some of the stars who have fought against it</td>
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<tr>
<td>Why Change the Rules? (Boxing)</td>
<td>Literacy, WAU, PD&amp;MU</td>
<td>research rule changes introduced to improve safety or aid officials</td>
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<tr>
<td>Size Matters (Horse Racing)</td>
<td>WAU, PD&amp;MU</td>
<td>investigate the physical attributes required for different sports</td>
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ACTIVITY 1
A Play on Words

Suggested Learning Intentions

Pupils learn to:

• understand the meaning of the term idiom, investigate its use in English and provide examples; and

• understand that some sports have their own terminology and use of language and how these are used in English.

Suggested Learning and Teaching Activities

Introduce a simple idiom, for example over the moon. Explain to your pupils that we can use words or phrases to mean something different to their literal meaning. Give your pupils opportunities to research some general idioms, discuss what they mean and give examples of how they would use them.

Encourage your pupils to discuss how sports have their own specific language and terminology rarely used outside of the sport. Suggest that some sporting words and phrases have made their way into common English usage. Use Pupil Resource A Boxing Idioms as an example or adapt it for another sport. Cite some examples, referring to Pupil Resource B A Play on Words. Ask your pupils to research some sports idioms. Alternatively, you could assign different individual sports for each group to research.

Display some of the idioms and their usage in the classroom or school.
ACTIVITY 2
A Round of Golf

Suggested Learning Intentions
Pupils appreciate the meaning of the term par and other golf-related terms, including birdie, eagle, albatross and bogey.

Suggested Learning and Teaching Activities
Give your pupils Pupil Resource C A Round of Golf, outlining four golfers’ scorecards for three rounds of golf. Ask them to work out the golfers’ overall round performance, answering the associated questions. Encourage them to complete Lisa’s scorecard to show her score for each hole.
ACTIVITY 3
Are Some Opinions Worth More than Others?

Suggested Learning Intentions

Pupils learn:

• how technological advances brought sports and sporting personalities into people’s daily lives over the past century; and

• how sports personalities have used their fame to speak out on issues not related to their sports.

Suggested Learning and Teaching Activities

Give your pupils Pupil Resource D Are Some Opinions Worth More than Others? This outlines how media exposure and technological advances have changed people’s experiences of sport and helped make sports personalities into common household names. It includes examples of sports figures speaking out in support of issues not related to sports.

In groups, ask your pupils to research how sports personalities have used fame to promote products or speak out on other issues. Encourage them to produce a class collage on the theme.

Lead the class in a discussion, using these questions:

• How do we form opinions on key issues?

• Who influences how we think: family, friends, teachers or others?

• Should celebrity endorsements influence us?

• Do you think sports celebrities should speak out on issues?

• What impact do you think a sports celebrity can have when taking a stance on an important issue?
ACTIVITY 4
Battle of the Sexes

Suggested Learning Intentions

Pupils:
- learn the meaning of the terms equality and inequality and develop their own understanding of what these are in the context of gender issues in sport; and
- develop awareness of some of the gender issues in sport and begin to form opinions about whether differences are just or unjust, for example in relation to TV exposure or pay.

Suggested Learning and Teaching Activities

Introduce the terms equality and inequality to your pupils. Encourage them to have a general discussion about whether inequality is always wrong. Is some inequality just part of nature or does all inequality need to be eliminated? Ask your pupils for examples of inequality based on their own knowledge, for example racial inequality or what they perceive to be an example of inequality closer to home such as girls’ representation on the school football team.

Give your pupils Pupil Resource E Battle of the Sexes. Ask them to read the story of the Battle of The Sexes tennis matches from the 1970s. Then, encourage them to research the different levels of participation, recognition and reward between the sexes. Ask them to find information from different sports covered in the pupil book and by visiting official sports websites. For example, the Irish Football Association has news about men’s and women’s football and a range of age groups.

Activity: Class Debate – Male and Female Sports Stars Should Always Receive Equal Pay

Ask your pupils to form teams. Encourage them to research information about various sports and the level of professional participation among males and females. Ask them to investigate, where possible, the amount of sponsorship, prize money and pay these sports offer to the different genders. Suggest that they find out how popular the different sports are with spectators and television viewers. For example, what are the differences in attendance at male and female hurling matches? Encourage each team to use the information from their research to prepare arguments for and against the motion: Male and Female Sports Stars Should Always Receive Equal Pay. Then ask two members from each team to make a case either for or against the motion. At the end of the debate, ask the rest of the team to vote for or against the motion.
ACTIVITY 5
Doing it Tomorrow

Suggested Learning Intentions

Pupils learn to:

- differentiate between specialist skills, general skills and endurance;
- discuss dangerous pastimes and the safety measures needed;
- give reasons for the conclusions they reach and judgements they make and to provide evidence to support them; and
- work co-operatively and allocate different tasks to people in their group.

Suggested Learning and Teaching Activities

Encourage your class to discuss tests of endurance and specialised and general skills. For example, sailing a yacht is a specialised skill and running a marathon is a test of endurance. Divide the class into groups. Give each group a copy of Pupil Resource F Doing it Tomorrow. Ask your pupils to work in groups to discuss whether they can undertake the tasks mentioned in Activity 1 immediately or if they need to develop specialist skills or endurance before attempting the tasks.

In Activity 2, encourage your class to discuss which sports require the most skill. As in Pupil Resource G Fact, Opinion or Just a Story?, emphasise that these are opinions and encourage your pupils to support their opinions with evidence.
ACTIVITY 6
Fact, Opinion or Just a Story?

Suggested Learning Intentions

Pupils learn to:
• differentiate between facts and opinion;
• research to find facts;
• work co-operatively and allocate different tasks to members of our group; and
• work with others in different roles in discussion.

Suggested Learning and Teaching Activities

Begin by discussing the difference between facts, opinions and stories with your pupils.

Encourage them to explore the theme of facts: what they are and what differentiates them from opinions.

Prompt your pupils with statements such as:

We know it is a fact that the Olympic Games started in Greece 3,000 years ago.

Then ask them:
• What else do we know is a fact?
• In Mathematics, what facts do we know about a square?
• In The World Around Us, what fact do we know about the capital of France?

Tell your pupils that we can sometimes confuse facts with opinions and what we read in stories.

Ask them how they know that something is a fact, an opinion or just a story.

This is an information gathering activity. Present the six statements in Pupil Resource G to your pupils. Ask them to find out which statements are facts, which are opinions and which are just stories.

Give your pupils a large sheet of paper, divided into three columns with the headings:

Fact          Opinion          Just a Story

Encourage your pupils to write the six statements in the correct column.

You could use this concept in other areas such as PDMU, WAU and Mathematics.
ACTIVITY 7
Should GAA Players be Paid?

Suggested Learning Intentions

Pupils learn:
- that some sports players are amateur and others are professional; and
- to explore and debate the arguments for and against introducing payment for GAA players.

Suggested Learning and Teaching Activities

Encourage your pupils to discuss whether sports men and women should receive payment.

Remind your pupils that even the most high-profile Gaelic footballers, hurlers and camogie players do not receive payment.

- Why should people be paid for playing a game or engaging in a pastime?
- What advantages do paid players have over amateur players?
- Should all players be paid at the same rate?
- Should some players be paid more than others? Why?
- GAA sports are among the most popular sports in Ireland, so why don’t the players receive payment?
- Would GAA be better if the players were paid?
- What are the advantages and disadvantages of being paid?

Encourage your pupils to explore the theme of representing their community, which is an important part of the GAA. This is a motivation for competing rather than payment.

Introduce other themes to discuss such as the lack of an international element of the GAA. Refer to switching sports, for example Kevin Moran moving to soccer and Marty Clarke switching to Australian rules football. Emphasise that GAA is a volunteer-focused organisation.
Conscience Alley: Should GAA players be paid?

Explain the scenario to your class. You live in a county that is not very successful at GAA, but have a group of young players with potential. A group of business owners wants to set up GAA professional leagues for football, hurling and camogie. The group asks you whether you want to join this new league, but says players will be able to switch counties if they want to, in the same way that soccer players can transfer between clubs.

Give each pupil a role card that tells them who they are and how they feel about the situation. These roles include:

- one of the best players in the team;
- the team manager;
- the president of the GAA;
- the person who looks after the pitch;
- a local supporter;
- a local business owner; and
- the wife or husband of one of the players.

Once all the pupils have spoken to the person proposing the new league, ask your pupils which argument they found most convincing and what they think should happen. This is a conscience alley activity. You can find more details about conscience alley on page 16 of Active Learning and Teaching Methods for Key Stages 1 and 2.
ACTIVITY 8
I’m Still Standing

Suggested Learning Intentions

Pupils learn to:

• research the ancient world and ancient buildings;
• understand that there were ancient civilisations who were capable of building projects that still stand today;
• explore which materials and shapes were used to create these ancient buildings; and
• design their own building and decide which shapes and materials to use.

Suggested Learning and Teaching Activities

Remind your pupils that the Colosseum, which the Ancient Romans built, still exists today.

Ask your pupils if they can think of any other ancient buildings or structures that are still standing.

Tell your pupils about the very ancient buildings in the Boyne valley in Ireland. The most famous of these is Newgrange or Brú na Bóinne. Explain that something very interesting happens there every year on 21 December. Encourage your pupils to find out what this is by searching online or using books from the class library.

Explain that ancient buildings are associated with certain societies. Ask your pupils to form groups to find out about the buildings one of the following societies built that we can still see today:

- The Ancient Romans
- The Ancient Egyptians
- The Aztecs
- The Khmers of Cambodia
- The Ancient Greeks
- The Mayans
- The Incas

Look at the Shapes

Encourage your pupils to examine the shapes of these ancient buildings. Many of them are pyramid shaped. Encourage your pupils to make their own pyramid or stadium using household items or class art materials.

