

Instructional Unit: Camogie/Hurling

Grade Level: Middle/High School

<b>School Subject:</b> Physical Education	<b># of Lessons:</b> 10 (varies per week)
<b>Topic:</b> Invasion Games	<b>Length of lesson:</b> 40 min (Single class)
<b># of pupils:</b> 25-30 Mixed	<b>Class Meets:</b> Soccer Field/Pitch

**Unit Description:**

This unit is designed to prepare students with the knowledge and skills required to competently and enjoyably participate in the game of Camogie/Hurling. Through participation in a variety of games in a safe and enjoyable environment, students will be presented with the opportunity to develop personally, socially, and physically. The teaching of skills and technique is given less priority than the development of tactical awareness through the exploration of principles of play. Skill acquisition is seen in the context of the student's involvement in the game situation and of enabling her/him to make appropriate decisions based on their evolving level of tactical awareness.

**Unit Outcome:**

As a result of participation in this class students should be able to:

- Explain the basic history, rules, and terminology of Camogie/Hurling.
- Demonstrate competency in basic Camogie/Hurling fundamentals.
- Perform drills and tasks to enhance performance in Camogie/Hurling.
- Demonstrate the ability to use the learned skills in game situations.

**Unit Content:**

- History, rules, and terminology of Camogie/Hurling.
- Camogie/Hurling fundamentals.
- Learn and practice the fundamentals using drills and task cards.
- Learn and practice the fundamentals in a game like situation.

**Unit Evaluation:**

1. Assessment of Written Knowledge = 10%
  - A. Short Test - History, rules, and terminology
2. Performance Checklist = 20%
  - A. Two checklist evaluations
    - Checklist 1 - initial evaluation (feedback provided)
    - Checklist 2 - final evaluation
3. Participation = 60%
  - A. Participation and classroom attendance
4. Personal Assessment = 10%
  - A. Respect others, no negative attitude
  - B. Encourage the success of others

**Methods of Presentation:** Teacher-led; peer-teaching; task/station teaching

**Program Outcomes - 10 Days:** (400 min.)

Topic Area	# of min.	Skill Practice	# of min.
History	10	Holding/Swinging the Hurley	30
Rules/Safety	30	Soloing	30
Terminology	30	Passing (Hand/Hurley)	50
Tactics (Off/Def)	30	Catching/Receiving	40
Instant Activities	100	Roll Lift	20

**Sub-Total:** 200 170

**Game Play:** 30 minutes (days 8-10)

## Block Plan:

Day 1	Day 2	Day 3	Day 4	Day 5
<i>Instant Activity</i> <i>History</i> <i>Terminology</i> <i>Hold/Swing Hurley</i> <i>Safety</i>	<i>Instant Activity</i> <i>Terminology</i> <i>Hold/Swing Hurley</i> <i>Soloing</i> <i>Safety</i>	<i>Instant Activity</i> <i>Terminology</i> <i>Soloing</i> <i>Passing (Hand)</i>	<i>Instant Activity</i> <i>Rules/Safety</i> <i>Passing (Hurley)</i>	<i>Instant Activity</i> <i>Terminology</i> <i>Hold/Swing Hurley</i> <i>Catch/Rec.</i> <i>Safety</i>
Day 6	Day 7	Day 8	Day 9	Day 10
<i>Instant Activity</i> <i>Soloing</i> <i>Passing</i> <i>Roll Lift</i> <i>Off. Tactics</i>	<i>Instant Activity</i> <i>Terminology</i> <i>Rules/Safety</i> <i>Roll Lift</i> <i>Def. Tactics</i>	<i>Instant Activity</i> <i>Passing</i> <i>Catch/Rec.</i> <i>Tactics</i> <i>Game Play</i>	<i>Instant Activity</i> <i>Terminology</i> <i>Rules/Safety</i> <i>Catch/Rec.</i> <i>Game Play</i>	<i>Instant Activity</i> <i>Passing</i> <i>Catch/Rec.</i> <i>Game Play</i>

**Developmental Analysis:****Holding and Swinging the Hurley**

*Holding and swinging the Hurley is noticeably different to holding a bat or golf club. Camogie and Hurling players tend to hold their hands opposite; non-dominant on top of dominant hand.*