Ask your pupils:

• Which building do you think would be easier to build?
• What sort of materials and equipment do you need to build it?

Give each pupil a job in building the pyramid, stadium or other ancient building, for example the Acropolis in Athens.
ACTIVITY 9
Know your Sport, Know your Place

Suggested Learning Intentions

Pupils learn to:
- link the popularity of different sports on the global stage to different factors such as population, geography and climate; and
- understand the reasons for the popularity of different sports in the UK and Ireland.

Suggested Learning and Teaching Activities

Parts of the pupil book refer to the different countries that play a sport and where it is most popular. For example, in the section on cricket pupils learn that the game is most popular in countries that were once part of the British Empire. Ask your pupils to search online to find out why certain sports are popular among different nationalities and the possible reasons for this.

Once they have done this, ask them to investigate sports in different parts of Ireland and/or the UK. For example, motorcycle racing is popular in North Antrim, Gaelic football in Tyrone, hurling in Munster and rugby league in the northern counties of England. Encourage your pupils to research the reasons why different sports are popular in different areas. Factors they should consider include:
- the population of the particular area;
- the geography or terrain of the region;
- famous sports people from that area; and
- how wealthy the people are.

Distribute an outline map of the British Isles and/or Ireland. Ask your pupils to choose a sport and mark on the map the areas where that sport is popular. Then, encourage them to write a report on the history of the sport there, giving reasons for its growth.
ACTIVITY 10
Life after Sport

Suggested Learning Intentions
Pupils learn about different career paths that sports stars take after retirement and some of the challenges of giving up playing sport full-time.

Suggested Learning and Teaching Activities
Introduce your pupils to Pupil Resource H Life after Sport, which describes some of the different career paths sports people choose after retiring. Ask them if they know of any other examples of possible careers. Discuss the disadvantages of retiring from a sport and potential effects this may have. This will not just apply to sports stars, so you can use examples from other jobs and professions as well. Encourage your pupils to discuss the issues that sports people may face during their careers, for example coping with fame, media attention or having a lot of money.

Ask your pupils to write a short biography of a retired sports star. Encourage them to choose someone who has been retired for a while and has a significant post-playing career. Ask your pupils to focus on the challenges associated with being involved in sport and then leaving these behind to concentrate on another career path. They should include:

- early life and background;
- discovery of their talent or breakthrough;
- successes and disappointments; and
- life after sport.

Many soccer, rugby and GAA stars begin their careers by playing on school teams. This helps them gain attention and have their potential recognised. However, not everyone who plays sports successfully at school goes on to sporting success. Some never progress beyond playing in local leagues and competitions. Others achieve moderate success and manage to make a living from their sport (although this is not the case with GAA stars). Some sportspeople achieve success for a short time, but do not sustain it. This could be because of injury, personal problems or being replaced by someone who performs better.

Sporting careers are quite short compared to other occupations. This is particularly true of team games. It is rare to find a person playing competitive soccer or rugby beyond their thirties. This means that they need to find another career after retiring from their sport. If they want to stay involved with the sport, coaching or management is an option. They could follow a career in the media, providing commentary or analysis on television or radio. For those who cut their ties with sport, the opportunities are endless. Business, politics and acting are some of the careers famous athletes have chosen. For example, former world heavyweight boxing champion, George Foreman, retired from boxing and went into business. He gave his name to a type of grill in the 1990s and earned millions of dollars from the endorsement.
Activity

Role Play: There are two roles for this activity. One is an aspiring sports star just starting out on their career. The other is a retired sports star. The younger sports star asks their more senior counterpart for advice on how to cope with the lifestyle. Encourage your pupils to write a short role play based on this. Here are some of the issues they might consider:

- education and schooling
- managing money
- managing fame and being in the public eye
- family and relationships
- what to do after retiring

Ask your pupils to act out their play for the class or record it using an application such as Moviemaker and show it to the group.
ACTIVITY 11
Pitches to Posts

Suggested Learning Intentions

Pupils learn to:
- calculate dimensions of real-life objects;
- recognise 2D shapes in real-life objects;
- recognise and explain the features of the layout of a sports field; and
- speculate on the result of a change in the dimensions of a sports field.

Suggested Learning and Teaching Activities

Activity 1

Lines on sports field pitches differ, depending on the sport. Pupil Resource V Pitches to Post is a diagram of a football, rugby and GAA pitches.

Ask your pupils how many of these shapes they can see:
- a) squares
- b) circles
- c) rectangles
- d) semicircles
- e) quadrants

Divide the class into three groups. Ask each group to research the meaning of the different lines and shapes on either a soccer, rugby or GAA pitch.

Activity 2

Ask your pupils to investigate the dimensions of different types of pitches. Ask them:
- Do all soccer, rugby or GAA pitches have to be the same size?
- How do soccer, rugby and GAA pitches differ in size? Calculate the perimeter or area of the different pitches.
- Must these games be played on grass surfaces?
- What height are the goalposts on each of these pitches? How wide apart are the posts?
- What would happen if:
  - the width or height of the goalposts in soccer was increased?
  - the width or height of the goalposts in soccer was decreased?
  - the length and width of a rugby pitch was increased?
  - the goalposts in GAA were moved closer to the corners of the pitch?

You can use other pitches or surfaces in this activity, for example tennis courts, hockey pitches or even snooker tables.
ACTIVITY 12
Money in Sport

Suggested Learning Intentions

Pupils learn to:
• become more aware of the huge amounts of money involved in some sports and the implications of this; and
• conduct investigations and engage in debate about the money involved in sport.

Suggested Learning and Teaching Activities

Begin by asking your pupils which sports they think are the most lucrative. Who are the richest sports stars? How do they make their money? Is it solely from salary or prize money? Who are the other people involved in sports who benefit financially?

Talk about different ways that sports generate money such as television coverage, merchandising or sponsorship. What experience do your pupils have of this? Ask how many pupils own a sports kit or have subscriptions to television sports channels. Explain that these are all part of marketing and sports merchandising. Give out Pupil Resource Money in Sport and give your pupils time to research money in sport.

Activities

Numeracy
Ask your pupils to choose a sporting venue such as a soccer, rugby or GAA ground. Encourage them to research how much the different seats cost for a live game. They can find this information on websites dedicated to specific sporting events. Then, ask them to use this information to calculate how much money the venue would make from one match, based on its capacity. Encourage them to compare the amount of money made at different sporting grounds. Ask them to find out which ground charges the highest entrance fee and how many matches they host.

RE, PDMU, Literacy
Encourage the class to discuss the morality of the amount of money paid to some professional sportspeople. Use the following statements to encourage debate.
• Football, Rugby and GAA teams exploit poorer families by charging huge sums of money for their merchandise.
• Professional sports stars earning over a certain amount should be obliged to donate some of their earnings to charity.
ACTIVITY 13
Mini Pentathlon

Suggested Learning Intentions

Pupils learn to:
• participate in different athletic disciplines; and
• appreciate the different skills involved.

Suggested Learning and Teaching Activities

Divide the class into groups of four or five. Ask your pupils to participate in five events. Four of these are mandatory: 100 m sprint, long jump, javelin (long throw) and 500 m run. Ask your pupils to decide what the fifth event should be.

Encourage your pupils to record their individual performances and those of others in the group on the worksheets provided in Pupil Resource I Mini Pentathlon. The worksheet also has space to record other group members’ performance.
ACTIVITY 14
Record Breakers

Suggested Learning Intentions
Pupils learn to:
• be aware of different world records relating to length;
• estimate length more accurately; and
• add or subtract length in metres and centimetres or as decimals.

Suggested Learning and Teaching Activities
Begin by sharing the world record for the men’s long jump with your pupils. Discuss the history of the jump.

In 1991 in Tokyo, an American athlete called Mike Powell broke the men’s world long jump record. His jump of 8.95 m broke the previous record held by Bob Beamon by 5 centimetres. Beamon’s record at that time had stood for over 23 years and Powell’s record still stands in 2019. This shows how remarkable a feat both men achieved.

Explain how Powell broke the long-standing world record. Encourage them to watch footage of the jump online. Ask them to estimate the length of the jump in the school hall or playground and then measure the actual distance. Introduce the activities on Pupil Resource R Record Breakers.

Activity
Take your class to the school hall, playground or sports field. Ask your pupils to mark out what they estimate to be 8.95 m. Use a long tape measure to mark out the length of the world long jump record. Encourage your pupils to compare the actual length to their estimates. They could also compare the length of the classroom or other rooms in the school to the length of the long jump record.

Ask your pupils to calculate how many jumps they need to make to cover 8.95 m. Encourage them to record the distance they jump each time. Make sure they calculate their longest and shortest jump. Find out which pupil can do it in the lowest number of jumps.

Ask your pupils to record the longest jump for each person and work out what the mean is for the longest jump.

Extension
With your pupils, explore other world athletics records such as discus, javelin or shot-putt. Encourage your pupils to estimate and measure these distances. Let your pupils decide what equipment to use to make the measurement. Ask them to calculate how many throws of the discus they need to make to match the world record.
ACTIVITY 15
Many Ways to Score

Suggested Learning Intentions

Pupils learn to:
- solve numeracy problems that relate to the scoring systems in different forms of football;
- work with others to help solve numeracy problems; and
- solve problems within a certain period of time.

Suggested Learning and Teaching Activities

Explain to the class that different sports use different scoring systems.

Football has the simplest scoring system. A goal is worth one. There is no other type of score. Hockey and ice hockey use the same system.

Other sports have much more complicated scoring. For example, in American football there are ways to score 1, 2, 3 and 6 points. In cricket, you can score 1, 2, 3, 4, 5 or 6 runs by hitting the ball once. In Gaelic games you can score either 1 (a point) or 3 (a goal). We usually write the score in goals and points with the number of goals coming first. So, Antrim 2–13 Down 3–7 means Antrim scored two goals and thirteen points and Down scored three goals and seven points.

Ask your pupils to try to work out who won each match below. Remind them to be careful, there’s a trick!

Dublin 1–14 Mayo 3–6
Kilkenny 3–19 Cork 4–17
Tipperary 2–21 Galway 5–12
Kerry 3–8 Monaghan 2–14

Rugby union probably has the most complicated scoring system of the various types of football played here.
- A try is worth 5
- A penalty is worth 3
- A drop goal is worth 3
- A conversion is worth 2

Ask your pupils to work out which scores are impossible for a rugby union team to achieve at the end of a match.
Encourage them to work out the different ways a rugby team can gain these different numbers of points.

For example, a team could gain 23 points with:

- a try and 6 penalties;
- two converted tries (try and conversion), a drop goal and 2 penalties; or
- a drop goal and 4 tries.

Encourage your pupils to try this with the following:

- 37 points
- 19 points
- 28 points
- 31 points
- 22 points

Ask your pupils to form groups of five. Give each group Pupil Resource S Many Ways to Score with one of the points totals written at the top.

Ask the groups to find as many ways as possible to reach their points total.

Give each team only a few minutes to think of ways to make the total. Then ask each group to swap sheets to see if they can add to the other teams’ efforts.

By the end of the session, your pupils should have worked out the different ways to reach the total.
ACTIVITY 16
Should We Always Aim to Make Sports Safer?

Suggested Learning Intentions

Pupils learn:
- about how the Marquess of Queensberry Rules and subsequent rules to regulate boxing have been introduced to make the sport safer; and
- to explore and debate the arguments both for and against introducing rules to make sport safer.

Suggested Learning and Teaching Activities

Encourage your class to discuss the Marquess of Queensberry Rules and other ways to ensure safety in sports outlined in Pupil Resource J Should We Always Aim to Make Sports Safer?

Include the objections of some athletes and observers.

In groups, encourage your pupils to debate whether sports people should be able to participate in potentially life-threatening sports. Allocate each group a position to take in the debate. Then, ask the groups to make a list of reasons for supporting their position. Encourage them to rank these reasons in order of importance, so that they know which to emphasise during the debate.

Encourage your pupils to explore the theme of risk to promote an understanding of the differing viewpoints before starting a class debate on the issue.

Explain to your pupils that, in Northern Ireland, road racing causes considerable debate because of the danger involved. Boxing, mixed martial arts and Formula One racing also have a high risk of injury or fatality. Steps to improve safety in field sports include wearing helmets and gumshields, and providing instructions on dealing with concussion.
ACTIVITY 17
Skill or Fitness

Suggested Learning Intentions

Pupils learn:
- about the different skills, strengths and attributes required in different types of sports and other activities; and
- to explore how different sports and activities require varying degrees of speed, skill and concentration.

Suggested Learning and Teaching Activities

In this activity, pupils discuss the different skills, strengths and attributes needed in different sports.

Tell your pupils that many sports require a combination of attributes.

Encourage the class to discuss other activities that we don’t see as sports, which may also require these skills.

Encourage your pupils to explore the concepts of concentration, skill, strength, speed and accuracy.

Skill or Fitness

Explain to your pupils that playing sport is good for our physical and mental health. Some sports require a lot of physical strength, speed and stamina. Others require more concentration and accuracy.

Some require a mixture of concentration, skill, fitness, and speed.

For example, weightlifting requires strength and archery requires skill.

Activity

Divide your class into groups. Encourage the groups to discuss the list of Olympic sports in Pupil Resource K Skill or Fitness. Ask the groups to allocate a score on a scale of one to ten for the following attributes. The first two sports have been filled in already, but they can change these scores if they like.

Encourage your pupils to add more sports to the list. They could add activities that are not considered sports such as hiking, gaming, chess or dancing.
ACTIVITY 18
Sporting Pioneers

Suggested Learning Intentions
Pupils learn to appreciate and understand that advances in technology and ability have helped people to break records.

Suggested Learning and Teaching Activities
Introduce the concept of pioneers to your pupils. Explain to them that a pioneer is someone who begins or helps develop something new, preparing the way for others. Throughout the history of sport, there have been pioneers.

Your pupils will have read about some sporting pioneers, including Althea Gibson, the first black woman to win a Grand Slam tennis championship, and Emily Valentine, the first woman to play rugby.

Members of Francis Marindin’s Royal Engineers’ football team in the 1880s were pioneers because they were the first to explore the passing game and use it effectively in football.

Pioneers are everywhere. Valentina Tereshkova is a pioneer because she was the first woman in space.

Divide the class into groups. Encourage each group to think of pioneers in sporting and non-sporting contexts. Ask them to list the names of pioneers and their notable accomplishments in the table in Pupil Resource U Sporting Pioneers.
ACTIVITY 19
Sporting Trophies

Suggested Learning Intentions

Pupils learn to:

- understand the ideas behind awarding trophies for achievements in sports and the origins of some of these;
- develop knowledge of the history of specific trophies and investigate their features and design; and
- design and create their own trophies.

Suggested Learning and Teaching Activities

Begin the lesson by showing your class the trophies on display in the school. Encourage discussion about why they were awarded. Print copies of the Pupil Resource L Sporting Trophies and give these to your pupils to read. Encourage your pupils to research trophies, including non-sporting trophies such as an Oscar statuette or a BRIT music award. Once they have researched a range of trophies, encourage each group to design and make their own trophy, using classroom art materials or waste packaging.
ACTIVITY 20
They Think It’s All Over

Suggested Learning Intentions

Pupils learn to:

- develop awareness of the role of a commentator and some of the features of sports commentary;
- understand that commentary requires a particular way of speaking such as using shortened phrases and rarely using full sentences; and
- write, practise and record their own commentary.

Suggested Learning and Teaching Activities

Pupils listen to famous sports commentaries such as:

Ken Wolstenholme on Geoff Hurst’s World Cup goal in 1966
Kyle Nugent on Rónan Ó Gara’s drop goal to win the Rugby Grand Slam in 2009
Jimmy Magee on Katie Taylor’s gold medal for boxing at the 2012 Olympics

They discuss the language commentators use and how they speak. They watch sports footage and choose one to write their own commentary on. Give your pupils copies of Pupil Resource N They Think It’s All Over. Ask them to read about the famous sayings from commentators. Encourage them to search online for famous sports commentaries and consider how commentators use language. Then, ask them to choose a sporting event to write a commentary on.
ACTIVITY 21
Three is the Magic Number

Suggested Learning Intentions

Pupils learn to:

• develop awareness of the history and use of three points for a win system in soccer;
• investigate the different permutations involved in deciding league standings, using multiplication and addition, comparing two points for a win to three points (multiples of two and three); and
• conduct their own investigations, creating scoring systems of their own to identify potential winners and other places in leagues.

Suggested Learning and Teaching Activities

Distribute Pupil Resource O Three is the Magic Number, which describes the old points system for the English First Division. Ask your pupils to look at the numbers of wins, draws and defeats for the different teams. How do the final league standings reflect this? Discuss with your pupils why the Football Association made this change and whether they think it was a good idea. Ask your pupils to work out who would have become champions if two points were awarded for a win. (Manchester United would have won on goal difference.)

Encourage them to compare how different league tables would have looked using the old and new systems. Ask them to think of their own ideas for creating different scoring systems, for example awarding bonus points for a certain number of goals in a game or keeping a clean sheet. Encourage them to justify their choice of scoring system.
ACTIVITY 22
To Build or Not to Build

Suggested Learning Intentions

Pupils learn to:
- consider the pros and cons of holding a major event;
- express different points of view on an issue, by writing emails or hot seating; and
- understand the concept of Nimbyism.

Suggested Learning and Teaching Activities

Explain to your pupils that every four years the Olympic Games take place in a different country, with one city as the focus of the event. The chosen country usually has to build new sports facilities such as swimming pools, indoor arenas for gymnastics or basketball courts.

Tell your pupils that the games require a major outdoor stadium, which is usually purpose built.

Encourage your pupils to imagine that Northern Ireland has won the competition to hold the 2032 Olympic Games. The main outdoor stadium will be built in Belfast. This will be a huge building project.

Some people would be delighted to have the stadium built near them, but others would be unhappy.

Ask your pupils to imagine that they live in Belfast, near to the area where the main Olympic stadium will be built.

Ask them to make a list of the advantages and disadvantage of having a stadium built near their homes.

Give your pupils Pupil Resource P To Build or Not to Build showing the key words that might help them to discuss the advantages and disadvantages they have identified.

Then, ask them to compose two emails to send to the government and the International Olympic Committee (IOC).

In one email, they should enthusiastically support the stadium being built in their area. In the other email, they should strongly object to it.
Hot Seating

Begin a hot seating activity by giving three pupils a role card each from Pupil Resource P To Build or Not to Build. You can find a description of how a hot seating activity works on page 36 of Active Learning and Teaching Methods for Key Stages 1 and 2. Make sure that your pupils do not reveal their roles to the rest of the class.

Encourage the pupil with the role of head of the company that wants to build the stadium to make the case for building the stadium and all its advantages.

Encourage the pupil with the role of someone who lives near the proposed stadium site to object to it being built.

Encourage the pupil with the role of chairperson of an enquiry or public meeting about the stadium to ask challenging questions about the building project.