<b>Key Teaching Points</b>	<b>Common Errors</b>
<ul style="list-style-type: none"> <li>- The stronger or dominant hand grips the Hurley at the top (end) of the handle.</li> <li>- <b>The Ready Position:</b> Feet shoulder-width apart; dominant hand at the top of the handle; non-dominant hand down near the neck/ 'bas'.</li> <li>- <b>The Lock Position:</b> Slide the non-dominant hand along the handle to lock with the dominant hand.</li> <li>- <b>The Lifting Position:</b> toe of the Hurley facing away from the body on the dominant side.</li> <li>- Bend the knees and hips; thumbs facing the 'bas' of the Hurley.</li> </ul>	<p>Holding the Hurley with the non-dominant hand on top</p> <p>Holding the Hurley with the toe facing inwards</p> <p>Not locking the hands</p>

**Soloing**

*The Solo Run is used to carry the sliotar to a better position, or to get away from an opponent. The sliotar may be carried (balanced) on the Hurley, or hopping on the Hurley.*

<b>Key Teaching Points</b>	<b>Common Errors</b>
<ul style="list-style-type: none"> <li>- Point the Hurley forward, with the 'bas' flat and the toe pointing away from body on the dominant side.</li> <li>- Toss the sliotar onto the 'bas' of the Hurley. Place non-dominant hand along the handle for balance.</li> <li>- Move forward balancing or hopping the sliotar.</li> <li>- To help control the Hurley, use a shortened grip.</li> </ul>	<p>Holding the Hurley with the toe facing inwards.</p> <p>Holding the Hurley at full length.</p>

### Hand Passing

*The Hand Pass is used to pass the sliotar over shorter distances by striking it with the palm and fingers of the hand.*

Key Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>- Hold the Hurley in the dominant hand with the sliotar in the non-dominant hand.</li> <li>- Toss the sliotar to shoulder height; step towards the receiver with the dominant foot.</li> <li>- Swing back the non-dominant arm; strike the sliotar in the direction of the receiver.</li> <li>- Point of impact is where fingers meet palm of the hand.</li> <li>- Follow through to pass the sliotar to the receiver.</li> </ul>	<p>Tossing the sliotar too high.</p> <p>Swinging the non-dominant hand back too far.</p> <p>Striking the sliotar with the palm of the hand.</p>

### Passing/Striking from the hand with the Hurley

*Striking from the hand is the most common method of passing the sliotar or shooting for a score in Hurling. It is important that players are taught to strike from the dominant and non-dominant side from an early age.*

Key Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>- Toss the sliotar from the cupped hand to shoulder height.</li> <li>- Keep eyes on the sliotar.</li> <li>- Slide the non-dominant hand into the lock position, bending the elbows to raise the Hurley.</li> <li>- Step forward with the lead foot and swing the Hurley downward.</li> <li>- Strike the sliotar at knee height.</li> <li>- Transfer the body weight to the non-dominant leg as the swing is completed.</li> </ul>	<p>Missing the ball completely.</p> <p>Placing the non-dominant hand above the dominant hand on the Hurley.</p> <p>Tossing the sliotar too high or too far in front.</p>

### Catching the Sliotar (Overhead)

*The Overhead Catch is used to gain possession when the sliotar is approaching above head height. Requires excellent hand eye coordination.*

Key Teaching Points	Applications
- Move towards the sliotar; Eyes on the target (sliotar).	Moving too quickly underneath the sliotar.
- Release the non-dominant or catching hand from the Hurley.	Grabbing the sliotar.
- Raise the Hurley above the head to protect the catching hand.	Failing to protect the catching hand.
- Relax the hand on impact, catching with the fingers.	

### Roll Lift the Sliotar

*The Roll Lift is used to raise the sliotar from the ground into the hand. Generally used when the player is stationary. Can also be used to raise the sliotar to strike without taking the sliotar into the hand.*

Key Teaching Points	Common Errors
- Place the non-dominant foot beside the sliotar.	Holding the Hurley with the toe facing inwards.
- Bend the hips and knees and upper body into a semi-crouched position (head over the ball).	
- Toe of the Hurley should be pointed away from the body; thumbs pointed towards the 'bas'.	Holding the Hurley at too great an angle.
- Roll the sliotar towards the body and slide the toe of the Hurley underneath to lift it.	
- Release the non-dominant hand from the Hurley in a cupped position; allow the ball to fall into it.	