Encourage the rest of the class to join in the enquiry and ask their own questions.

After the discussion, ask the class to guess the roles of the three pupils. Ask the class:
- What would you challenge from what you have heard?
- Which of the first two pupils made the best case?

In conclusion, introduce the concept of Nimbyism and encourage a class discussion.
ACTIVITY 23
What Makes us Support our Team?

Suggested Learning Intentions

Pupils learn to:
• think about factors that influence us when choosing which teams to support; and
• make connections between identity, family and community as factors influencing our choice of sporting team preferences.

Suggested Learning and Teaching Activities

Ask your class to complete charts that show the sporting teams that each pupil prefers. Encourage your pupils to work together to devise a questionnaire to explore why people give their allegiance to a particular sports team. Questions should be about:
• location of the team;
• tradition of supporting a particular team;
• religious, cultural or political factors;
• influence of friends; or
• team success.

Then encourage them to ask a friend or an adult to complete the questionnaire.

Share the answers from the completed questionnaires on the whiteboard to help your pupils to explore the different factors that influence why we choose our teams.

Encourage your pupils to discuss what makes us support our team by asking these questions:
• What factors influenced your choice of team to support?
• How much is success a factor when helping people choose sports teams?
• Would you consider changing your sporting team? Give reasons for your answer.
ACTIVITY 24
Who is the GOAT?

Suggested Learning Intentions

Pupils learn:
• what an acronym is, in reference to GOAT (greatest of all time);
• that the greatest of all time is a matter of opinion and cannot be objectively determined;
• about the criteria that experts and the media use to determine their greatest of all time, for example statistics, influence on sport or talent; and
• to make the case for their greatest of all time and present this to the rest of the class.

Suggested Learning and Teaching Activities

Discuss the term acronym with your pupils. Tell them that GOAT is an acronym for greatest of all time. Ask your pupils the difference between an acronym and other types of abbreviation. Encourage them to find examples of both.

Introduce the concept of GOAT to your pupils. You can do this by asking who they consider is the greatest in a particular sport. For example, some pupils might say that Lionel Messi is the greatest footballer or that Serena Williams is the greatest tennis player. Explain to your pupils that we often compare the talents and achievements of today’s sports stars with those of previous sports stars. We often have hypothetical discussions, ranking sports stars alongside players from different eras.

Explain to your pupils that when deciding who is the greatest, it is important to present evidence to back up their claim. For example, they could refer to the achievements and records such as tournaments won, prize-money earned or length of career. Ask your pupils to start by comparing stars from the same era such as Messi and Ronaldo. Encourage them to conduct their own research to support their arguments. Once they have reached their conclusion, ask them to make their case to the rest of the class. This could be in the form of a presentation or debate with other members of the class. Alternatively, they could make their arguments in a piece of persuasive writing. After they have made their case, ask how difficult it was for them to reach their conclusion and what made them opt for one over the other. What types of language did they use to present their arguments? What types of information did they include in their presentation or writing?

You can use other subjects in this activity. For example, pupils could compare pop stars, dancers, actors or writers depending on their interests.
ACTIVITY 25
Why Do We Play a Particular Sport?

Suggested Learning Intentions
Pupils learn about the factors that contribute to the growth and popularity of sports in different countries and communities.

Suggested Learning and Teaching Activities

Pupil Resource Qa Why Do We Play a Particular Sport? shows two maps. One is a map of the world showing nations that play test cricket and rugby. The other is a map of what was the British Empire.

Ask your pupils to compare the maps and comment on their observations. You may need to explain the meaning of the term empire and its effect on indigenous peoples, for example the spread of the English language.

Give your pupils Pupil Resource Qb Why Do We Play a Particular Sport?. This is a table outlining the 2016, 2017 and 2018 winners of schools’ competitions in Northern Ireland for rugby, Gaelic football, hurling, cricket and hockey.

Ask your pupils to comment on any trends they can identify from the table. Encourage them to notice that the winners of each sporting event over the three years were teams from the same school sector in Northern Ireland (schools with pupils from one community or the other, with the exception of boys’ football).

Suggested questions for pupils to discuss:
- Which of the sports have you played in school?
- Do you play for a sporting team outside of school?
- Have you been to a sporting event outside of school?
- Did your parents play any of the sports on the list when they were in school or for teams outside of school?
- Is there a sport on the list that you have never played?
- Is there a sport on the list that you and your family and friends have never played?

Lead the class in a discussion on how the sport we play is often determined by external factors, including tradition, culture, family background, local community and school.

Ask your pupils:
If you were born in another country, which sport would you like to try? Do you think you would be good at it? Encourage them to give reasons for their answers.
ACTIVITY 26
If the Cap Fits

Suggested Learning Intentions

Pupils will:
• learn about the origin of caps and how they came to be used as recognition for representing a country in certain sports;
• learn about some of the record cap holders for particular sports; and
• design their own caps or alternative way of recognising participation in a sport.

Suggested Learning and Teaching Activities

Ask your pupils to read about hockey in the Pupil Book, particularly the section that refers to Shirley McCay as the most capped Irish woman in any sport. Encourage them to discuss the term cap. Ask your pupils to search online to find out how the practice of awarding caps for international appearances in sports developed. Ask them to find answers to these questions:
• Why did countries decide to award caps?
• What was the first sport or country to award caps?
• Who are the record caps holders in different sports?
• Who are the record cap holders in their sports?
• Is it easier to represent your country today than it was in previous decades?
• Have you or any of your friends or relatives received a cap?

Then, ask your pupils to look at some images of caps. Encourage them to note their features. Ask whether the caps have changed over time. Encourage them to design their own cap, which they could use for school teams. Alternatively, ask them to suggest other ways of recognising team appearances. Encourage them to design an alternative to a cap.
ACTIVITY 27
Racism in Sport

Suggested Learning Intentions

Pupils will:
• develop awareness of racism in sports and what certain sports stars have done to combat it; and
• learn about racism that individual sports stars face and how they overcame this to make it in their sport.

Suggested Learning and Teaching Activities

The sections of the pupil book on golf and boxing mention the problem of racism in sport. For example, in the United States black players were not allowed to compete in professional golf tournaments alongside white players until 1961. Remind your pupils that racism is not confined to these sports. It has been a problem in many different sports and many players have made a stand against it. Ask your pupils to research racism in sport and write their own profile or biography of a sports star making a stand against it. Examples include:
• Muhammad Ali and his protest against the US–Vietnam war;
• Jesse Owens winning four gold medals in front of Hitler at the 1936 Olympics in Berlin, at a time when Adolf Hitler (Germany’s leader) wanted to prove that white people were superior;
• Althea Gibson becoming the first black woman to win a major tennis tournament, despite having been excluded from many competitions because of her race;
• Colin Kaepernick protesting against racism during the US anthem at American football games; and
• Tommie Smith and John Carlos, famous for their Black Power salute during a medal ceremony at the 1968 Summer Olympic Games.
ACTIVITY 28
Why Change the Rules?

Suggested Learning Intentions
Governing bodies change the rules sports for different reasons, including to reflect developments in technology or to improve the experience for participants and spectators.

Suggested Learning and Teaching Activities
Encourage your pupils to read Resource T Why Change the Rules? It includes a list of some rule changes that sports have introduced. Then ask them to sort the rule changes into those that improve officials’ ability to make correct decisions and those that improve player safety. After they have done this, ask them to think of some examples of their own for each category.

Ask your pupils:
- What rule changes have you experienced as either a player or a spectator?
- Do you think the rule change was an improvement?
- What rule change would you introduce to a sport today?
ACTIVITY 29
Size Matters

Suggested Learning Intentions
Pupils will develop understanding of how height and weight can be an advantage or disadvantage for competitors in sports.

Suggested Learning and Teaching Activities
Ask your pupils to read Pupil Resource W Can Height be an Advantage in Sport?. Working in pairs, ask your pupils to sort sports into different categories, for example sports in which being tall or short is an advantage. Discuss their answers in a plenary session.

Then, encourage your pupils to investigate other sports, or positions in sports, where height matters.

Further Activities
Encourage your pupils to investigate and discuss:
- whether height matters as much in children’s sport as it does in adults’ sport;
- personal experiences where their height placed them at an advantage or disadvantage while playing sports; and
- sports in which weight can put competitors at an advantage or disadvantage.
Resource A: **Boxing Idioms**

Idioms are groups of words that, together, take on a meaning different from their literal meaning. For example, Janice was *over the moon* when she passed her driving test. The idiom *over the moon* means to be very happy.

Boxing has given us many idioms that we use often in a non-sporting context.

Match the boxing idioms below to the meanings provided on the next page.

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The gloves are off</td>
<td></td>
</tr>
<tr>
<td>Sparring partner</td>
<td></td>
</tr>
<tr>
<td>Saved by the bell</td>
<td></td>
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<tr>
<td>Ringside view</td>
<td></td>
</tr>
<tr>
<td>Sucker punch</td>
<td></td>
</tr>
<tr>
<td>Take it on the chin</td>
<td></td>
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<tr>
<td>Throw in the towel</td>
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<tr>
<td>Come out fighting</td>
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<tr>
<td>Have someone in your corner</td>
<td></td>
</tr>
<tr>
<td>Pull his punches</td>
<td></td>
</tr>
<tr>
<td>On the ropes</td>
<td></td>
</tr>
<tr>
<td>Heavyweight</td>
<td></td>
</tr>
<tr>
<td>Out for the count</td>
<td></td>
</tr>
<tr>
<td>Lightweight</td>
<td></td>
</tr>
<tr>
<td>Low blow</td>
<td></td>
</tr>
<tr>
<td>Meaning</td>
<td></td>
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<tr>
<td>-----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>To be defeated</td>
<td></td>
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<tr>
<td>To be gentle or lenient, using less force than you are capable of.</td>
<td></td>
</tr>
<tr>
<td>Rescued from a bad situation</td>
<td></td>
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<tr>
<td>An unfair or dirty attack or insult</td>
<td></td>
</tr>
<tr>
<td>A person or thing regarded as inexperienced and widely unknown</td>
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</tr>
<tr>
<td>To surrender and admit defeat</td>
<td></td>
</tr>
<tr>
<td>To be willing to fight or argue hard and dirty</td>
<td></td>
</tr>
<tr>
<td>An unexpected blow</td>
<td></td>
</tr>
<tr>
<td>To have the support and advice of another person</td>
<td></td>
</tr>
<tr>
<td>A person with whom one regularly argues</td>
<td></td>
</tr>
<tr>
<td>To be in trouble, on the verge of losing</td>
<td></td>
</tr>
<tr>
<td>To be aggressive from the start</td>
<td></td>
</tr>
<tr>
<td>To suffer misfortune but to not give in</td>
<td></td>
</tr>
<tr>
<td>To have a good view of something</td>
<td></td>
</tr>
<tr>
<td>A person or thing of great influence and importance</td>
<td></td>
</tr>
</tbody>
</table>
Use the idioms from the previous page to write sentences. There’s an example below.

**Idiom:** On the ropes  
**Sentence:** Local businesses are really on the ropes following a fall in sales and a huge city centre fire.

**Idiom:**  
**Sentence:**

**Idiom:**  
**Sentence:**

**Idiom:**  
**Sentence:**

**Idiom:**  
**Sentence:**

**Idiom:**

**Sentence:**

**Extratask:** look up the meaning of a different idiom not included above, and write a sentence including it. Ask a friend to read it and work out the meaning of the idiom.

**Idiom:**

**Sentence:**
### Resource B: A Play on Words

We use many sporting words and phrases in everyday speech. Here are some examples:

<table>
<thead>
<tr>
<th>Word or Phrase</th>
<th>Meaning in Sport</th>
<th>Meaning in everyday use</th>
</tr>
</thead>
<tbody>
<tr>
<td>par for the course</td>
<td>The number of strokes a player should take to complete a golf course</td>
<td>This describes what to expect in a given situation. For example: <em>The school principal complained about litter in the playground again at assembly this morning, but that’s par for the course.</em></td>
</tr>
<tr>
<td>a sticky wicket</td>
<td>A difficult pitch to bat on in cricket, usually caused by wet, soft pitch</td>
<td>This describes being in a difficult situation. For example: <em>If the company decides to leave Belfast, many workers could be on a sticky wicket.</em></td>
</tr>
<tr>
<td>throw in the towel</td>
<td>To give up or concede victory to an opponent in a boxing match by throwing the towel into the ring</td>
<td>This describes giving up on a task or admitting defeat in a situation. For example: <em>After years of trying to beat drug addiction on his own, Paul decided to throw in the towel and ask for help.</em></td>
</tr>
</tbody>
</table>
Research some sporting words or phrases and fill in the table below. Include a short description of what the phrase means in the sport it comes from. Give an example of how to use it in an everyday context. Display your table in the classroom.

<table>
<thead>
<tr>
<th>Word or Phrase</th>
<th>Meaning in Sport</th>
<th>Meaning in everyday use</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Resource C: A Round of Golf

Tom, Jane, Ciara and Ronan decided to play a round of golf at three different golf courses. Help them record their overall scores for each round, taking care to note the par for each course.

**Day 1  Course A: Par 70**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronan</td>
<td>78</td>
</tr>
<tr>
<td>Ciara</td>
<td>81</td>
</tr>
<tr>
<td>Jane</td>
<td>77</td>
</tr>
<tr>
<td>Tom</td>
<td>74</td>
</tr>
</tbody>
</table>

**Day 2  Course B: Par 72**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronan</td>
<td>79</td>
</tr>
<tr>
<td>Ciara</td>
<td>78</td>
</tr>
<tr>
<td>Jane</td>
<td>77</td>
</tr>
<tr>
<td>Tom</td>
<td>76</td>
</tr>
</tbody>
</table>

**Day 3  Course C: Par 72**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronan</td>
<td>80</td>
</tr>
<tr>
<td>Ciara</td>
<td>77</td>
</tr>
<tr>
<td>Jane</td>
<td>78</td>
</tr>
<tr>
<td>Tom</td>
<td>75</td>
</tr>
</tbody>
</table>
Lisa joined her friends for a round of golf on one of the days. Help Lisa complete her scorecard for each hole. The par for all of the holes is in brackets. Take care to use the appropriate terms from the table.

### Lisa’s Scores

<table>
<thead>
<tr>
<th>Hole</th>
<th>Par</th>
<th>Double Bogey (+2)</th>
<th>Birdie (-1)</th>
<th>Bogey (+1)</th>
<th>Eagle (-2)</th>
<th>Par (0)</th>
<th>Albatross (-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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</table>

Lisa’s final round score: ____________
Over the past century, technological advances have changed people’s lives in very significant ways. Cars and planes allowed people to travel more frequently and further than ever before as part of everyday life.

Telecommunication means the ability to communicate over a distance. Telephone, radio, television and the internet have all played a part in making the world a smaller place than at any other time.

On 2 July 1921, the Jack Dempsey versus Georges Carpentier boxing match in New Jersey, USA, was the first ever broadcast live on radio. Since then, sporting events have been available in our homes, via radio, television and the internet, making sportsmen and women household names.

The celebrity status of many sporting figures means that social media will discuss and report almost everything a famous sporting person says or does.

Sports stars receive payment to promote products because businesses are aware of their influence on society. For example, famous footballers promote football boots knowing this will attract the attention of both adults and children.

Many sporting figures use their celebrity status to promote their opinions, expressing support for political parties or speaking out about social issues.

Muhammad Ali was one of the most famous boxers in history. He used his position to speak out against American involvement in the Vietnam War. He was stripped of his boxing titles when he refused to join the US Army to fight in the war.

Can you think of other examples of sports stars who have used their positions to speak out?

Who influences your opinion on key issues?

Would you be more inclined to listen to an opinion just because a famous person believes it?
Resource E: **Battle of the Sexes**

In 1973, a retired male tennis player, Bobby Riggs, aged 55, claimed that the women’s game was inferior to men’s tennis. He also stated that despite his age he could beat any of the top female players. Margaret Court, an excellent player who won three of the four Grand Slam titles that year, accepted his challenge. On 13 May 1973, the two played a match in Ramona, California that Riggs won easily in two sets. In the following weeks and months, he gloated about his victory and taunted female players.

Billie Jean King, another top player of the 1970s, agreed to a challenge match against Riggs. On 20 September, the two played in Houston, Texas. King easily beat Riggs in three straight sets. Many see her victory as a massive breakthrough in the history of women’s tennis and efforts to achieve gender equality in the sport. King went on to campaign for women to receive equal prize money.

These two historic matches in 1973 began a debate that continues to this day. Tennis is just one of many sports where men and women receive equal pay. There has been opposition to equal pay. Some of the sport’s greatest stars claim that men play longer games and therefore deserve to earn more. Others believe that we should find a way to allow men and women to compete against each other in certain sports instead of having tournaments for each gender.
Resource F: **Doing it Tomorrow**

**Activity 1: Is being fit and healthy always enough?**
Discuss with your group whether you could run a marathon tomorrow, if you were fit and healthy enough. Then, discuss each of the following challenges. Give reasons for why you think being fit and healthy would be enough or whether you would need specialist skills or equipment to complete them successfully.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Yes we can</th>
<th>No we can’t</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climb Everest challenge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sail the Atlantic in a yacht challenge</td>
<td></td>
<td></td>
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<tr>
<td>Swim the English Channel to France (or North Channel to Scotland) challenge</td>
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<tr>
<td>Walk from Malin Head to Mizen Head (length of Ireland) challenge</td>
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<tr>
<td>Fly around the world in a helicopter challenge</td>
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<tr>
<td>Go to the moon challenge</td>
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<tr>
<td>Cycle from Ballycastle to Enniskillen challenge</td>
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</tbody>
</table>
Activity 2: Specialised skills in sport

Now that you have discussed what challenges you could complete tomorrow, if you had the right level of health and fitness, discuss the skills needed to play different sports. Decide which sports require the most skill.

These are opinions.

**Soccer v Gaelic football**

- Soccer is more skilful because:
- Gaelic Football is more skilful because:

**Rugby v Hurling**

- Rugby is more skilful because:
- Hurling is more skilful because:

**Horse racing v Motorcycling**

- Horse racing is more skilful because:
- Motorcycling is more skilful because:
<table>
<thead>
<tr>
<th>Activity</th>
<th>More Skilful</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cricket v Hockey</td>
<td>Cricket is more skilful because:</td>
<td>Hockey is more skilful because:</td>
</tr>
<tr>
<td>Boxing v Wrestling</td>
<td>Boxing is more skilful because:</td>
<td>Wrestling is more skilful because:</td>
</tr>
</tbody>
</table>

Use any activity, for example painting or pottery, multiplication or addition.
Resource G: Fact, Opinion or Just a Story

- **Brazil won the World Cup three times between 1958 and 1970.**
  - **FACT**

- **Muhammad Ali was the greatest boxer of all time.**
  - **OPINION**

- **Setanta played hurling with other boys in Eamhain Mhacha.**
  - **STORY**

- **A man called Icarus could fly.**
  - **OPINION**

- **Arkle was the best racehorse ever.**
  - **FACT**

- **The Ancient Romans built a stadium that is partially standing today.**
  - **FACT**

Decide whether these statements are facts, opinions or just stories. How will you do this?