## SAMPLE LESSON PLAN

**Instant Activity:** 5 minutes (Somewhere, No Where, Everywhere, Over There)

Teacher uses four words, one posted on each wall of the gym. Students **SOLO** to each card/word when called by the teacher (eg, "EVERYWHERE" = north wall; "OVER THERE" = east wall; "NO WHERE" - south wall; etc.).

*NOTE: For older grades, could also use a basic tag game while students solo.*

**Hand Passing:** 10 minutes

- ✓ Hand pass the tennis ball (sliotar) to a partner. Remember to toss the sliotar to shoulder height, step towards the target, and make contact where fingers and palm of the hand meet.
- ✓ How many times in a row can you hand pass the sliotar to your partner?
- ✓ Increase the distance and try hand passing the ball to your partner without them having to move more than a few steps from their space.

**Passing/Striking with the Hurley:** 15 minutes

- ✓ With your Hurley, strike the tennis ball (sliotar) at a target on the wall. Remember to toss the sliotar from the cupped hand to shoulder height, keep your eyes on the target (sliotar), slide the non-dominant hand into the lock position, and transfer the body weight upon follow through.
- ✓ How many times in a row can you hit the target?
- ✓ Try to pass the ball at the target and catch it without moving more than a few steps from your space.

**Roll Lift:** 10 minutes

- ✓ Using the tennis balls (sliotars) set out in front of you, one at a time roll lift each.
- ✓ How many sliotars can you roll lift on 30 seconds?
- ✓ Zig Zag Roll Lift. Cones set up in zig-zag pattern, players must roll lift the sliotar and change direction placing the sliotar at the next cone.

**TASK CARDS:** GAA (website)

<http://www.gaa.ie/coaching-and-games-development/coaching/the-skills-of-hurling/>

**SKILLS ASSESSMENT**

Preference: Right or Left Hand (circle one)

Student's Name: \_\_\_\_\_

**Holding and Swinging the Hurley:** (*Tick all that apply*)

- 
- The stronger or dominant hand grips the Hurley at the end of the handle.

**The Ready Position:**

- 
- Feet shoulder-width apart.
- 
- 
- Dominant hand at the top (end) of the handle.
- 
- 
- Non-dominant hand down near the neck/ 'bas'.

**The Lock Position:**

- 
- Slides the non-dominant hand along the handle to lock with the dominant hand.

**Soloing:** (*Tick all that apply*)

- 
- Points the Hurley forward, with the 'bas' flat and the toe pointing away from body on the dominant side.
- 
- 
- Tosses the sliotar onto the 'bas' of the Hurley; places non-dominant hand along the handle for balance.
- 
- 
- Moves forward balancing or hopping the sliotar.
- 
- 
- Uses a shortened grip to help control the Hurley.

**Hand Passing:** (*Tick all that apply*)

- 
- Holds the Hurley in the dominant hand with the sliotar in the non-dominant hand.
- 
- 
- Tosses the sliotar to shoulder height; steps toward the receiver with the dominant foot.
- 
- 
- Swings back the non-dominant arm; strikes the sliotar in the direction of the receiver.
- 
- 
- Point of impact is where fingers meet palm of the hand.
- 
- 
- Follows through when passing the sliotar to the receiver.



**Passing/Striking from the hand with the Hurley:** *(Tick all that apply)*

- Tosses the sliotar from the cupped hand to shoulder height.
- Keeps eyes on the target (sliotar).
- Slides the non-dominant hand into the lock position, bending the elbows to raise the Hurley.
- Steps forward with the lead foot; swings the Hurley downward.
- Strikes the sliotar at knee height.
- Transfers the body weight to the non-dominant leg as the swing is completed.

**Catching/Receiving:** *(Tick all that apply)*

- Moves toward the sliotar.
- Keeps eyes on the target (sliotar).
- Releases the non-dominant or catching hand from the Hurley.
- Raises the Hurley above the head to protect the catching hand.
- Relaxes the hand on impact, catching with the fingers.

**Roll Lift:** *(Tick all that apply)*

- Places the non-dominant foot beside the sliotar.
- Bends the hips and knees and upper body into a semi-crouched position (head over the ball).
- Toe of the Hurley pointed away from the body; thumbs pointed towards the 'bas'.
- Rolls the sliotar towards the body and slides the toe of the Hurley underneath to lift it.
- Releases the non-dominant hand from the Hurley in a cupped position; allows the ball to fall into it.