Consider other statements you could use to discuss whether they are facts, opinions or stories.
Retirement can be a problem for some sports people. They can experience feelings of loss, anxiety and depression after they leave the fame and day-to-day involvement in their sport. Having enjoyed the adulation of thousands of people watching them perform at the highest level, sports people can experience disappointment when they retire. They may also miss their friends and colleagues and the sense of camaraderie. This can lead to mental illness, substance abuse or addiction. This is what happened to former Arsenal and Republic of Ireland footballer, Niall Quinn, who suffered terrible depression after he retired. Quinn claims that he took about three years to start feeling normal again after he stopped playing in 2003. In 2016, Quinn set up an initiative called Catch a Falling Star to help players prepare for retirement.

Roy Keane
Since retiring from professional football in 2006, Keane has managed several English clubs and served as assistant manager of the Republic of Ireland international team. He continues his role as a television pundit.

Emmet Byrne
He found life extremely difficult after retiring from rugby, eventually entering the Royal College of Surgeons in Dublin to study medicine. To earn some money to support him while studying, he worked as a part-time pundit for Setanta Sports. He has publicly recalled how he was on his way to the dole office to sign on when the television station called to offer him the job. He initially declined, but changed his mind a few days later. He graduated as a surgeon in 2012.

Philip Mulryne
After retiring from football, the former Manchester United and Northern Ireland midfielder decided to become a priest. He had enjoyed the glamorous and wealthy lifestyle that came with being a professional footballer and later found happiness and peace in religious life. He retired from playing football in 2008 and was ordained to the priesthood in 2017.
Resource I: **Mini Pentathlon**

## Pupil Performance Profile

<table>
<thead>
<tr>
<th>Long Jump</th>
<th>Javelin (Long Throw)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Distance</td>
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<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>100 m Sprint</th>
<th>500 m Run</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Time Taken</td>
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## Additional Event

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The Marquess of Queensberry Rules were introduced more than a century ago to make boxing safer. Subsequent changes to the rules have tried to reduce the risk of injury or death further. The changes include limiting the number of rounds in a boxing match.

There have been many attempts to make participating in sports safer.

Wearing helmets with faceguards became compulsory in hurling in 2010. Wearing gumshields to reduce oral injuries is compulsory in hockey, rugby and Gaelic football.

In motor racing, changes to the design of bikes, cars and racetracks have helped to make the sport safer for participants and spectators.

Road racing is one of the most dangerous sports in the world. It continues to be very popular in Northern Ireland, despite the deaths of high profile figures. Organisers have tried to improve safety for participants and spectators, but the speed that motorcycle racers travel along public roads means that any accident can be fatal.

Some sports figures have resisted the safety precautions introduced, because they see risk as a part of the job. Risk is central to success and progress in sports and other areas. For example, if people had not taken life-threatening risks, we would not have been to the moon, climbed Mount Everest or developed air travel.

However, as society develops it moves away from gladiatorial contests and bareknuckle boxing and towards regulating sport and entertainment to ensure participants’ safety.
# Resource K: Skill or Fitness

<table>
<thead>
<tr>
<th>Sport</th>
<th>Concentration</th>
<th>Skill</th>
<th>Fitness</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf</td>
<td>8</td>
<td>9</td>
<td>4</td>
<td>2</td>
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<tr>
<td>High Jump</td>
<td>8</td>
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<tr>
<td>Rowing</td>
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<tr>
<td>1500 m race</td>
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<tr>
<td>Boxing</td>
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<tr>
<td>Indoor volleyball</td>
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<td>Baseball</td>
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<tr>
<td>Table tennis</td>
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![Skill or Fitness Graph](image-url)
Resource L: Sporting Trophies

Most sports award a trophy, cup or medal to the winner as a reminder of their achievement. Some trophies are named after famous people associated with a particular sport or organisation governing it. For example, the Sam Maguire Cup is awarded to the All-Ireland Senior Gaelic Football champions. Maguire was an influential Gaelic footballer who helped to develop Gaelic games in London in the early twentieth century. In soccer, the FA Cup gets its name from the Football Association in England, which is one of the bodies responsible for running the game.

The word trophy comes from the French word *trophée*, meaning prize of war. This refers to weapons, standards, prisoners or even body parts of slain opponents that were kept to commemorate victory.

- At the Ancient Olympic Games, competition winners received laurel wreaths as prizes. As the games developed, winners received amphoras. These are large ceramic containers for storing wine or other valuable products such as olive oil.

- Chalices were presented to competition winners from as early as the seventeenth century. The Kyp Cup is an early example. It was awarded to the winners of a horse race in America. It is on display in the Henry Ford Museum and is thought to date from approximately the year 1699.

- The first World Cup trophy in soccer was named after Jules Rimet, the man who founded the competition. In 1966, the trophy was stolen from an exhibition at Westminster Central Hall in London. The thieves demanded a ransom for the trophy, but a dog called Pickles found it, wrapped in newspaper and tied with string, under a hedge. The dog became a celebrity and his owner, David Corbett, received a reward of £6000.

- The Jules Rimet Trophy was stolen again in 1983 from the Brazilian Football Confederation. Brazil had been allowed to keep the trophy following their third World Cup success in 1970. The trophy was never recovered and a replica was presented to Brazil in 1984.

- Some sports, such as athletics, award medals to recognise success. In boxing and wrestling, winners receive belts.

- The Borg-Warner Trophy is awarded to the winner of the Indianapolis 500 motor racing championship. It is the biggest trophy in sport. It stands 1.63 m tall and weighs 69 kg. The smallest trophy is believed to be the Lyonesse Cup. It is awarded to the winners of an annual football match between the Isles of Scilly and the Dynamo Choughs on an island just off the south-western coast of England. It stands just 6 mm tall.
Activities

Research the history of a trophy of your choice. This could be a trophy awarded in professional sport or a less well-known one. Perhaps your school competes for trophies with an interesting history. You may even be able to see some of these in your own school trophy cabinet. Remember that trophies, such as an Oscar or a music award, can be awarded for non-sporting achievements. Consider these questions when conducting your research:

- What is the trophy awarded for?
- How did the trophy get its name?
- How old is the trophy?
- Who designed the trophy?
- Does it have any distinguishing features such as size, colour or design? Is it symmetrical? What is it made of? Why is this material suitable?
- Is there any interesting statistical information about the trophy such as current holders or frequent winners?

Write your information as a report or a presentation using PowerPoint or Moviemaker and present this to the class.

Try designing your own trophy. What would you award it for? Make a pencil sketch of your trophy first, and then paint it. Finally, try to make your trophy, using cardboard, clay, papier mâché or any other material you think would work.
Those who are successful in professional sport can benefit from many lucrative financial opportunities. Premier League footballers earn millions of pounds in salaries; tennis and golf stars receive huge sponsorship deals for advertising famous sports brands. It’s not only the stars who make money from sport. Managers, coaches, medical staff, agents, club owners, merchandisers and television companies make some sports into multi-billion pound industries. Here are some interesting financial facts about professional sports stars and others who benefit from their interest in certain sports.

- **Manchester United**, which has the biggest stadium in the English Premier League, makes over £100 million a year from attendances at their home matches.

- Swiss tennis star Roger Federer is thought to earn close to £22.75 million per year from a deal signed in 2018 with a clothing company.

- Television companies Sky and BT pay over £4 billion to the Premier League to show live games. They make this money back and profits from advertising and by charging households and businesses fees to access the games.

- The average yearly salary for a Premier League footballer (in 2018) is over £2.5 million. The average yearly salary in Northern Ireland is around £27000.
Resource N: They Think It’s All Over

Many sporting events broadcast on radio and TV are remembered for iconic lines, phrases or words that commentators and pundits use. Here are some of the most famous. Search online for them.

‘There are some people on the pitch. They think it’s all over. It is now!’

Ken Wolstenholme on Geoff Hurst scoring England’s fourth and decisive goal when winning the World Cup in 1966.

‘Drop at goal. Grand Slam at stake. He’s got it!’

Kyle Nugent describing Ronan O’Gara’s winning drop goal for Ireland against Wales to win the Six Nations Grand Slam for Ireland in 2009.

‘Katie Taylor might be our greatest ever sportswoman, and there’s been a few of those!’

Jimmy Magee on Katie Taylor winning boxing gold at the London Olympics 2012.

‘His father is from Fermanagh. His mother’s from Fiji. Neither a hurling stronghold’

Micheál Ó Muircheartaigh on Cork hurler Sean Óg Ó hAilpin.

What makes a great piece of commentary?

Some commentators have a gift for finding the just the right words to describe what is happening, particularly if it is dramatic. Delivery is also very important. Commentators can get very excited as they watch the action. This adds to the entertainment for the audience. Others are renowned for their knowledge of the sport and sporting statistics. Humour can be very useful for those watching or listening to a game at home. It is important to remember that commentators don’t need to use full sentences all the time, as people watching or listening want to hear what is happening quickly.
Here are some examples of how commentators shorten what they say, but still convey the full meaning.

‘What a shot by Federer!’ instead of ‘Federer has just played a wonderful shot!’

‘Johnson! Johnson by yards!’ instead of ‘Michael Johnson has a very big lead!’

‘McIlroy’s second at the tenth. In the sand’ instead of ‘Rory McIlroy has hit his second shot into the bunker at the tenth hole.’

Practise shortening the sentences, which describe sporting events, in the table below. You could add some examples of your own.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Shortened Version</th>
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<tbody>
<tr>
<td>Messi has a shot from a long way out. He scores a magnificent goal.</td>
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<tr>
<td>Frampton delivers a right hook to the body of Santa Cruz. That has hurt Cruz badly.</td>
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<tr>
<td>McIlroy has just hit his tee shot straight into the trees on the left hand side of the golf course.</td>
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<tr>
<td>Ireland have a penalty. If they score, they will surely win the Six Nations again.</td>
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<tr>
<td>There are two minutes left, maybe some injury time too. Kerry are three points ahead of Dublin.</td>
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<tr>
<td>Tiger Roll leads by twelve lengths in the Grand National at the last fence. Oh no, he has fallen down.</td>
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<tr>
<td>Young has just committed a terrible foul on McLean. The referee has shown him the red card.</td>
<td></td>
</tr>
<tr>
<td>Stockdale is running really fast down the wing. He must score. Not this time. He’s been brilliantly tackled by Brown, who plays for England.</td>
<td></td>
</tr>
</tbody>
</table>
Write your own commentary

Listen to some famous sports commentaries online. Discuss how the commentators speak. Is it fast or slow? Loud or soft? Why is it like this? What type of language does the commentator use? Do they use full sentences?

Watch different pieces of sports footage. Choose a favourite piece of sporting action to write your own commentary on. Keep it short so you don’t have too much to write. Consider the type of sport you choose carefully, because some commentators need to react quickly to fast-paced events, others may have gaps in the play. For example, a 100-metre sprint only lasts ten seconds, but commentators must describe what happens very quickly to keep up with the action. On the other hand, cricket commentators can take many pauses over the course of the game, as it much slower. Here are some examples of events you could commentate on:

- the climax of a race;
- the winning putt at a golf tournament;
- an important goal or point scored in a field game;
- a team or athlete receiving a trophy or medal; or
- a costly mistake in a game or a sporting misfortune such as a horse falling or a footballer slipping on the field.

Watch the piece of sporting action you chose. Think about the types of words you will use. Remember the key word is action, so you will have to use plenty of different verbs. You will need adverbs to describe the action as well as adjectives to describe the players involved and the game or event in general. Punctuate your commentary accordingly. Use exclamation marks for emphasis when something important has happened.

Record your commentary

Practise your commentary for recording. Remember, commentators describe live events, so they don’t get the chance to rehearse what they are going to say. Try to memorise what you have written, so you don’t sound as though you’re reading. Keep your notes nearby to help you.

Record your commentary using an Easi-Speak or other recording device. Add this to your clip.

Tell your classmates why you have chosen this piece of sporting action for your commentary. Play the original commentary (if there is one) and then your own. See what they think.
Resource O: **Three is the Magic Number**

Before 1981, all football leagues in the UK and Ireland awarded two points for a win. A man called Jimmy Hill proposed to the Football Association (FA) a change that would give teams three points for a win. This was supposed to encourage more attacking play and entertaining football. If teams finish the season on equal points, their final position is determined by goal difference, as explained below.

The FA accepted his proposal. In the 1981–82 season, three points for a win was first introduced. Today, most football leagues throughout the world use this system. Here is the final league table for the 1994–95 Premier League Season. Blackburn Rovers won the title.

There is a key on the next page, to help you to understand what each of the columns in the table represent.

<table>
<thead>
<tr>
<th>Pos</th>
<th>Team</th>
<th>Pld</th>
<th>W</th>
<th>D</th>
<th>L</th>
<th>GF</th>
<th>GA</th>
<th>GD</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Blackburn Rovers (C)</td>
<td>42</td>
<td>27</td>
<td>8</td>
<td>7</td>
<td>80</td>
<td>39</td>
<td>+41</td>
<td>89</td>
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<tr>
<td>2</td>
<td>Manchester United</td>
<td>42</td>
<td>26</td>
<td>10</td>
<td>6</td>
<td>77</td>
<td>28</td>
<td>+49</td>
<td>88</td>
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<td>3</td>
<td>Nottingham Forest</td>
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</tr>
<tr>
<td>9</td>
<td>Wimbledon</td>
<td>42</td>
<td>15</td>
<td>11</td>
<td>16</td>
<td>48</td>
<td>65</td>
<td>−17</td>
<td>56</td>
</tr>
<tr>
<td>10</td>
<td>Southampton</td>
<td>42</td>
<td>12</td>
<td>18</td>
<td>12</td>
<td>61</td>
<td>63</td>
<td>−2</td>
<td>54</td>
</tr>
<tr>
<td>11</td>
<td>Chelsea</td>
<td>42</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>50</td>
<td>55</td>
<td>−5</td>
<td>54</td>
</tr>
<tr>
<td>12</td>
<td>Arsenal</td>
<td>42</td>
<td>13</td>
<td>12</td>
<td>17</td>
<td>52</td>
<td>49</td>
<td>+3</td>
<td>51</td>
</tr>
<tr>
<td>13</td>
<td>Sheffield Wednesday</td>
<td>42</td>
<td>13</td>
<td>12</td>
<td>17</td>
<td>49</td>
<td>57</td>
<td>−8</td>
<td>51</td>
</tr>
<tr>
<td>14</td>
<td>West Ham United</td>
<td>42</td>
<td>13</td>
<td>11</td>
<td>18</td>
<td>44</td>
<td>48</td>
<td>−4</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>Everton</td>
<td>42</td>
<td>11</td>
<td>17</td>
<td>14</td>
<td>44</td>
<td>51</td>
<td>−7</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>Coventry City</td>
<td>42</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>44</td>
<td>62</td>
<td>−18</td>
<td>50</td>
</tr>
<tr>
<td>17</td>
<td>Manchester City</td>
<td>42</td>
<td>12</td>
<td>13</td>
<td>17</td>
<td>53</td>
<td>64</td>
<td>−11</td>
<td>49</td>
</tr>
<tr>
<td>18</td>
<td>Aston Villa</td>
<td>42</td>
<td>11</td>
<td>15</td>
<td>16</td>
<td>51</td>
<td>56</td>
<td>−5</td>
<td>48</td>
</tr>
<tr>
<td>19</td>
<td>Crystal Palace (R)</td>
<td>42</td>
<td>11</td>
<td>12</td>
<td>19</td>
<td>34</td>
<td>49</td>
<td>−15</td>
<td>45</td>
</tr>
<tr>
<td>20</td>
<td>Norwich City (R)</td>
<td>42</td>
<td>10</td>
<td>13</td>
<td>19</td>
<td>37</td>
<td>54</td>
<td>−17</td>
<td>43</td>
</tr>
<tr>
<td>21</td>
<td>Leicester City (R)</td>
<td>42</td>
<td>6</td>
<td>11</td>
<td>25</td>
<td>45</td>
<td>80</td>
<td>−35</td>
<td>29</td>
</tr>
<tr>
<td>22</td>
<td>Ipswich Town (R)</td>
<td>42</td>
<td>7</td>
<td>6</td>
<td>29</td>
<td>36</td>
<td>93</td>
<td>−57</td>
<td>27</td>
</tr>
<tr>
<td>Pos</td>
<td>Team</td>
<td>Pld</td>
<td>W</td>
<td>L</td>
<td>GF</td>
<td>GA</td>
<td>GD</td>
<td>Pts</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>is short for position, which is where each team finished in the league</td>
<td>number of games each team played in the season</td>
<td>number of games the team won</td>
<td>number of games the team lost</td>
<td>Goals For is the number of goals a team scored</td>
<td>Goals Against is the number of goals the team conceded</td>
<td>Goal Difference is the difference between Goals For and Goals Against</td>
<td>the total number of points a team has gained in a season</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>number of games team drew</td>
<td>GF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How would this table have looked had they still been awarding two points for a win? Would a different team become champions? Which teams would have been relegated?

Look online and choose some league tables of your own from past seasons. See how they would have looked using the old system. Alternatively, try some league tables from before the 1981–82 season. What would these have looked like if three points were available for a win? Would Manchester United or Liverpool still have the same number of league titles?

Try devising some systems of your own, awarding different points for a win or a draw. What would be the best way to encourage attacking play and provide entertaining games? How would awarding bonus points for scoring, or not conceding, a certain number of goals affect the league tables?
Resource P: **To Build or Not to Build**

- Disruption
- Money
- Visitors
- Pollution
- Business
- Opportunities
- Building Materials
- Excitement
- Local people
- Afterwards
- Dangers
- Jobs
- Public Transport

**KEY WORDS**
Role Cards

Chairperson of Discussion about Building the Stadium
Listen to the arguments you have heard about building the stadium. Ask the different speakers questions that challenge their arguments. You can also ask them to clarify points. Here are some example questions:

To stadium builder:
- Could you explain how this stadium will create jobs for the community? Where will these jobs be?
- What can you do to reduce traffic or noise so that it does not create problems for residents?

To resident opposed to stadium:
- What do you think about the builder’s point that the stadium will be good for local businesses?
- What could builders and the owners of the stadium do to make sure there is minimum disruption to residents?
- What would make this stadium acceptable to you?

Head of Construction Company Building Stadium
Present arguments to the class giving reasons why you think the stadium will be good for the community. You may want to mention how it will:
- be good for the economy or create jobs;
- increase leisure and entertainment opportunities for those who live there;
- increased interest in sport; and
- bring visitors and tourists to the area.

Local Resident Opposed to Building of Stadium
Present arguments to the class giving reasons why you think the stadium should not be built. You may want to mention:
- Increased noise and traffic for residents;
- Environmental issues such as more litter and pollution;
- Greater risk of accidents, fighting or security risks;
- Disruption while stadium is being built; or
- Other sports suffering if this stadium is built.
Resource Qa: Why Do We Play a Particular Sport?

Main rugby and cricket playing nations

Countries of the British Empire
Resource Qb: Why Do We Play a Particular Sport?

In Northern Ireland, many different factors help to determine the sports that we play most regularly. These factors include tradition, culture, family background, local community and school.

This is not unique. In different parts of the world, the same factors help shape interest and participation in sports. For example, of the five most popular team sports in the United States, people in Northern Ireland play only football (the other sports are American football, baseball, basketball and ice hockey).

The table below shows the winners of school-based sporting competitions in Northern Ireland over a three-year period.

<table>
<thead>
<tr>
<th>Competition</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football (boys)</td>
<td>Grosvenor Grammar School</td>
<td>Grosvenor Grammar School</td>
<td>St Columb’s College</td>
</tr>
<tr>
<td>Gaelic Football (boys)</td>
<td>St Patrick’s College, Maghera</td>
<td>St Mary’s Grammar, Magherafelt</td>
<td>St Ronan’s College</td>
</tr>
<tr>
<td>Camogie (girls)</td>
<td>St Patrick’s College, Maghera</td>
<td>Cross and Passion, Ballycastle</td>
<td>Cross and Passion, Ballycastle</td>
</tr>
<tr>
<td>Rugby (boys)</td>
<td>Royal Belfast Academical Institution</td>
<td>Royal Belfast Academical Institution</td>
<td>Campbell College</td>
</tr>
<tr>
<td>Hockey (girls)</td>
<td>Methodist College</td>
<td>Banbridge Academy</td>
<td>Rainey Endowed School</td>
</tr>
<tr>
<td>Cricket (boys)</td>
<td>Belfast Royal Academy</td>
<td>Royal Belfast Academical Institution</td>
<td>Methodist College</td>
</tr>
</tbody>
</table>

The table illustrates how the sports we play can be determined by the schools we attend.

Have you played all of the sports above?

If you were born in another country, which sport would you like to try?

Do you think you would be good at it?

Give reasons for your answers.
Resource R: **Record Breakers**

From a standing start, jump as far as you can. Ask a friend to measure the length of each jump. Jump again. Add the length of this jump to the previous one. This is called the cumulative length. Keep doing this until the cumulative length of all of your jumps reaches, or passes, 8.95 m. Record the length of your jumps in the table below. Here is an example for you.

This table shows a record of Patrick’s jumps.

<table>
<thead>
<tr>
<th>Number of Jump</th>
<th>Length of Jump</th>
<th>Cumulative Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>1.47 m</td>
<td>1.47 m</td>
</tr>
<tr>
<td>2nd</td>
<td>1.48 m</td>
<td>2.95 m</td>
</tr>
<tr>
<td>3rd</td>
<td>1.55 m</td>
<td>4.50 m</td>
</tr>
<tr>
<td>4th</td>
<td>1.52 m</td>
<td>6.02 m</td>
</tr>
<tr>
<td>5th</td>
<td>1.47 m</td>
<td>7.49 m</td>
</tr>
<tr>
<td>6th</td>
<td>1.47 m</td>
<td>8.96 m</td>
</tr>
</tbody>
</table>

Number of jumps Patrick took to match or beat world record: 6.

The table shows that Patrick took 6 jumps to pass Michael Powell’s world long jump record of 8.95 m, beating it by 1 cm!
Now use this table to record the length of your own jumps.

<table>
<thead>
<tr>
<th>Pupil Name: ______________</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Jump</td>
<td>Length of Jump</td>
<td>Cumulative Length</td>
</tr>
<tr>
<td>1st</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
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<tr>
<td>4th</td>
<td></td>
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<tr>
<td>5th</td>
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<td>6th</td>
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<td>7th</td>
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<tr>
<td>8th</td>
<td></td>
<td></td>
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<tr>
<td>9th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of jumps you took to match or beat world record ____.
The box below shows the points total from a Gaelic football, hurling or camogie game. Think of the different combinations of goals and points each team could have scored.

<table>
<thead>
<tr>
<th>POINTS TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAM A</td>
</tr>
<tr>
<td>29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEAM A</th>
<th>TEAM B</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOALS</td>
<td>POINTS</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Resource S: Many Ways to Score
Write a points total from a rugby match in the box below. Then, record in the table different combinations of tries, conversions and penalties that would achieve this score.

<table>
<thead>
<tr>
<th>POINTS TOTAL</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TRIES</th>
<th>CONVERSIONS</th>
<th>PENALTIES</th>
<th>DROP GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

Once you’ve completed the table, why not try doing this with other sports that have scoring systems that use bigger numbers? For example, investigate how many ways can you find to score a century in cricket. Alternatively, how many different ways can you find to score a break of one hundred in snooker? Try to think of a method that makes your working out easier.
Resource T: Why Change the Rules?

Some sports organisations introduce rule changes to make the game safer to play. Other rule changes are introduced to help referees and umpires to make better or more accurate decisions in games. Below is a list of example of some rule changes in sports. Sort them into the two groups in the table. Make sure to record the year the rule was introduced.

<table>
<thead>
<tr>
<th>Event</th>
<th>Rule Description</th>
<th>Year Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1891</td>
<td>Two linesmen, or 'assistant referees', supported an on-field referee.</td>
<td>1891</td>
</tr>
<tr>
<td>2011</td>
<td>A rule forbidding high tackles, which were deemed dangerous as they could cause damage to a player’s neck or head.</td>
<td>2011</td>
</tr>
<tr>
<td>2014</td>
<td>A rule requiring players suffering head injuries to leave the pitch and have a club doctor assess them to decide whether they are capable of continuing the game.</td>
<td>2014</td>
</tr>
<tr>
<td>1971</td>
<td>A rule requiring the cockpit of the car to be designed so that the driver could be rescued from the car within five seconds.</td>
<td>1971</td>
</tr>
<tr>
<td>2003</td>
<td>Making wearing helmets compulsory for cyclists in competitions.</td>
<td>2003</td>
</tr>
<tr>
<td>2018</td>
<td>Using video technology, or VAR (Video Assistant Referee), to help referees make the right decisions during games.</td>
<td>2018</td>
</tr>
</tbody>
</table>

In 1891, the rules of football changed so that two linesmen, or ‘assistant referees’, supported an on-field referee. The linesmen worked with the referee to ensure he called decisions correctly.

In 2011, rugby union introduced a rule forbidding high tackles, which were deemed dangerous as they could cause damage to a player’s neck or head.

Three years later, the Premier League (English football) introduced a rule requiring players suffering head injuries to leave the pitch and have a club doctor assess them to decide whether they are capable of continuing the game.

Formula 1 motor racing has developed significantly and introduced rules to improve racers’ safety. In 1971, a rule was introduced requiring the cockpit of the car to be designed so that the driver could be rescued from the car within five seconds. The six-point seatbelt became mandatory the year after.

At the 2018 World Cup, football finally followed many other sports in using video technology, or VAR (Video Assistant Referee), to help referees make the right decisions during games. Five years previously, the GAA had introduced Hawk-Eye technology to help on-field umpires to evaluate whether a ball had been kicked between the posts for a point.

The International Cycling Union made wearing helmets compulsory for cyclists in competitions from 2003, after the death of a cyclist during a race in France.
Can you think of other examples of rules that sports have introduced to improve players’ health and safety or to help referees or umpires make the right decisions? Try to add at least three rules to each column.

<table>
<thead>
<tr>
<th>Rules to improve safety</th>
<th>Rules to support referees</th>
</tr>
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<tbody>
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</tbody>
</table>
Resource U: **Sporting Pioneers**

Find out about pioneers both from the world of sport and elsewhere. Add information about them to the table below. A couple of examples have been done for you.

<table>
<thead>
<tr>
<th>Pioneer</th>
<th>Nationality</th>
<th>Achievement</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valentina Tereshkova</td>
<td>Russian</td>
<td>First woman to fly in space</td>
<td>1963</td>
</tr>
<tr>
<td>Roger Bannister</td>
<td>English</td>
<td>First athlete to run a mile in less than 4 minutes</td>
<td>1954</td>
</tr>
</tbody>
</table>
Resource V: **Pitches to Posts**

Here are some images of sports pitches.

- How would you describe these? Think about the different lines and shapes.
- What is the purpose of the different lines, shapes and areas on each of the pitches.
- Do all of these pitches have to be a certain size or area? Why?
A GAA Pitch

A Rugby Pitch
A jockey plays an important role in horse racing, guiding and instructing the horse. Jockeys usually weigh between 48 kg and 54 kg. The average weight of a man in the UK is around 84 kg. A lighter jockey tends to have more control of the horse. The lower weight means the horse has less to carry and can sprint faster. This is important because racing authorities set limits on the weight a horse can carry, including the jockey and equipment.

Jockeys tend to be short because their lower height usually means they weigh less. They are usually somewhere between 1.47 and 1.68 metres tall. The average height in the UK is around 1.75 m for a male and 1.62 m for a female.

Basketball and netball involve teams of players competing to score points by putting a ball through a basket or net 10 feet high (just over 3 m). The average player in both sports is more than 1.83 m tall.

Similarly, tall volleyball players have an advantage as skills include leaping to block shots and to send the ball across the net to score points.
In football, being tall is important for goalkeeping. Goalkeepers must be able to reach above players when jumping to catch or punch a ball, and diving to save shots. Central defenders tend to be tall too, as they need to use their heads to clear balls above opposing players to score goals.

Taller swimmers are at an advantage because they can cover more distance than smaller competitors can.

Height is not everything in sports. Two of the greatest football players in history, Lionel Messi and Diego Maradona, are both quite short. Wingers in football tend to be smaller. This can be an advantage, because their lower centre of gravity helps them to evade tackles when dribbling.
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